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ACADEMIC PROGRAMS

Anthropology

Title and Description Change

ANTH 110. Archaeology: Lessons from the Past (1). All human societies face challenges, including those relating to power, identity, conflict, health, sustainability, and climate change. Using scientific and humanistic methods and theories, archaeology provides unique lessons for addressing such issues in the present and the future. In this course, we begin with an introduction to basic archaeological methods and theories, as well as the major trends of prehistory. Throughout the remainder of the class, we analyze case studies to better understand how societies succeed or fail when faced with specific challenges within different social, political, and environmental contexts. (3B) *Offered each semester. Prerequisite: preference given to first-year and sophomore students.*

New Course

ANTH 330. Paleopathology (1). Paleopathology is the study of disease in the past, combining method and theory from archaeology, medicine, and bioanthropology to enhance understanding of human health and well-being. In this course, disease will be discussed in its many facets, with particular emphasis on how pathological conditions manifest in skeletal tissue and a central focus on the cultural, biological, and evolutionary characteristics of past and present human health. We will discuss a range of topics, from congenital and infectious diseases to degenerative conditions and traumatic injury, to comprehend the major debates, key knowledge, and theoretical perspectives of paleopathology as an anthropological discipline. Readings, lectures, discussions, presentations, activities, and papers will allow students to examine multiple aspects of human disease and integrate their own interest into a final research project. *Prerequisites: ANTH 120; ANTH 230 or BIOL 256.* (Also listed as HEAL 330.)

Art and Art History

Dropped Courses

ARTH 120. Art, History, and Culture to 1300 (1).

ARTH 125. Art in Europe and the Americas Since 1300 (1).

ARTH 130. Arts of Asia: Survey (1).

ARTH 238. Topics in Greek and Roman Art (1).

ARTH 250. The Visual Culture of Medieval Europe (1).

ARTH 392. Honors Thesis in Art History (.5, 1).

ARTH 396. Teaching Assistant Research (.5).

Course Number, Prerequisite, and Other Changes

ARTH 110. Arts of China (1). (Formerly ARTH 220) *5T domain added.*

ARTH 231. History of Photography (1). *Offered occasionally. Prerequisite: one unit of 100-level art history or consent of instructor.*

ARTH 245. Modernism and Postmodernism: Art Since 1900 (1). *Prerequisite: one unit of 100-level art history or consent of instructor.*

ARTH 250. Topics in the History of Art (1). (Formerly ARTH 285) *Prerequisite: one unit of 100-level art history, or consent of instructor.*

ARTH 350. Advanced Topics in the History of Art (1). (Formerly ARTH 335) *Prerequisite: junior standing and two units of 100-level art history, or junior standing and one unit of 100-level and one unit of 200-level art history.*

ARTH 375. Art History: Theory and Methods (.5). (Formerly ARTH 337; changed to .5 unit.; 5T domain and CP capstone designation removed) *Offered every other year, first module fall semester. Prerequisite: junior standing and at least one unit of 100-level and one unit of 200-level art history, or consent of instructor.*

New Courses

ARTH 150. Introductory Topics in Art History (.5, 1). This course provides an introduction to the primary methods and approaches in the study of images and objects. While individual topics will vary depending on the instructor, all classes will teach the skills of visual analysis and object-oriented research, and cultivate in students an understanding of the importance of objects' historical and social contexts, both in the period of their production and across history. Intended to introduce students to the breadth of art history and prepare them for upper-level coursework in this and related fields, the class considers a variety of media, including (but not limited to) painting, sculpture, architecture, and urban planning, film and photography, and design. May be repeated for credit if topic is different. (5T) *Offered every semester.*

ARTH 385. Art History Capstone Experience (.5). This course provides an opportunity for art history seniors to utilize & share what they have learned during their academic careers at Beloit. Working collaboratively, students will develop creative art history programming for the campus community (e.g., a series of gallery talks, an exhibit, a student-faculty reading group, a film or lecture series) to be completed by the end of the semester. Students will thus gain practical experience, develop their skills of project management, and have the opportunity to share knowledge. (CP) *Offered every other year, second module fall semester. Prerequisite: junior standing and at least two units of art history.*

Major and Minor Requirement Changes

Art History Major

(12 units)

1. Ten departmental units:

- a. Two units of 100-level art history. * (One unit of 100-level art history can be substituted by one unit of 200-level art history.)
- b. Four units of 200-level art history. *
- c. Art 103 or 115.
- d. One unit of studio art, one unit of 200-level art history, or one unit of a non-departmental course.
- e. Art History 375 (.5 unit).
- f. Art History 385 Capstone (.5 unit).
- g. One additional unit of 300-level art history.

2. Two units of modern or classical language. Language courses in the student's first language will not count.

3. Writing/Communication requirement: *See studio art major.*

*Majors must work with their advisor to develop a coursework plan that covers a diversity of art historical periods and cultures. In order to ensure a more global art historical experience, students must take courses that focus on visual culture from two of the following four areas: Asia, Africa, Europe, and Indigenous Americas.

Recommended: *Study abroad; four units of college-level courses in a second-language and (at minimum) a reading comprehension of a third language; Museum Studies minor; internships.*

Learning Goals

After completing the major in Art History, students will be able to:

- Conduct visual (stylistic, formal and iconographic) analysis of images and objects.
- Translate visual material into written and verbal forms of communication using discipline specific vocabulary.
- Demonstrate a broad understanding of materials and mediums.
- Demonstrate a broad understanding of the role of social/historical/physical contexts.
- Demonstrate strong research skills that include the ability to assemble and evaluate both primary and secondary sources.

Art History Minor

(6 units)

1. Six departmental units:

- a. Two units of 100-level art history.
- b. Three additional units of art history. * The three units must be 200-level or Art History 350.
- c. Art History 375 (.5 unit)
- d. Art History 385 Capstone (.5 unit)

*Minors must work with their advisor to develop a coursework plan that covers a diversity of art historical periods and cultures. In order to ensure a more global art historical experience,

students must take courses that focus on visual culture from two of the following four areas: Asia, Africa, Europe, and Indigenous Americas.

Note: *Students may not count 395 or 397 toward their minor.*

Biology

Major Requirement Changes

Biology 215 moved from being Ecology, Evolution, and Behavioral course to Molecular, Cellular, and Integrative course., affecting all 3 biology majors.

Ecology, Evolution, and Behavioral Biology

(13.5 units)

The ecology, evolution, and behavioral biology major provides a broad background in biology with a focus on how organisms evolve, behave, and interact.

1. Nine and one-half departmental units:

- a. One organismal biology course chosen from Biology 110, 111, 121, 141, 151, or 172.
- b. Biology 217, 247, 289, and 385 or 387.
- c. Three ecology, evolution, and behavioral biology units (at least 1 unit of biology at the 300-level) chosen from Biology 206, 210, 274, 337, 343, 372, 374, or 385*, or Anthropology 260 or 324.
- d. Two molecular, cellular, and integrative biology units chosen from Biology 215, 237, 256, 260, 273, 300, 340, 345, 357, 373, or 385*.

2. Supporting courses (4 units):

- a. Two chemistry courses chosen from Chemistry 117 or 150, and 220, 230, or 235.
- b. One mathematics course chosen from Mathematics 104, 110, or 113.
- c. One geology or physics course chosen from Geology 100, 105, 110, or Physics 101.

3. Writing/communication requirement: The biology department has designed its writing experiences in a developmental sequence to enhance each biology major's ability to write effectively. We use writing assignments throughout our curriculum to facilitate and assess student learning. Biology majors take at least 3 writing-designated units, which are otherwise required for the major, to satisfy a portion of the Beloit College writing requirement.

4. Capstone: Two capstone course options are available for biology majors: Biology 385, a topically focused course in which students read the current literature on a topic, discuss and debate it, and write a culminating, peer-reviewed manuscript, or Biology 387, a course in which the student writes a critical review or primary research manuscript. Students in Biology 387

submit their manuscripts for publication in *The Beloit Biologist*, the department's in-house journal, which is distributed at the end of the spring semester. Publication of a paper in *The Beloit Biologist* is required for graduation with departmental honors in biology.

**Courses that may be used to satisfy this requirement with appropriate course content and advisor approval.*

Note: No course may satisfy two requirements.

Environmental Biology (13.5 units)

The environmental biology major provides a broad background in biology with a focus on how organisms interact with their biological and geological environments.

1. Eight and one-half departmental units:
 - a. One organismal biology course chosen from Biology 110, 111, 121, 141, 151, or 172.
 - b. Biology 217, 247, 289, and 385 or 387.
 - c. Two ecology, evolution, and behavioral biology courses (at least 1 unit of biology at the 300-level) chosen from Biology 206, 210, 274, 337, 343, 372, 374, or 385*.
 - d. Two molecular, cellular, and integrative biology units chosen from Biology 215, 237, 256, 260, 273, 300, 340, 345, 357, 373, or 385*.
2. Supporting courses (5 units):
 - a. Two chemistry courses chosen from Chemistry 117 or 150, 230, or 235.
 - b. One mathematics course chosen from Mathematics 104, 110, or 113.
 - c. Two units in geology: one chosen from Geology 100 or 110; and 1 chosen from Geology 235, 240, or 251*.
3. Writing/communication and capstone requirements: *See ecology, evolution, and behavioral biology.*

**Courses that may be used to satisfy this requirement with appropriate course content and advisor approval.*

Note: No course may satisfy two requirements.

Molecular, Cellular, and Integrative Biology (13.5 units)

The molecular, cellular, and integrative biology major provides a broad background in biology, with a focus on the molecular, cellular, and integrative mechanisms by which organisms regulate life processes.

1. Eight and one-half departmental units:
 - a. One organismal biology unit chosen from Biology 110, 111, 121, 141, 151, or 172.
 - b. Biology 217, 247, 289, and 385 or 387.
 - c. One ecology, evolution, and behavioral biology unit chosen from Biology 206, 210,

274, 337, 343, 372, 374, or 385*.

d. Three molecular, cellular, and integrative biology units, at least 1 unit of biology at the 300 level, chosen from Biology 215, 237, 256, 260, 273, 300, 340, 345, 357, 373, or 385*.

2. Supporting courses (5 units):
 - a. Two chemistry units chosen from Chemistry 117 or 150, 230, or 235.
 - b. Mathematics 110 or 113.
 - c. Physics 101.
 - d. One unit chosen from Chemistry 220, 230, 235, 240, 245, 260, 300, Mathematics 115, Physics 102 or 210.

3. Writing/communication and capstone requirements: *See ecology, evolution, and behavioral biology.*

**Courses that may be used to satisfy this requirement with appropriate course content and advisor approval.*

Note: No course may satisfy two requirements.

Note: Students anticipating careers in the health professions are strongly encouraged to complete 2 units in literature and composition, Sociology 275, and Philosophy 221.

Computer Science

New Course

CSCI 265. Web Programming (.5). An introduction to programming techniques for the construction of dynamic web sites, and an introduction to Web application development. Students will learn to program in the building blocks of the web, including JavaScript (client-side), PHP or Python (server-side), and SQL (database communication). Additional technologies introduced include HTML forms, HTML5, the Document Object Model (DOM), XML, JSON, and AJAX. Students will work in teams to design, implement, and deploy a full-featured web application, either a pre-provided project or a personally designed project. Offered even years, spring semester. Prerequisites: CSCI 204 and CSCI 165, or consent of instructor.

Critical Identity Studies

Title and Description Change

CRIS 204. Socio-Cultural Perspectives in Education and Youth Studies (1). An exploration of major theories and significant research on the development and explanation of social and cultural differences and how they affect the lives and education of youth. The course will investigate student diversity, with special attention to race, class, gender, language, and the inclusion of students with special needs in general education. Issues are examined mainly through the lenses of sociology, anthropology, and education and youth policy. Using the theories

and methodologies of these disciplines, students will critically examine how and why race, class, language, ability and disability, and gender have influenced education. (3B) (Also listed as Education and Youth Studies 164.) *Offered each spring and alternate fall semesters.*

Economics

Title Changes

ECON 251. Quantitative Methods (1). (Formerly *Quantitative Methods for Economics and Management*)

ECON 302. Marketing Research (1). (Formerly *Marketing Research Workshop*)

ECON 303. Econometrics (1). (Formerly *Econometric Methods and Models*)

Title and Description Change

ECON 206. Asian Economics and Business (1). In the past few decades, economies of South and East Asia have rapidly integrated into the global economy and achieved phenomenal economic success. How did they do it? In the first part of the course, students examine these countries' economic policies and discuss lessons for other countries. In the second part of the course, against the macroeconomic background provided in part I, students learn to identify and evaluate business strategies that are relevant for international business expansion to a diverse and rapidly globalizing Asia. *Offered once every other year. Prerequisite: Economics 199.*

Description Change

ECON 235. International Trade and Finance (1). In the first half, students learn international finance and macroeconomic theories for an open economy: exchange rate determination; pros and cons of different types of exchange rate regimes; the relationships among exchange rate, interest rate, inflation rate, and national income and economic growth; trade deficit; and causes and consequences of financial crises. In the second half, students learn classical and new trade theories to understand the forces that drive international trade and international migration, analyze their benefits and costs, and examine who get these benefits and who bear the costs. *Offered once per year. Prerequisite: Economics 199 and 211, 212 and 251 recommended but not required.*

Education and Youth Studies

Dropped Courses

EDYS 101. Education in a Democratic Society (1).

EDYS 234. Civil Rights in Uncivil Societies (1).

EDYS 267. Curricula and Theories for Adolescents (1).

EDYS 272. Investigating the Natural World (1).

EDYS 277. Pedagogies and Methods for Adolescents (1).

EDYS 282. Encountering Social and Historical Worlds (1).

EDYS 296. Research: Principles and Methods (1).

EDYS 310. Student Teaching Overseas (1-3).

New Courses

EDYS 201. Comparative and International Perspectives in Education and Youth Studies (1).

EDYS 300. Practicum in Teaching (1).

EDYS 303. Student Teaching in Middle School (1).

EDYS 383. Honor's Thesis (.5).

New catalog copy (includes revised mission and new goals, revised and new courses, new major and minor)

The education and youth studies department is committed to an interdisciplinary program of theory and practice that promotes social responsibility through shared scholarship. As faculty, we are committed to lifelong learning, professional expertise, creative and mindful action, and the pursuit of intellectual excellence. We support ethical reflection and will work toward teaching others and ourselves to respect a global environment with limited resources. As we look to the future and observe changes at local, national, and international levels, we commit to a responsive curriculum that tries to meet the changing needs of students.

Department vision and learning goals

Our new curriculum highlights a number of recurring themes that signal our commitments and our aspirations for students:

1. In every course in our curriculum, students will encounter themes of 'social justice', each played in a different register. We emphasize social justice with respect to culture, race and ethnicity, class, gender, sexuality, disabilities, indigenoussness, youth and family, environment, and of course, in its manifestations in our social institutions, schools in particular. Our approaches are critical and complementary, spanning many disciplines. Students will learn not to rush to accept any one theory or faith, but that they come to understand the complexity of the questions, and accept their own moral responsibility to understand, and to take a position, and to be

willing to change positions.

2. In every course in our curriculum, we stress the importance of engaging with, and understanding, the modes of inquiry that inform our knowledge and our ways of knowing. Our goal is for our students to come to see that there are many paths, each with their own philosophical strengths and weaknesses, to knowledge and expertise, and that each must be evaluated, in context, on a variety of grounds. This means giving up 'natural' dispositions to learn in particular ways, and requires that students—and faculty—be willing to take risks and live with authenticity.
3. In every course we teach, our faculty model and promote inclusive pedagogy in explicit ways. Our classrooms are intentionally created as learning communities in which student voice, agency, and mutuality are primary. Since most of our students will go on to become teachers themselves, or other kinds of professionals who interact with children and youth, an essential goal we have is for our students to learn how to create the same kinds of inclusive, respectful, and educationally responsible spaces.
4. In every course in our curriculum, students are brought into contact with people, places, and ideas from outside their normal orbits. This means that an essential goal, and purpose, of our program is to instill in our students the need to enter into these relationships mindfully, and to conduct themselves ethically and self-reflectively at all times. This interpersonal dimension is likewise foregrounded in all of our classrooms, which feature site- and content-specific varieties of sustained dialogue.
5. In every course in our curriculum, faculty stress the importance of understanding the historical, philosophical, social, global/international, and psychological background of the issues in education and youth studies they are currently confronting, whether in the classroom or in the field. Students going on to become teachers and youth workers will develop good professional responsibility after knowing better what they are doing and why.

Faculty

MICHELLE GARCIA-OLP

JINJING LOU, licensing officer

WILLIAM NEW, chair

DAVID SEGURA

Major and Minor

The major embodies a scholar-practitioner model in the liberal arts tradition, with the purpose of providing students with a sequence of intellectual, ethical, and practical experiences that lead to a broad, integrated knowledge of youth and education. This knowledge is realized in the practical ability to work effectively with children, adolescents, and adults in schools and other social settings. Teacher education at Beloit is fully integrated into an academically rigorous major that stresses experiential and interdisciplinary learning, a respect for difference, and critical global perspectives on education and youth issues. The department's teacher licensing programs are fully accredited by Wisconsin's Department of Public Instruction.

Education and Youth Studies Major (9 units)

1. Four units from Education and Youth Studies 102, 151, 164, 201.
2. Two units from Education and Youth Studies 246, 252*, 262*, 276 (may be taken twice), 390.
3. Two units from Education and Youth Studies 300*, 306, FEP 200 (internship in education and youth-related setting, under the supervision of Education and Youth Studies faculty and site-based personnel).
4. Capstone: Education and Youth Studies 382.

Education and Youth Studies Minor (5 units)

1. Two units from Education and Youth Studies 102, 151, 164, 201.
2. Two units from Education and Youth Studies 246, 252*, 262*, 276, 390.
3. One unit from Education and Youth Studies 300, 306.

**Asterisked courses are required for student teaching.*

Additional internal requirements for certification

1. *Three units of student teaching from Education and Youth Studies 302 or 303 or 304.*
2. *Subject-area major for 6-12 or K-12 certification.*
3. *Disciplinary or interdisciplinary minor for K-8 certification.*

Additional external requirements for certification

1. *(Potentially*) PRAXIS II or ACTFL for all certification.*
2. *Foundations of Reading Test for K-8 certification.*

**Please check EDYS website for most up-to-date policies regarding the waiver of selected tests: <https://www.beloit.edu/education/>*

Teacher Certification

For details about certification requirements for all programs, students should consult the department's handbook and the department website. Because of frequent changes in state rules and regulations relating to teacher licensure, teacher certification requirements are no longer published in the Beloit College catalog. In order to be certified for licensure as a middle/secondary teacher, or as a K-12 art, theater, or foreign language teacher, students must complete a second academic major. In order to be certified for licensure as an elementary/middle teacher, students must complete an academic minor.

The department of education and youth studies certifies students for Wisconsin initial educator licensure in the following areas:

- Middle childhood/early adolescence (grades 1-8)
- Early adolescence/adolescence (grades 6-12)
- Art (grades K-12)
- Theatre (grades K-12)
- Foreign language (grades K-12)

The state of Wisconsin has several additional requirements for licensure, including additional general education courses and passing examinations of basic skills and content knowledge, a test of reading pedagogy for elementary certifiers, and a performance assessment during student teaching. The cost of these assessments is the responsibility of students. Student teaching includes 18 weeks of full-time work in one or more classrooms at the appropriate level(s).

Specific, up-to-date information on teacher certification can be found on the department website <https://www.beloit.edu/education/> or the Wisconsin Department of Public Instruction website.

Course Descriptions

EDYS 102. Historical and Philosophical Perspectives in Education and Youth Studies (1). An exploration of a variety of philosophical and historical approaches to the study of education and youth. Students' own educational experiences, in school and out of school, as well as their developmental histories and personal philosophies, are considered in their relation to each other, as sources of knowledge and understanding. Students read (and write about) philosophers and theorists from a broad range of traditions, periods, and places. Integrated with philosophical explorations, students undertake historical investigations of schooling youth; this course focuses on the history of the U.S. and the development of ideas of democratic schooling in contexts of inequality. In their writing and face-to-face interactions, students are strongly encouraged to employ philosophical and historical methodologies for their own self-expression. (5T) *Offered each fall and alternate spring semesters.*

EDYS 151. Psychological Perspectives in Education and Youth Studies (1). An exploration of learning, motivation, and creativity across the lifespan, with a focus on childhood and adolescence. Students are exposed to a variety of psychological frameworks on the lives of youth and adults across many settings; including school, family, community, peer group, work settings, mental health and correctional institutions, etc. Students learn to understand the evidence-based methodologies, quantitative and qualitative, used by psychologists, and are encouraged to use these methods in their own analyses. We employ alternative/artistic forms of representation such as music, creative writing, and audio and video, to explore and represent their own psychological experience. Students are responsible for collaboratively generating alternative assessment strategies that combine critical thinking and creative expression. (3B) *Offered each fall and alternate spring terms.*

EDYS 164. Socio-Cultural Perspectives in Education and Youth Studies (1). An exploration of major theories and significant research on the development and explanation of social and cultural differences and how they affect the lives and education of youth. The course will investigate student diversity, with special attention to race, class, gender, language, and the inclusion of students with special needs in general education. Issues are examined mainly through the lenses of sociology, anthropology, and education and youth policy. Using the theories and methodologies of these disciplines, students will

critically examine how and why race, class, language, ability and disability, and gender have influenced education. (3B) (Also listed as Critical Identity Studies 204.) *Offered each spring and alternate fall semesters.*

EDYS 201. Comparative and International Perspectives in Education and Youth Studies (1). In this seminar, we explore comparative and international perspectives on education and youth studies by focusing on readings that primarily address comparative methodology, including the questions, what is a case and what is a case for. A prominent theme in our reading is globalization, what it means and how it influences our intellectual and social landscapes, our teaching and research approaches, how we borrow and lend educational ideas, and the way we are connected to each other. We explore comparative methodology primarily by reading and evaluating case study monographs. The monographs we read have been chosen to represent: 1) different methodologies and interpretations of what "case studies" are; 2) different "genres" of comparative education; and 3) different approaches to how particular kinds of comparative literature might shape public policy as well as our teaching and learning. Through a close examination of comparative methodologies and reading of case studies from different cultures and societies, students learn to position domestic issues on youth and education in the global context. Our class is largely discussion based with class participants responsible for guiding our analyses of case studies and comparative methodology – in part by sharing weekly reading response and through group presentation projects. (3B) *Offered each fall.*

EDYS 246. Teaching English as a Second or Foreign Language (1). This course is designed for students who are interested in teaching English as a second or foreign language (ESL/EFL). It includes foundational information on the theories, contexts, and methodology of language acquisition, as well as an overview of current socio-political issues related to teaching English abroad. Students will examine, discuss, and apply aspects of the following topics: intercultural communication, curriculum development and lesson planning, skill-based methodology, language assessment, materials critiques, computer/ technology-aided learning, resource development, classroom research, and socio-cultural theory. Field experience, classroom observations, and practice teaching are included. *Offered each spring.*

EDYS 252. Quantitative Reasoning and Numeracy (1). This course is a theoretical and practical investigation into the use of mathematics, and the development of mathematical knowledge and skill, focused on children and youth in both school and informal settings. Students in this course learn about the development of quantitative thinking; cognitive processes underlying literacy and language; pedagogies of mathematics; data and statistics; and the roles of technology in quantitative contexts. The course includes attention to pupils with diverse social, intellectual, emotional, and physical abilities, as well as different levels of

opportunity to learn. Students observe students at different ages engaged in a variety of mathematical activities, and undertake an independent participant/observation research project in a relevant setting of their choice. *Offered each spring. Prerequisite: two 100-level Education and Youth Studies courses.*

EDYS 260. Museum Education and Informal Learning (1). *See Museum Studies 260 for course description.*

EDYS 262. Literacy, Language, and Literature (1). This course is a theoretical and practical investigation into language arts conceived broadly, focused on children and youth in both school and informal settings. Students learn about language and literacy acquisition; sociolinguistics; cognitive/neuropsychological processes underlying literacy and language; reading and writing pedagogies; and the experience of engagement with literature. The course includes attention to readers, writers, and speakers with diverse social, intellectual, emotional, and physical abilities, as well as different levels of opportunity to learn. Students observe students at different ages engaged in a variety of mathematical activities, and undertake an independent participant/observation research project in a relevant setting of their choice. *Offered each spring. Prerequisite: two 100-level Education and Youth Studies courses.*

EDYS 276. Advanced Topics in Education and Youth Studies (1). Courses offered under this rubric address a wide range of questions central to education and youth studies, from different disciplinary and interdisciplinary perspectives. Pedagogical approaches also vary according to instructor and topic. Recent offerings, for example, have focused on East Asian education, youth involvement in U.S. labor history, racial dynamics of Romani education, gender and education, environmental justice, mindfulness and adolescent development, African coming-of-age literature, et al. Nearly all offerings under this rubric are explicitly oriented toward the understanding of issues of inequality, injustice, and critical difference. Each offering of the course provides an introduction to, and practical experience with, the methodologies of inquiry specific to the discipline/topic under study. May be taken for credit more than once, with different topics. *Offered three times each year. Prerequisite: varies by topic.*

EDYS 300. Practicum in Teaching (1). Students participate in pre-K to high school classrooms as teaching apprentices, in conjunction with an ongoing workshop devoted to learning about planning, instruction, and assessment. One unit requires a minimum of eight hours weekly in a classroom setting—a total of approximately 120 hours—with the goal of high-quality independent teaching, under the supervision of a cooperating teacher and a college supervisor. All practica take place in local schools that feature significant socio-cultural diversity, and offer experience working with a wide range of atypical students in mainstream and special settings. Students are placed in classrooms corresponding to eventual teaching interests, leading in most cases to students teaching. Students aspiring to obtain certification should undertake teaching experiences with children/youth at two different

levels of schooling, e.g. high school and middle school. The goal of the workshop will be the completion of a short version of the Educational Teacher Performance Assessment (edTPA), the equivalent to a field-based research project, requiring a written report of approximately 25 pages. Students may take this course twice, with different placements. *Offered each semester. Prerequisite: junior status, and Education and Youth Studies 252 and/or 262.*

EDYS 302. Student Teaching in Elementary School (1 - 3). Students will participate in an eighteen week, full-time teaching experience in an elementary school with responsibilities for lesson planning, teaching, and evaluation, in addition to parent-teacher conferences, department meetings, and extracurricular activities. A cooperating teacher in students' respective disciplines and a Beloit College supervisor will mentor students to help develop professional teaching habits and evaluate student teaching progress. Students will meet as a group at least once monthly on campus to discuss teaching experiences, and to work on edTPA (Teacher Performance Assessment). Successful submission of edTPA, as well as passing scores on other tests required by the Department of Public Instruction, are required for certification in Wisconsin. Students may complete student teaching locally or petition to teach elsewhere. *Prerequisite: senior of 9th-term status; Education and youth Studies major completed or in progress; grades of B or better in Education and Youth Studies 252, 262, and two units of 300; and consent of department. Course fee of \$350 for official edTPA scoring. Additional fees for supervision when students teaching outside of local area.*

EDYS 303. Student Teaching in Middle School (1 - 3). Students will participate in an eighteen week, full-time teaching experience in a middle or intermediate school with responsibilities for lesson planning, teaching, and evaluation, in addition to parent-teacher conferences, department meetings, and extracurricular activities. A cooperating teacher in students' respective disciplines and a Beloit College supervisor will mentor students to help develop professional teaching habits and evaluate student teaching progress. Students will meet as a group at least once monthly on campus to discuss teaching experiences, and to work on edTPA (Teacher Performance Assessment). Successful submission of edTPA, as well as passing scores on other tests required by the Department of Public Instruction, are required for certification in Wisconsin. Students may complete student teaching locally or petition to teach elsewhere. *Prerequisite: senior of 9th-term status; Education and youth Studies major completed or in progress; grades of B or better in Education and Youth Studies 252, 262, and two units of 300; and consent of department. Course fee of \$350 for official edTPA scoring. Additional fees for supervision when students teaching outside of local area.*

EDYS 304. Student Teaching in High School (1 - 3). Students will participate in an eighteen week, full-time teaching experience in a high school with responsibilities for lesson planning, teaching, and evaluation, in addition to parent-teacher conferences, department meetings, and extracurricular activities. A cooperating teacher in students'

respective disciplines and a Beloit College supervisor will mentor students to help develop professional teaching habits and evaluate student teaching progress. Students will meet as a group at least once monthly on campus to discuss teaching experiences, and to work on edTPA (Teacher Performance Assessment). Successful submission of edTPA, as well as passing scores on other tests required by the Department of Public Instruction, are required for certification in Wisconsin. Students may complete student teaching locally or petition to teach elsewhere. *Prerequisite: senior of 9th-term status; Education and Youth Studies major completed or in progress; grades of B or better in Education and Youth Studies 252, 262, and two units of 300; and consent of department. Course fee of \$350 for official edTPA scoring. Additional fees for supervision when students teaching outside of local area.*

EDYS 306. Field Research in Education and Youth Studies (.5 - 3). The purpose of this course is to develop understanding and practical expertise in qualitative inquiry into a broad range of contemporary issues in education and youth studies. Students develop proposals for field-based research; learn about the relevant methods of inquiry for their chosen topics and settings; undertake supervised research in local settings; and write a final report of their experience/findings. In regular meetings of the entire class, small-scale group research projects are developed and executed, individual research proposals are presented and critiqued, and methods of inquiry are studied. Students are strongly encouraged to develop research projects that feature exploration of social justice issues, and to seek commensurate field placements. Students also work collaboratively on the composition of their written research reports. The class also includes a more individualized component, in which students work with the instructor and their field supervisor to carry out their own research projects. *Offered each semester. Prerequisite: junior standing and at least one unit of Education and Youth Studies 276.*

EDYS 382. Capstone Seminar (1). Seniors reflect together with the instructor on issues in education and youth studies encountered over their undergraduate career. The class undertakes the joint study of a topic of common interest, producing a volume of writing that represents each student's contribution to this study. Students also discuss post-graduate plans and opportunities. Individually, students synthesize in writing, and by other means, the portfolio they have assembled in their courses, along with recollections and records of related experiences, i.e. off-campus study and internships. Students are responsible for the completion of a substantive capstone project that represents, in most cases, their teaching experiences and/or research in Education and Youth Studies 300 and 306, respectively. All students present some version of their capstone projects publicly: in a college symposium, in departmental symposia, in another Education and Youth Studies course, or off-campus, in a school or agency, for example. (CP) *Offered each semester. Prerequisite: senior standing, Education and Youth Studies major or minor, Education and Youth Studies 300 or 306.*

EDYS 383. Honors Thesis (.5). Students eligible for department honors (criteria available on Education and Youth Studies webpage) work individually with a faculty mentor to complete a written thesis of not less than 8,000 words, approximating the style and substance required for publication in a peer-reviewed journal appropriate to the subject of the student's research. *Offered each semester. Prerequisite: senior standing and recommendation of the department.*

EDYS 390. Special Projects (.25 - 1). Individual research work to further specific student interest/expertise, under faculty supervision. Research may entail reading and writing, field or other kind of empirical research, skill-building, practical pursuits (building a website or organizing an off-campus event, for example), or (preferably) some combination of above. *Prerequisite: Education and Youth Studies major or minor, sophomore standing.*

EDYS 395. Teaching Assistant (.5). Work with faculty in classroom instruction. *Graded credit/no credit. Prerequisite: consent of instructor.*

EDYS 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty member(s). *Prerequisite: consent of instructor.*

EDYS 397. Research Assistant (.5). Assistance to an education and youth studies faculty member in scholarly research. *Prerequisite: education and youth studies major; departmental approval.*

Environmental Studies

New Crosslists

ENVS 248. Politics of Development (1). (See POLS 249 for course description.)

ENVS 249. Central/Inner Asia: A Sense of Region (1). (See IDST 249 for course description.)

ENVS 250. Women and Politics of Africa (1). (See POLS 250 for course description.)

ENVS 256. Environmental Politics (1). (See POLS 255 for course description.)

ENVS 271. Sociology of the Environment (1). (See SOCI 271 for course description.)

Title and Course Description Change

ENVS 280. Core Topics in Environmental Studies (.5, 1). Designed to pursue topics in environmental studies that are not addressed in the regular core course offerings. May be repeated for credit if topic is different. Meets environmentally-related course requirement (#4) for Environmental Studies majors. *Offered occasionally. Prerequisite: sophomore standing and any 2 courses that satisfy the environmental studies major, or consent of instructor.* The 2A, 1S, 3B, 4U, 5T domained versions of this course are, respectively, 281, 282, 283, 284, 286.

New Course

ENVS 290. Topics in Environmental Studies (.5,1).

Courses with environmental components. May be repeated for credit if topic is different. Meets environmentally-related concentration course requirement (#5) for Environmental Studies majors. *Offered occasionally. Prerequisite: varies with course offering or consent of instructor.* The 1S, 2A, 3B, 4U, 5T domained versions of this course are, respectively, 291, 292, 293, 294, 295.

Major Requirement Changes

Environmental Communication and Arts

(12.5 units)

1. Environmental communication and arts (2)
 - a. One unit from “history and theory”: Art History 120, 125, 130, 231, 245; English 190; History 150; Anthropology/Museum Studies 247.
 - b. One unit from “practice”: Art 103, 115, 117, 125, 150, 325; Journalism 125; Spanish 282; Theatre, Dance and Media Studies 101, 106, 107, 150, 165, 242; Writing 100; Museum Studies 145 (.5).
2. Environmental justice and citizenship (2): Two units chosen from Anthropology 100; Economics 199; Education and Youth Studies 101; Political Science 110, 130, 160, 180.
3. Environmental sciences (2): Two units chosen from Biology 111, 121, 141, 151, 206, 217 Chemistry 117, 220; Geology 100, 110, 235, 240.
4. Four environmental core courses, chosen in consultation with the advisor (4): Anthropology/ Environmental Studies 219; Economics/ Environmental Studies 205, 208; Environmental Studies/Art History 255; Environmental Studies 258, 280, 281, 282, 283, 284, 286; Journalism 225 (when topic is environmental writing); Philosophy/ Environmental Studies 224; Political Science 255. An appropriate internship or a course taken as part of domestic off-campus or study abroad may fulfill up to 1 unit of the “core” study.
5. Two concentration courses (2): An appropriate internship or a course taken as part of domestic off-campus or study abroad may fulfill up to 1 unit of the “concentration” study, in consultation with the student’s advisor.
 - a. One unit from Studio Art 200, 205, 210, 215, 280, 325; English 205, 225; Interdisciplinary Studies 222; Theatre, Dance and Media Studies 242, 342, 351.
 - b. One 200-level or higher communications and arts course, chosen in consultation with the student’s advisor.
6. Environmental Studies 380 (.5).
7. Writing/communication requirement: Writing in environmental studies incorporates the multiple traditions that inform the examination of human/environment interactions. Students are exposed to a variety of writing styles in the natural science, social science, humanities, and interdisciplinary courses required for the major. The capstone course, Environmental Studies 380, provides opportunities for students to explore writing and speaking in ways that communicate to diverse audiences about environmental issues.

Environmental Justice and Citizenship

(12.5 units)

1. Environmental communication and arts (2)
 - a. One unit from “history and theory”: Art History 120, 125, 130, 231, 245; English 190; History 150; Anthropology/Museum Studies 247.
 - b. One unit from “practice”: Art 103, 115, 117, 125, 150, 325; Journalism 125; Spanish 282; Theatre, Dance and Media Studies 101, 106, 107, 150, 165; Writing 100; Museum Studies 145.
2. Environmental justice and citizenship (2): Two units chosen from Anthropology 100; Economics 199; Education and Youth Studies 102; Political Science 110, 130, 160, 180.
3. Environmental sciences (2): Two units chosen from Biology 111, 121, 141, 151, 206, 217; Chemistry 117, 220; Geology 100, 110, 235, 240.
4. Four environmental core courses, chosen in consultation with the advisor (4): Anthropology/ Environmental Studies 219; Economics/ Environmental Studies 205, 208; Environmental Studies/Art History 255; Environmental Studies 258, 280, 281, 282, 283, 284, 286; Journalism 225 (when topic is environmental writing); Philosophy/ Environmental Studies 224; Political Science 255. An appropriate internship or a course taken as part of domestic off-campus or study abroad may fulfill up to 1 unit of the “core” study.
5. Two concentration courses (2): An appropriate internship or a course taken as part of domestic off-campus or study abroad may fulfill up to 1 unit of the “concentration” study, in consultation with the student’s advisor.
 - a. One unit from statistics: Anthropology 240; Biology 247; Economics 251; Health and Society/Political Science 201; Mathematics 106; Sociology 205.
 - b. One 200-level or higher justice and citizenship course, chosen in consultation with the student’s advisor.
6. Environmental Studies 380 (.5).
7. Writing/communication requirement: Writing in environmental studies incorporates the multiple traditions that inform the examination of human/environment interactions. Students are exposed to a variety of writing styles in the natural science, social science, humanities, and interdisciplinary courses required for the major. The capstone course, Environmental Studies 380, provides opportunities for students to explore writing and speaking in ways that communicate to diverse audiences about environmental issues.

Notes:

1. *In the case of double-majors in environmental studies, ordinarily no more than 2 courses will be double-counted.*
2. *No course may be used to satisfy two separate requirements for the environmental studies major.*
3. *Environmental studies majors may not also minor in environmental studies.*

French

Title and Description Changes

FREN 110. Intermediate French I (1). This course continues to develop oral comprehension, speaking, reading, and writing skills in French through readings and discussions of cultural materials from France and other Francophone countries. These include literary texts and texts on contemporary issues. The course also includes a thorough review of French grammar and extensive oral work using computer support. (1S) *Prerequisite: French 105 or equivalent.*

FREN 210. Intermediate French II (1). This course moves towards completing knowledge of French grammar while further developing oral comprehension, speaking, reading, and writing skills in French through readings and discussions of cultural materials from France and other Francophone countries. Required of all majors. (1S) *Prerequisite: French 110 or equivalent.*

FREN 290. Filmic Expressions of the French-Speaking World (1). This course examines Francophone cultures through film. It may center on films of particular directors, regions, and/or themes to provide cultural appreciation and understanding of the Francophone world and filmmaking. Taught in French. (5T) *Prerequisite: French 240 or consent of instructor.*

FREN 360. French Literary Studies (.5, 1). Special areas of literature and culture based on the particular interests and background of the instructor. Topics may focus on a single author, artist, director or text, literary theories, cultural movement or on a particular theme. May be repeated for credit if topic is different. (5T) *Prerequisite: French 240 or consent of the instructor.*

New Course

FREN 270. French Graphic Novels (1). This course introduces students to the rich world of French-language graphic novels known as bandes dessinées, which, alongside Anglophone comics and Japanese manga, constitute one of the major foci of sequential art production in the world. Through various topics, students will learn key concepts and critical vocabulary of Comic Studies while improving their textual and visual analysis skills, their familiarity with the medium of sequential art in the French-speaking world, and their French proficiency skills. Topics may focus on an overview of French-language graphic novels throughout the world, on a single cartoonist, on a particular historical moment, or on a particular theme such as immigration, dissent, political satire. May be repeated to credit if topic is different. *Prerequisite: FREN 240 or consent of instructor.*

Geology

Credit Value and Description Change

GEOL 171. Field Excursion Seminar (.25). The geology, geography, history, and environment of a region to be studied during an extended field excursion. A student may take the seminar for credit more than once. Graded credit/no credit at

discretion of instructor. *Offered yearly. Prerequisite or co-requisite: Geology 100 or 105 or 110. This course is a prerequisite for the May Field Excursion (Geology 172).*

New Course

GEOL 172. Field Excursion (.25). The geology, geography, history, and environment of a region to be studied during an extended field excursion. A student may take the excursion for credit more than once. Graded credit/no credit at discretion of instructor. There is an additional fee associated with this course. *Offered yearly. Prerequisite or co-requisite: Geology 100 or 105 or 110, and Geology 171 in the semester preceding the excursion.*

Health and Society

New Crosslist Course

HEAL 330. Paleopathology (1). (See Anthropology 330 for course description.)

Interdisciplinary Studies Program

Dropped Course

IDST 234. Civil Rights in Uncivil Societies (1).

New Course

IDST 215. Listening and Speaking About Politics (.5). Listening and Speaking About Politics is a half unit course about expressing political ideas. Students will learn about and practice skills related to political discourse in order to promote understanding, empathy, and transformational learning. Course participants will address questions such as, is it possible to discuss complex political or social issues from different perspectives and both listen carefully and be heard? What assumptions do persons from different political ideologies make about each other in conversation? What does “free speech” mean, and what conditions are necessary for it to occur? Students will meet three days a week, attend a required number of public events, complete readings and assignments, and write short responses to course material. There is no research paper or final exam in this course. *No prerequisites.*

New Crosslist Course

IDST 249. Central Asia: A Sense of Region (1). (Also listed as History 249 and Environmental Studies 249.)

Museum Studies

Program and Requirement Changes

Faculty

JOY BECKMAN (art history)
DARRAH CHAVEY (mathematics and computer science)
SHANNON FIE (anthropology)
WILLIAM GREEN, advisor (anthropology)
ELLEN JOYCE (history)
NICOLETTE MEISTER

Museum Studies Minor

(6 units)

1. Museum Studies 145 (.5) and 275.
2. Two units from Anthropology 217 or 218; Anthropology/Museum Studies 247; Art History 150 (if topic is directly related to museum studies); Chemistry 225; History 210 (Constructing Archives or Public History); Mathematics/ Interdisciplinary Studies 103 (if the term project focuses on a museum studies topic); or Museum Studies 260, 285, or 295. Other courses may be substituted, as determined by the needs of the student and approved by the student's program advisor.
3. Museum Studies 390 (1 unit; may be split between semesters).
4. Field Experience 200 (1 unit): an internship of at least 90 hours in a museum or other approved institution.
5. Museum Studies 385 (.5).
6. Participation in the ongoing programs of the Beloit College museums.
7. Only 1 course taken to satisfy a major may be counted toward the museum studies minor.

Credit Value and Description Change

MUST 145. Introduction to Museum Studies (.5). A survey of the educational, curatorial, exhibition, public relations, and research missions of museums. Stress is placed on the role of museums in various communities, their organizational and administrative structures, their ethical, moral, and legal obligations, and sources of support. Lecture, discussion, and field trips. *Offered each fall second module.*

Description Change

MUST 275. Introduction to Collections Management (1). An introduction to the methods of collections management, registration, and preservation in museums. Stress is placed on the nature of organic and inorganic materials and their deterioration, methods of preventive preservation, modes of acquisition and registration, collections policy, and legal and ethical issues affecting the management of museum collections. The course consists of lectures, field trips, and laboratory experience in the

Beloit College museums. *Offered each spring. Prerequisite: Museum Studies 145.*

New Course

MUST 385. Theory and Capstone (.5). This seminar provides an opportunity for museum studies minors to reflect on and synthesize their own museum experiences. This course will grapple with contemporary questions and problems facing the museum world. Ethical questions and controversies will be addressed from both theoretical and practical perspectives. Students will use discussions, group projects, and assignments to bring their own perspectives to the problems and issues shaping the discipline of museum studies. *Offered each fall first module. Prerequisite: Museum Studies 275 and FEP 200.*

Credit Value Change

MUST 390. Special Projects (.25-1).

Music

Program and Requirement Changes

As listeners, performers, creators, our students investigate the ways that music and sound shape our creative, social, and physical worlds. The music department's courses ensembles, and lessons are open to majors and non-majors, and guide students to do the following:

- *Connect skills, methods, and modes of knowledge across disciplines and apply them to new contexts.*
- *Interrogate our positions within the changing conventions of music and sound studies.*
- *Develop and refine skills in such areas as musicianship, public speaking, and project management.*
- *Build communities in our classes and ensembles through collaborative projects.*

Faculty

DANIEL BAROLSKY, chair
AMBER DOLPHIN
CHRISTOPHER JOYNER
JOHN MEYERS
DAVID NEWMAN
J. IAN NIE
TES SLOMINSKI
ANDERS SVANOE
MAX YOUNT (emeritus)
GLENN WILFONG
YIHENG YVONNE WU

More than 15 additional artist-instructors teach applied music and lead ensembles.

Music Major

(12.5 units)

1. Ten and one-half departmental units:
 - a. Music 150, 160, 170, and 270.
 - b. Four additional units chosen from Music 200-299.
 - c. One half unit of Applied Music 010-044.
 - d. One half unit of Music Ensemble 050-076.
 - e. An additional one-half unit of either Applied Music (Music 010-44) or Music Ensemble (Music 050-076).
 - f. Music 300.
2. Two units of complementary non-music courses decided in conjunction with the student's advisor and by approval of the department.
3. The department recommends at least 2 units of study of a language that is not the student's first language.
4. To declare this major, each student must have a curricular planning meeting with a music advisor.

Music Minor

(5.5 units)

1. Five and one-half departmental units:
 - a. Two units chosen from Music 150, 160, and 170.
 - b. Three units chosen from Music 200 or 299.
 - c. One-half unit of Music Ensemble 050-076.

New Course

MUSI 270. Music Theory in Practice (1). A continuation of MUSI 170 for music students who seek to improve their facility with harmony, notation, score-reading, analysis, arranging, and musicianship skills, this course integrates music theory and musical practice. Students apply techniques from 16th-century counterpoint and tonal harmony through model compositions and original arrangements, ranging from the style of Palestrina to contemporary popular music. Theoretical concepts are exercised through the rigorous practice of musicianship skills, including sight-singing, dictation, and keyboard harmony. Workload includes weekly written assignments and projects in analysis and composing/arranging; regular independent skills practice is essential to prepare for musicianship tests. Students should have some facility with an instrument and/or voice. Prior keyboard experience is not required. *Prerequisites:* MUSI 170, placement test, or permission of the instructor. (1S)

Physics and Astronomy

Dropped Courses

PHYS 208. Intermediate Physics Lab (.5).

PHYS 249. Metalworking for Physicists (.25).

PHYS 250. Advanced Laboratory (.5).

New Course

PHYS 345. Advanced Experimental Physics (1). A course in experimental physics beyond the first two years of physics

instruction, concentrating on optics, nuclear physics, and electronics. Design, fabrication and construction of apparatus is emphasized. *Prerequisite:* Physics 210.

Program and Requirement Changes

Physics Major

(11.5 units)

1. Nine and one-half departmental units:
 - a. Physics 101, 102, 206, 210, 380 (.5).
 - b. At least 1 unit chosen from 320, 330, 340, 345, or 350.
 - c. Four additional elective units:
 - i. No more than two 100-level units.
 - ii. No more than 1 total unit of Physics 300, 390, and 395.
 - iii. One unit of computer science or mathematics may be substituted for a physics elective, with departmental approval.
2. Supporting courses (2 units): Mathematics 110 or 113, and 115.
3. Writing/communication requirement: Majors are required to take at least 4 courses designated W, at least 1 of which must be outside the department. (Transfer students reduce this requirement by 1 course per year of advanced standing.) Departmental W courses include Physics 130, 250, 380, and other courses as designated by the instructor.
4. Physics majors planning to attend graduate school in physics are strongly urged to take all of the core 300-level physics courses (320, 330, 340, 345, and 350; taught on a two-year cycle) and Mathematics 175.
5. Students are strongly encouraged to do a semester of off-campus study or study abroad. Possible programs include the Oak Ridge Science Semester; many international opportunities include the possibility of taking upper-level physics courses.
6. All physics majors are encouraged to do an internship or independent research, often in the form of a paid summer REU.

Political Science

Crosslist Added

POLS 249. Politics of Development (1). (Also listed as ENV5 248.)

POLS 250. Women and Politics in Africa (1). (Also listed as ENV5 250.)

Title Changes

POLS 255. Environmental Politics (1). (Formerly Global Political Ecology) (Also listed as ENV5 256.)

POLS 273. Foreign Policy: Latin America and the Caribbean (1). (Formerly International Relations of Latin America and the Caribbean)

Religious Studies

Title and Description Change

RLST 101. Religion and Reality (1). Why is it that the ways of thinking and living that people call "religious" are often judged by outsiders to be potentially harmful forms of delusion, while those who adhere to those lifeways understand them instead as providing access to what scholar Robert Orsi calls "the really real"? The story of the ideas and events that led to this stark difference of opinion is deeply tied up with European notions of racial and civilizational superiority. This course explores that story and counter-narratives to it in order to assess the consequences both for the lives of people who identify as "religious" and for the ongoing power struggle over who gets to define reality and what forms of knowledge are granted legitimacy. (5T) Offered every year. *Prerequisite: first-year or sophomore standing or consent of instructor.*

Sociology

New Crosslist

SOCI 271. Sociology of the Environment (1). (Also listed as Environmental Studies 271.)

New Courses

SOCI 218. Race, Self, & Society (1). This course focuses on analyzing the texts of classic literature (such as *Invisible Man*) as a way of examining how structures of racism shape the everyday lives of those who occupy a devalued status along racial/ethnic hierarchies. It explores how those at the bottom of racial/ethnic hierarchies make sense of and navigate their lives and how the theme of alienation is an integral element of these experiences. In analyzing the texts, the course will draw upon Sociology's theoretical frameworks for examining micro-level interactions and identity construction. This exploration will be placed in the larger structural context of the historical social construction of race in the U.S. Analyzing narratives in these contexts aims to broaden an understanding of the crucial link between notions of self/identity and the broader power structures of society.

SOCI 259. Race and Juvenile Justice (1). This course examines the juvenile justice system through the social context of historically constructed racial/ethnic hierarchies. It examines the history of the juvenile justice system and how social forces shape contact, entry, and processing in the system. This includes a focus on policing, as well as the school-to-prison pipeline. We particularly focus on how the unequal distribution of resources, status, and power both shape and are reflected in these processes. We also examine current juvenile justice reform efforts. This class relies on the synthesis of scholarly research in the field with current 'real life' scenarios occurring in the world surrounding us. Offered every other year spring semester. *Prerequisite: Sociology 100 and sophomore standing.*

Theatre, Dance, Media Studies

Domain Change

TDMS 237. Dance History (1). (5T).

Title Changes

TDMS 150. Media Production (1). (Formerly Broadcast Production)

TDMS 245. Advanced Media Production (1). (Formerly Advanced Broadcast Production)

Title and Description Change

TDMS 246. Topics in Dance Entrepreneurship (1). Students enrolled in this course create a performance company for the duration of the term. With elements of arts administration, non-profit organization, educational outreach, and artistic collaboration, students curate artistic content to be shared with a broader community. Each time the class is offered, it focuses on a new topic. Examples include but are not limited to: collaboration across campuses, creating and teaching workshops in elementary schools, self-producing, and working with a producing partner as an independent arts organization. Students may take the course again for credit when a new topic is offered. (L1) *Offered occasionally. Prerequisite: students must apply to be in class.*

Course Description Change

TDMS 360. Professional Development Seminar (.5).

Professional Development Seminar is for all senior theatre, dance and media studies students (majors, minors, and non-majors). This course provides support and guidance for students as they investigate possible venues through which to continue their development as theatre, dance and media studies artists and practitioners in the professional realm. Course content includes the development of resume/curriculum vitae, artist statements, and networking skills. Additionally, students receive guidance as they research graduate schools, other continuing education possibilities, and job options, as well as the search/application process for each. *Offered fall semester. Prerequisite: senior standing or consent of instructor.*

Credit and Description Changes

TDMS 113. Modern Dance I (.75). Introduction to the technique, creative processes, and historical contexts of modern dance. The technical emphasis is on alignment, movement phrases, quality of motion, and performance attitude. Modern I incorporate multiple modern dance styles. Peer mentorship promotes a supportive community. Students watch video and live performances and learn how to view and critique performance. (2A) *Offered each fall.*

TDMS 115. Ballet I (.75). Introduction to the technique, creative processes, and historical contexts of classical ballet. Classes include exercise at the barre, center work, and combinations across the floor designed to acquaint students with the basic principles of ballet movement and aesthetic. Students will research, write about, and discuss the history of the art form. (2A)

Offered each fall.

TDMS 117. Jazz Dance I (.75). Introduction to the technique, creative processes, and historical contexts of contemporary jazz dance. Classes entail practicing basic elements of jazz dance technique and style, including alignment, stretch, isolations, movement style combinations, and basic jazz dance vocabulary. The course will focus on the importance of space, dynamics, and presence as a means of creating variety in performance. Students will engage in historical research and creative projects in various jazz dance idioms. (2A) *Offered most spring semesters.*

New Courses

TDMS 203. Connecting and Contextualizing Technique, Modern Dance (.25). This course must be taken concurrently with any 200 or 300 level modern dance technique class. Students will engage in an individual project related to that style of technique to explore the breadth of the style's impact on dance in general and its place in the broader cultural context. This may include but is not limited to: presentations, papers, and creative work (which could be performing in December Dance Workshop Performance or Chelonia). (2A)

TDMS 205. Connecting and Contextualizing Technique, Ballet (.25). This course must be taken concurrently with any 200 or 300 level ballet technique class. Students will engage in an individual project related to that style of technique to explore the breadth of the style's impact on dance in general and its place in the broader cultural context. This may include but is not limited to: presentations, papers, and creative work (which could be performing in December Dance Workshop Performance or Chelonia). (2A)

TDMS 207. Connecting and Contextualizing Technique, Jazz Dance (.25). This course must be taken concurrently with any 200 or 300 level jazz dance technique class. Students will engage in an individual project related to that style of technique to explore the breadth of the style's impact on dance in general and its place in the broader cultural context. This may include but is not limited to: presentations, papers, and creative work (which could be performing in December Dance Workshop Performance or Chelonia). (2A)

Major Requirement Changes

Dance

(12.5-13.25 units)

1. Theatre, Dance and Media Studies 202 and 360 (.5 unit).
2. Two units of contextual theories and perspectives: Theatre, Dance and Media Studies 237 and 242.
3. Eight classes in technique chosen in consultation with the advisor from among Theatre, Dance and Media Studies 113 (.75), 115 (.75), 117 (.75), 213 (.5), 215 (.5), 217 (.5), 313 (.5), 315 (.5), and 317 (.5). (At least 1 unit must be at the 300 level and 1 unit must be ballet.)
4. One unit of production skills: Theatre, Dance and Media Studies 112.
5. Two units to develop expertise chosen from department offerings in consultation with the advisor.
6. Two units to broaden perspectives chosen from outside the

department in consultation with the advisor.

7. Only 1 unit of Theatre Practicum in at least two different areas may be counted for the dance field of concentration.
8. Students are required to serve on two crew assignments. Crew assignments must not overlap, and must differ in nature. Crew assignments are to support theatre, dance, or broadcast production, and no two assignments are to be in the same area (i.e. scenic, lighting, costume, etc.).
9. Writing/communication requirement: Competent communication in theatre, dance, or media studies is attained through the successful completion of various courses pertinent to three distinct interactive modes. Physical and oral proficiency is achieved in acting and dance courses, Theatre, Dance and Media Studies 101, and practica (participation in production). Proficiency in writing is acquired in Theatre, Dance and Media Studies 107, 199, 202, 235, 236, and 237. Visual communication skills are gained in broadcast courses, design courses, and stagecraft courses. Graduating majors must be able to communicate clearly through the medium in which they have concentrated. In addition, they should be able to describe, explain, and critique comprehensively both the artistic processes and the products of that art through means of oral and physical communication, written documentation, and visual presentation.

Admission

The college selects for admission applicants who appear to be best qualified to benefit from and contribute to its educational environment. Beloit seeks applicants with special qualities and talents, as well as those from diverse ethnic, geographic, and economic backgrounds.

Qualifications

Beloit has no absolute secondary school requirements but gives preference to students from a rigorous college preparatory program. This includes four years of English and at least two years of a foreign language, three years of college-preparatory mathematics, three years of laboratory science, and at least three years of history or social science. Applicants planning to major in the natural sciences should complete four years of high school mathematics and be prepared to begin calculus during their first year in college.

SAT or ACT test scores are optional for most students; however, TOEFL or IELTS scores are required for international students whose instruction has not been in English, and homeschooled students must submit standardized test results. Language achievement tests are used for placement.

Application Procedures

The online applications for first-year and transfer students can be found at www.beloit.edu/apply. Beloit College does not discriminate in the admission process based on the application form a student uses.

The Secondary School Report should be completed by the applicant's college advisor/guidance counselor and submitted directly to Beloit College with the high school transcript. In addition, Beloit requires one teacher recommendation.

Additional recommendations are optional, although the Admissions Office may request others in certain instances. Interviews are highly encouraged but not required. Beloit does not require an application fee.

Students may apply under one of the following plans:

Binding Early Decision: Beloit offers a binding Early Decision Plan with a deadlines of Nov. 1; notification is Dec. 1 and Feb. 1. Early Decision applicants interested in need-based aid must provide financial documents by the application plan deadline in order to receive an estimate of aid eligibility. Students admitted under the binding Early Decision plan will send their enrollment confirmation and deposit by Dec. 15 and withdraw all other applications.

Early Action: Students may apply under either of two Early Action Plans (deadlines are Nov. 1 or Dec. 1 and notification is Dec. 1 and Jan. 1 respectively). This is a non-binding program; accepted students may reply any time before May 1.

Regular Admission: Beloit's priority deadline for admission is Jan. 15. Applications received after that date will be considered as space allows. Reports of seventh-semester grades may be required. Students are notified when the admissions committee makes its decisions, beginning in early-February. May 1 is the national candidates' reply date for students' responses.

Deferred Admission: This is designed for students who wish to take up to a year off from formal study between secondary school and college, yet want to be guaranteed a place at Beloit College.

January Admission: Students may apply for mid-year enrollment, for which the admission requirements are the same as in the fall. In the past, students have selected January admission for a variety of reasons, including the opportunity to work, complete an internship, or participate in study abroad or overseas travel opportunities prior to enrollment. In some cases, the Admissions Committee may offer January admission to students who apply for fall enrollment if space or other considerations warrant the decision.

Early Admission: Some students enter Beloit College before finishing high school, usually after their junior year. An applicant's personal and academic preparedness for college is the key to selection. The admission decision is based on courses completed, level of academic achievement, test results, school recommendations, and the student's educational plans. An interview is required.

Rescission of Admission: Individuals who are offered admission to Beloit College agree to abide by the policies and standards of conduct contained in its Student Handbook and the Beloit College Catalog. Beloit College reserves the right to rescind offers of admission at any point prior to a student's matriculation. Rescission of an admission offer is at the discretion of the College and typically occurs when the College becomes aware of conduct that is in violation of Beloit's Student Handbook, an application that includes false or misleading information, or changes in academic performance. Failure to inform Beloit College of any changes to information contained in the application may also lead to rescission of an admission offer.

Enrollment Deposit: A \$350 deposit is required. This is a non-refundable fee: \$100 of the deposit will be applied to the

first bill from the college; the remaining \$250 will be credited to the student's account upon graduation from Beloit College. The total amount, however, is non-refundable to students who cancel their intent to matriculate at Beloit after paying the deposit. Students will forfeit the deposit if they fail to enroll after three consecutive vacation terms or withdraw from the college. A new \$350 deposit will be required for re-enrollment. Upon graduation, refunds are reduced by any unpaid obligations to the college.

Note: Students enrolling under the Early Decision Plan must pay the enrollment deposit by Dec. 15. All other students have until May 1, the National Candidate Reply Date, to submit their enrollment deposit. For Deferred Enrollment, students must pay a \$500 deposit (\$250 of which secures a place in the class and is refunded upon graduation, as is required of all entering students; the remaining \$250 will be applied to the student's first bill from the college). Detailed information is available from the Admissions Office.

Advanced Placement and Credit

Up to 8 units of credit may be applied toward graduation from tests administered outside the college, as described below.

Beloit College offers advanced placement or credit by examination for the College Entrance Examination Board's Advanced Placement (AP) program. AP subject examination scores of 4 and 5 generally are awarded 1 unit of credit and placement.

Students who have taken the General Certificate of Education advanced-level examination will receive 1 unit (four semester hours) of credit for each passing grade (A, B, or C).

Advanced standing also will be given to students who complete the International Baccalaureate (IB). One unit of credit will be given for each score of 4-7 for those who take the higher-level IB examinations, and for each score of 6 or 7 on a standard-level examination.

The college reserves the right to review each test to determine its acceptability. The appropriate academic department will review it in consultation with the registrar. A full schedule of transfer credit policies is maintained at: www.beloit.edu/registrar/trans_cred/.

Transfer Applicants

Applications for transfer from accredited colleges and universities to Beloit for entrance in August or January will be considered for admission on a selective basis. All academic work of a liberal arts nature completed at other accredited institutions is part of the student's permanent academic record at Beloit College. Official transcripts of such work must be presented at the time of application. No more than 60 semester hours (90 quarter hours) will be applied toward the Beloit College degree. Only liberal arts courses with a minimum grade of C will be credited.

Demonstrating High School Completion

Prior to matriculating at Beloit, all enrolling candidates must demonstrate either successful completion of high school or provide a federally-approved alternative to a high school

diploma. For most students, this requirement is fulfilled by providing an official, final high school transcript that lists the date the student was awarded a diploma. For students who are unable to provide a final high school transcript, a copy of a GED transcript or certificate, or certification of a state authorized equivalent to the high school diploma are sufficient. Homeschooled students should provide appropriate documentation to demonstrate completion of high school as determined by the laws in their state. Transfer students who graduated from high school in the last five years should provide demonstration of high school completion as part of their application process, while transfer students who graduated from high school more than five years ago will need to demonstrate high school completion only if selected for verification. Failure to demonstrate successful completion of high school may be grounds for rescission of admission.

Financial Aid

Satisfactory Academic Progress

The following information is to supplement the information provided on pages 200-201 of the 2017-2019 course catalog.

Students must meet certain academic standards to renew their financial aid package each semester. The intent of these standards is to ensure each student is successfully completing their degree requirements at a satisfactory pace. To view the full policy, please visit www.beloit.edu/financialaid/sap

The three academic standards required to retain eligibility for federal, state, and institutional financial aid are:

Cumulative GPA: Must maintain 2.0 GPA or higher

Completion Rate: Must successfully complete and earn credit for 67% or more of the units in which the student enrolls

Maximum Timeframe: Must complete the degree within 150% of time it would normally take to complete the degree (ex: complete a 4-year degree within 6 years)

Each student's academic performance is evaluated at the end of each semester after grades are released.

Warning: Students who do not meet the academic standards are given a "warning" notice from the Financial Aid Office (**Please note: this warning notice is different than any warning issued by the Dean of Students Office**). Any student issued a warning notice has one additional semester in which the student is eligible to retain their financial aid eligibility and to work to meet the required academic standards. If a student who was issued a warning notice improves their academic performance during the following semester, the student will be placed back in "good standing."

Suspension: If a student who was issued a warning notice is unable to meet the academic standards by the end of the following semester, the student will be placed on "suspension" and will be ineligible to receive financial aid in the future until the academic standards are again met.

Appeals: Students who are placed on "suspension" have the opportunity to appeal their suspension and inform the Financial Aid Office of any mitigating circumstances that may have impacted their ability to meet the academic standards. Further information as well as the appeal form can be found at www.beloit.edu/financialaid/sap

Effects of Withdrawing on Financial Aid

The Dean of Students Office sends notification to the Financial Aid Office when a student submits their intent to withdraw from Beloit College. This is called an "official withdrawal." For purposes of financial aid only, changing to an authorized vacation term is treated similarly to a withdrawal; the Dean of Students Office also notifies us when a student will be taking a vacation term.

The Registrar's Office sends notification to the Financial Aid Office when there is no record that a student attended or completed their classes. This is called an "unofficial withdrawal."

The impact to the financial aid eligibility depends on when the withdrawal, official or unofficial, occurs. For example, if a student withdraws at the end of a semester, there is no impact to the financial aid eligibility as long as the student completes their coursework for the previous semester; however, if a student withdraws or leaves without notifying the college (unofficial withdrawal) before the semester has ended, the financial aid may be adjusted on the policies described below:

Return of Title IV Funding (R2T4): Even though any federal or state financial aid is posted to a student's account at the start of each semester, the student earns the funds as they complete the semester. The amount of aid that a student earns is determined on a pro rata basis. For example, if a student completed 30% of the semester, the student has earned 30% of the aid originally scheduled to receive. For our full policy, including the order in which the aid is reduced and returned, please visit www.beloit.edu/financialaid/r2t4

Institutional Funding: Institutional aid is adjusted when a student withdraws during the semester, as well. The reduction in the institutional grant, scholarship, or loan is calculated to match the Bursar's refund policy found at www.beloit.edu/accounting/students/billinginformation/refunds/

For example, if a student's tuition charge is reduced to 20% of the original semester's charge, the student is eligible to retain 20% of their institutional scholarship, grant, and/or loan.

Change in Circumstances

The Financial Aid Office has a formal appeal process for any student/family who is experiencing a significant change to their income or unusual expenses beyond their control (natural disasters, funeral costs, etc.).

Our appeal is called a Request for Reconsideration of Financial Aid and can be found at www.beloit.edu/financialaid/forms.

Tuition and Fees

2018-2019	Per Year
Tuition	\$49,564
Full board	\$3,800
Room	\$5,030
Health and wellness fee	\$196
Student activities fee.....	\$280
Total	\$58,870

The college reserves the right to change any fee as circumstances warrant.

Tuition

Three units per term are required for full-time classification unless a student has received approval of the advisor and the registrar. Half-time students must take a minimum of 1.5 units.

With permission of the advisor and registrar, enrolled students in good standing are permitted to take designated courses at other accredited colleges and universities and to transfer credits earned to Beloit College without payment of extra fees to Beloit. Degree and field of concentration requirements governing the use of such transfer credits, however, must be observed.

Room and Board

Information on room and board charges will be sent to students before the start of each term.

The following rates apply, per term, starting in the fall of 2015.

Room: \$2,515 (\$5,030 per year). Students have a six-term housing requirement.

Board: \$1,900 (\$3,800 per year). A full meal plan is required of all first-year students. Alternate meal plans are available at lower cost in subsequent years. A six-term dining requirement applies to all students.

Payment

The college will bill students approximately two months before the start of each term. Tuition, room, board, and special fees must be paid by the due date of each term or students and/or parents must enroll in a payment plan. Failure to make the appropriate payment or suitable arrangements by the due date will result in a \$175 late payment fee.

Payment Plans: For students and parents wishing to pay on a monthly basis, the college offers payment plans through Tuition Management Systems (TMS) Student Account Center (SAC) at beloit.afford.com. All payment plans must be in place by the due date. Students must register for access to the Student Account Center by responding to an email they receive from noreply@afford.com or by calling TMS at (800) 307-6851.

Once students are registered for online access, they may invite parents or others as authorized users to have online access. Due to Federal student privacy regulations (FERPA), parents may only access the Student Account Center if they are granted this access by the student.

Those students with an outstanding balance due at the end of the second week of classes will have restrictions placed on campus privileges and will not be allowed to register for spring classes until the balance is paid.

Special Fees

Applied Music Lessons: \$350 per course.

Auditing (non-degree seeker): \$800 per course. (Laboratory and studio courses and private music lessons may not be audited.)

Beloit Summer Blocks: In 2018, for most courses, a comprehensive fee of \$3,300 covers tuition, room and board, and all program-related activities. It carries 1 unit of Beloit College academic credit. Additional fees apply for study abroad courses.

Continuing Education Program: \$1,600 per unit. See "special programs" below.

Credit by Examination: \$100 (for the posting of a successfully completed credit by examination).

Late Registration: \$25.

Late Course Deletion: \$25.

Reduced Schedule: \$6,030 per unit.

Reopening Record (non-enrolled student): \$50.

Senior Citizen/Alumni Rate: \$100 per course (for students older than 65 or alumni enrolling in courses on a non-credit, space-available basis).

Study Abroad: All study abroad students pay the current Beloit College semester tuition charge; this tuition payment covers up to \$17,918 (2018-19) in educational expenses, but not transportation, room or board. If the study abroad program tuition exceeds \$17,918 per semester, the student is responsible for paying the additional tuition. Room and board charges may be billed by Beloit College or the study abroad program directly, depending on the program. A \$50 administration fee is also applicable to study abroad students. All institutional, state, and federal grants and loans apply to charges.

Summer Tuition for:

- Special Projects-\$450*
- Field Term-\$450*

***Note:** *The special tuition rate is \$450 per unit for up to 2 units of field experience/internship or special project credit, but not to exceed more than two experiences total during a student's time at Beloit College.*

Each student is eligible for only 1 course in each category at the reduced rate.

Transcript: \$5 each. Students must make requests in writing to the registrar. All accounts at the college must be paid before transcripts will be issued.

Refunds

The refund schedule for tuition, room, board, and fees shown below will determine the financial obligation of a student dropping all courses and withdrawing from the college during a regular credit term. The student must satisfy all prior financial obligations to the college, however, before any refunds can be made.

The refund schedule will govern cases in which students go on an authorized vacation or field term or withdraw for health or personal reasons after a term has begun. If a student is dismissed or suspended from the college after a term has begun, no refunds of any kind will be made. To receive a refund, a student must submit a vacation or withdrawal form obtained from the Dean of Students Office.

Refund Schedule: Appropriate refunds of tuition, room, board, and fees will be made on a prorated basis.

Refunds for fall and spring:

- 1st-5th day of classes (week 1)—100% refund
- 6th-12th days of classes (week 2)—80%
- 13th-19th days of classes (week 3)—60%
- 20th-26th days of classes (week 4)—40%
- 27th-33rd days of classes (week 5)—20%
- No refund after the last day of the 5th week.

Refunds for music lessons:

- 1st-13th day of classes (week 1 & 2)—100%
- No refund after the last day of the 2nd week.

Refunds for summer

programs: 3.5 Week Program

- Drop during 1st week of classes—80%
- Drop during 2nd week of classes—50%
- No refund after the last day of the 2nd week.

7 Week Program

- Drop during 1st week of classes—80%
- Drop during 2nd week of classes—60%
- Drop during 3rd week of classes—40%
- Drop during 4th week of classes—20%
- No refund after the last day of the 4th week.

Beloit Blocks

- Drop during 1st day of classes—80%

Drop during 2nd day of classes—50%

Drop during 3rd day of classes—20%

No refund after the 3rd day.

“A week” begins on Sunday and ends on Saturday. A short week, e.g., the first week of classes, is counted as a full week regardless of the number of days of class.

Tuition Refund Insurance: Tuition Refund Insurance is available for families to purchase prior to the beginning of the academic year. More information is available at www.beloit.edu/financialaid/tuitioninsurance.

Financial Aid Obligations: Students receiving financial assistance who withdraw or change to an authorized vacation term after a regular academic term has begun must go through an additional calculation. This will determine how much of their financial aid may be used to pay the remaining institutional charges and how much must be returned. A prescribed federal calculation governs students who receive federal Title IV financial assistance—i.e., unsubsidized and subsidized Stafford Loan funding, Parents Loan for Undergraduate Students (PLUS), Perkins Loan, Pell Grant, and Federal Supplemental Educational Opportunity Grant (FSEOG). Any amount that must be returned to Title IV programs will be paid to the source in the order listed above. In other words, any returned funds will first be applied to loans, then, if applicable, to Pell or FSEOG sources. Examples of federal refund and repayment calculations are included with all financial aid awards and are on file in the Offices of Financial Aid, Accounting, and the Dean of Students. In most cases, federal regulations require families to use their own resources to pay off indebtedness before using Title IV funds.

Special Programs

Continuing Education Program: Beloit College offers adults a continuing education program (CEP) as an integral part of the college's educational mission. To be eligible to participate in the CEP program, a student must be at least 25 years of age or have earned an undergraduate degree and not be enrolled as a full-time student at Beloit.

CEP students will be permitted to register for any Beloit College course not filled during regular student registration. They may enroll in a maximum of 2 full courses in any term, for a maximum of 4 per academic year. CEP students will be charged \$1,600 per full unit. A charge of \$800 is assessed to those auditing a course.

If a CEP student is admitted to a degree program at the college, he or she may apply only 2 CEP units earned at the \$1,600 rate toward degree requirements. To apply other completed CEP units toward a degree, the student must pay the difference between the amount paid for that coursework under CEP and the pro-rated tuition charges that would otherwise apply.

Porter Scholars Program: A cooperative program with the high schools in the Beloit area permits a limited number of outstanding high school seniors to take 1 tuition-free course each term for college credit. Private music lesson(s) and additional course fees are the students' responsibility. Admission to the program is by recommendation of the high school counselors and by approval

of the Beloit College director of the Porter Scholars high school program.