



EDGEWOOD COLLEGE CATALOG COURSE DESCRIPTIONS



EDGEWOOD COLLEGE

2016 – 2017

ABIO 410
PATHOLOGY

Course for nursing students. Basic concepts and principles of disease processes. Prerequisite: Admissions to the post-baccalaureate nursing program. (F)

ANRS 210
FOUNDATIONS OF PROFESSIONAL NURSING

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. Prerequisite: Admission to Post-bacc Nursing program. (F)

ANRS 211
CARING NURSING ASSESSMENT & INTERV

Clinical and laboratory application of basic concepts discussed in ANRS 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. Prerequisite: Admission to Post-baccalaureate Nursing program. (F)

ANRS 310
PROFESSIONAL NURSING: ADULT HEALTH

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. Prerequisite: Admission to Post-baccalaureate Nursing program. (F)

ANRS 311
CARING: ADULT HEALTH NURSING

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. Prerequisite: Admission to Post-baccalaureate Nursing program. (F)

ANRS 312
PHARMACOLOGY

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. Prerequisite: Admission to Post-baccalaureate Nursing program. (F)

ANRS 315
CARING: ADULT HEALTH NURSING LAB

Presents the knowledge of psychomotor skills, unique to professional nursing practice, used to meet the therapeutic, 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. Prerequisite: Admission to Post-baccalaureate Nursing program. (F)

ANRS 340
PROFESSIONAL NURSING: LONG TERM ISS

Nursing content addressing the management of psychosocialspiritual and physiological care of adults and families is discussed within a framework of chronic illness management. Integration of behavioral science,

pathopsychology, and pharmacology into nursing care is emphasized along with concepts related to wellness and health promotion while living a life with chronic illness. Prerequisite: Admission to the Post-Baccalaureate Nursing program. (S)

ANRS 341

COLLABORATIVE PRACTICE - LONG TERM

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. Prerequisite: Admission to the Post-Baccalaureate Nursing program. (S)

ANRS 342

PROFESSIONAL NURSING: OLDER ADULT

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. Prerequisite: Admission to Post-baccalaureate Nursing program. (W)

ANRS 390

RESEARCH IN PROFESSIONAL NURSING

Introduction to methods of inquiry including interpretive and empirical approaches. Basic statistical measurements are studied in relation to understanding nursing research. Topics include critiquing nursing research, exploring application of research to practice, and identifying researchable problems and appropriate methodologies. Prerequisite: Admission to the Post-Baccalaureate Nursing program. (S)

ANRS 410

PROF NRSNG: FAMILIES IN TRANSITION

Nursing care with families experiencing transition such as pregnancy and parenting. Issues related to environmental context, political awareness, health care systems, family dynamics, children and adolescents, and women's health are examined. Prerequisite: Admission to the Post-Baccalaureate Nursing program. (S)

ANRS 411

CARING: FAMILIES IN TRANSITION

Nursing Care with families, young children, adolescents, and women in a variety of settings. The major focus is on health promotion and health maintenance. Prerequisite: Admission to Post-Baccalaureate Nursing Program. (S)

ANRS 412

LEADERSHIP WITHIN HLTHCARE SYSTEM

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. Prerequisite: Admission to the Post-Baccalaureate Nursing program. (S)

ANRS 440

ADLT HLTH: ADVANCED CONCEPTS

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. Prerequisite: Admission to the Post-Baccalaureate Nursing program. (S)

ANRS 460

PRFSSNL NRSNG: HLTH OF COMMUNITIES

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. Prerequisite: Admission to the Post-Baccalaureate Nursing program. (S)

ANRS 461 23**NURSING CARE WITH AGGREGATES**

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. Prerequisite: Admission to the Post-Baccalaureate Nursing program. (S)

ANTH 222 GJ**INTRO TO CULTURAL ANTHROPOLOGY**

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**

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**

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**

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**

Topics and credits arranged. Prerequisites: consent of instructor.

ANTH 380**SEMINAR IN ANTHROPOLOGY**

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**

Topics and credits arranged. Prerequisites: consent of instructor.

ANTH 480**SEMINAR IN ANTHROPOLOGY**

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 101 1A
ART MATTERS

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? \$15 course fee. Prerequisites: This course is for first semester freshmen or freshmen transfer students.

ART 102 B
WATERCOLOR

Watercolor introduces students to basic traditional watercolor painting techniques and offers opportunities for exploration of 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 students' own work. Previous experience in drawing is strongly recommended. \$30 course fee. Prerequisites: None.

ART 106 B
ART STRUCTURE

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 to create works of art that reflect an aesthetic awareness of various cultures around the world. \$30 course fee. Prerequisites: None.

ART 107 B
DIGITAL PHOTO-NON ART MAJORS

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. \$35 course fee. Prerequisites: None.

ART 108 B
PHOTOGRAPHY - NON ART MAJORS

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. \$35 course fee. Prerequisites: None.

ART 114 B
DRAWING - NON ART MAJORS

Drawing for non-art majors is an exploration of varied drawing techniques and media. Students are taught to 'see' as an artist sees and to express oneself effectively. Through drawing and research into artistic traditions of other world cultures, students will create imagery that reflects their personal style. \$30 course fee. Prerequisites: None.

ART 117 B
CERAMICS FOR NON ART MAJORS

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. \$40 course fee. Prerequisites: None.

ART 120 B
VIDEO ART

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 methods and strategies. \$35 course fee. Prerequisites: None.

ART 126 AG**ART OF THE WESTERN WORLD**

This course provides an introduction to 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**

Students use computers and a mix of industry standard art and design applications to create graphic design and digital art projects. (F/S) \$25 course fee. Prerequisites: high school level studio art; for majors and minors in the Art Department only.

ART 152 I**DIGITAL ART & DESIGN - NON MAJORS**

Students use computers and a mix of industry standard art and design applications to create graphic design and digital art projects. (F/S) \$25 course fee. Prerequisites: None.

ART 200 B**DRAWING I**

This course is an exploration of varied techniques, media and subject matter to develop the ability to "see" and express oneself effectively through drawing. \$30 course fee. Prerequisites: for majors and minors in the Art Department only.

ART 202**TWO-DIMENSIONAL DESIGN**

Elements of art and principles of design as applied to two-dimensional media. \$30 course fee. Prerequisites: None.

ART 205**PAINTING I**

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) \$30 course fee. Prerequisites: ART 202 or consent of instructor.

ART 206**RELIEF PRINTMAKING**

Relief printmaking techniques used in woodcuts, linocuts, collographs, and other raised surface prints. Study of origins and development of relief prints and contemporary methods. (F) \$50 course fee. Prerequisites: ART 200 B or consent of instructor,

ART 207**DARKROOM PHOTOGRAPHY I**

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. (S) \$35 course fee. Prerequisites: for majors or minors in the Art Department only, or consent of instructor.

ART 208**ADVANCED PHOTOGRAPHY**

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. \$35 course fee. Prerequisites: ART 207 or ART 209, or consent of instructor.

ART 209**DIGITAL PHOTOGRAPHY**

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. Each student must have a digital single lens reflex camera. (F) \$50 course fee. Prerequisites: for majors or minors in the Art Department only, or consent of instructor.

ART 210**GRAPHIC DESIGN**

Basic graphic arts: design, layout, typography, illustration, printing processes and production methods. (F/S) \$50 course fee. Prerequisites: ART 151 I or ART 152 I, or consent of instructor.

ART 212 B**PAINTING OFF THE WALL - HONORS**

This course is an exploration of various traditional and non-traditional painting techniques and media. Students will engage in research about contemporary artists and their work and will be taught to see as these artists see and to express themselves effectively. Through drawing, painting, and research into contemporary artistic movements, students will create imagery that reflects their personal style. \$30 course fee. Prerequisites: None.

ART 214**DRAWING II**

Drawing with emphasis on composition and greater creativity in use of media, techniques and subject matter. (S) \$30 course fee. Prerequisites: ART 200 B or consent of instructor.

ART 216**THREE-DIMENSIONAL DESIGN**

Study of the elements of art and principles of design as applied to three-dimensional media. (F/S) \$30 course fee. Prerequisites: None.

ART 217**STUDIO PORTRAITURE**

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) \$50 course fee. Prerequisites: ART 207 or ART 208, or consent of instructor.

ART 218**CERAMICS I**

An introduction to the study of ceramics for art majors and minors. Course involves basic hand building, throwing, and glazing techniques. Technical information of clay/glaze chemistry and firing concepts will be presented throughout the course. (F/S) \$40 course fee. Prerequisites: for majors or minors in the Art Department only, or consent of instructor.

ART 219**LITHOGRAPHY**

This course is an introduction to stone and plate lithography, including printmaking techniques and photography. Additional applications for graphic design concepts and practices. \$40 course fee. Prerequisites: ART 106 B or ART 114 B or ART 200 B, or consent of instructor.

ART 220**TYPOGRAPHY**

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) \$50 course fee. Prerequisites: ART 210 or consent of instructor.

ART 224

DRAWING IN NATURE

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. \$30 course fee.

Prerequisites: None.

ART 240 GU

INTRODUCTION TO ART THERAPY

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) \$30 course fee. Prerequisites: PSY 101, ENG 110, and one of the following: ART 200 B, ART 202, or ART 216.

ART 245 B

I-PAD - SKETCHPAD: HANDS ON DESIGN

This course provides a studio introduction to two-dimensional design for art and non-art majors. Using I-pad touch screen technology as well as traditional art media and techniques, this course explores and applies the basic elements and principles of art and design that are the foundation of all two-dimensional imagery. In an approach that involves a back and forth integration of I-pad techniques with art media, students discover how the boundaries between technology and art media can be permeated to create surprising, layered, complex and unique designs. Students are guided in the acquisition of knowledge, skill, and creative and aesthetic awareness with emphasis on development of increased understanding and appreciation of the world of visual art and their own capacity for generating original works of design. Prerequisites: None.

ART 250 AGU

ART OF AFRICA, OCEANIA & AMERICAS

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

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 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**

This course offers an introduction to the lives and work of modern artists in Europe and North America from the mid-nineteenth century through the 1970s. Organized as a chronological survey, this course focuses on the history of modern painting with some attention to sculpture, architecture, and modernist experiments in other media, and will emphasize the historical and cultural contexts in which this variety of art has been produced. We will also consider themes of international significance, including ways in which Japanese, Tahitian, African, and other non-Western sources substantially informed developments in modern art. We will also explore how, in an increasingly globally interconnected world, the work of modern and postmodern artists from various cultures and countries is shaped by cross-cultural influences and artistic conversations. Prerequisites: ENG 110 or W cornerstone. (S)

**ART 260 ADX
HISTORY OF ART IN NORTH AMERICA**

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**

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**

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) \$35 course fee. Prerequisites: ART 120 B or consent of instructor.

**ART 271 AG
HISTORY OF PHOTOGRAPHY**

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

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. (F) Prerequisites: ENG 110 or W cornerstone.

ART 279
INDEPENDENT STUDY

Topics and credits arranged. Prerequisites: consent of instructor.

ART 289
STUDIO WORKSHOP

A concentrated study of specific art media and techniques. This course may be repeated with different content area. \$30 course fee. Prerequisites: consent of instructor.

ART 290 BG
PAPERMAKING

For two thousand years, humankind has created paper by hand. Whatever region in the world, and whatever the intention behind the paper, be it to represent wealth, to carry spirituality, or to convey messages, every fiber that goes into the making of paper has a story. Utilizing an age-old technique of making paper by hand (from old garments and/or cloth, and plant fibers), participants use both traditional and contemporary applications of the paper arts globally, with emphasis on three distinctly different regions of the world: Western Europe, Asia, and Latin America. Once their paper is made, it becomes the foundation for expressive content in the form of hand drawn images, text, photographs, and/or prints - as a means of telling their individual stories. Through hand papermaking, writing, book and printmaking activities, we will work together to transform significant articles of clothing and plant fibers into works of art that broadcast personal stories, mutual understanding and healing. Participants do not need any prior experience with these processes. \$30 course fee. Prerequisites: None.

ART 292 B
VIS NARR PAPERMAKING AND BOOKARTS

This course explores visual narratives through handmade paper, book arts and three-dimensional forms. Students will use a variety of materials, techniques and approaches -- both traditional and contemporary -- to create narratives with personal, social, political, and site-specific themes and content. Particular emphasis will be placed on the narrative potential of plants and rag material selected for pulp production. Students will be guided to explore site-specific considerations of harvested plant materials from both a historical and environmental perspective, and the personal, social and political implications of specific rag materials obtained from garments, for aesthetic qualities and for the visual narratives inherent in handmade papers, book structures and sculptures created from them. \$30 course fee. Prerequisites: None.

ART 293
PORTFOLIO FOUNDATIONS FOR ART THERA

This required course for sophomores in the Art Therapy major involves students in portfolio assessment, critique and development. Storage, oral and written presentation, and photo documentation of artwork are also included. Each student will be guided in the development of an artwork that will build upon foundations course skills and involve personal research. Prerequisites: ART 200, ART 202, ART 216, and ART 240 or consent of instructor.

**ART 300
DRAWING III**

A continuation of ART 214 (Drawing II) with added emphasis on individual development and experimentation in the medium of drawing. \$30 course fee. Prerequisites: Art 214 or consent of instructor.

**ART 305
PAINTING II**

This course is a continuation of ART 205 Painting I with added emphasis on individual development and experimentation in the medium of water soluble oil or acrylic painting. \$30 course fee. Prerequisites: ART 205 or consent of instructor.

**ART 306
ADVANCED RELIEF PRINTMAKING**

Research in advanced relief printmaking techniques with emphasis on development of personal concepts and expression. (F) \$50 course fee. Prerequisites: ART 206 or consent of instructor.

**ART 308
ETCHING**

Intaglio techniques; basic procedures used to create etching and drypoint on metal plates; the origins and development of intaglio prints. (S) \$50 course fee. Prerequisites: ART 200 B or consent of instructor.

**ART 310
LAYOUT DESIGN**

A continuation of ART 210, focused on developing skills in page layout and design. (F) \$50 course fee. Prerequisites: ART 210 and ART 220 or consent of instructor.

**ART 312
FIGURE DRAWING**

Develops mastery in drawing the human figure in a variety of media and techniques. (S) \$50 course fee. Prerequisites: ART 200 B, or ART 202, or consent of instructor.

**ART 316
SCULPTURE**

Contemporary sculptural techniques, concepts and expressions. Emphasis is on the student's ability to use various media as a means to express personal concepts. (S) \$40 course fee. Prerequisites: ART 216 or consent of instructor.

**ART 318
CERAMICS II**

This course provides an opportunity for continued concentration on hand building, throwing and glazing techniques. Students focus on earthenware and stoneware firing techniques. \$40 course fee. Prerequisites: ART 218 or consent of instructor.

**ART 320 KU
VIDEO FOR GRAPHIC DESIGNERS**

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. (F) \$75 course fee. Prerequisites: ART 151 I and completion of the O tag or concurrent enrollment in an O tag course.

**ART 330
ART METAL**

This course will provide students with an introductory experience in the design and fabrication of jewelry and small sculpture. Emphasis is placed on creating original work using a variety of tools and processes including but not limited to: sawing, filing, piercing, soldering, cold joining, texturing, and polishing. Basic studio skills such as

proper tool usage, safety, and working vocabulary associated with techniques will be emphasized. \$40.00 course fee. Prerequisites: one of the following: ART 106 B, ART 114 B, ART 200 B, ART 202, or ART 216, or consent of instructor.

ART 342 K

ADAPTED ART MEDIA AND METHODS

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. \$35 course fee. Prerequisites: ART 240 and completion of the O tag or concurrent enrollment in an O tag course.

ART 344 QU

PERSPECTIVES IN ART THERAPY

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. \$30 course fee. Prerequisites: ART 240, PSY 101.

ART 345 DQ

APPL ART THERPY IN MULTICULT CONTXT

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. \$35 course fee. Prerequisites: ART 240 GU, ART 342 K, and consent of instructor.

ART 346

SELECTED TOPICS IN ART THERAPY

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. \$30 course fee. Prerequisites: ART 240 and consent of instructor.

ART 346A 2D

TPC: MULTICULT COMM HLTH & ART THER

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 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. \$30 course fee. 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 consent of instructor.

ART 346B 2

TPC: SUSTAIN HLTH ACROSS LIFESPAN

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. \$30 course fee. Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers.

ART 346C 2

TPC: ART THERPY IN THE MUSEUM SETTIN

Art therapy in the museum setting is an innovative approach which has been gaining momentum in cities throughout the US in recent years. Art museums increasingly seek to provide programs that will expand their reach and will include individuals with a wide range of abilities, unique needs, and challenges. Both Art therapy and museum – based art appreciation activities have demonstrated improvement in areas such as attention, behavior, pleasure and self-esteem in older adults with memory loss and Alzheimer's disease (Chancellor, Duncan & Chatterjee, 2013).

ART 348 2A

ARTS AND CIVIC ENGAGEMENT

This course will examine the multiple intersections of the arts and civic life in the contemporary United States to create a broad understanding of the many roles the arts play and how they are used by different constituencies. It will discuss contexts and discourses about the arts in the midst of significant cultural changes through many lenses -- including those of arts makers, cultural and civic policy makers, economic development professionals, social change agents, and various social movements. The course is designed for students in all disciplines to become aware of and promote Edgewood College's strategic central priority of "encouraging civic engagement by Edgewood College faculty, staff and students as active members of the campus and broader community." Prerequisite: Sophomore standing. (S)

ART 352 2DG

MEX & MEX-AMER ART MSC & CLTR

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

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

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. (S) \$75 course fee. Prerequisites: ART 151 I or consent of instructor.

ART 362 ADX
NATIVE AMERICAN ART

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

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 366 2AE
ECO-DESIGN FOR EVERYONE

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

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

Independent work undertaken individually by qualified students under the direction of an art instructor. (Prerequisite: consent of instructor). (F/S) Prerequisites: consent of instructor.

ART 380
ART THERAPY PRACTICUM

This is an independent practicum designed to provide students with additional experience in human services and related settings. Emphasis is on direct contact with individuals or groups, where art activities are offered to

support a variety of education, health, socialization, or quality of life goals. Course may be repeated for credit. Prerequisites: ART 240 GU and consent of instructor. (F/W/S/SS)

ART 392 2E
COMMUNITY ART PRACTICUM

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; sophomore status, a major or minor in the Art Department, and consent of instructor.

ART 405
EXPLORING PAINTING MEDIA

This course contains advanced painting with emphasis on figurative, thematic, and the possible exploration of media such as fresco, encaustic, egg tempera, and gouache. \$30 course fee. Prerequisites: ART 205 or consent of instructor.

ART 408
ADVANCED ETCHING

Advanced intaglio techniques: color printing; contemporary methods.(S) \$50 course fee. Prerequisites: ART 308 or consent of instructor.

ART 410
FIGURE AND LANDSCAPE PAINTING

Advanced painting with an emphasis on figurative, series, and plein air painting. The Art Department will provide French easels for plein air painting. \$30 course fee. Prerequisites: ART 205 or consent of instructor.

ART 450
DESIGN CONCEPT DEVELOPMENT

A continuation of ART 310, focused on graphic design concept and strategy development. (S) \$50 course fee. Prerequisites: ART 220 and ART 310.

ART 455
TOPICS IN GRAPHIC DESIGN

A course which focuses on specific and contemporary issues and trends in graphic design. May be repeated; topics will vary. Prerequisites: ART 210.

ART 455A
DIGITAL TYPEFACE DESIGN

An extended and intense study of the letterform and typography including the creation of digital font files. Historical context, usage, and influential type designers will be incorporated in the process of creating and editing digital typefaces. Emphasis on the combination of higher-level typography knowledge, technical skill, and creative expression through type. Prerequisites: ART 151 I or ART 152 I, and ART 220.

ART 460
MOTION GRAPHICS

An introduction to basic animation principles and motion graphics. Using Adobe After Effects, students will design and produce type and graphic animations for the web and broadcast mediums. (S) Prerequisites: ART 210 and ART 220, or consent of instructor. Course fee: \$25

ART 462**ART THERAPY SEMINAR I**

This course for senior art therapy majors emphasizes consolidation of students' documentation of their readiness for application to graduate programs or entry into the work setting. Portfolios, resumes, artist statements, personal statements, job search, and admission processes to graduate school are included. Students are required to present their digital portfolios in a public presentation. \$25 course fee. Prerequisites: ART 240, 342.

ART 464 3K**ART SEMINAR**

This course is designed to provide upper-level students with majors in Art or Art and Design Teaching, and minors in Art History, with the opportunity to consider and discuss key questions and issues in the field of visual arts. The course explores various art-based strategies for addressing these questions. Through reading and discussion of contemporary art theory, writings in art history and criticism, and exploration of current trends in art, students will gain a deeper understanding of how artists and other visual arts professionals engage with contemporary cultural questions and social issues in creative ways. Students will develop the aptitude and confidence to express their responses to these questions and issues in spoken, written, and visual form, and will also increase their capacity to reflect upon these responses. Emphasis will be placed on understanding the nuts and bolts of creating an artist's professional practice, including resume and portfolio preparation, how to organize an exhibition, writing proposals, and applying to graduate school. The course will also focus on writing as a significant aspect of visual art practice through critical writing, written responses to exhibitions and other arts events, and the preparation of one's artist statement. The course also emphasizes the importance of speaking about one's work and the work of other artists through gallery talks and other formal and informal presentations. The Senior Exhibition, a requirement for Art majors and Art and Design Teaching majors, is a key component of this course. \$30 course fee. (F)

ART 465**ART THERAPY SEMINAR II**

This course for Art Therapy seniors examines the issues and best practices in the display of art work created in an art therapy context. Students will develop and conduct an appropriate art process at their internship sites to be exhibited in the Edgewood College Stream display area. The project will culminate in an exhibition, gallery talk, and reception open to the public. \$25 course fee. Must be taken concurrently with ART 492 3X. Prerequisites: ART 345 DQ.

ART 466**MTHDS TCH ART&DESIGN: EC-EARLY ADOL**

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. \$20 course fee. Prerequisites: Emergent Professional transition or consent of Art Department and School of Education.

ART 468**MTHDS TEACH ART & DESIGN: EA - ADOL**

An introduction to a web design with an emphasis on the production of clean, efficient, engaging, well-designed pages. \$50 course fee. Prerequisites: ART 310 or consent of the instructor. (F)

ART 470**WEB DESIGN I**

An introduction to a Web design with an emphasis on understanding the underlying relationship between HTML, CSS and the production of clean, responsive, efficient, engaging, well-designed sites. (F) \$25 course fee. Prerequisites: ART 210 or consent of the instructor.

ART 471 K**USABILITY FOR THE WEB**

This course addresses basic principles of usability design. Students will learn to design from user requirements, objectively evaluate the usability of products and websites, and test designs to verify successes or uncover design flaws. They will learn to present and pitch their product to a variety of stakeholders. This process

emphasizes spoken and written communication, with a focus on spoken communication. Prerequisites: ART 470. (S)

ART 475
WEB DESIGN II

A continuation of Web Design incorporating advanced CSS techniques, DOM manipulation through the use of jQuery, and utilizing HTML Frameworks for rapid website development. (S) \$25 course fee. Prerequisites: ART 470 or consent of instructor.

ART 478
EXTENDED STUDIO

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. Prerequisites: consent of instructor.

ART 479
INDEPENDENT STUDY - ART

Advanced independent work undertaken individually by qualified students under the direction of an art instructor. Prerequisites: consent of instructor.

ART 480
PORTFOLIO DEVELOPMENT

Students work to develop professional graphic design portfolios through career-tailored projects as well as peer and instructor feedback. (F/S) \$50 course fee. Prerequisites: ART 450.

ART 490
ART INTERNSHIP

Work experience related to the major. Prerequisites: junior or senior status in the major; consent of instructor.

ART 491
GRAPHIC DESIGN INTERNSHIP

Student completes professional graphic design as an intern. Internship may be paid or unpaid. 1 credit for every 75 hours worked (5 hours per week over the course of a 15 week semester).

ART 492 3X
ART THERAPY INTERNSHIP

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. \$35 course fee. Prerequisites: COR 2, ENG 110 or W cornerstone, ART 240, ART 342, ART 344, and ART 345 DQ, and consent of instructor.

ART 495 3
GRAPHIC DESIGN INTERNSHIP SEMINAR

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? (S) \$25 course fee. Prerequisites: COR 2, ART 310, and Junior standing.

BIO 101 1V
BIOTECH, BIOETHICS AND YOU

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 102 1E
FOOD: YOU ARE WHAT YOU EAT

You really are what you eat. In this course students will explore their relationship with food, from the way our bodies utilize what we eat and the health implications of food choices, to the far-reaching effects that food production has on the environment and socioeconomic systems around the world. Students will consider how food provisioning has changed throughout human history, how modern agriculture has changed the way we feed ourselves, and what this has meant for the well-being of humans and ecological systems. This course is meant to be a personal exploration of how food shapes each of our lives and our communities. Cross-listed with ENV5 102 (F) Prerequisites: This course is for first semester freshmen or freshmen transfer students.

BIO 151 ESU
GENERAL BIOLOGY: CELL BIOLOGY & ECO

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 & EVOL

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

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

HNR GEN BIOLOGY: CELL BIO & ECOLOGY

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

HNR: INFO FLOW IN LIVING SYSTEMS

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 V

BIOTECHNOLOGY

This course will address the conceptual basis of molecular biology, tools and techniques of modern biotechnology, the application of biotechnology to medicine, agriculture and the environment, and the ethical, legal and social issues associated with these applications. Biological principles that play an important role in biotechnology will be covered, including basics of molecular biology and genetic manipulation, gene expression, structure/function relationships of biomolecules, and relationships between molecular and organismal biology. Health care and agribusiness applications will be reviewed and relevant case studies will be examined. The philosophy of science and how the scientific community interacts and communicates with industry and the general public will be a recurring theme through the semester.

BIO 202

MEDICAL TERMINOLOGY

This course will cover basic medical terminology associated with body systems and disease in preparation for fields in the health sciences. Emphasis will be placed on root words, prefixes, and suffixes, as well as developing an ability to analyze unknown words. The course will be facilitated online and will focus on building a functional medical vocabulary, including correct written and spoken use of terminology. Prerequisite: none. (S)

BIO 203

MOLECULAR BIOTECHNOLOGY

Molecular Biology meets concurrently with BIO 201, twice a week. Additional class time and coursework addressing molecular concepts and techniques used in biotechnology, including genetic engineering, recombinant gene expression, genetic and other laboratory testing, and DNA nanotechnology is included in this course. Students must enroll in BIO 201 concurrently with BIO 203. Prerequisites: Successful completion (CD or higher) of BIO 151/152 or BIO 181/182 or permission of the instructor. (S)

BIO 204

FIELD BIOLOGY

Students will apply a variety of basic field methods and techniques to observe, quantify, and evaluate local biodiversity and ecosystems. The course will focus on the identification, life history, and ecology of flora and fauna in both terrestrial and aquatic systems. (F/SS)

BIO 206 EV**NATURAL COMMUNITIES OF WISCONSIN**

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.

BIO 207**FUNDAMENTALS OF GENETICS**

This is a problem-based course that focuses on the basic concepts of molecular, transmission, and population genetics. Probability and statistics that apply to genetics will be introduced. Prerequisites: BIO 151/152

BIO 208**NUTRITION**

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**

This course is the study of structure and function of the cells, tissues, skin, skeletal, muscular, and nervous systems of the human body. The class has three lectures and one two-hour lab per week. The blended online section completes the same lecture material through online coursework, and meets weekly for one, three-hour session consisting of the lab and a one-hour discussion. Prerequisites: BIO 155 or BIO 151-152 or BIO 181-182.

BIO 211**ANATOMY AND PHYSIOLOGY II**

This course is the study of structure and function of the endocrine, digestive, respiratory, cardiovascular, lymphatic, urinary, and reproductive systems of the human body. The class has three lectures and one two-hour lab per week. The blended online section completes the same lecture material through online coursework, and meets weekly for one, three-hour session consisting of the lab and a one-hour discussion. Prerequisites: Successful completion (CD or higher) of BIO 210; or consent of instructor.

BIO 220 V**INTRO HUMAN BIOMECHANICS**

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**INTRO TO ENVIRONMENTAL SCIENCE**

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 ENVS 250 (F/S) Prerequisites: None.

BIO 251 IX**INTRODUCTION TO BIOLOGY RESEARCH I**

An introduction to the scientific process that provides a framework for independent undergraduate research. In this course, we discuss strategies for reading and writing in the sciences, consider scientific ethics, and practice experimental design and biostatistics. Students also plan for future undergraduate research. Bio 251 is a general education course - we use a semester writing project to synthesize course material, and also emphasize the use of information technology in the sciences. (F/S). Prerequisites: BIO 152 or BIO 182 or concurrent enrollment; ENG 110 or W cornerstone.

BIO 252**INTRODUCTION TO BIOLOGY RESEARCH II**

This course provides a framework for collaborative undergraduate research. Students will work with other students and a department mentor to advance scientific knowledge with original field / laboratory research or literature reviews. The course includes both individual work and group discussions of the biological literature, experimental methods, and writing / speaking about research. (F/W/S/SS). Prerequisites: successful completion (CD or higher) of BIO 251; Consent of instructor.

BIO 275 E**DENDROLOGY: TREES & SHRUBS OF WISC**

A field course in the identification of trees, shrubs, and woody vines native to Wisconsin and the Great Lakes region as well as some of the common non-native horticultural and invasive species. Emphasis is on observation of plant characteristics permitting easy identification and discussion of the natural history, ecology, distribution, and human uses of each species. The course will also introduce students to basic forest ecology, management, and conservation principles, with emphasis on sustainable use of forests in the Great Lakes region and worldwide. Cross-listed with ENVS 275 E.

BIO 292**BIOLOGY EXCURSIONS**

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**

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**

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 ENVS 333. (F) Prerequisites: BIO 151 or BIO 181 or consent of instructor.

BIO 351**ORGANISMAL BOTANY**

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**

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 or minoring in biology. Prerequisites: successful completion (CD or higher) of BIO 151-152, BIO 181-182, or equivalent.

BIO 369A 2EG**SPECIAL TOPICS: GALAPAGOS**

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 369B**GENETIC MANIPULATION AND GENOMICS**

A laboratory and discussion based course delving into the world of molecular biology and the use of information technology as applied to the fields of basic science research and medicine. This course is designed to provide in-depth hands-on experience into the manipulation of both eukaryotic and prokaryotic DNA and will provide an introduction to bioinformatics and its relevance to our ever-evolving world. Prerequisites: BIO 312, 401, or 402.

BIO 401**GENETICS**

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; and 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**

Cell and Molecular Biology studies how life works at the molecular level. The course utilizes a comparative approach to the study of cell biology. Topics include molecular mechanisms of cellular regulation, the life cycle of a cell, and the dynamic role of protein structures in cellular function. Lab explores these topics in model organisms including bacteria, yeast and algae. The history of cell biology research is explored through the discussion of landmark discoveries and their influence on modern molecular biology. Students are expected to become proficient with light microscopy, and complement cellular observation with molecular techniques such as PCR and gel electrophoresis. An introduction to bioinformatics explores the relationship between protein structure

and function. Lecture and laboratory. 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

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

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 K
PATHOLOGY

Pathology - K offers students an opportunity to understanding human disease and communicate their knowledge of pathology through oral presentations of a pathological condition. Pathology - K provides students with a basic understanding of the causes, physiological mechanisms, and clinical manifestations of human disease states. The clinical signs and symptoms along with the therapeutic consideration of human diseases will be addressed. (F/S) Prerequisites: successful completion (CD or higher) of BIO 210 and BIO 211; completion or concurrent enrollment in an O-tag course; or consent of instructor

BIO 412
PATHOPHYSIOLOGY

Pathophysiology offers students a basic understanding of the causes, physiological mechanisms, and clinical manifestations of human disease states. 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.

BIO 415
EXERCISE PHYSIOLOGY

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 425
ANIMAL PHYSIOLOGY

The study of animal function, focusing 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 of or concurrent enrollment in BIO 352 is recommended.

BIO 430 S
ANIMAL BEHAVIOR

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: BIO 152, 182, or consent of the instructor.

BIO 445 V
BIOLOGICAL PSYCHOLOGY

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, Junior or Senior status

BIO 450 E
ECOLOGY

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 or BIO 181.

BIO 469
SPECIAL TOPICS IN BIOLOGY

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

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

Edgewood's Biology major emphasizes the contributions of broadly-educated biologists to a just and compassionate world. As such, the scientific community engages a variety of different people in a collaborative effort to advance discovery and its ethical application. 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. The course models the value of scientific communication. All members of the course also take an active role in the discourse that is a critical part of the scientific community through evaluation and discussion of the work of peers. Prerequisites: COR 2, BIO 251, O tag, Junior status, or consent of the instructor.

BIO 489
FIELD/LABORATORY RESEARCH

This course offers students an opportunity to engage in independent biology research under the direction of a department mentor. This course is intended for students who have a clear plan for research, or who are continuing research from a prior Bio 252 experience. Prior to enrollment, students should prepare a proposal that justifies the research question they would like to investigate as well as the hypothesis to be tested. (F,W,S,SS). Prerequisites: Successful completion of BIO 251; Consent of instructor.

BIO 499**BIOLOGY ASSESSMENT**

Students registered for the course must complete the Educational Testing Exam during finals week, which is the only time this class meets during the semester. This course will assess biology knowledge for students studying Medical Science, Cytotechnology, and Biology Teaching. Prerequisite: none (F,S)

BUS 120**INTRODUCTION TO BUSINESS**

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 150 1**IT'S YOUR BUSINESS!**

Leadership is action, not a position. Be better prepared for ethical leadership by applying concepts of business, economics, organizational behavior, and entrepreneurship to your life plan. Using the framework of business principles, paint a picture of yourself and the organizations of which you are a part. Business concepts such as management and marketing have exciting universal insights that can be employed to uncover your own vision, mission statement, core values, and distinctive advantage. Skills in planning organizing, leadership building teams, communication, motivation, branding, and differentiation are both personally and professionally valuable. Know your value, define your place, and be prepared to change the world. Prerequisites: None.

BUS 210**BUSINESS ECONOMICS**

This course is for students interested in minoring in Business. The course will discuss the key topics of macro and micro economics and finance in the context of meaningful social and business situations. Topics include supply and demand, forms of market structure, and elements of gross domestic product, the role of monetary and fiscal policy, security markets and security market instruments. (F)

BUS 220**TOPICS IN BUSINESS**

This course is for students interested in minoring in business. The course will discuss key topics of macro and micro economics and finance in the context of meaningful social and business situations. Topics include supply and demand, forms of market structure, and elements of gross domestic product, the role of monetary and fiscal policy, security markets and security market instruments. Prerequisites: None.

BUS 279**INDEPENDENT STUDY - BUSINESS**

Topics and credits arranged. Prerequisites: consent of instructor.

BUS 280**FINANCIAL ACCOUNTING**

This course explores the role of financial accounting in measuring and communicating business activities to external users primarily through financial statements. 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. This course also includes an introduction to the Intuit QuickBooks small business accounting software. (F/S)

BUS 281**MANAGERIAL ACCOUNTING**

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 utilized for budgetary planning and controlling, capital investment decisions, pricing, variance analysis and decision making activities in organizations. This course also completes the financial topics of BUS 280 through an in-depth analysis of the cash flow statement and a comprehensive review of the financial statements. (F/S) Prerequisites: BUS 280, MATH 122.

BUS 297

BUSINESS CORE I - BRIDGE

This is a self-study course for students who need to do supplemental work for the Business core curriculum. Students will complete work under the guidance of a faculty member. Prerequisites: BUS 298 and instructor authorization.

BUS 298

INTEGRATED BUS SEMESTER 1 - PART A

Students explore foundational business concepts across disciplines (accounting, finance, marketing, management) to develop a holistic (systems) perspective of organizations. Particular attention is paid to accounting principles, including use of QuickBooks and its connection to other business functions

BUS 299

INTEGRATED BUS SEMESTER 1 - PART B

Students continue exploring business concepts across disciplines, engaging in multiple learning experiences, including an intense, multi week, online business simulation. Students are challenged to analyze connections among key business decisions (strategy, pricing/promotion, production, financing, etc.)

BUS 301

MARKETING PRINCIPLES

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. Prerequisites: Course can be taken concurrently with ECON 255, but not before. (F/S)

BUS 302

ORGANIZATIONAL BEHAVIOR

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.

BUS 303

CORPORATE FINANCE

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. Prerequisites: Successful completion of pre-business courses and MATH 222. (F/S)

BUS 304 U

BUSINESS LAW I

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. (F/S)

BUS 305

OPERATIONS MANAGEMENT

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, project management, forecasting, capacity planning, scheduling, facility design and quality are interrelated. Quantitative methods are taught as the

basis for decision making and process improvement. Spreadsheet analysis and process simulation are integral components of the course. Prerequisites: Successful completion of pre-business courses and MATH 222. (F/S)

BUS 306 KX
BUSINESS COMMUNICATIONS

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, BUS 301, and BUS 302. (F/S)

BUS 307
VOLUNTEER INCOME TAX ASSISTANCE I

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. Prerequisites: COR 1 or equivalent open to second and third year students or sophomore and above transfers. (F)

BUS 308 2
VOL INCOME TAX ASSISTANCE II

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. Prerequisite: BUS 307. (S)

BUS 340
MANAGEMENT OF ORGANIZATIONS

The course is a scholarly and practical exploration of the complex concept of managing in organizations and is built on the foundational principle that management is a process. Through readings, assignments, class projects and discussion, the course will help prepare students for management roles by developing abilities that are necessary to be effective in a variety of managerial settings. Students will have the opportunity for personal development through self-assessment exercises and practical experiences. Topics include change, innovation, ethics, strategy, planning, organizational structures, organizational culture, decision making, negotiation and control processes. Prerequisites: Successful completion of pre-business courses, BUS 399 and BUS 448 (F)

BUS 347
BUSINESS CORE II - BRIDGE

This is a self-study course for students who need to do supplemental work to be appropriately prepared for the Business Core II course series (BUS 348/349). Students will complete work under the guidance of a faculty member. Prerequisites: BUS 298, 299, and instructor authorization. (F/S)

BUS 348
INTEGRATED BUS SEMESTER 2 - PART A

Students explore a key social issues and examine how stakeholder organizations operate using different business frames of reference: accounting, finance, management and marketing. Students conduct stakeholder interviews, engage in a debate, analyze case studies, and develop organizational reports.

BUS 349 KX**INTEGRATED BUS SEMESTER 2 - PART B**

Students continue exploring a key social issue and work in teams to develop creative solutions that community stakeholders could implement. Students conduct research, write multiple individual and team based papers and make presentations to stakeholders, using key business communication tools.

BUS 379**INDEPENDENT STUDY - BUSINESS**

Topics and credits arranged. Prerequisites: consent of instructor.

BUS 380**INTERMEDIATE ACCOUNTING I**

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, statement of stockholders' equity and statement of cash flows), footnote disclosures, time value of money concepts, accounting for cash, receivables, inventories, property, plant, and equipment, and intangible assets. The course includes an introduction to Sage Peachtree accounting software. Application of topics through written case analyses and through research in the FASB Accounting Standards Codification is required. Prerequisites: Successful completion of pre-business courses and BUS 281 or concurrent registration. (F/S)

BUS 381**INTERMEDIATE ACCOUNTING II**

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. Application of topics through written case analysis is required. Prerequisite: BUS 380. (F/S)

BUS 385**COST ACCOUNTING**

In addition to providing data used to cost products and services, cost accounting provides data to managers for planning and controlling. Today cost accountants are increasingly expected to actively contribute in the making of strategic decisions instead of simply providing data. Cost accounting is a managerial tool used by business to formulate strategy and its implementation. The course's focus is upon how accounting information can assist managers in controlling the activities for which they are responsible, and how manager's use cost information to make better decisions to improve their organization's competitiveness. The course covers the fundamentals of cost accounting, including job order, process, and activity based costing. Particular emphasis is given to current practices in cost control through reports to management. Prerequisites: Successful completion of pre-business courses and BUS 281. (F)

BUS 397**BUSINESS CORE II - BRIDGE**

This is a self-study course for students who need to do supplemental work to be appropriately prepared for the Business Core III course series (Bus 398; 399). Students will complete work under the guidance of a faculty member. Prerequisites: BUS 348, BUS 349, Consent of the instructor. (F/S)

BUS 398**INTEGRATED BUS SEMESTER 3 - PART A**

Students examine how corporations operate for multiple disciplinary perspectives, conducting research to develop comprehensive company reports. They explore career paths and the critical role of functional experts in product design and implementation, meeting with corporate partners on campus and at company sites.

BUS 399**INTEGRATED BUS SEMESTER 3 - PART B**

An introduction to the financial management of firms and investments. Topics include: forms of a business, agency problem, personal and corporate taxes, cash flows versus accounting money flows, financial analysis

using financial statement, business and financial planning, corporate governance, interest-rate theories, review of time-value-of-money, capital budgeting techniques, valuation and characteristics of financial securities (bonds, stocks & options), and financial risk & return. Prerequisites: ECON 240, MATH 122, MATH 121, BUS 298, BUS 299, BUS 348 & BUS 349.

BUS 411

INTERMEDIATE CORPORATE FINANCE

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 398, 399 (including its prerequisites). (S)

BUS 412

INVESTMENTS

The purpose of this course is to explore the tools used for investment analysis. Topics covered include stock and bond valuation, fundamental and technical analysis, risk and return models, portfolio theory and structure, the pricing of derivatives such as options and futures, portfolio hedging, market timing strategies, and investment performance evaluation. Prerequisites: BUS 411, 398, 399 (F)

BUS 414

MONEY, BANKING & CAPITAL MARKETS

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. Prerequisite: Successful completion of pre-business courses. (F of alternate years)

BUS 415

FINANCIAL PLANNING

Designed for those considering a career in personal financial planning, or those desiring to take more control of their own personal finances. Topics include 1) Time value of money 2) Financial statements and budgets 3) Managing income taxes 4) Managing risk; insurance and basics 5) Investment fundamentals (stocks, bonds, mutual funds, ETF's) 6) Personal planning 7) Estate Planning and 8) Personal plan of action

BUS 419

PERSONAL FINANCIAL PLANNING

Financial Planning: Designed for those considering a career in personal financial planning or those desiring to take personal control over their retirement planning. You will develop a personal financial plan which can serve as a road map to your retirement. Pre-Requisites: Integrated Program Semester 3

BUS 430

HUMAN RESOURCE MANAGEMENT

This course will provide an overview of strategic human resource management (HRM). HRM is a fundamental component of the competitiveness, effectiveness, and sustainability of any organization, as it influences who is hired, how they are trained, evaluated, and compensated, and what steps are taken to retain them. Throughout the course we will focus on the role of managers and how they can develop and implement effective and efficient human resource practices that support the strategic objectives of their firms. Increasingly, the task of managing and developing people is shared between human resources and general managers. Learners actively examine HRM within a larger context of the organization's strategic direction, as well as the external and legal environment. Prerequisites: BUS 348 and 349 or concurrent registration.

BUS 431

MARKETING STRATEGY

This course focuses on strategic marketing decisions using case studies and covering current topics in marketing management. Prerequisites: BUS 301. (F)

BUS 432**CONSUMER BEHAVIOR**

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**

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. (S)

BUS 434**MARKET RESEARCH**

This course includes qualitative and quantitative research methods, with an emphasis on quantitative survey-based research applications. Prerequisites: BUS 301. (F)

BUS 435**PROFESSIONAL SELLING AND SALES MGMT**

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. (F)

BUS 440**IMPROVING ORGANIZATIONAL EFFECTIVEN**

To be competitive in a global economy, organizations need a process for continuous improvement and effective planning. The primary purpose of this course is to study and improve an organization from the viewpoint of a system. The primary topics include organization viewed as a system, systems thinking, organizational learning, systems and processes improvement, understanding and managing variation and improvement methodologies. Topics include: strategies for continuous improvement, leadership and organization for continuous improvement, application of statistical process control methods, small group improvement, PDCA Cycle for improvement model and customer and supplier involvement. Prerequisites: BUS 448 and BUS 449.

BUS 448**INTEGRATED BUS SEMESTER 4 - PART A**

This is the first of a two-course series. Students enrolled in BUS 448 MUST also be enrolled in BUS 449. Operations in an industrial or service enterprise must work as a system to be effective and competitive. The primary purpose of this course is to study the interrelated operations of an enterprise as a system. Students will learn how operations management topics such as process, capacity, inventory management, project management, forecasting, scheduling and quality are interrelated. Quantitative methods for decision making, model building, methods and techniques of operations common to business systems and process simulation are taught as the foundations of the course. Prerequisites: BUS 398, BUS 399.

BUS 449 G**INTEGRATED BUS SEMESTER 4 - PART B**

The aim of the course is to enable students to better analyze and understand the opportunities and challenges that companies face when expanding their activities internationally. It is designed to give students a thorough understanding of global business issues and practices including the economic, political, technological, and legal environment faced by global organizations, the ways in which culture can facilitate or hinder organizational success; approaches and options for developing effective strategies for international organizations; trade pacts and issues that provide opportunities or create barriers to a company's international expansion; the influence of global monetary institutions and currency rates and options for global, multi-domestic and transnational product and branding strategies. Readings, case studies, and worksheets are used to aid students' learning. In addition, students will participate in a computer simulation in which they practice applying business decisions in a global business environment. Prerequisites: Successful completion BUS 398 and BUS 399 (F, S)

BUS 455**ORG SUSTAINABILITY AND INNOVATION**

This course explores the fundamental concepts of and relationships between organizational stability and innovation. We will examine problems resulting from ecologically unsustainable organizational behaviors and explore innovative organizational best practices that address these problems. Prerequisites: Junior standing.

BUS 462**PRINCIPLES OF LEADERSHIP**

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 465 3U**SOCIAL RESPONSIBILITY IN BUSINESS**

This COR 3 interdisciplinary course explores and implements the critical thinking, communication, and managerial skills necessary for developing ethical organizations and an ethical society. First, students examine "Who am I" by writing weekly journal entries about ethical dilemmas experienced at work and compose a purpose of life essay associated with your 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, explore their "role in building a just and compassionate world" by learning how to create and manage an ethical organization and enhance their ethical decision-making skills. Prerequisites: COR 2 course, senior standing.

BUS 475**BUSINESS INTERNSHIP**

This course 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. Students must also attend the appreciation/internship dinner in Fall or the accounting club dinner in Spring. Credits are granted by the number of hours required. Prerequisites: Senior standing as a business major, BUS 306 and consent of academic advisor. (F/S/SS) 3 credits = 160 (minimum) to 240 hours 4 credits = 241-321 hours 5 credits = 233-401 hours 6 credits = 402-482 hours 7 credits = 483-562 hours 8 credits = 563-643 hours 9 credits = 644-723 hours

BUS 476**ACCOUNTING INTERNSHIP**

This course requires an intern to perform entry-level accounting work, including general ledger accounting, adjusting entries, assisting in the preparation of financial statements, internal auditing of accounting functions, income tax preparation, independent auditing, cost accounting and budgeting/forecasting. 40 hours of work is equivalent to one credit hour. A maximum of 9 credits can be taken for this course. Prerequisites: BUS 380 and approval of instructor. (S)

BUS 479**INDEPENDENT STUDY - BUSINESS**

Topics and credits arranged. Prerequisites: consent of instructor.

BUS 481**AUDITING**

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. Prerequisites: BUS 381 or concurrent registration. BUS 483 strongly recommended. (S)

BUS 483
ACCOUNTING SYSTEMS

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. Prerequisite: BUS 381 or concurrent registration. (F)

BUS 485
INCOME TAX ACCOUNTING I

Tax laws and regulations related to individual taxpayers and the principles of taxation common to all taxpayers (i.e. Individuals, partnerships and corporations). Prerequisite: BUS 281. (F)

BUS 486
TOPICS IN MANAGERIAL ACCOUNTING

Various topics on Managerial and Cost Accounting. Topics may include, but are not limited to 1) Financial Decision making; 2) Financial Planning, Performance and Control; or other topics of current interest. Prerequisite: BUS 385/705.

BUS 492A
INTERNATIONAL STUDY TOUR A- CHINA

Each year, the School of Business offers students the opportunity to participate in a short-term international travel experience to different countries through two sequential courses (BUS 492A and 492B G). Through the courses, students gain critical insights and valuable real-world experience of global business processes and practices. In BUS 492A, students learn about various aspects of a country's culture and society, history, cultural values/customs, and social and economic development and the impact of these issues on business practices. Books, readings and videos will be assigned for students to read/watch with class discussion focused on comparing and understanding differences in these topic areas between the US and the focus country. Students must enroll in both BUS 492A and 492B G in order to receive the G-tag.

BUS 492B G
INTERNATIONAL STUDY TOUR B- CHINA

Each year, the School of Business offers students the opportunity to participate in a short-term international travel experience to different countries through two sequential courses (BUS 492A and 492B G). Through the courses, students gain critical insights and valuable real-world experience of global business processes and practices. In BUS 492B G, students will participate in an approximately 10-day trip to the focus country as well as attend classes in the fall semester. During the trip, student tour locally- and foreign-owned companies, meet business executives to discuss business challenges and opportunities in the country, attend lectures about the country's economy and culture, and participate in guided tours of historical and cultural sites. In the fall semester, students will meet 1 - 2 hours weekly to further explore business practices in the focus country within an historical, cultural and social context. In addition, students will analyze and compare the business practices in the US and focus country. Students must enroll in both BUS 492A and 492B G in order to receive the G-tag.

BUS 494A
INTERNATIONAL STUDY TOUR A- GERMANY

Each year, the School of Business offers students the opportunity to participate in a short-term international travel experience to different countries through two sequential courses (BUS 494A and 494B G). Through the courses, students gain critical insights and valuable real-world experience of global business processes and practices. In BUS 494A, students learn about various aspects of a country's culture and society, history, cultural values/customs, and social and economic development and the impact of these issues on business practices. Books, readings and videos will be assigned for students to read/watch with class discussion focused on comparing and understanding differences in these topic areas between the US and the focus country. Students must enroll in both BUS 494A and 494B G in order to receive the G-tag.

BUS 494B G**INTERNATIONAL STUDY TOUR B- GERMANY**

Each year, the School of Business offers students the opportunity to participate in a short-term international travel experience to different countries through two sequential courses (BUS 494A and 494B G). Through the courses, students gain critical insights and valuable real-world experience of global business processes and practices. In BUS 494B G, students will participate in an approximately 10-day trip to the focus country as well as attend classes in the fall semester. During the trip, student tour locally- and foreign-owned companies, meet business executives to discuss business challenges and opportunities in the country, attend lectures about the country's economy and culture, and participate in guided tours of historical and cultural sites. In the fall semester, students will meet 1 - 2 hours weekly to further explore business practices in the focus country within an historical, cultural and social context. In addition, students will analyze and compare the business practices in the US and focus country. Students must enroll in both BUS 494A and 494B G in order to receive the G-tag.

BUS 495**INCOME TAX ACCOUNTING II**

Tax laws and regulations for partnerships and corporations; tax administration and research. Prerequisite: BUS 485. (S)

BUS 499 3U**BUSINESS CAPSTONE**

This interdisciplinary capstone course provides students with the opportunity to integrate multiple components of their business education and to practice the critical thinking, communication, managerial and entrepreneurial skills necessary for developing sustainable ethical organizations. Students examine who they are through reflections about their personal experiences and their personal and professional goals. Students also develop a better understanding of the needs and opportunities of the world through a service-learning project. Students study, integrate, and apply 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. Prerequisites: COR 2, business major, second-semester senior standing. (F/S)

BUS 500**ALGEBRA REVIEW**

This course provides the graduate business student with those essentials of college algebra and trigonometry required for the MBA program. The successful completion of this course satisfies the prerequisite requirement for both BUS 501 and BUS 502. Prerequisites: a previous course in algebra

BUS 500A**MATHEMATICAL MODELS IN BUS PART A**

This course is designed to introduce students to some of the common mathematical tools used in business applications. The mathematical theory will be developed at a deep enough level to enable students to understand and solve real-world problems, but no mathematics will be introduced that does not have ready application. While these applications are the focus of the course, students will also learn about some of the connections between mathematics and other disciplines and larger societal issues involving mathematics. Prerequisites: placement examination or transferred college-level math course.

BUS 500B**MATHEMATICAL MODELS IN BUS PART B**

This course is designed to introduce students to some of the common mathematical tools used in business applications. The mathematical theory will be developed at a deep enough level to enable students to understand and solve real-world problems, but no mathematics will be introduced that does not have ready application. While these applications are the focus of the course, students will also learn about some of the connections between mathematics and other disciplines and larger societal issues involving mathematics. Prerequisites: BUS 500A

BUS 501**FINANCIAL ACCOUNTING FOR GRAD STDNT**

This course explores the role of financial accounting in measuring and communicating business activities to external users primarily through financial statements. 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. This course also includes an introduction to the time value of money concepts and to the Intuit QuickBooks small business accounting software. (F/S/SS)

BUS 502**BUSINESS CALCULUS**

Business Calculus improves problem-identification, problem-formulation and problem-solving skills. It's useful in coursework and business practice. Calculus topics include: limits; derivatives; rules for differentiation; integration; rules for integration; and partial derivatives. Topics are developed in the context of business applications. Prerequisite: BUS 500 or proficiency in Pre-Calculus Algebra.

BUS 503**INTRODUCTORY BUSINESS STATISTICS**

This course serves to acquaint business students with fundamental statistical ideas and techniques that will be useful throughout their MBA program as well as their business careers. Topics include geometric data displays, summary statistics, normal distribution, t- distribution, binomial distribution, confidence and prediction intervals, hypothesis testing, and use of Excel software. Prerequisites: None.

BUS 503A**INTRO BUS STATISTICS PART ONE**

An introduction to the statistical tools commonly used in professional disciplines. Theory will be explored at a level deep enough to make concepts accessible, but all of the serious computation will be done by computer. Prerequisites: Placement exam or college level math course.

BUS 503B**INTRO BUS STATISTICS PART II**

An introduction to the statistical tools commonly used in professional disciplines. Theory will be explored at a level deep enough to make concepts accessible, but all of the serious computation will be done by computer. Prerequisites: BUS 503A. (Graduate students must complete Part I and II of BUS 503 to receive full credit for Business Statistics).

BUS 504**LEGAL ENVIRONMENTS**

An overview of the role and methodology of the legal environment within which business must operate. Topics will include a) the essential elements of a contract including mutual assent, consideration, legality, capacity and compliance with the statute of frauds; b) other introductory legal concepts of agency, bailments, sales under the uniform commercial code, negligence and product liability; and c) property law including Wisconsin's Marital Property Law. In addition, the student will use current technology in completing a legal research project involving the operation of our legal system in the context of its relationship to a current social and ethical issue. Prerequisites: None.

BUS 505**MACRO-ECONOMICS FOR GRAD STUDENTS**

Economics is concerned with the efficient utilization or management of limited productive resources for the purpose of attaining the maximum satisfaction of human material wants. Macro-economic looks at an overview of the economy and the relationships among the many aggregates that can be measured and compared over time. Organizational planning should take place only after studying the macro- economic environment. Prerequisites: BUS 500 or equivalent

BUS 506**MICRO-ECONOMICS FOR GRAD STUDENTS**

Micro-economics is concerned with specific economic units and makes a detailed appraisal of these units' economic functions. The purpose of studying micro- economics is to more intelligently make decisions. Strategic planning should only take place after there is a thorough understanding of the organizations micro- economic design. Prerequisites: BUS 500 or equivalent

BUS 517**APPLIED BUSINESS MATH**

This 8-week course provides an overview of fundamental mathematics and statistics concepts to students who are seeking the Graduate Certificate and other program certification or degrees but have not had graduate level mathematics, statistics, and operations management courses. This pass/fail course will prepare such students to meet the mathematics and statistics prerequisites for BUS 604 and 605. Students will also have an option to test out of this course. No credits will be awarded towards the MBA Concentration or Graduate Certificate requirements for this course. The course will cover key concepts in algebra, basic calculus and statistics as they are applicable to solving common business problems. (SS)

BUS 598**GRADUATE STUDENT ORIENTATION**

In the tradition of Edgewood College this course introduces newly enrolled students to the essentials of engaging in a learning community balanced in contemplation, study, and active service. The course explores Edgewood values in the classroom, best practices for educational success and basics of Blackboard. Course is only offered on-line. (F/W/S/SS)

BUS 601**EXECUTIVE COMMUNICATION**

This course will survey key managerial communication perspectives and prepare the student to utilize technical, verbal, nonverbal and social-media tools to bring out the best in people. This course will prepare the student to research and understand the central theories of organizational communication, become fluent in communication concepts and their application and address each of the organizational design components that inform and influence communication (introduction, structure, strategy, people, rewards and processes). Topics include an introduction to organizational communication, structure, strategy, people and processes.

BUS 602**ACCOUNTING FOR MANAGERS**

This graduate level course is designed to provide insight into managerial accounting concepts with a focus on real-world application. Specifically, this course will examine managerial accounting tools and resources that assist managers with business decisions spanning different disciplines, including human resources, marketing, finance and operations. Standard costing, budgeting and forecasting methodologies will be examined. Financial statements will be analyzed by examining key ratios and trends. Sustainability reporting, which is becoming increasingly more important for businesses today, will also be covered. An entrepreneurial perspective will be provided throughout different aspects of the course, including an entrepreneurship case study. This course is challenging, fast paced and relevant for business managers or those making or supporting business decisions. Prerequisite: BUS 501 (F/S)

BUS 603**ORGANIZATIONAL DEVELOPMENT/BEHAVIOR**

Organizational Development and Behavior is the study of both the human behavior in an organizational setting and the operations related to organizational design and development. The purpose of this kind of study is to equip organizational leaders with the insight necessary to develop interpersonal relationships that will build teams, increase productivity, enhance the quality of work life, orchestrate change, improve employee retention, and augment communication. Topics in management including: Perception, Personality and Attitudes, Group Process: Building Teams, Communication, Orchestrating Change, Motivation, Empowerment, Leadership, Organizational Development, Quality Assurance, Performance Appraisals and Business Ethics.

BUS 604**OPERATIONS MANAGEMENT**

This course is a study of concepts and techniques relating to operations functions in both manufacturing and service organizations. The primary purpose of this course is to establish operations as a competitive advantage, study operation components of an enterprise as a system, and learn methods to optimize operation processes and resources: people, material, capacity, information, and technology. Quantitative methods of analysis are used to support decision-making in the various operations management activities. Process analysis, capacity planning, queueing models, quality concepts, project managements and process simulation are taught as the foundations of the course. Prerequisites: BUS 605

BUS 605**STATISTICS FOR MANAGERS**

This course is an intermediate-level business statistics course. Topics include the application of One-Way ANOVA, Simple Linear Regression, and Multiple Linear Regression and Time-Series models to business applications. Students are required to be proficient in EXCEL, which will be used for statistical applications. Prerequisites: Pre-Calculus Algebra and first Semester Statistics.

BUS 606**STRATEGIC MARKETING**

This is a course that intends to integrate marketing knowledge and apply it in addressing strategic decision making situations. Strongly emphasizing application, the course is centered around the process of analyzing cases in marketing management with the express purpose of making clear, specific, and justifiable strategic marketing decisions. This course emphasizes the use of analytical skills in making judgments under uncertainty in a variety of marketing contexts, including strategic selling, sales management, new product introduction, franchising, marketing research, and others. It is intended to help students apply critical thinking skills in making better decisions using strategic criteria. Prerequisites: BUS 601

BUS 607**CORPORATE FINANCE**

The purpose of this course is to introduce students to the world of corporate finance. Topics covered will include financial statement analysis, cost of capital, capital structure, common stock valuation, capital budgeting, market efficiency, dividend policy, mergers and acquisitions, corporate hedging, and corporate restructuring and failure. Prerequisites: completion of all Foundation Courses and BUS 602.

BUS 609A**MBA STRATEGIC MANAGEMENT I**

Students will develop an understanding of strategy and its formulation, implementation, and evaluation. The course focuses on strategic management decisions and actively incorporates multi-disciplinary elements of marketing, finance, operations, and quantitative analysis. It is designed to help students learn how to identify, dissect, and answer strategic management problems; research, analyze, and offer solutions to crucial challenges facing organizations; and present fact-based analysis and recommendations in oral and written formats to persuade an audience to support recommendations. The course utilizes readings, business cases and real-life examples to accomplish the synthesis. BUS 609A and BUS 609B must be taken in consecutive terms. Prerequisite: All MBA Core Courses.

BUS 609B**MBA STRATEGIC MANAGEMENT II**

A continuation of BUS 609A, in which students will deepen their ability and skills in answering strategy management problems, offer solutions to challenges facing organizations, and further hone their oral and written skills through presenting fact-based analysis and recommendations to persuade an audience to support recommendations. Additional readings, business cases and real-life examples will be utilized to accomplish the synthesis. BUS 609A and BUS 609B must be taken in consecutive terms. Prerequisite: All MBA Core Courses.

BUS 610**MANAGERIAL ECONOMICS**

An examination of the role of economic analysis in managerial decision-making. A study of demand, cost, pricing, and risk theories will be major topics. Firm and industry analyses will provide the student with the opportunity to apply these concepts to real world situations. Prerequisites: BUS 601-607 (concurrent enrollment in no more than one is allowed: to be taken in the last 12 credits.

BUS 611**INTERNATIONAL ECONOMICS**

An advanced seminar designed to examine the following: international trade theory and foreign capital flows; foreign exchange markets and international finance; international monetary systems and macro- economic adjustment mechanisms; and the international finance functions of multi- national corporations. (S)

Prerequisites: BUS 601 through 607 (concurrent enrollment in no more than one is allowed). To be taken in last 12 credits of program.

BUS 614**ORGANIZATIONAL ANALYSIS**

This course examines the techniques used to study and analyze organizations as holistic entities comprised of interdependent component parts. The course explores the manner in which organizational analyses are positioned, designed, implemented, and evaluated. Various data gathering methods are explored relative to critical organizational variables such as strategy/mission, goals/objectives, measurement, communication, group boundaries, power and status, relationships, rewards, operations/processes, structure, design, employee learning and growth, and customer satisfaction. Utilizing the data from an organizational analysis to guide and target subsequent planning, leadership development, and team development initiatives is emphasized. (F/S)

BUS 616**BUSINESS ETHICS**

This interdisciplinary course explores and implements the critical thinking and managerial and ethical decision-making skills necessary for developing ethical organizations and an ethical society. The objective of this course is to design ethical organizations and create organizations of high integrity. Students explore real-life ethical dilemmas and benchmark their organization's performance with the best practices in business ethics. Prerequisites: None.

BUS 618**MANAGING INFORMATION AND TECHNOLOGY**

This course is designed to assist students in learning the fundamental importance of information systems in contemporary organizations. Using a variety of case studies, students examine the major information systems theories, concepts and techniques within the context of organizational and managerial considerations involved in designing, developing, implementing and using information systems. Prerequisites: None.

BUS 631**INTRO TO ECONOMIC DEVELOPMENT**

This course explores market-based economic development strategies aimed at creating significant and sustainable value in urban and rural communities. It examines successful economic development models and a wide range of funding sources to support development initiatives. Students take on the perspective of an Economic Development decision maker as they apply business skills to address community and economic development challenges and opportunities. Prerequisites: None.

BUS 632**MARKETING FOR ECONOMIC DEVELOPMENT**

This course examines the competitive marketplace in which urban and rural regions must operate to develop and grow as well as the critical role marketing plays in growth of communities. Students learn the latest marketing tools and research techniques, including leveraging the internet. They gain valuable experience in critiquing, developing, and implementing effective marketing strategies for economic development initiatives. Prerequisites: None.

BUS 633**FINANCE FOR ECONOMIC DEVELOPMENT**

This course compares the role of business entrepreneurs and social entrepreneurs in creating sustainable businesses in urban and rural communities within an economy characterized by increasing competition from corporations, dwindling resources, and workforce challenges. Students develop solutions to expand existing businesses and develop new ones. They will weigh decisions about attracting capital, business location, sustainability, and community fit. Prerequisites: None.

BUS 634**LEADERSHIP FOR ECONOMIC DEVELOPMENT**

This course provides an understanding of key leadership and people skills necessary to drive economic development initiatives as an effective change agent. This includes strategies on networking; identifying key community and opinion leaders; building linkages between business, nonprofit, and public institutions; handling conflict and competing interests; and practicing grass-root strategies to involve the poor in economic development initiatives. Prerequisites: None.

BUS 639A**CAPSTONE: ECON DEVELOPMENT INTRNSHP**

The Internship Capstone integrates functional knowledge with a strategic management perspective. Interns assume roles as Social Entrepreneurs and Economic Development professionals to work on a well-defined real-world initiative in an urban or rural economic development organization or business. Up to four students may be assigned to an internship site to enable communities to benefit from a team approach. Prerequisites: None.

BUS 639B**CAPSTONE: ECON DEV BUSINESS PROJECT**

The Business Project Capstone integrates functional knowledge with a strategic management perspective. Students assume roles as Social Entrepreneurs and Economic Development professionals to complete a development project, major paper, or business plan allowing a community or agency where the student is currently involved to launch an economic development initiative, address a specific community challenge, or sustainably improve social conditions. Prerequisites: None.

BUS 679**BUSINESS INTERNSHIP**

Prerequisites: None.

BUS 703**INTERMEDIATE ACCOUNTING I**

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, statement of stockholders' equity and statement of cash flows), footnote disclosures, time value of money concepts, accounting for cash, receivables, inventories, property, plant, and equipment, and intangible assets. International accounting convergence topics are introduced. The course includes an introduction to Sage Peachtree accounting software. Application of topics through written case analyses and through research in the FASB Accounting Standards Codification is required. Prerequisite: BUS 602 or equivalent. (F/S)

BUS 704**INTERMEDIATE ACCOUNTING II**

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 topics are introduced. Application of topics through written case analysis is required. Prerequisite: 703 (F/S)

BUS 705**COST ACCOUNTING I**

In addition to providing data used to cost products and services, cost accounting provides data to managers for planning and controlling. Today cost accountants are increasingly expected to actively contribute in the making of strategic decisions instead of simply providing data. Cost accounting is a managerial tool used by business to formulate strategy and its implementation. The course's focus is upon how accounting information can assist managers in controlling the activities for which they are responsible, and how manager's use cost information to make better decisions to improve their organization's competitiveness. The course covers the fundamentals of cost accounting, including job order, process, and activity based costing. Particular emphasis is given to current practices in cost control through reports to management. Prerequisite: BUS 602 or equivalent. (F)

BUS 706**AUDITING**

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. Prerequisites: BUS 704 or concurrent registration. BUS 725 strongly recommended. (S)

BUS 707**INCOME TAX ACCOUNTING I**

Tax laws and regulations relating to individual taxpayers and the principles of taxation common to all taxpayers (i.e., individuals, partnerships and corporations). Prerequisite: BUS 602 or equivalent. (F)

BUS 709**INCOME TAX ACCOUNTING II**

Tax laws and regulations for partnerships and corporations; tax administration and research. Prerequisite: BUS 707 (S)

BUS 711**TOPICS IN CORPORATE FINANCE**

Topics include capital budgeting, valuation of projects and firms, dividend policy, capital structure, cost of capital, mergers and acquisitions. Prerequisites: BUS 607

BUS 712**INVESTMENTS**

Stocks, bonds, derivatives, portfolio theory, and other aspects of investment theory are considered as time permits. Prerequisites: BUS 607

BUS 713**INTERNATIONAL FINANCE**

Relates the principles of business finance to the operations of international firms. Topics include the international financial environment, international credit institutions, capital markets and trends in international monetary affairs, management of foreign exchange positions and hedging strategies, international capital budgeting and working capital management. Prerequisites: BUS 607

BUS 714**ADVANCED COST MANAGEMENT & CONTROL**

An advanced course in cost and managerial accounting from a strategic decision-making perspective. Topics include strategy considerations, operational planning, performance and quality controls, variance analysis in accounting information, inventory management and social responsibility. This course also includes an introduction to project management. Prerequisite: BUS 705 (S)

BUS 716**PORTFOLIO MANAGEMENT**

This class will examine topics relating to security analysis, portfolio construction, management and protection. These topics include diversification, risk, fundamental analysis, technical analysis, psychology, active versus

passive, equity and fixed-income portfolios, hedging, futures, forwards, options, swaps, CDS's, alternative investments, portfolio performance measures and evaluation. Parts of this course will be modeled in conjunction with the curriculum of the CFA level 1 exam. Prerequisite: permission of the instructor. (F)

BUS 717

VOLUNTEER INCOME TAX ASSISTANCE I

The first of a two-semester academic and experiential series, this course introduces students to different types of tax systems while presenting diverse perspectives on what makes up a fair and just tax system. We 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, students will 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. (F)

BUS 718

VOLUNTEER INCOME TAX ASSISTANCE II

This course includes participation in the 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 are required to earn 2 credits; 100 volunteer hours through VITA are required to earn 3 credits. Cross-listed with BUS 308. Prerequisite: BUS 717. (S)

BUS 719

PERSONAL FINANCIAL PLANNING

Financial Planning: Designed for those considering a career in personal financial planning or those desiring to take personal control over their retirement planning. You will develop a personal financial plan which can serve as a road-map to your retirement. ONLINE ONLY Prerequisites: BUS 607 or consent of instructor

BUS 721

LEGAL ASPECTS OF EMPLOYMENT

This course focuses on the current body of municipal, state and federal anti-discrimination laws which regulate the employment relationship and provides an overview of the post-Civil War social, economic and legal repression of African-Americans, which occurred after the collapse of Reconstruction, along with a description Civil Rights Movement which culminated with the enactment of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Topics include the Americans with Disabilities Act, Family & Medical Leave Act, Sexual Harassment and Sex Discrimination, Religious Discrimination, Age Discrimination, Employee Contracts, Drug and Alcohol Testing, Wrongful Discharge, and Employee References. Prerequisites: None.

BUS 723

BUSINESS LAW II

Commercial paper, real property, secured transactions, bankruptcy, partnerships, corporations, wills and trusts. Case study approach. Prerequisites: BUS 320 or BUS 504

BUS 725

ACCOUNTING SYSTEMS

Understanding current information technology. Topics include accounting information system, flow charting, internal control, advanced spreadsheets and database techniques, information system selection, and developing business requirements. Prerequisite: BUS 704 (F)

BUS 726

ADVANCED ACCOUNTING I

A study of advanced accounting topics including business combinations, equity method of accounting for investments, consolidated financial statements, various intercompany transactions, multinational accounting, foreign currency transactions, and translation of foreign financial statements. This course is challenging, fast

paced and current with the rapidly changing environment of financial reporting, especially as it relates to convergence with international accounting standards. Prerequisite: BUS 704 (F/S)

BUS 727

GOVERNMENTAL & NOT-FOR-PROFIT ACCTG

A study of advanced accounting topics including accounting for governments and not-for-profit organizations. Topics include the analysis of organizational structure, strategy decision-making and reporting. Practical application includes governmental CAFRs and not-for-profit financial and tax compliance reporting. Prerequisite: BUS 704 (F/S)

BUS 730

HEALTHCARE MARKETING

This course provides students with the tools to understand patients' needs, resist competitive pressures, build referral networks, expand market share, recruit and retain top-notch staff in a highly competitive labor market, and more. This course will apply fundamental marketing principles to the growing and dynamic field of healthcare, and give students practical tools they can use in improving any healthcare organization, anticipating future challenges, and engaging in ethical, effective healthcare marketing practices. Prerequisites: None.

BUS 732

DEVELOPING SELF-DIRECTED WORK TEAMS

As American organizations move toward the use of self-directed work teams to improve work processes, special emphasis needs to be placed on the knowledge and skills associated with small group processes and leadership. This course, conducted in an experiential format, emphasizes application to real-life situations faced by managers. Prerequisites: BUS 603

BUS 736

HUMAN RESOURCE MANAGEMENT

A study of the functional activities of a human resource department, including recruiting selection, development, evaluation, compensation and an overview of related regulatory impacts. Prerequisites: BUS 603

BUS 738

ENTREPRENEURSHIP

An Entrepreneur is someone who creates business by assuming risk and marshaling the resources necessary to take an identified opportunity through a strategic plan into implementation, growth, and succession. Topics include identifying and assessing opportunities, strategic planning, forms of ownership, building a powerful marketing plan, managing cash flow, identifying sources of funding and leading a growth enterprise. Prerequisites: BUS 604, 606, & 607.

BUS 739

INTERNATIONAL MANAGEMENT

The primary goal of this course is to cultivate an understanding of management in a multicultural environment. Topics will be chosen from: understanding the effect of geography and economics on culture; effective communication, conflict management and leadership in an international arena; ethical, legal, political and social awareness; managing multinational operations; organizational design for an international environment. Prerequisites: BUS 603

BUS 751

MARKETING RESEARCH

This course covers the process of designing and implementing the collection, analysis, and interpretation of data used to make marketing decisions. A mix of theory and application, the course focuses on conducting quantitative survey research to assess facts, attitudes, and behaviors. Prerequisites: BUS 605, 606.

BUS 752

ADVERTISING AND PROMOTION STRATEGY

This course examines integrated marketing communications as related to elements of promotion, public relations, publicity, advertising and personal selling. Prerequisites: BUS 606

BUS 753**INTERNATIONAL MARKETING**

This course includes the study of product planning, pricing, distribution, and promotion for marketing to foreign markets. Prerequisites: BUS 606

BUS 754**GRAD SEMINAR IN MARKETING MANAGEMNT**

Through simulation, the course develops the skills expected of the marketing manager. Product decisions, pricing, promotional plans, and distribution systems are studied. Prerequisites: BUS 605, BUS 606

BUS 755**CONSUMER BEHAVIOR**

A course on consumer psychology examining how consumers process information, form attitudes, and make decisions on how to behave. Social influences, global issues, and ethical considerations are all covered, and qualitative methods of studying consumer behavior are applied in order to acquire a more in-depth understanding of "what makes people tick" as consumers. Prerequisites: BUS 606

BUS 756**FRAUD & FORENSIC ACCOUNTING**

Detecting and deterring occupational fraud are key elements of an organization's risk management plan. Topics included in this course include the impact of fraud on auditing and financial reporting, the recognition of weaknesses in business processes and control systems, the measures organizations can take to prevent fraud, and the ways allegations of fraud should be investigated and resolved. Prerequisite: BUS 706 or approval by instructor (F/S)

BUS 757**PM1 FOUNDATIONS**

This course provides the tools to understand project lifecycle, project task planning, resource estimation, cost-benefit analysis, project scheduling, control, and communication. The content of this course will be aligned with the PMBOK (Project Management Book of Knowledge, published by the Project Management Institute). This course will give students practical tools they can use in understanding, planning and executing projects. (S)

BUS 758**PM2 ADVANCED CONCEPTS**

This course will build on the foundational concepts learned in Project Management, and will be aligned with PMBOK. The student will learn how to establish and manage project steering committees, how to identify and manage organizational change management issues, how to identify and manage project risks, and how to perform quality assurance. Prerequisites: BUS 757 or consent of the instructor. (S)

BUS 759**PM3 PRACTICUM OR INDEP PROJECT**

This course is designed to be an independent study, and will offer the student an opportunity to apply concepts learned in Project Management 1 and 2, in real-life projects. Students will collaborate with faculty to identify a project their employer or another organization is currently undertaking, and apply concepts learned in the program to that project. Prerequisite: BUS 758. (SS)

BUS 761**QUALITY IMPROVEMENT METHODS**

The primary purpose of this course is to present knowledge about variation as the basis of management decision making. The principles of Shewhart quality control charts are the main approach in understanding and managing variation. The quote by Dr. Lloyd Nelson clearly states the aim of this course that "The central problem of management in all its aspects, including planning, procurement, manufacturing, research, sales, personnel, accounting, and law, is to understand better the meaning of variation, and to extract information contained in variation." To bridge classroom learning with practical experience, students will complete and improvement project during the semester. Prerequisites: BUS 503 or equivalent.

BUS 762**QUALITY AS A BUSINESS STRATEGY**

The primary purpose of this course is to establish quality as a business strategy. Particularly, the course will introduce the leadership competencies necessary to lead the organization as a system. Although broad-scale organizational change strategies, systematic approach to improvement models, methodologies to improve efficiency and quality will be addressed, the main focus of this course is to understand and manage the organization as a system. System view of the organization, the SIPOC Model (Supplier, Input, Process, Output, and Customer), interactions and interdependencies, motivational theories and fallacy of employee performance appraisals will be discussed in detail. Prerequisites: BUS 503 or equivalent.

BUS 763**UNDERSTANDING AND MANAGING FRAUD**

Virtually all organizations encounter fraud, but much of it goes undetected. An organization must be able to identify the risks and vulnerabilities to effectively manage them. This course looks at the ways to build a resistant organization and minimize the costs of fraud. Learn about management's responsibilities for the integration of internal controls with fraud prevention. (F)

BUS 764**PM4 BUS REQUIREMENTS**

This course will focus on specific methodologies, tools, and techniques for identifying the key business requirements for projects. Identifying the appropriate requirements at the appropriate level of detail has been recognized as one of the most significant contributors to project success. Prerequisite: BUS 758. (SS)

BUS 766**PM5 ANALYSIS DECISION TOOLS**

This course provides analytical models, tools, and methodologies that help reach and support fact-based decisions related to project management. The course will draw on quantitative and qualitative methods of analysis. Prerequisite: BUS 758. (F)

BUS 767**PM6 PMI EXAM PREP**

PMI conducts the exam for earning the coveted PMP (Project Management Professional) designation. The exam requires considerable preparation and this course, along with others in this Graduate Certificate, will help students prepare for that exam, Prerequisite: BUS 758. (SS)

BUS 768**BEHAVIORAL SCIENCES AND INTERVIEWING**

This course covers the social, psychological, and criminological perspectives of employee/employer dynamics and interactions, office culture, leadership, and detection of fraudulent, criminal or otherwise dishonest employee behaviors. This course will also explore criminological issues of importance in business such as white-collar crimes (including fraud and embezzlement). Active listening, being able to interpret body language and effectively asking the right questions in the optional environment aid an interviewer in detecting deception. (S)

BUS 769**TOOLS & TECHNIQUES OF DIGITAL FORENSICS**

The proliferation of technology makes putting the puzzle pieces together more challenging. Learning to gather and interpret the wealth of digital information can be invaluable to an organization for both prevention and detection of fraud. This course explores tools for conducting data analytics and other digital investigation techniques. (S)

BUS 772**MONEY AND BANKING**

Main topics in this course are the evolution of money, development of banking institutions, and theory and implementation of monetary policy. Recent developments in international monetary affairs, including international banking, petro-dollars, and the Euro-currency market are studied. Prerequisites: completion of Foundation Courses

BUS 775**MANAGERIAL HEALTH ECONOMICS**

This is a course in applied microeconomics. It is designed for students who already understand basic consumer and producer theory, and focuses on how health care markets differ from other markets. Because of asymmetric information, uncertainty, government involvement, and externalities, the economics of the health care sector and its players (patients, providers, insurers, employers, and government) requires a special analysis. The student will learn how to apply microeconomic tools to study the medical care system and analyze the economic aspects of health care policy implications. Prerequisites: Microeconomics

BUS 781**INTRO TO AMER BUSINESS & CULTURE**

This course is an overview of concepts and principles of American business and culture for international students including forms of business organizations; US financial managerial and tax accounting; capital markets; banking marketing, management theory and ethics; individualism and multiculturalism; gender and sexuality issues, U.S. media. Prerequisites: BUS 500-506, 602, 603, 605.

BUS 782**MBA BUSINESS INTERNSHIP**

This course is designed to provide students with at least 100 hours of supervised, professional experience in a US business. Students will have an opportunity to integrate and apply the knowledge and skills learned in the classroom to actual work settings. Students will deepen their knowledge and understanding of a broad range of business practices. The internship will be supervised by a Business Department faculty member working closely with the mentor of the company where the student interns in order to provide an experience appropriate for the student. Prerequisites: None.

BUS 783**BU-EC CAPSTONE**

This is a capstone course for students in the Beihua University-Edgewood College joint MBA program. The objective of the course is to synthesize the learning from coursework and internship experiences and describe how that learning will be applied to their work environment back in the PRC. Prerequisites: Final term in the MBA program.

BUS 784**HEALTHCARE FINANCE**

Study of the financing, accounting and management of the US health care system. Regulations and reimbursement, accounting principles, analysis of financial statements, cost analysis, staffing, and budgeting are examined.

BUS 785**HEALTH POLICY AND LAW**

This course offers a broad survey of legal and policy issues relevant to health care policy makers, administrators and other critical health care stakeholders (i.e., consumers and providers). It provides an overview of the national and state legal and regulatory structure and examines the common law, statutes, and regulations that affect hospitals, physicians, and other health care providers. It explores how health care regulation may help or hinder increasing access, reducing cost, and improving quality. The recently enacted health reform (The Affordable Care Act) and its promise, likely constraints and legal and policy ramifications will be an important discussion topic throughout the course. (F/S)

BUS 786**ERP IN HEALTH SYSTEMS**

This course is about how healthcare organizations (e.g., hospitals, clinics) operate as systems of complex business processes and the relationship to the information systems that underlie effective and efficient operational outcomes. The E-health record systems will be presented as a tool for managing care and quality. The student will learn methods and tools critical to the smooth functioning of complex health care organizations. Students will apply the concepts to real-life case studies from their experience in learning how to analyze operational problems and develop successful optimal solutions. (F/S)

BUS 787**HEALTH SYSTEMS OPERATIONS**

This course explores the complex business and operational challenges of health care organizations including hospital and clinic systems. Health systems encompass multiple functional subcomponents, and human, financial and technical resources are required to efficiently and effectively deliver quality products and services to customers. Students will learn how systems are organized and processes effectively planned, managed and improved to achieve organizational success. The course will also explore how the various sub-functions and processes (e.g., emergency care, pharmacy, lab radiology, nursing service, and foundational operations such as information technology) seamlessly interrelate to optimize care and service quality. (F/S)

BUS 788**HEALTH INSURANCE PRINCIPLES**

This course examines the various private and governmental insurance programs that are common in the US, with attention to the emerging policies and requirements of the Affordable Care Act. Insurance revenue, including private and public policies is the primary revenue source for healthcare organizations. In addition, healthcare organizations purchase insurance for their employees, representing a significant overhead expenditure item. This course examines the various private and governmental insurance programs common in the U.S., with a special focus on Wisconsin policies and practices. Attention will be given to emerging policies and requirements of the Affordable Care Act and the effect it will have on various stakeholders including consumers, providers, insurance companies, regulators, government sponsored healthcare programs, and employers. The course is designed to provide a broad exposure to policy and operational issues that system leaders may encounter in managing a health care organization, so that they have practical knowledge to help identify issues and the ramifications of strategic decisions. The course is also designed to familiarize students with various health policy issues related to insurance for both patients and employees. (F/S)

BUS 789**SERVICE AND CLINICAL QUALITY**

The course evaluates health service and clinical quality from a comprehensive system perspective utilizing analytic tools and contemporary case studies. Data analysis techniques including process flow, variation, and control charts will be studied. A data-based quality improvement project proposal is required.

BUS 790**INDEPENDENT PROJECT**

Each independent project involves choosing a topic, conducting research, developing conclusions or hypotheses, and presenting a paper. Goals and objectives are set individually with an instructor to allow exploration of areas of individual interest. Prerequisites: consent of instructor.

BUS 792A**INTERNATIONAL STUDY TOUR A- CHINA**

Each year, the School of Business offers students the opportunity to participate in a short-term international travel experience to different countries through two sequential courses (BUS 792A and 792B). Through the courses, students gain critical insights and valuable real-world experience of global business processes and practices. In BUS 792A, students learn about various aspects of a country's culture and society, history, cultural values/customs, and social and economic development and the impact of these issues on business practices. Books, readings and videos will be assigned for students to read/watch with class discussion focused on comparing and understanding differences in these topic areas between the US and the focus country. Prerequisites: Completion of two 600-level business courses.

BUS 792B**INTERNATIONAL STUDY TOUR B- CHINA**

Each year, the School of Business offers students the opportunity to participate in a short-term international travel experience to different countries through two sequential courses (BUS 792A and 792B). Through the courses, students gain critical insights and valuable real-world experience of global business processes and practices. In BUS 792B, students participate in an approximately 10-day trip to the focus country. During the trip, student tour locally- and foreign-owned companies, meet business executives to discuss business challenges and opportunities in the country, attend lectures about the country's economy and culture, and participate in guided

tours of historical and cultural sites. After the trip, students will write a report in which they analyze and compare the business practices of companies in the US and the focus country. Prerequisites: Completion of two-600 level business courses and BUS 792A.

BUS 795A

INTERNATIONAL STUDY TOUR A- GERMANY

Each year, the School of Business offers students the opportunity to participate in a short-term international travel experience to different countries through two sequential courses (BUS 795A and 795B). Through the courses, students gain critical insights and valuable real-world experience of global business processes and practices. In BUS 795A, students learn about various aspects of a country's culture and society, history, cultural values/customs, and social and economic development and the impact of these issues on business practices. Books, readings and videos will be assigned for students to read/watch with class discussion focused on comparing and understanding differences in these topic areas between the US and the focus country. Prerequisites: Completion of two 600-level business courses.

BUS 795B

INTERNATIONAL STUDY TOUR B- GERMANY

Each year, the School of Business offers students the opportunity to participate in a short-term international travel experience to different countries through two sequential courses (BUS 795A and 795B). Through the courses, students gain critical insights and valuable real-world experience of global business processes and practices. In BUS 795B, students participate in an approximately 10-day trip to the focus country. During the trip, student tour locally- and foreign-owned companies, meet business executives to discuss business challenges and opportunities in the country, attend lectures about the country's economy and culture, and participate in guided tours of historical and cultural sites. After the trip, students will write a report in which they analyze and compare the business practices of companies in the US and the focus country. Prerequisites: Completion of two-600 level business courses and BUS 795A.

BUS 796

HS STRATEGIC MANAGEMENT

This a capstone course that will tie together all of the prior academic requirements of the degree program. It is essentially about systematically leading and managing complex organizational change. The focus will be on understanding the management of the broad, complex system of organizations that make up the "system" of care financing and delivery. The student will learn how to effectively navigate through the system to achieve strategies and goals that most effectively deliver excellent and affordable care to patient-customers. The students will assimilate and apply all of their prior academic and experiential knowledge to achieve "mastery" on the path to becoming exceptional leaders. Leaders from regional health systems will present various views to the class.

BUS 798

STRATEGIC MANAGEMENT ACCOUNTING

This capstone course to the MS Accountancy program challenges students to think critically and strategically from the perspective of a chief financial officer. This course includes a cross-functional immersion experience into the competitive business environment through a Capsim business simulation. Students will demonstrate AICPA core competencies through a final electronic portfolio presentation. Topics include comprehensive business strategy, change management, finance application, ethical leadership and social responsibility. Prerequisites: All other requirements for MS-Accountancy degree (F/S)

BUS 799

INDEPENDENT STUDY

Topics and credits arranged. Prerequisites: consent of instructor.

CHEM 106 S

CHEMISTRY IN CONTEXT

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 lecture concepts, while including basic laboratory techniques and principles of laboratory safety. Prerequisites: placement into ENG 110 and MATH 101 or equivalent proficiency in problem-solving.

CHEM 110 S
INTRO TO CHEMISTRY

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 110 and placement into MATH 101 or equivalent proficiency in problem-solving.

CHEM 111 S
INTRO ORGANIC CHEM/BIOCHEM

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. Additional topics may be explored based on student interest. 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 or CHEM 120; placement into ENG 110; placement into MATH 101 or equivalent proficiency in problem-solving.

CHEM 115 ES
CHEMISTRY OF ENERGY SOURCES & SOC

The general goal of this course is to explore the chemistry, technology, politics, economics, and environmental impacts of hydrocarbon, nuclear, and electrochemical energies. A foundation in the areas of nuclear chemistry, hydrocarbon chemistry, and electrochemistry will be provided. The course will also investigate new innovations with respect to any type of energy. This course will have a significant writing portion, which will include both position and exploration papers. Prerequisites: CHEM 106, CHEM 110 or CHEM 120.

CHEM 120 S
GENERAL CHEMISTRY I

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

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 110 with a grade of B or better or CHEM 120 or consent of the instructor; completion of MATH 114A or placement into MATH 114B, MATH 231 or higher.

CHEM 130 S
CHEMISTRY & FORENSIC INVESTIGATIONS

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 nomenclature, 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 200 2E
GREEN AND SUSTAINABLE CHEMISTRY

This course covers the concepts of sustainability and environmental responsibility in the creation of goods and services required for our lives. Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. Green chemistry is the design, development, and implementation of products and processes to reduce or eliminate the use and generation of substances hazardous to human health and the environment. This course is designed to allow students to explore who they are and who they can become, and how are the needs of the world going to be met in a just and compassionate manner. Prerequisite: COR 1 or sophomore standing.

CHEM 321
ORGANIC CHEMISTRY I

The first semester of a two-semester sequence in the study of the structure (electronic and geometric), properties, and reactions of compounds of carbon. Topics include the structure and physical properties of organic compounds, stereochemistry, reactions and their mechanisms, and structure-reactivity relationships. Lab experiments emphasize lecture concepts while introducing methods in organic synthesis and illustrating techniques such as crystallization, distillation, chromatography, and spectroscopic methods of compound characterization (with emphasis on nuclear magnetic resonance and infrared spectroscopy). Prerequisites: CHEM 121 with a minimum grade of C or consent of instructor.

CHEM 323
ORGANIC CHEMISTRY II

The second semester of a two-semester sequence in the study of the structure (electronic and geometric), properties, and reactions of compounds of carbon. Topics include the structure and physical properties of organic compounds, stereochemistry, reactions and their mechanisms, and structure-reactivity relationships. Lab experiments emphasize lecture concepts while introducing methods in organic synthesis and illustrating techniques such as crystallization, distillation, chromatography, and spectroscopic methods of compound characterization (with emphasis on nuclear magnetic resonance and infrared spectroscopy). Prerequisites: CHEM 321.

CHEM 340
BIOCHEMISTRY

A study of the chemistry of biological systems. Topics include cellular constituents; chemical reactions involved in carbohydrate, protein, lipid, and nucleic acid metabolism; cellular energy metabolism; and enzyme kinetics. Previous or concurrent registration in courses in biological science is strongly recommended. Prerequisites: CHEM 323; BIO 152 or BIO 182 or consent of instructor.

CHEM 351 U
ANALYTICAL CHEMISTRY

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 completion of MATH 114B or a higher-level mathematics course.

CHEM 360 X
RELATIVITY & QUANTUM MECHANICS

An introduction to relativity and quantum mechanics, and applications to atomic, solid state, and nuclear physics and chemistry. The laboratory component will explore these applications in more detail and also emphasize various forms of writing in the sciences.

CHEM 361
THERMODYNAMICS & KINETICS

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, MATH 232 (MATH 233 recommended), and PHYS 202, or consent of instructor.

CHEM 370
INTEGRATED LABORATORY

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

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

Topics and credits arranged. Prerequisites: consent of instructor.

CHEM 400 3
ETHICS & RESPONSIBILITY SCI RESEARCH

This course is intended for student who will be engaging in research in science or engineering. The student will be expected to prepare a personal statement about their ethics and responsibility to their field of science or engineering. Students will be expected to participate and engage in discussion of issues to become prepared for discourse with fellow professionals and the general public. Students will propose creative solutions for contemporary problems faced by the people working as scientific researchers.

CHEM 420
ADVANCED BIOCHEMISTRY

Theory and practice in modern biochemistry and biochemical techniques. Prerequisite: CHEM 340.

CHEM 431 X
ADVANCED ORGANIC CHEMISTRY

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 469
SPECIAL TOPICS IN CHEMISTRY

Advanced study of topics of special current interest in chemistry and related fields. Seminar/discussion format.

CHEM 471
INORGANIC CHEMISTRY II

A survey of inorganic reaction mechanisms, materials, organometallic, and solid state chemistry. Prerequisites: CHEM 371.

CHEM 479**INDEPENDENT STUDY - CHEMISTRY**

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**

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**

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

CHIN 101 L**FIRST SEMESTER CHINESE**

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 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. (F) Prerequisites: None.

CHIN 102 L**SECOND SEMESTER CHINESE**

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 approaches. (S) Prerequisites: CHIN 101 or equivalent.

CHIN 201 GL**THIRD SEMESTER CHINESE**

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. (F) Prerequisites: CHIN 102, or appropriate language placement test.

CHIN 202 GL**FOURTH SEMESTER CHINESE**

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.

CHIN 279
INDEPENDENT STUDY - CHINESE

An independent study designed for students wishing to take 200-level Chinese when CHIN 201 and 202 are not offered.

CJ 232 J
CRIMINOLOGY

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

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

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

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

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

A historical study of capital punishment in the United States from the 1600s to the present. A close examination on the five methods of execution. An overview of wrongful deaths and high profile capital cases. Revisit issues on: Execution of youth for heinous crimes; submission of DNA evidence in capital cases; and the U.S. Constitution's

VIII Amendment as it relates to what constitutes "Cruel and Unusual Punishment." A critical analysis of arguments in favor of and in opposition to capital punishment. Prerequisites: None.

CJ 343 Q

VIOLENCE AND VICTIMIZATION

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

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.

CJ 372

ETHICS IN ACTION: CRIMINAL JUSTICE

In this course students will examine the ethical issues which challenge criminal justice professionals on the job every day. The course will include placement in an internship which will allow students to experience the operations of their chosen branch of the criminal justice system firsthand. The course will also cover the latest research on ethical debates in the field of criminal justice. The course will include not only working in the field, but also face-to-face and on-line discussions of ethical issues related to working in the criminal justice system today. Prerequisite: CJ 232. (F/S)

COMMS 100 O

INTRODUCTION TO COMMUNICATION

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

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 110 1

SPORTS TALK

This course examines how we talk about sports, and for what purposes. The sporting world provides us with opportunities to talk about issues of social importance that we might otherwise ignore. Recent controversies within the sporting world have inspired nationwide discussions about racism, sexism and gender equality, the exploitation of college athletes, corruption in college sports, labor issues, violence, health and safety issues, or the use of sport as propaganda. By examining the world of "sports talk" through a communication perspective, students will understand how the sporting world functions as both a reflection of our social shortcomings and a site for social change. (F)

COMMS 201

COMMUNICATION AND CIVILIZATION

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

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

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

(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

(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

A practicum course providing guided experience in applied communication. Prerequisites: None.

COMMS 220

LEADERSHIP & PROFESSIONAL MEETINGS

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

A practicum course providing advanced guided experience in applied communication. Prerequisites: None.

COMMS 228 A

TELEVISION CRITICISM

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 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 & THE COMMON GOOD

While serving as volunteers with a Madison-area social service organization, students will develop an understanding of the values implicit in organizations of this sort and their importance to the broader community. Through classroom work and volunteer activities, students will learn the essential role of communication in an organization's internal functioning and its relation to society at large. Among other activities, students will develop

a significant public message (oral presentation, brochure, report, or web inclusion) related to some aspect of organizational communication. The volunteer time commitment will be 15 hours per student to be scheduled during the semester. Students will need to be available to spend at least 2 hours per visit. This time commitment does not include travel time between Edgewood and the organizational partner. Students may be assigned a variety of volunteer 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

Examines the fundamental elements of interpersonal communication. Students will explore strategies for listening effectively, resolving conflict constructively, and using respectful language to improve interpersonal communication and relationships. The process of interpersonal communication is not as simple as it might first appear. This course looks at how scholarship can inform everyday interaction and explores how research and theories can lead to more effective and satisfying relationships.

COMMS 241 J

INTRO TO ORGANIZATIONAL COMM

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

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 250

RELATIONAL COMMUNICATION

Examines the fundamental elements of interpersonal communication within the context of developing relationships. This course explores the forces that bring people together, keep them together, and separate and divide them. Whether with roommates, lovers, parents, or friends, we are constantly experiencing how communication behavior affects our relationships. It is within the context of our relationships with others that abstract concepts like feedback, perception, and conflict resolution become increasingly relevant. Therefore, theories and concepts covered in this course are examined against the backdrop of students' actual relationships.

COMMS 260 X

WRITING FOR THE MEDIA

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 280

INTRODUCTION TO PUBLIC RELATIONS

This course is an overview of the functions, practices, and applications of public relations in private industry and the public sector, both in the U.S and abroad. We will examine the nature and role of PR, its historical development, activities of PR professionals, the ethics of public relations, and professional development of those working in the field. (F)

COMMS 290 K

PROFESSIONAL PRESENTATIONS

Students will develop an understanding of the communication skills and expectations involved in professional, organizational, and public life. Such expectations include the ability to devise effective and ethical communication

messages that respond appropriately to informative, persuasive, crisis communication, interviewing, and ceremonial speaking situations. Prerequisites: Completion of the O tag.

COMMS 295 K
SOC MEDIA: BRANDS, INFLUENCERS & HM

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 311
QUALITATIVE COMMS RESEARCH METHODS

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

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. Prerequisites: completion of the O tag or concurrent enrollment in an O tag course; completion of PHIL 101.

COMMS 313
QUANTITATIVE COMM RESEARCH METHODS

Provides students with tools to better understand quantitative social science and communication research. The class covers the basics of scientific inquiry, choosing participants, making generalizations, developing instruments, and collecting/analyzing data for communication research. Students will design and conduct a quantitative research project exploring a communication question of their choice using the online survey tool Qualtrics. The research experience will emphasize information and technological literacy, which will include finding, evaluating and analyzing relevant information, understanding research ethics in the digital age, and using a variety of information sources and technological tools.

COMMS 314
PERSUASION PROMOTION & ADVERTISING

This course investigates persuasive communication with a special focus on advertising and promotion. Students are introduced to theories of persuasion, integrated marketing communication tools, and the practical application of persuasive communication methods. Prerequisites: None.

COMMS 315
NONVERBAL COMMUNICATION

This course explores theory, research and practical applications of nonverbal communication in interpersonal relationships. It examines various types of nonverbal communication, including kinesics, proxemics, vocalics, haptics, artifacts, and chonemics. It also considers how communicators and their environment influence nonverbal behaviors in relationships, as well as the use of nonverbal behaviors for specific purposes, such as managing one's image, expressing emotions, managing conversations, processing messages, deceiving, and influencing others. Prerequisite: COMMS 240. (S)

**COMMS 317 D
INTERCULTURAL COMMUNICATION**

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 319 2
MASS COMM CMPGN: COMM 4 PUBLIC GOOD**

This course asks students to investigate how communication campaigns can help improve the quality of life for diverse individuals and populations. Working in teams, students will develop the knowledge, understanding, and skills necessary to plan, design, and carry out a communication campaign for a real-world client, a nonprofit organization. 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 mediated communication (possibly from COMMS 243, COMMS 260, or a graphic design course) is suggested but not required.

**COMMS 320
GROUP DISCUSSION & TEAM LEADERSHIP**

Communication makes a difference in small groups. In this course students will examine leading theories and methodological approaches focused on the link between communication and group outcomes. Students will have the opportunity to apply these theories and methods to real-life groups. Students will cover such topics as group processes, functionalism, decision making, emotions, leadership, social identity and conflict. The objective is to learn not only how to be a more effective group member but also how to evaluate and improve group experience, achievement and interaction.

**COMMS 325 JKQ
GENDER, CULTURE, AND COMMUNICATION**

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**

This course looks at the impact of radio within U.S. 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 332
ADVANCED VIDEO PRODUCTION**

Complex story production and editing of segments exploring ethical and journalistic issues in depth. Prerequisites: None.

COMMS 334**DOCUMENTARY VIDEO PRODUCTION**

Basic documentary production styles and issues; how to conceptualize and create journalistically sound documentaries. Students will produce a 30 minute video documentary. Prerequisites: COMMS 332.

COMMS 378**COMMUNICATION TEACHING PRACTICUM**

Students get hands-on experience in college-level teaching by working closely with a Communication Studies faculty member to assist in class preparation and instructional activities in a given course. Student must arrange practicum contract with supervising instructor. Prerequisites: Prior satisfactory completion of the course in which the student is serving as teaching assistant.

COMMS 379**INDEPENDENT STUDY - COMM STUDIES**

Independent Study of selected topics in Communication Arts developed by the student with the approval and direction of the instructor. (Prerequisite: consent of instructor) Prerequisites: consent of instructor.

COMMS 430**SPECIAL TOPICS IN COMM STUDIES**

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**

Prerequisites: None.

COMMS 430B**TOPICS: AFRO-AMERICAN COMMUNICATION**

This course explores African-American language, culture and communication with in-depth and critical interpretations within a social and historical context. Cross-listed with ETHS 430B. Prerequisites: None.

COMMS 430D**TPC: UNSPINNING CAMPAIGN RHETORIC**

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 430H**VIDEO PRODUCTION BASICS**

This course will teach students to use video cameras, shoot video footage well, and learn interviewing skills, ethnographic field production video techniques, and basic editing on industry editing software. Cross-listed with ENG 316A. (W)

COMMS 440 3**SENIOR CAPSTONE**

This course is meant to serve as a summary "capstone" experience that will help students integrate what they have learned in their college experience--in and out of the classroom--with their plans for the future. It 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.

COMMS 450
COMMUNICATION INTERNSHIP

Required of Communication Studies majors. The Communication Studies Program will make efforts to locate internships for students; however, it cannot guarantee availability. Internship experience should be relevant to the student's area of emphasis and career goals. Prerequisites: None.

COMMS 479
INDEPENDENT STUDY - COMM STUDIES

Independent Study of selected topics in Communication Studies developed by the student with the approval and direction of the instructor. (Prerequisite: consent of instructor) Prerequisites: consent of instructor.

COR 101 1
WISCONSIN'S ALCOHOL CULTURE

This course 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 freshman or freshman transfer students.

COR 103 1
DISABILITY AWARENESS & ADVOCACY

The purpose of the course is to embrace the motto, "we are more alike than different." This course is designed to enrich students' understanding and appreciation of students with high incidence and low incidence intellectual disabilities. The course objective is to enrich students' understanding and appreciation of people with disabilities. We will explore person-first language, disability rights, and how to best support and advocate for people with disabilities. Together we will build a community founded around compassion and partnership of all abilities, focused on creating a more just and compassionate world. This course requires mentoring a student from the Cutting-Edge program. Prerequisites: This course is for first semester freshmen or freshman transfer students.

COR 105 1K
HUMOR: ALWAYS A LAUGHING MATTER?

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: Concurrent enrollment in COMMS 100; this course is for first semester freshmen or freshmen transfer students.

COR 106 1Q
GENDER AND LIBERATION

This course examines the relationship of gender, and our assumptions about gender, to both individual freedom and broad notions of civil and human rights. We will use popular culture, research based in Sociology, and autobiographical writing to explore gender socialization in the context of social movements of the past 150 years: women's suffrage, second wave feminism, gay liberation, and marriage equality. This course also addresses the intersection of discrimination based on gender with other forms of discrimination, and considers ways in which people have resisted the resulting oppression. Prerequisite: First year students only.

COR 108 1D**GLOBAL CHANGES, LOCAL LIVES**

This course is designed to develop understanding of the global forces that shape communities, our lives within our communities, and our choices about how we as individuals live. Within a multicultural and interdisciplinary framework, we will use concepts from sociology as well as Dominican values to explore and evaluate the impact of globally driven trends such as human migration, extractive mining, and industrial decline. We will meet with local people affected by global economic change, visit relevant sites in the community, and write the stories of ourselves and our communities. Prerequisite: First year students only

COR 110 1P**LIBERAL ARTS IN DOMINICAN TRADITION**

Can education combat evil? Did St. Augustine help write *The Matrix*? Is it true that the more you learn, the less you know? Who knew these questions relate to the liberal arts, which are one of the oldest and most influential institutions in the human experience? In this course, we examine different conceptions and applications of the liberal arts across the Western Tradition, including leadership in public life, the problem of evil, specialization and professionalism, and Edgewood's own tradition of liberal arts, using original texts including those from Cicero, St. Augustine, Francis Bacon, John Dewey, and more. Beyond the classroom, we talk philosophy around a bonfire, discuss leadership in the halls of the state Capitol, ask mentors about the problem of evil, and discuss hopes and dreams at a "salon." Prerequisite: Concurrent enrollment in PHIL 101 T is required. This course is for first semester freshmen or freshmen transfer students.

COR 111 1P**JUSTICE&COMPASSION FOR ANIMALS**

Nonhuman animals, in particular mammals, have the same emotions in humans as they possess the same brain chemicals, structures, and pathways as humans; the difference is one of degree, not kind. These emotions include empathy, compassion, anger, love, joy, and awe. Studying the evidence for these emotions across species reveals the evolutionary continuity that has led to the nature of our own inner lives. This revelation leads to a different quality of understanding of who we are in the context of sentient beings and morally challenges us to reassess our relationships with nonhuman animals. As we research the disconnect between the prevailing attitudes toward and treatments of our fellow sentient beings, we are offered compelling reasons to create more just and compassionate lives for those with whom we share this Earth. Prerequisites: Concurrent enrollment in a "T" tagged course is required. This course is for first semester freshmen or freshmen transfer students.

COR 113 1Q**SOCIAL JUSTICE THRU HOLLYWOOD LENS**

This interdisciplinary course explores the intersection of gender and social justice issues through media platforms, particularly Hollywood cinema and the creation and mediation of identity in film. Students will examine the social construction of masculinity and femininity as these have developed over time in films such as *Norma Rae*, *Silkwood*, *Erin Brockovich*, *Boys Don't Cry*, and *Thelma and Louise*, with a lens informed by gender theory and feminist film criticism. The course also examines the influence of Hollywood with regard to gender socialization and socialization around social justice issues, themes students will analyze in terms of their own experiences, identities, values, and beliefs. Both film analysis and reflection will highlight the intersectionality of identity, especially as it forms relationships to structures of power, privilege and oppression. Prerequisite: First year students only. (S)

COR 114 1G**STORIES LOOK BENEATH THE SURFACE**

Literature—of all kinds—is a great tool for thinking about ourselves in relation to others. This course will explore a variety of representations of the human condition and human existence. We will be reading and discussing a selection of literary and socially relevant texts from around the world, including at least one play that we will also see performed. Our goal is to create a framework of thinking so we can discuss, and improve our ability to understand, various messages and themes that are reflected in our lives. In this process, we will aim to increase self-awareness, in the context of the conditions and needs of the world today. Prerequisites: This course is for first semester freshman or freshman transfer students.

COR 115 1Q**GENDER & THE MEDICAL PROFESSIONS**

This course examines the history and current trends in health-related professions as they relate to the gender distribution of practitioners. These fields include medicine, dentistry, veterinary medicine, and pharmacy, as well as the relatively newer professions such as physical therapist and physician assistant. We will study the interaction of societal gender roles with career selection and the experiences of professionals within health fields, especially experiences of discouragement and discrimination. We will reflect on the results of our studies and propose actions that you take in determining your career path. Prerequisites: This course is for first semester freshmen or freshmen transfer students.

COR 199**TRANSFER BRIDGE TO COR**

This course is a 2.5 hour session that satisfies the COR 1 general education requirement for transfer students with at least sophomore standing, and those students for which the requirement is waived due to life experience, including military service. Bridge curriculum addresses an introduction to Edgewood's Dominican tradition, an opportunity to reflect on the COR questions, and a community engagement experience. Prerequisite: Transfer student with sophomore standing or above, or a waiver from the COR program. (F/S)

COR 210 2**TCH WRITING 1 ON 1: ENG 110 TUTORNG**

Students will read and analyze the history, philosophy, and practical aspects of writing tutoring and the teaching of composition, while working as the "in house" tutor for a section of English 110. Focus of the readings will be on first-year and "novice" students in particular, exploring issues of culture, identity, language, and discourse. Students will learn techniques for effective written commenting and paper conference techniques, produce session reports on their work with their students, conduct an interview with a first-year student, and do a self-reflection project as their final exam. Students will have the option of conducting a field research project that will carry over into the following semester. Students will do two to four hours a week of tutoring and/or attending their English 110 class sessions over the semester. Prerequisites: Permission of the instructor and previous tutoring experience. (F)

COR 250 2D**CONVERSATIONS IN RACE AND DIVERSITY**

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**

We will study how people deal with profound changes in their lives, examining how they heal their wounds and who can help in the process. We investigate dying, death and ethical end-of-life issues. We read and hear life stories, challenges and/or stigma faced by individuals who are disabled, homeless, in prison, physically and/or mentally abused, or recovering from trauma. In addition to conversations with in-class speakers, we visit places and see, first hand, how individuals and agencies cope with challenges and opportunities associated with significant loss and change.

The COR 251/351 sequence satisfies the 2 tag. To receive this tag, a student must enroll in and successfully complete both the fall and spring courses. If you wish to receive the 2 tag for this sequence (which is set up as two separate courses), enroll in COR 251 at this time and COR 351 for the next Spring term. The tag will be added to your record after successful completion of the COR 351 in the next Spring term.

COR 251 2**LIFETIME LEGACIES: LIFE REVIEW I**

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COR 252 2**MADISON: A MODEL CITY**

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**COMM CHNG THRU REFLECTION & ACTION**

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**RESTOR COMM: INTRO TO RESTOR JUSTICE**

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**INTEGRATN DISABILTY & ENGAGED CITIZNS**

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 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**

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**

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 306 2X**CONVICT CHRONICLES: PRISON WRITING/ART**

It isn't called "doing time" for nothing. As the hours and unrelenting sameness of routines press in on incarcerated men and women, some struggle, often in isolation, with fundamental questions: Who am I and who could I become? Why am I here? Can I be forgiven? How can I forgive myself? What are the needs and opportunities of the world - this world and that world? What is my role in building a just and compassionate world? The search for answers to these questions is often addressed through writing. Students would also explore prisoner art and music/spoken word and raw - other expressions of story. Prerequisite: COR 1.

COR 312 2**BEYOND BIRTH: MENTAL/EMOTIONAL**

This interdisciplinary course will delve into the mental/emotional side of birth support drawing on scientific and medical research, and the disciplines of Psychology, Theology, and Sociology. Students will examine the merits and critiques of the dominant medical model, and gain insights from an experienced childbirth educator and birth doula, as well as a variety of birth support professionals and programs in the broader community. Tools to help laboring women remain centered and focused and able to activate their parasympathetic nervous system for gentler birth outcomes will be explored. Students will also personally gain specific tools for realization and focus, as well as an understanding of how these can be of benefit in the birthing process. Recognizing that people come from a variety of experiences with birth, we will also explore the many racial, socio-economic and cultural factors involved. As part of the process, students will be invited to explore their own identity in a deeper way and how that relates to supporting other in connection with the three organizing COR questions.

COR 316 2**MENTORING THROUGH MEDIA ARTS**

Students in this course will learn about issues faced by young people growing up in an economically marginalized community, and gain experience mentoring young people through media arts such as photojournalism and video. Through pairings with Boys and Girls Club participants, students will build relationships with youth and assist as

young people develop skill in using media for self-expression. Mentoring experiences are informed by and integrated with reading on motivating urban youth and other class materials, and provide a foundation from which to learn about the challenges faced by youth, parents and other community members where basic resources are lacking.

COR 320 2D
MADISON AS TEXT

Madison, Wisconsin offers us an exceptional laboratory: capital of a state with abundant but fragile and vulnerable human resources, currently entangled in conflicts to serve the needs of many diverse communities. This course is an opportunity to examine the ways the city of Madison is shaped by a variety of forces. Using music, art, guest speakers, field research, and readings we will examine the ways cities communities, and social institutions are shaped by social, cultural, economic, historical, and political forces.

COR 340
SHORT TERM STUDY ABROAD I

This class poses questions about students' sense of self in relation to the world, about ethical issues and the needs and opportunities of the world and about what it means to take a role in building a just and compassionate world. Questions fundamental to this course are: What is the role that certain social events and worldviews have in the process of individual and collective identity development, historically and in our time? What is the impact of meaningful cross-cultural experience and community engagement on one's sense of self? In what ways can relationships with communities in and/or outside the United States promote the building of a just and compassionate world? In what ways could I engage in a meaningful way with the process of building a just and compassionate world? This, the first part of the course, will consist of pre-departure readings, discussions, debates, and planning, followed by a short-term trip abroad of about 1 to 4 weeks. Prerequisite: COR 1 and sophomore standing.

COR 341 2G
SHORT TERM STUDY ABROAD II

This class poses questions about students' sense of self in relation to the world, about ethical issues and the needs and opportunities of the world and about what it means to take a role in building a just and compassionate world. Questions fundamental to this course are: What is the role that certain social events and worldviews have in the process of individual and collective identity development, historically and in our time? What is the impact of meaningful cross-cultural experience and community engagement on one's sense of self? In what ways can relationships with communities in and/or outside the United States promote the building of a just and compassionate world? In what ways could I engage in a meaningful way with the process of building a just and compassionate world? This, the second part of the course, will bring the students together again as a group to reflect on their experiences. The final product for this course will be as individualized as the travel experiences and will be agreed upon between the student and lead faculty. Prerequisite: COR 1 and sophomore standing.

COR 351 2
LIFETIME LEGACIES: LIFE REVIEW II

This course is the second part of a two-part sequence that focuses on how people deal with profound change in their lives. We look at dying, death and bereavement. We look at variations in physical and mental capacity for people of all ages. We explore challenges and/or stigma faced by individuals (and their families/friends) who are homeless, in prison, dependent on alcohol, etc. In addition to conversations with in-class speakers, we visit many places and see, first hand, how individuals and agencies cope with challenges (and opportunities) associated with significant loss and change. In this, the second semester, students will prepare their own life reviews, after having worked with another person to tell her or his life story. Prerequisite: COR 1 or equivalent and COR 251; open to second or third year students or sophomores and above transfers. Note: Both COR 251 and COR 351 must be successfully completed in order to earn the COR 2 tag.

COR 380 2CD
SEMINAR: IMMIGRANT NARRATIVES

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? Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers; ENG 110 or W cornerstone.

CS 105 I

DIGITAL LIFE THROUGH MULTIMEDIA

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

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. Through a set of case studies and tutorials main attention is given to the use of Excel in the business world. Prerequisites: Basic knowledge of Windows and initial familiarity with Microsoft Office suite. This course is strongly recommended to students who seek a Business degree.

CS 155 I

COMPUTER BUS MODELNG & OPTIMIZATION

This course is intended to show how computer modeling of real business problems can give insight into the vast amount of data each business operates with. Students will explore real life case studies and model them with computer software. Such models will enable students to examine business problems and come up with optimal course of actions. The case studies may include but not limited to data mining, analysis of sales team's effectiveness, best and most-likely scenarios, advertising, ROI, quantification of customer loyalty, etc. Basic proficiency with Excel is expected.

CS 170 IU

ANIMATION GAMING & 3D VIRTUAL WORLD

Students create their first mobile apps, computer animations, games and 3D virtual worlds as they learn basics of computer programming. They use a software environment developed at Carnegie Mellon (called Alice) to create 3D virtual worlds and animations, and MIT App Inventor, a blocks-based programming tool. In the process, they will gain insights into methodologies and perspectives of computing software design, recognize the importance of being able to make clear arguments, evaluate them using the collected evidence as well as communicate ideas clearly when working collaboratively. Students will be required to do a variety of interesting projects which may involve graphics, animations, games and building useful mobile apps.

CS 175

INTRODUCTION TO WEB PROGRAMMING

This course introduces students to the basics of the Web Design and programming. Students are introduced to HTML5 (Hypertext Markup Language), CSS (Cascading Style Sheet), as well as to programming concepts using JavaScript. Students will create working web pages and multi-page websites with multimedia elements.

CS 180**INTRO TO COMPUTING AND PROGRAMMING**

This course first reviews the concepts of procedural programming and then moves on to the object-oriented programming paradigm. It focuses on the definition and use of classes along with the fundamentals of object-oriented design including encapsulation and information-hiding; separation of behavior and implementation; subclasses and inheritance; polymorphism. Students are also introduced to programming in HTML to create standards compliant websites. Prerequisites: CS170, or initial programming experience, or consent of Instructor.

CS 220**NETWORK FUNDAMENTALS**

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**

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**

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 SCI**

Topics and credits to be arranged. Prerequisites: consent of instructor.

CS 301 X**INFO SYSTEMS ANALYSIS & DESIGN**

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 & IMPLM**

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 320A K**SOC & PROF ISSUES IN IS/IT: MAJORS**

This course is seminar based, community oriented and involves research into the topics of codes of ethics, ethical decision making, and the ways in which our 'wired world' present challenges to living an authentic life. Students are expected to develop and refine their own personal mission statements. To explore what it means to live and contribute to a just and compassionate world, students select from a potential list of professional issues, develop strategies to explore the issues in detail, using a semi-structured qualitative research method. Using an iterative approach, students begin by exploring their own values and assumptions about the chosen issue, then select, interview and explore the views and perspectives of members of the Edgewood College community, the greater Madison community and the global community. While developing a greater awareness of the chosen professional issue, students construct a community space to house the results of their work. Near the end of the semester, students provide a series of public presentations to members of the Edgewood College, Madison, and global

communities. Prerequisites: Departmental major, ENG 110 or W cornerstone, COMMS 100 or completion/current enrollment in O cornerstone. For Majors only. (F)

CS 320B 2K

SOC & PROF ISSUES IN IS/IT: NON-MAJ

This course is seminar based, community oriented and involves research into the topics of codes of ethics, ethical decision making, and the ways in which our 'wired world' present challenges to living an authentic life. Students are expected to develop and refine their own personal mission statements. To explore what it means to live and contribute to a just and compassionate world, students select from a potential list of professional issues, develop strategies to explore the issues in detail, using a semi-structured qualitative research method. Using an iterative approach, students begin by exploring their own values and assumptions about the chosen issue, then select, interview and explore the views and perspectives of members of the Edgewood College community, the greater Madison community and the global community. While developing a greater awareness of the chosen professional issue, students construct a community space to house the results of their work. Near the end of the semester, students provide a series of public presentations to members of the Edgewood College, Madison, and global communities. Prerequisites: ENG 110 or W cornerstone, COMMS 100 or completion/current enrollment in O cornerstone. (F)

CS 340

PROGRAMMING FOR THE WEB

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 SCI

Topics and credits to be arranged. Prerequisites: consent of instructor.

CS 430

INFORMATION SECURITY & NETWORK MGMT

The securing and management of networks poses some of the most complex challenges to the Information Systems/Technology professional. This course, designed to follow CS 220, explores various methods used to secure a network, including commonly used encryption algorithms. Effective network management techniques ensure that all types of information travel the network in an efficient manner. Prerequisites: CS 220.

CS 470

INTERNSHIP IN COMPUTER SCIENCE

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 SCI

Topics and credits to be arranged. Prerequisites: consent of instructor.

CS 480

ADVANCED WEB DEVELOPMENT

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

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**

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.

ECON 121 J**SCARCITY & SOCIAL JUSTICE**

Multiple pertinent and contemporary social issues are examined with an approach used in the field of economics. In the process, an understanding of economic systems and institutions is gained. Methodology is elementary and issues covered should be of interest to a broad range of majors/disciplines. A capacity to interpret graphs and tables is appropriate for the course.

ECON 240 J**PRINCIPLES OF ECONOMICS**

An introduction and integrated treatment of macroeconomics and microeconomics. Markets and pricing as resource allocation mechanisms, issues in fiscal and monetary policy. Exposure to economic methodology in decision making and policy evaluation.

ECON 250 GJ**THE POLITICAL ECONOMY OF ENERGY**

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**

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**

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**

Consent of Instructor. Prerequisites: consent of instructor.

ECON 290 GJ
THE GLOBAL ECONOMY

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

A course which will examine vital areas of contemporary concern in economics. Prerequisites: None.

ECON 310A G
TPC: DEVEL & SOC PROGRAMS MODRN MEX

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
TPC: ECONOMICS OF CREDIT

A course which will examine vital areas of contemporary concern in economics. Prerequisites: None.

ECON 315
HEALTH CARE ECONOMICS

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

Examines the mechanisms societies employ to allocate limited natural resources among unlimited demands. By seeing environmental issues as economic issues, this course identifies the incentives faced by consumers and producers that lead to environmental problems and how alternative incentives might alleviate problems like pollution, global warming, and vanishing rainforests; or to promote sustainable resource use. Cross-listed with ENVS 325. Prerequisites: None.

ECON 330 GJ
COMPARATIVE ECONOMIC SYSTEMS

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

A course which will examine significant topics in the development of the American economy. Modules on the Great Depression, the economics of slavery and the cotton trade, monetary and banking history, and case studies of specific urban areas (e.g., New York, Chicago, Los Angeles) will be developed. Two-credit courses will be offered as half-semester, Winterim, or Summer Session courses. Prerequisites: None.

ECON 341B**TOPICS IN AMERICAN ECONOMIC HISTORY**

A course which will examine significant topics in the development of the American economy. Modules on the Great Depression, the economics of slavery and the cotton trade, monetary and banking history, and case studies of specific urban areas (e.g., New York, Chicago, Los Angeles) will be developed. Two-credit courses will be offered as half-semester, Winterim, or Summer Session courses. Prerequisites: None.

ECON 341C**TOPICS IN AMERICAN ECONOMIC HISTORY**

A course which will examine significant topics in the development of the American economy. Modules on the Great Depression, the economics of slavery and the cotton trade, monetary and banking history, and case studies of specific urban areas (e.g., New York, Chicago, Los Angeles) will be developed. Two-credit courses will be offered as half-semester, Winterim, or Summer Session courses. Prerequisites: None.

ECON 341D**TOPICS IN AMERICAN ECONOMIC HISTORY**

A course which will examine significant topics in the development of the American economy. Modules on the Great Depression, the economics of slavery and the cotton trade, monetary and banking history, and case studies of specific urban areas (e.g., New York, Chicago, Los Angeles) will be developed. Two-credit courses will be offered as half-semester, Winterim, or Summer Session courses. Prerequisites: None.

ECON 350**ECON OF LABOR, POVERTY, & INCOME DISTR**

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**

Topics (e.g., financial economics, industrial organization, European economic history) and credits to be arranged. Prerequisites: consent of instructor.

ECON 450**INTERNATIONAL ECONOMICS**

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 460**MONEY, BANKING & CAPITAL MARKETS**

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**

Intensive overview of the major economic theorists in the 19th and 20th centuries. Offered by arrangement. Prerequisites: None.

ECON 495**MANAGERIAL ECONOMICS**

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.

ECON 650

INTRO TO FINANCIAL & ECONOMIC ED

A three credit graduate course intended to serve as introduction to financial economics with a heavy emphasis on savings, the future value of money, present value calculations, and the role of credit in the modern economy. There will be a section devoted to the role of money and credit in the overall macro-economy with special emphasis on the role of the Federal Reserve in controlling the quantity of money and credit in the economy. The last section of the course will focus on the role of hedging interest rate risk by utilizing futures markets and traded options on the Chicago Board of Trade and Chicago Mercantile Exchange. A field trip to Chicago will provide the students with a direct experience with the futures markets and the Federal Reserve Bank of Chicago. Prerequisites: None.

ECON 651

INTERMEDIATE FINANCIAL ECONOMICS

Builds on ECON 650. Covers topics in insurance, retirement financing, personal finances, financial decision making and estate planning. Prerequisites: None.

ECON 652

FINANCIAL & ECON ED III

An intensive overview of basic tax issues such as income taxes, social security taxes, and estate taxes. An additional section will deal with retirement planning and related taxation issues. A final section will focus on entrepreneurial opportunities for workers displaced by technology. Prerequisites: None.

ECON 680

ACTION RESEARCH I: FINANCIAL & ECON ED

Initial exploration of the methodology of action research projects. Students will develop program evaluations for the National Institute of Financial and Economic Literacy (NIFEL) courses. Students will develop assessment techniques in the general area of financial and economic education. Prerequisites: None.

ED 090

CUTTING EDGE RESOURCE SEMINAR

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

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

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

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

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

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

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

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 PRACTCUM PARAPROFESSIONAL

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 101

PRAXIS PREP: READING AND WRITING

The Praxis I Prep will teach students proven test-taking strategies designed specifically for the Praxis I, including how to avoid decoys and choose the right answer on reading and math multiple choice questions. This class will look at relevant practice test questions from our practice tests. (S)

ED 198A 1D

ETHOS, ECLGY & SELF: ED RECONSDERD

This COR 1 course explores what it means to think about education through an exploration of self and mass media. The course challenges students to understand identity through intersectionalities of difference (race, class, gender, sexuality, etc). This course looks at privilege and marginalization, challenging students to understand how discriminatory and restrictive interactions undermine human sustainability and socially just distributions of resources. Culturally relevant educational approaches and pedagogies will be explored for how they can work toward equitably supporting all peoples. Education majors may use this course to fulfill the ED 200 requirement. Prerequisites: This course is for first semester freshmen or freshmen transfer students.

ED 200 D

ED & IDENTITY IN PLRALISTIC SOCIETY

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 identities vistas that include race, ethnicity, gender, sexuality, class, language, and ability. Through self-analysis and reflection, historical investigation linked with analysis of contemporary school programming, 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 students only or consent of the School of Education.

**ED 200A
CONFLICT RESOLUTION**

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 involve fieldwork. Prerequisites: Consent of the School of Education.

**ED 200B
AMERICAN INDIAN TRIBES OF WISCONSIN**

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 involve fieldwork. Prerequisites: Consent of the School of Education.

**ED 200C 2D
ED & IDENTITY IN PLURALISTIC SOCIETY**

This course stresses the emphasis on students developing the knowledge, skills, and dispositions needed to work successfully in pluralistic classrooms and professional environments. It will integrate a community-based learning experience at the Lussier Community Center. Students will work with elementary or middle school youth in an after school enrichment program called LEAP 2 College, the goals of which are to better prepare students who are traditionally under-represented in higher education for college access and success. Students who enroll in this course must be available to volunteer at Lussier from 3:30-5:00pm on either Tuesdays or Thursdays. LEAP 2 College gives students the opportunity to build relationships with youth and provides a lens through which to understand the implications of individual and institutional discrimination on achievement and college access. Students will learn to be responsive to the cultural contexts of communities and the dynamics of difference. They will use their understanding of the past and present to inform their professional practice, and consider their role in working for the building of a more just and compassionate world in the face of complexity. Course meets Wisconsin DPI American Indian Tribes requirement, and has a primary emphasis on Wisconsin Teacher Standards 3, 6, 9, and 10. Prerequisite: COR 1 and sophomore standing. (F/S) Cross-listed with ETHS 200C 2D. This section will fulfill the COR 2 requirement at Edgewood.

**ED 201
TEACHER AS INQUIRER I: REF PRAC**

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 involve practicum. Prerequisites: second year students only sophomore status required or consent of the School of Education.

ED 210 J INFANCY AND CHILDHOOD

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 or concurrent, declared Child Life major, or consent of the instructor.

ED 215 J INFANCY THROUGH YOUNG ADULT

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 or concurrent, declared Child Life major, or consent of instructor.

ED 220 J ADOLESCENT PSYCHOLOGY

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 or concurrent, declared Child Life major, or consent of instructor.

ED 251 PRECOLLEGE MENTORING AND COACHING-1

Committed to College (C2C) is a unique partnership among Edgewood College, Cherokee Middle School, and Madison West High School. This course will prepare students to serve as academic coaches to eighth graders at Cherokee and high school students at West as part of Edgewood's C2C college readiness initiative. The first six weeks will explore issues of college access, such as equity opportunity gaps and education debt, effective study strategies, and developing a college-going culture. Class seminars are held at Edgewood. In addition, academic coaches will spend at least one hour each week in one-to-one sessions at the school of their scholar.

This is a yearlong sequence that totals 4 credits. Students will register for ED 251 for the fall semester and ED 252 for spring semester. Enrollment requires sophomore standing or consent of the instructor. ED 251 and 252 are COR 2 courses. Both semesters must be successfully completed to earn COR 2 tag. Course meets Mondays, 3-4:50pm.

Students registering for ED 330 may also participate in C2C by completing the ED 330 practicum in the fall and registering for ED 252 in the spring. Both semesters must be completed to earn the COR 2 tag.

Another way for Edgewood students to participate in C2C is for Independent Study credit. This is an excellent way to work one-to-one with a deserving student on college readiness. Please see the instructor for consent.

This action-centered course offers firsthand experience in Madison schools and a chance to explore your own values while making a difference in the lives of others.

ED 251 2**PRECOLLEGE MENTORING AND COACHING**

Committed to College (C2C) is a unique partnership among Edgewood College, Cherokee Middle School, and Madison West High School. This course will prepare students to serve as academic coaches to eighth graders at Cherokee and high school students at West as part of Edgewood's C2C college readiness initiative. The first six weeks will explore issues of college access, such as equity, opportunity gaps and education debt, effective study strategies, and developing a college going culture. Class Seminars are held at Edgewood. In addition, academic coaches will spend at least one hour each week in one-to-one sessions at the school of their scholar.

This is a yearlong sequence that totals 4 credits. Students will register for ED 251 for fall semester and ED 252 for spring semester. Enrollment requires sophomore standing or consent of the instructor. ED 251 and 252 are COR 2 courses and are cross-listed as HI 305 and HI 405. Both semesters must be completed successfully

ED 252 2**PRECOLLEGE MENTORING AND COACHING-2**

Committed to College (C2C) is a unique partnership among Edgewood College, Cherokee Middle School, and Madison West High School. This course will prepare students to serve as academic coaches to eighth graders at Cherokee and high school students at West as part of Edgewood's C2C college readiness initiative. The first six weeks will explore issues of college access, such as equity opportunity gaps and education debt, effective study strategies, and developing a college-going culture. Class seminars are held at Edgewood. In addition, academic coaches will spend at least one hour each week in one-to-one sessions at the school of their scholar.

This is a yearlong sequence that totals 4 credits. Students will register for ED 251 for the fall semester and ED 252 for spring semester. Enrollment requires sophomore standing or consent of the instructor. ED 251 and 252 are COR 2 courses. Both semesters must be successfully completed to earn COR 2 tag. Course meets Mondays, 3-450pm.

Students registering for ED 330 may also participate in C2C by completing the ED 330 practicum in the fall and registering for ED 252 in the spring. Both semesters must be completed to earn the COR 2 tag.

Another way for Edgewood students to participate in C2C is for Independent Study credit. This is an excellent way to work one-to-one with a deserving student on college readiness. Please see the instructor for consent.

This action-centered course offers firsthand experience in Madison schools and a chance to explore your own values while making a difference in the lives of others.

ED 260**EXPLORING LANGUAGE**

An exploration into the linguistic study of language and its educational implication for English language learners. The course will investigate how a social functional view of language can provide teachers with a way of talking about language as a useful pedagogical tool. Basic linguistic concepts in the areas of phonetics, phonology, morphology and grammar will be covered as well as register, genre, and the language of school. A field experience is required.

ED 262**FOUNDATIONS OF ESL & BILINGUAL EDUC**

This course introduces students to the historical, political and social issues that contributed to the formulation of local, state and federal education policies for linguistically and culturally diverse students. The aspects of language acquisition theories as they relate to specific program models are included through a prism of cultural and linguistic relevant pedagogy and educational empowerment through family and community engagement.

Prerequisites: Preliminary Entry to Teacher Education.

ED 271 P**INTRO TO PHILOSOPHY OF EDUCATION**

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 MUS: FOLK INST**

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 MUS: BRASS PED**

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 MUS: WOODW PED**

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 MUS: STRING**

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 MUS: PERCUSSN**

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 MUS: VOCAL**

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 279**INDEPENDENT STUDY - EDUCATION**

Topics and credits will be determined and approved by the School of Education. Prerequisites: consent of instructor.

ED 290 2Q**CONCEPTN OF GENDER: INFANCY-ADOLESC**

This course will interrogate the social and institutional processes through which the construction of gender takes place through readings, discussion, and experiences in school or community-based settings. Students will consider the ethical dimensions of gender conceptions, the ways their own worldviews of gender have formed and informed their experiences, and strategies for enacting gender in order to help build a more just and compassionate world. This course will involve a fifteen-hour field placement in an educational setting during the school day. Prerequisites: COR 1, J tag, sophomore standing.

ED 301**INTRODUCTION TO CHILD LIFE**

The child life profession, including theoretical and historical perspectives on child life; programming, job availability, trends affecting academic preparation; program requirements, field experiences, including practicum placements, 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: Second year students only

ED 302 I**TECH LITERACY & ED APPLICATIONS**

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 306**EXCEPTIONAL CHILDREN AND YOUTH**

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 involve fieldwork. Prerequisites: Preliminary Entry level, sophomore standing, ED 200, 201, and 210, 215 or 220.

ED 307 K**LANGUAGE DEVELOP & INSTRUCTION**

This course introduces the interplay between language and society. It discusses multilingualism, regional and social dialects, as well as the role of linguistic attitudes and language variation in language learning and teaching. The course introduces the role that academic language plays in the educational experience and the importance of planning and scaffolding for academic language development and awareness. From a genre-based perspective, participants will learn to analyze school-based texts for meaning making and for planning instructional cycles that support language development in reading, writing, and speaking activities throughout the content areas. Prerequisites: Preliminary Entry level, ED 200, 201.

ED 308**HISTORY OF CHILD LIFE**

An overview of the history of the child life profession, from the earliest development of pediatric care and the identification of psychosocial care for children in health care settings, through the emergence of childlife as a professional organization. Topics will include fundamental theorists and researchers, and key pioneers whose work help define the profession, the Association for the Care of Children in Hospitals, the Child Life Council, and the CLC Archives. This is a predominantly online course.

Prerequisite: ED 301 Introduction to Child Life

ED 311**WELLNESS IN EDUCATION**

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 316**TRANSITION TEAM FAMILY IN SPEC ED**

This course examines the outcomes realized by youth with disabilities and correlations with documented family and school interventions. It will further focus on exemplary methodologies for promoting team and family involvement in the school-to-work transition process of youth with disabilities. A supervised practicum is required in this course

ED 318**ASSESS & EVAL IN CROSS CAT SPEC ED**

This course examines principles and practices of identification and assessment for special needs pupils. Instruction and practice in statistical concepts and applications; item writing and test construction; selection, use, and interpretation of standardized and teacher made tests and observation techniques. Norm-referenced test is emphasized.

ED 324**THE HELPING RELATIONSHIP**

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**

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. Prerequisites: ENG 110, ED 200/201, and sophomore standing; ED 210, 215, or 220 recommended.

ED 340**COMMUNICATION DEVELOPMENT & DIFFERENCE**

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 or concurrent enrollment, and Aspiring Professional Transition

ED 360**MEDICAL TERMINOLOGY FOR CHILD LIFE**

This medical terminology course will provide framework for medical terminology used in the hospital setting. This course is primary help online. Prerequisites: Admission to Child Life

ED 370**PSYCHOSOCIAL CARE HSPT HOSPITAL FAM**

Effects of hospitalization on children, adolescents and families at each stage of development. Focus on applied theory and interventions to lessen the stress of hospitalization. The role of family systems and the relationship with the child life specialist as a member of the health care team will be explored. A practicum is required. Prerequisites: Admission to Child Life

ED 371**INTERNATIONAL CHILD LIFE FIELD EXP**

This opportunity allows Child Life students to offer their specialized services to patients, families and caregivers at Capetown Red Cross War Memorial Children's Hospital who would otherwise not benefit from their skills. This service-based trip allows Child Life students the opportunity to be a part of the unique and recently established Creative Art Therapies and Wellness Program. Prerequisite: ED 301. (W)

ED 372**MATERIALS METHODS PLAY CHILD LIFE**

Materials and methodology for Child Life activity programs; including preparation, therapeutic medical play, distraction and coping. Prerequisites: ED 370, ED 375 and admission to Child Life

ED 373**INTRO TO EMOTIONAL & BEHAV DISORDER**

This course introduces students to emotional and behavioral disability areas and the foundations of best instructional and intervention practices. Embedded practicum required.

ED 374**DIAGNOSIS ASSESSMENT IN EBD**

This course provides instruction in analysis and interpretation of data from observations, formative and summative assessments, and other sources. Students learn how to use data to determine emotional and behavioral disorders and develop IEPs.

ED 375**PEDIATRIC CONDITIONS & RESEARCH**

Common medical diseases and conditions of children and adolescents including those requiring surgical intervention. Emerging treatment and innovative research methods in child life and the healthcare environment will be explored. Prerequisites: Admission to Child Life

ED 376**LOSS BEREAVEMENT TRAUMA CHILD LIFE**

Special needs, interventions and coping strategies for dealing with crisis situations of emergency room trauma, dying children and youths and grieving families. Prerequisites: ED 370, ED 375 and admission to Child Life

ED 377**METHODS & MATERIALS IN EBD**

This course compares and analyzes educational strategies and teaching techniques for students with emotional and behavioral disorders. Embedded practicum required.

ED 378**CURRICULUM FOR MANAGING STUDENTS**

This course explores curriculum interwoven principles of classroom organization and management ensuring academic success and reduction of behavior problems. Behavioral cognitive, and environmental factors are addressed. Positive support, interventions and practices are stressed. Embedded field experience required.

ED 379**INDEPENDENT STUDY - EDUCATION**

Topics and credits will be determined and approved by the School of Education. Prerequisites: consent of instructor.

ED 381**PRE-READING/LIT FOR YOUNG CHILD**

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 MID CHLD THRU EARLY ADLSCNC**

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 ADOLESC THRU ADOLESC**

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 215 or 220; or consent of instructor.

ED 384 C

LIT FOR CHILHD TO ADOLSEN HLTHCARE

An overview, exploration and critical examination of literature appropriate for children across a wide variety of age groups [early childhood to adolescence] to be utilized during their time in a variety of healthcare settings. Culturally relevant pedagogical practice will be examined through the prism of literary genre and as it relates to selection, analysis and uses of literature in a healthcare setting. The role that literature plays in advocacy, social and racial justice will be examined as well as how adolescent literature has been banned and censored. Bibliotherapeutic approaches, activities, and strategies will be explored through sociocultural theories of learning to engage patients of various age groups. This course is specifically geared to students in the Child Life program.

ED 385

AUSTISM SPECTRUM INQUIRY

This course investigates the diagnosis of autism and its recent increase. Student in the class will be comparing and analyzing educational strategies and teaching techniques to use with students on the autism spectrum.

ED 390

INDEPENDENT PRACTICUM

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 395

SUPERVISED TEACHING MULITCAT

A supervised field teaching and graduate practicum in cross-categorical special education with related action research in a school setting appropriate to the level of pre professional practice. Prerequisite: Emergent Professional Transition is required for licensing sequence.

ED 399

PRACTICUM EXPERIENCE

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 EDUC

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: Consent of the School of Education

ED 399B

PREPROFESSIONAL EXPERIENCE-EXCEP ED

Prerequisites: The experience is open only to students in the Cutting Edge Program.

ED 399C

PREPROFESSIONAL EXPERIENCE-MULTICUL

Prerequisites: The experience is open only to students in the Cutting Edge Program.

ED 399D**PREPROFESSIONAL EXPERIENCE-CHILD**

Prerequisites: The experience is open only to students in the Cutting Edge Program.

ED 399S**STRUCTURED PRACTICUM**

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 3U**TEACHER AS INQUIRER II**

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 judgments within paradigms of action-based educational research approaches. Candidates will conceptualize a research proposal to study their practice as educators, modeled in part on the Wisconsin Professional Development Plan (PDP) as outlined by the Wisconsin Department of Public Instruction. Ethical obligations of doing research are emphasized. Throughout this 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 330, COR 2, eligibility to teach the following semester. Concurrent enrollment in a course with a practicum is required (no practicum in this course).

ED 402**THE REFLECTIVE PRACTITIONER**

This course engages candidate teachers in the inquiry, reflection, and action necessary for developing socially just educational institutions. Candidates will be challenged 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 ED 401U and senior standing; must be taken concurrently with student teaching (ED 480, 481, 482, 483, 486, 487, 488, or 489). This course requires a \$300 course fee that will be applied to the submission of the Teachers Performance Assessment (ED TPA)

ED 407**TEACHER AS WRITER**

As a community of learners, students will engage in the writing process (generating ideas, drafting, revising, editing and publishing) while exploring a variety of genres including poetry, creative nonfiction, personal narratives and short stories. Students will write, share their writing, and dive into their own development as literate beings. This will take place in a supportive environment, led by an experienced teacher of writing whose goal is to guide and inspire students to explore their relationship between the writing process and how they envision teaching writing. With this comes a focus on writing about what teaching means to each of us. As students develop as writers, they will learn how to articulate what they believe in regards to teaching how they come to those beliefs and how they understand their future role as an advocate for students and communities. Pre requisites- Junior Standing

ED 418**EXPERIENCING LAUGHTER & PLAY**

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: INF & YNG CHILD - DIFF ABLED**

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**ASSES: INF & YNG CHILD - DIFF ABLED**

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**ORG & ADMIN EARLY CHILDHOOD PROGRM**

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 ELEM**

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. (W/SS)

ED 423**METHODS OF SOCIAL STUDIES**

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**

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 426**MTHDS OF TEACHING SCIENCE AND ENVED**

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. Prerequisites: ED 303 or ED 330 and at least one S-tagged course (NATS 106 or equivalent)

ED 427A**METHODS: SCIENCE AND ENVIRON ED I**

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 ENVIRON ED II**

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**MTHDS: TCHNG MATHEMATICS**

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 428A**METHODS TEACHING MATHEMATICS I**

This course focuses on pedagogical approaches in teaching mathematical problem solving in elementary and middle school classrooms. Prerequisite: Enrollment in the ACE Program.

ED 428B**METHODS TEACHING MATHEMATICS II**

This course focuses on pedagogical approaches in teaching mathematical problem solving in elementary and middle school classrooms. Prerequisite: Enrollment in the ACE Program.

ED 428C**METHODS TEACHING MATHEMATICS III**

This course focuses on pedagogical approaches in teaching mathematical problem solving in elementary and middle school classrooms. Prerequisite: Enrollment in the ACE Program.

ED 429**METHODS: RELIGIOUS STUDIES**

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 434**DISCOVERY: QUANTITY/CREATIVITY-NK**

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 435**LITERACY I**

This course will introduce the many facets of literacy including development, instruction, and assessment of literacy skills. The works of Vygotsky and Clay will be explored for their practical impact on the teaching of literacy. Students will engage in formative assessment techniques to support targeted instruction of phonemic awareness, word work, vocabulary development, shared reading, and comprehension. Practicum placements will focus on the use of guided reading or reader's workshop as an instruction techniques. Prerequisites: Emergent Professional Transition required or approval of School of Education.

ED 436**LITERACY II**

This course will embed the common core state standards to demonstrate the importance of literacy as a life skill. Students will explore approaches to teaching with balanced literacy including reader's and writer's workshop, use of literature circles or book clubs, vocabulary study, and reader response. Students will learn to prepare units of study based on genres. The course will investigate the many forms of literacy of the 21st century. Students will become skilled in multiple ways of assessing that support communication, collaboration, creativity, critical thinking, and problem solving. Attention will be given to motivation of struggling readers. A practicum is required. Prerequisite: ED 435.

ED 437**FORT TEST PREP**

This course will consist of readings and face to face preparations for the Foundations of Reading Exam (FORT)

ED 438**CUR & PROG: INF&YNG CHD - DIFF ABLE**

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 or 435, 434. Emergent Professional Transition or approval of School of Education.

ED 439**M&FE INF & CHILD DIFFERENTLY ABLED**

Curriculum and methodology will be investigated as they relate to the education of infants and young children with special needs from birth through age 8. 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 education 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. There is an in class methods and intensive supervised field experience outside class time. Prerequisites: ED 306, 340, 419, 420, 424, 434, 435. Emergent Professional Transition or approval of School of Education.

ED 445**CORRECTIVE READING**

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 453**MTH TCH ART&DES: EARL CHD-EARL ADOL**

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**

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**

This course emphasizes program standards, curriculum development, classroom management in business education, and specialized methods 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. (F/S)

ED 456**METHODS OF TEACHING MUSIC K-8**

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. Cross-listed with MUS 456.

ED 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. Prerequisites: Emergent Professional Transition required or approval of School of Education. Cross-listed with MUS 457.

ED 458**METH TEACHNG ART: EARLY ADOL - ADOL**

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**

Theory and practice of methodologies. Required for all students seeking English teaching licensure. Prerequisites: Emergent Professional transition and declared English teaching major or minor.

ED 459F**METHODS: FOR LANG: EARLY CHILD-ADOL**

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**

Theory and practice of methodologies. Required for all students seeking BFSS and History teaching licensure. Prerequisites: Emergent Professional transition and declared BFSS or history teaching major or minor.

ED 459M**METHODS: MATH IN SECONDARY SCHOOLS**

This course is designed to provide an integrative study of curriculum and instruction in mathematics for middle/secondary level teaching including appropriate research and practice in learning theories, curriculum development, teaching methods, instructional materials, evaluation and assessment. 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 and ED 651. Prerequisites: CORE Test, Praxis II and completion of the Emergent Professional Transition. (F)

ED 459P**METH: THEATRE ARTS: EARLY CHILD-ADOL**

Theory and practice of methodologies. Required for all students seeking Theatre teaching licensure. Prerequisites: Emergent Professional transition and declared theatre arts teaching major or minor.

ED 459Q**METHS: ORAL INTRP: EARLY CHILD-ADOL**

Theory and practice of methodologies. Required for all students seeking Theatre teaching licensure. Prerequisites: Emergent Professional transition and declared theatre arts teaching major or minor

ED 459S**METHODS: SCIENCE IN SECONDARY SCH**

Theory and practice of methodologies. Required for all students seeking Science teaching licensure. Prerequisites: Emergent Professional transition and declared science teaching major or minor.

ED 459T**METHODS: RELIGIOUS STUDIES**

Theory and practice of methodologies in religious studies. Prerequisites: None.

ED 459U**METHODS: COMPUTER SCIENCE**

Theory and practice of methodologies. Required for all students seeking Computer teaching licensure. Prerequisites: Emergent Professional transition and declared computer science teaching major or minor.

ED 460**SEMINAR**

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 461**ESL METHODS & ASSESSMENT**

Explores areas of practice that have a bearing on curriculum and instruction, assessment, and materials and leads students to develop their own curriculum design projects. Considers issues in language assessment

including reliability, validity, test bias and standardization and explores alternative authentic evaluation practices. Includes a Practicum Experience. Pre-requisite: ED 260 & ED 262. (ESL Teacher Standards 2, 3, 4)

ED 472

ESL STUDENT TEACHING

Provides students with an opportunity for supervised teaching experience in an ESL setting. Pre-requisite: admission into Licensure

ED 473

BILINGUAL METHODS & ASSESSMENTS

Explores areas of practice that have a bearing on biliteracy development, bilingual instruction, assessment, and materials and leads students to develop their own curriculum design projects. Considers issues in multi language assessment including reliability, validity, test bias, and standardization and explores alternative authentic evaluation procedures. Includes a practicum experience. Pre-requisite ED 260 and 262

ED 474

BILINGUAL STUDENT TEACHING

Provides students with an opportunity for supervised teaching experience in a bilingual setting. Pre-requisite: admission into Licensure

ED 475 3

CHILD LIFE INTERNSHIP

This course will provide students with the opportunity to apply academic and clinical skills learned in the classroom in a professional program setting under the supervision of a Certified Child Life Specialist. Students will be required to explore the application of their unique background and foundation included with interpersonal skills to develop a philosophy and professional standard that will encourage their emerging role as a family centered health care professional. Consideration of all current aspects of multidisciplinary health care will be included as students create an understanding of medical, psychosocial, and ethical care of children in hospitals and health care settings. Prerequisites: Completion of all other coursework. (F/W/S/SS)

ED 476

RDNG AND LITERACY IN CONTENT AREAS

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

Topics and credits to be determined and approved by the School of Education. Prerequisites: consent of instructor.

ED 480

STUDENT TCHNG: NURSERY

ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: ED 401

ED 481**STUDENT TCHNG: KINDERGARTEN**

ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: ED 401

ED 482**STUDENT TCHNG: 1-3 EC-MC**

ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: ED 401

ED 483**STUDENT TCHNG: 1-9 MC-EA**

ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: ED 401

ED 483A**STUDENT TEACHING ABROAD**

Student teaching abroad, grades 1-9. Prerequisites: ED 401

ED 483B**STUDENT TEACHING: 1-9 MC-EA & ESL**

ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: ED 401 and ED 450.

ED 483C**STUDENT TEACHING 1-9 MC-EA & BILNG**

ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: ED 401 and ED 473.

ED 484**STUDENT TCHNG: BUS EC-A**

ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: Approval of the School of Education, ED 401.

ED 485A**INTERNSHIP GRADES 1-9 EC-MC**

ED 484A Student teaching as an Internship gr.1-9 (EC-MC). Prerequisites: Requires special permission from the School of Education.

ED 485B**INTERNSHIP GRADES 6-12, MC-EA**

Student Teaching as an internship grade 6-12 (MC-EA). Prerequisites: Requires special permission from the School of Education.

ED 486**STUDENT TCHNG: EC:SE**

Student teaching Early Childhood Special Education (EC:SE). ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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 401.

ED 487**STUDENT TEACHING: SECONDARY EA-A**

Student teaching for secondary grades 6-12, EA-A. ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: ED 401

ED 488**STUDENT TEACHING ART & DES EC-A:RE**

Student teaching experiences required for the Art and Design Teaching license Early Childhood through Adolescence. ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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 401.

ED 489A**STUDENT TEACHING MUSIC GENERAL EC-A**

Student teaching: Music general EC-A. ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: ED 401. Cross-listed with MUS 489A.

ED 489B**STUDENT TEACHING MUSIC CHORAL EC-A**

Student teaching for Music Choral EC-A. ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: ED 401. Cross-listed with MUS 489B.

ED 489C**STUDENT TEACHING MUSIC INSTRUM EC-A**

Student teaching for Music instrumental EC-A. ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: ED 401. Cross-listed with MUS 489C.

ED 490**STUDENT TCHNG: FOREIGN LANG EC-A**

Student teaching for program licensing requirement. ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: ED 401

ED 491**FIELD COURSE IN EDUCATION**

Student teaching: Music general EC-A. ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: ED 401

ED 493**STUDENT TEACHING: THEATRE EC-A**

Student teaching for program licensing requirements. ED 480 through 490 and ED 493 require concurrent enrollment in ED 402 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: ED 401

ED 495**RESEARCH IN EDUCATION**

Topics and credits to be determined and approved by the School of Education. Prerequisites: None.

ED 499**WORKSHOP IN EDUCATION**

Topics and credits to be determined and approved by the School of Education. Prerequisites: None.

ED 596**ACCELERATED SECNDRY PRG ORIENTATION**

A non-credit mandatory orientation for candidates admitted to the Accelerated Secondary Program (ASP). Prerequisite: Admission to the ASP program. (F/S)

ED 597**ESL BILINGUAL ED ORIENTATION**

A mandatory program orientation for candidates enrolled in the ESL or bilingual licensing sequence at the graduate level. Program information, certification requirements, and portfolio instructions will be provided. This course is required during the candidate's first semester of program enrollment. (F/W/S/SS)

ED 598**ESL BILINGUAL ORIENTATION ONLINE**

A mandatory program orientation for candidates entering the online ESL and/or bilingual education licensure program.

ED 598S**CROSS-CATEGORICAL ORIENTATION**

This course orients cross-categorical graduate students to program and licensure requirements.

ED 599**ADV CERT ELEM ORIENTATION**

This course provides orientation for students admitted to the Advanced Certification Elementary program. Prerequisite: admission to the ACE program. (F/W/S/SS)

ED 600**WORKSHOP CURRENT TRNDS IN ED**

Emerging trends in education. Topics vary. Prerequisites: None.

ED 600A**INITIAL EDUCATORS WI PDP TRAINING**

Emerging trends in education. Topics vary. Prerequisites: None.

ED 600W**CURR TRENDS IN ED: WINDOWS 95/INTNT**

Prerequisites: None.

ED 601**FOUNDATIONS OF INSTRUCTION**

Research-based study of teaching and learning, including review of instructional models and their use with varied age groups and programs. Prerequisites: None.

ED 601A**FOUNDATIONS OF INSTRUCTION**

Research-based study of teaching and learning includes a review of instructional models and their use with middle and secondary age students and programs. Explores adolescent brain development particularly with respect to academic language and multicultural education. Students are introduced to the importance of Academic Language, the Common Core Standards, Wisconsin Model Academic Standards, and high quality Balanced Assessment practices. Practicum required. Prerequisites: Available to Accelerated Secondary education students only

ED 602**CURRICULUM PLANNING**

A study of curriculum planning at the elementary, middle, and secondary levels; topics include purpose, population, scope, sequence, evaluation, and development in curriculum design, including various approaches to curriculum organization and innovation. Prerequisites: None.

ED 602A**INCLUSIVE CURR PLANNING-ASP PROGRAM**

A study of curriculum design and planning at the middle and secondary levels with emphasis on inclusive content area curriculum development, and assessment and grading. Topics include: curriculum design (Understanding by Design), Wisconsin Model Academic Standards and Common Core Standards alignment, meaningful assignments, meaningful balanced assessment for learning, differentiation, accommodation, response-to-intervention, response-to-intervention, grading, and delivery of instruction. Practicum. Prerequisites: Available to Accelerated Secondary education students only.

ED 603**INTRODUCTION TO EDUCATIONAL RESEARCH**

This course provides a general introduction to educational research and ethnographic, qualitative and quantitative research methodologies. Students learn how to construct research statements, research designs and data collection tools; do literature reviews; collect and analyze data; write up research findings; and develop research proposals.

ED 604A**SECOND LANGUAGE ACQUISITION CONTENT**

This course provides a comparative overview of first and second language acquisition theories and practices and explores the factors that influence acquisition. Emphasis is placed on curriculum and design, instructional strategies, and cultural considerations in order to engage language learners in academic coursework in the content areas while they develop a second language. Prerequisites: None.

ED 604B**LANGUAGE ACQUISITION IN GRADES 3-5**

This course provides a comparative overview of first and second language acquisition theories and practices and explores the factors that influence acquisition. Emphasis is placed on curriculum design, instructional strategies, and cultural considerations in order to engage language learners in academic coursework in math while they develop a second language. Prerequisites: permission of the ESL advisor.

ED 604C**SECOND LANG ACQUISITION: ENGLISH**

This course provides a comparative overview of first and second language acquisition theories and practices and explores the factors that influence acquisition. Emphasis is placed on curriculum design, instructional strategies, and cultural considerations in order to engage language learners in academic coursework in English while they develop a second language. Prerequisites: permission of the ESL advisor.

ED 604D**LANG ACQUISITION IN MATH & SCIENCE**

This course provides a comparative overview of first and second language acquisition theories and practices and explores the factors that influence acquisition. Emphasis is placed on curriculum design, instructional strategies, and cultural considerations in order to engage language learners in academic coursework in social studies while they develop a second language. Prerequisites: permission of the ESL advisor.

ED 604E**SECOND LANG ACQUISITION: SOC STUDIES**

This course provides a comparative overview of first and second language acquisition theories and practices and explores the factors that influence acquisition. Emphasis is placed on curriculum design, instructional strategies, and cultural considerations in order to engage language learners in academic coursework in social studies while they develop a second language. Prerequisites: permission of the ESL advisor.

ED 604F**ESL CURRICULUM DESIGN & ASSESSMENT**

This course will offer an historical study of the pedagogy of ESL in the development of oral and literacy skills. We will explore how current knowledge of second language acquisition and learning styles influence the development of effective approaches, methods, and materials for ELL students. Emphasis will also be placed on the complex issues of assessment, testing, and evaluation of ELL students. Prerequisite: ED 604A or equivalent.

ED 604G**BILING ED CURRIC DESIGN/ASSESSMENT**

This course will provide an in-depth review of the history and politics of bilingual education in the United States. A rationale for bilingual education will be developed as students reflect individually and collectively on their learning. Students will examine effective bilingual instructional methods in settings across the content areas. Review of current research and curricula will be used to develop practical applications for bilingual settings. Prerequisite: ED 604A or equivalent.

ED 604H**LANGUAGE ACQUISITION IN GRADES K-2**

This course provides a comparative overview of first and second language acquisition theories and practices and explores the factors that influence acquisition in the elementary grades K-2nd. Emphasis is placed on curriculum design, instructional strategies, and cultural considerations in order to engage language learners in academic coursework while they develop an additional language. (F)

ED 604I**SECOND LANG ACQ IN SPEC ED ENVIR**

This course will provide a comparative overview of first and second language acquisition theories and practices and explore the factors that influence language development in the special education environment. Emphasis is placed on instructional strategies, differentiation, and assessment for ELLs in special education. (F)

ED 604J**SECOND LANG ACQ ADULT LEARNERS**

This course provides a comparative overview of first and second language acquisition theories and practices and explores the factors that motivate and influence second language acquisition for adult learners. Students will explore adult learning principles and development in relation to curriculum design, assessment, and instructional strategies for teaching multi-leveled ELLs. (F)

ED 605A**FORMAL TO FUNCTIONAL LINGUISTICS**

This course is designed to introduce us to the study of language from a broadly communicative approach including a Systemic Functional Linguistic perspective. Emphasis will be placed on learning how to investigate language and how this impacts our understanding of literacy promotion.

ED 605B**PARADIGMS OF ESL/BILINGUAL EDUC**

This course will explore the sociolinguistic aspects of bilingualism and ESL/bilingual education. Students will explore: the history of immigration trends in the United States, the history of dual language instruction nationally, surface and deep cultural norms and social capital of immigrant and refugee students, strategies for culturally responsive literacy and discourse practices, ways to involve and encourage the bi-cultural student in the classroom, and theoretical assumptions and research pertaining to socio-linguistic and psycho-linguistic components of instruction. Prerequisites: None.

ED 605C**ESL/BILINGUAL PROGRAM DEVELOPMENT**

This course looks at the components of effective ESL program development and design. Certain state and federal guidelines that govern the development and delivery of programs will also be explored. Participants will learn how to advocate for ELL students and address policies and attitudes that affect ELL students, programs and teachers. Strong emphasis will be placed on exploring effective ways of collaborating with general education teachers. Prerequisites: None.

ED 605D**BILITERACY DEVELOPMENT**

This course will consider the processes of teaching literacy in two languages and the challenges of assessing both primary and target language development. Examination of transfer skills from first to second language will be analyzed conceptually and developmentally. Participants will consider appropriate language use for beginning literacy development. Prerequisite: ED 604A or equivalent.

ED 605E**PARADIGMS ESL/BILINGUAL-ELEMENTARY**

This course will explore the sociolinguistic aspects of bilingualism and ESL/Bilingual education in the elementary grades. Students will explore the history of immigration trends in the United States, the history of dual language instruction nationally, surface and deep norms and social capital of immigrant and refugee students, strategies for developing culturally responsive literacy and discourse practices, ways to involve and encourage the bi-cultural students in the classroom, and theoretical assumptions and research pertaining to sociolinguistic and psycholinguistic components of instruction as they relate to programmatic and instructional approaches for the elementary grades. (SS)

ED 605F**PARADIGMS ESL/BILINGUAL LA/SS**

This course will explore the sociolinguistic aspects of bilingualism and ESL/Bilingual education in the subject areas of social studies and language arts. Students will explore the history of immigration trends in the United States, the history of dual language instruction nationally, surface and deep norms and social capital of immigrant and refugee students, strategies for developing culturally responsive literacy and discourse practices, ways to involve and encourage the bi-cultural students in the classroom, and theoretical assumptions and research pertaining to sociolinguistic and psycholinguistic components of instruction as they relate to programmatic and instructional approaches for the middle and secondary grades as they relate to the subject areas of language arts and social studies. (SS)

ED 605G**PARADIGMS ESL/BILINGUAL-MATH/SCIENCE**

This course will explore the sociolinguistic aspects of bilingualism and ESL/Bilingual education in the subject areas of math and science. Students will explore the history of immigration trends in the United States, the history of dual language instruction nationally, surface and deep norms and social capital of immigrant and refugee students, strategies for developing culturally responsive literacy and discourse practices, ways to involve and encourage the bi-cultural students in the classroom, and theoretical assumptions and research pertaining to sociolinguistic and psycholinguistic components of instruction as they relate to programmatic and instructional approaches for the middle and secondary grades as they relate to the subject areas of math and science. (SS)

ED 605H**PARADIGMS OF ADULT ESL/BILINGUAL ED**

This course will explore the sociolinguistic aspects of bilingualism and English language development. Students will learn about the history of US immigration trends, processes of acculturation, and an historical overview of language instructional models. Theoretical assumptions and research pertaining to sociolinguistic and psycholinguistic components of ESL instruction will be explored with an emphasis on developing culturally responsible literacy and discourse practices for the adult learner. (SS)

ED 605I**PARADIGM OF ESL/BIL ED IN SP EDUC**

This course will explore cultural, social, linguistic and political aspects of bilingual/bicultural education with an emphasis on understanding the ELL student in a special education context. Immigration, its history, and its impact on educational practice and language instruction will also be explored with an emphasis on the psychological adaptation process for special education immigrant and refugee students and their families. Intercultural communication and competence will be examined through the prism of culturally relevant pedagogy and educational empowerment through family and community engagement. (SS)

ED 605K**LANGUAGE ANALYSIS & BILINGUALISM**

This course is designed to introduce us to the study of language from a broadly communicative approach including a Systemic Functional Linguistic perspective. Emphasis will be placed on contrastive analysis, learning how to investigate language, understanding cross-linguistic transfer, and how each impacts our promotion of biliteracy. Offered in Spanish and English.

ED 607**CHANGE AGENTS IN FAMILIES SCHOOLS**

This course looks at change and the supports and barriers for instituting change. Students are encouraged to develop understandings of ethical considerations and the dynamics of change and to develop their own project to initiate a societal change in a family, community, or school setting. Prerequisites: None.

ED 608**ADULT STAGES OF LEARNING**

This course explores the developmental life stages of adult learning and transformative learning experiences that meet the needs of adult learners. Prerequisites: None.

ED 609**PHILOSOPHY & HISTORY OF CATHOLIC ED**

A study of the history and philosophy of Catholic education with particular emphasis on the American context. Prerequisites: None.

ED 610**SELECTED TOPICS FOUNDATIONS OF ED**

Research findings from various disciplinary perspectives, which bear important implications for educational practice. Prerequisites: None.

ED 611**APPROACHES TO LITERACY**

This course focuses on major historical developments in the teaching of reading including influential literacy paradigms and their impact on teaching and curriculum. In particular, students will be introduced to socio-linguistically informed approaches.

ED 612**ISSUES IN ED: THE URBAN SETTING**

Social and professional issues which bear significance for urban education. Topics vary. Prerequisites: None.

ED 614**CROSS CATEGORICAL CHILDREN & YOUTH**

This course examines the historical theories of mainstreaming, integration, and inclusion and their effect on both regular and special education teachers and students in the present. It explores different ways of effectively differentiating instruction to serve the needs of all children and youth. It further proposes ways to evaluate teachers' and parents' concerns about dealing with special need children in multiple settings. Students develop strategies to find a match between the educational, functional, and social- emotional needs of students with special needs and their programming in school and community. A practicum is required. Prerequisites: None.

ED 615**CROSS-CATEGORICAL ASSESS AND EVAL**

This course examines principles and practices of identification and assessment for special needs pupils. Instruction and practice in statistical concepts and applications; item writing and test construction; selection, use and interpretation of standardized and teacher- made tests and observation techniques. Norm-referenced testing is emphasized. Prerequisites: ED 210, ED 220, ED 230, or approved equivalency; Aspiring Professional Transition is required for licensing sequence..

ED 616**SPED TRANSITION TEAM FAMILY PROCESS**

This course examines the outcomes realized by youth with disabilities and correlations with documented family and school interventions. It will further focus on exemplary methodologies for promoting team and family involvement in the school-to-work transition process of youth with disabilities. A practicum is required. Prerequisites: ED 210, ED 220, ED 230 or approved equivalency and admittance to SPED; Aspiring Professional Transition is required for licensing sequence.

ED 618**DIVERSITY, CULTURE, & LITERACY**

This course provides an in depth study of ways of promoting literacy when informed by a sociolinguistics and a systemic functional linguistic perspective. It emphasizes the importance of developing multiple literacies and how this is a social justice issue for our schools. Prerequisite: ED 611 and ED 686 or consent of instructor.

ED 618A**DIVERSITY IN ADULT LEARNING**

This course will explore the range of diversity among adult learners including race, age, gender, physical and cognitive ability, sexual orientation, economic status, and educational background and preparedness. Students will consider the implications of diversity for incorporating strategies that enhance the learning environment and success of all learners in classrooms and through broader institutional areas and activities. (S)

ED 619**TOPICS IN ADULT LEARNING**

Residential immersion experience: topics in adult learning. (SS) Prerequisites: consent of instructor.

ED 620**INTRODUCTION TO EDUCATIONAL LEADERS**

This course provides students with opportunities to learn about the many aspects of leadership and facilitation of change in education. The course explores the challenges and rewards that leader's experience, successful practices which enhance student learning, and an opportunity to develop a personal leadership vision. Includes the study of the tasks and climate of leadership at the elementary, middle, and secondary levels necessary to understand personal, social, and organizational change. Prerequisites: None.

ED 620H**INTRODUCTION TO HIGHER ED ADMIN**

This course focuses on theory and practice related to development of higher ed professionals. It covers historical context of higher ed and contemporary issues in organization, administration, and governance.

ED 621**SCHOOL BUSINESS ADMINISTRATION**

Study of the social policy and operational foundations of public school finance including revenue sources, uniform state accounting system, financial planning and budgeting at federal, state, and local levels as well as the practical implications at the school building level for planning, budgeting, and resource allocation. Prerequisites: None.

ED 622**THE PRINCIPALSHIP**

This course provides students with an in-depth exploration of the principalship. The course explores the nature and functions of principal leadership in schools. Class readings, presentations, case study analysis, interview with principals, and strategies for creating positive and productive school learning environments will be features of the course. Prerequisites: None.

ED 623**ADULT LRN FOUNDATION AND LEADERSHIP**

This course introduces students to the historical foundations and missions of higher education institutions, and also prepares them to be effective leaders. Students will explore leadership styles, administrative management and supervision and also examine strategies for continuous improvement and new program development. Prerequisites: None.

ED 624**LITERACY DEVELOPMENT**

This course focuses on pedagogies supporting literacy development in the elementary classroom inclusive of linguistically and culturally diverse students. Building upon ED 611, it explores how literacy traditions, sociocultural theory, and key historical figures have influenced classroom practices in beginning literacy. Requirements for discussions and the final project assume students are currently teaching. Practicum required. Prerequisite: ED 611 Co-requisite: ED 694

ED 625**INCLUSIVE SCHOOL LAW**

Ethical administration of school law is examined through topical explorations where students engage in ethical analysis of real life dilemmas involving school law: church-state relations, Equality in Education (including Equal Educational Opportunity (EEO), Bilingual and Second Language, AALANA, Gender Equity), student discipline, matters of attendance, instructional issues, students' rights, tort liability, terms and conditions of employment, employee discipline, athletics, extracurricular, the provision of special education & related services, and Higher Education Law. Federal and state statutes, rules and regulations that govern the daily practice and the administration of schools as it applies to school administrators (principals, curriculum coordinators, athletic directors, business managers, etc.) are addressed through case based scenarios and case law. Prerequisites: None.

ED 627**ASSESSING LITERACY**

This course emphasizes principles and guidelines behind assessing literacy. It introduces a developmental approach to assessing literacy based on systemic functional linguistics with attention to the academic language demands of schooling. Students are provided with ways of doing assessment resulting in useable diagnostic insight. Prerequisite: ED 605A

ED 628**MENTORING, COACHING & SUPERVISING**

This field-work intensive course promotes the art of supporting and nurturing education leaders and teachers who are in the process of reforming their own or their institution's literacy practices. It focuses on critical ways for identifying needs, selecting instructional materials, developing phased implementation plans, and creating an open accountability culture to productively monitor effectiveness. Prerequisites: None.

ED 629**READING DIAGNOSIS & INTERVENTION 2**

This course develops ethnographic skills through extensive fieldwork and case studies to capturing the student experience of literacy at elementary and adolescent levels. Students develop greater "kid watching" sensitivities and techniques to better understand and appreciate the multiple ways students experience literacy, especially the diverse experiences of ELL students and students at risk. Prerequisites: ED 624.

ED 630**CLASSROOM DECISION MAKING**

An introduction to classroom teaching as an enterprise of making decisions; examination of decision-making theory and strategies for improving classroom teaching. Prerequisites: None.

ED 631**SUPERVISION OF INSTRUCTION**

This course provides students with the knowledge and skills that will enable them to be effective supervisors of educational personnel. Class activities will include study of various supervisory models, application of supervisory techniques to relevant case studies/school situations, and the formation of a personal supervisory plan applicable to a school setting. Prerequisites: None.

ED 633**SEMINAR IN INSTRUCTIONAL ANALYSIS**

Intensive study of approaches and strategies for analyzing and assessing teaching, with plans for improving classroom teaching. Prerequisites: None.

ED 635**DIVERSITY IN THE CLASSROOM**

This course explores the pluralistic nature of classrooms and school environments in the context of achieving educational equity. Implications of individual and institutional discrimination will be examined with attention to race, culture, language, socioeconomic status, ability/disability, gender, and sexual orientation of children and adults. Students will reflect on the dynamics of difference through ethical, sociological, political, and historical lenses as a way to inform practice. The WI DPI American Indian Tribe requirement is covered. (F)

ED 635A**DIVERSITY IN SCHOOLS**

This course explores pluralism in schools. Implications of discrimination are examined with attention to race, culture, language, socioeconomic status, ability/disability, gender, and sexual orientation. Students reflect on the dynamics of difference through various lenses as a way to inform practice. The WI DPI American Indian Tribe requirement is covered.

ED 635B**DIV IN MID/SEC SCHOOLS: CUL RES PRAC**

Explore pluralistic nature of classrooms environments in context of achieving educational equity through culturally responsive teaching. Examine principles of sound classroom org. and management through a cultural lens. Explore Brain Targeted teaching strategies for adolescent engagement. Individual and institutional discrimination examined with attention to race, culture, language, socioeconomic status, ability/disability, gender, gender identification, sexual orientation, and conflict resolution. Students reflect on dynamics of difference through an ethical, sociological, political, & historical lens to inform practice. WIDPI American Indian Tribes requirement.

ED 636**DISTRICT ADMIN OF SPEC ED & PUP SER**

A study of administration and supervision of special education and pupils services at the district level, including assessment, planning, and coordination responsibilities. Prerequisites: None.

ED 637**DIST AD OF PRGM PLNNG/EVAL/STFF DEV**

A study of the role and functions of administration as it relates specifically to curriculum and instruction at the district level, including assessment, staff development, and program coordination. Prerequisites: None.

ED 638**FOUNDATIONS OF DUAL IMMERSION**

This course will focus on the principles of dual language immersion. Participants will examine program models as they apply to the policies and practices that inform literacy curriculum and pedagogy in dual language-bi-literacy settings. The outcome of this course will be for educators to develop ideological clarity about quality dual immersion classroom practices. Prerequisites: None.

ED 639**LANGUAGE FOCUSED INSTRUCTION**

This course will examine the fundamentals of dual language instruction with a special emphasis on culturally relevant instruction. The course will guide educators on how to introduce and develop dual language acquisition from grades K-12. Focus will be placed on how educators promote oral and written structures in a language to develop dual academic literacy. Prerequisites: None.

ED 640**TECHNOLOGY CURRICULUM INTEGRATION**

This course explores ways of integrating technology across the curriculum. Technology integration at various levels, software applications emphasizing tools for learning; curriculum integration approaches, software evaluation for curriculum integration and learning. Provides guided practice in a computer lab setting for hardware and software experience to develop techniques that can be applied in either a Windows or Macintosh environment. Prerequisites: None.

ED 640A**TECHNOLOGY CURRICULUM INTEGRATION A**

This course explores Environmental & Conservation Education curricula through outdoor experiences. Technology applications to enhance student motivation and engagement with Environmental Education are a component along with Next GEN Science Standards, Wisconsin Common Core Standards. Prerequisites: Available to ASP students only.

ED 640B**TECHNOLOGY CURRICULUM INTEGRATIONBE**

Learn how to develop lesson plans to teach financial transactions. Social Constructivism theory is applied in experience-based activities for teaching middle/secondary students to practically address financial transactions. Standards: Wisconsin Business Education Standards; Principles of Career and Technical Ed and Standards. Prerequisites: Admission to Accelerated Secondary Program

ED 640C**TECH CURR INT: BUS ED LIT &TEC C**

Full title: Technology Curriculum Integration: Intro to Business Education Literacy & Technology Teaching C
Learn to teach financial security and wealth building strategies through lesson plans based on games and simulations focusing on financial fitness; investing methods; investor education and protection; personal investing; saving and budgeting; and insurance. Standards: Wisconsin Business Education Standards: Principles of Career and Technical Ed and Standards.
Prerequisites: Admission to ASP

ED 640D**TECH CURRIC INT: INTRO BUS ED LIT D**

Full Title: Technology Curriculum Integration: Intro to Business Education Literacy and Technology Teaching D
Learn models for teaching middle/secondary students technical, psychological and behavioral credit basics. Topics: Socially responsible consumption; real world budgeting; free enterprise and regulation; monetary policy, inflation,

protection and federal controls. Standards: Wisconsin Business Education Standards; Principles of Career and Technical Ed Prerequisites: Admission to ASP

ED 640E

TECHNOLOGY CURRICULUM INTEGRATION E

This course explores Early Adolescent and Adolescent Literature development, instruction, and skill assessment. Technology applications to enhance student motivation and engagement with English curriculum are a component along with the Wisconsin Model Academic Standards and the Common Core Standards. Prerequisites: Available to ASP students only

ED 640F

TECHNOLOGY CURRICULUM INTEGRATION

Introductory foundation in approaches, technologies, and methodology for teaching foreign language: language teaching methods history, second language acquisition, Foreign Language Standards, methodologies, knowledge and application of the communicative approach and task based language teaching including technologies. ASP only.

ED 640H

TECHNOLOGY CURRICULUM INTEGRATION H

This course creates a vision of the desired state of Social Studies and History education in middle/secondary classrooms and explores use of technology to enhance student motivation and engagement. Students explore theories, practices and tools for realizing that vision through explorations of current models, Wisconsin Model Academic Standards and the Common Core Standards. Prerequisites: Available to ASP students only

ED 640M

TECHNOLOGY CURRICULUM INTEGRATION M

A topical mathematics middle/secondary methods course. NCTM Principles and Standards for School Mathematics Education, Wisconsin Common Core Standards provide foundation for philosophy, content and goals of 6-12 math instruction. Students explore Technology to enhance student motivation and engagement and specific mathematics topics as well as current issues in 6-12 math education. Prerequisites: Available to ASP students only.

ED 640S

FOUNDATIONS OF SCIENCE EDUCATION

This course examines the history and philosophy of science education and looks at science teaching from a research-based perspective. Course study includes constructivist learning theory, model-based inquiry, literature on student misconceptions, and examining the theoretical framework behind the new science standards. Students work to create a vision for the desired state of science education in middle and secondary classrooms. Instruction includes tools for realizing that vision through explorations in learning theory and various teaching models including the use of technology in instruction. Prerequisite: Admission to the ASP Program (SU)

ED 643

DESKTOP PUBLISHING IN EDUCATION

Study and use desktop publishing programs applicable to an educational setting. Incorporate computer graphics. Utilize different formats, printing options, collaborative writing strategies, editing techniques and spell check. Prerequisites: None.

ED 645

INST TECH POLICY PLANNING EVALUATIO

Through readings, simulations and on line resources this class will focus on technology planning and policies, providing instructional technology support, staff training issues and evaluation, funding sources and developing grant applications. This course provides opportunities to develop artifacts for use in meeting licensing assessments for instructional technology coordinator content standards 4, 10, 13, 15. Prerequisites: None.

ED 646**EDUCATIONAL MEDIA PRESENTATIONS**

Develop strategies and techniques for organizing information into educational presentations. Use various hardware and software tools for electronic media presentations including HyperStudio and PowerPoint.

Prerequisites: None.

ED 647**PRACTICUM INSTR TECH LEADERSHIP**

Supervised practicum experience in the use of educational technology. Explore online resources, list serves, web sites and print material that provide opportunities for collaboration and professional growth. Survey educational technology resources available through various organizations and consortium arrangements. Emphasis on instructional technology leadership roles. Prerequisites: None.

ED 648**SPREADSHEET DATABASE APPS IN EDUCAT**

Study and use of spreadsheet and database software applicable to an educational setting. Develop strategies for the organization, transfer and retrieval of information. Merge information from database and incorporate information from a spreadsheet into a word processing document. Prerequisites: None.

ED 648B**Spec Topics EDCmp: Clarisworks**

Prerequisites: None.

ED 649**SEMINAR IN EDUCATIONAL TECHNOLOGY**

Intensive study of various technological applications in education including digital media (iMovie, QuickTime).

Prerequisites: None.

ED 651B**BUSINESS EDUCATION METHODSII DESIGN**

Cultivates the business educator who develops and nurtures a comprehensive business program. Explores instructional strategies and methods for teaching business courses. Students write objectives, lesson plans, test questions using WBIT and CTE Standards and curriculum. Fosters use of technology. Practicum with video analysis of teaching required. Prerequisite: Admitted to ASP

ED 651E**CURRIC METHODS: ENGLISH TEACHING MS**

Designed to provide students real world experiences of 6-12 English LA teachers. Learn different models of grammar, vocabulary, writing, and literature instruction and discussion. Research best practices and work collaboratively to create unit/lesson plans. Teaching literacy and composition as life skills emphasized. Wis Model Academic & Common Core Literacy standards. Practicum, video analysis of teaching skill required. ASP only.

ED 651F**CURRIC METHODS FORN LANG TCHNG MS**

Organized around Standards for Foreign Language Learning (Communication, Cultures, Connections, Comparisons, and Communities) course prepares students to teach in K-12 schools. Theories which inform practice and principles of learning which facilitate informed instructional decisions are explored in depth. edTPA addressed. Practicum required. ASP only.

ED 651H**CURRIC METHODS: SOCIAL STUDIES HIST**

Course Focus: prepare students to think and teach like historians; to teach social studies as informed and reasoned decisions for the public good to prepare citizens of a culturally diverse, democratic society in an interdependent world. Students select methods, resources, and assessment from 6-12 Wis Model Academic and Common Core Standards and pedagogy through exploring ongoing debates in history and social studies curricula

and construct curricula aimed to promote equity, diversity, and social justice Practicum, video analysis of teaching skill required. ASP only.

ED 651M

CURRIC METHODS MATH TEACHING SEC

Course focus: skills and tools needed to realize the vision of ideal 6-12 mathematics instruction. Integrated study of math curriculum and instruction 6-12 (appropriate research and practice in curriculum development, teaching methods, instructional materials, differentiation, evaluation and assessment). Wis Common Core and NCTM Principles and Standards for School Mathematics. Practicum, video analysis of teaching skill required. ASP only.

ED 651S

CURRIC METHODS: SCIENCE TEACHING MS

Course Focus: skills and tools needed to realize the vision of ideal 6-12 science instruction. Teaching strategies, assessment, and differentiation addressed. National Science Education Standards, NEXT Generation Science Standards and Common Core used to design 6-12 curricula. Practicum, video analysis of teaching skill required. ASP only.

ED 652

SEMINAR: SECONDARY LITERACY

An intensive study of curriculum issues and approaches with applications to classroom teaching. Topics vary. Prerequisites: None.

ED 652A

CURRICULUM STUDIES: SECONDARY LIT

This course explores pedagogical approaches that address the literacy demands of secondary level disciplinary literacies (disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field." -Wisconsin Department of Public Instruction). It emphasizes creative curriculum design grounded in a socio-cultural understanding of texts, the dialogical and integrated nature of reading and writing, the role of genre and register, and the use of scaffolded instruction for expanding the literacy repertoires of students. Practicum required. Prerequisites: Available to Accelerated Secondary students only

ED 654

SPECIAL TOPICS IN INSTRUCTION TECH

This course provides an emphasis on emerging trends, timely developments and issues related to instructional technology. Topics will vary. Prerequisites: None.

ED 655

DIR STUDY IN TELECOM AND WEB DEVELOP

Explore the educational use of telecommunications and the world wide web. Use software to design and develop an educational web site. Prerequisites: None.

ED 656

ADMIN MGMNT INSTR TECH ASSET

Through readings, simulations, community involvement and on line resources this class will focus on technology facility design including network topography, the selection, acquisition, maintenance of technology systems including voice, video, data, and other digital components. This course provides opportunities to develop artifacts for use in meeting licensing assessments for instructional technology coordinator content standards 4, 5, 6, 9, 10. Prerequisites: None.

ED 657

ENHANCING ADULT MOTIVATION TO LEARN

This course is designed to provide an in-depth understanding of effective ways to enhance learning and intrinsic motivation among diverse adults in educational, community, business, and organizational settings. Students learn to apply findings from biological and social science research integrated with adult learning theories, intrinsic motivation strategies, and instructional design techniques. The course offers examples, ideas, and opportunities

for transfer of new learning to work settings that have relevance for professional learning specialists ranging from college instructors and corporate trainers to community leaders and instructional coaches. (F)

ED 658

TECH ENHANCED ADULT LRN METHODS

This course prepares students for the creation of instructional environments that support adult learners through the effective use of teaching techniques and technologies. It focuses on the development, evaluation and utilization of teaching methods and electronic technologies and ways to address the digital divide. Prerequisites: ED 606, 608.

ED 659

DESIGN AND IMPLEMENTATION OF ADULT LRN

This course prepares students for the design and implementation of curriculum, course construction, evaluation and assessment tools, and instructional practices for adult learners. Prerequisites: ED 606, 608, 658.

ED 660

SEMINAR: POLICY STUDIES IN EDUCATION

An intensive study of topics in educational policy and their bearing on classroom teaching; strategies for incorporating policy implications into planning for classroom teaching. Prerequisites: None.

ED 660A

ED POLICY & REFLECTIVE PRACTITIONER

This course engages candidate teachers in the inquiry, reflection, and action necessary for developing socially just classrooms; challenges Candidates to recognize the importance of deep reflection and thoughtful pedagogical growth for engaged, responsible participation in schools and communities. 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. Candidates engage in the reflective process for completing and submitting the Education Teacher Performance Assessment (edTPA). Prerequisites: ASP Admission to student teaching.

ED 660B

REFLECTION IN PRACTICE

This course engages elementary and middle school teacher candidates in Wisconsin and national education policies and implications for professional practice. Teacher candidates are prepared for the Education Teaching Performance Assessment (edTPA) examination.

ED 661

INTEGRATIVE CLASSROOM ENVIRONMENTS

This practicum-based course explores the meaning of curriculum and promising instructional practices for grades 1-8. This includes understanding instructional organization promoting science, technology, art, and math integrated curriculum along with the literary opportunities of such curriculum in a framework of culturally responsive teaching. The practicum site will be used as a learning laboratory to develop skills in observation, analysis and reflection focused on the quality of classroom environments. (F)

ED 662

SCHOOLS-POLITICAL & ORGANIZATION SYS

A study of community relations; power structures; political, professional organizations, and interest groups; decision-making and problem solving; educational organizations and educational leadership styles. Prerequisites: None.

ED 667

SCIENCE EXPLORATIONS AND METHODS

This course introduces teacher candidates to national science education standards and research-based pedagogical models for understanding and using fundamental concepts in physical, life, earth and space sciences and scientific inquiry processes. Science curriculum, teaching strategies, and assessment are covered and integrated STEM approaches are explored. A field activity is required. (SS)

ED 667A**SCIENCE EXPLORATIONS**

This course creates a vision for STEM education in elementary and middle school classrooms and explores models for realizing this vision. National Science Education standards are used to gain an understanding of the philosophy and goals of K-8 science instruction. Students envision integration of STEM learning in classrooms, explore issues in science education, and investigate research-based frameworks for science instruction.

ED 667B**SCIENCE METHODS**

This course focuses on the skills and tools needed to realize the vision of ideal science instruction. Curriculum, teaching strategies, assessment, and differentiation are addressed. Practicum experiences focus on implementing strategies using technology tools. Exploration of the integration of student experiences across the curriculum is emphasized.

ED 668**INTRO TO PUBLIC SCHOOLS IN US**

This course is designed for students who have limited experience in K-12 public schools in the United States. The course features on-campus classroom instruction and visits to public elementary, middle, and high schools. The course will explore the origins of public schools, school governance, curriculums used, instructional delivery, and educational challenges. (F/S)

ED 669**HISTORY OF AMERICAN EDUCATION REFORM**

This course will explore the history of American Education Reform starting with A Nation at Risk through Race to the Top. Implications for public school professionals will be examined. (S)

ED 670**TEACHERS INSERVICE WORKSHOP**

An opportunity for teachers to register for variable credit in courses and workshops on varying topics and issues. Applicability of this credit to graduate degree programs requires approval of the Chair of the Department of Education. (Variable credit) Prerequisites: None.

ED 670X**TCHR INSERVICE: COMP APPL**

Prerequisites: None.

ED 670Y**TCH INSERVICE: YAHARA WATERSHED**

Prerequisites: None.

ED 671A**INTRO COG EMOT LRN DISABILITIES**

This course introduces students to cognitive, emotional and learning disability areas and the foundations of best instructional and intervention practices. Embedded practicum required. (SS)

ED 672A**SP ED READING LITERACY I AGES 6-21**

This course examines approaches to teaching communication, reading, writing and math to students with IDEA identified disabilities. Topics include early literacy teaching and assessment; running records; cognitive and social bases of communication in academic and oral language development; and adapting instruction to facilitate learning in special education.

ED 672B**SP ED READING LITERACY II AGES 6-21**

This course addresses common core state standards pertaining to literacy as a life skill for special education students. Students explore balanced literacy teaching approaches including reader and writer workshops, literature circles and book clubs, vocabulary study, and uses of informational texts. Students prepare units of study and become skilled in assessments that support communication, reading instruction, collaboration, and literacy assessment for special education. Practicums focus on creating lessons. Prerequisites: Admitted to SPED and Passed PRAXIS Core.

ED 672C**LANGUAGE & COMMUNICATION DEVL P XCAT**

This course examines approaches to assessing and teaching language and communication skills to students with disabilities. Attention is paid to the cognitive and social bases of communication (Language Core) in relation to developmental stages and adapting instruction to facilitate teaching and learning of students with moderate to mild special education disabilities (Emotional Behavioral, Intellectual, Learning Disabilities, and Autism). Cultural influences, English as a Second Language, bilingualism and dialectical differences are considered.

ED 675A**SPED ASSESS & ANALYSIS IN PRACTICE**

Course engages candidate special education teachers in examination, understanding data collection, interpretation and analysis of summative and formative data for determination of disability and progress monitoring of academic, language, social, emotional, vocational & adaptive learning skills through case study experiences. Prerequisites: ED 671A, ED 672A, ED 672B, and passed Praxis II 5146

ED 676A**SPED METHODS MATERIAL CD EBD LD DIS**

This course compares and analyzes educational strategies and teaching techniques for students with cognitive, emotional and learning disabilities. Embedded practicum required. Prerequisites: ED 671A, ED 672A, ED 672B and Passed Praxis II 5146

ED 678A**SPED CURR MANAGE TCHG STUDENTS 6-21**

This course explores curriculum interwoven principles of classroom organization and management ensuring academic success and reduction of behavior problems. Behavioral, cognitive, and environmental factors are addressed. Positive support, interventions and practices are stressed. Embedded field experience required. Prerequisites: ED 671A, ED 672A, ED 672B and Passed Praxis II 5146.

ED 679**INDEPENDENT STUDY - EDUCATION**

Supervised projects of readings, research, or practicum experience developed in cooperation with a faculty advisor and approved by the Chairperson of the Department of Education. (F, S, SS) (Variable credit) Study of the legal aspects of private school administration. Prerequisites: consent of instructor.

ED 680A**TOPICS/PRIV SCL ADMN: CIVIL/CANON LW**

Prerequisites: None.

ED 680B**TOPICS/PRIV SCL ADMN: COMMNTY ISSUES**

Prerequisites: None.

ED 680C**TOPICS: PRIV SCL ADMIN: RELIGIOUS ED**

Prerequisites: None.

ED 680D
TOPICS/PRIV SCL ADMIN: FUNDRSNG DEVL
Prerequisites: None.

ED 680E
TOPICS/PRIV SCL ADMIN: THEOLGCL TRND
Prerequisites: None.

ED 681
CHILD DEVELOPMNT & EXCEPTIONALITIES

This course is designed to provide a study of the physical, cognitive, social and emotional development of the child through early childhood, middle childhood and early adolescence periods. It will focus on the application and analyses 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 with exceptional learning needs and differentiation. Attention will be given to the physical and health aspects fostered in a classroom that promotes concepts of wellness and inclusion.

ED 682
CHILDREN'S LITERATURE

This course provides an overview of literature for children and youth. The emphasis is on reading, analyzing and evaluating selected literary works across genres. Diverse perspectives in contemporary children's literature is emphasized. Students are acquainted with key authors and texts, strategies for incorporating literature and literary strategies in educational settings, and uses of knowledge about child development to identify appropriate literature for children. (S)

ED 683A
LITERACY LANG ARTS METHODS I

This course introduces facets of early literacy including development, instruction and skill assessment. Vigotsky and Marie Clay are explored for their insights on teaching literacy. Students engage in formative assessment techniques related to instruction of phonemic awareness, word work, vocabulary development, shared reading, and beginning comprehension. Practicums focus on use of guided reading as an instructional technique.

ED 683B
LITERACY LANG ARTS METHODS II

This course addresses common core state standards pertaining to literacy as a life skill. Students explore balanced literacy teaching approaches including reader and writer workshops, literature circles and book clubs, vocabulary study, and uses of informational texts. Students prepare units of study and become skilled in assessments that support communication, collaboration, creativity and critical thinking. Practicums focus on creating lessons.

ED 684
SOCIAL STUDIES METHODS

This course investigates curriculum and methods in Social Studies. It equips students to select methods, resources, and assessment strategies for Social Studies instruction. Students explore debates in Social Studies curricula, become familiar with standards, and construct curricula that promote equity, diversity, and social justice.

ED 684A
INTRO TO U.S. STATE & LOCAL GOVERN

Understanding Citizen Rights and Responsibilities in the American Political System of Government. This course addresses Foundations & Branches of Government, Judicial History and Participation in State and Local Government. Course meets the WI Statute requirement for National, State & Local Government. Prerequisite: Admission to the ACE or ASP program.

ED 685**INTEGRATION ART ELEMENTARY CURRIC**

This course is based on the principle that integrating the arts across curricular content enhances children's imagination, creativity, and design play. Multiple mediums will be explored including music, drama, poetry, model building, sculpture, and painting.

ED 686**GENRE, KNOWLEDGE & PEDAGOGY**

This course aims at understanding the educative power and potential of texts when approached through an artistically productive lens involving critical analysis, intra-textual experimentation, and play. The course will involve exploring certain school genres and developing literacy pedagogies consistent with the many ways of being literate.

ED 689**MENTORING COACHING AND LEADERSHIP**

This field work intensive course promotes the art of supporting and nurturing educational leaders and teachers who are in the process of reforming their own or their institution's professional practices. It focuses on critical ways for identifying needs, selecting instructional materials, developing phased implementation plans, and creating an open accountability culture to productively monitor and nurture professional learning communities. A practicum is required.

ED 690**GRADUATE SEMINAR: EDUCATION**

Participants study or conduct some aspect of an educational research project, report findings, and discuss understandings and implications for classroom teaching. Prerequisites: completion of at least 27 credits toward degree.

ED 691**INDEPENDENT READING**

A faculty-supervised project based on an approved bibliography and written assignment. Prerequisites: consent of instructor.

ED 692**RESEARCH CAPSTONE PROJECT**

Students in this course design, conduct and write up Master's research capstone projects. Prerequisites: ED 603 Introduction to Educational Research

ED 693A**SUPERVISED FIELD TEACHING: ESL**

A supervised field experience in ESL with related portfolio development in a school setting appropriate to the level of prospective professional practice. Prerequisites: Admission to student teaching.

ED 693B**SUPERVISED FIELD TEACHING: SECONDARY**

A supervised field teaching experience in secondary education with related ed-TPA portfolio development in a school setting appropriate to the level of prospective professional practice. Prerequisites: Admission to student teaching.

ED 693C**STUDENT TEACHING EA-A & ESL**

This course is a supervised field experience with related portfolio development in an EA-A education and ESL school setting appropriate to level of prospective professional practice. Prerequisites: Admission to Student Teaching Supervision.

ED 693D**STUDENT TEACHING EA-A & BILINGUAL**

This course is a supervised field experience with related portfolio development in an EA-A education and Bilingual school setting appropriate to level of prospective professional practice. Prerequisites: Admission to Student Teaching Supervision.

ED 694**SUPERVISED FIELD MENTORING**

A supervised field mentoring practicum with related portfolio development in a school setting appropriate to level of prospective professional practice. Prerequisites: admission to student teaching supervision.

ED 694A**SUPERVISED FIELD MENTORING: BILING**

A supervised field mentoring practicum with related portfolio development in a bilingual education setting appropriate to the level of prospective professional practice. Prerequisites: Admission to student teaching.

ED 695**SUPERVISED FIELD TEACHING CROSS CAT**

A supervised field teaching and graduate practicum in cross categorical special education with related portfolio development in a school setting appropriate to the level of prospective professional practice. Prerequisites: Admission to student teaching.

ED 696**SUPERVISED FIELD EXPER: ED ADMINIST**

This practicum experience is school based. A cooperating administrator works with the student and the college supervisor on performance tasks associated with licensing requirements.

ED 697**SUPERVISED FIELD EXPERIENCE MC-EA**

This course is a supervised field teaching experience with related portfolio development in a MC-EA school setting appropriate for advancement of prospective professional practice.

ED 697A**STUDENT TEACHING MC-EA &ESL**

This course is supervised field teaching experience with related portfolio development in an MC-EA regular education and ESL school setting appropriate for advancement of prospective professional practice. Prerequisites: Admission to Licensure.

ED 697B**STUDENT TEACHING MC-EA & BILINGUAL**

This course is supervised field teaching experience with related portfolio development in an MC-EA regular education and bilingual school setting appropriate for advancement of prospective professional practice. Prerequisite: Admission to Licensure.

ED 701D**INTRODUCTION TO DOCTORAL STUDY**

Doctoral program overview, Edgewood College values, educational research, APA style writing, the license mentor program, portfolio guidelines, and professional standards in assessment. Institutional research tools and technology along with related information retrieval skills support are provided.

ED 701H**INTRODUCTION TO DOCTORAL STUDY**

Doctoral program overview, Edgewood College values, educational research, APA style writing, the license mentor program, portfolio guidelines, and professional standards in assessment. Institutional research tools and technology along with related information retrieval skills support are provided.

ED 710D**ETHICAL AND INCLUSIVE ED LEADERSHIP**

District level administration including historical and conceptual analysis, role expectations, professional and ethical obligations, board and community relations, technology applications and strategic planning are examined. Experiences are documented for licensure via portfolio artifacts.

ED 715H**FACULTY, PROGRAMS AND ASSESSMENT**

Leadership in curriculum, faculty, and assessment in higher education, including recent research are covered. Multicultural understanding, professional learning communities, and organizational and philosophical positions and tensions and decision making associated with learning are included.

ED 720D**POLITICS, POLICY & ADMINISTRATION**

Politics, educational policy and educational practice are explored. Particular emphasis is given to political and leadership theories, their practical application and the role of leadership in developing and implementing policy in the political environment within an ethical framework.

ED 725H**INCLUSION & DIVERSITY IN EDUCATION**

Diversity theory; demographics; achievement gap; learning styles; and racial, gender & class challenges are topics. Inclusion is viewed as a concept of shared power. Research in inclusion & diversity examines ethnic & cultural groups' ability to participate in policy decision-making in education.

ED 730D**CURRICULUM, INSTRUCTION & LRNG ENVTS**

Curriculum, instruction, and assessment in learning are stressed in a context of frameworks for leaders. Ethical considerations, learning style, cognition, intelligence, constructivism in theory and practice, cultural information, individual differences, and learning communities are included.

ED 735H**LAW, MEDIA, AND MARKETING**

Legal issues in education & methods to ameliorate potential legal problems are studied. Major media serving higher education & working with local media are included. Mixed marketing campaigns & use of social media to promote higher education institutions' marketing efforts are covered.

ED 745H**FINANCE OF HIGHER EDUCATION**

Planning, external trends, organizational culture, change management & strategic budgeting are studied in an ethical context. Case studies, readings, current events & discussions provide the basics of institutional budgeting and finance related to department, institution, and system-level finance.

ED 755H**ETHICAL LEADERSHIP, POLICY & GOVERN**

Organizational theory and governance & management processes in higher education are explored. Policy is studied in the context of social justice with insights on leading student services and academic departments in colleges & universities, and divisions in organizations and agencies.

ED 777D**MAX STUDENT LG/LG TARGETS**

This book study will focus on the work of Connie Moss and Susan Brookhart. Through their book *Formative Classroom Walkthroughs*, educators will learn what a formative walkthrough is, how it relates to student learning and how to develop learning targets to best maximize the learning process for students as well as to then evaluate that learning.

ED 779**INDEPENDENT STUDY DOCTORAL I**

Students work with dissertation advisor in a supervised independent research course to complete their dissertation after they have completed the 54 credits in the program.

ED 790D**PROGRAM ASSESSMENT AND TRANSITION**

Reflection and assessment of portfolio are conducted. Overview of Edgewood College dissertation process, introduction to research team and committee structure, dissertation timelines, and presentation of academic writing strategies are included.

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Reflection and assessment of portfolio are conducted. Overview of Edgewood College dissertation process, introduction to research team and committee structure, dissertation timelines, and presentation of academic writing strategies are included.

ED 801D**FOUNDATIONS OF RESEARCH METHODS**

Quantitative, qualitative and mixed methods research traditions are presented in the context of being consumers of research, engaging in applied and dissertation research. Students select and refine a research topic, create an annotated bibliography and explore the use of appropriate methodologies.

ED 801H**FOUNDATIONS OF RESEARCH METHODS**

Quantitative, qualitative and mixed methods research are presented in the context of being consumers of research, engaging in applied and dissertation research. Students select and refine a research topic, create an annotated bibliography and explore the use of appropriate methodologies. (F/S/SS)

ED 810D**BUDGET, FINANCE, AND RESOURCE ALLOCAT**

Quantitative, qualitative & mixed methods research traditions are presented in the context of being consumers of research, engaging in applied and dissertation research. Students select and refine a research topic, create an annotated bibliography and explore the use of appropriate methodologies.

ED 820D**LAW, MEDIA RELATIONS AND MARKETING**

A case study methodology is used for legal issues in school and personnel law. Tort liability, civil rights, gender equity, & facility administration cases will draw heavily from a variety of resources in print and media. Ethical and leadership implications of legal issues are explored.

ED 830D**RESEARCH METHODS**

Students use educational research in published studies and evaluate the usefulness of the findings in relation to their research interests. Students discern a research topic and develop a research proposal including an introduction, literature review, and methodological design.

ED 830H**RESEARCH METHODS**

Students use educational research in published studies and evaluate the usefulness of the findings in relation to their research interests. Students discern a research topic and develop a research proposal including an introduction, literature review, and methodological design.

ED 879**INDEPENDENT STUDY DOCTORAL 2**

Students work with dissertation advisor in a supervised independent research course to complete their dissertation after they have completed the 54 required credits in the program.

ED 920**GUIDED DISSERTATION WRITING**

Seminar course designed to guide students through the dissertation proposal and writing processes. Special topics are presented by the research team. Topics include survey design, data management, chapter design, use of analysis software, and professional presentation.

ED 979**INDEPENDENT STUDY DOCTORAL 3**

Students work with dissertation advisor in a supervised independent research course to complete their dissertation after they have completed the 54 required credits in the program.

ED 990**DISSERTATION DEFENSE**

The final dissertation written copy is prepared, analyzed by the dissertation committee, and reviewed by the dissertation editor prior to dissertation defense and publication.

ENG 090**READING STRATEGIES**

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**

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**

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**

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**

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. Prerequisite: ENG 099 or placement.

ENG 111A 1C**FAIRY TALES AS CULTURAL NARRATIVES**

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 address 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

This course will focus on the contemporary graphic novel as both a literary genre and as a contemporary cultural product. We will examine the historical context of these works together with the literary and aesthetic devices they employ. Close, astute reading will be an integral part of our classroom work. 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

This course examines "life writing" not only as a literary 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

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. 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

"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. 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: MULTICULTURAL FIC & FILM

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. 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 111G 1C

LITERARY MEMOIRS/CLTRL MONUMNTS-HNR

LITERARY MEMOIRS/CLTRL MONUMNTS-HNR This class is about memory: nostalgia in our own lives, cultural monuments to the past, and the work of remembering through writing, creating art, and performing rituals. The course has three main parts: Memoirs; Rituals and Reflection; and Communal Remembering. In the first section, we will think about what it means to connect to memories and how we write and create art as ways of making sense of our own past. While reading short and long, we will write short autobiographical pieces that will grow into a longer creative memoir project that can include written and other components. In the second section, we will experience rituals and ways of reflecting. In the final section of the course, we will think about how we commemorate the past through monuments and memorials, and students will work in groups to create a monument or memorial. This project allows students to bring abstract ideas into a concrete form using creative design that can include any kind of written, visual, digital, or other aspects. We will not only think about these questions directly, but also from a broader conceptual standpoint through critical readings about memoir-writing, nostalgia, and cultural memory among other topics. Prerequisite: Concurrent registration in ENG 110 or placement into ENG 110 HNR.

ENG 201 UX

INTRODUCTION TO JOURNALISM

This course will produce student journalists capable of working as reporters, writers or editors in our college milieu. Students will gain the knowledge and skills to evaluate the overwhelming flow of the news media that constantly bombards us every day. They will take on the role of reporters for the paper and will write stories and articles based on issues that arise in their lives on our campus. Students will also be required to read and discuss the daily New York Times on class days. Prerequisite: ENG 110 or W cornerstone. (F)

ENG 202

JOURNALISM PRACTICUM

The overall aim of the practicum is to provide journalism students with the closest approximation possible of working for a professional newspaper, magazine, or other journalistic publication. Students are expected to publish two to four major stories in the college newspaper (depending on the number of credits) assigned or pitched and accepted by editors.

ENG 205 BX

INTRO TO CREATIVE WRITING

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. Prerequisites: ENG 110 or W cornerstone.

ENG 210 CX

INTRO TO LITERATURE

Supplies students with the critical tools to analyze, evaluate and appreciate fiction, poetry and drama. Prerequisites: ENG 110 or W cornerstone.

ENG 215 CQX

WOMEN WRITERS

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. Texts may include autobiography and memoir, fiction, journals, graphic novels, and works from other literary genres. Cross-listed WS 215. Prerequisites: ENG 110 or W cornerstone.

ENG 220 CX

ISSUES AND THEMES IN LITERATURE

Each iteration of this course will focus on one particular theme of issue in literary studies and will choose readings accordingly. Possible topics include Arthurian legends, the literature of dissent, or power relations in literature.

This course is the lower-division equivalent to ENG 377. The study of specific issues or themes in literature allows a course to choose texts that may vary widely in period, region, style, and genre in order to consider how a number of writers have addressed a specific social question, political problem, or other important development over time. This course may limit its focus to a very specific period and set of writers or may traverse national boundaries and time periods. Ultimately this course examines not only a specific issue or theme but the capacity of literature to give voice to cultural concerns and to reflect on and critique cultural questions and problems.

ENG 220A CX
ISS THMS IN LIT: GOTH FIC ADAPTIONS

Students will read classic gothic novels such as *The Castle of Otranto* (a castle with a giant), *Northanger Abbey* (a Jane Austen parody), *Dr. Jekyll and Mr. Hyde* (a dual personality), and of course *Dracula* (a vampire) to learn about how late 18th and 19th century gothic literature responded to modernization. They will then critically view film adaptations to enrich their understanding of the genre and analyze how the gothic re-emerged in 20th/21st centuries.

ENG 222 CX
STUDY OF LITERARY GENRE

Each iteration of this course will focus on either one particular literary genre, such as the Gothic, detective fiction, historical novels, Realism, fairy tales, or satire, or on several genres in order to think about literary genre itself and how it is constructed. This course may limit its consideration to one period or may look at a genre(s) across a range of periods. In literary terms, genre can be defined in a very broad sense (the novel, poetry, drama) or in a more specific sense (the medieval epic, Romantic odes). Studying genre is also a way of examining historical and cultural contexts, as well as how literature itself works: genres evolve over time and reformulate their formal definitions in reaction to cultural shifts, radical new styles of writing, and other factors.

ENG 222A CX
STD OF LIT GENRE: GOTHIC LITERATURE

This course will focus on the Gothic as a genre and as a cultural and historical phenomenon. We can find elements that resemble the Gothic in literature throughout history, but the Gothic genre took shape only in the past few centuries. It is a genre that plays on our fears and anxieties about social change, about shifting identities, and about the questions and issues that haunt us. This course will look at how and why writers began to write terrifying tales set in Medieval castles in books that gave shape to the Gothic genre. From *Frankenstein* and *Dracula* to Edgar Allan Poe's stories and the later Southern Gothic movement, this genre has been so evocative that it continues to evolve into film, television, graphic comics and novels, music, video games, and beyond. The power of this genre is one reason that readers and writers find it so compelling, and its uniqueness as a genre even as it expands across great time periods and crosses into new forms and genres make the Gothic fascinating reading.

ENG 224 CQX
TOPICS IN LITERATURE AND GENDER

Because literature has long had a special capacity to evoke and reflect on complex social issues, some of the deepest thinking about gender and sexual identities has emerged in literary representations. Mainstream social discussions about these issues have often followed later. Each period and cultural context has its own way of thinking about gender identity, divisions between men and women, and ways of thinking about sexual identity in relation to gender. While much of canonical literature evokes these themes, scholars have been somewhat slow at times in addressing them for a variety of reasons. Courses under this topic heading seek to both uncover these themes in the traditional canon and to examine more generally how literary depictions of gender in fiction from the past help us to understand how ideas about such issues developed over time. Possible iterations of the course might focus on; feminism in literature, masculinity in hard-boiled detective fiction, transgender memoirs, or gender and power. Prerequisite: ENG 110. (F)

ENG 234 CX
INTRODUCTION TO THE SHORT STORY

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 and will gain a sense of the historical development of this literary form. Prerequisites: ENG 110 or W cornerstone.

ENG 235 CX
INTRODUCTION TO POETRY

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. Prerequisites: ENG 110 or W cornerstone.

ENG 236
INTRO TO DRAMA: TOPICS

ENG 236 is a series of topics courses designed to give an introduction to drama. Varies by topic. Prerequisites: None.

ENG 236A CG
INTRO DRAMA: GLOBAL DRAMA IN CONTEXT

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. Students will be expected to exercise critical thinking skills as they read, analyze, and discuss a variety of plays. Prerequisites: ENG 110 or W cornerstone.

ENG 242 CDX
LITERATURE OF AMERICAN MINORITIES

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 and 21st century texts that 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 ETHS 242CDX. Prerequisites: ENG 110 or W cornerstone.

ENG 250
TOPICS IN LITERATURE

ENG 250 is a series of topics courses designed to give an introduction to literature. Varies by topic.

ENG 250B CD
FAULKNER & MORRISON: SLAVERY'S LEGACY

Through readings from William Faulkner Toni Morrison, and others, this course will examine how our culture grapples with the legacy of slavery. Both authors use experimental narrative techniques to convey the traumatic aspects of slavery. This course will consider these writings in literary contexts as well as cultural and historical contexts. Prerequisites: Completion of ENG 110 or W cornerstone or placement into ENG 110 honors.

ENG 250C CGX
CRIMINAL UTOPIAS SCI FI & CRIME LIT

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 to facilitate a closer analysis of Scandinavian texts. 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. This course will create a global perspective by comparing Scandinavian world views, as expressed in the genres, to those experienced by the students in contemporary USA. Prerequisites: ENG 110 or W cornerstone.

ENG 250D CDX**TPC LIT: MULTI-ETH AMER GRAPHIC NOV**

This course is designed to introduce to students to 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. Prerequisites: ENG 110 or W cornerstone.

ENG 250E CEX**TPC: WILDRNSS & LIT OF AMER WEST**

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 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 also consider the contradictory myths of the American West, with its competing claims of individualism and conservation. Prerequisites: ENG 110 or W cornerstone.

ENG 250F CX**TPC: SCIENCE FICTION**

This course is an exploration of the genre of science fiction. 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 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. Prerequisites: ENG 110 or W cornerstone.

ENG 250G CX**TPC: AMER RENAISS & CONTEXTS 1840-70**

This course will examine the period of vibrant American literary production during the early to middle of the nineteenth century that has been called the "American Renaissance." This was a time of cultural revolutions that were aided by and reflected in movements such as Transcendentalism, the fight to abolish slavery, and the push for women's rights, among others. Prominent writers include Walt Whitman, Emily Dickinson, slave narrative authors such as Frederick Douglass, and the abolitionist Harriet Beecher Stowe. Collectively, writers of this period laid the foundation for a distinctly American kind of literature. This course contributes to the pre-1865 literature requirement. Prerequisites: ENG 110 or W cornerstone.

ENG 250I CPU**TPC: MORTALITY & LIMITS OF KNOWLEDGE**

This course will track some major veins of thought through philosophical and literary lenses to show how engagement with the question of death as a metaphor for the confrontation with the limits of knowledge has proceeded through philosophical inquiry and literary figurations. Prerequisites: ENG 110 or W cornerstone, PHIL 101. (F)

ENG 250J CX**TPC IN LIT: NOIR IN FILM & FICTION**

Noir is an American genre, one of our darkest and getting darker. It was named for us by admiring French critics and is now exported globally. This class will be an exercise in Popular Culture Studies, which borrows from other disciplines (gender studies, anthropology, psychoanalysis, feminism, and so on) to devise an eclectic critical theory. We will move through classic Noir novels and films of the 1940s and 50s, then into neo-Noir, where the formula widens to combine with other genres (e.g., Noir science fiction such as Ridley Scott's film *Blade Runner*).

ENG 250K CX**TOPIC: HEMINGWAY'S LOST GENERATION**

This course is a study of foundational expatriate writers in Paris during the 1920s, where we see the formulation of modernist writing that travels back to America and flourishes for the next 50 years. Works studied span Hemingway's career, from "The Sun Also Rises" to "The Garden of Eden," where students will study his transition from modernist to postmodernist themes, including a complete revision of his attitudes toward sexual practices and gender. Students will also study other writers from that time, including F. Scott Fitzgerald, Zelda Fitzgerald, Djuna Barnes, Gertrude Stein, and Caresse Crosby. Students will gain a heightened appreciation of modernist writing through studying its early formulations, as well as gaining a sense of how modernism has evolved into postmodernism. Prerequisites: ENG 110 or W cornerstone.

ENG 250L CX**TPC: LIT MONSTERS & HUMAN IMAGINATION**

From early local vampire myths to Bram Stoker's Dracula and today's proliferation of adolescent vampires, and from the very early Gilgamesh epic to contemporary science fiction, monsters of one sort or another have been part of the cultural imagination throughout human experience. This course examines how monsters have long reflected cultural anxieties. We will also look at how they have helped in every age to define what it means to be human. Prerequisites: ENG 110 or W cornerstone.

ENG 250N CEX**TPC LIT: NATURE & LIT OF MIDWEST**

"This course 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 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**

Focuses on the theme of the hero and the quest in literature and heroic legend. Includes texts from the earlier literary traditions of England, France, Spain and Germany. Emphasizes the structure of the quest-myth and the influence of local or national culture in shaping its form. Prerequisite: ENG 110 or W cornerstone.

ENG 260**TOPICS IN ETHNIC LITERATURES**

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 TPC: AMERICAN SLAVE NARRATIVES**

During the eighteenth and nineteenth centuries, slaves of African origin composed a series of autobiographies that gave voice to experiences of slavery unknown to most Americans at the time. These were political texts that helped promote the movement to abolish slavery. These were also literary texts that formed a distinctly American genre of writing. Today, these fascinating texts tell the hidden stories of slavery, help us to understand the cultural contexts of bondage, and provide poignant insights into the problems facing a nation founded on freedom and equality while still supporting a system of human bondage. Cross-listed with ETHS 250B CDX. This course contributes to the pre-1865 literature requirement. Prerequisites: ENG 110 or W cornerstone.

ENG 270 CGX**TOPICS: INTRO TO WORLD LITERATURE**

ENG 270 is a series of topics courses designed to give an introduction to world literature. Varies by topic. Themes may include 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

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

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

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 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

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 STUDY

Required for all newly-declared English majors. This course provides students with the critical tools needed to perform upper-division literary analysis in English courses. The course defines literary studies and its subfields as scholarly disciplines, reviews fundamentals of literary interpretation, and establishes a timeline of literary periods and movements. Further, the course examines various critical perspectives and theories. Students will develop an understanding of the critical frameworks that provide the assumptions, strategies, and techniques that inform how we read literature for critical interpretation. Prerequisites: ENG 110 or W cornerstone.

ENG 300

ADVANCED WRITING

Writing for specific audiences and purposes. Topics may include professional organizational writing, academic/scholarly writing, or environmental writing. Prerequisites: None.

ENG 301 X

MAGAZINE WRITING

Students will read and discuss outstanding examples of magazine writing published in the previous year, then produce four magazine length articles or features of their own modeled on their readings. They will be encouraged to bring their skills up to a professional level and submit their work to our college newspaper, as well as outside publications that fall within their interests. Students will learn proper journalistic organization, diction and attribution, and interviewing techniques. Attention will be devoted to issues of libel law and plagiarism. Prerequisites: ENG 201 or consent of the instructor.

ENG 303**INTRO TO THE STUDY OF LANGUAGE**

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**

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**

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**

A workshop course in the writing and critique of poems. Prerequisite: consent of instructor.

ENG 308 2X**ADV WRITNG WKSP: WRITING 4 COMMUNITY**

Focuses on organizational and professional writing. Course is built around a major project for a community organization that will include a variety of media and written forms. Emphasis is on writing for professional and public audiences, including document design and applicable technology. 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 NONFICTION NOVEL**

A study of the transforming movement of the sixties that continues and develops, having given birth to the new nonfiction 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**

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 interest discourse through media with the constantly changing mainstream in American culture. Prerequisites: ENG 201 or consent of the instructor.

ENG 312A**TPC IN JRN: VIDEO PRODUCTION**

Prerequisites: None.

ENG 314 X**LITERARY JOURNALISM**

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 or W cornerstone.

ENG 316 B
VIDEO PRODUCTION

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 316A
VIDEO PRODUCTION BASICS

This course will teach students to use video cameras, shoot video footage well, and learn interviewing skills, ethnographic field production video techniques, and basic editing on industry editing software. Cross-listed with COMMS 430H.

ENG 317 B
PHOTOJOURNALISM

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 318 B
PHOTOJOURNALISM BASICS

Introductory short course in digital photography with emphasis on photojournalism techniques for newspaper, magazine and online content. Students will learn to operate digital cameras and Photoshop CC photo processing software. Both black & white and color photographs will be created in this class. Students will learn editorial photography techniques and ethical decision-making relating to photojournalism. This is a basic course for students who want to learn photojournalism techniques and basic Photoshop, and who cannot take the longer photojournalism class for 4 credits in the Fall or Spring semesters. (W)

ENG 325
TOPICS IN ETHNIC AMERICAN LIT

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. Cross-listed with ETHS 325. Prerequisites: ENG 110 or W cornerstone and sophomore standing."

ENG 325A CDQ
ASIAN AMERICAN WRITERS

This course offers a study of selected works of various genres 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 W cornerstone

ENG 327 CQ
TPC: LITERATURE AND GENDER

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 or W cornerstone.

ENG 327A CQ
WOMAN IN THE NINETEENTH CENTURY

This course looks at writings by and about women in America during the long nineteenth century when the roles and expectations of women were changing dramatically. Before Mary Shelley's radical novel, *Frankenstein* (1818), her mother Mary Wollstonecraft published *A Vindication of the Rights of Woman* (1792) and thereby helped found the modern movement to examine the social and political roles and rights of women. From this point forward, literature by and about women took up the "Woman Question" in a variety of ways. This course contributes to the pre-1865 literature requirement. Prerequisites: ENG 110 or W cornerstone.

ENG 331 CX
LITERARY FIGURES

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 permission of the instructor.

ENG 331B CX
LITERARY FIGURES: SHAKESPEARE

Reading and writing about Shakespeare's plays. Selections will include a cross-section of comedies, tragedies, histories, and romances, as well as sonnets and longer poetry. Prerequisites: ENG 110 or W cornerstone.

ENG 333 G
ENGLISH AS A GLOBAL LANGUAGE

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

Works from European literature before 1485. The course may include Old English poetry, Chaucer, the Pearl-poet, Malory, and a variety of writers from non-English traditions. It will also emphasize cultural and linguistic contexts, historical development, and political and economic background. This course contributes to the pre-1865 literature requirement. Prerequisites: ENG 110 or W cornerstone; a C-tag course or permission of instructor.

ENG 359 CX
RENAISSANCE LITERATURE

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. This course contributes to the pre-1865 literature requirement. Prerequisites: ENG 110 or W cornerstone; a C-tag course or permission of the instructor.

ENG 360 CX
17TH CENTURY BRITISH LITERATURE

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. This course contributes to the pre-1865 literature requirement. Prerequisites: ENG 110 or W cornerstone; a C-tag course or consent of the instructor.

ENG 361 CX
RESTORATION & 18TH CENTURY BRIT LIT

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. This course contributes to the pre-1865 literature requirement. Prerequisites: ENG 110 or W cornerstone; a C-tag course or permission of the instructor.

ENG 362 CX
ROMANTIC AND VICTORIAN LITERATURE

This course examines a selection of literature from the British long nineteenth century, from the late eighteenth century Romantics to the end of the Victorian era in 1901, and may cover a full survey of this period or only one part (e.g. only the Romantic or the Victorian period). Readings may include: John Keats, William Blake, Mary Shelley, Jane Austen, Charles Dickens, Charlotte Bronte, Thomas Hardy, or any of the many other writers of the period. Prerequisites: ENG 110 or W cornerstone; a C-tag course or permission of the instructor

ENG 363
MODERNISM

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: ENG 110 or W cornerstone; a C-tag course or permission of the instructor

ENG 367 CX
AMERICAN LITERATURE TO 1865

Encompassing a wide range of literary movements and authors from the 1600s through the end of the American Civil War in 1865, this course may be organized as a survey course looking at writers from each period or may focus on one or more periods in depth. From the early settlers seeking religious or economic freedoms to the tumultuous revolutionary period to the establishment of a distinctive American literature and culture in the nineteenth century, the territories that became the United States forged new political and social frontiers that are reflected in a wide range of imaginative literary works. This course contributes to the pre-1865 literature requirement. Prerequisites: ENG 110 or W cornerstone.

ENG 368
AMERICAN LITERATURE, 1865-1914

This course begins with the post-Civil War period of tumult and moves through the rise of realism in the late nineteenth century and Modernism in the early twentieth century. Writers in this period struggled to find innovative ways to get at the basic truths of life experience by experimenting with new forms of writing and new subjects to examine. This period of radical thinking and cultural revolutions produced creative experiments from Mark Twain, Henry James, Kate Chopin, Gertrude Stein, and T. S. Eliot among many others. This course may look at a survey from all periods or choose to focus in more depth on one or more periods. Prerequisites: ENG 110 or W cornerstone; a C-tag course or permission of the instructor

ENG 370
TOPICS: WORLD LITERATURES IN ENGLISH

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**TPC WORLD LIT: MODERN IRISH LIT**

Irish Literature may be viewed as the first postcolonial literature of the 20th century and 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**TPC: POSTCOLONIAL FICTION**

This course will provide students with an opportunity to explore fiction from the former British colonies and from Great Britain itself. 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. 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 AND CONTEMPORARY LIT**

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**ISS & THEME IN LIT: NAR TRAV & ADVN**

Some of the earliest novels, even before the genre had a name, were fictionalized travel narratives. These novels were read alongside, sometimes interchangeably with, chronicles of real-life experience. Tales of travel and adventure have enjoyed popularity for centuries: they show us the hopes and fears of every era as their denizens venture into the unknown. They reflect a culture's values and prejudices as characters confront both foreignness and their own limitations. What remains to be explored and understood in the literature of our increasingly globalized world? This course will take on a broad historical swath of fiction and non-fiction in an effort to find out.

ENG 377A CX**THM: ROMANTIC, TRANSCENDENTAL, GOTHIC**

This course will look at a lot of three literary traditions that overlapped during the late eighteenth and early to mid-nineteenth centuries: Romanticism, Transcendentalism, and Gothicism. These traditions are closely linked to each other: late 18th century British Romanticism gave rise to an American Romantic tradition. Romanticism also gave rise to British as well as American Gothic traditions.

ENG 377B CX**THM: THE SHAKESPEARE EFFECT**

This course addresses the issue of literary adaptation. Using plays by Shakespeare as case studies, students will examine the way artists in different genres (including film, fiction, and musical theater) adapt and reimagine Shakespeare for different eras and audiences. Prerequisites: ENG 110 or W cornerstone.

ENG 379**INDEPENDENT STUDY: ENGLISH**

Prerequisites: consent of instructor.

ENG 380 CUX**LITERARY CRITICISM AND THEORY**

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

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 391A U
AMERICAN ROMANTIC FILM COMEDY

ENG 395 CEX
ENVIRONMENTAL LITERATURE

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

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

This is an advanced fiction writer's workshop for students interested in writing short stories or chapters of a novel. While the emphasis is on realistic fiction, students may choose to write in various genres such as science fiction, fantasy, or mystery. Students will also read and analyze stories by both established writers and accomplished student writers. Prerequisites: English 205 BX

ENG 410
ADVANCED JOURNALISM

A project-oriented seminar for long investigative projects. Prerequisites: None.

ENG 415A CDQ
BLACK WOMEN WRITERS

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 CDQ & WGS 415A CDQ. Prerequisites: ENG 110 or W cornerstone.

ENG 416 CGX
LIT & CULT OF EARLY TRANSATLANTIC WORLD

This very advanced course examines transatlantic literature (between Europe, Africa, and the Americas) during the seventeenth and eighteenth centuries (specifically, the period of the Enlightenment). Literature of this period reflected radical new social and political realities: 1) Globalization on the heels of the age of exploration 2) the exploitative side of this age and the slave trade 3) focus on writings by and about evolving gender roles. This is a

broad topics course that would allow various iterations. The emergence of new literary and cultural forms makes this an especially dynamic period. The study of literature of the period is likewise an especially rich frame for looking at this period because new genres emerged alongside new cultural and political forms

ENG 443

FOCUSED STUDY: ETHNIC AMERICAN LIT

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: ENG 110 or W cornerstone; a C-tag course or permission of the instructor'

ENG 443A CDQ

PASSING NARR: ETHNIC AM LITERATURE

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 questions surrounding discourses of difference, assimilation, and identity. Cross-listed with ETHS443A CDQ. Prerequisites: ENG 110 or W cornerstone

ENG 443B CDX

FOC STUD: ETHNIC AM STUDIES-SLAVERY

This course will examine a range of scenes of slavery as depicted in literary fiction, period accounts, historical documentation, photography and other imagery, and critical theory. This range of texts and images will reveal the lived experiences of slaves across time periods and different geographic locations. We will examine how slaves were transported to the Americas (particularly North America), how their enslavement was achieved materially and psychologically, how their bodies were treated and abused, how they were viewed by sympathizers and opponents of slavery, how the idea of slavery figured in debates about the establishment of the new United States, how they revolted and rebelled and how these rebellions were quashed, how they were controlled through legal and cultural circumscription, how they sought control of their own circumstances and destinies, how they sought escape and sometimes succeeded, and how they wrote accounts of their experiences in an effort to be heard. Prerequisite: ENG 110 or W cornerstone. Cross-listed with ETHS 443B CDX.

ENG 470

FOCUSED STUDY OF WORLD LITERATURE

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. Prerequisite: ENG 110 or W cornerstone

ENG 476

ADVANCED WRITING WORKSHOP

Directed study in the writing of various literary forms, such as the informal essay, nature writing, scriptwriting, genre fiction, the long poem, the novella, or other forms. Prerequisites: ENG 205 and either ENG 305 or 306, or consent of instructor.

ENG 477

SEMINAR IN LITERARY STUDIES

A special study of a literary period, figure, genre, or group, of some other special literary focus. Prerequisites: ENG 110 or W cornerstone, ENG 280, and a 300/400 level literature course.

ENG 478

INDEPENDENT STUDY - ENGLISH

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 Prerequisites: consent of instructor.

ENG 479**INDEPENDENT STUDY - ENGLISH**

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 Prerequisites: consent of instructor.

ENG 480**FOCUSED STUDY OF LITERARY CRITICISM**

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 STD LIT CRIT: CNTM GLOB FEM**

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. 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 or W cornerstone, and ENG 280.

ENG 481 3K**ADVANCED STUDIES IN ENGLISH**

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. Prerequisites: COR 2, ENG 110 or W cornerstone, 280, and completion/concurrent registration in an O tagged course.

ENG 489**INTERDISCIPLINARY STUDY**

An investigation combining two or more disciplines, such as gender and communication, Psycho-linguistics, or a course combining literature with philosophy, sociology, history, or one of the other arts. Prerequisites: None.

ENG 490**INTERNSHIP**

A planned and faculty-supervised program of work that utilizes skills learned in earlier English course work.

ENVS 101 1ER**SPIRITUALITY AND ECOLOGY**

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 102 1E

FOOD: YOU ARE WHAT YOU EAT

You really are what you eat. In this course students will set out on a journey to explore their relationship with food. The journey will take students on a tour of the Earth's atmosphere, soils, and waters; inside human cells to examine how food is utilized, and to remote corners of the globe to evaluate the far-reaching effects that food choices have on the planet. Connections with food are explored both within the local community and around the world. Decisions regarding what we eat every day have considerable effects on our health, the environment, and the well-being of those involved in the production, processing, and transportation of our food. Students will consider how food provisioning has changed throughout human history, how the rise of agriculture changed the way we feed ourselves, and what this has meant for human health and ecological systems. A personal exploration of how food shapes our lives and communities. (F) Prerequisites: This course is for first semester freshmen or freshmen transfer students.

ENVS 110 EPU

ENVIRONMENTAL ETHICS

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 SUST IN DOMINICAN STUDIUM

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 2ER

LIVING SUST IN DOMINICAN STUDIUM

The ENVS 201/202 sequence satisfies the 2, E, and R tags. To receive these tags, a student must enroll in and successfully complete both the fall and spring courses. If you wish to receive the tags for this sequence (which is set up as two separate courses), enroll in ENVS 201 (with no tags) at this time and ENVS 202 2ER in Spring. The tags will be added to your record after successful completion of ENVS 202 2ER in the Spring term.

ENVS 202 2ER

LIVING SUSTAINABLY IN DOM STUDIUM

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: RS 201. 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.

ENVS 203 E

DEBATING THE EARTH: POL PERS ON ENV

In the minds of many scientists and policymakers, there is ultimately no issue of greater importance 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 206 EV

NATURAL COMMUNITIES OF WISCONSIN

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

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

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

INTRO TO ENVIRONMENTAL SCIENCE

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 principles 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

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 E**DENDROLOGY: TREES & SHRUBS OF WISC**

A field course in the identification of trees, shrubs, and woody vines native to Wisconsin and the Great Lakes region as well as some of the common non-native horticultural and invasive species. Emphasis is on observation of plant characteristics permitting easy identification and discussion of the natural history, ecology, distribution, and human uses of each species. The course will also introduce students to basic forest ecology, management, and conservation principles, with emphasis on sustainable use of forests in the Great Lakes region and worldwide. Cross-listed with BIO 275 E.

ENVS 301 2E**ROOTS AND SHOOTS**

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. Prerequisite: Sophomore status.

ENVS 302 2E**DUMPSTER 2 ETERNITY: TRASH & CONSEQ**

This course strives to make visible the by-products of our daily lives, helping us see their travels once we throw them out. Are there alternatives to non-thinking consumption? Is the landfill really the best home for plastic bags? Do we really need all this packaging? What will our trash tell future researchers? As researchers and citizens, we will attempt to answer these questions through shared experiences, reading, and individual exploration. Prerequisite: sophomore status. (S)

ENVS 303 2E**YOU BIT IT, YOU BOUGHT IT: FOOD**

Every day, the dietary choices we make have consequences for us, our communities, the environment, and people across the globe. An examination of agriculture, the food industry, and advertising reveals the causes of numerous social problems for a culture over-fed yet under-nourished by the food we produce. Yet Dane County and Madison boast some of the most progressive food practices in the nation that we'll see first-hand. From CSAs to farmers' markets to the Feed Kitchen, Madisonians work hard to protect our foodshed.

ENVS 325**ENVIRONMENTAL ECONOMICS**

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**

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 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**

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**

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**PLTCS OF SPRWL: LND USE & TRNS PLCY**

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 450 E**ECOLOGY**

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**

An intensive 8-day exploration of permacultural 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**

An intensive 8-day exploration of permacultural 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**

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. 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**

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; ecospirituality. Prerequisites: SUST 650.

ENVS 469D**TOPICS: SOCIAL & ECON SUSTAINABILITY**

Prerequisites: None.

ENVS 469E**TOPICS: SUSTAINABILITY LDSP CAPSTONE**

Prerequisites: None.

ENVS 479**INDEPENDENT STUDY - ENVIRONMENTAL S**

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**

Independent research related to environmental studies to be completed in collaboration with a faculty member or researchers from other agencies. (F/S/SS) Prerequisite: consent of instructor.

ETHS 150A 1D**DIVERSE LANDSCAPES IN US CULTURE**

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. (F)

ETHS 150B 1D**RETHINKING THE BORDER: US IMMIGRANTS**

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 turns its gaze to the long US-Mexican border (understood both as a physical barrier between the two countries, but also a psychological reality) and the crucial role of Mexican immigrants in shaping the US, not only in the traditional 'borderlands' of California and the Southwest, but across the country. While we focus on the experiences of Mexican immigrants, we also give attention to the larger historical context of US immigration. Through an exploration of a range of immigrant expressions (songs, narratives, fiction, documentaries, interviews), this course examines the roles and contributions of Mexican and other immigrants in US history. Against the backdrop of an increasingly multicultural United States, we 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) come under attack. Prerequisites: This course is for first semester freshmen. (F)

ETHS 200 D**ED & IDENTITY IN PLURALISTIC SOCIETY**

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 200C 2D**ED & IDENTITY IN PLURALISTIC SOCIETY**

This course stresses the emphasis on students developing the knowledge, skills, and dispositions needed to work successfully in pluralistic classrooms and professional environments. It will integrate a community-based learning experience at the Lussier Community Center. Students will work with elementary or middle school youth in an after school enrichment program called LEAP 2 College, the goals of which are to better prepare students who are traditionally under-represented in higher education for college access and success. Students who enroll in this course must be available to volunteer at Lussier from 3:30-5:00pm on either Tuesdays or Thursdays. LEAP 2 College gives students the opportunity to build relationships with youth and provides a lens through which to understand the implications of individual and institutional discrimination on achievement and college access. Students will learn to be responsive to the cultural contexts of communities and the dynamics of difference. They will use their understanding of the past and present to inform their professional practice, and consider their role in working for the building of a more just and compassionate world in the face of complexity. Course meets Wisconsin DPI American Indian Tribes requirement, and has a primary emphasis on Wisconsin Teacher Standards 3, 6, 9, and 10. Prerequisite: COR 1 and sophomore standing. (F/S) Cross-listed with ETHS 200C 2D.

ETHS 201 DJ**INTRODUCTION TO ETHNIC STUDIES**

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. (F/S) Prerequisites: None.

ETHS 204 DH**SOCIAL MOVEMENTS IN AMERICAN HISTOR**

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**

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**

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 and 21st century texts that 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. Prerequisites: ENG 110 or W cornerstone.

ETHS 250**THEMES AND ISSUES IN ETHNIC STUDIES**

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**

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. Cross-listed with ENG 260A CDX. Prerequisites: ENG 110 or W cornerstone.

ETHS 250C CD**FAULKNER&MORRISON: SLAVERY'S LEGACY**

Very few important American writers have considered slavery and its legacies in American culture with the intensity and originality of William Faulkner and Toni Morrison. Their novels and stories span the nineteenth and twentieth centuries to show how the effects of slavery haunted later generations up to the present day. This course examines these two writers within a rich context of secondary readings to provide rich historical, cultural, and theoretical contexts. Students will learn how to interpret themes of race and ethnicity in strong literary and socio-historical contexts. The course will focus particularly on how course readings reflect the legacies of slavery in U.S. culture. Cross-listed with ENG 250B CD.

ETHS 250D CDX**THEMES: MULTI-ETHNIC GRAPHIC NOVEL**

This course is designed to introduce to students to 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 ESL & BILINGUAL EDUC

This course introduces students to the historical, political, and social issues that contributed to the formulation of local, state, and federal educational policies for linguistically and culturally diverse students. The aspects of language acquisition theories as they relate to specific program models are included through a prism of cultural and linguistic relevant pedagogy and educational empowerment through family and community engagement. Cross-listed with ED 262. Prerequisites: Preliminary Entry to Teacher Education.

ETHS 264 ADU

MULTICULTURAL ART IN THE USA

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

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 Hmongs. 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 271B H

TOPIC: AFRICAN AMERICANS AND FILM

The course examines the portrayals of African Americans in Cinema/TV over the past century. Students will also become well-versed in African American history as a whole to better contextualize the films they study in the semester. In addition, the course seeks to demonstrate the continuity and change in African American history and in Hollywood's portrayal of Black people. For instance, how did African Americans respond to the depiction of Blacks in *Birth of a Nation* and *Shaft*? How (and why) has Hollywood shifted its portrayal of people of color over the years? Finally, this course will emphasize the differences between primary and secondary documents as well as the pros and cons that each may have for students of history.

ETHS 301 BD**TAP DANCE: TECHNIQ & CULT PERSPECTIV**

This course, for students with little or no knowledge of tap dance, spans the development and place of the form from its early roots in the Americas of 1600 to the present. It combines pedagogical study of the multi-cultural elements of this art from participatory studio work to build basic understanding of music, movement and cultural sensitivity. An American hybrid art form, the course illuminates the intersection of history and culture.

ETHS 309 D**RACE & ETHNICITY**

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**

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**

This course offers a study of selected works of various genres 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 ENG 325A. Prerequisites: ENG 110 or W cornerstone

ETHS 344 DQR**WOMEN AND MULTICULTURAL THEOLOGIES**

How do women theologians from diverse racial and ethnic backgrounds understand and discuss God, Jesus, Human Beings, the Bible, Spirituality, Ecology and the Roles of Women in religion and society today? How do North American women "do theology" in their African-American, Latina, Native American, Asian-American, Euro-American and/or socio-economic contexts? What kinds of theology are women theologians in Latin America, Asia and Africa doing? In what ways do race, ethnicity, gender, class, sexuality, and nation shape the formation and development of Christian feminist theologies? From multicultural perspectives, this course explores the questions, experiences, values, concerns, and challenges that women bring to the understanding and practice of Christian faith and its implications for building a more just and compassionate world. Prerequisites: I-, T-, and W- tags or their equivalents. Cross-listed with ETHS 344 DQR.

ETHS 359 D**AFRICAN AMERICAN HISTORY**

African American history from the beginning of the African Diaspora to the present. Cross-listed with HIST 359 D. Prerequisites: None.

ETHS 362 ADX**NATIVE AMERICAN ART**

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 382 D

TOPICS: MULTICULTURAL COUNSELING

In this course we will focus on the theories, ethics, and issues related to counseling within a multicultural context. Working effectively with diverse clients requires self-awareness, the skills for successful interaction, and knowledge of information specific to various cultures/populations, and the ability to engage in a relationship with those from other cultures/populations. Implications of cultural ethnic, geographic, and sexual diversity are considered as they relate to developing a multicultural perspective in studying and understanding human behavior, as well as its application in professional settings. Prerequisite: PSY 101 J or consent of the instructor. Cross-listed with PSY 382 D.

ETHS 390 KU

THEORIES & METHODS IN ETHNIC STUDIES

How has "race" been explained and explored by different disciplines? What new conceptual and interpretive approaches have been developed in ethnic studies? This course provides an advanced 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. The course also provides students with various skills, approaches, and strategies for research on race and ethnicity. Prerequisites: ETHS 201 and junior standing.

ETHS 401

TOPICS IN ETHNIC STUDIES

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

In this course we will focus on the theories, ethics, and issues related to counseling within a multicultural context. Working effectively with diverse clients requires self-awareness, the skills for successful interaction, and knowledge of information specific to various cultures/populations, and the ability to engage in a relationship with those from other cultures/populations. Implications of cultural ethnic, geographic, and sexual diversity are considered as they relate to developing a multicultural perspective in studying and understanding human behavior, as well as its application in professional settings. Prerequisite: PSY 101 J or consent of the instructor. Cross-listed with PSY 382 D.

ETHS 415A CDQ

BLACK WOMEN WRITERS

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 & WGS 415A CDQ. Prerequisites: ENG 110 or W cornerstone.

ETHS 430B

TOPICS: AFRO-AMERICAN COMMUNITIES

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**PASSING NARR: ETHNIC AM LITERATURE**

This course will examine a range of scenes of slavery as depicted in literary fiction, period accounts, historical documentation, photography and other imagery, and critical theory. This range of texts and images will reveal the lived experiences of slaves across time periods and different geographic locations. We will examine how slaves were transported to the Americas (particularly North America), how their enslavement was achieved materially and psychologically, how their bodies were treated and abused, how they were viewed by sympathizers and opponents of slavery, how the idea of slavery figured in debates about the establishment of the new United States, how they revolted and rebelled and how these rebellions were quashed, how they were controlled through legal and cultural circumscription, how they sought control of their own circumstances and destinies, how they sought escape and sometimes succeeded, and how they wrote accounts of their experiences in an effort to be heard. Prerequisite: ENG 110. (S) Cross-listed with ENG 443B CDX.

ETHS 443B CDX**FOC STUD: ETHNIC AM STUDIES-SLAVERY**

This course will examine a range of scenes of slavery as depicted in literary fiction, period accounts, historical documentation, photography and other imagery, and critical theory. This range of texts and images will reveal the lived experiences of slaves across time periods and different geographic locations. We will examine how slaves were transported to the Americas (particularly North America), how their enslavement was achieved materially and psychologically, how their bodies were treated and abused, how they were viewed by sympathizers and opponents of slavery, how the idea of slavery figured in debates about the establishment of the new United States, how they revolted and rebelled and how these rebellions were quashed, how they were controlled through legal and cultural circumscription, how they sought control of their own circumstances and destinies, how they sought escape and sometimes succeeded, and how they wrote accounts of their experiences in an effort to be heard. Prerequisite: ENG 110 or W cornerstone. Cross-listed with ENG 443B CDX.

ETHS 479**INDEPENDENT STUDY - ETHNIC STUDIES**

An in-depth exploration of an ethnic studies topic. Ethnic Studies program approval and supervision required. (Consent of Instructor) (F/S/SS) Prerequisites: consent of instructor.

ETHS 480**INTEGRATIVE SEMINAR IN ETHNIC STUDI**

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**INTG SEM: IMMIGRANT NARRATIVES**

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 3D**FREEDOM RIDES: CIV RIGHTS&BLACK PWR**

In this course students will learn about the freedom struggle in the North, so that they can better understand that the Movement--and racism--was and is not confined to the American South but that places such as Milwaukee, Chicago, Indianapolis and Detroit all witnessed very turbulent freedom movements in the 1960s and 1970s. In addition to lectures, discussions, films, and guest lectures, a big portion of this course will center around our "Freedom Rides" throughout the North during fall break. We will travel to all the aforementioned cities, visiting important places from the Civil Rights era, as well as listening to veterans of that struggle. Prerequisite: junior standing and consent of the instructor.

ETHS 480C 2DP**INTEGRATV SEM: PHILOSOPHY OF MLK JR**

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 SEM: CHALLENGE OF ISLAM**

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**INT SEM: BRIDG BORDERS: US/MEX IMG 1**

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, COR 1

ETHS 480E 2DG**INT SEM: BRIDG BORDERS: US/MEX IMG 1**

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.

ETHS 480F 2DG**INT SEM: BRIDG BORDERS: US/MEX IMG 2**

The ETHS 480E/480F sequence satisfies the 2, D, and G tags. To receive these tags, a student must enroll in and successfully complete both the fall and spring courses. If you wish to receive the 2, D, and G tags for this sequence (which is set up as two separate courses), enroll in ETHS 480E at this time and ETHS 480F 2DG in the Winterim 2014 term (registration is also open now). The tags will be added to your record after successful completion of ETHS 480F 2DG in the Winterim term.

ETHS 480H

INTEGR SEM: LIBERATION THEOLOGY I

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. Cross-listed with RS 308. Prerequisites: COR 1 or equivalent, Junior standing

ETHS 480H 2DR

INTEGR SEM: LIBERATION THEOLOGY I

The ETHS 480H/ETHS 480I sequence satisfies the 2, D, and R tags. To receive these tags, a student must enroll in and successfully complete both the fall and spring courses. If you wish to receive the 2, D, and R tags for this sequence (which is set up as two separate courses), enroll in ETHS 480H at this time and ETHS 480I 2DR in Spring. The tags will be added to your record after successful completion of ETHS 480I 2DR in the Spring term.

ETHS 480I 2DR

INTEGR SEM: LIBERATION THEOLOGY II

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; ETHS 480H.

ETHS 480J 2D

NATIVE AMERICAN SPIRITUALITY

An experiential and community-based survey of native religious traditions, exploring the breadth and depth of spiritual expression among native people in North America, with particular emphasis on the Anishinabe bands of Wisconsin. Important themes include sacred landscapes, mythic narratives, oral histories, communal identities, tribal values, elder teachings, visionary experiences, ceremonial practices, prayer traditions, and trickster wisdom. This course includes significant engagement in Native American communities. Prerequisites: COR 1 or equivalent, I, T, and W tags. Cross-Listed with RS 351 2D

ETHS 481 GQU

CONTEMPORARY GLOBAL FEMINISMS

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 WS 480. Prerequisites: ENG 110 and ENG 280.

ETHS 490 X
SENIOR SEMINAR IN ETHNIC STUDIES

In this capstone research seminar, graduating majors and minors will be guided to examine a significant issue in the critical study of race and ethnicity and complete an intermediate-length research paper, integrating the theories and methods from prior Ethnic Studies coursework and reflecting knowledge and approaches from more than one Ethnic Studies-related field. In guiding students throughout the research and writing process, the seminar seeks to enhance their abilities not only to analyze, evaluate, and synthesize published primary and secondary research but also to conduct firsthand research and contribute to the public and academic discourses on the issue. At the same time, the course invites students to examine the ethical implications of their research, especially its impact on communities of color and the power relations between the researcher and the researched, and to forge connections among academic inquiry, advocacy, and social change. Prerequisites: Senior standing, ETHS 390, 495A, and 495B or consent of the instructor.

ETHS 495A 3
ETHNIC STUDIES INTERNSHIP SEMINAR

The internship seminar examines and reflects on the knowledge, skills, and experiences acquired from internship settings. Integrating the Ethnic Studies Program goals, the General Education COR guiding questions, and the internship experience, the course explores the following key questions: What does the internship mean to one's studies as an Ethnic Studies major/minor and one's intended profession? What are the ethical implications of interning or working at a site that serves primarily communities of color? In what ways do race, ethnicity, gender, sexuality, and class intersect and shape power relations in the internship setting, and what is the student intern's social location in the setting? What are the unique needs and contributions of the historically marginalized racial and ethnic groups and the new (im)migrant populations in our communities? How does the internship deepen one's understanding of one's own gifts, values, and commitments in building a just, compassionate world? Prerequisites: Junior standing, ETHS 201 DJ, concurrent registration in ETHS 495B or an internship course in a related field, and COR II.

ETHS 495B
ETHNIC STUDIES INTERNSHIP

The internship offers Ethnic Studies majors and minors firsthand knowledge, skills, and experiences related to ethnic studies. Students will work in a setting that serves racially and ethnically diverse populations, and internships will be available through sites approved by the Ethnic Studies Program. Majors are required to complete a minimum of three credits, or eight hours per week throughout the semester for a total of 120 hours. Prerequisites: Junior standing, ETHS 201, concurrent enrollment in ETHS 495A, and consent of instructor.

FREN 101 L
1ST SEMESTER FRENCH

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. (F) Prerequisites: None.

FREN 102 L
2ND SEMESTER FRENCH

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. (S) Prerequisites: FREN 101 or appropriate placement for FREN 102 (online placement testing available).

FREN 201 GL
3RD SEMESTER FRENCH

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

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-building activities, vocabulary and structures presented in a culturally authentic context. (S) Prerequisites: FREN 201 or appropriate language placement (online placement test available).

FREN 279
INDEPENDENT STUDY - FRENCH

Given with the consent of the instructor. Prerequisites: consent of instructor.

FREN 312 G
CONVERSATION & COMPOSITION

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
WRITTEN & ORAL COMMUNICATION

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. (F) Prerequisites: Fourth semester French or appropriate language placement.

FREN 314 G
LANGUAGE IN THE MEDIA

French 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, newspaper 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. (F) Prerequisites: French 202, correct language placement or equivalent.

FREN 316 G
LANGUAGE & THE FRANCOPHONE WORLD

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

The course surveys the rich cultural traditions of the French-speaking world as well as examining the ethnic, racial, linguistic, and religious diversities of the immigrant populations in present-day France. It is aimed to develop cultural competency and student understanding of "la Francophonie" i.e. French-speaking countries and regions, and study the diversity of contemporary French society through cultural readings, films, documentaries, and music. It also investigates France's relationship with its former colonies and its role in the global context. (S) Prerequisites: Fourth semester French or appropriate language placement.

FREN 333 G
FILM & SOCIETY

A study of French and Francophone films as a reflection of culture. Using the cultural lens of French cinema, the course surveys the evolution of French society through different historical periods. It looks at various cross-sections of French society in their past forms and current status and focus on diverse social structures and the interplay of power, politics, and privilege that shape and define them. (S) Prerequisites: Fourth semester French or appropriate language placement.

FREN 379
INDEPENDENT STUDY - FRENCH

Given with the consent of the instructor. Prerequisites: consent of instructor.

FREN 380
SPECIAL TOPICS

A course which will meet the specialized needs of intermediate students - e.g., literature, culture or language. Prerequisites: None.

FREN 412
ADVANCED CONVERSATION & COMPOSITION

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. (F) Prerequisites: None.

FREN 413
ADV WRITTEN & ORAL COMMUNICATION

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. (F) Prerequisites: None.

FREN 414**LANGUAGE IN MEDIA: ADVANCED**

Advanced practice of written and oral communication through cultural readings. Offered as a study of language and culture communicated through the mass media. (F) Prerequisites: None.

FREN 416 G**ADV LANG & THE FRANCOPHONE WORLD**

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. (F) Prerequisites: Successful completion of a 3rd year French language class.

FREN 428 CG**INTRO FRENCH LIT: MID AGES-REVOLUT**

French 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. (S) Prerequisites: French 202, correct placement or equivalent.

FREN 429 CG**INTRO TO FRENCH LIT: 19TH-20TH CENT**

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. (S) Prerequisites: Fourth semester college French or equivalent placement.

FREN 430**PHONETICS**

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: Advanced placement.

FREN 431 GH**FRENCH CIVILIZATION**

This course is a survey of French history and cultural evolution from Preroman Gaul to present day (post WWII) France. (S) Prerequisites: 4th semester college French or equivalent placement.

FREN 437A CGQ**LIT MOVTS OF MOD FRANCE: WMN WRITER**

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 féminine." 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. (S) Prerequisites: 4th semester French, appropriate language placement, or equivalent.

FREN 438 CG
FRANCOPHONE LITERATURE

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). (S) Prerequisites: Completion of FREN 202, appropriate language placement, or equivalent.

FREN 459F
TCH FOREIGN LANGUAGE ELEM/MID/SEC

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: Consent of instructor

FREN 479
INDEPENDENT STUDY - FRENCH

Given with the consent of the instructor. Prerequisites: consent of instructor.

FREN 480
SPECIAL TOPICS

A course which would meet specialized needs of advanced students - e.g., literature, language or culture. Prerequisites: None.

GEOG 265 E
ENVIRONMENTAL CONSERVATION

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

This course is intended for students in the social sciences and education who are interested in the inter-relationships between Wisconsin's physical environment and its people. Topics will include physiographic history, landscape regions, landscape morphology, climate, natural vegetations, and soils, among other things. (F)

GEOG 279
INDEPENDENT STUDY - GEOGRAPHY

Consent of Instructor. Prerequisites: consent of instructor.

GEOS 101 1EV
ALL ABOUT WATER

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.

GEOS 102 S
INTRO TO EARTH SCIENCE

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

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

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 121 1V
CLIMATE AND CLIMATE CHANGE

This course explores the science of climatology and climate change. Students will learn about earth systems and how they interact to produce climate. Course topics include earth's energy budget, the greenhouse effect, the carbon cycle, El Nino, ocean circulation, the science and politics of global warming and climate change impacts on North America. Students will study what causes climate to change across different time scales and how those factors interact; how climate has changed in the past; how scientists use models, observations and theory to make predictions about future climate; and the possible consequences of climate change for our planet. The course explores evidence for changes in ocean temperature, sea level, the reduction of glaciers, sea ice coverage, and acidity due to global warming. Students will learn how climate change today is different from past climate cycles and how climate change can be documented through satellites and other technologies. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic and environmental consequences of climate change. (F)

GEOS 203 S
HISTORICAL GEOLOGY

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

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.

GEOS 210 E
NATIONAL PARKS GEO AND PRESERVATION

The course uses National Parks to learn about geological features and the processes that form them, as well as society's need to preserve such features and make them accessible to the public. A site is established as a national park, monument, seashore, or other element of the National Park Service because it displays a special aspect of the cultural or national history of the United States. The mission of the National Park Service is to protect such features and make them accessible to the public. Geological features are an important part of this heritage, not only because they help us understand Earth's history, but also because they are landscapes upon which our country's cultural and natural history take place. The course includes required travel over the Fall Break period.

GEOS 292
GEOSCIENCE EXCURSIONS

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

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

Independent study of selected topics in the earth sciences developed by the student with the approval and direction of the instructor. Prerequisite: consent of instructor. Prerequisites: consent of instructor.

GEOS 469
SPECIAL TOPICS IN GEOSCIENCE

Advanced study of topics of special current interest in geoscience and related fields. Seminar/discussion format.

GEOS 479
INDEPENDENT STUDY - GEOSCIENCE

Independent study of selected topics in the earth sciences developed by the student with the approval and direction of the instructor. (Prerequisite: consent of the instructor) Prerequisites: consent of instructor.

**GEOS 480 K
GEOSCIENCE SEMINAR**

A seminar for upper-level geoscience-related 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 geoscience literature. One seminar-format meeting per week.

**GEOS 489
UNDERGRADUATE RESEARCH**

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.

**GS 101 GU
INTRODUCTION TO GLOBAL STUDIES**

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 LATIN AMER STUDIES**

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**

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. (F, odd years) Prerequisites: This course is for first semester freshmen or freshmen transfer students.

**GS 211
LATIN AMERICAN WOMEN**

This course is a survey of the key epochs, movements, and issues in the social history of Latin American women. With emphasis on the contemporary era, we will study their struggles and contributions, along with political, economic, and social factors impacting women's lives. Also there will be analysis of the rich diversity of culture, class, race, and ethnicity.

**GS 235 AGQ
WOMEN IN WORLD CINEMA**

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 270**INTL SERVICE LEARNING IN CAMBODIA**

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 in Cambodia. There is classroom instruction before travel and then post-travel activities and presentations. (F) Prerequisites: COR 1 or equivalent, open to second or third year students or sophomore and above transfers. Must register for GS 271 2G. The GS 270/271 sequence satisfies the 2 and G tags. To receive these tags, a student must enroll in and successfully complete both courses. The tags will be added to your record after successful completion of GS 271 2G.

GS 270 2G**INTL SERVICE LEARNING IN CAMBODIA**

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 in Cambodia. There is classroom instruction before travel and then post-travel activities and presentations. (F) Prerequisites: COR 1 or equivalent, open to second or third year students or sophomore and above transfers. Must register for GS 271 2G. The GS 270/271 sequence satisfies the 2 and G tags. To receive these tags, a student must enroll in and successfully complete both courses. The tags will be added to your record after successful completion of GS 271 2G.

GS 271 2G**INTL SERVICE LEARNING IN CAMBODIA**

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 in Cambodia. There is classroom instruction before travel and then post-travel activities and presentations. (S) Prerequisites: GS 270; open to second or third year students or sophomore and above transfers.

GS 340**ITALY TO MAD: ART & CULTR GLOB CNTX**

This interdisciplinary and experiential course consists of two parts: the first conducted in weekly meetings during the spring semester and the second in Rome and Urbino, Italy during May. The first part of the course will offer an integrative introduction to the arts (including but not limited to, theatre, visual arts, architecture, literature, and music) from the ancient Romans, to the Renaissance, to the present. Our goal will be to analyze and study how inherently linked the arts and their shared histories are to one another, and to analyze and study how they have always been connected with issues of human life, from ancient time to our contemporary world.

GS 340 2G**ITALY TO MAD: ART & CULTR GLOB CNTX**

This interdisciplinary and experiential course consists of two parts: the first conducted in weekly meetings during the spring semester and the second in Rome and Urbino, Italy during May. The first part of the course will offer an integrative introduction to the arts (including but not limited to, theatre, visual arts, architecture, literature, and music) from the ancient Romans, to the Renaissance, to the present. Our goal will be to analyze and study how inherently linked the arts and their shared histories are to one another, and to analyze and study how they have always been connected with issues of human life, from ancient time to our contemporary world.

GS 341 2G**ITALY TO MAD: ART & CULR GLOB CNTX**

This interdisciplinary and experiential course consists of two parts: the first conducted in weekly meetings during the spring semester and the second in Rome and Urbino, Italy during May. The first part of the course will offer an integrative introduction to the arts (including but not limited to, theatre, visual arts, architecture, literature, and music) from the ancient Romans, to the Renaissance, to the present. Our goal will be to analyze and study how

inherently linked the arts and their shared histories are to one another, and to analyze and study how they have always been connected with issues of human life, from ancient time to our contemporary world.

GS 350

GLOBAL CITIZENSHIP: LT STUDY ABROAD

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; submitted application for a study abroad program. The GS 350/351 sequence satisfies the 2 and G tags. To receive these tags, a student must enroll in and successfully complete both courses. The tags will be added to your record after successful completion of GS 351 2G.

GS 350 2G

LONG-TERM STUDY ABROAD: COR 2

The GS 350/351 sequence satisfies the 2 and G tags. To receive these tags, a student must enroll in and successfully complete both the fall and spring courses. If you wish to receive the 2 and G tags for this sequence (which is set up as two separate courses), enroll in GS 350 at this time and GS 351 2G in Spring 2014. The tags will be added to your record after successful completion of GS 351 2G in the Spring term.

GS 351 2G

GLOBAL CITIZENSHIP: LT STUDY ABROAD

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 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: open to second or third year students or sophomore and above transfers; GS 350; submitted application for a study abroad program.

GS 370

LONDON: THEATER AND ART HISTORY

This interdisciplinary, experiential course consists of two parts: GS 370 conducted in weekly meetings during the Fall semester and GS 371 2AG in London, England, during the Winterim term. This 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, and will present this research to the class. Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers. No online registration. Students must apply and be accepted into the course in order to be approved for registration. Students must successfully complete both GS 370 (Fall) and GS 371 (Winterim) in order to receive the 2, A and G tags for this sequence. (F, odd years; W, even years)

GS 370 2AG

LONDON: THEATER AND ART HISTORY

The GS 370/371 sequence satisfies the 2, A, and G tags. To receive these tags, a student must enroll in and successfully complete both the fall and spring courses. If you wish to receive the 2, A, and G tags for this sequence (which is set up as two separate courses), Enroll in GS 370 at this time and GS 371 for the Winterim term (registration is also open now). The tags will be added to your record after successful completion of GS 371 in the Winterim term.

GS 371 2AG

LONDON: THEATER AND ART HISTORY

The two-week study tour to London is a continuation of GS 370. It 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 for course participants to explore London and its surrounds on their own will round out the travel component of the course. Prerequisites: GS 370. No online registration. Students must apply and be accepted into the GS 370 course in order to be approved for registration. Students must successfully complete both GS 370 (Fall) and GS 371 (Winterim) in order to receive the 2, A and G tags for this sequence. (F, odd years; W, even years)

GS 379

GLOBAL STUDIES INDEPENDENT STUDY

A program of independent reading/research, given with the consent of the instructor. Prerequisites: None.

GS 380

EL SALVADOR: THE LAND AND THE PEOPLE

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 during Winterim with associated costs. (F, even years) Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers. Must register for GS 381 2G. The GS 380/381 sequence satisfies the 2 and G tags. To receive these tags, a student must enroll in and successfully complete both the fall and spring courses. Enroll in GS 380 for fall and GS 381 2G for spring. The tags will be added to your record after successful completion of GS 381 2G in the spring term.

GS 380 2G

EL SALVADOR: THE LAND AND THE PEOPLE

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 during Winterim with associated costs. (F, even years) Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers. Must register for GS 381 2G. The GS 380/381 sequence satisfies the 2 and G tags. To receive these tags, a student must enroll in and successfully complete both the fall and spring courses. Enroll in GS 380 for fall and GS 381 2G for spring. The tags will be added to your record after successful completion of GS 381 2G in the spring term.

GS 381 2G

EL SALVADOR: THE LAND AND THE PEOPLE

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 during Winterim with associated costs. (S, even years) Prerequisites: open to second or third year students or sophomore and above transfers; GS 380.

HI 479

INDEPENDENT STUDY - HUMAN ISSUES

This course is a one- or two-semester independent study for a total of three credits involving planning, implementation, and presentation of students' work. Regular meetings with a Human Issues advisor, staff, and/or other students may be an expectation. Prerequisites: consent of instructor.

HIST 108 H

MEDIEVAL EUROPE

A survey of the history of Europe during the medieval period. Prerequisites: None.

HIST 110 H

BEGINNINGS OF MODERN EUROPE

A survey of the history of Europe from 1500 to the French Revolution. Prerequisites: None.

HIST 111 GH

EAST ASIAN HISTORY

An examination of selected developments, themes and issues in the history of East Asia. Prerequisites: None.

HIST 115 H

EUROPE & THE WORLD

A survey of the history of Europe from the French Revolution to the present. Prerequisites: None.

HIST 117 GH

HISTORY OF MODERN CHINA

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

World history since 1500, with emphasis on the global nature of historical changes. Prerequisites: None.

HIST 131 H

AMERICAN HISTORY I

A survey of the history of the US from pre-Columbian times to the Civil War. Prerequisites: None.

HIST 132 H

AMERICAN HISTORY II

A survey of the history of the U.S. from post-Civil War to the present. Prerequisites: None.

HIST 204 DH

HISTORY OF AMER SOCIAL MOVEMENTS

A survey of US social movements, with emphasis on post WWII movements. Prerequisites: None.

HIST 207 H

RECENT UNITED STATES HISTORY

A survey of Post World War II American History. Prerequisites: None.

HIST 211 H

HIST GERMNY FRM UNIFCTN TO NAZIFCTN

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**

Transformation of Japan from a feudal to a post-industrial society and global economic power. Prerequisites: None.

**HIST 238
AMERICAN LABOR HISTORY**

Emphasis will be placed on understanding how working people shaped developments in U.S. history. (Varies)
Prerequisites: None.

**HIST 240 H
THE MIDDLE EAST**

A survey of the history of the Middle East from 1900 to the present. Prerequisites: None.

**HIST 249 GH
HISTORY OF US & EAST ASIAN RELATNS**

A course that studies US and East Asian relations since the 19th century. Prerequisites: None.

**HIST 251 2DH
ASIAN AMERICAN EXPERIENCE**

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**

Selected issues varies by topic. Prerequisites: None.

**HIST 284 GH
HIST OF PEOPLE'S REPUBLIC OF CHINA**

A study of the history of the People's Republic of China since 1949. Prerequisites: None.

**HIST 295
PROSEM:HISTORIANS-/IOGRAPHY/METHOD**

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)**

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 310A 2GH
CHINA TRADITION & TRANSFORMATION(A)**

The HIST 310A/B sequence satisfies the 2, G, and H tags. To receive these tags, a student must enroll in and successfully complete HIST 310A in the Spring and HIST 310B 2GH in the summer. If you wish to receive the 2, G, and H tags for this sequence (which is set up as two separate courses), enroll in HIST 310A in the Spring term and HIST 310B 2GH in the Summer term. The tags will be added to your record after successful completion of HIST 310B 2GH.

HIST 310B 2GH**CHINA TRADITION & TRANSFORMATION (B)**

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**

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**

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**

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**

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**

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**

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 3D**FREEDOM RIDES: THE CIVIL RIGHTS ERA**

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 ETHS 480B. Prerequisite: Instructor Consent.

HIST 362**19TH CENTURY AMERICAN HOMOPHOBIA**

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**

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

General survey course of WWII from 1930s until 1945. Prerequisites: None.

HIST 390A
CHINA: TRADITION&TRANSFORMATION (A)

This is the first of a two-semester course sequence studying Chinese history and contemporary issues. It examines the impact of China's cultural tradition in current Chinese society and the force of change that has challenged Chinese tradition. The main theme of the course is Confucian culture and Chinese reform. Specifically, students will investigate how the Confucian tradition has shaped Chinese society and impacted all facets of Chinese life, and how these values have influenced the pattern of Chinese modernization as they are simultaneously challenged and reshaped by China's recent transformations.

During the Spring semester, the class is designed to introduce Chinese history and culture and to prepare students for the field study in Summer. Prerequisites: COR 1 and 2.

HIST 390A 3GH
CHINA: TRADITION&TRANSFORMATION (A)

The HIST 390A/B sequence satisfies the 3, G, and H tags. To receive these tags, a student must enroll in and successfully complete HIST 390A in the Spring and HIST 390B 3GH in the summer. If you wish to receive the 3, G, and H tags for this sequence (which is set up as two separate courses), enroll in HIST 390A in the Spring term and HIST 390B 3GH in the Summer term. The tags will be added to your record after successful completion of HIST 390B 3GH.

HIST 390B 3GH
CHINA: TRADITION&TRANSFORMATION (B)

This is the second of a two-semester course sequence studying Chinese history and contemporary issues. It examines the impact of China's cultural tradition in current Chinese society and the force of change that has challenged Chinese tradition. The main theme of the course is Confucian culture and Chinese reform. Specifically, students will investigate how the Confucian tradition has shaped Chinese society and impacted all facets of Chinese life, and how these values have influenced the pattern of Chinese modernization as they are simultaneously challenged and reshaped by China's recent transformations.

The Summer portion of the course consists of a short period of on-campus preparation, an on-site nearly 3-week study in China, and the completion of individual projects after our return to campus. Prerequisites: COR 1 and 2.

HIST 400A
SELECT ISSUES IN EUROPEAN HISTORY

A study of the historiography of significant individuals, movements or groups in European History. Topics vary. Prerequisites: HIST 295 and junior standing.

HIST 400B
SELECT ISSUES IN AMERICAN HISTORY

A study of the historiography of significant individuals, movements or groups in American History. Topics vary. Prerequisites: HIST 295 and junior standing.

HIST 400C
SELECT ISSUES IN EAST ASIAN HISTORY

A study of the historiography of significant individuals, movements or groups in East Asian History. Topics vary. Prerequisites: HIST 295 and junior standing.

HIST 401
SEMINAR

Prerequisites: HIST 295 and junior standing.

HIST 401A
RESEARCH PAPER IN EUROPEAN HISTORY

Discuss and write a major research paper. Prerequisites: HIST 295, 400A, and junior standing.

HIST 401B
RESEARCH PAPER IN AMERICAN HISTORY

Discuss and write a major research paper. Prerequisites: HIST 295, 400B, and junior standing.

HIST 401C
RESEARCH PAPER IN E. ASIAN HISTORY

Discuss and write a major research paper. Prerequisites: HIST 295, 400C, and junior standing.

HIST 459
TCHNG HISTORY & SOC STUDIES-MID/SCH

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

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) Prerequisites: consent of instructor.

HIST 479A
INDEPENDENT STUDY - EUROPEAN HISTOR

Prerequisites: consent of instructor.

HIST 479B
INDEPENDENT STUDY - U.S. HISTORY

Prerequisites: consent of instructor.

HIST 479C
INDEPENDENT STUDY - EAST ASIAN HIST

Prerequisites: consent of instructor.

HS 300
METHODS OF HUMAN SERVICES I

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

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

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

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

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

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..

IC 090

LEARNING STRATEGIES

Prerequisites: None.

IC 101

FORUM:

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

Prerequisites: None.

IC 105

CRITICAL THINKING, WRITING & READING

Prerequisites: None.

IC 110

ACADEMIC SUCCESS

This course is designed to develop and improve academic-related skills in the beginning college student. Students explore the various behaviors and use of resources associated with student success and practice, numerous study skills techniques such as goal setting, test-taking, concentration, and learning styles. In addition, the course has a special focus on critical thinking, attitude, and motivation. Students will learn how to change their approach to learning in the classroom and through independent study.

IC 112**COLLEGE SUCCESS**

This course is designed to develop and improve academic-related skills for beginning college students. Students explore the various behaviors and use of resources associated with student success and practice, numerous study skills techniques such as goal setting, test taking, concentration,, and learning styles. In addition, the course has a special focus on critical thinking, attitude, and motivation. Students will learn how to change their approach to learning in the classroom and through independent study.

IC 112A**COLLSUCCESS: DEVELOPMENTAL WRITING**

This course provides effective methods to organize and write competent sentences and paragraphs for college essays. As part of the learning process, this course reviews the basic skills of spelling, punctuation, and capitalization.

IC 112B**COLLEGE SUCCESS: ORGANIZATION**

This course provides evidence-based coaching models that help students improve their academic performance. The course presents strategies for self-reliance in time and task management, planning and impulse control.

IC 112C**COLLEGE SUCCESS: TECHNOLOGY**

This course is technology-rich experience that incorporates computer applications, assistive technology, and mobile devices that can be used for organizing college coursework. Students will learn to use the most up to date speech to text writing applications and read out loud devices.

IC 112D**COLLEGE SUCCESS: STUDY SKILLS**

This course provides proven strategies on how to study smarter in college. This course provides hands on activities for the best ways to improve concentration and memory. Students will learn how to read difficult chapters, highlight key content and retain information.

IC 150**FOUNDATIONS SEMINAR**

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**

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**

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**

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**

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 279**INDEPENDENT STUDY - INSTITUTIONAL****IC 401****HONORS SCHOLARSHIP**

For students engaged in Honors contract work. Course is pass/fail Prerequisites: Consent of Honors Director Required.

IC 405**JOB SEARCH STRATEGIES FOR JRS/SRS**

Learn, develop and practice skills essential for finding employment that matches the student's interests and values. Develop professional goals. Prerequisites: Junior or Senior standing.

IC 800**ETHICS**

This course examines ethical issues in the practice of professions in public life. Significant issues such as justice, honesty, and respect for persons are examined in study and dialogue as they emerge in human experience. Philosophical and religious perspectives regarding ethics are considered. Prerequisites: None.

IC 850**STUDIES IN CHANGE**

This course is designed to develop an understanding of personal, social, and organizational change. Such issues as personal commitment, social conditions, and technological developments are examined as they impact on personal, social and institutional situations. Research strategies provide opportunities to strengthen logical thinking, analysis of evidence and written expression. Prerequisites: None.

ITAL 101 L**FIRST SEMESTER ITALIAN**

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**

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.

LAS 380**EL SALVADOR: THE LAND AND THE PEOPLE**

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 during Winterim with associated costs. (F, even years) Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers. Must register for LAS 381 2G. The LAS 380/381 sequence satisfies the 2 and G tags. To receive these

tags, a student must enroll in and successfully complete both the fall and spring courses. Enroll in LAS 380 for fall and GAS 381 2G for spring. The tags will be added to your record after successful completion of LAS 381 2G in the spring term.

LAS 380 2G

EL SALVADOR:THE LAND AND THE PEOPLE

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LAS 381 2G

EL SALVADOR:THE LAND AND THE PEOPLE

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MATH 079

INDEPENDENT STUDY - MATHEMATICS

Prerequisites: consent of instructor.

MATH 096

BASIC COLLEGE MATH

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.

MATH 097

INTERMEDIATE ALGEBRA

This course is designed to provide students with a strong foundation in algebra, graphing, and problem-solving skills. Successful completion of this course should give students the necessary prerequisite skills to be successful in MATH 114A pre-calculus. (Accuplacer or ACT Placement) Prerequisite: Placement Level One

MATH 099A

SUCCESS IN PROBLEM SOLVING

This course is intended for students who may need additional instruction on the material covered in Introduction to Problem Solving. Topics covered will include strengthening quantitative literacy and improving math study skills. Must be taken concurrently with MATH 101.

MATH 099B

SUCCESS IN MATH STATISTICS

This course is intended for students who may need additional instruction on the material covered in Statistics. Topics covered will include strengthening quantitative literacy and improving math study skills. Must be taken

concurrently with MATH 121. Students should register in the section of 99B that supplements the section of 121 taught by their specific instructor. (F/S)

MATH 099C
SUCCESS IN PRE-CALCULUS

This course is intended for students who may need additional instruction on the material covered in Pre-Calculus. Topics covered will include strengthening quantitative literacy and improving math study skills. Must be taken concurrently with MATH 114A.

MATH 101 M
INTRO TO PROBLEM SOLVING

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 problem solving strategies. This course satisfies the M tag General Education requirement. Prerequisites: placement - or - grade of P in MATH 96 - or - grade of PR in Math 96 and concurrent enrollment in Math 99A. (F/S and SS)

MATH 102
ARITHMETIC STRUCTURES

This course focuses on the arithmetic and algebraic content of Pre-K–8 mathematics and appropriate teaching methods and is designed specifically to address requirements for teachers and pre-service teachers seeking MC-EA licensure. Instruction will be guided by the Common Core State Standards for Mathematics and the NCTM Principles and Standards for School Mathematics. Emphasis is on problem solving, critical thinking, and communication. This course does NOT satisfy the college general education requirement in math. Prerequisites: Math 101 with a grade of "C" or above. (F/S and eSS)

MATH 103
GEOMETRIC STRUCTURES

This course focuses on the geometric and measurement content of Pre-K–8 mathematics and appropriate teaching methods and is designed specifically to address requirements for teachers and pre-service teachers seeking MC-EA licensure. Instruction will be guided by the Common Core State Standards for Mathematics and the NCTM Principles and Standards for School Mathematics. Emphasis is on problem solving, critical thinking, and communication. This course does NOT satisfy the college General Education requirement in math. Prerequisites: Math 102 with a grade of "C" or above. (F/S and oSS)

MATH 114A M
PRECALCULUS A: COLLEGE ALGEBRA

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: placement - or - grade of P in MATH 97 - or - grade of PR in Math 97 and concurrent enrollment in Math 99C. (F/S and SS)

MATH 114B
PRECALCULUS B: TRIGONOMETRY

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 MATH 114A the two courses comprise a complete overview of algebra and trigonometry required for calculus. Prerequisites: MATH 114A or placement. (F/S)

**MATH 121 M
STATISTICS**

Course includes descriptive and inferential statistics with the emphasis on drawing meaningful conclusions from 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: placement - or - grade of P in MATH 96 - or - grade of PR in Math 96 and concurrent enrollment in Math 99B.

**MATH 122
FINITE MATHEMATICS**

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. Prerequisites: Placement or MATH 114A with a grade of C or above. (F/S and SS)

**MATH 222 M
CALCULUS WITH BUSINESS APPLICATIONS**

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: Placement level 5 – or – Math 122 with a grade of C or above and Placement level 4 – or – Math 122 with a grade of C or above and 114A 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.) (F/S)

**MATH 231 M
CALCULUS I**

An introduction to differential and integral calculus. Derivatives are developed for: algebraic, logarithmic, exponential, trigonometric, and inverse trigonometric functions. 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: Placement – or – MATH 114B with a grade of C or above – or – high school calculus. (F/S)

**MATH 232 M
CALCULUS II**

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. (S)

**MATH 233 M
CALCULUS III**

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. (F)

**MATH 279
INDEPENDENT STUDY - MATHEMATICS**

Prerequisites: consent of instructor.

**MATH 301 U
PROBLEM SOLVING & PROOF**

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 with a grade of C or above. (F)

MATH 331**DIFFERENTIAL EQUATIONS**

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 with a grade of C or above; MATH 233 highly recommended. (oS)

MATH 341**LINEAR ALGEBRA**

An introduction to linear algebra including matrices, linear transformations, eigenvalues and eigenvectors; emphasis on gaining theoretical insights through computation, developing facility with elementary proof, and applying the concepts and computational methods to solve real world problems. Prerequisites: MATH 231 with a grade of C or above, MATH 301 highly recommended. (S)

MATH 351**PROBABILITY**

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. This course will provide a solid introduction to probability and prepare interested students for the first actuarial exam. Prerequisites: MATH 232 with a grade of C or above. (eS)

MATH 379**INDEPENDENT STUDY - MATHEMATICS**

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**

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 with grades of C or above. (oS)

MATH 432**COMPLEX ANALYSIS**

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, residue theory, power series, and conformal mappings. Prerequisites: MATH 233, 301 with grades of C or above. Math 431 recommended. (oF)

MATH 441**ABSTRACT ALGEBRA I**

This introductory course in abstract algebra focuses mainly on number theory, with an introduction to groups and fields. Number theoretic concepts include divisibility, primes and their distribution, congruence arithmetic, linear Diophantine equations and systems, number-theoretic functions, Euler's Theorem, primitive roots, and selected special topics. Prerequisites: MATH 301 with a grade of C or above. (oF)

MATH 442**ABSTRACT ALGEBRA II**

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 with a grade of C or above. (eS)

MATH 451**EXPLORATIONS IN MID/SEC SCHOOL MATH**

This course focuses on mathematics knowledge for teaching at the middle/secondary level and is designed specifically to address requirements for teachers and pre-service teachers seeking MC-EA licensure with content minor in mathematics or EA-A licensure with content major in mathematics. Instruction will be guided by the Common Core State Standards for Mathematics and the NCTM Principles and Standards for School Mathematics. Topics include: problem solving, critical thinking, communication, issues of technology, number and operations, algebraic and geometric reasoning, measurement, and data analysis and probability. Prerequisites: MATH 231 with a grade of C or above. (F)

MATH 459**TEACHING OF MATH IN SECONDARY SCHLS**

This course is designed to provide an integrative study of curriculum and instruction in mathematics for middle/secondary level teaching including appropriate research and practice in learning theories, curriculum development, teaching methods, instructional materials, evaluation and assessment. Emphasis will be placed on the Common Core State Standards for Mathematics and by the NCTM Principles and Standards for School Mathematics. Cross-listed with ED 459M and ED 651. Prerequisites: Praxis I and II and completion of the Emergent Professional Transition. (F)

MATH 461**COLLEGE GEOMETRY**

This course investigates geometry from an advanced perspective. Building on students' knowledge of Euclidean geometry from high school coursework, topics include axiomatic systems, neutral, Euclidean, and non-Euclidean geometries; introduction of geometries such as projective, finite, vector, and transformational; historical development of geometry; use of technology to model and explore geometric relationships. Prerequisites: Math 301 with a grade of C or above. (eF)

MATH 462**TOPOLOGY**

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. Prerequisites: MATH 301 with a grade of C or above; 461 recommended. (oS)

MATH 479**INDEPENDENT STUDY - MATHEMATICS**

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 3KX**MATHEMATICS SEMINAR**

Selected topics in mathematics, mathematics education, and applications. With individualized mentoring, students will investigate significant mathematics independently and present findings in oral and written form at a variety of levels and to varying audiences. Integrated throughout the course students will 1) consider how topics are situated in the history and development of mathematics as a liberal art, and in the world; 2) reflect, as future mathematics educators and practitioners, upon: 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? Prerequisites: COR 2, junior/senior standing, and a declared major in Mathematics or Mathematics Teaching; or consent of the instructor. (F)

MATH 602**RESEARCH AND PRACTICE - ARITHMETIC**

This course explores arithmetic, algebra, and data analysis at the Middle Childhood/Early Adolescence level as defined in the Common Core State Standards for Mathematics; best practices and methodologies for teaching this content; and relevant research in teaching and learning mathematics. A five-hour practicum is required. Prerequisite: MATH 101 with a grade of C or above and successful completion of Praxis I. (SS)

MATH 603**RESEARCH AND PRACTICE - GEOMETRY**

This course explores geometry, measurement, and probability at the Middle Childhood/Early Adolescence level as defined in the Common Core State Standards for Mathematics; best practices and methodologies for teaching this content; and relevant research in teaching and learning mathematics. A fifteen-hour practicum is required. Prerequisite: MATH 602 with a grade of C or better. (F)

MUS 000**PERFORMANCE CLASS**

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**

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**

This course is for students who can play simple piano pieces competently using both hands. Students will advance their ability to perform repertoire from diverse styles and time periods, to sight read simple pieces, and to understand the ways in which music comes together as a whole. Prerequisites: Consent of Instructor

MUS 103**KEYBOARD SKILLS FOR MAJORS**

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**

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**

A class guitar approach that includes a variety of styles and techniques. Students will apply basic elements of music (rhythm, harmony, texture and melody) to the instrument. Also includes picking and strumming techniques as well as listening to diverse musical styles. Prerequisites: None.

MUS 107 B**INTERMEDIATE CLASS GUITAR**

For students with previous guitar experience who wish to expand their knowledge before beginning private guitar lessons. Students learn technique, scales, and rhythms to become more proficient on the guitar.

MUS 111A BG**WEST AFRICAN DRUMMING ENSEMBLE**

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**

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**

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 130**WOMEN'S CHOIR**

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. NOTE: No B tag is awarded for this course because students must complete two consecutive semesters (Fall/Spring only) of the course to receive the tag. Prerequisites: None.

MUS 130 B**WOMEN'S CHOIR**

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. It is required to take this course for two consecutive semesters (Fall/Spring only) to be awarded the B tag. Prerequisites: None.

MUS 132**MEN'S CHOIR**

Men's Choir is a performing ensemble open to all men on campus, without audition. The group performs music from all styles and periods, including music from Africa, Asia, South and Central America, Native Traditions, Spirituals, Gospel, Jazz, and Popular music. Students will develop healthy and efficient singing habits, improve musical skills, and increase their musical understanding. NOTE: No B tag is awarded for this course because students must complete two consecutive semesters (Fall/Spring only) of the course to receive the tag.

MUS 132 B**MEN'S CHOIR**

Men's Choir is a performing ensemble open to all men on campus, without audition. The group performs music from all styles and periods, including music from Africa, Asia, South and Central America, Native Traditions, Spirituals, Gospel, Jazz, and Popular music. Students will develop healthy and efficient singing habits, improve musical skills, and increase their musical understanding. It is required to take this course for two consecutive semesters (Fall/Spring only) to be awarded the B tag.

MUS 140 B**INTRO TO THE LANGUAGE OF MUSIC**

Introduction to basics of written notation and composition, including introductory music reading, ear training, and keyboarding skills. Prerequisites: None.

MUS 141**MUSIC THEORY I**

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

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 I

Focuses on skill development in rhythmic reading, ear training and sightsinging. Prerequisites: None.

MUS 143
MUSIC THEORY II

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 II

Expands the development of music skills in rhythmic reading, ear training, sightsinging, melodic/harmonic dictation, and error detection. Prerequisites: MUS 142.

MUS 150
ORCHESTRA

Edgewood students who successfully audition may participate in the Madison Community Orchestra for credit. Contact the Music Department Chair for details. NOTE: No B tag is awarded for this course because students must complete two consecutive semesters (Fall/Spring only) of the course to receive the tag. Prerequisites: Audition required.

MUS 150 B
ORCHESTRA

Edgewood students who successfully audition may participate in the Madison Community Orchestra for credit. Contact the Music Department Chair for details. It is required to take this course for two consecutive semesters (Fall/Spring only) to be awarded the B tag. Prerequisites: Audition required.

MUS 151 1AD
ART OF LISTENING: MULTICULT WORLD

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 152 AD
JAZZ HISTORY

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

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

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

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

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 MULTI-CULTURAL APP

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 160 AU
OPERA - A SONG OF LOVE AND DEATH

A discussion of 5 opera "masterpieces;" their composers and the links to art, architecture and literature of contemporary artists. Several live opera performances will be attended and students will be asked to access opera as entertainment and political movement. As an introduction, a unit will be devoted to the "basics of music," i.e., pitch, harmony, melody, rhythm, texture, form, meter, timbre, etc.

MUS 172
INTRODUCTORY PRIVATE PIANO STUDY

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

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

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

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

The first level of college (advanced level) piano studies. Prerequisites: piano experience, audition, and consent of the instructor.

MUS 209
CONCERT BAND

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. NOTE: No B tag is awarded for this course because students must complete two consecutive semesters (Fall/Spring only) of the course to receive the tag. Prerequisites: Audition required.

MUS 209 B
CONCERT BAND

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. It is required to take this course for two consecutive semesters (Fall/Spring only) to be awarded the B tag. Prerequisites: Audition required.

MUS 210
INSTRUMENTAL ENSEMBLE

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

First level of college-level instrumental instruction. Prerequisites: prior experience, audition, and consent of the instructor.

MUS 215
GUITAR ENSEMBLE

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 221
PRIVATE VOICE

First level of private vocal instruction. Prerequisites: prior experience, audition, and consent of the instructor.

MUS 225 B
JAZZ IMPROVISATION

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

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. NOTE: No B tag is awarded for this course because students must

complete two consecutive semesters (Fall/Spring only) of the course to receive the tag. Prerequisites: A vocal audition and consent of the instructor.

**MUS 230 B
CHAMBER SINGERS**

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. It is required to take this course for two consecutive semesters (Fall/Spring only) to be awarded the B tag. Prerequisites: A vocal audition and consent of the instructor.

**MUS 240
MADRIGAL SINGERS**

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 III**

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 III**

Intermediate skill development in rhythmic reading, ear training, sight-singing, melodic/harmonic dictation, and error detection. Prerequisites: MUS 142 and 144.

**MUS 250 B
MUSIC EXPERIENCES 4 EARLY CHILDHOOD**

This course will develop an understanding of the musical development of young children, ages 0-6 years old, and will develop basic skills with which to plan, teach, and select methods and materials that are developmentally, musically, and culturally appropriate for young children. The course will have two sections. Both sections will meet together twice a week for two one-hour sessions, and then each section will meet for a third hour during the week, with one section working on repertoire in English, and one section working on repertoire in Spanish. Prerequisite: basic music knowledge/consent of the instructor. (S)

**MUS 258 QX
WOMEN IN MUS: WRITING NEXT CHP: HNR**

This course is for serious writers who wish to gain insight on the inner workings of writing and publishing while simultaneously exploring historical documentation of women in music and culture. Using *Women, Music, Culture: An Introduction* as a basis through which to view the writing, editing, and publication process, class members will research and create new material for the course website and for a potential second edition of the book. This will include written material, graphics, and photographs. Prerequisite: ENG 110 and consent of instructor, granted via an acceptable research-based writing sample.

**MUS 275A
TOPICS: PEDAGOGY FOR MUS: FOLK INST**

A study of methods, materials, and the development of competencies and skills used in the music classroom. Cross-listed with ED 275. Prerequisites: None.

**MUS 275B
TOPICS: PEDAGOGY FOR MUS: BRASS PED**

A study of methods, materials, and the development of competencies and skills used in the music classroom. Cross-listed with ED 275. Prerequisites: None.

MUS 275C**TOPICS: PEDAGOGY FOR MUS: WOODW PED**

A study of methods, materials, and the development of competencies and skills used in the music classroom. Cross-listed with ED 275. Prerequisites: None.

MUS 275D**TOPICS IN PEDAGOGY STRING**

A study of methods, materials, and the development of competencies and skills used in the music classroom. Cross-listed with ED 275. Prerequisites: None.

MUS 275E**TOPICS IN PEDAGOGY PERCUSSION**

A study of methods, materials, and the development of competencies and skills used in the music classroom. Cross-listed with ED 275. Prerequisites: None.

MUS 275F**TOPICS: PEDAGOGY FOR MUS: VOCAL**

A study of methods, materials, and the development of competencies and skills used in the music classroom. Cross-listed with ED 275. Prerequisites: None.

MUS 279**INDEPENDENT STUDY - MUSIC**

Prerequisites: consent of instructor.

MUS 291**INTRO TO AUDIO/RECORDING TECHNOLOGY**

Introduces students to the theory of and practices in digital audio recording. Describes basic background of the history of audio recording, culminating in hands-on operation of a digital audio workstation. Introduces the student to industry standard and most current software and hardware. Related equipment, including microphones, outboard processors and basic concepts of Music Theory and terms are covered. Studio definitions and nomenclature for equipment and terms used in the current professional environment will be covered.

MUS 301**PRIVATE PIANO**

Second level of college-level piano study. Prerequisites: MUS 201 and faculty approval.

MUS 310**JAZZ ENSEMBLE**

Study and performance of jazz ensemble literature, with campus and community performances. Prerequisites: Audition required.

MUS 311**PRIVATE INSTRUMENTAL LESSONS**

Second level of college-level instrumental instruction. Prerequisites: MUS 211 and faculty approval.

MUS 321**PRIVATE VOICE**

Second level of private vocal instruction. Prerequisites: MUS 221 and faculty approval.

MUS 330**CAMPUS-COMMUNITY CHOIR**

Study and performance of major works, as well as smaller choral gems. One or more performances each semester. Prerequisites: consent of instructor.

**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. Prerequisites: None.

**MUS 344
CONDUCTING**

The study of the basic conducting gestures necessary for ensemble rehearsal and performance. Student must be registered concurrently for MUS 000. Prerequisites: None.

**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. Prerequisites: MUS 344 or audition.

**MUS 350
CHAMBER ORCHESTRA**

Study and performance of standard works for chamber orchestra. See the Department Chair for details. Prerequisites: Audition required.

**MUS 355
MUSIC HISTORY: MEDIEVAL - BAROQUE**

Events, movements, composers, and compositions from early music through the Baroque Period with lectures, guided listening, assigned readings, live concerts and critiques. Individual research project. Student must be registered concurrently for MUS 000. Offered in alternate years. Prerequisites: MUS 143/144.

**MUS 356 U
MUSIC HISTORY: CLASSICAL-21ST CENTUR**

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. Prerequisites: MUS 155, 158, and acceptance to the Music Major.

**MUS 379
INDEPENDENT STUDY - MUSIC**

Prerequisites: consent of instructor.

**MUS 381 K
JUNIOR RECITAL**

A culminating recital for juniors or seniors at the 300 level of vocal or instrumental study. Prerequisites: MUS 000 and the completion or concurrent registration in/of an O-tag course.

**MUS 401
PRIVATE PIANO-ADVANCED**

Third level of college-level piano study. Prerequisites: MUS 301 and consent of faculty.

**MUS 411
PRIVATE INSTRUMENTAL LESSONS-ADVANC**

Third level of college-level study. Prerequisites: MUS 311 and faculty approval.

**MUS 421
PRIVATE VOICE-ADVANCED**

Third level of private vocal instruction. Prerequisites: MUS 321 and faculty approval.

MUS 440 3**SENIOR MUSIC SEMINAR**

This seminar offers music majors the opportunity to examine interrelations and implications of their studies, to gain skills to enable them to be successful professionals, and will provide a hands-on example of how they might give back to the community. An action research project on a topic of interest within students' musical sub-disciplines will be the focus of the course. Students are encouraged to coordinate their internship/current work experiences with this course to enable direct application to the communities they serve, but community-based student-designed group projects are also possible. Topics include, but are not limited to the following: understanding for-profit and not-for-profit arts organizations, ethics, unions, copyright law, contracts, grant writing, and connections between arts organizations and frequently underserved populations. Prerequisites: COR 2, music portfolio and review, junior standing.

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. Prerequisites: Full admission to teacher education.

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. Cross-listed with ED 457. Prerequisites: Full admission to teacher education.

MUS 479**INDEPENDENT STUDY - MUSIC**

Prerequisites: consent of instructor.

MUS 481 K**SENIOR RECITAL**

A culminating recital for seniors at the 400 level of vocal or instrumental study. Prerequisites: MUS 000 and the completion or concurrent registration in/of an O-tag course.

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. Prerequisites: None.

MUS 489A**STUDENT TEACHING: GENERAL MUSIC**

Prerequisites: None.

MUS 489B**STUDENT TEACHING: CHORAL MUSIC**

Prerequisites: None.

MUS 489C**STUDENT TEACHING: INSTRUMENTAL MUSIC**

Prerequisites: None.

MUS 491**INTERNSHIP**

Offers the student the opportunity to gain experience in a professional setting according to the student's major area of emphasis. current offerings. Prerequisites: None.

MUS 600A
DALCROZE EURHYTHMICS
Prerequisites: None.

MUS 600B
COMPUTERS IN MUSIC I
Prerequisites: None.

MUS 600C
COMPUTER APPLICATIONS II
Prerequisites: None.

MUS 600D
CHORAL MUSIC WORKSHOP
Prerequisites: None.

MUS 600E
SACRED MUSIC WORKSHOP
Prerequisites: None.

MUS 600F
GOSPEL MUSIC WORKSHOP
Prerequisites: None.

MUS 600G
INSTRUMENTAL MUSIC WORKSHOP
Prerequisites: None.

MUS 600H
GENERAL MUSIC WORKSHOP
Prerequisites: None.

MUS 600I
WORLD MUSIC WORKSHOP
Prerequisites: None.

MUS 600J
KEYBOARD WORKSHOP
Prerequisites: None.

MUS 600K
SOLO VOICE WORKSHOP
Prerequisites: None.

MUS 600L
CULTURAL/CONCERT TOUR
Prerequisites: None.

MUS 600M
MUSIC-CULTURAL TOUR
Prerequisites: None.

MUS 600N
HISPANIC SONGS/KODALY PERSPECTIVE

This course is designed to challenge music educators to develop their understanding of basic principles and applications of strategies based on Kodaly's music education philosophy and methodology. Music educators will also acquire a repertoire of traditional Hispanic children's songs and games. Prerequisites: None.

MUS 600R
CHORAL MUSIC READING SESSION

Prerequisites: None.

MUS 600U
HISPANIC MUSIC ALA KODALY

In this hands-on course, participants will learn repertoire, activities and ideas for lesson planning that incorporate Hispanic children's songs and rhymes. The songs and rhymes learned during the course will be explored from the Kodaly methodology, and appropriate for children in K-6th grade. Prerequisites: None.

MUS 601
TOPICS IN MUSIC AND CULTURE

Course offers exploration of various topics of the relationship between music and culture. Prerequisites: None.

NATS 101 1EV
ALL ABOUT WATER

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 responsibility to our world. Cross-listed with GEOS 101. (F)
Prerequisites: This course is for first semester freshmen or freshmen transfer students.

NATS 103 1Q
HEALTH CARE AS A PUBLIC GOOD 4 ALL

This course examines the significance of health as both a public good and a biopsychosociocultural phenomenon in the twenty-first century. We will use literary journalism, documentary films, philosophical and social science scholarship, health professional testimonies, community clinic field trips, and autobiographical writing to explore the gendered and additional sociocultural aspects of medicine as well as the ethical and justice implications of a universal health care system. We will explore how race, ethnicity, poverty, gender, and sexuality have influenced the development and delivery of health care services as well as access to those services. Ultimately, students will critically investigate their own position on the Hippocratic Oath's demand to "never do harm to anyone" and consider what health care policies best support that position. Prerequisite: first-year student status. (F)

NATS 104 S
INTRO TO NAT SCIENCE FOR ELEM ED I

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 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 NAT SCIENCE FOR ELEM ED II

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

This is a course intended for non-science majors that want to explore 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

This is a course intended for non-science majors that want to explore 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: NATS 108 or consent of instructor.

NATS 250 PV
HISTORY & PHILOSOPHY OF SCIENCE

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 260 V
SURVEY OF ASTRONOMY

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. Pre requisites: MATH 114A. Cross-listed with PHY 250 V

NATS 292
BIOLOGY EXCURSIONS

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 2V
SCIENCE IN ACTION

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. Through intensive community engagement, students will develop a sense of the role scientists and science educators play in the community at large.

NOTE: Some class meetings or community outreach may occur on nights and weekends. Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers; ENG 110 placement and college level mathematics. (S)

NATS 440
FOUNDATIONS OF SCIENCE EDUCATION

This course examines the history and philosophy of science education and looks at science teaching from a research-based perspective. Course study includes constructivist learning theory, model-based inquiry, literature on student misconceptions, and examining the theoretical framework behind the new science standards. Students work to create a vision of the desired state of science education in middle and secondary classrooms. Instruction includes tools for realizing that vision through explorations in learning theory and various teaching models, including the use of technology in instruction. Prerequisite: Admission to the Education program. (SS)

NATS 459
TEACHING SCIENCE IN MIDDLE/SECONDARY

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. Prerequisite: full admission into teacher education program; or consent of instructor. (F)

NRS 210 I
FOUNDATIONS OF PROFESSIONAL NURSING

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. Prerequisites: Admission into the nursing program; concurrent registration with: NRS 211.

NRS 211 KU
CARING:NRS ASSESSMENT & INTERVENTION

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. Prerequisites: Completion of the O tag, admission into the nursing program. (F/S)

NRS 270
INTL SERVICE LEARNING IN CAMBODIA

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
INTL SERVICE LEARNING IN CAMBODIA

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

Prerequisite: Consent of instructor.

NRS 310

PROFESSIONAL NURSING: ADULT HEALTH

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. Prerequisites: NRS 210 and 211; Concurrent registration with: NRS 311, 312, 315, and BIO 410.

NRS 311

CARING: ADULT HEALTH NURSING

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. Prerequisites: NRS 210 and 211; Concurrent registration with: NRS 310, 312, 315, and BIO 410.

NRS 312

PHARMACOLOGY

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. Prerequisites: NRS 210 and 211; Concurrent registration with: NRS 310, 311, 315 and BIO 410 (or consent of instructor).

NRS 315

CARING: ADULT HEALTH NURSING LAB

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. Prerequisites: NRS 210 and 211; Concurrent registration with: NRS 310, 311, 312, and BIO 410.

NRS 340

PROF NURSING: LONG TERM ISSUES

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. Prerequisites: NRS 310, 311, 312, and 315; Concurrent registration with: NRS 341 and 390 (Psych 345 must be completed prior or concurrently with this course).

NRS 341

COLLABORATIVE PRACTICE-LONG TERM

Managing nursing care with individuals and families experiencing complex, long-term health problems. Development of inter-professional team skills, collaborative planning, and leadership skills are emphasized. Prerequisites: NRS 310, 311, 312, and 315; Concurrent registration with: NRS 340 and 390 (Psych 345 must be completed prior or concurrently with this course).

NRS 342 DQ**PROFESSIONAL NURSING OLDER ADULT**

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. Multicultural and gender topics are examined in providing holistic care for older adults and their families. Prerequisites: NRS 310, 311, 312 and 315.

NRS 390**RESEARCH & EVIDENCE-BASED PRACTICE IN NURSING**

This course is designed to introduce the topic of research and evidence-based practice. The main focus of this course is on the iterative process of identifying practice questions; searching, appraising, and synthesizing relevant evidence; planning and implementing practice changes; evaluating outcomes; and identifying potential areas for further improvement. Processes for leading and managing change, and ethical issues are also explored. Prerequisites: NRS 310, 311, 312, and 315; Concurrent registration with: NRS 340 and 341 (Psych 345 must be completed prior or concurrently with this course).

NRS 391**FIELD STUDY**

Prerequisite: Consent of instructor.

NRS 398 2**JOINING FORCES TO CARE FOR VETERANS**

This course will prepare students to better care for the Veteran population by understanding the unique healthcare needs of this population by providing experiences with Veterans, and to prepare students to better care for the population through exposure to ethical, sociopolitical, health and culture elements. Health topics may include family dynamics, access to care, homelessness, chemical exposure, Post-Traumatic Stress Disorder, substance abuse, older adults, and end-of-life care specific to Veterans.

Practicum/volunteer hours in addition to in-class time are required. Travel as a group to Washington D.C. at the end of the semester, visiting with veterans, memorials, meeting with the Chief Nursing Officer at Walter Reid Memorial Hospital; or to Denver, Colorado assisting at the Wounded Warrior wheelchair games; or involvement with Badger Honor Flight. There will be opportunities to fundraise for some trip costs and toward donation of a wreath to be placed at the Tomb of the Unknown Soldier or toward Badger Honor Flight. Prerequisites: junior standing and instructor approval.

NRS 410**PROFESSIONAL NURSING: FAMILIES IN TRANSITION**

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, and 390; Concurrent registration with: NRS 411 A/B and 412.

NRS 411**CARING: FAMILIES IN TRANSITION**

Nursing Care with families, young children, adolescents, and women in a variety of settings. The major focus is on health promotion and health maintenance. Pre-requisites: NRS 340, NRS 341, PSY 345; Must be taken concurrently with NRS 410.

NRS 412 X**LEADERSHIP WITHIN THE HEALTHCARE SYSTEM**

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 340, 341, and 390; Concurrent registration with: 410 and NRS 411 A/B.

NRS 430**HOLISTIC APPROACHES TO HEALING**

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**

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 HLTH: ADV CONC IN ACUTE CARE**

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. Prerequisites: NRS 410, 411, and 412; Concurrent registration with: NRS 460 and 461.

NRS 460**PROF NURSING:HEALTH OF COMMUNITIES**

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 410, 411, and 412; Concurrent registration with: NRS 440 and 461.

NRS 461 3**NURSING CARE WITH AGGREGATES**

A senior-level clinical course focused on the practice of public health nursing which also has social justice as its foundation. Students are placed in a variety of community-based settings such as county public health clinics, the Ho-Chunk nation, schools, parish nursing programs, and other community-based programs. Students have a variety of opportunities for community engagement, such as making home visits, developing community-focused and community-informed health education projects, and working in partnership with the public health nurses to develop health focused community coalitions. Students also participate in a weekly seminar focused on specific public health issues. Prerequisites: NRS 410, 411, 412; Concurrent registration with: NRS 460.

NRS 470**STRATEGIES FOR SUCCESS**

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. Prerequisites: NRS 410, 411, and 412; Concurrent registration with: NRS 440 and 460.

NRS 479**INDEPENDENT STUDY - NURSING**

Prerequisite: Consent of instructor.

NRS 600**CLNCL PREVENTN: ASSESSMT & PLANNING**

Study of program planning processes for high risk and underserved aggregates. Methods of population-focused health assessment are emphasized.

NRS 605**TEACHING/LEARNING THEORY**

Survey of major teaching/learning theories as the foundation for developing effective educational processes in a variety of health care and academic settings. Variations in learning needs and styles across the lifespan and with specific populations are addressed.

NRS 615**HEALTHCARE FINANCING & REG ENVIRON**

Study of the financing, accounting and management of the US health care system. Regulations and reimbursement, accounting principles, analysis of financial statements, cost analysis, staffing, and budgeting are examined.

NRS 620**INTGRTRD THEORY & KNOWLEDGE DEVLPMNT**

Examination of the development of knowledge and theory in nursing, including the relationship of theory to practice and research. Selected nursing theories are analyzed and evaluated.

NRS 625**HEALTHCARE SYSTEMS & POLICY**

Study of organization and financing of health care. Students examine the impact of policies as they influence quality and cost effectiveness of health care.

NRS 635**FOUNDATIONS OF THE HEALTHCARE SYSTM**

Study of the management of comprehensive nursing systems within a collaborative, inter-professional environment. Health services delivery, informatics, and quality improvement systems are examined.

NRS 636**PROMOTING INTERPERSONAL COMPETENCY**

Focuses on the role of the advanced practice nurse as a facilitator of productive human relationships in the workplace. Students examine a variety of leadership models and assess strategies for team building, communicating effectively, conflict management, coaching, self-care, and crisis intervention.

NRS 640**CURRICULUM & INSTRUCTION IN NURSING**

Examination of the philosophical and historical influences in nursing education within a contemporary context for curricula development. Pedagogical frameworks for designing and implementing instructional experiences are used to develop curricular objectives, select and organize content, and plan program evaluation strategies.

NRS 645**ADV LDRSHP ROLES IN HLTHCR SYSTEM**

Study of the roles of nurse leaders in managing resources within a nursing system to affect care delivery and outcomes. Issues and strategies for effective utilization of fiscal and human resources are emphasized.

NRS 650**ADV CLINICAL APPS NRS EDUCATORS 1**

Nurse educators play a significant role in teaching students, practicing nurses, clients, family members, and communities, the principles of illness management. This course integrates advanced knowledge, skills, and critical understanding of physical assessment, pathology, and pharmacology for nurse educators. Representative topics are selected to provide a comprehensive understanding of physiologic dysfunctions, pharmacological management, and physical assessment. Principles of evidence-based practice, teaching methodologies, and nursing informatics are integrated throughout the two semester course sequence.

NRS 655**ADV CLINICAL APPS NRS EDUCATORS 2**

Nurse educators play a significant role in teaching students, practicing nurses, clients, family members, and communities, the principles of illness management. This course integrates advanced knowledge, skills, and critical understanding of physical assessment, pathology, and pharmacology for nurse educators. Representative topics are selected to provide a comprehensive understanding of physiologic dysfunctions, pharmacological management, and physical assessment. Principles of evidence-based practice, teaching methodologies, and nursing informatics are integrated throughout the two semester course sequence.

NRS 660**TRNSLTNL SCHLRSHP EVDNC BASED PRCTC**

Survey of program evaluation as a research methodology. Conceptual & methodological frameworks used in evaluation are examined. Students develop an evaluation proposal to be implemented in NRS725. Most core and specialty courses should be completed prior to enrollment.

NRS 675**TEACHING METHODOLOGY IN NURSING**

Study of role development and practical methods for effective teaching. The selection, application, and evaluation of teaching tools and strategies in the context of health education, continuing education, staff development; classroom and clinical instruction is examined.

NRS 725**APPLIED TRANSLATIONAL SCHOLARSHIP**

Research seminar in which individuals and groups of students implement their proposed evaluation of a health care program. Oral and written presentations of the program evaluation are required. Prerequisite: NRS 660.

NRS 735**NURSING PRACTICUM**

This combined seminar and practicum bridges theory and research with practice. Students will collaborate with instructors and preceptors to design practicum experiences that further their professional development as advanced practice nurses. Consent of instructor required.

NRS 735A**NURSING PRACTICUM**

Students pursuing both the MSN degree and a certificate need to complete two practicums. This will differentiate the practicum for the degree (NRS 735) and the one for the certificate (NRS 735A). (F/S/SS)

NRS 790**INDEPENDENT STUDY - NURSING**

Supervised graduate-level project of readings, research, mentorship, or additional practicum experiences developed in cooperation with a graduate faculty advisor and approved by the Dean of the School of Nursing.

NRS 800**APPLIED RESEARCH METHODS**

A variety of research methodologies are presented in conjunction with qualitative and advance quantitative data analysis. Leadership methods in interpretation and evaluation of research as it relates to practice are learned. Coursework prepares students for their capstone project. Prerequisite: admission to the DNP program. (F)

NRS 801A**CAPSTONE WRITING 1**

This course aims to further cultivate DNP candidates' skillset in critiquing scholarly writing, conducting a comprehensive literature review, analyzing and synthesizing research, and producing scholarly writing themselves. Intertwined with DNP candidates' first year of courses, this three course sequence is specifically designed to assist each candidate in the production of their Leadership Capstone Project (LCP). At the conclusion of the course sequence, the DNP candidate will begin their first Leadership Capstone Course with their Capstone topic, outline for their project, and a "working" draft of their first three chapters.

NRS 801B
CAPSTONE WRITING II

This course aims to further cultivate DNP candidates' skillset in critiquing scholarly writing, conducting a comprehensive literature review, analyzing and synthesizing research, and producing scholarly writing themselves. Intertwined with DNP candidates' first year of courses, this three course sequence is specifically designed to assist each candidate in the production of their Leadership Capstone Project (LCP). At the conclusion of the course, the DNP candidate will begin their first Leadership Capstone Course with their Capstone topic, outline for their project, and a "working" draft of their first three chapters.

NRS 801C
CAPSTONE WRITING III

This course aims to further cultivate DNP candidates' skillset in critiquing scholarly writing, conducting a comprehensive literature review, analyzing and synthesizing research, and producing scholarly writing themselves. Intertwined with DNP candidates' first year of courses, this three course sequence is specifically designed to assist each candidate in the production of their Leadership Capstone Project (LCP). At the conclusion of the course, the DNP candidate will begin their first Leadership Capstone Course with their Capstone topic, outline for their project, and a "working" draft of their first three chapters.

NRS 805
HEALTHCARE FINANCE AND REG ENVIRON

Study of the financing, accounting, and management of the U.S. healthcare system. Regulations and reimbursements, accounting principles, analysis of financial statements, cost analysis, pricing, staffing, and budgeting are examined. Forecasting, depreciation, inventory management, and investment analysis applied in project work. Prerequisite: Admission to the DNP program. (F)

NRS 810
POPULATION HEALTH AND HEALTH POLICY

Population health is explored through epidemiologic research to critically examine the determinants of health, health promotion, and risk reduction strategies. Implications for health policy are reviewed. Bio-statistical approaches are used to analyze population data. Prerequisite: Admission to the DNP program. (S)

NRS 820
HEALTHCARE SERVICE & CLINICAL QUAL

The course evaluates health service and clinical quality from a comprehensive system perspective utilizing analytic tools and contemporary case studies. Data analysis techniques including process flow, variation, and control charts will be studied. A data-based quality improvement project proposal is required.

NRS 830
HEALTH SYSTEMS INFORMATICS

Examining the optimization of information management and communication to improve the health of populations, communities, families, and individuals. Frameworks include regulatory, legislative, workflow, electronic health record, billing, and telehealth. Application in professional development, translational research, and bioinformatics (genomics) are explored. Prerequisite: Admission to the DNP program. (SS)

NRS 835
LEADERSHIP RESIDENCY I

This is the first of two semesters of clinical practice in combination with seminar discussion designed to provide advanced leadership skills focusing on indirect care. Students will work with course professors to identify preceptors to design their residency experience. Developing expertise in collaboration within interprofessional teams will be a foundation in addressing individual, group, community, or population needs in the context of a systems network in U.S. healthcare organization. AONE Essentials will be applied. Prerequisite: Admission to the DNP program. (SS)

NRS 840**LEADERSHIP RESIDENCY II**

This is the second of two advanced practice seminars and practica. Executive leadership and management experiences in upper level management to achieve preparation to lead, manage, and influence healthcare for positive outcomes (CGEAN). AONE Essentials will be applied. Prerequisite: NRS 835. (F)

NRS 845**LEADERSHIP CAPSTONE I**

The capstone project is designed to equip advance practica nurses with the knowledge and skills necessary to advance the application of translational research in a clerical practice setting. In Capstone I students complete the theoretical work necessary to design a clinical Evidence-Based Practice (EBP) project and write the first 3 sections of their project. Prerequisite: NRS 835. (F)

NRS 850**LEADERSHIP CAPSTONE II**

The capstone project is designed to equip advance practica nurses with the knowledge and skills necessary to advance the application of translational research and the evidence in a clinical practice setting. In Capstone II students complete the data collection necessary to analyze clinical Evidence-Based Project (EBP) and write the remaining sections of their project. Prerequisite: NRS 845. (S)

NRS 855**LEADERSHIP CAPSTONE III**

Capstone III is available if student projects require an additional semester to complete.

NRS 860**LEADERSHIP RESIDENCY III**

Leadership Residency III is available if students require additional hours of advanced practice seminars. Executive leadership and management experiences in upper level management to achieve preparation to lead, manage, and influence healthcare for positive outcomes (CGEAN). AONE essentials will be applied. Prerequisite: NRS 835.

PHIL 101 T**LOGIC: PRACTICE OF CRIT THINKING**

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**CRIT THINKNG FOR DELIBERATIVE DEMOC**

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**

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 101C 1T**CRIT THNK: PHIL, POLITICS&PROPGANDA**

This course is designed to introduce students to the philosophical methodology of critical thinking and argument analysis and will seek to apply this methodology by analyzing the ways in which political and media powers attempt to shape and inform our ideas about contemporary political issues. Through this analysis, students will attempt to answer three questions: How are my own beliefs and values about political issues shaped and influenced by politics and media? How can we use our critical faculties to sift through political spin and propaganda to arrive at better understanding about the problems that beset our country? And to what extent can we work to change our political and media systems to overcome these forces and create a more just and fair world?

PHIL 102 PU**FOUNDATIONS IN PHILOSOPHY**

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 T.

PHIL 103 P**PHILOSOPHY OF THE PERSON**

Who am I and what could I become? What is a person? Are we more than biological organisms behaving according to laws of evolution? Are we born persons or do we become persons? What is soul? What is meaning in life, and where can we find (or create) it? And finally, what does it mean to seek "happiness"? This course has as its purpose the philosophical exploration of these and other questions on the nature of personhood.

Prerequisites: None.

PHIL 104 P**ETHICS**

This class examines various ethical theories and issues from multiple perspectives with the goal of discerning guidelines for individual human action and for the attainment of the good in human life. Prerequisites: PHIL 101: Critical Thinking.

PHIL 104A PQU**ETHICS OF SEX LOVE AND MARRIAGE**

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**

In this course, students will gain a basic 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 their 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 T.

PHIL 106 PQU**PHILOSOPHY AND GENDER**

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**

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, evolution and intelligent design, the mind-brain problem, and life after death. Prerequisites: Philosophy 101

**PHIL 109 GP
HUMAN RIGHTS: THE GLOBAL STRUGGLE**

A shared inquiry into the philosophy, history and global struggles pertaining to human rights. Prerequisites: Critical Thinking.

**PHIL 110 EPU
ENVIRONMENTAL ETHICS**

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 ENV5 110. Prerequisites: T tag course.

**PHIL 117
EAGLES DEBATE TEAM**

In this course students will participate in the activities of the Eagles Debate Team. These activities will include participation in weekly debates, critiquing debates, delivery exercises, scrimmages with regional teams, debate tournaments, on-campus workshops, and team building events. Prerequisites: none.

**PHIL 230 DPU
PHILOSOPHY AND RACE**

This course will examine philosophical analyses of race, considering a range of views from race as a biological feature of individuals to race as a social construction and hence a political issue. We will consider whether (and how) notions of race relate to practices of racism, asking both ethical questions (how should people of different races be viewed and treated?) and metaphysical questions (what IS race?). Would a just world be one which has gotten "beyond" race, or would that ideal perpetuate a dangerous desire for sameness?

**PHIL 250 PV
HISTORY & PHILOSOPHY OF SCIENCE**

History and Philosophy of Science is an introduction to the nature of scientific knowledge, the philosophical implications of science, and the 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 255 CPU**MORTALITY & THE LIMITS OF KNOWLEDGE**

This course will track some major veins of thought through philosophical and literary lenses to show how engagement with the question of death as a metaphor for the confrontation with the limits of knowledge has proceeded through philosophical inquiry and literary figurations. Prerequisites: ENG 110, PHIL 101. (F)

PHIL 260 U**SYMBOLIC LOGIC**

This course will introduce students to the formal system of symbolic logic. Students in this course will learn the symbolic language of sentential and first-order predicate logic as well as how to demonstrate valid inferential reasoning via various methods such as truth-tables and natural deduction.

PHIL 265 PU**MODERN PHILOSOPHY**

This course explores issues that arise in Modern Philosophy such as empiricism and rationalism, the rise of scientific method, and political beliefs founded on reason and individual freedom.

PHIL 305**PHILOSOPHICAL THEMES**

Exploration of various philosophical topics. Topics have included the human use of leisure and work, technology, mass media and the arts, as well as cross-cultural philosophical issues. Prerequisites: PHIL 101.

PHIL 305A GP**SPC TPC: COSMOPOLITANISM**

Cosmopolitanism is the belief that all human beings are members of one, big global community. The idea is that if we are united based on our common humanity, we will be able to rise above the differences that often divide us. In this class, we will ask whether cosmopolitanism can in practice offer the solutions that it hopes to offer: can we human beings be united in something like a global community? Should we want to be? What would we gain and potentially lose if we did so? In order to address these questions, we will consider issues with global import, which might include cultural difference, the war on terror and the notion of universal human rights. Prerequisites: None.

PHIL 306 GP**PHILOSOPHY OF PEACE WITH JUSTICE**

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.**

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 ETHS 480C. 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 315 PU**ANCIENT PHILOSOPHY**

The Western intellectual tradition has its roots in Ancient Greek Philosophy. This course will explore those roots through the philosophical themes that arose at the time and that provide the foundation for contemporary inquiry. Themes to be explored would include: metaphysics, epistemology, ethics, politics, and logic. Prerequisite: PHIL 101.

**PHIL 400
METAPHYSICS**

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 foundation course.

**PHIL 401
SELECTED PHILOSOPHERS**

In-depth concentration on one, two, or several philosophers, selected in response to student interest. Prerequisites: PHIL 101 and one foundation course.

**PHIL 442 PU
HEALTH CARE ETHICS**

This course examines various important ethical issues in medical practice and health care while exploring some philosophical approaches to moral responsibility. Major areas of focus include ethics in clinical medicine, public health, and the intersection of health ethics with global justice. This course has the goals of familiarizing students with some important issues in health care ethics as well as fostering independent critical thinking and writing on these topics. Prerequisites: Completion of T, O, W tags and at least sophomore status.

**PHIL 479
INDEPENDENT STUDY - PHILOSOPHY**

Research into a philosophical theme related to a students' major field. Required of philosophy minors. (Prerequisite: PHIL 101) Prerequisites: consent of instructor.

**PHIL 604
PROFESSIONAL ETHICS**

The goal of this course is to deepen critical thinking about ethical issues that arise in the context of professional practice. The course explores a wide variety of ethical issues relevant across professions. It aims to enhance students' abilities to identify central ethical considerations, accurately and respectfully explain others' views, thoughtfully examine one's own views, critically evaluate the strength of reasoning, and present well-reasoned positions.

**PHIL 642
ETHICS FOR HEALTH LEADERS**

This course focuses on ethical issues in professions related to health care while exploring some philosophical approaches to moral responsibility. It is aimed at students pursuing a graduate degree in health systems leadership as well as other health care professions. Major areas of exploration include ethics in clinical medicine, public health, and the intersection of health ethics with global justice. Course goals include familiarizing students with some important ethical issues in health care, enhancing students' abilities to analyze and evaluate ethical issues, and fostering critical thinking and communication skills.

**PHYS 110 1V
SOCIETY'S GRAND CHALLENGES**

This course will introduce engineering as a field concerned with solving the challenges facing modern society. These challenges include finding clean water resources, improving solar power, developing medical technology, and rebuilding aging infrastructure, among other. The focus will be on the intersection of science, technology, and society (STS), and explore how scientists and engineers can work to build a more just and compassionate world. Students will engage in the engineering design process, evaluate various solutions to society's challenges, and meet engineers who work in the Madison community. Prerequisites: This course is for first semester freshmen or freshmen transfer students.

**PHYS 130 S
GENERAL PHYSICS I**

This semester includes principles of classic mechanics, including kinematics, Newton's Laws, and energy. Emphasis is placed on applications in the real world (including biological and environmental applications). Students follow a guided inquiry approach to build on the concepts learned through hands-on activities involving

exploration, modeling, and calculations. This course is an integrated lecture/laboratory that meets in three two-hour sessions per week. Prerequisites: MATH 114B, HS Trigonometry, or consent of instructor. (F/S)

PHYS 131 S
GENERAL PHYSICS II

This semester includes principles of electricity, magnetism, optics and modern physics. Emphasis is placed on applications in the real world (including biological and environmental applications). Students follow a guided inquiry approach to build on concepts learned through hands-on activities involving exploration, modeling, and calculations. This course is an integrated lecture/laboratory that meets in three two-hour sessions per week. Prerequisites: PHYS 120, MATH 114B, HS Trigonometry, or consent of instructor. (F/S)

PHYS 201 SU
COLLEGE PHYSICS I

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 an integrated lecture-lab format that meets 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. (S)

PHYS 202 S
COLLEGE PHYSICS II

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 waves, electricity and magnetism and their applications. Prerequisites: PHYS 201; and MATH 231 or consent of instructor. (F)

PHYS 220 V
INTRO HUMAN BIOMECHANICS

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. (F)

PHYS 250 V
SURVEY OF ASTRONOMY

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. Cross-listed with NATS 260. Prerequisites: MATH 114A.

PHYS 300
MATHEMATICAL METHODS OF PHYSICS

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, waves, 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, and concurrent registration in or prior completion of MATH 232. (S)

PHYS 310**PRINCIPLES OF MECHANICS**

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 202 and MATH 232 (MATH 233 recommended). (S)

PHYS 320**ELECTROMAGNETISM**

Electrostatic fields, capacitance and dielectrics, magneto statics; electromagnetic induction; Maxwell's equations. Prerequisites: MATH 232 (MATH 233 recommended), PHYS 202, or consent of instructor. (F)

PHYS 350 I**SCIENTIFIC COMPUTING**

Introduces computing tools useful in solving scientific problems. Considers a variety of techniques of tackling scientific calculations such as spreadsheets, symbolic packages (or other suitable programming languages). Additional emphasis is placed on the acquisition of scientific information in an ethical and legal manner, including an exploration of the primary literature. Examples will be drawn from such diverse fields as astronomy, physics, chemistry, earth science, biology and mathematics. Prerequisites: MATH 231 and one S-tagged course or consent of instructor. (F)

PHYS 360 X**RELATIVITY & QUANTUM MECHANICS**

An introduction to relativity and quantum mechanics, and applications to atomic, solid state, and nuclear physics and chemistry. The laboratory component will explore these applications in more detail and also emphasize various forms of writing in the sciences. (S)

PHYS 361**THERMODYNAMICS & KINETICS**

Investigates the law of thermodynamics, properties of the states of matter and dynamics. Three lectures per week. Cross-listed with CHEM 361. Prerequisites: CHEM 121, MATH 232 (MATH 233 recommended), and PHYS 202, or consent of instructor. (F)

PHYS 379**INDEPENDENT STUDY - PHYSICS**

Independent study of selected topics in physics conducted by the student with the approval and supervision of the instructor. Prerequisite: Consent of Instructor

PHYS 469**SPECIAL TOPICS IN PHYSICS**

Advanced study of topics of special current interest in physics and related fields. Seminar/discussion format.

PHYS 479**INDEPENDENT STUDY - PHYSICS**

Independent Study of selected topics in physics conducted by the student with the approval and supervision of the instructor. Prerequisite: Consent of instructor.

PHYS 480 K**PHYSICS SEMINAR**

A seminar for upper-level physics 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 physics literature. One seminar-format meeting per week. (F)

PHYS 489**UNDERGRADUATE RESEARCH**

Opportunities are available for students to engage in physics research, in conjunction with collaborative student-faculty research projects or with projects done with researchers from various governmental agencies.

Prerequisite: Consent of instructor.

PHYS 670**WORKSHOP IN PHYSICS**

Physics Teaching Resources Workshops, plus development of either a Physics Teaching Resource Conference or a course implementation plan for building a teaching unit. Prerequisites: None.

PS 201 E**DEBATING THE EARTH: POL PERS ON ENV**

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 ENV 203. Prerequisites: None.

PS 210 GJ**INTRO TO INTERNATIONAL RELATIONS**

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**

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**

In this course we shall explore the structure and conduct of politics cross-nationally and examine some of the communalities and differences among politics and political systems around the world. Prerequisites: None.

PS 279**INDEPENDENT STUDY - POLITICAL SCI**

Consent of Instructor. Prerequisites: consent of instructor.

PS 301**POLITICAL IDEAS**

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 343**CONSTITUTIONAL POLITICS**

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**

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**

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 351A**BUDGETS, TAXES, AND THE DEBT**

Special topics: Issues in Public Policy: budgets, taxes, and the debt.

PS 352 EJ**ENVIRONMENTAL POLITICS**

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**PLTCS OF SPRWL: LND USE & TRNS PLCY**

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**

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 BRANC**

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**

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**

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 365 2J

MODEL UNITED NATIONS

The United Nations brings together states in an increasingly interdependent world to make collective decisions for the betterment of all. Model United Nations is an interactive simulation that allows students to experience the difficulty and the potential of international diplomacy. At a Model UN conference students serve as state "delegates" and negotiate solutions to complex global problems within the UN institutional structure. Preparation for and participation in the conference is a unique opportunity to develop research, debate, and inter-personal skills while also learning about a critical institution in global politics. This semester, we will compete as a team at the three day University of Chicago Model United Nations (ChoMUN) conference in April of 2017. As we progress through the semester, the principal question we will address is: what are the responsibilities and powers of supra-national institutions in finding solutions to global challenges?

PS 379

INDEPENDENT STUDY - POLITICAL SCI

Consent of Instructor. Prerequisites: consent of instructor.

PS 380 GJ

POLITICS OF LATIN AMERICA

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

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 384 GJ

POLITICS OF THE MIDDLE EAST

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 387 JU

PEACE & CONFLICT STUDIES

This course is an introduction to the study of inter-state conflict and peace studies. The underlying assumptions throughout this course is that war should be avoided and our principle focus will be to 1) identify the causes of war and 2) identify justifications and strategies for peace. As we shall see, these are interrelated, complex, and controversial topics. Both peace and conflict studies require a multi-disciplinary approach that includes psychology, philosophy and ethics, religion, economics, biology, history, and international relations. This necessarily broad approach allows us to closely examine and critique the underlying assumptions behind conflict and cooperation and trace the casual paths leading to war or to peace. We will place a special emphasis on examining and critiquing perspectives on conflict and peace at the individual, group, substate, and international levels of analysis. We will also consider the qualitative and quantitative empirical evidence in support of these theories. By the end of the course, students will appreciate the challenges of ending global conflict but also possess the knowledge to suggest realistic, peaceful solutions. This course fulfills the J (Analysis of Human Behavior and Social Structure) and U (Enriched Critical Thinking Experience) General Education tags.

PS 388 G

DEMOCRACY & AUTHORITARIANISM

PS 388 will explore the politics of democratic and authoritarian systems. It will investigate the various conceptualizations regime designs, the different accounts for democratic and authoritarian successes and failures, and how mass publics around the world understand democracy and authoritarianism.

PS 460 J

MASS MEDIA & POLITICS

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 SCI

Consent of Instructor. Prerequisites: consent of instructor.

PS 480

SEMINAR IN POLITICAL SCIENCE

A seminar that explores specific contemporary issues in political science. Prerequisites: None.

PS 480C JQ

SEM IN POL SCI: WOMEN AND POLITICS

This course will examine the history of feminist thought. A goal of the course is to encourage students to develop and shape their own concepts and ideas about feminist political thought as a potent and multifaceted global force. The course will define feminism and engage some of the cultural and political stereotypes of feminism and feminist thinking in contemporary politics and popular culture. Topics include citizenship, political participation and rights, work and family, reproductive rights and birth control, gender representation in the media, and the role of gender in militarism and national security.

PS 481

SEMINAR IN INTERNATIONAL RELATIONS

A seminar that explores specific contemporary issues in international relations. Prerequisites: None.

PSY 101 J

GENERAL PSYCHOLOGY

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 102 1Q

MENTAL HEALTH FOR THE 21ST CENTURY

This course explores mental health as a gendered public good. We will use memoirs, literary journalism, documentary films, philosophical and social science scholarship, mental health professional testimonies, mental health clinic fieldtrips, and autobiographical writing to explore how individuals must traverse psychological, medical, and sociocultural boundaries to obtain mental health services. We will also investigate the ethical and justice implications of a universal health care system that includes mental health services. More specifically, texts like *Nina Here Nor There* and *lesbian, gay, bisexual, transgender, questioning/queer, and intersex (LGBTQI)* perspectives, particularly the documentary *One in 2000*, will help us to explore how gender, sexuality, race, ethnicity, and poverty have influenced the development and delivery of mental health services as well as access to those services. Ultimately, students will critically investigate their own position on the "do no harm" ethical guideline and consider what mental health policies best support that position.

PSY 210

CHILD DEVELOPMENT

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: PSY 101 J

PSY 220

ADOLESCENT DEVELOPMENT

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

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

CAREERS IN PSYCHOLOGY

This course will comprehensively cover career options in psychology on different degree level. We will focus on experiences and practical skills needed at each level. Course objectives include introducing different career options to psychology majors, gaining knowledge of experiential requirements for different career options and gaining experience writing cover application materials for graduate schools and jobs. This course will be taught in a hybrid format, primarily over Blackboard, with four in person meeting throughout the semester. This course cannot be used for the Psychology Minor. Prerequisites: None

PSY 285R

INDEPENDENT RESEARCH

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

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. Cross-listed with WS 287. Prerequisites: None.

PSY 300

PSYCHOLOGY OF PERSONALITY

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

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 Q

PSYCHOLOGY INTIMATE RELATIONSHIPS

This course examines the ways in which couple relationships are formed, maintained, and dissolved. Relevant theory and empirical research will be used to examine a range of relationship processes (including attraction, love, intimacy, commitment, power, communication, and conflict) that may have an impact on the development and quality of an intimate relationship. Throughout our explorations of intimate relationships, we will examine how

gender influences relationships processes, and specifically how gendered power affects the quality of intimate relationships. The student will become familiar with theories, research findings, and methodologies used to study features of and changes in intimate relationships.

PSY 315 2G

PARENT-CHILD RELATIONSHIPS

This course considers parenting practices across diverse cultures around the world and within the United States. It draws on research from several disciplines (primarily psychology, sociology, and anthropology) to inform students' understanding of parenting in diverse cultures. An interdisciplinary approach will be employed to examine how geographic, political, religious, cultural, and economic characteristics of the country/region/community affect specific childrearing approaches and practices. The course will also cover a smaller number of "controversial" topics, including: child discipline; grandparents as parents; fatherhood; parenting children with special needs; gay/lesbian parenting; and child abuse. In trying to understand parenting practices, students will also examine parenting practices in their own communities through a community engagement activity outside of class. Prerequisite: Consent of the instructor. (F)

PSY 340

ABNORMAL PSYCHOLOGY

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

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

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

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 SUB ABUSE

This course emphasizes that assessing individuals for potential substance abuse disorders, developing effective treatment plans, and providing the required treatment and aftercare should all be part of one seamless process. Various assessment instruments, interviewing methods, and diagnostic tools will be reviewed. Included will be a full discussion of Prochaska and Miller's Stages of Change Model and Motivational Interviewing. A review of treatment options will include 12-step and other self-help groups, outpatient individual and group therapies, hospital based interventions and long-term residential treatment. Cognitive-behavioral, family systems, interpersonal and psychopharmacological approaches to treatment will all be explored. Prerequisites: None.

PSY 369**SOCIAL SCIENCE STATISTICS**

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**

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**

Prerequisites: consent of instructor.

PSY 380**INTRODUCTION TO PSYCHOTHERAPIES**

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 D**MULTICULTURAL COUNSELING**

In this course we will focus on the theories, ethics, and issues related to counseling within a multicultural context. Working effectively with diverse clients requires self-awareness, the skills for successful interaction, and knowledge of information specific to various cultures/populations, and the ability to engage in a relationship with those from other cultures/populations. Implications of cultural ethnic, geographic, and sexual diversity are considered as they relate to developing a multicultural perspective in studying and understanding human behavior, as well as its application in professional settings. Prerequisite: PSY 101 J or consent of the instructor. Cross-listed with ETHS 401B D

PSY 385**TOPICS IN PSYCHOLOGY**

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 386**PSYCHOLOGICAL ASSESSMENT**

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**

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**

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 2Q**PSYCHOLOGY OF MEN AND MASCULINITIES**

This course, through the multidisciplinary nature of topics discussed, allows for students to explore the ways in which they relate to men in their lives and in the world. It is intended that through engagement with community-based agencies that work with boys and men, we will develop a deeper understanding of the very complex ways boys and men are affected by the experiences of growing up male and having people respond to them as male. Through this integration of scholarly works, class discussion, and community involvement, the student will be fostered into becoming a more socially conscious and compassionate member of greater society. This service learning course expects that students participate in 1-2 hours weekly of community engagement outside of class. Prerequisite: sophomore standing.

PSY 390**GROUP PSYCHOTHERAPY**

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 391**EMOTION & MOTIVATION**

This course will cover emotion and motivation from a scientific perspective, with an emphasis on current research findings. Students will gain expertise in behaviors and neural substrates of the emotion system in general with a special emphasis on stress. Pre-requisite: PSY 101

PSY 430 S**ANIMAL BEHAVIOR**

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, mating and parental care, foraging, habitat selection, and sociality. This course provides a broad basis for understanding the behavior of animals, including ourselves. Prerequisites: BIO 152 or consent of the instructor.

PSY 440 2**ADULT DEVELOPMENT AND AGING**

This course provides a broad overview of the multiple perspectives of adult development from young adulthood to late adulthood. The emphasis is on breadth--the range of influences on individual growth and development during the adult years--rather than an in-depth focus on one or two facets of adult development. As the field of adult development and aging has been interdisciplinary from its inception, biological, psychological, sociological, cognitive, gender, and cross-cultural theories will be explored. The current status of research and implications for practice in a variety of adult settings with diverse populations will also be examined, as well as the political and social implications of aging and development in the United States. Prerequisite: consent of the instructor.

PSY 445 V**BIOLOGICAL PSYCHOLOGY**

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, Junior or Senior status.

PSY 479**INDEPENDENT STUDY - PSYCHOLOGY**

Topics and credits will be determined and approved by the Department of Psychology. Prerequisites: consent of instructor.

PSY 485**TOPICS IN PSYCHOLOGY**

A different topic in psychology will be examined in each topic course. Prerequisites: None.

PSY 487**INTRO TO FAMILY THERAPY**

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 490 S**NEURAL SCIENCE**

The goal of this course is to explore the fundamentals of neuroscience research. By reading classic academic articles in the field and current research, students will be able to follow the historical evolution of neuroscience research through to its evolving present state. We will build upon the knowledge of basic cellular mechanisms from BIO 151 and basic neuroscience from PSY 445. We will explore complex cellular mechanisms, functional and structural brain connectivity, network activation, and related behavioral correlates. We will gain expertise in many basic neuroscientific methods by testing hypotheses using neural network models, neuron and brain simulation software, neuro-imaging data analysis and connectivity software, and physiological data collection.

Pre-requisites: BIO 151 & PSY 445

PSY 495**PSYCHOLOGY INTERNSHIP**

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 the Psychology Department internship director 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**GEL INTERNSHIP: COUNSELING**

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 Psychology Department internship director. 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**

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 the Psychology Department internship director for internships. Students will work with individual faculty members on empirical research. Prerequisites: Consent of instructor.

PSY 495C**GEL INTERNSHIP: HUMAN SERVICES**

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 PSYCH**

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 the Psychology Department internship director for internships. (F/S/SS) Prerequisites: Consent of instructor.

PSY 496G**PROF SEMINAR/INTERNSHIP SUB ABUSE**

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**PROF SEMINAR/INTERNSHIP SUB ABUSE**

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. (S) Prerequisites: None.

PSY 497 3**PSYCHOLOGY INTERNSHIP COR 3 MODULE**

This course may involve clinical counseling, human services, developmental, educational, or other psychology-related service/participation. Students will examine and reflect on their strengths, current limitations, and areas for growth in terms of their work in the internship settings. They will also examine and reflect on the ethical and moral elements of the internship settings, and examine and develop creative and innovative solutions for problems in the internship setting. Lastly, students will determine how their work in the internship contributes to a more just and compassionate world. Prerequisites: concurrent registration in PSY 495 or 496G. (F/S)

PSY 498 KUX**EVALUATING PSYCHOLOGICAL RESEARCH**

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**

Prerequisites: Consent of Instructor.

PSY 600**INTRODUCTION TO SYSTEMS THEORIES**

Overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships. Prerequisites: None.

PSY 603**ORGANIZATIONAL INTERVENTIONS**

This course examines organization-wide interventions from a psychological perspective. Topics include planned change, appreciative inquiry, work design and re-design, organizational structure, and high performance systems. Prerequisites: None.

PSY 605**INTRO TO MARITAL AND FAMILY THERAPY**

Review of the history of marital and family therapy and the clinical approaches of interactional therapies. Focuses on basic counseling concepts and skills. Prerequisites: None.

PSY 606**ADULT LEARNING & ORG DEVELOPMENT**

This course emphasizes the principles of adult learning and provides an understanding of adult development from a broad liberal arts perspective. Students learn and apply the techniques and procedures used in the development of adult learners, including employment settings in different organizations and at all organizational levels. Cross-listed with ED 606. Prerequisites: None.

PSY 610**MARITAL & FAMILY THERAPY II**

Exploration of techniques of major fields of systems therapy, including structural, strategic, systemic, existential, brief, and others. Prerequisites: PSY 605.

PSY 615**SPECIAL ISSUES IN SYSTEMS THERAPY**

Examines therapeutic strategies for issues such as blended families, addiction, abuse, and others. Prerequisites: PSY 605.

PSY 619**TOPICS IN ORGANIZATION DEVELOPMENT**

This is a series of courses offered on a rotating basis exploring emerging topics within the field such as appreciative inquiry, quality management, and project management. A residence-based interaction with professionals from the field is another option.

PSY 620**DIVERSITY THRU THE LIFESPAN IN MFT**

Focuses on the diversity of psychosocial development across ethnicity, class, gender, and culture, from childhood through old age. Discusses the implications for interactional therapies. Prerequisites: None.

PSY 625**HUMAN SEXUALITY & SEXUAL DYSFUNCTN**

Review of the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems from a systemic perspective. Prerequisites: None.

PSY 630**PSYCHOPATHOLOGY & PERSONALITY**

Review of major theories of personality and psychopathology, emphasizing psychiatric diagnostic classification systems relevant to MFT. Study of the implications for treatment and comparisons with interactional approaches. Prerequisites: None.

PSY 635**ASSESS IN MARITAL & FAMILY THERAPY**

Overview of methods and instruments used to define problems and indicate solutions. Comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisites: PSY 630.

PSY 640**SUBSTANCE USE DISORDER**

Overview of chemical and alcohol abuse and dependence, examining the aspect on individuals and families. Prerequisites: None.

PSY 645**PSYCHOPHARMACOLOGY**

Examines psychoactive medications and their use in the treatment of mental and behavioral disorders. Therapeutic and side effect issues are addressed. Prerequisites: None.

PSY 650**SPECIAL POPULATIONS IN SYSTEMS THERAPY**

Examines therapeutic implications and interventions with people of different ethnic, gender, culture, or other special characteristics. Prerequisites: PSY 605 and 62

PSY 655**MARITAL AND COUPLE THERAPY**

This course is designed to provide an exploration and application of theories and methods used in marital and couple therapy. Using a systemic perspective, major theoretical approaches will be examined to develop a framework within which the student can understand the nature of intimate relationships and the dynamics of marital and couple therapy. Prerequisites: None.

PSY 679**INDEPENDENT STUDY - DSM V**

Participate in PSY 679 by attending all classes, and actively being engaged in class participation. Outcome: to become proficient in the DSM V diagnostic criteria. Assessment: At end of semester, student will be assessed by Dr. Fabian on familiarization of the DSM. Grade: will be pass/fail.

PSY 690**GRADUATE SEMINAR IN PSYCHOLOGY**

Special topics course investigates new areas of interest. Prerequisites: None.

PSY 700**RESEARCH IN FAMILY THERAPY I**

Brief review of quantitative and qualitative methods of inquiry, examining recent evidence-based research in marriage and family therapy. Development of a research project in the field of marriage and family therapy. Prerequisites: None.

PSY 715**RESEARCH IN FAMILY THERAPY II**

Continuation of data gathering and analysis of findings for research project in marriage and family therapy. Prerequisites: PSY 700.

PSY 730**INTRO-ETHICS & PROFESSIONAL ISSUES**

Provides an overview of the ethical, legal, and professional mandates, laws, and guidelines that regulate the practice of marriage and family therapy. Prerequisites: None.

PSY 732**INDIVIDUAL AND TEAM INTERVENTIONS**

This course examines individual and team interventions from a psychological perspective. Topics covered include individual performance improvement, performance coaching, teams and teamwork, conflict resolution, and process consulting.

Prerequisites: None.

PSY 735**ORGANIZATIONAL ANALYSIS**

This course examines the techniques used to study and analyze organizations as holistic entities comprised of interdependent component parts. The course explores the manner in which organizational analyses are positioned, designed, implemented, and evaluated. Various data gathering methods are explored relative to critical organizational variables such as strategy/mission, goals/objectives, measurement, communication, group boundaries, power and status, relationships, rewards, operations/processes, structure, design, employee learning and growth, and customer satisfaction. Utilizing the data from an organizational analysis to guide and target subsequent planning, leadership development, and team development initiatives is emphasized. (F/S)

PSY 750**CLINICAL INTERNSHIP I**

Supervised practice of marriage and family therapy in a field experience. This course must be followed within a 12-month period by PSY 760 and 770. Prerequisites: completion of all Year 1 courses and approval of the Program Director.

PSY 760**CLINICAL INTERNSHIP II**

Supervised practice of marriage and family therapy in a field experience. Prerequisites: PSY 750.

PSY 770**CLINICAL INTERNSHIP III**

Supervised practice of marriage and family therapy in a field experience. Prerequisites: PSY 760.

PSY 790**INDEPENDENT STUDY - PSYCHOLOGY**

To be arranged with the Director of the Program. Prerequisites: consent of instructor.

PSY 800**ETHICAL, LEGAL, & PROFESSIONAL ISSUES**

Examines ethical and legal practices and dialogue about ethical issues in professional practice. Discusses legal requirements and accountability for the profession. Prerequisites: PSY 730.

PSY 801**CONSULTATION IN ORGANIZATIONS**

This course examines various client-consultant issues arising from psychological interventions. Topics covered include entry and contracting, diagnosis and role setting, implementation, evaluation, withdrawal and maintenance. Consistent with the College's Sinsinawa Dominican values, special attention is given to ethical issues and standards relative to the concept of "organization as client". Prerequisites: None.

PSY 810**ETHICAL LEGAL & PROFESSIONAL ISSUES**

This course examines ethical and legal practices and dialogue about ethical issues in professional practice. It discusses legal requirements and accountability for the profession and the relationship of ethical practices that relate to global and local resource allocations. The course explores how one's belief system impacts on justice, honesty, and respect in dealing with colleagues and clients in the ethical conduct of the profession. The course may be used to fulfill interdisciplinary requirement in ethics (IC 800). Details of these requirements for MFT students may be found in the Graduate Catalog. Prerequisites: None.

PSY 871**RESEARCH DESIGN**

Topics include statistical decision theory, one factor analysis of variance, multiple comparison procedures, factorial designs, randomized block designs, and basic issues in experimental design as well as non-experimental and qualitative research designs and approaches including survey, naturalistic observation, case study, and archival research. (F)

PSY 872**RESEARCH ANALYSIS**

An advanced course covering simple correlation, inferential procedures appropriate for independent and dependent correlations, interpretation issues in correlation research, simple linear regression, nonlinear regression, multiple correlation and regression, general linear models, regression diagnostics and robust regression. This class will guide the student through choosing an important research question in the workplace and designing an appropriate research design to address that question. This project is the first step in outlining the master's action research project that constitutes the capstone experience for the program. Prerequisite: PSY 871. (S)

PSY 889**ACTION RESEARCH IN ORG DEVELOPMENT**

Consistent with Edgewood College's commitment to building community, each student will complete an applied project in the workplace or community related to a topic they select relevant to the OD field. Applied research is the key as "real time" collaborative projects that involve faculty from multiple disciplines work with students to construct projects that matter to communities or organizations are undertaken, and in which individual learning from course experiences are applied. To ensure the quality of this capstone project, and consistent with Edgewood College's common identity across its graduate offerings, multiple levels of assessment will provide the basis for evaluation, representing the state of the art in assessment approaches and a robust evaluation framework encompassing formative (i.e., reaction and learning) and summative (i.e., behavior and results) criteria as follows: 1. Project level self, peer, and instructor assessments comprises internal assessment, 2. Site level contact or supervisor assessment comprises external assessment, 3. Organization/community level assessment comprises impact assessment.

PSY 890**ACTION RESEARCH PROJECT CONTINUED**

This course is used to complete the action research project for the MS in Organization Development program, if not completed in PSY 889, Prerequisite: PSY 889. (F/S/SS)

RART 161 AG**ART SURVEY**

This introductory survey course offers an introduction to major developments and themes in Western (European and American) art form from ancient times to the modern period. While our focus is the arts of Europe, we will also look briefly at several world art traditions from this period. We will consider various art historical approaches to the study of art, with a focus on works of visual art as expressions of spiritual beliefs, cultural values and social experience. We will also explore ways that the subject and style of a work of art may be related to the historical, cultural and social context in which the work was created. Emphasis will be on looking carefully and thoughtfully at works of art found in the course textbook, as well as local museums, and developing an understanding of the questions and issues raised by this form of art history inquiry, so that knowledge gained here can be applied to consideration of art and artists not studied in this class. Prerequisites: None.

RART 162 B**ART STRUCTURE**

This course is designed as a studio introduction to the visual arts for non-majors and minors. Students explore a variety of media to develop a creative and aesthetic awareness of two and three-dimensional art forms. This course provides basic information on materials and techniques while placing an emphasis on the production of visual art. Through the process of making and discussing their own artwork and through viewing historical and contemporary artwork, students will develop a better understanding and appreciation for the world of visual art. Prerequisites: None.

RBUS 211
FINANCIAL ACCOUNTING

This course explores the role of financial accounting in measuring and communicating business activities to external users primarily through financial statements. 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. Ethics in decision-making and financial reporting will be analyzed. This course also includes an introduction to the time value of money concepts and to the Intuit QuickBooks small business accounting software. (F/S/SS)

RBUS 212
MANAGERIAL ACCOUNTING

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 utilized for budgetary planning and controlling, capital investment decisions, pricing, variance analysis and decision making activities in organizations. This course also completes the financial topics of RBUS 211 through an in depth analysis of the cash flow statement and a comprehensive review of the financial statements. In addition, students will assess how managerial techniques are used in real world scenarios. Prerequisites: RBUS 211, RMATH 124.

RBUS 311
PRINCIPLES OF MARKETING

An introduction to the different aspects of marketing. Using applications to illustrate the various theoretical concepts, the basic functions that marketing serves will be taught. Building skills will be emphasized at least as much as building knowledge. In addition to covering the course material, this class will challenge students to think critically, write better, and voice opinions persuasively and with confidence. Prerequisites: RENG 151.

RBUS 312 K
MANAGEMENT CONCEPTS

This course is designed to familiarize students with the principles and concepts of management. Planning, organizing, directing, and controlling are functions fundamental to organizational management. Leadership, ethical decision making, motivation and team building are essential skills. Connecting all the functions and skills is the ability to effectively communicate. Because communication is an essential core competency, students will be given opportunities to practice and polish their verbal communication skills. It is the purpose of this course to equip students with the foundation necessary to lead their organizations with confidence and a clear sense of social responsibility. Prerequisites: RENG 151, RCA 160.

RBUS 313
CORPORATE FINANCE

This course will introduce the student to the basic ideas related to corporate financial management. Topics covered will include the role of financial management in the firm, fundamental financial analysis, capital structure, capital budgeting, working capital management, the corporate capital markets, and the concept and creation of shareholder value from a shareholder perspective. The course will provide a fundamental understanding of corporate finance to serve as a basis for future study in Business and Finance. Prerequisites: RMATH 123, 124, 125, 126; RBUS 211, 212; RECON 164.

RBUS 314 U
BUSINESS LAW

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. It provides students with 1) an understanding of how the law affects business operations; 2) an understanding of the principle of stare decisis and the ability to apply the rule of precedent to case studies; 3) skills to use current technology in completing a legal research project involving a current ethical issue; and 4) a thorough understanding of basic contract law principles. Prerequisites: ENG 110, completion of 40 credits.

RBUS 315

OPERATIONS MANAGEMENT

Operations Management (OM) focuses on how organizations transform their resources into finished goods and services, how they make these products and services available to their customers, and how they create value for themselves and their customers. The course will cover key issues, concepts, and analytical tools related to: Relationship of OM with Marketing and Finance functions; Inventory Management; Quality Management; Supply-chain Management; Project Management; Wait Line Models; and Trends and technology in OM. In addition to the instructor-led activities, students will actively participate in class-room discussions, problem-solving and simulation exercises. Prerequisites: RENG 151, RBUS 312, RBUS 400, RMATH 123/124 and RMATH 125/126

RBUS 320

INTERMEDIATE ACCOUNTING I: PT 1 OF 2

Intermediate Accounting I: Pt 1 of 2: 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, statement of stockholders' equity and statement of cash flows), footnote disclosure and time value of money concepts. International accounting convergence topics are introduced. The course includes an introduction to Sage Peachtree accounting software. Application of topics through written case analyses and through research in the FASB Accounting Standards Codification is required. Prerequisite: RBUS 212. (Term C)

RBUS 321

INTERMEDIATE ACCOUNTING I: PT 2 OF 2

Intermediate Accounting I: Pt 2 of 2: Continuation of Intermediate Accounting I. An in-depth study of the theoretical foundations of financial accounting and reporting at the intermediate level. Topics include accounting for cash, receivables, inventories, property, plant, and equipment, and intangible assets. International accounting convergence topics are introduced. Application of topics through written case analyses and through research in the FASB Accounting Standards Codification is required. Prerequisite: RBUS 320. (Term D)

RBUS 322

INTERMEDIATE ACCOUNTING II: PT 1 OF 2

Intermediate Accounting II: Pt 1 of 2: Topics covered include accounting for current and non-current liabilities, contingencies and equity accounts; accounting for leases, investments, dilutive securities and earnings per share and revenue recognition. International accounting convergence topics are introduced. Application of topics through written case analysis is required. Prerequisite: RBUS 321 (Term E)

RBUS 323

INTERMEDIATE ACCOUNTING II: PT 2 OF 2

Intermediate Accounting II: Pt 2 of 2: Continuation of Intermediate Accounting II. Topics covered include accounting for income taxes, pension benefits, leases, accounting changes and financial disclosure. International accounting convergence topics are introduced. Application of topics through written case analysis is required. Prerequisite: RBUS 322 (Term F)

RBUS 325

COST ACCOUNTING

In addition to providing data used to cost products and services, cost accounting provides data to managers for planning and controlling. Today cost accountants are increasingly expected to actively contribute in the making of strategic decisions instead of simply providing data. Cost accounting is a managerial tool used by business to formulate strategy and its implementation. The course's focus is upon how accounting information can assist managers in controlling the activities for which they are responsible, and how manager's use cost information to make better decisions to improve their organization's competitiveness. The course covers the fundamentals of cost accounting, including job order, process, and activity based costing. Particular emphasis is given to current practices in cost control through reports to management. Prerequisite: RBUS 212. (Term C)

RBUS 326**INCOME TAX ACCOUNTING PART A**

Tax laws and regulations relating to individual taxpayers and the principles of taxation common to all taxpayers (i.e., individuals, partnerships and corporations). Prerequisite: RBUS 212. (Term E, odd years)

RBUS 327**INCOME TAX ACCOUNTING PART B**

Continuation of Income Tax Accounting I. Tax laws and regulations relating to individual taxpayers and the principles of taxation common to all taxpayers (i.e., individuals, partnerships and corporations). Prerequisite: RBUS 326. (Term F, odd years)

RBUS 328**AUDITING PART 1 OF 2**

RBUS 328 AUDIT: Pt 1 of 2: 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. Prerequisite: RBUS 323. (Term E, even years)

RBUS 329**AUDITING PART 2 OF 2**

RBUS 329 AUDIT: Pt 2 of 2: 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. Prerequisites: RBUS 328. (Term F, even years)

RBUS 379**INDEPENDENT STUDY - BUSINESS**

INDEPENDENT STUDY. Prerequisites: consent of instructor.

RBUS 400**ORGANIZATIONAL MANAGEMENT**

This course will explore the structure and relationships within an organization and the skills management must develop to maintain the successful operation of the enterprise. Topics include: managing in a global environment, organizational structure and design, communication, human resource management, managing change and innovation, and controlling for organizational performance. Prerequisites: RBUS 312; RCA 153; RENG 151; and RENG 170 or RENG 306.

RBUS 401**IMPROV ORGANIZATIONAL EFFECTIVENESS**

This course will improve organizational effectiveness through exploring the concepts and principles of leadership. Through case studies, readings and exercises each student will uncover their own capacity for leadership while defining both the characteristics of an effective leadership style and the organizational components used to generate the best style to fit the situation. It is the organizational leadership that has both the obligation and the opportunity to bring the organization to high levels of effectiveness and efficiency. Through the development of strategic vision, identifying core values, practicing with integrity and generating enthusiasm for the mission of the organization, leaders hold keys for the successful operation of the organization. Prerequisites: RENG 151, BUS 312 and 400 or their equivalent.

RBUS 402 3U**SOCIAL RESPONSIBILITY IN BUSINESS**

This COR 3 interdisciplinary course explores and implements the critical thinking and managerial and ethical decision-making skills necessary for developing ethical organizations and an ethical society. First, students examine who they are by writing weekly journal entries about ethical dilemmas experienced at work and compose a purpose of life essay associated with their 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 benchmark their organization's performance with the best practices in business ethics. Prerequisites: COR 2, senior standing.

RBUS 429
ADVERTISING AND PROMOTION STRATEGY

Covers the elements of the promotional mix, including the communication process, creative advertising 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: RBUS 311.

RBUS 430
CONSUMER BEHAVIOR

Analysis of how consumers process information, form attitudes, and make decisions, and how consumer behavior is affected by cultural factors and interpersonal influences. Prerequisites: RBUS 311.

RBUS 431
MARKET RESEARCH

Qualitative and quantitative research methods, with an emphasis on quantitative survey-based research applications. Prerequisites: RMATH 125, 126, RBUS 311. (C term).

RBUS 433
PROF SELLING AND SALES MANAGEMENT

The steps of the relationship selling process, including the creation of effective sales presentation, 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: RBUS 311.

RBUS 445
EXPLORING ENTREPRENEURSHIP

Entrepreneurship is about taking ideas and turning them into a reality. Working in teams, students will generate ideas for ventures, conduct extensive research to examine the financial viability and social sustainability of those ideas, and develop comprehensive business plans. Students will further develop their basic knowledge and skills in the areas of leadership and management, product development, marketing, accounting, and financial management. This course experience helps students develop a holistic and complex perspective of organizations, a deeper understanding of how different functional areas are connected, and an appreciation of the venture creation process. Prerequisites: RBUS 312.

RBUS 461
INTRODUCTION TO QUALITY IMPROVEMENT

The purpose of this course is to learn the fundamental principles of data analysis for quality improvement; particularly understanding and managing variation as the fundamental principle. Quality control charts based on the teachings of Walter Stewart and W. Edward Deming are used to understand variation. Control charts, distinction between common cause and special cause variation, graphical process, PDSA Cycle and Operational Definitions are the main topics. Numerous causes and problems from manufacturing and service are examined. Prerequisites: RMATH 126, 126. (F)

RBUS 462
QUALITY AS A BUSINESS STRATEGY

The primary purpose of this course is to establish quality as a business strategy. Particularly, the course will propose the leadership competencies to lead the organization and the quality efforts as a system. This course is an extension of RBUS 461 where the emphasis is on understanding variation. Prerequisite: RBUS 461. (F)

RBUS 479
INDEPENDENT STUDY-BUSINESS

INDEPENDENT STUDY. Prerequisites: consent of instructor.

RBUS 490

STRATEGIC BUSINESS PRACTICES

This course focuses on strategic management decisions, and actively incorporates multi-disciplinary elements of marketing, finance, operations, and quantitative analysis. It is designed to help students learn how to identify, dissect, and answer strategic management problems, how to apply analytical frameworks to business problems, and how to present their fact-based analysis and recommendations in oral and written formats. The course utilizes readings, business cases and real-life examples to accomplish the synthesis. Prerequisites: RENG 151, final course taken or consent of instructor.

RBUS 492A

INTERNATIONAL STUDY TOUR A- CHINA

Each year, the School of Business offers students the opportunity to participate in a short-term international travel experience to different countries through two sequential courses (BUS 492A and 492B G). Through the courses, students gain critical insights and valuable real-world experience of global business processes and practices. In BUS 492A, students learn about various aspects of a country's culture and society, history, cultural values/customs, and social and economic development and the impact of these issues on business practices. Books, readings and videos will be assigned for students to read/watch with class discussion focused on comparing and understanding differences in these topic areas between the US and the focus country. Students must enroll in both BUS 492A and 492B G in order to receive the G-tag.

RBUS 492B G

INTERNATIONAL STUDY TOUR B- CHINA

Each year, the School of Business offers students the opportunity to participate in a short-term international travel experience to different countries through two sequential courses (RBUS 492A and 492B G). Through the courses, students gain critical insights and valuable real-world experience of global business processes and practices. In RBUS 492B G, students will participate in an approximately 10-day trip to the focus country. During the trip, student tour locally- and foreign-owned companies, meet business executives to discuss business challenges and opportunities in the country, attend lectures about the country's economy and culture, and participate in guided tours of historical and cultural sites. After the trip, students will write a report in which they analyze and compare the business practices of companies in the US and the focus country. Students must enroll in both RBUS 492A and R492B G in order to receive the G-tag. Prerequisites: Junior standing, 3 courses in the major, and RBUS 492A. (Term E)

RBUS 494A

INTERNATIONAL STUDY TOUR A- GERMANY

Each year, the School of Business offers students the opportunity to participate in a short-term international travel experience to different countries through two sequential courses (RBUS 494A and RBUS 494B G). Through the courses, students gain critical insights and valuable real-world experience of global business processes and practices. In RBUS 492A, students learn about various aspects of a country's culture and society, history, cultural values/customs, and social and economic development and the impact of these issues on business practices. Books, readings and videos will be assigned for students to read/watch with class discussion focused on comparing and understanding differences in these topic areas between the US and the focus country. Students must enroll in both RBUS 494A and RBUS 494B G in order to receive the G-tag. (Term D)

RBUS 494B G

INTERNATIONAL STUDY TOUR B- GERMANY

Each year, the School of Business offers students the opportunity to participate in a short-term international travel experience to different countries through two sequential courses (BUS 492A and 492B G). Through the courses, students gain critical insights and valuable real-world experience of global business processes and practices. In BUS 492B G, students will participate in an approximately 10-day trip to the focus country as well as attend classes in the fall semester. During the trip, student tour locally- and foreign-owned companies, meet business executives to discuss business challenges and opportunities in the country, attend lectures about the country's economy and culture, and participate in guided tours of historical and cultural sites. In the fall semester, students will meet 1 - 2 hours weekly to further explore business practices in the focus country within an historical, cultural and social context. In addition, students will analyze and compare the business practices in the US and focus country. Students must enroll in both BUS 492A and 492B G in order to receive the G-tag.

RCA 160 O**COMM FOR PROFESSIONAL & CIVIC LIFE**

This course will introduce students to concepts and develop skills in presentational speaking, group process and problem-solving, and selected aspects in organizational communication including formal and informal lines of communication, conflict management, leadership and team building. Prerequisites: None.

RCS 108 I**NETWORK FUNDAMENTALS**

This course focuses on three areas: 1) the core features and functions of the internet; 2) currently available networking technologies used in the workplace; and 3) the use of networks and implications on the ethical use of information. Prerequisites: None.

RCS 117**INTRODUCTION TO PROGRAMMING**

This course is an introduction to computers and software. It focuses on basic concepts of computer organization and programming. Students study data representation, data types and various control structures and learn how to create programs using Integrated Development Environments. Students will also learn basic HTML and build basic web pages. Prerequisites: none.

RCS 157 I**COMPUTERS IN THE WORKPLACE**

This course will introduce key concepts of computers and Information Systems (IS) to students who are pursuing a degree in Business Administration. The course's main focus is on the use of computers in the business workplace, while at the same time studying the underlying technology using case studies and "real-life" scenarios. Further, the design of this course provides the opportunity for students to view IS from the perspective of fulfilling business and organizational needs. Because IS are used for a wide variety of business functional contexts, the course contains specific emphasis on the use of case studies. The case studies chosen describe effective and innovative use of computers and information system solutions that achieve relevant businesses goals. Armed with the understanding of computer technology, it is anticipated that students will be able to review and assess how computers and IS are integrated into today's business workplace. Prerequisites: None.

RCS 208**INTRODUCTION TO PROJECT MANAGEMENT**

This course focuses on four areas: (1) the need for project management in various areas of the information systems profession; (2) approaches to project management; (3) the core components of project management and (4) effective use of project management to enhance the success of the information systems development process, in terms of team processes. Prerequisites: All RCS 100 level courses.

RCS 217**INTRO TO OBJECT ORIENTED PROGRAMMING**

This course focuses on expanding the basic concepts of programming learned in the Introduction to Programming class and introduces Object Oriented Programming paradigm. It focuses on the definition and use of classes along with the fundamentals of object-oriented design including encapsulation and information-hiding; separation of behavior and implementation; subclasses and inheritance; polymorphism. Using the object-oriented problem solving skills students will develop solutions to an increasingly difficult series of problems. Prerequisites: RCS 117.

RCS 227**INTRODUCTION TO DATABASES**

This course focuses on four areas: (1) types of database systems, including current products and approaches; (2) the technical functionality of the organizational use of data and databases; (3) database design, development and administration and (4) integrating databases as information systems. Prerequisites: None. (F:RAAD B)

RCS 228**PROF COMMUNICATION & PRESENTATION**

This course focuses on three areas: (1) methods and technologies used for communication, as appropriate for the information systems professional; (2) using effective presentation techniques and (3) utilizing professional communication strategies to support the systems development process. Prerequisites: None.

RCS 279**INDEPENDENT STUDY - COMP SCIENCE**

Topics and credits to be arranged. Prerequisites: consent of instructor.

RCS 307 X**OBJECT ORIENT SYS ANALYSIS & DESIGN**

This course focuses on four areas: (1) characteristics of traditional approaches to Systems Development, within the context of: purpose, audience, attributes, functionality and development; (2) systems development using object oriented approaches; (3) use of Unified Modeling Language (UML) for developing systems and (4) developing models, commonly used to complete tasks associated with systems development. Prerequisites: RCS 208, 227.

RCS 308**PROJECT MANAGEMENT TOOLS**

This course focuses on three areas: (1) use of project management tools to successfully control and execute software development projects; (2) estimating resource costs and developing milestones using a project management toolkit and (3) formative and summative reporting of projects to stakeholders. Prerequisites: RCS 208.

RCS 317**ADVANCED OBJECT ORIENTED PROGRAMMING**

In this course students will continue development of their object-oriented programming skills gained in RCS217 and learn some advanced topics. Throughout the course students will also learn some of the practices of Agile System Development. Prerequisites: RCS 217.

RCS 327**WEB DEVELOPMENT**

This course teaches the fundamentals of creating dynamic web pages and deploying them on the server. Through a series of exercises and a group term project, students work together to extend their technical knowledge and apply different programming techniques in the web context. The course covers the latest standards HTML5 and CSS3 and teaches the foundations of JavaScript through the usage of objects, data structures, and the DOM. The course also teaches students the popular JavaScript library, jQuery, and guides them on some other popular libraries to use in their web programming experience. Prerequisites: RCS 217.

RCS 337**DATABASE & OO SYSTEMS IMPLEMENTATION**

This course focuses on five areas: (1) the key components of good end user interface design; (2) translating user requirements and system functionality using object oriented techniques; (3) developing databases, interface objects and implementation plans and user acceptance methods; (4) documenting and maintaining systems for development flexibility and (5) developing and implementing object oriented database systems using effective team processes. Prerequisites: RCS 227, RCS 228, RCS 307, RCS 308.

RCS 379**INDEPENDENT STUDY - COMP SCIENCE**

Topics to be arranged. Prerequisites: consent of instructor.

RCS 407**NETWORK SECURITY**

This course focuses on four areas: (1) network security fundamentals; (2) network protocols and operating systems integration; (3) encryption standards and (4) development and implementation of security plans for information systems. Prerequisites: RCS 108.

RCS 408**NETWORK MANAGEMENT**

This course focuses on three areas: (1) international and industry standards and network management; (2) network management tools and monitoring strategies and (3) implementing network management within an enterprise environment. Prerequisites: RCS 108.

RCS 417**ADVANCED WEB DEVELOPMENT**

In this course students will build on their knowledge of RCS327 and learn advanced topics of web development. They will learn how to create dynamic websites using database connectivity and use Model View Controller multi-tier architecture. Prerequisites: All RCS 300 level courses.

RCS 479**INDEPENDENT STUDY - COMP SCIENCE**

Prerequisites: consent of instructor.

RCS 490**TOPICS IN COMPUTER SCIENCE**

Under the supervision of a faculty member of the CIS department, this course provides students with the opportunity to conduct research in a topic of their choosing to deepen their knowledge of a particular area of the computing profession. (A/B/C/D/E/F)

RCS 497 3**INFORMATION SYSTEMS PROJECT**

This course, the capstone for the CIS major, is intended to provide the students an opportunity to implement and complete a project in support of an Edgewood College Community Partner. Working in teams, the students will utilize formal project management structures and processes. Through an examination of technologies used for communication, with a special focus on the emerging emphasis of 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 platforms 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.

RECON163 J**MICROECONOMICS**

This course will survey the basic principles of microeconomics. 1) The student will learn how the market system operates to determine prices, allocate resources into alternative productive uses and impact social welfare. 2) The student will learn the circumstances under which markets may fail to provide an optimal or efficient allocation of resources and the policy options for dealing with this failure. Specifically we will evaluate the consequences of a) different degrees of competition in the marketplace; b) poorly established or defined resource ownership; and c) incomplete information for decision making. 3) These economic principles will be applied to an analysis of various current social issues (health care, asymmetric information problems and environmental spillover effects). Prerequisites: None.

RECON164 J**PRINCIPLES OF MACROECONOMICS**

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.

RENG 151 W
RESEARCH WRITING

This first year course integrates critical reading and writing skills. Students will develop competence in finding and using source materials, and in writing research papers. Individual conferences, peer reading, and revision are some of the essential elements in this process-orientated approach to college writing. Prerequisites: None.

RENG 215 CQ
WOMEN WRITERS

This course is an introduction to the work of women writers from a variety of literary genres and periods. The course will also teach fundamentals of literary interpretation. Prerequisite: ENG 110.

RENG 306 X
PROFESSIONAL COMMUNICATION

This course provides students with the skills they need as communicators in professional environments with an emphasis on written communication. Students will acquire knowledge of correct format and writing style for memos, letters, reports, resumes, cover letters and web pages. They will learn to approach each writing assignment by first determining the purpose of the communication--to persuade, console, demand, request, inform, or convey good or bad news--and then by analyzing the audience to best achieve their goal.. The students will gain experience communicating orally in both formal and informal situations. They will also confront issues of intercultural business communication and gender and communication at work. Prerequisites: RENG 151, RCA 153.

RENG 317 B
PHOTOJOURNALISM

Photojournalism students will learn how to effectively use their digital cameras, how to shoot professional photographs, and the rules of photojournalism outlined by the Associated Press. Past and current photojournalists and their work will be studied. Composition and lighting will be learned during field trips during class and student's work will be shared and published in Edgewood's student newspaper, On the Edge. Students will learn the latest version of Photoshop CS, and guest photojournalists will give presentations to the class. Students bring their own digital cameras or can check one out at Edgewood College's TAC. (S)

RENV 108 EGP
WORLDVIEWS OF ECOLOGY

This course will expose students to philosophies from non-Western spiritual traditions and from indigenous peoples to examine their responses to three profound questions: What is the Universe and the Earth? Who are humans and why are we here? How should we live? The course begins with a study of India's history and culture, and provides a context for a critical examination of how non-western spiritual traditions view the natural environment and the Earth. Students will then examine indigenous peoples' views of the same. Prerequisite: completion of the 'T' tag.

RGEOS165 V
EARTH SCIENCE I

The first term of a two term sequence of the major physical materials, processes and features of the earth, and how they are investigated. Laboratory experiences are intended to train students to solve problems, apply principles, distinguish between fact and assumption, use models and acquaint students with some of the important techniques for geological investigations. Prerequisites: placement in college level math.

RGEOS166 S
EARTH SCIENCE II

Second term of a two term sequence of a study of the major physical materials, processes and features of the earth and how they are investigated. Laboratory experiences are intended to train students to solve problems,

apply principles, distinguish between fact and assumption, use models and acquaint students with some of the important techniques for geological investigations. Prerequisites: RGEOS 165 V.

RHI 479

INDEPENDENT STUDY - HUMAN ISSUES

A one or two-semester independent study for a total of three credits involving planning, implementation, and presentation of students' work. Regular meetings with a Human Issues advisor, staff, and/or other students may be an expectation of independent study. Prerequisites: consent of instructor.

RHIST167 H

US HISTORY 1865 TO THE PRESENT

American history from the end of the Civil War to the present. Emphasis is given to those persons, ideas, institutions, and literary and artistic artifacts which shed light upon our present situation. Prerequisites: None.

RHIST204 DH

HISTORY OF AMER SOCIAL MOVEMENTS

A survey of US social movements, with emphasis on post WWII movements. Prerequisites: None.

RHIST379

INDEPENDENT STUDY - HISTORY

Independent Study - History

RMATH099

TRANSITIONAL MATH WORKSHOP

Essential pre-college mathematics that includes the arithmetic of real numbers and an introduction to algebra that emphasizes problem solving and daily life applications of these topics. The activities of this course require students to work in groups and to experiment with whole numbers, fractions, decimals, percents, signed numbers, powers, roots, ratios, proportions, algebraic equations, and includes applications and problem solving techniques. Credit does not count toward graduation requirements.

RMATH123

MATHEMATICAL MODELS IN BUSINESS I

The first course in a two course sequence which together include an introduction to finite mathematics, including linear systems, linear programming, mathematics of finance, probability, and other related topics. Prerequisites: Placement exam or college level math course.

RMATH124

MATHEMATICAL MODELS IN BUSINESS II

The second course in a two course sequence which together include an introduction to finite mathematics, including linear systems, linear programming, mathematics of finance, probability, and other related topics. Prerequisites: RMATH123

RMATH125

STATISTICS AND ITS APPLICATIONS I

The first course in a two course sequence which together include descriptive and inferential statistics with the emphasis on drawing meaningful conclusions from 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. Prerequisites: Placement exam or college level math course.

RMATH126 M

STATISTICS AND ITS APPLICATIONS II

The second course in a two course sequence which together include descriptive and inferential statistics with the emphasis on drawing meaningful conclusions from 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. Prerequisites: RMATH125

RNATS110A V
REAL WORLD SCIENCE A

This is a course intended for non-science majors that explores the science behind real world issues and concerns. The first term of this course will focus on energy resources including human energy use, transportation, radioactivity, and alternative sources of energy. The course is integrated and interdisciplinary, and over the course of the two terms includes basic principles of natural sciences from astronomy, biology, chemistry, cosmology, geology, and physics. Prerequisite: RENG 151 placement. (A/C)

RNATS110B ES
REAL WORLD SCIENCE B

This is a course intended for non-science majors that explores the science behind real world issues and concerns. The second term of this course will focus on studying the interaction between human civilizations and earth and space systems. Topics will include natural disasters, climate change, sustainability, and space exploration. The course is integrated and interdisciplinary, and over the course of the two terms includes basic principles of natural sciences from astronomy, biology, chemistry, cosmology, geology, and physics. Prerequisite: RNATS 110A. (B/D)

RNATS179
INDEPENDENT STUDY-NATS

Topics to be arranged. Prerequisites: Consent of instructor

RPHIL154 T
LOGIC-PRACTICE OF CRITICAL THINKING

This is a basic introduction to critical thinking and involves learning tools and skills that enable students to effectively evaluate deductive and inductive arguments and to distinguish well-constructed from deceptive and spurious arguments. Prerequisites: None.

RPHIL168 P
PROFESSIONAL ETHICS

This is a course in professional ethics designed for students pursuing a career in business and the professions. It begins with a grounding in the basic concepts of ethics and justice and then explores the ethical context of capitalism, the structure and goals of corporations, stakeholder interests, rights of consumers and employees, and environmental issues. Prerequisites: RPHIL154 Logic - The Practice of Critical Thinking

RPSY 102 J
GENERAL PSYCHOLOGY

A basic introduction to psychology as a science. Emphasis on major topics and areas of research in psychology including: methodology, biology and behavior, perception, memory, learning, language, motivation, emotions, states of consciousness, personality, and psychological disorders. Prerequisites: None.

RPSY 104
PSYCHOLOGY OF ADULT LEARNING

This is a 4-credit course designed to integrate and orient the RAAD student to the Edgewood College RAAD program. It is interdisciplinary with an emphasis on the psychology of adult learning. Students will learn theoretical underpinnings of adult learning and motivation as well as reflect upon their own learning as adults, engage in extensive writing opportunities (to include descriptive, persuasive, and research essays), complete a prior and/or current learning portfolio, learn the features of logical argumentation and apply these concepts to their portfolios. The course will also orient the RAAD student to Blackboard, the library, logistics, general education, adult learning, portfolio building, and the tagging process. This course is required of all RAAD students within the first 2 terms of their enrollment in the Edgewood College RAAD program. Prerequisites: None.

RPSY 242
PSYCHOLOGY OF ADULTHOOD AND AGING

Introduction to the study of early, middle, and late adulthood; theoretical orientations to aging. A study of the continuity and discontinuities in life such as the changes in biological systems, sensation-perception, psychomotor skills, intellectual functioning, and personality. 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: RPSY 102F4.

RPSY 302

PSYCHOLOGY OF PERSONALITY

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: RPSY 102F4.

RPSY 322

OVERVIEW OF ORG BEHAVIOR & LDRSHP

This course investigates the behavior of persons in the workplace, particularly the social influences which affect the individual in work organizations. Attention will be given to the role of work in the life of the person and the returns which people expect from their jobs. Topics covered include the importance of pay and other benefits, various motivations to work, communication in organizations, leadership and management styles, work redesign, and other factors which influence job satisfaction, personal fulfillment and productivity. Prerequisites: RPSY 102F4 or consent of instructor.

RPSY 332

MGT AND LEADERSHIP IN ORGANIZATIONS

Explores the structure and functions of formal organizations, the characteristics, dynamics, and processes. Organizational issues examined include conflict resolution, leadership roles and characteristics, and constructive use of power and authority. Prerequisites: None.

RPSY 333

HUMAN RELATIONS IN ORGANIZATIONS

A study of individual and interpersonal behavior in the work world. Topics covered include communication techniques, conflict, group processes, and improving human relations skills. Prerequisites: RPSY 102F4 or consent of instructor.

RPSY 379

INDEPENDENT STUDY - ORG BEHAVIOR

Research and independent readings in organizational behavior and leadership. Purpose is to allow academic exploration of topics not in the existing catalog. Students must contract with individual faculty; the nature and extent of the contracted experience. Prerequisites: consent of instructor.

RPSY 384 E

TOPICS IN ORG BEH: LDRSHP CHALLENGE

This course surveys key leadership perspectives and prepares the student to utilize technical tools developed to bring out the best in people. Throughout the course students will move from a traditional model of linear managing to one of leading, coaching, facilitating, and team building with a systemic view. Improved understanding of organizational systems is a guiding principle. Prerequisites: None.

RPSY 387 DQ

CHAMPION DIVERSITY IN ORGANIZATIONS

This course examines the critical knowledge and skills that are needed to manage an increasingly diverse workforce. The impact of race, gender, ethnicity, culture, and other dimensions of a diverse workforce are examined.

RPSY 397

BUILDING HIGH PERFORMANCE TEAMS

This course examines the nature of teams in organizations. Topics covered include types of teams, stages of team development, team dynamics, team building, and factors influencing teams. Prerequisites: None.

RPSY 402**MOTIVATION IN ORGANIZATIONS**

An examination of the development of motives in adulthood, group attractions and pressures, general problems of motivation, basis of motives, changing motives and conflicts. Special attention to work settings and management motivational concerns. Prerequisites: RPSY 102F4 or consent of instructor.

RPSY 403**TESTING AND ASSESSMENT**

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. Prerequisites: RMATH 125 and 126.

RPSY 476**RESEARCH METHODS**

An examination of the research methods used in Industrial/Organizational (I/O) Psychology, such as surveys, case studies, field experiments, etc. In addition to various classroom experiences, the student designs and conducts a research project in which a problem is defined, a hypothesis is formulated, data are collected and analyzed, and a summary report is constructed using APA writing conventions. Prerequisites: RMATH 125,126.

RPSY 477 KUX**EVALUATING ORGANIZATIONAL RESEARCH**

Senior organizational behavior and leadership majors write and present to the OBL, RAAD, and Psychology department a critical review of the primary research literature on a topic in organizational 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

RPSY 479**INDEPENDENT STUDY - PSYCHOLOGY**

Research and independent readings in organizational behavior and leadership. Purpose is to allow academic exploration of topics not in the existing catalog. Students must contract with individual faculty; the nature and extent of the contracted experience. Prerequisites: consent of instructor.

RPSY 482**TRAINING & DEVELOPMENT IN ORGANIZAT**

A review of the application of learning principles in organizational settings. Attention is given to processes such as learning needs analysis, instructional design and development, implementation, evaluation, and maintenance. Emphasis is placed upon the important connection between training development and its organizational context. Prerequisites: None.

RPSY 484**ORGANIZATIONAL DEVELOPMENT**

This course explores approaches to individual and organizational-level analysis. Topics include innovation, leadership, corporate cultures, roles of internal and external consultants, problems of implementing change, and measuring relevant variables. The "organization as a system" is a central concept. Prerequisites: None.

RPSY 487**LEADING ORGANIZATIONAL CHANGE**

This course explores various approaches to leading planned change initiatives within organizational settings. Students are exposed to the necessary steps to implement a change strategy. The importance of identifying organizational targets and outcomes is highlighted. Appreciative inquiry is emphasized as the emerging model of planned change. Prerequisites: None.

RPSY 494 3**ETHICAL LEADERSHIP IN ORGANIZATIONS**

This course provides students with active, engaged learning experiences involving organizational psychology as a science for improving human welfare. Students are exposed to a framework for ethical decision making drawn from the disciplines of organizational psychology, philosophy, and business/management that is intensively explored through assigned reading, interactive classroom discussions, and experiential exercises involving application of course concepts to an organizational situation. The major project in the course is a n organizational study that each student pursues at a site of his/her choosing. These projects allow students to vigorously apply the framework for ethical decision making. Engaged learning, interdisciplinary inquiry, and values exploration characterize this project.

RPSY 495D**INTERNSHIP ORG BEHAVIOR**

Prerequisites: None.

RRS 224 2R**CHRISTIAN FAITH AND THE COMMON GOOD**

An introduction to the basic beliefs, values and spiritual practices of Christianity as interpreted by significant Christian theologians. The emphasis in this course is on the practical implications of beliefs, values and practices for responsible engagement as a citizens building a more just and compassionate world. The course considers the lives and works of persons who have put these beliefs and values into practice in exemplary ways. It also includes development of a project in which students intentionally connect their own beliefs and values--or those studied in this class--to the dynamics of their place of work, in partnership with a faith-based organization, or some other community in which they are already engaged.

RS 101 1ER**SPIRITUALITY & ECOLOGY**

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. Cross-listed with ENVS 101 1ER

RS 147 1DR**SPIRITUALITY & JUSTICE**

While focusing on Spirituality and 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 truth. Students examine the worldviews, beliefs, values and practices that characterize the lives of Jesus of Nazareth and other figures throughout history who have inspired a strong sense of moral-spiritual power in human beings. They learn about economic, ethnic, racial, ecological and gender justice issues, as well as moral-spiritual power, from multiple marginalized perspectives, e.g. Black, Feminist, Womanist, Native American and Latin@. They also have opportunities to observe and collaborate in local efforts and ritual celebrations advocating multiple forms of justice. Finally, students articulate the characteristics of their own moral-spiritual empowerment for building a more just and compassionate world.

RS 201**LIVING SUST IN DOMINICAN STUDIUM**

The first of a two-semester seminar 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 course builds on the features of the Dominican Studium: Community, Contemplation, Study, and Mission. The first semester includes weekly seminars, a one-day Saturday retreat, regular gatherings for contemplative rituals and eco-celebrations as well as community meetings to deal with the practicalities of living as sustainably as possible. Prerequisites: COR 1 or equivalent; open to sophomores and above. Cross-listed with ENVS 201

RS 201 2ER**LIVING SUST IN DOMINICAN STUDIUM**

The RS 201/202 sequence satisfies the 2, E, and R tags. To receive these tags, a student must enroll in and successfully complete both the fall and spring courses. If you wish to receive the tags for this sequence (which is set up as two separate courses), enroll in RS 201 (with no tags) at this time and RS 202 2ER in Spring. The tags will be added to your record after successful completion of RS 202 2ER in the Spring term.

RS 202 2ER**LIVING SUSTAINABLY IN DOM STUDIUM**

The second of a two-semester seminar which builds on the intensive study of eco-spiritualities and efforts to live sustainably begun in RS 201. Students 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 Edgewood Engaged Symposium 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: RS 201. Cross-listed with ENV 202 2ER

RS 210 RU**JESUS & THE GOSPELS**

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: T and W tags, or equivalent.

RS 218 CR**IMAGES OF FAITH: STORY SCREEN SPIRIT**

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**

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**RELI & SPRTL TRDTNS OF THE WRLD**

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**

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: T tag.

RS 248 2R**SPIRITUALITY IN THE 21ST CENTURY**

A theoretical and practical exploration of Spirituality and its relationship to inner well-being, the transformation of consciousness, and the development of lifestyles that contribute to building a more just, compassionate, and sustainable world. In addition to examining features of the spiritual journey in diverse religious and secular traditions, students explore the characteristics of their own personal spiritualities as they adopt spiritual practices, visit spiritual sites, and engage in experiential and/or service learning in the community. Required for RS majors who have not taken RS 101 or RS 147. Prerequisites: COR 1 or equivalent; open to sophomore and above students.

RS 265**RELIGIOUS TRADITIONS OF THE EAST**

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**

Students choose a topic of interest in Religious Studies or select writings of a major theologian (e.g. Augustine, Aquinas, Luther, Tillich, Segundo, Ruether, Johnson, neo-Thomists, Feminists, Liberation Theology). Requires preparation of a paper or public presentation. Prerequisites: consent of instructor.

RS 302 RU**CATHOLICISM TODAY**

Exploring the riches of the Catholic tradition that keep the Church vibrant today. In line with Jesus' exhortation that the best instruction brings from our storeroom both the old and the new (Mt 13:52), we will explore traditional themes such as the Sacraments, the mission and nature of the Church, the Communion of Saints, and normativity of Scripture and Tradition and how these ideas continue to enliven the Catholic imagination and reform the Church in our day. Prerequisites: W & T tags or equivalent

RS 305**SEM IN RELIGION & PUB LIFE I**

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**LBRTN THEOLOGIES IN LATIN AMERICA**

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. Includes a minimum of 20-hours community engagement.

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.

RS 308**BLACK THEO & DSMNTLG OF RACISM, I**

This course is an opportunity to identify and develop your personal spirituality through the study of Black Liberation Theologies and the dismantling of racism. After examining the history of racism and white privilege, we explore the writings of Black and Womanist theologians and their significance in the struggle for racial justice. 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 the COR 2, D- and R- tags or Ethnic Studies 480H. Prerequisites: COR 1 or equivalent, Sophomore or higher standing.

RS 308 2DR**BLACK THEO & DSMNTLG OF RACISM, I**

The RS 308/309 sequence satisfies the 2, D, and R tags. To receive these tags, a student must enroll in and successfully complete both the fall and spring courses. If you wish to receive the 2, D, and R tags for this sequence (which is set up as two separate courses), enroll in RS 308 at this time and RS 309 2DR in the Spring term. The tags will be added to your record after successful completion of RS 309 2DR in the Spring term.

RS 309 2DR**BLACK THEO & DSMNTLG OF RACISM, II**

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 Edgewood Engaged Symposium in April. Each student completes a COR 2 Statement connecting learning beliefs/values and their own stance on racism and building "the beloved community." Prerequisites: RS 308. Cross-listed with ETHS 480H 2DR

RS 311 RU**GOD & HEBREW BIBLE HISTORICAL BOOKS**

If you want to meet God there is no better place to start than the Hebrew Bible. This text, which is foundational for much of Western civilization, is also an intimate and compelling report of God's relationship with God's people, whom God never deserts. This God is not a theological abstraction but rather the foremost example of the twin virtues of justice and mercy whose goal is to create a people who, like God, see these attributes as complementary rather than antithetical. On one level the Historical Books (Genesis-2 Kings; 1 and 2 Chronicles; Ruth, Esther, Ezra, and Nehemiah) are a national epic. On another, they are an incisive study of leadership, government, and the challenges and opportunities of a society growing to understand the infinite worth of the human person. The failure of this culture, culminating in the Babylonian Captivity, is in turn a fruitful source of insight into the nature of human evil and the steadfast love of God. 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 and they are resolved only as they are lived.

RS 313 RU**GOD & HEBREW BIBLE:PROPHETS & WRTGS**

If you want to meet God there is no better place to start than the Hebrew Bible. This text, which is foundational for much of Western civilization, is also an intimate and compelling report of God's relationship with God's people, whom God never deserts. This God is not a theological abstraction but rather the foremost example of the twin virtues of justice and mercy whose goal is to create a people who, like God, see these attributes as complementary rather than antithetical. The prophetic literature of ancient Israel is a remarkable meditation on these virtues, and on the difficulties of living them in a cruel, competitive, and materialistic society. Beyond that, though, these sections of the Hebrew Bible are also a prayer book for Christianity and Judaism, a wellspring of ancient Wisdoms, and a most 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 and they are resolved only as they are lived.

RS 314 RU

NEW TESTAMENT CHRISTIANITY

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: T and W tags, or equivalent.

RS 322 2QR

CONTEMPORARY JEWISH LIFE & THOUGHT

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

An exploration of the basic concepts and themes of Christianity as taught in the churches, understood by contemporary theologians, and expressed in the lives of believers. What is Faith? How do Christians understand God, creation, human beings, Jesus, sin and evil? How is Christian spirituality practiced today? What is the relationship between Christianity and other religions? To answer these we consider a wide spectrum of theological perspectives, each of which is shaped by the diverse contexts of culture, gender, race, ethnicity, sexual orientation and socio-economic location. The course highlights dimensions of faith which all Christians share as well as the beautiful diversity present within the Christian tradition. Prerequisites: I, T, and W tags.

RS 327

RELIGIONS AND CONTEMPORARY ISSUES

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

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 GLBL CHRISTIANITY

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 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: T and W tags, or equivalent.

RS 331

CHRISTIAN WORSHIP

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

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 302 RU Catholicism Today or RS 340 RUX Exploring Christian Thought, or consent of the instructor.

RS 343

WOMEN AND RELIGION

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 344 DQR

WOMEN AND MULTICULTURAL THEOLOGIES

How do women theologians from diverse racial and ethnic backgrounds understand and discuss God, Jesus, Human Beings, the Bible, Spirituality, Ecology and the Roles of Women in religion and society today? How do North American women "do theology" in their African-American, Latina, Native American, Asian-American, Euro-American and/or socio-economic contexts? What kinds of theology are women theologians in Latin America, Asia and Africa doing? In what ways do race, ethnicity, gender, class, sexuality, and nation shape the formation and development of Christian feminist theologies? From multicultural perspectives, this course explores the questions, experiences, values, concerns, and challenges that women bring to the understanding and practice of Christian faith and its implications for building a more just and compassionate world. Prerequisites: I, T, and W tags or their equivalents. Cross-listed with ETHS 344 DQR.

RS 345

RELIGION AND SOCIETY

An introduction to the sociology of religion, including the concepts of "sacred and secular," sects and church, secularization, and the church as a social institution. Cross-listed with WS 343. No prerequisites.

RS 346 GQU

MYSTICS AND GENDER

Across religions, mystics transgress normal religious boundaries in order to have a direct experience of the divine. The field of gender studies examines the social construction of sex and gender roles and norms, questioning their normatively and naturalization. In this course, mysticism and gender studies will be used to inform and interrogate each other as mechanisms for challenging existing structures of power, received notions of goodness and transcendent truth claims. Prerequisites: T tag.

RS 351 2D

NATIVE AMERICAN SPIRITUALITY

An experiential and community-based survey of native religious traditions, exploring the breadth and depth of spiritual expression among native people in North America, with particular emphasis on the Anishinabe bands of

Wisconsin. Important themes include sacred landscapes, mythic narratives, oral histories, communal identities, tribal values, elder teachings, visionary experiences, ceremonial practices, prayer traditions, and trickster wisdom. This course includes significant engagement in Native American communities. \$40 Course fee. Prerequisites: COR 1 or equivalent, I, T, and W tags. Cross-Listed with ETHS 480J 2D

RS 356 2GR
THE CHALLENGE OF ISLAM

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 358 2GR
CHRISTIAN-MUSLIM DIALOGUE

This course, an experiential exploration of interfaith dialogue between Christians and Muslims, studies the 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; W, and T tags.

RS 361 GRU
BUDDHISM & CHRISTIANITY IN DIALOGUE

An exploration of the foundational beliefs and practices of Buddhism and Christianity and how they might learn from one another while remaining distinct. 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 Buddhist and Christian communities with a special focus on the variety of cultural and intercultural contexts in which adherents practice their faith today. Prerequisites: W, and T tags.

RS 379
INDEPENDENT READING AND RESEARCH

Topics and credits to be approved by an advisor in the Department of Religious Studies. (Prerequisite: At least two "R" tagged courses; normally for RS Majors and Minors only.) Prerequisites: consent of instructor.

RS 380
TEACHING RELIGIOUS STUDIES

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

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**SEM RELIGION & PUB LIFE II**

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.

RS 406 3**LEARNING, BELIEFS & ACTION:CMN GOOD**

In this seminar students select and investigate a theme/problem/issue through academic inquiry, scholarly research, community-based learning, and intellectual reflection. In so doing, they will develop integrative, creative theories and solutions to contemporary human issues and problems; strive to harmonize their own beliefs with their intellectual, critical, and cultural development; and deepen their own spiritualities with a vision toward justice, peace and the common good. Prerequisites: a declared major, junior standing, completion of H, R, U, and X tags.

RS 414**SCRIPTURE: ADVANCED STUDY**

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 416 K**THE ART OF PREACHING**

Preaching is an art form that gives voice to a faith tradition in the moment. It gives artistic expression to shared values and challenges listeners to embrace them and apply them in a new way in the world today. This course is an introduction to the fundamental techniques and aesthetics of this art form that transcend religious boundaries. Students will be encouraged to apply them within their own religious context. Performance techniques may include oral interpretation of religious texts, oral story-telling, and video production.

RS 422**REFORMATION & COUNTER-REFORMATION**

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**

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**

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 RESPONSBLTYÐICS OF HEALTH**

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 3RV**PERSPECTIVES IN SCIENCE & RELIGION**

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: COR 2, senior status or permission of the instructor.

RS 451**SELECTED TOPICS**

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 RS:**

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 454**SELECTED TOPICS: FOUNDATIONS IN FAITH**

A study of selected topics related to the foundations of faith in religious experience, revelation, scripture, theologies and/or spiritualities. Prerequisites: None.

RS 455**SELECTED TOPICS: REL IN AMERICA**

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 TCHGN: INTRN: REL STU, ELMNTRY**

Prerequisites: RS Major or Minor; Junior or Senior standing.

RS 459**TEACHING OF RELIGIOUS STUDIES: 7-12**

The study of curricula and methods appropriate for the teaching of religious studies in the secondary school. Prerequisites: Completion of at least 20 credits in RS; instructor's approval.

RS 484**INTERNSHIP: PASTORAL/SOC JUST MNSTRY**

Supervised observation and participation in one or more of the following situations: 1) Interning in a Religious Ed or Pastoral Ministry program; 2) interning with a Social Justice organization or ministry; 3) interning with an Ecological organization or ministry.

RS 490**PRACTICUM**

Practicum in Religious Education or Christian Ministry according to the goals of the student. Prerequisites: None.

RS 498**SENIOR RELIGIOUS STUDIES SEMINAR**

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 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

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 Edgewood Engaged Conference or through presenting a workshop related to their ministerial or professional field. Prerequisites: None.

RS 510 BIBLICAL STUDIES

Prerequisites: None.

RS 540 FOUNDATIONS OF MORALITY

Prerequisites: None.

RS 545A INTRODUCTORY LEVEL TOPICS

Prerequisites: None.

RS 545B INTRODUCTORY LEVEL TOPICS

Prerequisites: None.

RS 545C INTRODUCTORY LEVEL TOPICS

Prerequisites: None.

RS 545D INTRODUCTORY LEVEL TOPICS

Prerequisites: None.

RSPAN 155 L

FOREIGN LANGUAGE & CULTURE I

This course will prepare students to understand Hispanic culture, use the Spanish language at an elementary level, learn the facts and etiquette of the Spanish business world and employ all these elements as a communicative tool for doing business with Spanish speaking countries (specifically Mexico and Argentina). Its leading principle claims that language is culture and culture is reflected in the ways of conducting business. While simultaneously developing receptive and productive communication skills, exchanging real life information about each other and within the context of the global business world, students will gain insights into Hispanic culture through writing, reading and viewing strategies of authentic texts integrated into the learning process.

Prerequisites: None.

RSPAN 156 L

FOREIGN LANGUAGE AND CULTURE II

This course is the sequel to RSPAN 155. It will continue preparing students to use the Spanish language at an intermediate level, as a communicative tool for understanding the Hispanic culture and being successful in doing business with Spanish speaking countries (specifically Chile and Spain). Its leading principle claims that language is culture and culture is reflected in the ways of conducting business. While simultaneously developing receptive and productive communication skills, exchanging real life information about each other and within the context of the global business world, students will gain insights into Hispanic culture through writing, reading and viewing strategies of authentic texts integrated into the learning process. Prerequisites: RSPAN 155

RSPAN179

INDEPENDENT STUDY - SPANISH

Research and independent readings in Spanish. Purpose is to allow academic exploration of topics not in the existing catalog. Students must contract with individual faculty regarding the nature and extent of the contracted experience. Prerequisite: Consent of the Instructor.

**RTHA 269 ADU
SCRIPT ANALYSIS**

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 blueprint state on the page and create working concepts. Prerequisites: None.

**SAART150 AGU
ITALIAN CIVILIZATION**

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.

**SAENG347
STUDY ABROAD-FREN WRITRS & FRN NTNS**

Prerequisites: None.

**SAFR 470
STUDY ABROAD FRENCH 470**

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.

**SASP 371
PERU STUDY ABROAD: INT HIGH LANGUAGE**

Prerequisites: Consent of instructor

**SASP 471
PERU STUDY ABROAD: ADVANCED LANGUAGE**

Prerequisites: Consent of instructor

**SASP 472 2G
PERU STUDY ABROAD: COMTEMP SOCIETY**

Courses in language, society, or literature are taken during a five week Peru Summer Study Abroad experience in Arequipa, Peru, which is an experiential exploration of the culture, history, and people of Peru. We examine the interrelated political, economic and cultural systems of Peru, from pre-Columbian times to the present with a particular focus on the contemporary period and current issues. In this course, students will study a variety of readings, primarily in Spanish, in anthropology, sociology, history, political science, cultural studies and literature in order to gain an overall understanding of both Peruvian society and the connections and contrasts between the peoples of the United States and Peru. The class contains a significant component of volunteer work and community based learning, with volunteer opportunities in schools, orphanages, churches, soup kitchens and other grass-roots venues. The volunteer opportunities are interwoven with the class curriculum. Prerequisites: COR 1 and 4 semesters of college-level Spanish.

**SASP 473
PERU STUDY ABROAD: LAT AM LIT**

Prerequisites: Consent of instructor

**SOC 179
INDEPENDENT STUDY - SOCIOLOGY**

Prerequisites: consent of instructor.

SOC 201 DJ**INTRODUCTION TO SOCIOLOGY**

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. Special emphasis will be placed on forms of social inequality and power by race, ethnicity, nationality, class, gender and sexuality. (F)

SOC 202 1DJ**INTRO TO SOCIOLOGY: SELF & COMMUNITY**

This course is an introduction to sociology with an emphasis on self and community. Sociology is the study of human behavior. Rather than focusing on individual people, sociology is the study of society, concerned with interaction and patterns of relationships among people. Important emphases in the field are inequality, social problems, and the social construction of reality. Sociologists seek to understand how the larger social structures interact with individuals' lives. This class will guide you to apply a sociological lens to your own life and community issues.

SOC 207 DJQ**INTRODUCTION TO LGBTQ+ STUDIES**

In Introduction to LGBTQ+ Studies, we start from the position that taken-for-granted systems of categorization like gender and sexuality are in fact socially developed, enforced, and reproduced such that members of societies see them as "natural." Although these systems may be described as "social constructs," they are quite real to the people who are categorized by them. We will rely upon sociological frameworks to better understand intragroup interactions within the broader "LGBTQ+ community." Cross-listed with WS 207 DJQ.

SOC 220**ALCOHOL AND DRUG ABUSE**

An interdisciplinary examination of social factors relating to substance abuse, its identification and resulting community responses. Prerequisites: None.

SOC 236**JUVENILE DELINQUENCY**

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 CJ 236. Prerequisites: None.

SOC 309 D**RACE & ETHNICITY**

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**

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 310A**TOPIC: WOMEN AND CRIME**

This course will cover three main topics: women as perpetrators of crime, women as victims of crime, and women who work in the criminal justice system. We will explore sociological, psychological, and criminological perspectives of crimes typically perpetrated by and against women, with special emphasis on women's violent offending and victimization. We will also learn about complicated and controversial issues for both professionals working in the criminal justice system, and prisoners in women's correctional facilities. (F)

SOC 322**CLASS, SOCIAL CHANGE & REVOLUTION**

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**

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**

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 325 2DJ**HEALTH, ILLNESS & SOCIETY**

This course explores the social context of health, well-being and illness. We consider the importance of one's social position in shaping status, power, bodily control and resources, as well as the influence of social structures and cultural practices. As part of this course, students will complete a service learning project. Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

SOC 340**THEORIES OF DEVIANCE**

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 JUSTICE SYSTEMS**

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**

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**

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 JQ
WOMEN AND SOCIETY

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
BRDG BRDRS: US/MEX IMMIGRTN 1

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 377 2DG
BRDG BRDRS: US/MEX IMMIGRTN 1

The SOC 377/378 sequence satisfies the 2, D, and G tags. To receive these tags, a student must enroll in and successfully complete both the fall and Winterim courses. If you wish to receive the 2, D, and G tags for this sequence (which is set up as two separate courses), enroll in SOC 377 at this time and SOC 378 2DG in the Winterim 2014 term (registration is also open now). The tags will be added to your record after successful completion of SOC 378 2DG in the Winterim term.

SOC 378 2DG
BRDG BRDRS: US/MEX IMMIGRTN 2

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

Consent of Instructor. Prerequisites: consent of instructor.

SOC 380
SEMINAR IN SOCIOLOGY

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

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 479
INDEPENDENT STUDY - SOCIOLOGY

Prerequisites: consent of instructor.

SOC 480**SEMINAR IN SOCIOLOGY**

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.

SPAN 101 L**FIRST SEMESTER SPANISH**

For students beginning the language. The following four skills are taught: understanding, speaking, reading and writing. Use of the language lab is required. C (F) Prerequisites: None.

SPAN 102 L**SECOND SEMESTER SPANISH**

Continuation of SPAN 101. (S) Prerequisites: SPAN 101 or equivalent (online placement test available).

SPAN 201 GL**THIRD SEMESTER SPANISH**

Continued development of understanding, speaking, reading and writing skills, with emphasis on grammar review and conversation. (F/S) Prerequisites: SPAN 102 or equivalent.

SPAN 202 GL**FOURTH SEMESTER SPANISH**

Continued development of understanding, speaking, reading and writing skills, with emphasis on grammar review and conversation. (F/S) Prerequisites: SPAN 201 or equivalent (online placement test available).

SPAN 279**INDEPENDENT STUDY - SPANISH**

Given with the consent of the instructor. Prerequisites: consent of instructor.

SPAN 312**THIRD YR CONVERSATION & COMPOSITION**

Language review, with oral and written exercises to develop conversation and writing skills. Weekly composition. (F) Prerequisites: SPAN 202 or equivalent.

SPAN 314 G**LANGUAGE IN THE MEDIA**

Study of language and culture communicated through the mass media, as a means to improve language proficiency and oral comprehension. (F) Prerequisites: SPAN 202 or equivalent.

SPAN 318 G**LANGUAGE IN THE HISPANIC WORLD**

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. (F) Prerequisites: SPAN 202 or consent of the instructor.

SPAN 331 G**SPANISH CIVILIZATION**

This course examines the historical events and people that have shaped Spanish culture from its earliest beginnings to the present, giving students basic knowledge about the history of Spain and highlighting the interrelationships between political, intellectual, artistic, and social trends. Within the broader historical overview of the Iberian Peninsula, the course will cover in detail Spain's Golden Age (16th and 17th centuries) through the 21st century. The class also provides many opportunities for pair and small group activities that allow students to practice language skills and engage in conversations with their peers. Written assignments will offer students the opportunity to synthesize language practice with new historical knowledge. (S) Prerequisites: SPAN 202 or consent of the instructor.

SPAN 332**LATIN AMERICAN CIVILIZATION**

This course is a survey of the key themes, ideas, and events that have shaped Latin American civilization and culture. We will begin with an overview of the geography and history of the region. Most of the course will focus on major topics of the contemporary period, the 20th and early 21st centuries: politics, economy, society, religion, education, art, women, family, and cultural identity. Special attention will be given to issues of race, gender, class, and recent transformations due to urbanization, immigration, and globalization. We will supplement the textbook with film, television, newspapers and magazines, music, and the internet. We will also read short stories and essays for their unique perspective on culture. Students will engage in discussion and oral presentations, write short papers, and take three exams. (S) Prerequisites: SPAN 202 or consent of the instructor.

SPAN 336 G**FILM & SOCIETY**

This class will explore contemporary Hispanic societies from the perspective of the cinema, and how the Spanish-speaking world has been portrayed in film since the 1970s. The main goal of the course will be to study and understand many of the important themes to emerge from contemporary Spanish and Latin American cinema: including historical influences, social problems, gender relations, political upheaval, marginalization of oppressed sectors of society, globalization, the function of humor, the role of art and imagination in communicating these perspectives, and the contrasts with the "Hollywood" style of movie-making. By the end of the semester, students will have improved ability to read, write, and understand contemporary Spanish, and an enhanced understanding of the themes, traditions and style of Spanish-language cinema.

SPAN 379**INDEPENDENT STUDY - SPANISH**

Given with the consent of the instructor. Prerequisites: consent of instructor.

SPAN 380**SPECIAL TOPICS**

A course which will meet the specialized needs of intermediate students - e.g., literature, culture or language. Prerequisites: None.

SPAN 412**ADV SPANISH CONVERSATION & COMP**

Advanced level oral and written exercises to develop vocabulary, grammatical structures, and fluency. Intensive writing practice. (F) Prerequisites: 2 classes at 300 level or above or consent of instructor

SPAN 414 G**LANG IN THE MEDIA: ADVANCED LEVEL**

Advanced study of language and culture communicated through the mass media, with emphasis on regional usage, advanced vocabulary and complex grammatical structures. (F) Prerequisites: 2 classes at 300 level or above or consent of instructor

SPAN 418**LANGUAGE IN THE HISPANIC WORLD ADV**

Advanced study of Spanish language through cultural texts, literary readings, journalism, film, grammar review. Extensive speaking practice. (F) Prerequisites: 2 classes at 300 level or above or consent of instructor

SPAN 424 CG**TPCS IN MDRN PENINSULAR LITERATURE**

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. (S) Prerequisites: ENG 110; two Spanish courses at 300-level or above or consent of instructor.

**SPAN 430
PHONETICS**

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. (S) 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**

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. (S) Prerequisites: one class at 300 level or above or consent of instructor.

**SPAN 437 CG
SPANISH-AMERICAN LITERATURE**

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. (S) Prerequisites: ENG 110; two 300 level Spanish courses or consent of instructor.

**SPAN 438 CG
CONTEMPORARY LITERATURE**

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. (S) Prerequisites: ENG 110 or W cornerstone; two classes at 300 level or above or consent of instructor.

**SPAN 459F
TCH FOREIGN LANGUAGE: ELEM/MID/SEC**

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**

Given with consent of instructor. Prerequisites: consent of instructor.

**SPAN 480
SPECIAL TOPICS**

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**

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. (S) Prerequisites: one 300 level Spanish course or consent of instructor.

**SPAN 480B DG
SPC TPC: IMMIGRATION & SOCIAL CHANGE**

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. (S) Prerequisites: at least two 300 level Spanish courses (or above. or consent of the instructor.

SPAN 490
SPANISH INTERNSHIP

Internship with a service organization in the Dane county area serving the Spanish- speaking community. (F/S)
Prerequisites: Consent of instructor.

SS 200 I
COMP TECH & INFO FOR SOC SCIENCE

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

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

Consent of Instructor. Prerequisites: consent of instructor.

SS 368 U
SOCIAL SCIENCE RESEARCH METHODS

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

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

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**

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**

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**

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**

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**

Consent of Instructor. Prerequisites: consent of instructor.

SS 479**INDEPENDENT STUDY - SOCIAL SCIENCES**

Consent of Instructor. Prerequisites: consent of instructor.

SS 484 3KX**SENIOR SOCIAL SCIENCE SEMINAR**

This course focuses on the preparation and presentation of the Senior Capstone Research Project. The Seminar offers students majoring in the Social Sciences disciplines the opportunity to examine the interrelations and implications of their studies. Seminar members will collaborate in the development of each other's projects. Prerequisites: SS 368, 369, major in the Social Science department. (F/S)

SUST 650**SUSTAINABLE DEVELOPMENT LEADERSHIP**

This mostly residential course provides the foundation for the Sustainability Leadership Program. It creates a community of reflective learners that support each other in becoming effective social innovators and sustainability change agents. We introduce major approaches to and measures of sustainability (e.g., ecological design, permaculture, bio mimicry, life-cycle analysis, triple bottom line, natural capitalism, ecological footprint, The Natural Step, Transition movement); explore relationships among sustainability, economic development, and social justice; and apply systems thinking, change leadership 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 leaders, and we practice a variety of methods (e.g., Scenario Thinking, Appreciative Inquiry, World Cafe, and Open Space) that can promote networking, public engagement, planning, and

participatory decision-making on sustainability issues. Prerequisite: Admission into Sustainability Leadership Program or consent of instructor.

SUST 651

ECOLOGICAL SUSTAINABILITY

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 design into the realms of organizational change leadership, social science, and humanities. We focus on the functioning of 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, and we examine the application of these concepts to social and economic systems. 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 include: ecosystem services; risk perception; precautionary principle; permaculture; bio mimicry; deep ecology; integral ecology; indigenous knowledge systems; and Eco spirituality. Prerequisite: SUST 650.

SUST 652

SOCIAL AND ECONOMIC SUSTAINABILITY

How can we best facilitate systematic change toward sustainability in our organizations and communities? In this course, we consider the challenges to such change presented by global trends and by traditional socioeconomic and public policy models; and we introduce alternative models aimed at meeting these challenges: ecological economics, sustainable development, social innovation, and participatory democracy. We discuss how deeper knowledge of human perception and behavior can help us formulate transformative communication and education strategies and practices. Key related concepts include: social capital; corporate social responsibility; social entrepreneurship; social equity; sustainable design; Eco psychology; and transformational leadership. Prerequisite: SUST 651.

SUST 679

INDEPENDENT STUDY

In collaboration with an instructor, Independent Study provides an opportunity for students to pursue educational experiences that are outside of a formal Edgewood course. Students work with an instructor to identify these opportunities and goals of the course. Prerequisites: SUST 652

SUST 745

INT ENGAGEMENT: SUS COMM WELLBEING 1

Gain intercultural leadership skills through community-based social innovation initiatives in Alto Cayma, Peru. Enhance global understanding of sustainability through hands-on projects and visits with organizations that contribute to social, economic, and ecological wellbeing. This course prepares students for their work in SUST 746, which takes place in Peru.

SUST 746

INTL ENGAGEMENT: SUST COM WELLBEING 2

SUST 746 serves as the continuation of SUST 745 and reflects the in-country portion of the international educational experience. After returning to the United States, students will be responsible for developing and presenting a multimedia presentation that reflects their learning experience while in Peru.

SUST 751

URBAN COMMUNITY-BASED SUST DEVELOP

Practical application of broad-based sustainability principles to the design of infrastructure, neighborhoods, and watersheds in the urban environment. Students and instructors will collaborate with community leaders, from grassroots activists and businesses to agency staff and elected officials, in enhancing and implementing sustainability plans. Students will have the opportunity to develop knowledge and skills in any of the following areas, depending on their own interests: transit oriented development, urban design, watershed management, green infrastructure, ecological design, community engagement, placemaking, livability, and walkability.

SUST 752**INNOVATIVE LDSP IN COMM WELL BEING**

How can we best lead change within our organizations and communities to increase sustainability, resilience, health, and happiness? Partnering with local community leaders and organizations, our interdisciplinary group of students and faculty will create a "social innovation studio" that works to build and support collaborations amongst community members, non-profit organizations, businesses, and government agencies aimed at improving social, environmental, and economic "well-being" in impoverished, marginalized neighborhoods. Using tools of participatory, transformative leadership (including asset-based community development, collective impact, and crowd-sourcing), we will work toward the achievement of sustainability goals that build social capital; improve public health; prevent violence; increase access to open space, public transport, and healthy foods; encourage social entrepreneurship; promote community economic development; and support community and youth leadership development.

SUST 759A**SUSTAINABILITY LEADERSHIP CAPSTONE**

Students apply concepts and skills of sustainability leadership to complete directed projects under the supervision of Edgewood faculty and community mentors. Students are expected to synthesize relevant theoretical, practical and technical content; identify social change process, and implement a focused sustainability plan that integrates multiple academic and stakeholder perspectives and generates support for change through effective communication skills

SUST 759B**SUSTAINABILITY LEADERSHIP CAPSTONE**

Students apply concepts and skills of sustainability leadership to complete directed projects under the supervision of Edgewood faculty and community mentors. Students are expected to synthesize relevant theoretical, practical and technical content; identify social change process, and implement a focused sustainability plan that integrates multiple academic and stakeholder perspectives and generates support for change through effective communication skills

SUST 759C**SUSTAINABILITY LEADERSHIP CAPSTONE**

Students apply concepts and skills of sustainability leadership to complete directed projects under the supervision of Edgewood faculty and community mentors. Students are expected to synthesize relevant theoretical, practical and technical content; identify social change process, and implement a focused sustainability plan that integrates multiple academic and stakeholder perspectives and generates support for change through effective communication skills

THA 122 1AG**PERSPECTIVES IN PUPPETRY**

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. 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 and can be applied toward a theatre emphasis major. Prerequisites: This course is for first semester freshmen or freshmen transfer students.

THA 123 1AQ**IDENTITY, ART AND CULTURE**

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**

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.

THA 192 B**PRACTICUM**

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 GLBL PRSPCTVE**

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**

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 227**SPC TPC: CONTEMPORARY THEATRE EXPER**

Extended field trip experience to a theatre center or convention. Prerequisites: None

THA 239 A**SURV: HIST OF MUSICAL THEATRE FORM**

This course is 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.

THA 239 F2**SURV: HIST OF MUSICAL THEATRE FORM**

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 264 CK**COMM & ORAL INTERPRTN OF LIT**

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

**THA 265 BK
ACTING I**

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.

**THA 269 ADU
SCRIPT ANALYSIS: FRM PAGE TO STAGE**

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**

This is an introductory course in stage management for the theater. It is a practical course designed to give the student working knowledge and hands on experience in stage management. It will address the role of the stage manager from the pre-casting, through daily rehearsals, technical rehearsals and performances. Prerequisites: none.

**THA 276 BG
DRAMA IN EDUCATION**

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. Drama in Education focuses on enhancing a kinesthetic awareness of literature in children and will be applied to the study of global children's literature. 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 the history of Drama in education, from the 1960's through the present, including contemporary practices, theories and techniques from various countries. Prerequisites: None.

**THA 285 AG
PUPPETRY IN PRACTICE & PEFORMANCE**

This course is designed to explore a wide range of puppetry styles in their early as well as contemporary global and historical settings, and to apply that knowledge to the student's understanding of puppetry as both an art form and genre of performance. Students will understand the historical and cultural background of Puppetry along with the various ways that puppets have been a part of social and artistic situations from pre-historic man through our present time. Students will examine global, historical and contemporary settings, as well as the social and educational impact of puppetry on our current entertainment industry. In addition to this study of the historical and cultural background of Puppetry, students will also learn first-hand about the techniques used in building and performing a variety of different puppet styles, culminating in a puppet performance to be shared with a community audience.

**THA 290 B
STAGECRAFT**

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 292A
STAGE MANAGE PRACTICUM FOR MAJ/MIN**

To be fulfilled by serving as either the Stage Manager or Assistant Stage Manager for an Edgewood College Theatre production or by special arrangement with the Department of Theatre Arts. (F/S)

THA 292B
THTR MANAGE PRACTICUM FOR MAJ/MIN

To be fulfilled by serving as box office and promotions staff for an Edgewood College Theatre production or by special arrangement with the Department of Theatre Arts. (F/S)

THA 292C
COSTUME PRACTICUM FOR MAJ/MIN

To be fulfilled by serving as costume setup and running crew for an Edgewood College Theatre production or by special arrangement with the Department of Theatre Arts. (F/S)

THA 292D
DRAMATURGY PRACTICUM FOR MAJ/MIN

To be fulfilled by serving as dramaturge for an Edgewood College Theatre production or by special arrangement with the Department of Theatre Arts. (F/S)

THA 292E
MAKE-UP PRACTICUM FOR MAJ/MIN

To be fulfilled by serving as makeup setup and running crew for an Edgewood College Theatre production or by special arrangement with the Department of Theatre Arts. (F/S)

THA 292F
PROPS PRACTICUM FOR MAJ/MIN

To be fulfilled by serving as props master and/or running crew for an Edgewood College Theatre production or by special arrangement with the Department of Theatre Arts. (F/S)

THA 292G
SETS PRACTICUM FOR MAJ/MIN

To be fulfilled by serving as scenic running crew for an Edgewood College Theatre production or by special arrangement with the Department of Theatre Arts. (F/S)

THA 292H
SOUND PRACTICUM FOR MAJ/MIN

To be fulfilled by serving as sound engineer/board operator/designer for an Edgewood College Theatre production or by special arrangement with the Department of Theatre Arts. (F/S)

THA 292I
LIGHTING PRACTICUM FOR MAJ/MIN

To be fulfilled by serving as electrician and/or light board operator for an Edgewood College Theatre production or by special arrangement with the Department of Theatre Arts. (F/S)

THA 292J
OTHER PRACTICUM FOR MAJ/MIN

To be fulfilled in production work by special arrangement with the Department of Theatre Arts. (F/S)

THA 301A BD
TAP DANCE:TECHNIQ & CULT PERSPECTIV

This course, for students with little or no knowledge of tap dance, spans the development and place of the form from its early roots in the Americas of 1600 to the present. It combines pedagogical study of the multi-cultural elements of this art from participatory studio work to build basic understanding of music, movement and cultural sensitivity. An American hybrid art form, the course illuminates the intersection of history and culture.

THA 326 A
FILM IN SOCIETY

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 327 A
UNDERSTANDING HAPPINESS THROUGH FILM

Understanding Happiness through the Experience of Film is an introduction to research and theories on the nature of happiness, and to how those theories are incorporated into the creation and understanding of the art of film. Students will first engage in an examination of the research and science (fundamental findings from positive psychology) behind the understanding of happiness, and then will discuss philosophical questions, evaluate historical perspectives, and examine cinematic practices as they relate to the meaning and pursuit of happiness. Students will then take this understanding into their viewing of films that are shaped by this philosophy.

THA 336 C
DEVELOPMENT OF DRAMATIC ARTS I

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: none.

THA 337 A
DEVELOPMENT OF DRAMATIC ARTS II

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 338
MODERN AND CONTEMPORARY DRAMA

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

Study of the literature and history of musical theatre. Prerequisites: None.

THA 365
ACTING II

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 B
MUSICAL THEATRE PERFORMANCE

Performance study in the literature and style of various musical theatre forms. This will be a hands on studio experience where students will examine the process of preparing numerous musical theatre pieces in a variety of styles. Emphasis will be placed on process, not performance.

THA 367 BK**IMPROVISATION IN PERFORMANCE**

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: none.

THA 368**MOVEMENT FOR ACTORS**

The study and application of theories and techniques of body movement selected from various topics, including: basic choreography, ethnic dance used in musical theatre, Michael Chekhov, Labon, Williamson technique, integrated systems, rasa boxes and control and release. Prerequisites: None.

THA 369**CONTEMP THEATRE EXP: AUDITIONING**

Audition is an experiential course that consists of three components, the first is a study of the audition process which will include visits/knowledge from guest artists (4), the second is intensive coaching and training on one monologue, auditioning/or crewing for (2) shows, and finally the course wraps up with portfolio review and organization techniques which should help students at KCACTF. If students are entered in KCACTF they will receive extra coaching on their monologues and scene selections than those who are not registered for the class.

THA 370 BX**DIRECTING I**

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**

In this course, students will research and build a basis of knowledge with regard to a human, social or ecological issue and use these findings to write 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**

Independent Study of selected topics in Theatre Arts developed by the student with the approval and direction of the instructor. (Prerequisite: consent of instructor) Prerequisites: consent of instructor.

THA 380**ADVANCED SCENE STUDY**

Advanced scene study is a course for student who are interested in taking scene study one step further. This class is modeled after graduate level acting courses. The focus is on advanced scripts and character development. The actor will be asked to explore oneself and to apply themselves to the lives of the characters. We will explore emotional capacity and animal instinct. This is not a class for the relaxed student. There are high expectations on memorization, attendance, and participation. This is not a requirement for graduation, but is a MUST for those who intend to make it within this craft.

THA 385**SPECIAL TOPICS IN THEATRE**

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 386**SPECIAL TOPICS IN FILM**

Advanced study of topics of special interest in the field of Film. Prerequisites: None.

THA 386A AGU**SPC TPC: FILM**

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 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 386B A**TPCS FILM: EVOLUTION OF SCI-FI FILM**

This course offers an examination of society (mostly American, but including Eastern and European) and its culture through the reflection of films in the twentieth and early twenty-first centuries. These films 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." Though we will explore the origins and history of science fiction film, this course will not be a purely chronological account of the major themes of the genre. We will be exploring and reflecting on the relationship between real science and science fiction.

THA 390 B**THEATRE DESIGN ELEMENTS**

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**

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**

Study of the history and theory of costuming for the stage, with practical work in construction. Prerequisites: None.

THA 393**LIGHTING DESIGN**

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**

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**

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**

Capstone in theatre arts seeks to prepare theatre students for a career and graduate study opportunities. Prerequisites: THA 265.

THA 445**PLAY WRITING**

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**

The course will focus on curriculum building for the theatre arts classroom, teaching techniques for beginning acting, and 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**

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**

Contemporary theories of acting such as epic theatre, the theatre of physical metaphor, absurdist 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**

The theory and practice of directing and producing one-acts within the theatre season with special emphasis on the director/designer as interpreter and critic. Focus is on producing, crewing and directing a main stage production in cooperation with other theatre students. Prerequisites: THA 370 BX or consent of instructor.

THA 479**INDEPENDENT STUDY - THEATRE ARTS**

Prerequisites: consent of instructor.

THA 490**ADVANCED DESIGN**

Tutorial in design for the theatre. Prerequisites: consent of instructor.

THA 499 3K
THEATRE SENIOR PROJECT

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. Students will be guided through the process of designing, proposing and implementing a project focused in an area of individual interest and expertise within a field of theatre. Students will revisit the questions of COR in light of their theatrical knowledge and 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 104 PQU
ETHICS OF SEX LOVE & MARRIAGE

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.

WS 158 AQX
WOMEN IN MUSIC

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 204
INTRO TO WOM&GENDER STUDIES: TOPICS

A series of topics courses in Introduction to Women's and Gender Studies. Prerequisites: None.

WS 204A CPQ
INTRO WGS: LIT & PHILOSOPHY

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 204B CJQ
INTRO WGS: LIT & SOC SCI

This course will provide an interdisciplinary introduction to the issues and themes of women's and gender studies, through critical readings, reflection and analysis of literary works and sociological texts grounded in feminist and gender theory. We will examine cultural constructs of gender in historical context, in contemporary society, in literature, and in our own lives. Using works of 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 and transmitted in societies through cultural expressions such as literature. 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.

WS 206 PQU
PHILOSOPHY AND GENDER

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.

WS 207 DJQ**INTRODUCTION TO LGBTQ+ STUDIES**

In Introduction to LGBTQ+ Studies, we start from the position that taken-for-granted systems of categorization like gender and sexuality are in fact socially developed, enforced, and reproduced such that members of societies see them as "natural." Although these systems may be described as "social constructs," they are quite real to the people who are categorized by them. We will rely upon sociological frameworks to better understand intragroup interactions within the broader "LGBTQ+ community. Cross-listed with SOC 207 DJQ.

WS 215 CQX**WOMEN WRITERS**

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. Texts may include autobiography and memoir, fiction, journals, graphic novels, and works from other literary genres. Cross-listed with ENG 215 CQX. Prerequisites: ENG 110.

WS 224 CQX**TOPICS IN LITERATURE AND GENDER**

Because literature has long had a special capacity to evoke and reflect on complex social issues, some of the deepest thinking about gender and sexual identities has emerged in literary representations. Mainstream social discussions about these issues have often followed later. Each period and cultural context has its own way of thinking about gender identity, divisions between men and women, and ways of thinking about sexual identity in relation to gender. While much of canonical literature evokes these themes, scholars have been somewhat slow at times in addressing them for a variety of reasons. Courses under this topic heading seek to both uncover these themes in the traditional canon and to examine more generally how literary depictions of gender in fiction from the past help us to understand how ideas about such issues developed over time. Depictions of gender in contemporary fiction can help us think about where discussions are moving in the future. Possible iterations of the course might focus on; feminism in literature, masculinity in hard-boiled detective fiction, transgender memoirs, or gender and power. Prerequisite: ENG 110. (F)

WS 235 AGQ**WOMEN IN WORLD CINEMA**

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**HIST OF WOMEN ARTISTS: EUR & N AMER**

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 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.

WS 258 QX**WOMEN IN MUS: WRITING NEXT CHP: HNR**

Women in Music: Writing the Next Chapter is a course for serious writers who wish to gain insight on writing and publishing while simultaneously exploring documentation of women in music and culture. Using *Women, Music, Culture: An Introduction* as a basis through which to view the writing, editing, and publication process, class members will research and create new material for the course website and for a new edition. This will include written material, graphics, and photographs. Prerequisite: W tag or ENG 110 and consent of instructor via writing sample.

WS 323 DJQ**FAMILY AND SOCIETY**

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 JKQ**GENDER, CULTURE, AND COMMUNICATION**

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.

WS 343**WOMEN AND RELIGION**

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.

WS 344 DQR**WOMEN & MULTICULTURAL THEOLOGIES**

How do women theologians from diverse racial and ethnic backgrounds understand and discuss God, Jesus, Human Beings, the Bible, Spirituality, Ecology and the Roles of Women in religion and society today? How do North American women "do theology" in their African-American, Latina, Native American, Asian-American, Euro-American and/or socio-economic contexts? What kinds of theology are women theologians in Latin America, Asia and Africa doing? In what ways do race, ethnicity, gender, class, sexuality, and nation shape the formation and development of Christian feminist theologies? From multicultural perspectives, this course explores the questions, experiences, values, concerns, and challenges that women bring to the understanding and practice of Christian faith and its implications for building a more just and compassionate world. Prerequisites: I-, T-, and W- tags or their equivalents. Cross-listed with ETHS 344 DQR and RS 344

WS 360**THE HISTORY OF WOMEN IN NORTH AMERI**

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**

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**

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**INDP STDY: WOMEN'S & GENDER STUDIES**

Prerequisites: consent of instructor.

WS 389 2Q**PSYCHOLOGY OF MEN AND MASCULINITIES**

This course, through the multidisciplinary nature of topics discussed, allows for students to explore the ways in which they relate to men in their lives and in the world. It is intended that through engagement with community-based agencies that work with boys and men, we will develop a deeper understanding of the very complex ways boys and men are affected by the experiences of growing up male and having people respond to them as male. Through this integration of scholarly works, class discussion, and community involvement, the student will be fostered into becoming a more socially conscious and compassionate member of greater society. This service learning course expects that students participate in 1-2 hours weekly of community engagement outside of class. Prerequisite: sophomore standing.

WS 415A CDQ**BLACK WOMEN WRITERS**

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 CDQ & ENG 415A CDQ. Prerequisites: ENG 110 or W cornerstone.

WS 437 CGQ**LITERARY MOVEMENTS OF MODERN FRANCE**

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. Prerequisites: 4th semester French, appropriate language placement, or equivalent.

WS 479**INDP STDY: WOMEN'S & GENDER STUDIES**

Advanced work in the field of Women's and Gender Studies. Consent of the instructor required. Prerequisites: consent of instructor.

WS 480 GQU**SENIOR SEMINAR: WOMEN & GENDER STD**

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 ETHS 481. Prerequisites: ENG 110 and ENG 280.

WS 480C QU**SENIOR SEMINAR**

This course examines current issues in Feminist Theory, which might include eco-feminism, post-humanism, trans, queer theory, or other paradigms that arise as the field develops.

WS 490**WOMEN'S & GENDER STUDIES INTERNSHIP**

Faculty supervised experiential learning in a community setting relevant to women's and gender studies.

Prerequisites: consent of instructor.