



EDGEWOOD COLLEGE CATALOG



EDGEWOOD COLLEGE

2017 – 2018

EDGEWOOD COLLEGE ACADEMIC CATALOG

2017-2018

Effective Fall 2017



EDGEWOOD COLLEGE

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www.edgewood.edu

OFFICIAL NOTICES

This Catalog is effective for students entering Edgewood College beginning in the Fall 2017 terms and is in effect until a new Catalog is published. The 2017-18 Catalog may also be found online at <http://registrar.edgewood.edu>.

The content of this document is provided for the information of the student. It is accurate at the time of publication, but is subject to change as deemed appropriate to fulfill Edgewood College's role or Mission or to accommodate circumstances beyond the College's control. Any such changes may be implemented without prior notice, without obligation, and, unless specified, are effective when made. All academic policy additions/revisions will apply to all students as of the date they become effective, regardless of whether they were in effect at the time the student initially enrolled at Edgewood College.

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

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

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

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

ACCREDITATIONS AND MEMBERSHIPS

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

AACN: American Association of Colleges of Nursing

AACRAO: American Association of Collegiate Registrars and Admissions Officers

AACSB International: American Assembly of Collegiate Schools of Business

AAC&U: Association of American Colleges and Universities

AAMFT: American Association for Marriage and Family Therapy

ACBSP: Accreditation Council for Business Schools and Programs

ACCU: Association of Catholic Colleges and Universities

AGB: Association of Governing Boards

AILACTE: Association for Independent Liberal Arts College for Teacher Education

AIR: Association for Institutional Research

AIRUM: Association for Institutional Research of the Upper Midwest

ANEW: Association of Nurse Educators in Wisconsin

CASE: Council for the Advancement and Support of Education

CIC: Council for Independent Colleges

CCNE: Commission on Collegiate Nursing Education

CHEA: Council for Higher Education Accreditation

COAMFTE: Commission for Accreditation for Marriage and Family Therapy Education

CUPA: College and University Personnel Association

CUR: Council on Undergraduate Research

EDUCAUSE

HLC: Higher Learning Commission

NACC: Northern Athletics Collegiate Conference

NACE: National Association of Colleges and Employees

NACUBO: National Association of College and University Business Officers

NAICU: National Association of Independent Colleges and Universities

NCAA III: National Collegiate Athletic Association

NetVUE: Network for Vocation in Undergraduate Education

OLC: Online Learning Consortium

WACRAO: Wisconsin Association of Collegiate Registrars Officer and Admissions Officers

WACSN: Wisconsin Association for Collegiate Schools of Nursing

WACTE: Wisconsin Association for Colleges for Teacher Education

WAICU: Wisconsin Association of Independent Colleges and Universities

WiCC: Wisconsin Campus Compact

WWHEL: Wisconsin Women in Higher Education Leadership

QM: Quality Matters

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

Higher Learning Commission of the North Central
Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
312-263-0456 or 800-621-7440
[www.ncahlc.org/About Edgewood](http://www.ncahlc.org/About%20Edgewood)

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**ABOUT
EDGEWOOD COLLEGE**

COLLEGE OVERVIEW, MISSION, AND VISION

COLLEGE OVERVIEW

The main campus of Edgewood College is located on Lake Wingra in Madison, the capital city of Wisconsin. The College offers roughly forty majors and as many minors. Educational programs are organized into five Schools: School of Arts and Sciences, School of Business, School of Education, School of Integrative Studies, and the Henry Predolin School of Nursing. The overall College enrollment in college registration for both undergraduate and graduate programs is about 2,500 students.

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

Edgewood College's Deming Way campus is located on the far west side of Madison and is home to a number of graduate programs and Returning Adult Accelerated Degree programs.

IDENTITY

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

MISSION

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

VISION

Edgewood College will be an inclusive model of learning, teaching, and scholarship. Our students, alumni, faculty, and staff will be recognized for their pursuit of purposeful lives, vibrant and sustainable communities, and a just world.

SINSINAWA SPONSORSHIP

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

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

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

INSTITUTIONAL POLICIES

NONDISCRIMINATION ON THE BASIS OF DISABILITY

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

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

DIVERSITY STATEMENT

A Sinsinawa Dominican education celebrates a diverse and collaborative community. Students are taught to share their talents and insights, to collaborate with others, and to recognize diversity and differences in our world with respect. In that tradition, we welcome women and men who reflect the rich diversity of the world's cultures, perspectives, and experiences.

Diversity is an essential element of excellence in teaching and learning. Its presence deepens and makes more authentic our search for truth through multiple perspectives. Our commitment to diversity and inclusion acknowledges our mutual dependency and shared responsibility for each other and the common good. We seek to create inclusive living, learning, and working environments that foster open, compassionate, and thoughtful dialogue and engagement with one another.

Reporting

Edgewood College is committed to providing an inclusive and safe environment for all members of the Edgewood community. While on campus, if you have been the target of or witness to an incident of discrimination or bias, you may report the incident through a confidential online form (<http://diversity.edgewood.edu/Report-an-Incident>).

EQUAL OPPORTUNITY EMPLOYMENT & AFFIRMATIVE ACTION STATEMENT

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

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

NONDISCRIMINATION POLICY

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

FERPA

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

STUDENT HANDBOOK/EDGEWOOD COLLEGE STUDENT RIGHTS AND RESPONSIBILITIES

Edgewood College has its primary objective, the academic, social and personal development of each student. The College strives to preserve for all of its students an environment that is conducive to academic pursuit, social growth and individual discipline. All students are expected act responsibly and within the regulations and standards, established by the College and all civil laws and ordinances. As a guide, the College publishes a student handbook, called the *Edgewood College Student Rights and Responsibilities*, that outlines the College Code of Conduct and the judicial process. The Student Code of Conduct applies to all undergraduate,

graduate and professional students attending Edgewood College. Additionally, all students are responsible for complying with the rules, regulations, policies and procedures contained in other official College publications, including but not limited to, the Residence Life Handbook, Parking Policies, and Student Athlete Policies along with program handbooks and announcements which may be issues from time to time. Please see <https://edgewood.edu/studenthandbook> or contact the Dean of Students for more information related to these documents.

CANCELLATION OF CLASSES

The Eagle Emergency Notification System was designed to provide notification and instruction to students, faculty and staff in the event of an emergency on campus or cancellation of classes. The mass notification system will only be used to send critical safety information to the Edgewood College community. Students, faculty and staff should sign up for notification through Edgewood Express (https://express.edgewood.edu/ICS/Emergency_Alert.jnz - you must be logged in to view information on this site).

In the event of an emergency or cancellation of classes, the main Edgewood College webpage will have the most up-to-date information (www.edgewood.edu). During a weather event student should assume that the College is open unless notification of class cancellations has been posted to the Edgewood College website.

ADMISSIONS

STUDENT CLASSIFICATIONS

DEFINITION OF UNDERGRADUATE STUDENTS

An undergraduate student is a student who has not earned a bachelor's degree from a regionally accredited, post-secondary institution and is registered for an undergraduate degree or certificate program. This population includes students who meet these requirements along with the qualifications for the Returning Adult Accelerated Degree (RAAD) program.

DEFINITION OF POST-BACCALAUREATE STUDENTS

A post-baccalaureate student is a student with an earned bachelor's degree from a regionally accredited, post-secondary institution who is either registered for an additional undergraduate degree or certificate program, or is taking additional undergraduate-level courses as a non-degree-seeking student.

A post-baccalaureate student, as defined above, who wishes to take graduate level courses while registered for undergraduate-level courses will be allowed to take up to a total of six (6) graduate level credits as a post-baccalaureate student. A post-baccalaureate student interested in pursuing a graduate degree or certificate program at Edgewood College is encouraged to contact his/her advisor to discuss procedures for admission as a graduate student.

DEFINITION OF GRADUATE STUDENTS

A graduate student is a student with an earned bachelor's degree from a regionally accredited, post-secondary institution who is registered for a graduate-level degree or certificate program, registered for graduate level courses as a non-degree-seeking student, or registered for a doctoral program.

CHANGE OF STUDENT CLASSIFICATION

To apply for a change in classification, a request must be submitted to the Office of Admissions (for undergraduate and post-baccalaureate students) or the Graduate and Professional Studies (GPS) Admissions Office (for accelerated undergraduate and graduate students). Students with special classifications must have their files processed through the regular admission process before they can change their classification to a degree or license seeking candidate.

UNDERGRADUATE ADMISSIONS

Edgewood College seeks to admit students who are prepared to have a successful college experience. Grades from high school or previous colleges, test scores and life experiences may be considered in making an admission decision. The Admissions Committee may grant admission to students whose past performance does not meet direct admissions standards if there is sufficient evidence of academic potential. Priority admission deadlines are established each semester. Check www.edgewood.edu or contact the Office of Admissions for deadlines. Note that admission to the College neither guarantees nor implies course availability. For questions about admission, contact the Office of Admissions at:

608.663.2294 or 800.444.4861

admissions@edgewood.edu

www.edgewood.edu

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

Transcripts must be sent either electronically direct from the institution or in a sealed envelope via postal mail:

Edgewood College

Office of Admissions

1000 Edgewood College Dr.

Madison, Wisconsin 53711-1997

ADMISSION FOR FIRST-TIME STUDENTS

Candidates for admission to Edgewood College are expected to present a minimum 2.5 (on a 4.0 scale) cumulative high school grade point average, rank in the upper half of their graduating class, and present a minimum composite score of 18 ACT or 940 SAT.

Students who submit a GED are expected to present a minimum composite score of 2500 with a score of no less than 500 in each content area.

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

Admission to Edgewood College does not imply or guarantee admission into certain schools or programs. Additional entrance requirements may be required for programs including, but not limited to, Nursing, Business, and Education. Contact the Office of Admission for details.

ADMISSION FOR TRANSFER STUDENTS

Candidates are expected to present a minimum college grade point average of a 2.0 (on a 4.0 scale) in a minimum of 12 academic-level credits from a regionally accredited institution. Admission for students who do not meet the 12-credit minimum will be reviewed based on the admission requirements for freshmen.

Admission to Edgewood College does not imply or guarantee admission into certain schools or programs. Additional entrance requirements may be required for programs including, but not limited to, Nursing, Business, and Education. Contact the Office of Admission for details.

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

ADMISSION FOR POST BACCALAUREATE STUDENTS

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

ADMISSION FOR INTERNATIONAL STUDENTS

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

1. Proof of English proficiency (for applicants whose primary language is not English). Applicants must prove English proficiency by submitting one of the following documents:
 - TOEFL score of 71 or higher on the internet-based test (IBT) or 525 or higher on the paper-based test (PBT) (for more information, visit www.toefl.org).
 - IELTS overall band score of 6.0 or higher (for more information, visit ielts.org).
 - Letter of recommendation from an approved ESL instructor (such as WESLI or MESLS).
 - A transcript demonstrating successful completion of 1 year of college-level work in English.
2. Proof of financial support for the duration of study at Edgewood College. Students who are seeking an F-1 or J-1 student visa must show sufficient funds on deposit for at least one year. Financial documents must be original letters or statements from a financial institution with original ink signatures and stamps, be written in English or accompanied by official English translation, indicate unit of currency, include both the sponsor's name and the student's name exactly as it appears on the student's application, and must be dated within six months of application date.
3. If college-level work has been completed, applicants are required to present all transcripts, certificates and diplomas pertaining to this work. To receive transfer credit from international institutions, students must submit a detailed "course-by-course" evaluation of credits from an approved international credential evaluator.

Applicants will not be considered until after May 1 for the start of the Fall semester or November 1 for the start of the Spring semester. All priority admission deadlines also apply to international students. Applicants are encouraged to apply as soon as possible, as it may take weeks or months after the issuance of the I-20 Form to receive a visa. General admission deadlines apply to students who do not need I-20 forms (i.e., they are here on another visa, are permanent residents, etc.) and re-entry students.

ADMISSION FOR STUDENTS NOT SEEKING A DEGREE

Students may be admitted to Edgewood College to take courses without pursuing a degree. All non-degree students are subject to the priority admission deadlines set by the Office of Admissions. Overall institutional registration may impact eligibility for non-degree-seeking students. Instructor approval to take a specific course does not constitute permission to register for courses at the College and will not influence a student's admission.

ADMISSION FOR UNDERGRADUATE RE-ENTRY STUDENTS

All students interested in returning to Edgewood College must complete the online reentry form available at www.edgewood.edu. Undergraduate students must complete this form if stopping-out for one or more semesters. Reentering students are expected to present official transcripts from all institutions attended since taking courses at Edgewood College. Failure to report previously-attended institutions in the admission process may result in action, including dismissal, from the College.

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

Students serving in the military who must withdraw from courses for an extended period of time due to being activated for duty or who are deployed may reenter by completing the reentry form without penalty. For more information about policies as they relate to student veterans, please contact Veterans Services at Edgewood College via email at veterans@edgewood.edu or by phone at 608.663.4266.

Initial matriculation carries a five-year statute of limitations. If a student reenters after an absence of five or more years, he/she will be responsible for completing all admission requirements in the Catalog in effect at the time of reentry.

AUDITING COURSES AS AN UNDERGRADUATE STUDENT

Courses offered for credit are available for audit at the discretion of the instructor. Instructor approval is required for auditing and the instructor will also determine the student's level of participation in the course. Overall institutional enrollment may impact eligibility of auditors. Instructor approval to take a specific course does not constitute permission to register for courses at the College and will not influence a student's admission as an auditor. Not all courses can be audited. Please see the "Auditing a Course" section in this catalog.

ADULT ACCELERATED ADMISSIONS

Edgewood College seeks to admit students who are prepared to have a successful college experience. Grades from high school or previous colleges, test scores and life experiences may be considered in making an admission decision. The Admissions Committee may grant admission to a student who submits documents that show that their past performance does not meet direct admissions standards if there is sufficient evidence of academic potential. Priority admission deadlines are established each semester. Check www.edgewood.edu or contact the GPS Admissions Office for deadlines. Note that admission to the College neither guarantees nor implies course availability. For questions about admission, contact the GPS Admissions Office at:

608.663.3297 or 608-663-4243

gps@edgewood.edu

www.edgewood.edu

Academic documents required for admission considerations can be found online at www.edgewood.edu. Transcripts must be sent either electronically direct from the institution or in a sealed envelope via postal mail

Edgewood College
GPS Admissions Office
1255 Deming Way
Madison, Wisconsin 53717

ADMISSION FOR RETURNING ADULT ACCELERATED DEGREE (RAAD) STUDENTS

Candidates accepted into the RAAD program must meet the following requirements:

1. Minimum age of 22.
2. Minimum of two (2) years full-time work experience or equivalent.
3. Cumulative Grade Point Average (GPA):
 - First time college students: high school cumulative GPA of 2.5 or a GED of 2500 and each content area above 500.
 - Transfer students: 2.0 on a 4.0 scale on all undergraduate coursework.

Students with a cumulative grade point average ranging between 1.5 and 1.99 may be considered if they can demonstrate experience, achievement and maturity appropriate for success in an accelerated academic program.

In order to be considered for acceptance into the program, a degree-seeking student must submit:

1. A completed application with the non-refundable application fee.
2. Official transcript(s) from high school and from every post-secondary school attended.

In order to be considered for acceptance into the program, a non-degree-seeking student must submit:

1. A completed application with the non-refundable application fee.
2. Official high school transcript or an official transcript from the college most recently attended.

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

RAAD ADMISSION DEADLINES

Admission materials for degree-seeking and non-degree-seeking students must be submitted within at least two weeks prior to the first day of class for the term in which the student applies.

ADMISSION FOR RAAD RE-ENTRY STUDENTS

All students interested in returning to Edgewood College must complete the online reentry form available at www.edgewood.edu. RAAD students must complete this form if stopping-out for two or more terms. Reentering students are expected to present official transcripts from all institutions attended since taking courses at Edgewood College. Failure to report previously-attended institutions in the admission process may result in action, including dismissal, from the College.

Students dismissed from Edgewood College who wish to return to the College must submit to the GPS Admissions Office an essay, all transcripts of recent college work, and two letters of recommendation in addition to completing the reentry form. The Admissions Committee will consider the student's application.

Students serving in the military who must withdraw from courses for an extended period of time due to being activated for duty or who are deployed may reenter by completing the reentry form without penalty. For more information about policies as they relate to student veterans, please contact Veterans Services at Edgewood College via email at veterans@edgewood.edu or by phone at 608.663.4266.

Initial matriculation carries a five-year statute of limitations. If a student reenters after an absence of five or more years, he/she will be responsible for completing all admission requirements in the Catalog in effect at the time of reentry.

AUDITING COURSES AS A RAAD STUDENT

Returning Adult Accelerated Degree (RAAD) courses cannot be audited.

GRADUATE ADMISSIONS

Edgewood College seeks to admit students who are prepared to have a successful college experience. Grades from high school or previous colleges, test scores and life experiences may be considered in making an admission decision. The Admissions Committee may grant admission to a student who submits documents that show that their past performance does not meet direct admissions standards if there is sufficient evidence of academic potential. Priority admission deadlines are established each semester. Check www.edgewood.edu or contact the GPS Admissions Office for deadlines. Note that admission to the College neither guarantees nor implies course availability. For questions about admission, contact the GPS Admissions Office at:

608.663.3297 or 800.444.4861

gps@edgewood.edu

www.edgewood.edu

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

Transcripts must be sent either electronically direct from the institution or in a sealed envelope via postal mail to:

Edgewood College
GPS Admissions Office
1255 Deming Way
Madison, Wisconsin 53717

GRADUATE STUDENT CLASSIFICATION

Upon application, candidates request admission under one of the following five student classifications:

1. Degree candidates are applicants seeking a graduate degree from Edgewood College.
2. License candidates are applicants seeking a license through a School of Education program approved by the Wisconsin Department of Public Instruction (DPI).
3. Certificate candidates are applicants seeking a graduate certificate from Edgewood College.
4. Degree and license candidates are applicants seeking both a graduate degree from Edgewood College and a DPI license.
5. Non-degree students are applicants who are taking courses for personal reasons and are not seeking either a degree or license.

ADMISSION FOR GRADUATE STUDENTS

Applicants for any of the student classifications except non-degree must meet all of the requirements for admission to the graduate programs. For admissions information, please see the specific program pages in this Catalog.

ADMISSION FOR NON-DEGREE GRADUATE STUDENTS

Non-degree students must meet the following admission requirements:

1. Hold a baccalaureate degree with a cumulative grade point average of 2.75 on a scale of a 4.0 scale from a regionally accredited, post-secondary institution.
2. Complete and file an application to one of the graduate programs.
3. Have paid the application fee.

4. Submit an official copy of the transcript that shows completion of a baccalaureate degree.

GRADUATE ADMISSION STATUS

There are three types of graduate admission statuses at Edgewood College: regular, provisional and contingent.

Regular Status

The status of regular admission to the graduate programs at Edgewood College is awarded to applicants who meet the requirements for their classification.

Provisional Status

When applicants have a cumulative entering GPA, computed on the highest degree held at the time of admission, less than what is required by the program, they may be admitted with provisional status. If accorded provisional status, the student must attain a 3.00 GPA for the first nine credits in courses numbered 600 and above taken at Edgewood College, or the student will be dismissed from the College. Applicants must still meet the minimum GPA requirement of their selected program. Please refer to the specific program for minimum GPA and other program specific admission requirements.

Contingent Status

Contingent status is accorded to individuals who are admissible to the College based upon the admission requirements for his/her program of interest; except that one or more original pieces of admission information (or specific School or department requirements) are missing from the student file. This status is used only in cases where it is clear that the student will be admissible with regular or provisional status when the missing information has been received. Contingent status is applicable for one semester only. Students will not be allowed to register for a second semester while on contingent status.

GRADUATE INTERNATIONAL STUDENTS

International students seeking admission to Edgewood College for the first time must submit the following in addition to individual program requirements:

1. Graduate application to Edgewood College.
2. Official copies of all college/university transcripts and certified translation into English of all transcripts not originally in English. Transcripts from universities outside the United States must be accompanied by a course-by-course evaluation of credits from an approved international credential evaluator.
3. Provide two letters of recommendation from college or university professors, supervisors and/or professional colleagues who can focus on the probability of the student's success in graduate school. Letters of recommendation must be in English. Go to www.edgewood.edu for more information.
4. Submit a written statement in English listing the reasons why you think you will be successful in graduate school; cite how specific background experiences will aid in your success as a student.
5. For non-native speakers of English, verification of English proficiency through one of the following ways:
 - a. TOEFL scores of 80 or higher on the internet based test (IBT).
 - b. IELTS score of 6.0 or higher (www.ielts.org).
 - c. A transcript demonstrating successful completion of a year (24 credits) of college-level work in English (both instruction and textbooks in English).
 - d. Completing coursework at one of Madison's English Language Institutes:
 - i. Wisconsin ESL Institute (www.wesli.com). Successfully completing WESLI's 700-level requirements.
 - ii. Madison ESL School (www.mesls.org). Successfully completing MESLS Level Six (302) core courses.
6. Students applying to the MBA program must submit a GMAT score of 430 (suggested minimum). See the GPS Admissions Office for specific details.
7. Students applying to the MSN program must provide proof of a valid Wisconsin nursing license by passing the NCLEX exam prior to admission in the Edgewood College.
8. Proof of financial support for the duration of study at Edgewood College. If educational expenses will be paid by a sponsor, a notarized affidavit of support signed by the sponsor is required.

Students must supply verification of ability to pay for the cost of attendance for at least one full academic year (both direct costs such as tuition, fees, and books and indirect costs like insurance, transportation, etc.) This figure is determined annually.

Financial documents must be original letters or statements from a financial institution with original ink signatures and stamps, be written in English or accompanied by official English translation and indicate unit of currency, include both the sponsor's name and student's name exactly as it appears on student's application and be dated within six months of application date. Students should request additional original documents to present to the U.S. Consulate or Embassy when requesting a student visa, and to present to immigration officials when entering the United States.

Applicants are encouraged to apply as soon as possible as it may take weeks or months after the issuance of the I-20 form to receive a visa. General admission deadlines apply to students who do not need I-20 forms (i.e., they are here on another visa, are permanent residents, etc.) and reentry students.

I-20 Form

Edgewood College is authorized under federal law to issue a Form I-20 (Certificate of Eligibility for Nonimmigrant [F-1] Student Status) to international student applicants who meet all criteria for admission. All international applicants who require an I-20 Form from Edgewood College are required to demonstrate sufficient financial resources. No scholarship aid is available to international students, and employment opportunities are limited. Students should not expect either scholarships or employment to pay for educational expenses.

Health Insurance Requirement

All international students are required to purchase health insurance through Edgewood College, unless the insurance is waived because the student is registered for an equivalent plan. In addition, students may wish to purchase insurance to cover their travel from their home country up to the start of their first semester at Edgewood College.

ADMISSION FOR GRADUATE RE-ENTRY STUDENTS

All students interested in returning to Edgewood College must complete the online reentry form available at www.edgewood.edu or contact the GPS Admissions office. Graduate students must complete this form if stopping-out for three or more semesters. Reentering students are expected to present official transcripts from all institutions attended since taking courses at Edgewood College. Failure to report previously-attended institutions in the admission process may result in action, including dismissal, from the College.

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

Students serving in the military who must withdraw from courses for an extended period of time due to being activated for duty or who are deployed may reenter by completing the reentry form without penalty. For more information about policies as they relate to student veterans, please contact Veterans Services at Edgewood College via email at veterans@edgewood.edu or by phone at 608.663.4266.

Initial matriculation carries a five-year statute of limitations. If a student reenters after an absence of five or more years, he/she will be responsible for completing all admission requirements in the Catalog in effect at the time of reentry.

AUDITING COURSES AS A GRADUATE STUDENT

Courses offered for credit are available for audit at the discretion of the instructor. Instructor approval is required for auditing and the instructor will also determine the student's level of participation in the course. Overall institutional enrollment may impact eligibility of auditors. Instructor approval to take a specific course does not constitute permission to register for courses at the College and will not influence a student's admission as an auditor. Not all courses can be audited. Please see the "Auditing a Course" section in this catalog.

ACADEMIC POLICIES FOR ADMISSION

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE EXAMINATIONS

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

TRANSFER CREDITS FOR UNDERGRADUATE STUDENTS

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

Courses with grades of "D+" or lower cannot be accepted as transfer credit. Courses taken as pass/fail or "for credit only" do not transfer without official documentation from the institution verifying that the grade is equivalent to a "C" or better. A maximum of 64 credits may be transferred from all combined coursework earned at two-year institutions including two-year UW College campuses and UW Extension coursework.

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

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

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

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

TRANSFER CREDITS FOR GRADUATE STUDENTS

At the discretion of the program director or School Dean to which the applicant is applying, up to twelve (12) graduate level credits from regionally-accredited post-secondary institutions may be considered for transfer to a graduate certificate or degree program at Edgewood College. The credits from these courses cannot be used to fulfill graduate program residency requirements and the grades from the courses will not be included in the Edgewood College graduate cumulative GPA.

Courses taken through Edgewood College Professional Development will be treated as transfer courses for the purposes of calculating graduate student GPA, but can be applied to meeting the program residency requirements. At the discretion of the program director or School Dean to which the applicant is applying, students may transfer up to six (6) graduate level credits from the Professional Development Program coursework toward their graduate degree or certificate.

To consider coursework for transfer, it must have been completed within the acceptable timeframe as determined by the School or Department, not to exceed five (5) years. See program pages in this catalog for more information. The course work must have a "B" or better grade for grades received using an A-F grading system. If the grade is "P," the equivalency is determined by the appropriate School or Department, and must be relevant to the program to which it is being applied.

ARTICULATION AGREEMENTS WITH UW COLLEGE, MADISON COLLEGE, and NICOLET COLLEGE

Students who receive an Associate of Arts and Sciences Degree in Liberal Studies from one of the University of Wisconsin Colleges or who have received an Associate of Arts or Sciences Degree from Madison Area Technical College (Madison College) or Nicolet College will be considered to have fulfilled all of Edgewood College's General Education requirements except COR 2, COR 3, World Languages (L) and Religious Studies (R). All requirements except COR 3 may be met by previous coursework. COR 3 (which is typically met in the major) must be taken at Edgewood College. This policy does not apply to students who registered at Edgewood College prior to attending these institutions or who start taking courses at Edgewood College prior to finishing their Associate Degree.

CURRICULUM REQUIREMENTS FOR POST-BACCALAUREATE STUDENTS

Degree-seeking student who enter Edgewood College with a Bachelor's Degree from a regionally-accredited institution will be considered to have fulfilled all of Edgewood College's General Education requirements except COR 2, COR 3, World Languages (L)

and Religious Studies (R). All requirements except COR 3 may be met by previous coursework. COR 3 (which is typically met in the major) must be taken at Edgewood College.

CREDIT FOR PRIOR LEARNING

The College offers several ways of obtaining credit for prior college-level learning, as described below. All credit for prior learning for General Education requirements must be completed before the term in which the student graduates. This includes proficiency exams, nationally standardized exams and portfolios. Credits earned through Credit for Prior Learning (CPL) or proficiency exams may not be used in fulfillment of the 32-credit residency requirement. Contact the Coordinator of the Credit for Prior Learning Program for more information.

Nationally Standardized Examinations

The College offers credit for satisfactory scores on three types of national exams:

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

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

Credit for Prior Learning Portfolio Program

Edgewood College offers a Credit for Prior Learning Portfolio Program to supplement the other alternative routes to credit. The Credit for Prior Learning Program provides a means of awarding credit for such learning if it matches actual courses or the learning outcomes for general education tags the College offers.

With special assistance from the Coordinator of the Credit for Prior Learning Program, candidates prepare a portfolio that describes, documents and discusses the candidates' prior learning as related to the course or tag for which the student wishes to earn credit. The portfolio is used as part of the assessment process in awarding credit or judgments of proficiency. Any student registered at Edgewood College may apply for credit through the Credit for Prior Learning Coordinator (contact the Academic Deans' Office for more information). Awards for credit become part the student's permanent record after the student has completed at least one semester of full-time study or 16 credit hours of part-time study at Edgewood College.

Armed Services and Organization-Sponsored Learning

Courses taken in the Armed Services and other non-collegiate organizations may be recognized for credit at Edgewood College when they are related to College programs and are listed in the American Council on Education's national guides. These credits cannot be applied to degree requirements, but will be counted towards general elective credits.

NON-NATIVE ENGLISH/HERITAGE

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

FOREIGN LANGUAGE/RETRO-ACTIVE CREDITS

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

ACADEMIC SUPPORT PROGRAMS

Traditional freshman admitted conditionally to the College are required to participate in a program that offers study skills assistance, special courses and mentoring by College staff during their first year. The College Achievement Program is coordinated by the Academic Dean's Office, Admissions, and the Academic Success and Career Development Center (ASCDC).

All students may receive support for academic performance through the ASCDC, Student Accessibility and Disability Services (for documented disabilities), or through academic departments. Students are encouraged to be proactive in seeking help when they need it. In addition, the Academic Dean's Office may require some students to gain support for academic performance as a condition of continuing registration.

COURSE RESTRICTIONS

Some courses in specific programs are restricted to students who have either declared that major or who have applied to that degree/program or by permission of the course instructor and the director of the program offering the course. Please refer to the REGISTRATION POLICIES section for information on undergraduate or post baccalaureate students enrolling in graduate courses.

ACADEMIC POLICIES FOR STUDENT VETERANS

For more information about policies as they relate to military/veteran students, please contact Military and Veterans Services at Edgewood College via email at veterans@edgewood.edu or by phone at 608.663.4266.

Credit Load

Graduate student veterans using benefits that are registered for session courses (session 1 and 2 in Fall and Spring terms) will be considered full time when registered for six (6) or more credits in a session.

Financial Aid

Student financial aid awards may be adjusted if the student's tuition is covered 100% by veteran benefits/programs. Veterans in this situation are eligible for Edgewood College Academic Scholarships.

Active Duty Policy

If an Edgewood College military/veteran student is called to active duty while currently enrolled; the student must present a copy of the official orders to the Director of Military & Veteran Services. Students have three options depending on the length of the activation: take a temporary leave of absence, withdraw completely, or take incompletes for their courses.

1. If the student is being temporarily activated for duty, including annual and/or monthly training, or mobilized the student may take a leave of absence from the course.
 - a. The student will need to inform their professor of absence dates ahead of the absence.
 - b. Students will not be penalized for classroom time, but are responsible to complete any coursework that was assigned during the dates of the absence.
2. If the student is being mobilized or deployed for an extended period of time or is being reassigned or transferred permanently, the student may withdraw from classes immediately.
 - a. Edgewood College will not hold the student accountable for tuition-related expenses for the term, session or semester.
 - b. Edgewood College will return any tuition received to the VA as soon as the withdrawal is completed. No payment will be made to the student by Edgewood College during this refund.
 - c. The student will be responsible for the repayment of any funds the student received from the VA while currently enrolled as a result of the withdrawal.
 - d. A "W" will be represented on the student's official transcript to show the withdrawal.

-OR- the student may request a grade of "incomplete" from their current professors.

- e. If the student has completed a substantial portion of the course and required course work, the professor may approve the student request an "incomplete" in the course as long as a timeline to complete the work has been established.

An extension for the "incomplete" grade may be requested by the students, which requires approval from the professor, if the student's active duty requirement extends beyond the normal time limit for "incomplete" grades to be completed. Please refer to the incomplete guidelines in this Catalog for more information.

FINANCIAL AID

FINANCIAL AID

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

STUDENT ELIGIBILITY

In order to receive financial aid, students must:

1. Be accepted for admission to an eligible “degree” or “certification” program. (Institutional Certificate programs are NOT eligible for financial aid).
2. Register for at least ½ time each semester at Edgewood College. ½ time is a minimum of six (6) credits for undergraduate, post baccalaureate and graduate license students, four (4) credits for graduate students, and three (3) credits for doctoral students.
3. Maintain satisfactory academic progress as described later in this section.
4. Be a U.S. citizen or permanent resident of the U.S. and/or its territories (eligible non-citizens will be asked to provide proof of residency).
5. Must not have been recently convicted under federal or state law of sale or possession of drugs.
6. Confirm selective service registration (males only)

APPLYING FOR FINANCIAL AID

To apply for financial aid at Edgewood College, students must complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov.

Applying early is the key to maximizing the number of aid programs for which students will be considered. The College’s priority filing date is December 1.

LEAVE OF ABSENCE POLICY

Students interested in taking a leave of absence must initiate the process through Student Health Services or Personal Counseling Office. If a student with financial aid takes a leave of absence, a Return of Title IV Funds will be calculated, see “Financial Aid Refund Policy” below.

FINANCIAL AID REFUND POLICY

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

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

Total Title IV aid disbursed (including aid that could have been disbursed)

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

= Aid that must be returned

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

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

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

TYPES OF FINANCIAL AID

For more information regarding the various types of financial aid visit <https://www.edgewood.edu/admissions/tuition-and-financial-aid>.

Student financial aid awards may be adjusted if the student's tuition is covered 100% by veteran benefits/programs. Veterans in this situation are eligible for Edgewood College Academic Scholarships.

Edgewood College academic scholarships are tuition-specific.

SATISFACTORY ACADEMIC PROGRESS

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

1. Students must maintain a minimum cumulative grade point average of 2.0 for undergraduate and 3.0 for graduate or doctoral programs.
2. Students must not exceed the maximum length of time to receive aid (see DEFINITIONS OF TERMS AND CONDITIONS below).
3. Students must earn 70% or higher of the cumulative number of credits attempted. (Courses with a grade of "W" are considered attempted, but are not considered earned.)

PROCEDURES

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

- Warning: The first time a student does not meet satisfactory academic progress; the student will continue to be eligible for aid.
- Financial Aid Suspension: The second time a student does not consecutively meet satisfactory academic progress; the student will be suspended from financial aid and will not be eligible for any future financial aid.
- Appeal: Students who are unable to meet satisfactory academic progress due to special circumstances may submit an appeal letter to Edgewood Central.
- Reinstatement/Probation: After suspension, eligibility can be reinstated by successfully completing the appeal process which may require an academic plan.

DEFINITIONS OF TERMS AND CONDITIONS

- Maximum length of time to receive aid: Federal regulations set the maximum time frame a student may take to complete his or her educational program at 150% of the published length of the educational program.
- Transfer credits from other colleges or universities are counted as attempted hours.
- Successful completion: Grades of A through D or P are considered to be successful completion. Any other grade is NOT considered a successful completion.
- Incompletes: An Incomplete (I) will not meet satisfactory academic progress. When a student successfully completes the course, they should notify Edgewood Central for reevaluation.
- Not-Reported Grades: Not-reported grades (NR) will not meet satisfactory academic progress. When the grade is reported, it is the student's responsibility to notify Edgewood Central for reevaluation.

STUDENT SERVICES

STUDENT SERVICES

ACADEMIC SUCCESS AND CAREER DEVELOPMENT CENTER

The Academic Success and Career Development Center (ASCDC) is a centralized service for all Edgewood College students, faculty and staff. The ASCDC houses the offices of Academic Success and Career Development, Disability Services and Veterans Services. We believe connecting students with the best resources will ensure a successful and valuable experience at Edgewood College. Our goal is to empower students as they explore their personal, career, and educational goals.

Our dedicated Academic and Career Counselors collaborate with students throughout their academic experience. As a student's single point of contact, Counselors will work with a student through a series of meetings throughout their first year. In these meetings students work one to one with their counselor to select or affirm their preferred program of study, explore career options within that field, make efficient course choices, and address any academic performance concerns. Our counselors are equipped with many tools to assist students in their academic and career pursuits.

The ASCDC also serves all students, faculty, and staff with academic success and career development resources; including academic success strategies, tutoring, internship development, and job search strategies. The ASCDC staff work in partnership with students to connect learning, beliefs, and actions as they develop and implement their academic and career goals.

STUDENT ACCESSIBILITY AND DISABILITY SERVICES

Our mission is to provide accommodations and accessibility support to students with disabilities that will enable them to fully participate in programs and services that are available at Edgewood College. For information regarding policies and procedures of Accessibility and Disability Services, please contact Grace Bandoh, Director of Student Accessibility Services at 608.663.8347 or by emailing gbandoh@edgewood.edu. Information can also be found at our website, <http://accessibility.edgewood.edu/>.

MILITARY AND VETERANS SERVICES

Edgewood College provides services to assist military personnel, veterans and their families who are interested in attending or are taking courses at our institution. At Edgewood College, we appreciate the sacrifice that military service demands, no matter where you are in your career. We are pleased to welcome all military personnel and veterans to our campuses and outreach locations. Please contact Military & Veterans Services at Edgewood College via email at 608.663.4266 or veterans@edgewood.edu for information.

WRITING CENTER

The Writing Center, located in the library (main floor, behind the Printing & Copy Center) is a free drop-in service open to all students. No appointment or referral necessary. Bring any paper from any class. Tutors are also available in all the residence halls. We work with writers from draft or notes to final presentation. Any course, any level (including grad and RAAD), any discipline. Improve your writing. Working with a tutor makes a difference.

OSCAR RENNEBOHM LIBRARY

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

Resources

The Library's collection includes over 120,000 books, journals, newspapers, microfilms, videos, sound recordings, computer software, and K-12 curriculum materials. The Library webpage serves as a gateway to library resources such as the online catalog (EdgeCat), access to over 12,000 full-text journals, citation style guides, electronic book collections, and other online article databases. Resources are accessible on or off campus to students, faculty and staff.

Through an arrangement with the University of Wisconsin-Madison Library System, Edgewood College students, faculty and staff have borrowing privileges at all UW-Madison libraries. Students may also apply for a Madison Public Library card with proof of residence. Materials may also be borrowed from libraries throughout the state and country via interlibrary loan. The College is part of a statewide delivery service.

Staff

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

Services and Facilities

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

The College Archives, containing the College's historical publications, documents and memorabilia are housed in the Library. Detailed information on the Library's hours, policies and other topics is published each year in the Student Handbook and is also available at the Library's website, <http://library.edgewood.edu>.

STUDENT ACTIVITIES IN MUSIC, THEATRE AND ENGLISH

The Music Department offers a number of performing groups that are open to all students, regardless of major. Instrumental ensembles include Concert Band, Jazz Ensemble, Guitar Ensemble, Edgewood Chamber Orchestra, Campus-Community Orchestra, and Jazz and Wind Chamber Ensembles. Choral ensembles include Chamber Singers, Women's Choir, Edgewood Chorale, and a student-led acappella group. For information on getting involved in music activities or for current concert schedules, contact the Music Department at www.music.edgewood.edu.

As part of the Theatre Arts Department, Edgewood College Theatre produces four major production, a Theatre for Young Audiences production and number of student-directed production each year. Auditions are open to all, regardless of major and students who wish to work backstage crews for a production are welcome to contact the department. In addition to the Edgewood College Theatre season, the Theatre Arts Department sponsors the student organization, Theatre Assembly. A friendly, inviting community where students can feel free to be themselves, Theatre Assembly provides programming, events, opportunity and community for anyone interested in theatre, regardless of major. The elected student planning committee of Theatre Assembly, the Theatre Assembly Planning Committee (TapCo) provides leadership, organization, inspiration and director for the Theatre Assembly as a whole. Any students interested in being a part of the Theatre Assembly should come to the Green Room, backstage of the theatre and/or contact the Theatre Arts Department.

The English Department sponsors two publications, On the Edge, the campus newspaper and The Edgewood Review, the campus literary magazine, published annually. Student editors produce both publications. Contact the English Department for information.

ATHLETICS

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

DOMINICAN LIFE

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

Dominican Life supports students in their exploration of these questions of identity and meaning. Rooted in Dominican Catholic tradition, professional staff and student leaders offer programming for personal, spiritual, and ethical development, including local civic engagement and alternative break trips; student-led prayer and discussion groups; Chapel worship services; study, reflection and action committed to building a just and compassionate world; and retreats. Staff members are available for individual appointments.

Saint Joseph Chapel in Regina Hall on the Monroe Street Campus is open to all who are seeking a quiet place for personal reflection or spiritual renewal. Catholic Priest-Presiders lead our celebration of the sacrament of Eucharist in the Chapel on Sundays and Wednesdays when classes are in session.

Dominican Life promotes respect and understanding of the diverse faith traditions represented in our College community and within the human family. Interfaith prayer space is available in DeRicci 209B.

EDGEWOOD CENTRAL

Edgewood Central is the office for students to conduct all business regarding student accounts, registration and financial aid. Edgewood Central is located on the second floor of DeRicci, Room 210 at the Monroe Street Campus.

To speak with an Edgewood Central Counselor, call 608.663.4300 or email at ecentral@edgewood.edu.

STUDENT DEVELOPMENT STAFF AND DEAN OF STUDENTS

Members of the Student Development Staff engage all students in meaningful experiences in and out of the classroom. The staff does this by:

- Offering programs, services and mentoring.
- Providing leadership and expertise for student life including: leadership development, student activities, residence life, career development, mental and physical wellness, multicultural competence, personal safety and financial literacy.
- Working with students as collaborative partners to build an inclusive, challenging, supportive and engaging campus community.

The Dean of Students works with students to:

- Help connect students to appropriate services, programs and resources.
- Address student concerns and non-academic grievances.
- Ensure that services, programs, and policies are responsive and supportive of emerging student needs.

Students who are not sure where on campus to go to get information or to solve a problem are encouraged to call or stop in to the Dean of Students Office in 215 Predolin Humanities Center at the Monroe Street Campus.

OFFICE OF STUDENT DIVERSITY AND INCLUSION

The Office of Student Diversity and Inclusion (OSDI) offers all students, faculty and staff (as well as community members) as representatives of various cultures, a resource center and hub to engage effectively with others, to establish healthy relationships and to reflect on matters of social justice, power and privilege. We welcome students from all social identities to engage in dialogue and action to promote a just and compassionate world. Additionally, the OSDI is a great place to just hang out! There is access to a nice comfortable space, computer stations with printing, TV, microwave, resources, and great conversations with good people. Please stop by to learn more about what the OSDI has to offer you!

Multicultural Student Organizations and Groups

Activities and events planned by multicultural groups and organizations enhance the college life with meaningful experiences and networks. Co-curricular programs provide opportunities for fun social interaction, vocational growth, leadership experience, community service, and personal development. Our student groups include:

Asian Student Association (ASA)

ASA at Edgewood is an organization open to all students. Our goals are to promote unity, higher education access to Asian students, and the awareness of Asian cultures throughout the EC and Madison community. We host a variety of events and activities throughout the academic year to help build a sense of community to create further appreciation of the Asian culture.

Association for Latin@ Students (AL@S)

AL@S is dedicated to promoting and embracing Latin@ culture, heritage and history at Edgewood College. Through the Dominican values of Truth, Justice, Compassion, Community and Partnership, we work to create a unified student body and build community inside and outside our campus. Our organization focuses on community building through various events such as cultural celebrations, fundraisers, and projects to develop and embrace our Latin@ culture. Our goal is to advocate for greater representation of Latino/Latinas within the student body, in the curriculum, and within the staff and faculty at Edgewood College

Black Student Union (BSU)

The BSU at Edgewood promotes a positive atmosphere for all black students and students of African descent by providing an intellectual, cultural and social environment for students to meet their academic goals. The BSU encourages all members to strive for academic excellence and promotes activities of common interest, that are both cultural relevant and educational to the EC community.

CDI Men's and Women's Group

The CDI Multicultural Men's & Women's Group aims to help students in their intellectual, interpersonal, spiritual, and personal development throughout college. The group provides opportunities to network, socialize and build healthy relationships among other

students with common interests. The Men's & Women's Group "Let's Chat" sessions allow students to discuss issues concerning men and women, and develop the awareness, knowledge, and skills to address and confront these issues. The program also aims to help build and promote self-confidence, self-respect, and healthy lifestyles.

SAFE

SAFE at Edgewood is a group of students, faculty, and staff who advocate for the well-being of Edgewood College's gay, bisexual, lesbian, transgender people and their allies. SAFE meets weekly during the academic year to provide a support network for Edgewood's LGBT community and provides educational opportunities and event and programming throughout campus to raise awareness about the LGBT community.

To learn more about these program and student organizations, please contact the Office of Student Diversity & Inclusion at 608.663.2250.

HEALTH SERVICES

Health Services, located in Predolin 208 on the Monroe Street Campus, is staffed by a certified nurse practitioner and provides basic health assessments, care for acute illness and injuries, immunizations, health counseling, educational programming and referrals as necessary, as well as encourages a program of health promotion and disease prevention. Prescription medication may be prescribed if it is clinically indicated. Students are welcome to use Health Services as an informational resource in completing classroom assignments. Students may call or stop in to schedule an appointment. Same-day appointments are usually available.

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

PERSONAL COUNSELING SERVICES

Personal Counseling Services offers free, confidential counseling services. Services are aimed at enhancing the emotional well-being of students and supporting students in reaching their personal and academic goals. Common reasons for seeing a counselor include but are not limited to: symptoms of anxiety or depression, concerns related to interpersonal relationships, identity exploration, recent or past trauma or abuse, substance use issues, grief and loss, disordered eating or body image concerns, low self-esteem, self-injury, or suicidal thoughts. Services include short-term individual counseling, group therapy, crisis appointments, and workshops. Referrals to community mental health care providers are available when appropriate or requested.

OFFICE OF STUDENT ACTIVITIES (OSA)

The Office of Student Activities (OSA) strives to create opportunities for learning by encouraging student involvement in campus life. The OSA's goals are to provide educational, social and recreational opportunities that are inclusive, and to promote and develop personal development and leadership skills in students. The OSA's staffs of experienced student leaders assist other students to find involvement opportunities on campus through student organizations and orientation.

The OSA also assists students and student organizations to present campus-wide activities, events and celebrations that build a strong campus community and promote interaction among students, faculty and staff. The OSA has a complete listing of current student organizations and contacts, and hosts the Student Activities Fair each Fall to promote their activities and other leadership programming. The OSA also fosters the development of new student organizations, students who would like to start a new organization should contact the Director of Student Activities to find out how to apply for official recognition.

Student Government Association (SGA)

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

Student Organizations

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

Campus Activities Board (CAB)

Campus Activities Board enhances the educational and social experiences of the College community by providing quality entertainment and other educational programs. These events run from skiing and snowboarding to poetry sessions and social-justice based activities and lectures.

RESIDENCE LIFE

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

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

The Residence Life staff is comprised of six professional staff members and 20 student staff members (Resident Assistants). Resident Assistants (RAs) are veteran student leaders who provide leadership in the residence halls. Two of the professional staff live on campus as well as the RAs to promote safety, support, and community for residents.

SECURITY

The Security staff is responsible for the safety and security of residents, staff and visitors, campus buildings and grounds. Security officers patrol the campus, monitor parking, provide escorts when requested and act as liaisons with local police and fire agencies. To summon an officer or report an emergency, campus members may dial 608.663.4321, or call the Campus Assistance Center at 608.663.4444. Security officers are on duty 24 hours a day, 7 days a week. To report a security or safety concern that is not an emergency, campus members may contact the Security Department at 608.663.3285. The Security Office is located in the Weber lobby on the Monroe Street Campus. A majority of the security staff have law enforcement training and experience. They are available to assist you with a wide range of issues involving security and safety on and off campus.

For emergency policies services on the Deming Way Campus, call 911. For non-emergency security services, contact campus security at 608.663.4321. Campus security will not be able to routinely respond to requests such as unlocking doors, equipment problems, etc. Any security issue found after regular business hours should be called in to the campus security department.

**ACADEMIC
POLICIES & INFORMATION**

ACADEMIC POLICIES & INFORMATION

ACADEMIC HONESTY POLICY

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintain high standards of honesty and integrity in their academic work.

Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions:

- Cheating on exams, submitting collaborative work as one's own, falsifying records, achievements, field or laboratory data or other coursework.
- Stealing examination or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Falsifying documents or signing as an instructor or administrator's name to a document or form.
- Plagiarism
- Or aiding another student in any of the above actions.

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

- Borrowing, buying or stealing a paper from elsewhere, lending or selling a paper for another's use as his or her own; using printed material written by someone else as one's own.
- Getting so much help on a paper from someone else, including a college tutor, that the student writer can no longer legitimately claim authorship.
- Intentionally using source material improperly, e.g., neither citing nor using quotation marks on borrowed material; supplying an in-text citation but failing to enclose quoted material within quotation marks; leaving paraphrased material too close to the original version; failing to append a works-cited page when sources have been used.
- Unintentional misuse of borrowed through ignorance or carelessness.

Sanctions recommended for academic dishonesty are an "F" on the assignment and/or an "F" in the course. Violations are referred to the Academic Dean's Office.

UNITED STATES COPYRIGHT LAW

Copyright is a form of protection provided by the laws of the United States (Title 17 U.S. Code to the creators of "original works of authorship.") This includes literary, dramatic, musical, graphic, sculptural, audiovisual, and software creations. Therefore, the unauthorized copying of copyrighted materials is in violation of U.S. copyright law and is not permitted at Edgewood College.

ADMINISTRATIVE WITHDRAWAL

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

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

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

GENERAL EDUCATION PHILOSOPHY

CONTENT

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

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

THE HERITAGE

Such an education has traditionally been the goal of the liberal arts, which classically emphasized character development, versatility, breadth, independence, perspective, effective expression and critical thinking as essential for achieving lives of personal liberation and public service. Such an education has also traditionally been the goal of the liberal institutions in the Dominican tradition, where the need for study and reflection is joined with a requirement of action for the common good.

THE MISSION

At Edgewood College, both of these traditions find concrete expression in the College Mission, which is to engage students within a community of learners committed to building a just and compassionate world and to educate them for meaningful personal and professional lives of ethical leadership, service and a lifelong search for truth. Because it reflects both the traditions of the College and the needs of the student in today's world, this Mission is the foundation of all of the College's curricular offerings and of its overall understanding of the shape of general education.

THE METHOD

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

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

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

As a result, the Edgewood College student is better able to conceptualize his or her learning, both in the sense of providing more varied contexts for learning and in the sense of allowing the student to apply and be assessed in his or her learning in a wider variety of contexts. In the tradition of classical liberal arts education, general education at Edgewood College is therefore, holistic, interdisciplinary and practically motivating and empowering. As such, General Education requirements may not be fulfilled through Independent-Study coursework.

GOALS

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

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

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

Cornerstones

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

Ways of Knowing

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

Perspectives on the World

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

The Edgewood COR

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

Cornerstone Experiences

Oral Communication- Initial	O	Information and Technological Literacy	I
Critical Thinking-Initial	T		
Mathematical Thinking and Quantitative Literacy	M		
Written Communication-Initial	W		

Ways of Knowing Experiences

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

Perspectives on the World Experiences

Environmental	E	Gender	Q
Global	G	World Languages	L
Multicultural	D		

COR Experiences

COR 1	1	COR 3	3
COR 2	2		

Notice about course tags: Courses in this catalog may include three additional tags: K, U, and X (Enriched Oral Communication, Critical Thinking, and Writing requirements). Students in the 2017-18 catalog will not be required to meet these general education requirements, however courses may carry these tags into the future for students in past catalog years. When these tags appear in the catalog they will be designated by *italicized text*.

NON-RAAD GENERAL EDUCATION REQUIREMENTS

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

CORNERSTONES

Five Cornerstone Experiences improve and reinforce the fundamental skills and abilities central to a liberal education. Students are required to complete one experience from each of the following: Critical Thinking (T), Mathematics (M), Information and Technology Literacy (I), Oral Communication (O), Written Communication (W).

WAYS OF KNOWING

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

- Three Experiences in Experience and Study of the Arts and Literature (A, B, and C) with at least one experience in historical and contemporary history works (A); one with a studio component (B); and one in literature (C).
- Three Experiences in Reflection on Human Culture, Values, and Ideas (R, P, and H) with at least one experience in religious studies (R); one in history (H); and one in philosophy (P).
- Four Experiences in Analysis of Human Behavior and Social Structure (J) and Exploration of the Natural World [S (field/lab) or V(non-field/lab)] to include:
 - One experience in Analysis of Human Behavior and Social Structure (J).
 - Two Experiences in Exploration of the Natural World (S).
 - One additional experience in S, V, or J

PERSPECTIVES ON THE WORLD

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

- One Experience in Global Perspectives (G).
- One Experience in Environmental Perspectives (E).
- One Experience in Multicultural Perspectives (D).
- One Experience in Gender Perspectives (Q).
- Two Experiences in World Language (L).

World Language Experiences may be fulfilled by:

- Completion of two years of the same language in high school with a cumulative average of C (2.0) with no grade lower than a C- (best of four semesters). A maximum of 2 L tags can be fulfilled through foreign language taken in high school.
- Completion of two semesters of college/university language, other than one's own, of the same language.
- Students for whom English is not their first language may qualify for a substitution of this requirement. Contact the Academic Dean's Office for more information.

COR

All students pursuing an undergraduate degree are required to earn COR 1, COR 2, and COR 3 general education tags. These requirements represent the integration of the College's Dominican heritage, intellectual tradition, and values in the general education curriculum, and provide students with opportunities to connect learning, beliefs, and action while examining relevant human issues from multiple perspectives. Courses that meet the COR 1, COR 2, and COR 3 requirements link knowledge gained in classroom and community settings, and encourage students to consider their own answers to the "COR" questions through discussion, written work, and other forms of expression.

COR Questions

- Who am I and who can I become?
- What are the needs and opportunities of the world?
- What is my role in building a just and compassionate world?

The COR Program's name comes from Edgewood's Latin motto, *cor ad cor loquitur*, "heart speaks to heart." In the Dominican tradition, the forging and nurturing of relationships is at the center of study, reflection and action for the common good. These components of the Dominican *studium* – study, reflect, and act - characterize students' experiences in the COR Program.

Study

Many COR experiences emphasize interdisciplinary inquiry. Students explore social and human issues from the perspectives of different liberal arts disciplines, or ways of knowing, in order to understand the issues in a more complete and complex manner. At the same time, students develop the skills necessary to participate in building a more just and compassionate world, including skills related to civic discourse, cultural awareness, leadership development, and civic engagement.

Reflect

Self-knowledge and self-awareness are necessary components in the development of skills, habits of mind, and commitments that are foundational to rewarding lives of personal fulfillment, professional achievement, and public service. In COR experiences, students identify and reflect on their personal values, beliefs, spiritualities, and worldviews; explore the ethical dimensions of community involvement; and consider their own social responsibility in the world.

Act

COR experiences provide students with exploratory, more intensive, and major-related community engagement opportunities, which are integrated with study and reflection in course curricula. Whether the focus on "community" is local, global and/or professional, students connect personally with meaningful, real-life social issues, including those related to their chosen career paths.

COR 1: Introduction to a Dominican Liberal Arts Education

COR 1 Seminars are interdisciplinary, theme-focused academic courses taken during the first semester of students' first year. Whether the community comes into the classroom through guest speakers and project-based work, or students go into the community individually or as an entire group, COR 1 classes connect this learning to reflection on identity, values, beliefs, worldviews, and spiritualities. COR 1 instructors also serve as faculty mentors for first-year students, and together with an advanced student who is a teaching assistant/peer leader for the class, provide support for the transition to college academic work and social life.

COR 199: Transfer Bridge to COR

Rather than a COR 1 seminar, most transfer students complete this 2.5 hour, zero credit introduction to COR during the first semester of enrollment. Modeled on the Dominican *studium*, each section addresses Edgewood College's Dominican tradition; connects students to the broader community through exploration of a section theme; and communicates expectations for out-of-class engagement in COR 2 courses. Readings, presentations by community partners, and class discussion integrate reflection on the COR questions and address COR 1 learning outcomes. All transfer students with 12 or more credits enroll in COR 199 during the first semester at Edgewood; those with sophomore or junior standing may enroll in a COR 2 course for the same semester. Students with fewer than 12 credits, including those with no prior college but significant life, military, or work experience, may seek an exception to enroll in COR 199 rather than a COR 1 seminar.

COR 2: Perspectives on Community Engagement

At the sophomore or junior level, students select a COR 2 experience from many possibilities, including short-term study abroad and other options for exploring contemporary social issues. Community-based learning is integrated with study, analysis, and reflection, including reflection on ethical considerations and personal values.

COR 3: Integrating for the Common Good

Most COR 3 experiences are situated within students' chosen majors, and are designed to encourage substantive integration of learning from both general education and major coursework with issues of personal and professional identity and values. Students demonstrate acquired skills and apply knowledge to relevant social and professional concerns, while engaging audiences connected to their major fields.

Fulfilling the Requirements: For all three levels of COR, the current Timetable provides the names of seminars, courses, and experiences available in a given semester. Some courses that meet COR general education requirements satisfy other requirements as well. The COR Program office in 109 Predolin Hall provides a current list of COR offerings every semester. COR is administered by the School of Integrative Studies.

RAAD GENERAL EDUCATION REQUIREMENTS

CORNERSTONES

Five Cornerstone Experiences improve and reinforce the fundamental skills and abilities central to a liberal education. Students are required to complete one experience from each of the following: Critical Thinking (T), Mathematics (M), Information and Technology Literacy (I), Oral Communication (O), Written Communication (W).

WAYS OF KNOWING

Ways of Knowing Experiences provide exposure to a range of academic disciplines and methods of inquiry. Students are required to complete six Ways of Knowing Experiences, plus a religious studies requirement:

- Three Ways of Knowing Experiences from the following:
 - Experience and Study of the Arts (Historical and Contemporary Artistic Works) (A)
 - Experience and Study of the Arts (Studio Component) (B)
 - Experience and the Study of Arts (Literature) (C)
 - Reflection on Human Culture, Value and Ideas (History)(H)
 - Reflection on Human Culture, Value and Ideas (Philosophy) (P)
- Three Ways of Knowing Experiences from the Following:
 - Exploration of the Natural World (Field/Laboratory Component) (S) (maximum of 2)
 - Exploration of the Natural World (V) (maximum of 1)
 - Analysis of Human Behavior and Social Structure (J) (maximum of 2)
- One Experience in Religious Studies (R)

PERSPECTIVES ON THE WORLD

Perspective Experiences prepare students to live and work in a global and diverse world. Students are required to complete four of the following perspective experiences:

- Experience in Global Perspectives (G)
- Experience in Environmental Perspectives (E)
- Experiences in Multicultural Perspectives (D)
- Experience in Gender Perspectives (Q)
- Experiences in World Language (L)

World Language Experiences may be fulfilled by:

- Completion of two years of the same language in high school with a cumulative average of C (2.0) with no grade lower than a C- (best of four semesters). A maximum of 2 L tags can be fulfilled through foreign language taken in high school.
- Completion of two semesters of college/university language, other than one's own, of the same language.
- Students for whom English is not their first language may qualify for a substitution of this requirement. Contact the Academic Dean's Office for more information.

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

DEGREE REQUIREMENTS

UNDERGRADUATE STUDENT DEGREE REQUIREMENTS

An undergraduate degree is the result of the completion of:

1. Edgewood College's General Education curriculum;
2. At least one major;
3. At least 120 total credits (some major programs may require more);
4. A cumulative grade point average (GPA) of at least 2.00;
5. A minimum of 32 credits earned at Edgewood College to fulfill the undergraduate general residency requirement, including work in the major. Each academic department determines the number of Edgewood College credits that must be earned in the major or minor.

GRADUATE STUDENT DEGREE REQUIREMENTS

To graduate, a graduate student must have earned the number of credits appropriate to the degree sought. Only credits in courses numbered 600 or above count toward meeting this requirement. The student must have maintained a 3.00 GPA on those credits and successfully met all school or departmental and general degree requirements. No degree will be officially conferred by Edgewood College until all defined degree requirements for the student's academic program(s) have been met. Grades of a C or above will fulfill program requirements; grades of CD or below cannot be used to fulfill program requirements.

Once all defined degree requirements for a student's academic program(s) have been met, the degree will be conferred, even if the student wishes to remain an active student.

All students expecting to graduate must complete an Intent to Graduate form with the Registrar's Office at the beginning of their final term. See DEGREE REQUIREMENTS FOR ALL STUDENTS for more information.

Departmental Requirements

Students must satisfy all coursework as required by the school or department offering the graduate program in which the student is registered.

Time Limits for Degree Completion (Seven-Year Rule)

Only those courses completed within the seven years prior to the granting of a degree will be counted toward meeting the degree requirements.

Residency Requirements for Degree Programs

A minimum to the nearest multiple of three (3) of 2/3 of the coursework credits presented for a graduate degree must be taken at Edgewood College.

Graduate Student Dual Degree Options

A dual degree program is an approved combination of two separate degree programs at the graduate level. Approved graduate dual degree programs are MBA/MS in Accountancy and MBA/MS in Nursing. A dual degree program allows for a maximum overlap of 15 credits (or 18 credits if the total number of credits for both programs equals or exceeds 75). The maximum overlap includes any courses that are waived for both programs. Coursework toward the dual degree may be pursued simultaneously, however, only one degree program will be listed on the student record as current. A student completing the requirements of a dual degree program will be conferred with a separate degree for each of the degrees included in the dual degree program.

If a student wishes to pursue a second degree program that has not been approved as a dual degree, they must follow the Multiple Majors and Multiple Degrees Policy, and must have approval by the Departments and Schools in which they are seeking the degrees.

DEGREE REQUIREMENTS FOR ALL STUDENTS

No degree will be officially conferred by Edgewood College until all defined degree requirements for the student's academic

program(s) have been met. All transcripts for outstanding transfer coursework, including study abroad, need to be received by the Registrar's Office prior to the conferral date (January 10, May 25 or August 25).

Once all defined degree requirements for a student's academic program(s) have been met, the degree will be conferred as defined above. If a student wishes to continue taking coursework at Edgewood College after their degree has been conferred, she or he could need to reapply. Please contact the Registrar's Office for details.

Intent to Graduate Form

This form is required for four important reasons:

1. To inform the Registrar's Office that the student is planning to graduate at the end of the term.
2. To inform the Registrar's Office whether the student intends to participate in the commencement ceremony.
3. To allow the student an opportunity to indicate how he or she wants their name spelled on their diploma.
4. To allow the student the opportunity to provide a mailing address for his or her diploma that may be different from any other address that may be on file for the student (with graduation, many students move to new addresses).

If all graduation requirements have been met, but the Intent to Graduate Form has not been submitted to the Registrar's Office, the student's degree will be conferred, but no diploma will be released until the form is received.

If degree requirements are not met and a student leaves the College, they will have five years from that term to reenter under their original catalog. Degree requirements must be completed within 5 years of a student's last date of attendance at Edgewood College. If a student reenters after an absence of 5 or more years, he or she will be responsible for completing all requirements in the catalog in effect at the time of reentry. A student may not graduate with a grade of "Incomplete" on his or her academic record.

Waiving Requirements

The requirements for the degree are guidelines that point out standard means toward a liberal arts education. The Associate Academic Dean in consultation with the curricular committees has authority to waive any general degree requirement for an individual student when he/she and the student agree that such a waiver achieved the objectives of a liberal arts education at Edgewood College, as well as the requirement in question. Waivers for General Education requirements are extremely rare and requests should be made in writing. Chairpersons or Deans of major and minor Schools and departments may waive any part of the requirements for a major or minor. Waivers and/or substitutions must be documents on a Special Arrangement form.

MULTIPLE MAJORS AND MULTIPLE DEGREES

Undergraduate students who meet graduation requirements for two or more majors will receive multiple majors with one undergraduate degree (BS or BA or BBA). Students majoring in disciplines that qualify for different degrees will receive only one degree through all the majors and minors that are completed; at the time of filing an Application for Degree Form, students will select their degree for graduation. Post-baccalaureate students entering with degrees from regionally-accredited institutions or who have previously received a degree from Edgewood College will be eligible to earn a second degree. In order to earn a second degree, a student must successfully complete their major requirements and the residency requirement, which includes 32 additional credits of coursework at Edgewood College beyond that used to achieve the initial degree.

Graduate students who meet the graduate requirements for two or more concentrations within the same degree program will receive one graduate degree (MA, MS, MBA, MSN, Ed.D, DNP, etc.). Students who have already earned a graduate degree from Edgewood College will be eligible to earn a second degree. In order to earn a second degree, a student must successfully complete the residency requirement of the second degree program beyond that used to achieve the initial graduate degree, including the capstone portion of the program. The student must also successfully complete all degree requirements of the second degree program.

UNDERGRADUATE STUDENT LEVEL DESIGNATIONS

CLASSIFICATION OF STUDENTS (FRESHMAN, SOPHOMORE, JUNIOR, SENIOR)

The classification of Undergraduate, Post-Baccalaureate and RAAD students is determined by the number of credits earned by the student. Those who meet the entrance requirements are classified as freshmen. Students with 28-59 hours of earned credit are classified as sophomores; those with 60-89 hours of earned credit are classified as juniors; and those with over 90 hours of earned credit are classified as seniors. A student who does not wish to register as a candidate for a degree at Edgewood College or does not meet the admissions requirements is classified as a Limited or Non-Degree student.

UNDERGRADUATE PREREQUISITES FOR REGISTERING

Undergraduate students whose placement scores indicate a deficiency that could jeopardize future success are required to take appropriate skill courses. Degree-seeking undergraduate students who have not placed into college-level English coursework must take their pre-college English course during their first semester, assuming the course is open.

Degree-seeking undergraduate students who have not placed into college-level math coursework are required to take their pre-college math during their first year at Edgewood College. Credit toward graduation is not given for these courses; however, credits do count toward full-time status in the semester in which they are taken.

COURSE NUMBERING SYSTEM

Below 100	Pre-college courses do not fulfill degree requirements
100-299	Introductory courses
300-399	Intermediate courses
400-499	Advanced courses
500-599	Graduate prerequisite courses
600+	Graduate courses

GRADUATION AND COMMENCEMENT

Edgewood College officially posts degrees three times each year, on January 10, May 25 and August 25; these are the dates on which a student will formally graduate. Commencement ceremonies are held twice a year in May and December.

Anticipated May graduates are eligible to participate in the May commencement ceremony; anticipated December graduates are eligible to participate in the December commencement ceremony. August candidates are invited to participate in either the May or December ceremony during the year in which they graduate (with the exception of Accelerated Post-Baccalaureate Nursing students who may only participate in December). Any exceptions regarding commencement participation are handled by the Registrar.

Graduation and commencement information is available online at www.edgewood.edu. Students may contact the Registrar's Office with questions regarding eligibility.

GRADUATION HONORS FOR UNDERGRADUATE STUDENTS

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

To be eligible for graduation honors, a student must have earned a minimum of 60 credits from Edgewood College at the time of graduation. Graduation honors are awarded based on the cumulative Edgewood College GPA and do not include credit transferred to the College. Graduation honors are not the same as membership in the Honors program.

Three classes of Latin honors are awarded:

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

POSTHUMOUS DEGREE POLICY

A deceased student in any academic program may be awarded a posthumous degree, provided the following requirements are met:

- The student must have been in good academic standing at the time of their death.
- The student must have completed a minimum of two semesters in residence, 75% of degree program requirements, and 75% of the credits required for graduation. Students in graduate or professional programs with additional requirements, such as the completion of a thesis or dissertation, must have made substantial progress, as determined by their thesis advisors and/or departments, toward the completion of those requirements.
- The student must have been considered a current and active student in their academic program at the time of their death or had their enrollment interrupted by an extenuating circumstance such as illness or deployment.
- If a student has not met these requirements, the College may instead elect to award a certificate of academic achievement.

Any member of the campus community or a friend or family member may request that a deceased student be considered for a posthumous degree. A formal request for a posthumous degree conferral would be submitted from the dean of the school to the Vice President of Academic Affairs in the Academic Dean's Office. Upon receipt of such a request, the Academic Dean's office will review the student's record, and consult with supervising faculty, advisors, and the Registrar's Office. The recipient of a posthumous degree may, at the request of their family, have their name included in the commencement program, and read aloud during the commencement ceremony. The diploma and commencement program will not indicate that the degree was awarded posthumously, but the academic record will indicate that the degree was awarded posthumously.

REGISTRATION POLICIES

DEFINITIONS OF TERMS AND SESSIONS

Students register for courses in a specific term and/or session. For undergraduate, graduate and most post-baccalaureate students, a term is generally the standard 15 or 16 week "semester" (Fall or Spring). Winterim and Summer, both shorter than Fall and Spring are also terms in which courses are offered for undergraduate, graduate and post-baccalaureate students. A session is a 7 or 8 week courses within a Fall or Spring term; there are two sessions per term: Session 1 and Session2. There are no sessions during the Winterim and Summer terms.

For students in the Returning Adult Accelerated Degree (RAAD) program, courses are offered in six, eight-week terms labeled Terms A-F.

CROSS-DIVISIONAL COURSEWORK

Undergraduate or Post-Baccalaureate Students in Graduate Courses

Traditional undergraduate students at the College may register for Graduate courses under the following conditions:

1. The student has a cumulative GPA of 2.75 on a 4.0 scale.
2. The student holds junior or senior status as an undergraduate.
3. The student has completed all prerequisites for the graduate course.
4. The student has completed ENG 110 and COMMS 100, or their equivalents.
5. The student has the consent of the instructor of the graduate course (for MFT courses, the consent of the director of the Marriage and Family Therapy program).
6. There is space available in the course after all graduate registrations for the course have been accommodated.
7. The student's credit load does not exceed 16 credits during the semester of registration for the graduate course.

At the discretion of the program director or School Dean, no more than six (6) graduate level credits taken as an undergraduate or post-baccalaureate student at regionally accredited post-secondary institutions may be applied toward a graduate certificate or degree program at Edgewood College, regardless of whether the credits have been applied toward a previous degree. These credits may count toward both the graduate program/degree requirements and/or the number of credits needed to complete the graduate program. The credits from these courses cannot be used to fulfill graduate program residency requirements and the grades from the courses will not be included in the Edgewood College graduate cumulative GPA.

This policy is applicable to both students from other institutions coming to Edgewood College to pursue a graduate degree program, or graduate certificate program and Edgewood College graduates with an undergraduate degree from Edgewood College.

For Edgewood College undergraduate students pursuing the Five-Year Accounting program, please see the School of Business requirements as outlined in this Catalog for further information.

For Edgewood College undergraduate students interested in pursuing a MA in Social Innovation & Sustainability Leadership, please contact the School of Integrative Studies to learn more about the best way to complete cross-divisional coursework.

Graduate Students in Undergraduate Courses

Students enrolled in a graduate program may not take undergraduate level courses as part of the completion of the degree program.

Returning Adult Accelerated Degree (RAAD) Students in Undergraduate or Graduate Courses

Returning Adult Accelerated Degree (RAAD) students are not allowed to take non-RAAD undergraduate courses or graduate courses while completing their accelerated program.

CREDIT LOAD

Undergraduate Students

Full time undergraduate students carry a load of 12 to 17 credit hours each term. Term loads exceeding 17 hours are rare and should be considered carefully. Term loads over 17 credits must be approved by the Academic Dean's Office. In order to graduate in four years, students must earn an average of at least 15 credits per term. Actual credit loads may vary depending upon the major.

Accelerated Undergraduate Students

Half-time RAAD students carry a minimum of three credits per term. Full-time RAAD students carry a minimum of six credits per term. Term loads exceeding eight credits are rare and should be considered carefully. The Academic Dean's Office must approve term loads over eight credits.

Graduate Students

Full time graduate students carry nine graduate credit hours each term. Students registering for more than nine term credit hours must have the approval of the Academic Dean's Office and school or department offering the graduate program in which the student is registered.

Half-time graduate students carry four to eight credit hours each term. Part-time graduate students carry from one to three credits hours each term.

Full-time doctoral students carry six graduate credits each term. Students registering for more than six term credit hours must have the approval of the Academic Dean's Office and school offering the graduate program in which the student is registered. Half-time doctoral students carry three to five credit hours each term. Part-time doctoral students carry from one to two credit hours each term.

For summer session, full-time for both doctoral and graduate students is six credit hours, half-time is three to five credit hours and part-time is one to two credit hours.

Veteran students registered in graduate-level session courses, please refer to the ACADEMIC POLICIES FOR STUDENT VETERANS section for the definition of full-time credit load.

THE 34 CREDIT RULE

A non-RAAD undergraduate student who is full-time in both the Fall and Spring terms of an academic year is permitted to take a maximum of 34 credits, including Winterim at no additional charge. The number of credits is based on enrollment at the 100% refund date. Adjustments will be made after the 100% refund date for Spring term.

COURSE FREQUENCY

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

ADDING AND DROPPING COURSES AND CREDIT CHANGES

Any change in schedule (course add, course drop, or credit change) should be discussed with the student's academic advisor. The student is responsible for officially adding or dropping courses by the appropriate deadlines, as indicated in the current Registration Guide.

Fall/Spring Terms and Sessions

A student may add or drop courses on Edgewood Express for seven calendar days after the start date of the term or session. After that add/drop deadline, a course must be added or dropped via a paper form. When adding courses via a paper form, instructor approval is required. Course drops are not permitted after the tenth week of a full-term course, or the fifth week of a session course.

RAAD Terms

A student may add or drop courses on Edgewood Express for seven calendar days after the start date of the term or session. After that add/drop deadline, a course must be added or dropped via a paper form. When adding courses via a paper form, instructor approval is required. Course drops are not permitted after the Friday of the fifth week of a RAAD term.

Winterim and Summer Terms

Deadlines for Winterim and Summer courses may vary and are indicated in the Registration Guide and on Edgewood Express.

For All Terms and Sessions, Including RAAD, Winterim and Summer

Every course is offered in a given term or session. The official start of the term session is always used to determine all add/drop and tuition refund deadlines, even if the course starts earlier or later than the term or session within which it is offered. When paper forms are required to add or drop course(s), it is the student's responsibility to submit forms to Edgewood Central by the appropriate deadlines, as indicated in the current Registration Guide. For information regarding tuition refund percentages with add/drop activity, please refer to the Registration Guide.

FAILURE TO REGISTER

Students may not attend courses for which they are not registered. Please see **ADDING AND DROPPING COURSES AND CREDIT CHANGES** above for information regarding adding courses after the start of the term or session.

FAILURE TO ATTEND AND/OR FAILURE TO DROP

Students must drop a course to be officially removed for all academic responsibilities associated with that course. Financial responsibilities will be assessed based on tuition refund deadlines. Without an official drop being processed, the student is in effect still in the course, even if he or she has stopped attending.

Individual instructors set attendance policies for their classes. Responsibility for attending class is placed upon the student in the context of learning and academic achievement. Students are responsible for work missed. Students who must be absent are encouraged to discuss their absence with their instructors, preferably before the absence occurs. Only when an emergency arises will the Academic Dean's Office notify the student's instructors, if the student or Dean of Student's Office explains the reason for the absence and requests that instructors be informed. See **ADDING AND DROPPING COURSES AND CREDIT CHANGES** and **WITHDRAWAL FROM COLLEGE** in this section for withdrawal policies.

A student, who is not attending a class for which he or she is registered, and who has not officially dropped the class by the tenth week of the semester, will receive a grade of "F" for the class.

STOPPING OUT IN THE RAAD PROGRAM

If a student in the RAAD program must stop out (stop taking classes for one or more terms), he or she must contact the Graduate and Professional Studies Admissions Office. To return to the RAAD program, a student must complete a reentry form through the Graduate and Professional Studies Admissions Office. Only when this form is filed will a student be reactivated to receive mailings from the college, including registration information.

FAILURE TO PAY

Students will be administratively withdrawn from all courses if they have not paid or signed up for a payment plan with the Business Office, by the last day to add/drop courses on Edgewood Express.

WITHDRAWAL FROM COLLEGE

A student who wishes to withdraw from the College while a term or session is still in progress (i.e., drop all courses) should do so through Edgewood Central. Failure to meet the drop deadline can result in grades of "F" and/or financial consequences. Non-attendance does not constitute withdrawal; failure to withdraw officially will result in liability for all tuition and fees and grades of "F" for each course registration. See the refund policy under **FINANCIAL AID**.

VOLUNTARY MEDICAL LEAVE POLICY AND APPEALS FOR RETROACTIVE WITHDRAWALS AND/OR TUITION REFUNDS

Edgewood College understands that rare and extenuating circumstances (such as acute medical conditions) may arise that affect a student's ability to complete a term or session. In these rare cases, a student has two options: receive approval from the Associate Academic Dean for a Voluntary Medical Leave, or submit an appeal to the Retroactive Withdrawal and Tuition Refund Appeals Committee.

Edgewood College students may request a Voluntary Medical Leave when a student's physical or psychological condition significantly impairs his or her ability to function successfully or safely as a student and that condition prevents a student from completing the term. It is expected that the time a student take away from the College will be used for treatment and recovery. This is a voluntary process initiated by the student, involving withdrawal from all classes for the term, with a protocol in place for reentry.

In order to obtain a Medical Leave and then return to student status, a student must obtain a recommendation from either the Director of the Health Center (for physical health reasons) or the Director of Personal Counseling (for mental health or substance abuse reasons) and administrative approval from the Associate Academic Dean.

If a student encounters extreme, acute life circumstances that prevent him or her from completing courses for a given term or session, and the student has already left and is now addressing the absence, the student's only remaining option is for an exception to deadlines is to submit an appeal to the Retroactive Withdrawal and Tuition Refund Appeals Committee. This committee hears requests for retroactive withdrawal and tuition refund appeals. Appeals beyond one year will not be considered. Each appeal is reviewed on a case-by-case basis and all appeal decisions are final. Subsequent appeals for identical circumstances will not be considered. Detailed information about the Appeals Committee and the process to submit and appeal can be found on the Registrar's Office website, <http://registrar.edgewood.edu>.

ACADEMIC ADVISING

Academic advising is a cooperative teaching and learning process that is integral to the educational experience of Edgewood College students.

Advisors guide, mentor and work in partnership with students to assess their academic progress and assist them in making informed decisions as they develop and implement their academic and professional plan. All advising is coordinated by the Academic Success and Career Development Center.

Traditional undergraduate students are required to meet with their Academic and Career Counselor or academic advisor in order to register for classes and are encouraged to confer with their advisor regularly to ensure they are progressing smoothly throughout the academic year.

In the Returning Adult Accelerated Degree (RAAD) program, the Academic and Career Counselor provides a single point of contact for student information. The Academic and Career Counselor should be consulted for all student questions, particularly those associated with academic requirements. In an effort to provide continuity, the Academic and Career Counselor will continue to work with students from their initial inquiry throughout their academic experience.

Although academic advisors assist students, students are fully responsible for knowing and fulfilling the specific requirements in their major, for general education, and for graduation. Students are also responsible for understanding all academic policies in this Catalog.

AUDITING A COURSE

UNDERGRADUATE STUDENTS

Full time undergraduate or post-baccalaureate students may attend a non-credit course or audit a course with no additional tuition charge. Persons other than degree-seeking students who attend or audit a course will apply with the Admissions Office as an Auditor. Auditors are charged the current per-hour audit fee, except graduates of Edgewood College and senior citizens over 60, who will be charged a discounted audit fee.

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

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

ACCELERATED UNDERGRADUATE STUDENTS

RAAD courses cannot be audited.

GRADUATE STUDENTS

Full time students may attend a non-credit course or audit a course with no additional tuition charge. Persons other than degree-seeking students who attend or audit a course will apply with the Admissions Office as an Auditor. Auditors are charged the current per-hour audit fee, except graduates of Edgewood College and senior citizens over 60, who will be charged a discounted audit fee.

The College reserves the right to withdraw permission to attend or to audit, and to refund the audit fee if the circumstances in a particular course make such withdrawal and refund advisable.

GRADING SYSTEM

LETTER GRADES

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

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

PASS/FAIL GRADING

Undergraduate Students

Juniors and seniors with a 2.50 cumulative GPA may carry an average of one course each semester on a pass/fail basis. General Education requirements must be taken for letter grades, with the exception of COR courses, which may be taken on a pass/fail basis as approved the department or school through the General Education course approval process. Major and minor departments must authorize pass/fail courses taken within the major/minor. Signed pass/fail forms must be submitted within two weeks from the first class meeting. Deadlines vary for Summer and Winterim; consult the Registration Guide. Pass/fail grades, because they do not have grade points, do not affect the GPA of a student. The pass/fail option, once taken, may not be revoked at a later time for a letter grade.

Accelerated Undergraduate Students

RAAD students will not be allowed to take regularly graded courses on a pass/fail basis. However, schools or departments may designate courses to be taken pass/fail. In this case, all students in a course would be graded pass/fail.

Graduate Students

Schools and departments may authorize pass/fail courses taken within the respective school or department. No more than two courses taken on a Pass/Fail basis can be applied toward the degree, unless required by the respective school or department. Once a course has been taken on a pass/fail basis, it may not later be changed to a letter grade.

INCOMPLETE GRADES

The grade of “Incomplete” will be given only for reasons of health or other serious emergencies and when arrangements have been made in advance with the instructor. A Request for Incomplete form must be completed and signed by both the student and the instructor and filed with the Registrar’s Office by the appropriate deadline. It is the student’s responsibility to contact the instructor in this matter.

A student who has not completed all requirements for a course by the time of the final grading period and who does not have a serious reason, and has not made arrangements with the instructor to receive an “Incomplete” must be graded on the basis of the work submitted up to the time of the grading period.

“Incomplete” is a temporary grade and must be removed ten weeks after the semester or term in which the grade of “Incomplete” was given. The instructor has the authority and is responsible for establishing deadlines for the completion of work within this ten-week period. The instructor may extend the “Incomplete” deadline for as long as one year after the end of the term, but if the work is not completed by the end of that year, no further exceptions will be allowed. If the work is not made up within the ten weeks after the end of the term, whether or not the student continues at the College, the grade becomes an “F.”

GRADE CHANGES AFTER DEGREE CONFERRAL

The Registrar’s Office will not confer a degree if there is an “Incomplete” on the student’s record. If a final grade is not received prior to the conferral date (January 10, May 25 or August 25), the posting of the degree will be postponed until the next conferral date. A student’s academic record cannot be altered after degree conferral. Exceptions to changing a grade on a student’s academic record after degree conferral are extremely rare and must be approved through the Academic Dean’s Office.

NON-REPORTED GRADE (“NR”)

A grade of “NR,” indicating “not reported” is given by the Registrar’s Office when an instructor has not submitted a grade for a student. The “NR” will lapse to a grade of “F” if the Registrar’s Office has not received a grade from the instructor two weeks after the end of the term.

GRADE REPORTS

Grades may be viewed online through Edgewood Express (<https://express.edgewood.edu/ICS/Students>) under “My Grades” once final grades have been posted for the term. If a student has outstanding financial or library obligations to the College, grades will be withheld until the outstanding obligation has been met. Freshmen and sophomores are provided with midterm grades in the Fall and Spring terms to better assess their academic progress. If an instructor or academic office has determined that a student’s successful academic progress is in jeopardy, the student may be notified and asked to arrange a conference with their advisor, instructor, and/or Academic Support and Career Development staff. For undergraduate students not in the RAAD program, midterm grades and Academic Alert Notices do not go on a student’s permanent record; they serve as one of the means the College uses for communicating Academic Progress.

APPEAL OF GRADES AND GRADE CHANGES

Student appeals regarding grades and other course-related concerns must be made to the department in which the concern arises, according to the following procedure:

- The student should first discuss the matter with the instructor.
- If a resolution cannot be reached, the student should contact the department chair or Dean of the school in which the course was taken, who may initiate the department/school appeal procedures.
- If a resolution cannot be reached, the Academic Dean’s Office should be contacted.

Grades may be changed within one year of the end of the course. No grade appeals or grade changes will be accepted after one year.

GRADE REPEAT POLICY

Most courses cannot be repeated for additional credit. A student may choose to repeat a course in order to improve a grade. Only the most recent attempt at the course will be included in the GPA calculation (including situations where the most recent attempt at a course results in a lower grade), and the credits are earned only once, provided at least one of the courses has a passing grade. All repeated courses and their grades will appear on the transcript in the terms they were taken and the repeated course will be noted as “R” (repeated). In some courses where the content changes from one term to another, it may be possible to earn credits more than

once. Some examples include Independent Study courses, Workshops and Internships, and Special Topics Courses. Contact the Registrar's Office for specific information about whether a course may be repeated for additional credit.

All undergraduate students must receive at least a grade of "D" in order for a course to count towards their major requirements. Students receiving less than a grade of "D" will need to repeat the course and receive a passing grade in order for the course to count toward degree requirements.

Graduate students must receive at least a grade of "C" in order for a course to count towards their major requirements. Students receiving less than a grade of "C" will need to repeat the course and receive a passing grade in order for the course to count toward degree requirements.

TRANSFER REPEAT POLICY

If a student repeats a course at Edgewood College that was previously transferred from another institution, the transferred credits will be removed from the student's record. Grades from transferred courses are not included in the Edgewood College grade point average calculation.

DEAN'S LIST

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

SEMESTER HONORS

Semester Honors are awarded to undergraduate students who carry at least 12 graded credits (excluding Pass/Fail courses and pre-college courses) and earn a GPA of at least 3.50 with no grades of "I," "NR," "F," or "F*." Semester Honors may be awarded retroactively. Students earning a second bachelor's degree are not eligible to graduate with honors in that degree.

TRANSCRIPTS

A transcript of credits is an official document issued by the Registrar's Office. Current students can order transcripts through a secure ordering site, which can be accessed on Edgewood Express (<https://express.edgewood.edu/ICS/Students>). There is a fee for ordering official transcripts from the College. If paying by cash or check, transcripts can be requested at Edgewood Central. Transcripts will be processed only if there are no transcript holds (i.e., outstanding financial obligations to the College) on the student account.

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

ACADEMIC STANDING

ACADEMIC PROGRESS

Undergraduate Students

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

RAAD Students

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

Graduate Students

Full time graduate students carry nine graduate credit hours each semester. Students registering for more than nine semester credit hours must have the approval of the Academic Dean's Office and school or department offering the graduate program in which the

student is registered. Half-time graduate students carry four to eight credit hours each semester. Part time students carry from one to three credit hours each semester.

ACADEMIC STANDING

There are three official categories of academic standing for students registered for programs at Edgewood College: good standing, probation and dismissed.

Good Academic Standing for Undergraduate Students

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

Good Academic Standing for Graduate Students

A registered graduate student is in good academic standing when one maintains a cumulative 3.00 GPA while registered in graduate courses.

Probation for Undergraduate Students

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

Probation for Accelerated Undergraduate Students

A RAAD student will be placed on probation if the cumulative GPA is less than 2.00. While on probation, a student who takes an “Incomplete” in any course may not register for the following term. Students have twelve (12) additional credits in which to raise their cumulative GPA above a 2.00 before facing dismissal. Accelerated undergraduate students on probation are advised to meet with their Academic and Career Counselor for information about academic support services and are also encouraged to utilize campus resources for improving their academic performance.

Probation for Graduate Students

A registered graduate student whose cumulative GPA in graduate courses falls below 3.00 is placed on probation. Graduate students have nine (9) additional credits in which to raise their cumulative GPA above a 3.00 before facing dismissal. While on probation, a student who takes an “Incomplete” in any course may not register for the following semester. Graduate students on probation are advised to meet with their advisor for information about academic support services and are also encouraged to utilize campus resources for improving their academic performance.

Dismissal for Undergraduate Students

An undergraduate student will be dismissed from the College if the cumulative GPA is less than 2.00 for two successive terms (excluding Summer and Winterim) with a minimum of twelve (12) cumulative credits attempted overall. Undergraduate students dismissed from the College may appeal the dismissal decision with the College (if applicable) or re-apply after attending another institution and demonstrating academic success in at least 12 credits of college-transferrable courses. For information regarding the appeal process or re-entry, please contact the Academic Dean’s Office.

Dismissal for Accelerated Undergraduate Students

A RAAD student on probation will be dismissed if his or her cumulative GPA remains below a 2.00 after completing twelve (12) additional credits. Undergraduate students dismissed from the College may appeal the dismissal decision with the College (if applicable) or re-apply after attending another institution and demonstrating academic success in at least twelve (12) credits of college-transferrable courses. For information regarding the appeal process or re-entry, please contact the Academic Dean’s Office.

Dismissal for Graduate Students

A graduate student on probation will be dismissed if his or her cumulative GPA remains below 3.0 after completing nine (9) additional

graduate credits. Coursework which is not included in the grade point average does not count as part of the nine additional credits (courses numbered below 600, withdrawals or pass/fail graded courses).

Any student (regardless of classification) may also be dismissed for academic dishonesty or violating conditions of the Student Handbook. Academic standing is posted at the close of each semester and is reported on the grade report for each student.

**ADDITIONAL
STUDY OPPORTUNITIES**

COLLABORATIVE PROGRAM WITH UW-MADISON

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

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

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

In order to withdraw from a course, in addition to officially dropping the course at UW, the student must officially drop the course at Edgewood Central at Edgewood College in accordance with published procedures and deadlines. Deadlines may be different at each institution; it is the student's responsibility to understand the procedures and policies for each institution.

INDEPENDENT STUDY

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

Instructors recognize that the student proposing an Independent Study seeks to further their learning in an area that is not provided in the current course offerings. Students are limited to one Independent Study course of up to four credits per semester. General Education requirements may not be fulfilled through Independent Study. Independent Study courses may not be audited. Students must complete an Independent Study contract (available through the Registrar's website, <http://registrar.edgewood.edu>) with their directing instructor and register for the appropriate Independent Study course within an academic department or School. The contract must be submitted in the first quarter of the term to qualify for 3-4 credits and in the first half of the term to qualify for 1-2 credits. Registering after these deadlines will require approval from the Academic Deans' Office. Departments and schools may have policies that supersede this policy, so it is recommended that students consult with their directing professor in advance of proposing an Independent Study contract.

CENTER FOR GLOBAL EDUCATION

The Center for Global Education was established in 2004 to direct and promote the various international initiatives of the College. As part of its core mission and liberal arts foundation, Edgewood College aspires to promote knowledge and experience of global dynamics in the contemporary world, the ability to analyze and to value other cultures, and the skills to become effective global citizens. To achieve this, the College engages its faculty, students, and staff in the ongoing process of integrating a global perspective into all facets of campus life, linking curricular and co-curricular initiatives and creating a more globally-oriented learning community. The College's goal is a globalized Edgewood College campus. This includes a curriculum with international and global content, broad student participation in study abroad, a significant presence of international students on campus, co-curricular activities around global themes and strong faculty and staff engagement in global programs. The Center's efforts are devoted to educating globally competent students who have the cross-cultural skills to know and esteem others' perspectives, a deep understanding of global interdependence, and acceptance of differences.

The Center concerns itself with six areas:

- Curriculum
- Study Abroad
- Faculty Development
- International Students
- Co-curricular activities
- Initiatives to specific world regions

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

Edgewood College has established as an academic priority the integration of a global perspective into its curriculum. By taking courses with global/international content, students prepare themselves to be global citizens who carry out the Mission of "building a just and compassionate world." Key features of the College's global/international curriculum are: a foreign language requirement; a global perspectives requirement; majors and minors in French and Spanish; an International Relations Major; Global Studies Minor; Latin American Studies Minor; COR 2 International Seminars; and many courses with significant global/international content.

STUDY ABROAD

Edgewood College strongly recommends its students study abroad. Experiencing another culture firsthand is a unique opportunity for students to learn about the world and their place in it. Students are given a wide choice of programs that will enhance their liberal arts education with a global perspective. The Center for Global Education staff is available to advise and assist students at all stages of the study abroad experience, from identifying and choosing a suitable program to negotiating the application process; from providing an orientation program for students about to depart the United States to helping returned students use their international experience to bring a global dimension to campus. The Center staff coordinates all Edgewood College programs abroad and also facilitates student participation in study abroad programs offered by other organizations. Program offerings include, but are not limited to:

- Short-term (1-3 weeks) options are available primarily through the COR program. These are typically semester courses taught by Edgewood College faculty and include an international travel component during Winterim or summer.
- A summer Spanish-language and culture program in Arequipa, Peru.
- An exchange semester or year at Masaryk University in the Czech Republic.
- An exchange semester at the Karlsruhe University of Applied Sciences in Karlsruhe, Germany for Business and Computer Information Systems majors.
- Student teaching program in Cuernavaca, Mexico.
- An exchange semester or year abroad at a university in one of 50 countries through the International Student Exchange Program (ISEP). See www.isep.org.
- An exchange semester or year abroad in Northern Ireland through the Irish-American Scholar Program.
- An approved program with an affiliated or non-affiliated institution or study abroad provider.

POLICIES

Preparation

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

GPA

GPA requirements vary by program. Students must have a 3.0 cumulative GPA to apply for an Edgewood College sponsored semester or academic year program. Some short-term programs and non-Edgewood College sponsored programs may have lower GPA requirements.

Status

To participate in a semester or yearlong program, you must have at least second semester sophomore status during your study abroad

term. Freshmen are encouraged to participate in short-term programs and to start planning the process for a semester or year length study abroad program. Nursing students have different status requirements and should consult with the Center for Global Education as early as possible to explore study abroad options.

Credit and Financial Aid

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

The cost of an exchange placement with ISEP, Karlsruhe University of Applied Sciences, and the Masaryk University are based on Edgewood College tuition, room and board and Edgewood College, state and federal financial aid are applicable. Students enrolled in a study abroad program approved for transfer of credit by Edgewood College may be eligible for financial assistance under Title IV, HEA programs, (§485(a)(1)(N)).

Study abroad scholarships are available for most programs.

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

HONORS PROGRAM

The Edgewood College Honors Program is designed to meet the needs of academically talented students by providing opportunities for intellectual and social development both in and out of the classroom. In the classroom, Honors courses promote excellent teaching through active-learning environments. Beyond the classroom, the Honors Program provides experiences to enrich and expand college life. The goal of the Honors Program is to provide students opportunities for intellectual challenge, stimulation and creativity.

HONORS PROGRAM REQUIREMENTS

The Honors Program at Edgewood College seeks to meet the academic needs of capable, highly motivated students by providing opportunities for intellectual and social development where students meet and interact with like-minded students who share similar goals. Honors students enhance the academic climate in their courses and contribute to raising academic standards throughout the College.

The Honors Program provides:

- Intellectual challenge and engagement.
- Stimulating events and activities outside the classroom.
- Membership in a community of diverse, motivated students from across campus who share academic interests.
- The opportunity to hone leadership and interpersonal skills through participation in activities and service on the Honors Committee.
- Opportunities offered by the National Collegiate Honors Council programs.
- The opportunity to enhance potential for graduate study and employment.

APPLICATION FOR ADMISSIONS TO THE HONORS PROGRAM

New Freshman who meet the following criteria will be automatically invited:

1. A minimum high school GPA of 3.5.
2. A minimum ACT composite score of 26.
3. Rank in the top 15% of the graduating class.

Transfer and Currently Enrolled Students can request membership with:

1. Minimum transfer GPA or Edgewood College Cumulative GPA of 3.3.
2. Student statement describing past activities and reasons for applying to the Honors Program.
3. Successful completion of an Honors course in one of the first two semesters at Edgewood College.
4. Must maintain a GPA of 3.3 or higher.
5. Application must be submitted prior to completion of 60 credits toward graduation.

Benefits

1. Priority registration for active Honors students.
2. Opportunities for travel and enhanced experiences in and out of the classroom.
3. Funding for research, travel, and enrichment experiences.
4. Work one-on-one with a faculty member on original research.
3. Diploma recognition as a “Graduate of the Honors Program.”

TO GRADUATE AS A MEMBER OF THE HONORS PROGRAM

1. Complete at least four Honors Program courses:
 - a. One Honors course within the student’s first two semesters at Edgewood College (Honors COR 1, Honors COMMS 100 and/or Honors English 110 are strongly recommended).
 - b. At least one additional Honors course per academic year (or non-Honors courses with an elective Honors contract upgrade) until a total of at least four Honors courses are completed.
2. Earn a minimum of six Honors Program points:
 - a. Study Abroad Experience.
 - b. Pre-approved domestic enrichment excursions.
 - i. National Collegiate Honors Council, “Partners in the Parks”
 - ii. Council on Undergraduate Research or other similar research conferences.
 - c. Honors Program sponsored activities such as concerts, seminars, lectures, symposia or field trips and reflections- 1 point each.
 - d. Service learning project.
3. Complete an Honors Scholarship Project.
4. Maintain a cumulative GPA of 3.3 or above.

STUDENT RESEARCH

Students have multiple opportunities to participate in student research and creative activity. In addition to opportunities in specific program areas of study, student travel funds are available at both the undergraduate and graduate levels to support presenting at professional/academic conferences. Annually, Edgewood Engaged: A Student Research and Creative Inquiry Symposium is held on the Monroe Street campus in mid-April. For undergraduates, the Ebben Fund and a Summer Research Program offer students a stipend to conduct a research or creative inquiry project working closely with a mentor.

CENTER FOR MULTICULTURAL EDUCATION

The Center for Multicultural Education (CME) was founded in 2005 as the institutional center and academic home for multicultural teaching, research, and learning at Edgewood College.

Approved by its Advisory Board, the Center’s mission and goals are as follows:

The Center for Multicultural Education advances multicultural inquiry, understanding, and engagement in order to affirm the mission and identity of Edgewood College.

We strive to achieve these primary goals:

- Assist faculty in developing and utilizing multicultural pedagogy in the classroom
- Support multicultural research and scholarship
- Raise awareness of multicultural issues and perspectives in higher education
- Offer scholarly expertise in relation to institutional practices and decisions regarding multicultural issues
- Cultivate partnerships with diverse communities within and outside of the College
- Provide leadership and consultation to develop and implement multicultural curriculum
- Maintain and enhance the Ethnic Studies Program

CME has contributed strongly to several major academic and strategic initiatives of the College:

- Provided leadership in developing and implementing the new General Education curriculum, especially the Multicultural Perspectives (D tag) requirement

- Played an active role in developing and implementing the College's Plan for Inclusion 2010-2013, and integrating the Inclusion Plan into the Academic Plan 2011-2016
- Sponsored or co-sponsored many scholarly as well as community multicultural events
- Strengthened campus-wide faculty, staff, and student development through such programs as the CME Distinguished Lecture Series, Teaching for Diversity Series, and ALANA faculty gatherings.

CME also oversees the Ethnic Studies major and minor within the School of Integrative Studies.

Launched in fall 2012, the Ethnic Studies major distinguishes itself with its strong interdisciplinary curricular offerings. The program also provides a variety of student personal and professional development opportunities, including internships, student organization leadership and participation, and work-study positions.

The minor remains a dynamic program since its inception in fall 2005. It maintains a high retention and graduation rate and enrolls students from a broad range of disciplinary fields and diverse ethnic/racial backgrounds.

Scholarships are available for students who major or minor in Ethnic Studies.

For more information about the Center and the Ethnic Studies major and minor, please see Ethnic Studies Program in the School of Integrative Studies pages and visit our web site: <http://multicultural.edgewood.edu/>.

INDIVIDUALIZED MAJORS AND MINORS

The Individualized Major or Minor (IM) offers students the opportunity to create a curriculum around their own academic interests and life goals. Students use the Individualized Program to develop integrative majors or minors that Edgewood does not offer, or they use the program to add a specialized, integrative minor to a current major. The Individualized Program is a good option when students have interdisciplinary goals that are not possible to achieve with an existing Edgewood College major or minor, and when students want to pursue a major or minor we do not have in the Catalog, but for which we have relevant courses available. It is not an appropriate choice when students do not have a clear sense of purpose, or when students are approaching graduation without another workable plan. Students contemplating an Individualized Major or Minor will need to do some careful planning in order for it to be approved. Students should begin planning as early as possible to develop their academic plan. It is the student's responsibility to initiate the proposal, do the needed research, and write a proposal narrative that will be compelling to the IM Review Committee.

**DEGREE PROGRAMS,
MAJORS & MINORS**

DEGREE PROGRAMS, MAJORS, MINORS AND CERTIFICATES

Edgewood College offers a number of degrees for undergraduate and graduate students. These courses are offered at our Monroe Street Campus, Deming Way Campus, and online.

BACHELOR'S DEGREE PROGRAMS

Edgewood College's undergraduate degree programs are taught by high-quality faculty with a commitment to the College's mission, identity and Liberal Arts foundation. Courses build disciplinary knowledge, skills, and habits of mind rooted in the Dominican tradition. The College offers degrees in the liberal arts disciplines, Ethnic Studies, Education, Business, and Nursing. There are opportunities for students to create an Individualized Major or Minor plan as well. The undergraduate curriculum focuses on deep learning in both methods and content of disciplines, integration of knowledge and personal and professional development.

ACCELERATED BACHELOR'S DEGREE COMPLETION PROGRAMS

Edgewood College offers degree programs designed to meet the needs of today's adult student. These programs have been expressly designed for those individuals whose responsibilities make attendance at traditional weekday classes difficult. Our faculty and staff understand that school needs to be balanced with family, career, and community priorities. Taking this into consideration, the primary aim of our adult programs is to capitalize on the motivation, professional experience, life experience, and capacities that adult learners bring to the classroom. Our courses are taught by the same high caliber full- and part-time faculty who teach in our traditional undergraduate programs.

GRADUATE DEGREE PROGRAMS

Philosophy Supporting Edgewood College Graduate Programs

Inspired by the Sinsinawa Dominican Catholic values of truth, justices, community, partnership, and compassion and guided by a commitment to intellectual excellence and reflective judgment, graduate education at Edgewood College recognizes that:

- Professional development requires intellectual excellence through mastery of theory and practice.
- Personal development of ethically responsible individuals is facilitated by opportunities for advanced reflective study, dialogue, and mentoring in a collaborative education context.
- The vitality of just and peace-loving communities requires the contributions of a diversity of well-educated professionals.

Vision of the Edgewood College Graduate Programs

To be recognized regionally as graduate programs that anticipate and serve the professional development needs of the community, providing individuals with opportunities to develop the knowledge and skills necessary for successful leadership in a rapidly changing, multicultural world.

Graduates of Edgewood College's graduate programs will be known by their peers, colleagues, employers and employees as:

- Leaders who promote ethical and humane work relationships.
- Persons whose actions and decisions integrate theoretical knowledge and best practices.
- Innovators who command global perspectives and an appreciation for cultural diversity.
- Decision makers who critically integrate multiple perspectives in their work activities.

INSTITUTIONAL CERTIFICATES

Edgewood College offers a variety of Institutional Certificates (Certificates). A Certificate is similar to a degree granted by an institution, but is not as comprehensive as a degree. Courses leading to a Certificate are of the same academic quality and integrity as courses leading to a degree. The only difference is the number of areas covered by a Certificate is fewer and the focus is much more limited than a degree.

Graduate Certificates

Graduate Certificates follow institutional policy pertaining to graduate programs unless indicated otherwise (including, but not limited to: seven-year rule, academic standing, academic honesty, student conduct, credit load, repeating a course, withdrawal, grading system, incompletes, pass/fail, appeals).

Students who are currently enrolled in a graduate program and who wish to also pursue approved graduate Certificate programs must apply for admission to such Certificate programs before one-half the required credits for their Certificate program are completed. Certificate programs do not qualify for Federal Financial Aid.

Students applying to a graduate Certificate program use the non-degree admit criteria, which requires a transcript showing a baccalaureate or more advanced degree in addition to the graduation application and fee. Substitutions and waivers are determined by the dean of the appropriate school or their designee.

Students must earn a cumulative 3.00 GPA in the Certificate courses to receive the Certificate. Graduate certificate students will not participate in the Edgewood College commencement ceremony.

Undergraduate or Post-baccalaureate students cannot earn a graduate Certificate, regardless of whether the requisite coursework has been completed. Only students in the graduate student classification are eligible to be granted a graduate Certificate.

Students applying to a graduate Certificate program use the non-degree admit criteria, which requires a transcript showing a baccalaureate or more advanced degree in addition to the graduation application and fee. Substitutions and waivers are determined by the Dean of the appropriate School or their designee. Students who take graduate-level courses as an undergraduate cannot later use those courses to receive a graduate Certificate. Students cannot receive more than one C in the program or they will be placed on probation. A student will be dismissed if he/she does not achieve a 3.0 in the next term following probation status.

Students must earn a cumulative 3.00 GPA in the Certificate courses to receive the Certificate. Graduate certificate students will not participate in the Edgewood College commencement ceremony.

PROFESSIONAL DEVELOPMENT

The ongoing professional development needs of educators, business persons and other professionals are long recognized by Edgewood College. We are devoted to supporting collaborative efforts that aim to meet lifelong learning requirements and personal goals.

Over the years, local school districts and other educational entities, organizations and community associations have established partnerships with Edgewood College to provide graduate-level credit opportunities for professional development courses. The College's professional development specialists work in coordination with educators to develop quality PD courses that are offered for Edgewood College graduate-level credits.

Contact Jennie Allen, Coordinator of Professional Development, at 608.663.4253 for additional information about this unique opportunity.

DEGREES AND MAJORS AWARDED

SCHOOL OF ARTS AND SCIENCES

ART

Bachelor of Arts in Art
Bachelor of Arts in Art and Design Teaching
Bachelor of Arts OR Science in Art Therapy
Bachelor of Arts in Graphic Design

BIOLOGICAL SCIENCES

Bachelor of Science in Biology
Bachelor of Science in Cytotechnology
Bachelor of Science in Environmental Science: Biology Concentration
Bachelor of Science in Environmental Science: Chemistry-Geoscience Concentration
Bachelor of Science in Medical Science: General Sonography Concentration
Bachelor of Science in Medical Science: Radiography Concentration
Bachelor of Science in Biology Teaching
Bachelor of Science in Biology Teaching with Environmental Science
Bachelor of Science in Broad Field Natural Science: Biology Concentration
Bachelor of Science in Broad Field Science Teaching: Life and Environmental Science including Biology and Environmental Studies

CHEMISTRY, GEOSCIENCE, AND PHYSICS

Bachelor of Science in Broad Field Natural Science: Chemistry Concentration
Bachelor of Science in Broad Field Natural Science: Physics Concentration
Bachelor of Science in Broad Field Natural Science: Civil Engineering Concentration
Bachelor of Science in Broad Field Natural Science: Geoscience Concentration
Bachelor of Science in Chemistry: Biochemistry Concentration
Bachelor of Science in Chemistry: Pre-Engineering Concentration
Bachelor of Science in Chemistry: Professional Concentration
Bachelor of Science in Chemistry: Renewable Energy Concentration
Bachelor of Science in Physics: Pre-Engineering Concentration
Bachelor of Science in Physics: Professional Concentration
Bachelor of Science in Physics: Electrical Engineering Concentration
Bachelor of Science in Physics: Renewable Energy Concentration
Bachelor of Science in Broad Field Science Teaching: Earth and Space Science
Bachelor of Science in Broad Field Science Teaching: Physical Science including Chemistry
Bachelor of Science in Broad Field Science Teaching: Physical Science including Physics
Bachelor of Science in Chemistry Teaching Major

COMMUNICATION STUDIES

Bachelor of Arts in Communication Studies: Communication and Social Influence Concentration
Bachelor of Arts in Communication Studies: Individually Planned Concentration
Bachelor of Arts in Communication Studies: Media and Message Concentration
Bachelor of Arts in Communication Studies: Organizational/Interpersonal Concentration

COMPUTING AND INFORMATION SCIENCE

Bachelor of Science in Business/Computer Information Systems
Bachelor of Science in Computer Information Systems
Bachelor of Science in Computer Science Teaching
Returning Adult Accelerated Degree Bachelor of Science in Business/Computer Information Systems
Returning Adult Accelerated Degree Bachelor of Science in Computer Information Systems

ENGLISH

Bachelor of Arts in English Teaching
Bachelor of Arts in English: Literature Concentration
Bachelor of Arts in English: Journalism Concentration
Bachelor of Arts in English Writing Concentration

FOREIGN LANGUAGE

Bachelor of Arts in French
Bachelor of Arts in French Teaching

Bachelor of Arts in Spanish
Bachelor of Arts in Spanish Teaching

HISTORY

Bachelor of Arts in History
Bachelor of Arts in Broad Field Social Studies: History Concentration
Bachelor of Arts in Broad Field Social Studies: History Concentration with Teaching Minor

INTERNATIONAL RELATIONS

Bachelor of Science OR Arts in International Relations

MATHEMATICS

Bachelor of Arts OR Science in Mathematics
Bachelor of Arts in Mathematics with Pre- Engineering Concentration
Bachelor of Arts in Mathematics Teaching

MUSIC

Bachelor of Arts in Music
Bachelor of Arts in Music Education: General Music Certification
Bachelor of Arts in Music Education: Choral Music Certification
Bachelor of Arts in Music Education: Instrumental Music Certification
Bachelor of Arts in Music Media and Production
Bachelor of Arts in Music Promotion and Industry
Bachelor of Arts in Pre-Music Therapy

PSYCHOLOGY

Bachelor of Science in Psychology
Bachelor of Science in Psychology: Clinical Counseling Concentration
Bachelor of Science in Psychology: Human Services Concentration
Bachelor of Science in Psychology: Substance Abuse Concentration

RELIGIOUS STUDIES

Bachelor of Arts in Religious Studies

SOCIAL SCIENCES

Bachelor of Science in Criminal Justice
Bachelor of Science in Criminal Justice: Human Services Concentration
Bachelor of Science in Economics: Quantitative Concentration
Bachelor of Science in Economics: Finance Concentration
Bachelor of Science in Economics: Political Economy Concentration
Bachelor of Science in Political Science: Comparative/Global Politics Concentration
Bachelor of Science in Political Science: American Politics Concentration
Bachelor of Science in Political Science: Law and Politics Concentration
Bachelor of Science in Sociology
Bachelor of Science in Sociology: Human Services Concentration
Bachelor of Science in Sociology: Criminology Concentration
Bachelor of Science in Sociology: Health and Society Concentration
Bachelor of Arts in Broad Field Social Studies: Economic Concentration
Bachelor of Arts in Broad Field Social Studies: Political Science Concentration
Bachelor of Arts in Broad Field Social Studies: Sociology/Anthropology Concentration

THEATRE ARTS

Bachelor of Arts in Theatre Arts with Theatre Studies Concentration
Bachelor of Arts in Theatre Arts with Theatre Design/Technology/Management Concentration
Bachelor of Arts in Theatre Arts with Performance Concentration
Bachelor of Arts in Theatre Arts with Theatre for Youth Concentration
Bachelor of Arts in Theatre Arts with Music Theatre Concentration
Bachelor of Arts in Theatre Arts Education

INTERDISCIPLINARY MAJORS

Bachelor of Arts OR Science in International Relations
Bachelor of Science in Neuroscience
Bachelor of Arts or Science in Web Design or Development

SCHOOL OF BUSINESS

Bachelor of Science in Accounting with Finance Concentration
Bachelor of Science in Accounting with Management Concentration
Bachelor of Science in Accounting with Marketing Concentration
Bachelor of Science in Business with Accounting Concentration
Bachelor of Science in Business with Finance Concentration
Bachelor of Science in Business with General Business Concentration
Bachelor of Science in Business with Management Concentration
Bachelor of Science in Business with Marketing Concentration
Bachelor of Science in Business/Computer Information Systems
Bachelor of Science in Business & Information Technology Teaching
Returning Adult Accelerated Degree Bachelor of Business Administration with Accounting Concentration
Returning Adult Accelerated Degree Bachelor of Business Administration with Management Concentration
Returning Adult Accelerated Degree Bachelor of Business Administration with Marketing Concentration
Returning Adult Accelerated Degree Bachelor of Science in Organizational Behavior & Leadership
Returning Adult Accelerated Degree Bachelor of Science in Business/Computer Information Systems
Master of Business Administration
Master of Science in Accountancy
Master of Business Administration/Master of Science in Accountancy Dual Degree
Master of Business Administration in Health Systems Leadership
Master of Science in Organizational Development

SCHOOL OF EDUCATION

Bachelor of Science in Early Childhood: Special Education
Bachelor of Science in Early Childhood: Special and Regular Education
Bachelor of Science in Early Childhood: Elementary Education with Early Childhood Minor
Bachelor of Science in Elementary Education
Bachelor of Arts in Art and Design Teaching
Bachelor of Arts in French and Spanish Teaching
Bachelor of Arts in Music Teaching
Bachelor of Arts in Theatre Arts Teaching
Bachelor of Science in Studies in Education
Bachelor of Science in Studies in Education: Child Life Concentration
Master of Arts in Education: Elementary Education Concentration
Master of Arts in Education: Secondary Education Concentration
Master of Arts in Education: Bilingual Education Concentration
Master of Arts in Education: Teaching English to Speakers of Other Languages (TESOL) Concentration
Master of Arts in Education: Special Education Concentration
Master of Arts in Education: Reading Administration Concentration
Master of Arts in Education: Educational Leadership Concentration
Master of Arts in Education: Sustainability Leadership Concentration
Master of Arts in Education: Professional Studies: General Professional Development
Master of Arts in Education: Professional Studies: Bilingual Education Concentration
Master of Arts in Education: Professional Studies: TESOL Concentration
Master of Arts in Education: Professional Studies: Special Education Concentration
Master of Science in Child Life
Doctor of Education in Educational Leadership: K-12 Education Administration Concentration
Doctor of Education in Educational Leadership: Higher Education Administration Concentration

SCHOOL OF INTEGRATIVE STUDIES

Bachelor of Arts OR Science in Ethnic Studies
Bachelor of Arts OR Science in Individualized Studies Major
Master of Arts in Social Innovation & Sustainability Leadership

HENRY PREDOLIN SCHOOL OF NURSING

Bachelor of Science in Nursing
12-Month Post-Baccalaureate Bachelor of Science in Nursing
Master of Science in Nursing: Administration Concentration
Master of Science in Nursing: Education Concentration

Master of Science in Marriage and Family Therapy

Doctor of Nursing Practice in Leadership

MINORS AWARDED

SCHOOL OF ARTS AND SCIENCES

ART

Art Minor
Art History Minor
Photography Minor
Graphic Design Minor
Web Design and Development Minor

BIOLOGICAL SCIENCES

Biology Minor
Biology Teaching Minor
Natural Science Teaching Minor
Science Education Minor

CHEMISTRY, GEOSCIENCE, AND PHYSICS

Chemistry Minor
Chemistry Teaching Minor
Earth Science Minor
Natural Science Teaching Minor
Physics Minor
Science Education Minor

COMMUNICATION STUDIES

Communication Studies Minor

COMPUTING AND INFORMATION SCIENCES

Computer Information Systems Minor
Computer Science Minor
Computer Science Teaching Minor
Returning Adult Accelerated Degree Computer Information Systems Minor

ENGLISH

English: Literature Minor
English: Writing Minor
English Teaching Minor

FOREIGN LANGUAGE

French Minor
French Teaching Minor
Spanish Minor
Spanish Teaching Minor

HISTORY

History Minor
History Teaching: Elementary Middle Education Minor
History Teaching: Middle/Secondary Education Minor

MATHEMATICS

Mathematics Minor
Mathematics Teaching Minor
Mathematics Teaching for Elementary/Middle School Minor

MUSIC

Music Minor

PHILOSOPHY

Philosophy Minor

PSYCHOLOGY

Psychology Minor

RELIGIOUS STUDIES

Religious Studies Minor

SOCIAL SCIENCE

Economics Minor

Political Science Minor

Social Studies Teaching Minor

Sociology Minor

Health and Society Minor

THEATRE ARTS

Theatre Arts Minor

Theatre Arts Education Minor

Film Studies Minor

INTERDISCIPLINARY STUDIES

Science Communication

Web Design and Development

SCHOOL OF BUSINESS

Accounting Minor

Business Minor

Returning Adult Accelerated Degree Accounting Minor

Returning Adult Accelerated Degree Business Minor

Returning Adult Accelerated Degree Organizational Behavior & Leadership Minor

SCHOOL OF EDUCATION

Secondary Education Minor

Teaching English Language Learners: ESL Minor

Teaching English Language Learners: ESL/Bilingual Minor

Special Education

SCHOOL OF INTEGRATIVE STUDIES

Ethnic Studies Minor

Environmental Studies Minor

Global Studies Minor

Individualized Studies Minor

Latin American Studies Minor

Women's and Gender Studies Minor

CERTIFICATES AWARDED

SCHOOL OF ARTS AND SCIENCES COMMUNICATION STUDIES

Public Relations Certificate

SCHOOL OF BUSINESS

Returning Adult Accelerated Degree Leadership Development Certificate

Returning Adult Accelerated Degree Performance Improvement Certificate

Returning Adult Accelerated Degree Organizational Development Certificate

Returning Adult Accelerated Degree Fundamentals of Accounting Post-Baccalaureate Certificate

Graduate Certificate in Accounting

Graduate Certificate in Health Systems Leadership

SCHOOL OF EDUCATION

Cutting Edge: Para Professional Educator Certificate

Cutting Edge: 21st Century Skills for Employment Certificate

SCHOOL OF INTEGRATIVE STUDIES

Graduate Certificate in Social Innovation & Sustainability Leadership

HENRY PREDOLIN SCHOOL OF NURSING

Graduate Certificate in Nursing Administration

Graduate Certificate in Nursing Education

**SCHOOL OF
ARTS & SCIENCES**

SCHOOL OF ARTS & SCIENCES

Home of the liberal arts, the School of Arts and Sciences contains fifteen departments offering a wide range of majors and minors in the arts, humanities, natural sciences and social sciences. We encourage students to investigate these programs in the pages that follow and on our websites (starting with <https://www.edgewood.edu/academics/schools/school-of-arts-and-sciences>) to see the kind of academic homes our departments can provide.

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

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

MISSION

Through the Liberal Arts – the heart of the Dominican intellectual tradition – the School of Arts and Sciences cultivates the search for truth, the appreciation of beauty, the commitment to community, the passion for justice, and the love of life. Our disciplines and programs are designed to assist students in developing their skills, exploring ways of knowing, understanding the world, and discovering their potential for rewarding lives of public service, personal fulfillment and professional development.

MAJORS

Art
 Art and Design Teaching
 Art Therapy
 Graphic Design
 Web Design & Development (See Interdisciplinary Majors/Minors)

MINORS

Art
 Art History
 Photography
 Graphic Design
 Web Design & Development (See Interdisciplinary Majors/Minors)

MISSION

The Edgewood College Art Department prepares students for careers, continued study, civic engagement, and lifelong practice in the visual arts. Through study of visual art and design, art education, art therapy, graphic design, web design, and histories, perspectives, and theories of art and visual culture, our students develop aesthetic awareness, technical skill, and the capacity for visual thinking. Our mission is to develop students' creativity and commitment to building a just and compassionate world in order to add value to their lives and their communities within and beyond the field of art.

ART MAJOR (BA PROGRAM)

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

Fifty-three credits, to include:

Required Courses:

ART 120	B	Video Art
ART 151	I	Digital Art and Design for Art Majors*
ART 200	B	Drawing I
ART 202		Two-Dimensional Design
ART 205		Painting I*
ART 214		Drawing II*
ART 216		Three Dimensional Design
ART 218		Ceramics I*
ART 316		Sculpture
ART 318		Ceramics II*
ART 464	3K	Art Seminar

**course has prerequisites*

Select Two:

ART 101	1A	Art Matters*
ART 126	AG	Art of the Western World
ART 254	AGX	Modern Art in Europe and the United States*
ART 264	ADU	Multicultural Art in the USA

**course has prerequisites*

Select One:

ART 250	AGU	Art of Africa, Oceania & the Americas
ART 252	AQX	History of Women Artists in Europe and North America*
ART 260	ADX	History of Art in North America*
ART 271	AG	History of Photography
ART 275	AQX	Graphic Design History*
ART 354	AX	Contemporary Art*
ART 362	ADX	Native American Art*
ART 364		Selected Topics in Art History
GS 370/371	2AG	London: Theatre and Art History*

*course has prerequisites

Select Three:

ART 102	B	Watercolor
ART 206		Relief Printmaking*
ART 207		Darkroom Photography I*
ART 208		Advanced Photography*
ART 209		Digital Photography*
ART 219		Lithography*
ART 245	B	I-Pad Sketchpad: Hands on Design
ART 289		Studio Workshop*
ART 290	BG	Papermaking
ART 292	B	Visual Narratives: Papermaking and Book Arts
ART 305		Painting II
ART 308		Etching*
ART 312		Figure Drawing
ART 330		Art Metals
ART 360		Digital Fine Art*
ART 405		Exploring Painting Media
ART 410		Figure and Landscape Painting*

*course has prerequisites

POLICIES

A student majoring in Art must complete a minimum of 12 credits in art courses at Edgewood College. All majors must fulfill the Senior Presentation and Critique requirement in order to obtain Art Department approval for graduation.

ART AND DESIGN TEACHING MAJOR (BA PROGRAM)

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

The major requires 89 credits not including completion of the Education Professional Requirements and the licensing sequence for Early Childhood-Adolescence: Regular Education (see EDUCATION), plus:

Required Courses:

ART 126	AG	Art of the Western World
ART 151	I	Digital Art and Design for Art Majors*
ART 200	B	Drawing I
ART 202		Two-Dimensional Design
ART 205		Painting I*
ART 214		Drawing II*
ART 216		Three Dimensional Design
ART 218		Ceramics I*
ART 316		Sculpture
ART 318		Ceramics II*
ART 464	3K	Art Seminar
ART 466		Methods of Teaching Art and Design, Early Childhood- Early Adolescence*
ART 468		Methods of Teaching Art and Design, Early Adolescence- Adolescence*

*course has prerequisites

Select One:

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

*course has prerequisites

Select Two:

ART 102	B	Watercolor
ART 120	B	Video Art
ART 206		Relief Printmaking*
ART 208		Advanced Photography*
ART 305		Painting II
ART 308		Etching*
ART 312		Figure Drawing
ART 330		Art Metals
ART 360		Digital Fine Art*
ART 405		Exploring Painting Media
ART 410		Figure and Landscape Painting*

*course has prerequisites

Select One:

ART 207 Darkroom Photography I*

ART 209 Digital Photography*

*course has prerequisites

POLICIES

An Art and Design Teaching Major must be taken through emergent progression transition to ART 466 and 468; progress through transition steps is recommended as early as possible. Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. All students completing teaching programs for licensing after August 31, 2004 must now meet new licensing and license-renewal rules applicable to their respective programs, including PRAXIS I/PRAXIS II testing and performance-based portfolio assessment.

A student majoring in Art and Design Teaching must complete a minimum of 12 credits in art courses at Edgewood College. All majors must fulfill the Senior Presentation and Critique requirement in order to obtain Art Department approval for graduation.

ART THERAPY MAJOR (BA or BS PROGRAM)

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

Sixty-three credits to include:

Required Courses:

ART 151	I OR	Digital Art and Design for Art Majors*
ART 152	I	Digital Art and Design for Non-Art Majors
ART 200	B	Drawing I
ART 202		Two-Dimensional Design
ART 205		Painting I*
ART 216		Three Dimensional Design
ART 218		Ceramics I*
ART 240	GU	Introduction to Art Therapy*
ART 293		Portfolio Foundations for Art Therapy*
ART 342	K	Adapted Art Media and Methods*
ART 345	DQ	Applications of Art Therapy in a Multicultural Context*
ART 462		Art Therapy Seminar I*
ART 465		Art Therapy Seminar II*
ART 492	3X	Art Therapy Internship*
PSY 101	J	General Psychology
PSY 340		Abnormal Psychology*
PSY 345		Lifespan Development*

*course has prerequisites

Select One:

ART 101	1A	Art Matters*
ART 126	AG	Art of the Western World
ART 250	AGU	Art of Africa, Oceania & the Americas
ART 252	AQX	History of Women Artists in Europe and North America*
ART 254	AGX	Modern Art in Europe and the United States*
ART 260	ADX	History of Art in North America*

ART 264	ADU	Multicultural Art in the USA
ART 354	AX	Contemporary Art*
ART 362	ADX	Native American Art*

**course has prerequisites*

Select One:

ART 346		Selected Topics in Art Therapy*
ART 392	2E	Community Art Practicum*

**course has prerequisites*

Select One:

ART 102	B	Watercolor
ART 120	B	Video Art
ART 206		Relief Printmaking*
ART 207		Darkroom Photography I*
ART 208		Advanced Photography*
ART 209		Digital Photography*
ART 214		Drawing II*
ART 217		Studio Portraiture*
ART 219		Lithography*
ART 289		Studio Workshop*
ART 290	BG	Papermaking
ART 292	B	Visual Narratives: Papermaking and Book Arts
ART 305		Painting II
ART 308		Etching*
ART 312		Figure Drawing
ART 316		Sculpture
ART 318		Ceramics II*
ART 360		Digital Fine Art*

**course has prerequisites*

Students must have 16 credits in Psychology (see required Psychology classes above). Select one course from the following list to complete the 16 credits of Psychology: Select one additional Psychology course from those listed below:

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

**course has prerequisites*

POLICIES

A student majoring in Art Therapy must have a minimum of 18 credits in studio art. A student majoring in Art Therapy must complete at least 12 credits in art and art therapy courses at Edgewood College. Art Therapy students must complete ART 240 *GU* with a minimum 3.0 or “B” grade and pass a background check in order to be eligible to declare the major. Art Therapy majors must have a 3.00 GPA in all required courses for the major in order to graduate with a major in Art therapy, and must fulfill the Senior Portfolio and Critique requirements in order to obtain Art Department approval for graduation.

GRAPHIC DESIGN MAJOR (BA PROGRAM)

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

Sixty-seven credits to include:

Required Courses:

ART 151	I	Digital Art and Design for Majors*
ART 200	B	Drawing I
ART 210		Graphic Design*
ART 220		Typography*
ART 275	AQX	Graphic Design History*
ART 310		Layout Design*
ART 320	KU	Video for Graphic Designers*
ART 360		Digital Fine Art*
ART 450		Design Concept Development
CS 176		Introduction to Web Design & Development
ART 470		Web Design I*
ART 475		Web Design II*
ART 480		Portfolio Development*
ART 495	3	Graphic Design Internship Seminar*

**course has prerequisites*

Select Two

ART 126	AG	Art of the Western World
ART 252	AQX	History of Women Artists in Europe and North America*
ART 254	AGX	Modern Art in Europe and the United States*
ART 264	ADU	Multicultural Art in the USA
ART 271	AG	History of Photography

**course has prerequisites*

Select One:

ART 102	B	Watercolor
ART 205		Painting I*

**course has prerequisites*

Select One:

ART 202	Two Dimensional Design
ART 216	Three Dimensional Design

Select One:

ART 207	Darkroom Photography I*
ART 209	Digital Photography*

**course has prerequisites*

Select One:

ART 214	Drawing II*
ART 312	Figure Drawing
ART 460	Motion Graphics*

**course has prerequisites*

POLICIES

A student majoring in Graphic Design must complete a minimum of 12 credits in art courses at Edgewood College. All Art Department courses must be completed with a minimum 2.0 or “C” grade. All majors must fulfill the Senior Presentation and Critique requirement in order to obtain Art Department approval or graduation.

ART MINOR

Twenty-eight credits to include:

Required Courses:

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

**course has prerequisites*

Select One:

ART 101	1A	Art Matters*
ART 126	AG	Art of the Western World
ART 254	AGX	Modern Art in Europe and the United States*
ART 264	ADU	Multicultural Art in the USA

**course has prerequisites*

Select Two:

ART 102	B	Watercolor
ART 120	B	Video Art
ART 151	I	Digital Art and Design for Art Majors*
ART 205		Painting I*
ART 206		Relief Printmaking*
ART 207		Darkroom Photography I*
ART 208		Advanced Photography*
ART 209		Digital Photography*
ART 245	B	I-Pad Sketchpad: Hands on Design

ART 305	Painting II
ART 308	Etching*
ART 312	Figure Drawing
ART 330	Art Metals
ART 360	Digital Fine Art*
ART 405	Exploring Painting Media
ART 410	Figure and Landscape Painting*

**course has prerequisites*

Select Two:

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

**course has prerequisites*

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

ART HISTORY MINOR

Twenty-two credits to include:

Required Courses:

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

Select Two:

ART 101	1A	Art Matters*
ART 126	AG	Art of the Western World
ART 254	AGX	Modern Art in Europe and the United States*

**course has prerequisites*

Select Two:

ART 250	AGU	Art of Africa, Oceania & the Americas
ART 252	AQX	History of Women Artists in Europe and North America*
ART 260	ADX	History of Art in North America*
ART 271	AG	History of Photography
ART 275	AQX	Graphic Design History*
ART 354	AX	Contemporary Art
ART 362	ADX	Native American Art*
ART 364		Selected Topics in Art History
GS 370/371	2AG	London: Theatre and Art History*

**course has prerequisites*

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

GRAPHIC DESIGN MINOR

Thirty-one credits to include:

Required Courses:

ART 151		Digital Art & Design: Majors
ART 200	B	Drawing I
ART 210		Graphic Design*
ART 220		Typography*
ART 275	AQX	History of Graphic Design*
ART 310		Layout Design*
ART 450		Design Concept Development*

**course has prerequisites*

Select One Studio Design Class:

ART 202		2D Design
ART 216		3D Design

**course has prerequisites*

Select One Pigment Mixing Class:

ART 102		Watercolor
ART 205		Painting I*

**course has prerequisites*

Select One Photography Class:

ART 207		Darkroom Photography
ART 209		Digital Photo

**course has prerequisites*

PHOTOGRAPHY MINOR

Twenty-one credits to include:

Required Courses:

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

**course has prerequisites*

Select One:

ART 120	B	Video Art
ART 360		Digital Fine Art*

**course has prerequisites*

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

BIOLOGICAL SCIENCES

MISSION

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

MAJORS

Biology
Broad Field Natural Science: Biology Concentration
Cytotechnology
Environmental Science: Biology Concentration
Environmental Science: Chemistry-Geoscience Concentration
Medical Science: General Sonography Concentration
Medical Science: Radiography Concentration
Neuroscience (See Interdisciplinary Majors/Minors)

MINORS

Biology
Science Communication (See Interdisciplinary Majors/Minors)

TEACHING MAJORS

Biology Teaching
Biology Teaching Major with Environmental Science
Broad Field Science Teaching Major: Life and Environmental Science including Biology and Environmental Studies

TEACHING MINORS

Biology Teaching Minor
Natural Science Teaching Minor
Science Education Teaching Minor

BIOLOGY MAJOR (BS PROGRAM)

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

Completion of the major includes participation in independent research. Each student will present his or her research project in Biology Seminar (BIO 480). Biology majors should consult with their advisors about this requirement at the time that the major is declared.

Students majoring in Biology should seek assistance in planning their program of study with an advisor in the department. Transfer students must take a minimum of 12 biology credits at Edgewood College for a major. Students with specific goals for careers or post-graduate study may be advised to take some courses at the University of Wisconsin-Madison through Edgewood College's Collaborative Program.

GPA Requirement: A student must maintain a cumulative grade point average of 2.5 or higher in ALL Biology courses used to fulfill the major requirements (courses listed on Degree Audit). Only Biology, Chemistry or Math courses in which the student receives a grade of CD or better will be accepted toward the major or the minor.

Students interested in a specific area of study please review the course recommendations section that is listed at the end of the Biological Sciences section.

BIOLOGICAL SCIENCES

Required Core Courses (15 credits):

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution*
BIO 152	S	General Biology: Cells and Molecules* OR
BIO 182	S	Honors General Biology: Cells and Molecules*
BIO 353		Organismal Biology*
BIO 401		Genetics*

**course has prerequisites*

Required Three Semester Research Sequence (6 credits)

BIO 251	IX	Introduction to Biology Research I*
BIO 252		Introduction to BIO Research II*+ OR
BIO 489		Field/laboratory Research*+
BIO 480	3K	Biology Seminar*

**course has prerequisites*

+Instructor Approval Required

Biology Electives (18 credits)

Biology majors must take at least 18 credits of electives. This must include one course from each of the following three areas of emphasis; the remainder of the 18 credits may be satisfied with any biology elective. In addition, at least two of the elective selections must be a 400 level course. "Special Topics" courses are occasionally offered (BIO 269, 369, 469); these may be considered by the department as fulfilling the requirement for one area of emphasis, and all 3-4 credits BIO 469 courses fulfill the 400-level requirement.

One of the following Cell and Molecular Biology courses:

BIO 201		Biotechnology
	V	AND concurrent enrollment in
BIO 203		Molecular Biotechnology
BIO 402		Cell and Molecular Biology*
BIO 406		Medical Microbiology*
BIO 408		Immunology*

**course has prerequisites*

One of the following Ecology and Evolution courses:

BIO 206	EV	Natural Communities of Wisconsin
BIO 250	EV	Introduction to Environmental Science
BIO 275	E	Dendrology: Trees and Shrubs of Wisconsin
BIO 333	E	Ecological History of Civilization*
BIO 430	S	Animal Behavior*
BIO 450	E	Ecology*

**course has prerequisites*

One of the following Organismal Biology courses:

BIO 208		Nutrition
BIO 210		Anatomy and Physiology I*
BIO 211		Anatomy and Physiology II*
BIO 220	V	Introduction to Human Biomechanics*

BIOLOGICAL SCIENCES

BIO 312	S	Microbiology*
BIO 410	K	Pathology*
BIO 412		OR Pathophysiology
BIO 415		Exercise Physiology*
BIO 425		Animal Physiology*

**course has prerequisites*

Other elective courses:

BIO 269		Special Topics in Biology
BIO 292		Biology Excursions*
BIO 369		Special Topics in Biology*
BIO 445	V	Bio-Psychology
BIO 479		Independent Study in Biology*
BIO 489		Field/Laboratory Research*

**course has prerequisites*

One of the following Chemistry sequences:

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

**course has prerequisites*

One of the following Mathematics courses:

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

**course has prerequisites*

BROAD FIELD NATURAL SCIENCE MAJOR: BIOLOGY CONCENTRATION (BS DEGREE)

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

POLICIES

Any natural science or mathematics course in which a student received a grade below “CD” will not be accepted toward the major. Transfer students must take a minimum of 12 natural science credits at Edgewood College. Students should consult with their academic advisor to learn the details of how you can satisfy your COR 3 requirement.

Required Courses:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution*
BIO 181	ESU	OR Honors General Biology: Ecology, Genetics and Evolution*
BIO 152	S	General Biology: Cells and Molecules*
BIO 182	S	OR Honors General Biology: Cells and Molecules*
CHEM 120	S	General Chemistry I*
CHEM 121	S	General Chemistry II*
GEOS 102	S	Introduction to Earth Science*

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GEOS 103	S	Oceans and Atmosphere*
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*course has prerequisites

One of the following sequences:

PHYS 130	S	General Physics I*
		AND
PHYS 131	S	General Physics II*
PHYS 201	SU	College Physics I*
		AND
PHYS 202	S	College Physics II*

*course has prerequisites

Mathematics requirement:

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

*course has prerequisites

Majors will need to take an additional 16 credits of Biology electives.

CYTOTECHNOLOGY MAJOR (BS DEGREE)

Three years of undergraduate academic study including completion of all General Education degree requirements and a minimum of 90 credits. The following science and math courses must be completed prior to the internship.

POLICIES

Transfer students must take a minimum of 8 biology credits at Edgewood College for a Cytotechnology major. A student must maintain a cumulative grade point average of 2.5 in all required courses. A required course in which the student receives a grade below “CD” will not be accepted toward the major. After showing satisfactory progress in the internship program, the student will be permitted to participate in the May commencement ceremony as an August graduate. When the 38-credit internship is successfully completed in August, the student will be granted a B.S. degree in Cytotechnology from Edgewood College and will be certified by the State Laboratory of Hygiene. The student will then be eligible to take the CT (ASCP) examination for national certification.

Biology Courses (30 credits):

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution*
		OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution*
BIO 152	S	General Biology: Cells and Molecules*
		OR
BIO 182	S	Honors General Biology: Cells and Molecules*
BIO 210		Anatomy and Physiology I*
BIO 211		Anatomy and Physiology II*
BIO 312	S	Microbiology*
BIO 401		Genetics*
BIO 402		Cell and Molecular Biology*
BIO 410	K	Pathology*
		OR
BIO 412		Pathophysiology
BIO 499		Biology Assessment*

*course has prerequisites

BIOLOGICAL SCIENCES

One of the following Chemistry sequences:

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

*course has prerequisites

One of the following Mathematics courses:

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

*course has prerequisites

This major also includes a one-year internship at State Laboratory of Hygiene, School of Cytotechnology, Madison, Wisconsin. During the internship, a student earns 38 credits. Students should consult with their academic advisor to learn the details of how they can satisfy the COR 3 requirement.

ENVIRONMENTAL SCIENCE MAJOR (BS DEGREE)

Requirements for the Environmental Science major include 11 core credits and at least 45 additional credits in the Biology Concentration or at least 43 additional credits in the Geoscience-Chemistry Concentration.

POLICIES

Students majoring in Environmental Science should seek assistance in planning their program of study with an advisor in the department.

Transfer students must take a minimum of 12 biology credits (for Biology Concentration) or 12 geoscience/chemistry credits (for Geoscience-Chemistry Concentration) at Edgewood College.

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

Biology Concentration students must maintain a cumulative grade point average of 2.5 or higher in ALL Biology courses used to fulfill the major requirements (courses listed on Degree Audit). Only Biology, Chemistry, Geoscience or Math courses in which the student receives a grade of CD or better will be accepted toward the major.

Geoscience-Chemistry Concentration students must maintain a cumulative grade point average of 2.5 or higher in ALL Geoscience and Chemistry courses used to fulfill the major requirements (courses listed on Degree Audit). Only Biology, Chemistry, Geoscience, or Math courses in which the student receives a grade of CD or better will be accepted toward the major.

Completion of the Biology Concentration includes participation in independent research. Each Biology Concentration student will present his/her research project in the Biology Seminar (BIO 480). Biology concentration students should consult with their advisor about this requirement at the time that the major is declared.

CORE COURSES FOR THE MAJOR

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution*
GEOS 206/ENVS 216	EV	Environmental Geology
BIO 250/ENVS 250	EV	Introduction to Environmental Science

*course has prerequisites

BIOLOGY CONCENTRATION

Concentration totals: minimum of 56 credits (including major core (11), requirements for concentration (11), electives (18), research sequence (6-7), Chemistry (8), and Math (2-4).

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BIO 152	S	General Biology: Cells and Molecules*
		OR
BIO 182	S	Honors General Biology: Cells and Molecules*
BIO 401		Genetics *
BIO 450	E	Ecology*

**course has prerequisites*

Required 3-semester research sequence for Biology Concentration

BIO 251	IX	Introduction to Biology Research 1*+
BIO 252		Introduction to BIO Research II*+
		OR
BIO 489		Field/laboratory Research*+
BIO 480	3K	Biology Seminar*

**course has prerequisites*

+ *Instructor approval required*

One of the following courses sets:

CHEM 106	S	Chemistry in Context*
		AND
CHEM 115	S	Chemistry of Energy & Society*
CHEM 120	S	General Chemistry I*
		AND
CHEM 121	S	General Chemistry II*

**course has prerequisites*

One of the following Mathematics courses:

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

**course has prerequisites*

18 Electives (including 8 Biology credits) and at least one of the following Biology with Lab courses:

BIO 353		Organismal Biology*
BIO 312	S	Microbiology*

**course has prerequisites*

The remainder of elective credits to be selected from:

BIO 204		Field Biology
BIO 206	EV	Natural Communities of Wisconsin
BIO 275	E	Dendrology: Trees & Shrubs of Wisconsin
BIO 292		Biology Excursions*
BIO 333	E	Ecological History of Civilization*
BIO 351		Organismal Botany*
BIO 352		Organismal Zoology*
BIO 369A	2EG	Special Topics: Galapagos*
BIO 425		Animal Physiology
BIO 430		Animal Behavior*
BIO 479		Independent Study in Biology*
BIO 489		Field/Laboratory Research*

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CHEM 200	2E	Green and Sustainable Chemistry*
GEOS 102	S	Introduction to Earth Science*
GEOS 103	S	Oceans & Atmosphere*
GEOS 203	S	Historical Geology*
GEOG 265	E	Environmental Conservation
GEOG 266		Mapping Wisconsin
GEOS 292		Geoscience Excursions*
GEOS 301	S	Weather and Climate*
GEOS 469		Special Topics in Geoscience

*course has prerequisites

GEOSCIENCE-CHEMISTRY CONCENTRATION

Concentration totals: at least 54 credits (including major core (11), concentration (27-29), electives (14), and Math (2-4).

CHEM 120	S	General Chemistry I*
CHEM 121	S	General Chemistry II*
CHEM 115	S	Chemistry of Energy & Society*
CHEM 200	2E	Green and Sustainable Chemistry*
CHEM 351	U	Analytical Chemistry*
CHEM 480	K	Chemistry Seminar*
GEOS 102	S	Introduction to Earth Science*
GEOS 203	S	Historical Geology*
GEOS 301	S	Weather and Climate*

*course has prerequisites

One of the following Mathematics courses:

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

*course has prerequisites

14 elective credits, to include at least two 300+ level courses in Chemistry (CHEM prefix) or Geoscience (GEOS prefix)

BIO 152	S	General Biology: Cells and Molecules* OR
BIO 182	S	Honors General Biology: Cells and Molecules*
BIO 204		Field Biology
BIO 206	EV	Natural Communities of Wisconsin
BIO 275	E	Dendrology: Trees and Shrubs of Wisconsin
BIO 292		Biology Excursions*
BIO 353		Organismal Biology*
BIO 312	S	Microbiology*
BIO 333	E	Ecological History of Civilization *
BIO 401		Genetics*
BIO 425		Animal Physiology*
BIO 430	S	Animal Behavior*
CHEM 200	2E	Green and Sustainable Chemistry*
CHEM 471		Inorganic Chemistry II*

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GEOS 103	S	Oceans & Atmosphere*
GEOG 265	E	Environmental Conservation
GEOG 266		Mapping Wisconsin
GEOS 292		Geoscience Excursions*
GEOS 379/479		Independent Study in Geoscience*
GEOS 469		Special Topics in Geoscience*

*course has prerequisites

MEDICAL SCIENCE MAJOR (BS DEGREE)

Requirements for a Medical Science Major are as follows:

POLICIES FOR MEDICAL SCIENCE MAJORS

The Medical Science major includes up to three years of undergraduate academic study including completion of the General Education degree requirements. Transfer students must take a minimum of 8 biology credits at Edgewood College for a Medical Science major.

This major requires a 2-full year internship (including summers) at the University of Wisconsin Hospitals and Clinics, UWHC. Students can select either the sonography or radiography concentration. The number of credits earned during the internship depends on the concentration selected. For the sonography concentration, a student earns 72 credits and for the radiography concentration, a student earns 66 credits.

After showing satisfactory progress in both years of the internship program, students will be permitted to participate in the May commencement ceremony as an August graduate. Upon completion of the clinical coursework in the August of the second year of the internship, the students will be granted a B.S. degree in Medical Science with one of the two concentrations listed below from Edgewood College. The student will then be eligible to take the examination for national certification.

The UWHC is a very competitive program with excellent certification and employment success and this curriculum has been designed to specifically improve Edgewood College students' likelihood of acceptance. Interested students should seek advice from their major advisor as to how to improve their chances of admission to the UWHC program. The students will interview around the time of spring break in their junior year, and if accepted, they will continue onto the University of Wisconsin's Hospital and Clinics (UWHC) for their final two years. If the students are not accepted into the program, the students can choose to focus on their research requirement for the Biology major, and complete BIO 252. The students who become Biology majors will have enough time to complete the remaining required courses for the Biology Major (BIO 353, 401, 250, 480 and another 400 level BIO course) in their fourth year at Edgewood College.

Students apply to the School of Diagnostic Medical Sonography or the School of Radiologic Technology for their internship in the Fall semester of their junior year. Applications are due by December 1st for interns beginning in the following Fall semester, along with a \$50 application fee to UWHC. Students should contact their advisors for more information.

REQUIREMENTS

Students are required to shadow a sonographer or radiographer 4-8 hours prior to application to UWHC in the Fall semester of your Junior year. Please talk to your major advisor to request a shadowing experience through UWHC. Students are encouraged to shadow general sonography, echocardiography, and radiography to make an informed decision and to facilitate a clear understanding of the differences between fields.

CPR certification through the American Heart Association's Health-Care Provider CPR course is required prior to acceptance in the UWHC program and enhances the student's application if the student has this experience prior to the student's application to UWHC.

SONOGRAPHY CONCENTRATION: POLICIES

Students are required to have an overall GPA of 3.0 on a 4 point scale for all pre-clinical coursework for the Sonography concentration. In addition, a minimum of "C" grades must be earned in each prerequisite course which includes all courses listed above except for courses listed as "COR" or "Gen Ed."

Students that choose the sonography concentration can elect to be trained in general sonography or echocardiography during their UWHC internship. Students must select general sonography or echocardiography when they receive their letter of acceptance from UWHC.

BIOLOGICAL SCIENCES

Practical experience in patient care is required prior to acceptance to the UWHC program and significantly enhances the student's application if they have this experience prior to their application to UWHC in the Fall semester of their junior year. Experience caring for the sick is beneficial in that it prepares the student for clinical practice and such experience can be obtained through employment (general or through CNA certification) or volunteer activities in nursing homes, hospitals, clinics including urgent care, trauma centers and imaging centers. The UWHC requires a minimum of 100 hours of clinical practice experience.

Students are required to have completed their Certified Nursing Assistant certification (CNA) prior to starting their coursework at the UWHC. Students are recommended to complete their CNA certification in the Freshman year so that they can use this certification to work in summers as CNAs in order to gain clinical practice experience which counts toward the 100 required hours.

RADIOGRAPHY CONCENTRATION: POLICIES

Students are required to have an overall GPA of 2.5 on a 4 point scale for all pre-clinical coursework for the radiography concentration. In addition, a minimum of "C" grades must be earned in each prerequisite course which includes all courses listed above except for courses listed as "COR" or "Gen Ed."

Practical experience in patient care is strongly encouraged prior to acceptance to the UWHC program. Completion of Certified Nursing Assistant certification (CNA) and 100 hours of patient care significantly enhances the student's application if they have this experience prior to their application to UWHC in the Fall semester of their junior year. Experience caring for the sick is beneficial in that it prepares the student for clinical practice and such experience can be obtained through employment (general or through Certified Nursing Assistant (CNA certification) or volunteer activities in nursing homes, hospitals, clinics, including urgent care, trauma centers and imaging centers.

PREREQUISITE OF THE MEDICAL SCIENCE MAJOR

All of the prerequisite math and science courses listed below must be completed within the last five years before students begin the clinical internship at the University of Wisconsin Hospitals and Clinics (UWHC). The following science and math courses must be completed prior to the clinical internship at UWHC.

BIO 202		Medical Terminology*
BIO 210		Anatomy and Physiology I*
BIO 211		Anatomy and Physiology II *
BIO 251	IX	Introduction to Biology Research I *
BIO 410	K	Pathology*
BIO 499		Biology Assessment*
CHEM 400	3	Ethics & Responsibility in Scientific Research
PHYS 130	S	General Physics I *
PHYS 131	S	General Physics II*
PSY 101	J	General Psychology
PSY 345		Lifespan Development*

**course has prerequisites*

One of the following Biology Options:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution* AND
BIO 152	S	General Biology: Cells and Molecules*
BIO 155	SU	Human Cell Biology and Genetics*
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution* AND
BIO 182	S	Honors General Biology: Cells and Molecules*

**course has prerequisites*

One of the following Chemistry sequences:

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

**course has prerequisites*

BIOLOGICAL SCIENCES

One of the following Mathematics courses:

MATH 114A	M	Precalculus A: College Algebra*
MATH 114B		Precalculus B: Trigonometry* or a B grade or higher in high school trigonometry

**course has prerequisites*

One of the following Medical Law courses:

PHIL 442	P	Health Care Ethics*
RS 442	RU	Moral Responsibility and the Ethics of Health*

**course has prerequisites*

BIOLOGY TEACHING MAJOR (BS DEGREE)

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

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

Biology Teaching majors seeking Wisconsin certification will be required to pass PRAXIS II Exam 10435 to be eligible for certification. It is recommended that Biology Teaching majors complete the Natural Science Teaching minor to strengthen their understanding of physics and the geosciences as defined in the "WDPI Content Guidelines for Life and Environmental Science Including Biology and Environmental Studies" and prepare for their WDPI content exam.

Thirty-six required Biology credits to include the following required core courses:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution*
BIO 152	S	General Biology: Cells and Molecules* OR
BIO 182	S	Honors: General Biology: Cells and Molecules*
BIO 251	IX	Introduction to Biology Research I*
BIO 353		Organismal Biology*
BIO 401		Genetics*
BIO 480	3K	Biology Seminar*

**course has prerequisites*

A minimum of two credits from the following:

BIO 206	EV	Natural Communities in Wisconsin
BIO 250	EV	Introduction to Environmental Science
BIO 430	S	Animal Behavior*
BIO 450	E	Ecology*

**course has prerequisites*

A minimum of two credits from the following:

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

**course has prerequisites*

Additional credits from the following:

BIOLOGICAL SCIENCES

BIO 201	V	Biotechnology
BIO 203		Molecular Biotechnology
BIO 206	EV	Natural Communities of Wisconsin
BIO 208		Nutrition
BIO 210		Anatomy and Physiology I*
BIO 211		Anatomy and Physiology II*
BIO 275	E	Dendrology: Trees and Shrubs of Wisconsin
BIO 292		Biology Excursions*
BIO 312	S	Microbiology*
BIO 402		Cell and Molecular Biology*
BIO 406		Medical Microbiology*
BIO 408		Immunology*
BIO 410	K	Pathology* OR
BIO 412		Pathophysiology
BIO 425	S	Animal Physiology*
BIO 445	V	Biological Psychology*
BIO 450	E	Ecology*
BIO 469		Special Topics in Biology*
BIO 479		Independent Study in Biology*
BIO 489		Field/Laboratory Research*
BIO 499		Biology Assessment*

*course has prerequisites

Additional Requirements:

ENVS 216/GEOS 206	EV	Environmental Geology OR
GEOS 102	S	Introduction to Earth Science *
PHYS 130	S	General Physics I* OR
PHYS 201	SU	College Physics I*

*course has prerequisites

A two semester sequence of Chemistry:

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

*course has prerequisites

One Mathematics course from the following:

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

*course has prerequisites

BIOLOGICAL SCIENCES

One semester of the methods of teaching science and accompanying practicum:

NATS 459 Teaching Science in Middle/Secondary Schools*

NATS 250 PV History and Philosophy of Science*

**course has prerequisites Students must be fully admitted to the teacher education program and have completed their science coursework before enrolling in NATS 459*

Students will also complete the WDPI content exam, PRAXIS Exam 10435, with a passing score.

BIOLOGY TEACHING MAJOR WITH ENVIRONMENTAL SCIENCE (BS DEGREE)

This major is designed for individuals who wish to be certified to teach Biology and/or Environmental Science at the secondary level (WDPI category Adolescence through Adolescence, Ages 10-21; WDPI license 605 and 615). This major requires completion of the requirements listed below; the Education Professional Requirements and the licensing requirements for teacher education (see EDUCATION).

Biology Teaching Majors with Environmental Science seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. It is recommended that Biology Teaching majors with Environmental Science complete the Natural Science Teaching Minor to build their understanding of Physics as defined in the “WDPI Content Guidelines for Life and Environmental Science including Biology and Environmental Studies” and prepare for the WDPI content exam.

Thirty-five required Biology credits to include the following required core courses:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution*
BIO 152	S	General Biology: Cells and Molecules* OR
BIO 182	S	Honors General Biology: Cells and Molecules*
BIO 206	EV	Natural Communities of Wisconsin
BIO 250	EV	Introduction to Environmental Science
BIO 353		Organismal Biology*
BIO 401		Genetics*
BIO 430	S	Animal Behavior*
BIO 450	E	Ecology*
BIO 480	3K	Biology Seminar*

**course has prerequisites*

A minimum of two credits from the following:

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

**course has prerequisites*

Additional Requirements:

PHYS 130	S	General Physics I* OR
PHYS 201	SU	College Physics I*

**course has prerequisites*

BIOLOGICAL SCIENCES

A two semester sequence of Chemistry:

CHEM 110& 111	S	Introductory Chemistry & Introductory Organic Chemistry and Biochemistry*
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OR

CHEM 120 & 121	S	General Chemistry I & General Chemistry II*
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**course has prerequisites*

One Mathematics course from the following:

MATH 114A	M	Precalculus A: College Algebra*
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MATH 231	M	Calculus I*
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MATH 232	M	Calculus II*
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MATH 233	M	Calculus III*
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**course has prerequisites*

Seven credits of required Social Science courses:

GEOG 265	E	Environmental Conservation
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PHIL 110	EPU	Environmental Ethics*
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PS 351		Selected Issues in Public Policy
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PS 352	EJ	Environmental Politics
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Seven credits of required Geoscience courses:

ENVS 216/GEOS 206	EV	Environmental Geology
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GEOS 102	S	Introduction to Earth Science*
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BIO 499		Biology Assessment (0 cr.)*
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**course has prerequisites*

One semester of the methods of teaching science and accompanying practicum:

NATS 459		Teaching Science in Middle/Secondary Schools*
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NATS 250	PV	History and Philosophy of Science*
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**course has prerequisites*

Students must be fully admitted to the teacher education program and have completed their science coursework before enrolling in NATS 459.

Students will also complete the WDPI content exam, PRAXIS Exam 10435, with a passing score.

BROAD FIELD SCIENCE TEACHING MAJOR: LIFE AND ENVIRONMENTAL SCIENCE INCLUDING BIOLOGY AND ENVIRONMENTAL SCIENCE (BS DEGREE)

This major is designed for individuals seeking certification to teach general science, Biology and/or Environmental Science at the Early Adolescence through Adolescence level (Ages 10-21; grades 7-12; WDPI licenses 601, 605, 606 and 615). This major requires completion of the requirements listed below, the Education Professional Requirements and the licensing requirements for teach education (see EDUCATION).

Broad Field Science Teaching majors with Life and Environmental Science Including Biology and Environmental Studies seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be legible for certification. This major aligns with “WDPI Content Guidelines for Life and Environmental Science Including Biology and Environmental Studies.”

BIOLOGICAL SCIENCES

Fifty-eight required Biology credits to include the following required core courses:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution*
BIO 152	S	General Biology: Cells and Molecules* OR
BIO 182	S	Honors: General Biology: Cells and Molecules*
BIO 250	EV	Introduction to Environmental Science
BIO 312	S	Microbiology*
BIO 353		Organismal Biology*
BIO 401		Genetics*
BIO 450	E	Ecology*
BIO 489		Field/Laboratory Research*
CHEM 120	S	General Chemistry I*
CHEM 121	S	General Chemistry II*
GEOS 102	S	Introduction to Earth Science*
GEOS 103	S	Oceans and Atmosphere*
NATS 250	PV	History & Philosophy of Science*
PHYS 130 & 131	S	General Physics I & General Physics II* OR
PHYS 201	SU	College Physics I * AND
PHYS 202	S	College Physics II*

**course has prerequisites*

At least six credits in Mathematics, including:

MATH 121	M	Statistics*
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**course has prerequisites*

One Mathematics course from the following:

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

**course has prerequisites*

One of the following Social Science courses:

GEOG 265	E	Environmental Conservation
PS 351		Selected Issues in Public Policy
PS 352	EJ	Environmental Politics

One semester of the methods of teaching science and accompanying practicum:

NATS 459		Teaching Science in Middle/Secondary Schools*
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Students must be fully admitted to the teacher education program and have completed their science coursework before enrolling in NATS 459.

Students will also complete the WDPI content exam, PRAXIS Exam 10435, with a passing score.

BIOLOGICAL SCIENCES

BIOLOGY MINOR

POLICIES

Students minoring in Biology should seek assistance in planning their program of study with an advisor in the department. Transfer students must take a minimum of 8 biology credits at Edgewood College for a minor. Students with specific goals for careers or post-graduate study may be advised to take some courses at the University of Wisconsin-Madison through Edgewood College's Collaborative Program.

A student must maintain a cumulative grade point average of 2.5 or higher in ALL Biology courses used to fulfill the minor requirements (courses listed on Degree Audit). Only Biology, Chemistry or Math courses in which the student receives a grade of CD or better will be accepted toward the minor.

Twenty-one credits to include:

Biology Core Courses (11 credits):

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution*
BIO 152	S	General Biology: Cells and Molecules* OR
BIO 182	S	Honors General Biology: Cells and Molecules*
BIO 401		Genetics*

**course has prerequisites*

One of the following courses (4 credits):

BIO 353		Organismal Biology*
BIO 312	S	Microbiology*

**course has prerequisites*

Elective courses (6 credits)

Students should select six elective credits from the Cell and Molecular Biology, Ecology and Evolution and/or Organismal Biology areas of emphasis as outlined for the Biology Major

BIOLOGY TEACHING MINOR

This minor is designed for individuals who wish to be certified to teach Biology at the secondary level (WDPI category Early Adolescence through Adolescence, Ages 10-21; WDPI license 605). The minor requires completion of the requirements listed below and the Education Professional Requirements and the licensing requirements for teacher education (see EDUCATION).

A teaching minor in Biology must be combined with a Chemistry or Broad Field Science major for licensure to teach science in grades 6, 7, 8 and general science in grade 9 if the applicant holds middle or middle/secondary science licenses. Biology teaching minors seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to eligible for certification.

Twenty-five credits in biology to include:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution*
BIO 152	S	General Biology: Cells and Molecules* OR
BIO 182	S	Honors: General Biology: Cells and Molecules*
BIO 312	S	Microbiology*
BIO 353		Organismal Biology*
BIO 401		Genetics*

**course has prerequisites*

BIOLOGICAL SCIENCES

One semester of the methods of teaching science and accompanying practicum:

NATS 459 S Teaching Science in Middle/Secondary Schools*
Students will also complete the WDPI content exam, PRAXIS Exam 10435, with a passing score.

NATURAL SCIENCE TEACHING MINOR

This minor is designed for individuals seeking certification at the Early Adolescence through Adolescence level (Ages 10-21; Grades 7-12; PI 34.29). The minor is designed to supplement a Biology or Chemistry Teaching Major to meet the PI 34 breath requirement. It may also be useful in preparing for the PRAXIS Exam 10435, which must be passed by all students seeking licensure to be eligible for certification.

The minor is comprised of at least thirty-nine credits in natural science:

A minimum of 8 credits in Biology:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution*
BIO 152	S	General Biology: Cells and Molecules* OR
BIO 182	S	Honors General Biology: Cells and Molecules*

One Chemistry sequence:

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

**course has prerequisites*

A minimum of 8 credits in Geoscience:

GEOS 102	S	Introduction to Earth Science *
GEOS 103	S	Oceans and Atmosphere*
GEOS 301	S	Weather and Climate*

**course has prerequisites*

A minimum of 8 credits in Physics:

PHYS 130	S	General Physics I* AND
PHYS 131	S	General Physics II* OR
PHYS 201	SU	College Physics I* AND
PHYS 202	S	College Physics II*
PHYS 250	V	Survey of Astronomy*

**course has prerequisites*

One course in Environmental Science:

BIO 250	EV	Introduction to Environmental Science
ENVS 216/GEOS 206	EV	Environmental Geology

One course in Natural Science:

NATS 250	PV	History and Philosophy of Science*
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**course has prerequisites*

BIOLOGICAL SCIENCES

One semester of the methods of teaching science and accompanying practicum:

NATS 459 Teaching Science in Middle/Secondary Schools

Students must be fully admitted to the teacher education program and have completed their science coursework before enrolling in NATS 459.

Students will also complete the WDPI content exam, PRAXIS Exam 10435, with a passing score. Any course in which a student receives a grade below “CD” will not be accepted toward the minor. Transfer students must take a minimum of 8 natural science credits at Edgewood College for a minor.

SCIENCE EDUCATION MINOR

The Science Education minor is designed to provide the interdisciplinary science background required to teach science topics at the Early Childhood through Middle Childhood level (Birth to 8 years, PI 34.27) and Middle Childhood through Early Adolescence level (ages 6-13; PI 34.28). Coursework includes biological earth, space, and physical science. This minor is intended to provide content knowledge that will support the teaching of elementary science with an interdisciplinary perspective and an integrated approach. PRAXIS II Exam 10014 must be passed for Early Childhood through Middle Childhood certification. PRAXIS II Exam 20146 must be passed for Middle Childhood through Early Adolescence certification.

Required Courses:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution*
GEOS 102	S	Introduction to Earth Science*
NATS 104	S	Introduction to Natural Science for Elementary Education I*
NATS 105	ES	Introduction to Natural Science for Elementary Education II*

**course has prerequisites*

One of the following physical sciences courses:

CHEM 110	S	Introductory Chemistry*
CHEM 120	S	General Chemistry I*
PHYS 130	S	General Physics I*
PHYS 201	SU	College Physics I*

**course has prerequisites*

Three credits in Environmental Studies:

BIO 250	EV	Introduction to Environmental Science
ENVS 216/GEOS 206	EV	Environmental Geology

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

ED 427A	Methods: Science & Environmental Education I*
ED 427B	Methods: Science & Environmental Education II*

**course has prerequisites*

Any course in which a student receives a grade below “CD” will not be accepted toward the minor. Transfer students must take a minimum of 8 natural science credits at Edgewood College for a minor.

CHEMISTRY, GEOSCIENCE & PHYSICS

MISSION

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

MAJORS

Broad Field Natural Science: Chemistry Concentration
Broad Field Natural Science: Civil Engineering Concentration
Broad Field Natural Science: Geoscience Concentration
Broad Field Natural Science: Physics Concentration
Chemistry: Professional Concentration
Chemistry: Biochemistry Concentration
Chemistry: Pre-Engineering Concentration
Chemistry: Renewable Energy Concentration
Chemistry: Liberal Arts Emphasis
Physics: Pre-Engineering Concentration
Physics: Professional Concentration
Physics: Electrical Engineering Concentration
Physics: Renewable Energy Concentration

MINORS

Chemistry
Earth Science
Physics
Science Communication (See Interdisciplinary Majors/Minors)

TEACHING MAJORS

Broad Field Science Teaching Major: Earth and Space Science
Broad Field Science Teaching Major: Physical Science including Chemistry
Broad Field Science Teaching Major: Physical Science including Physics
Chemistry Teaching Major

TEACHING MINORS

Chemistry Teaching
Natural Science Teaching
Science Education Minor

BROAD FIELD NATURAL SCIENCE (BS PROGRAM)

An interdisciplinary major in the natural sciences requiring 52 credits.

Required courses for the major

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution (4 cr.)* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution (4 cr.)*
BIO 152	S	General Biology: Cells and Molecules (4 cr.)* OR
BIO 182	S	Honors General Biology: Cells and Molecules (4 cr.)*
CHEM 120	S	General Chemistry I (4 cr.)* AND
CHEM 121	S	General Chemistry II (4 cr.)*

CHEMISTRY, GEOSCIENCE & PHYSICS

GEOS 102	S	Introduction to Earth Science (4 cr.)* AND
GEOS 103	S	Oceans and Atmosphere (4 cr.)*

**course has prerequisites*

One of the following Physics sequences:

PHYS 130	S	General Physics I (4 cr.)* AND
PHYS 131	S	General Physics II (4 cr.)*
PHYS 201	SU	College Physics I (4 cr.)* AND
PHYS 202	S	College Physics II (4 cr.)*

**course has prerequisites*

CHEMISTRY CONCENTRATION

Students must also take an additional 16 credits with a CHEM prefix or PHYS 360 or PHYS 361.

One of the following Mathematics courses:

MATH 114A	M	Precalculus A: College Algebra (3 cr.)*
MATH 114B		Precalculus B: Trigonometry (2 cr.)*
MATH 231	M	Calculus I (4 cr.) (or a higher level Mathematics course)*

**course has prerequisites*

CIVIL ENGINEERING EMPHASIS (BS PROGRAM)

Additional required courses:

GEOS 206	E	Environmental Geology (3 cr.)*
PHYS 350	I	Scientific Computing (3 cr.)*

**course has prerequisites*

24 additional credits in Civil Engineering from Madison College

The following Math course:

MATH 231	M	Calculus I (4 cr.)*
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**course has prerequisites*

GEOSCIENCE CONCENTRATION

Students must also take an additional 16 credits with a GEOS prefix or PHYS 250 or NATS 260.

One of the following Mathematics courses:

MATH 114A	M	Precalculus A: College Algebra (3 cr.)*
MATH 114B		Precalculus B: Trigonometry (2 cr.)*
MATH 231	M	Calculus I (4 cr.) (or a higher level Mathematics course)*

**course has prerequisites*

PHYSICS CONCENTRATION

Required course:

PHYS 360	X	Relativity & Quantum Mechanics (4 cr.)*
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**course has prerequisites*

CHEMISTRY, GEOSCIENCE & PHYSICS

Students must also take an additional 12 credits with a PHYS prefix or CHEM 360, CHEM 361, NATS 260 or BIO 220.

The following Mathematics courses:

MATH 231	M	Calculus I (4 cr.)*
MATH 232	M	Calculus II (4 cr.)*

**course has prerequisites*

MAJOR POLICIES

A student must maintain a cumulative grade point average of at least 2.0 in all courses taken to fulfill the major and concentration requirements. Any natural science or mathematics course in which the student received a grade below “CD” will not be accepted toward the major. Transfer students must take a minimum of 12 natural science credits that have either a BIO, CHEM, GEOS, NATS or PHYS prefix at Edgewood College. Students should consult with their advisor to learn the details about how to satisfy the COR 3 requirement.

Students must choose from either the Professional, Biochemistry, Pre-Engineering, Renewable Energy or Liberal Arts Concentrations.

CHEMISTRY MAJOR (BS PROGRAM)

Core courses for the major:

CHEM 120	S	General Chemistry I (4 cr.)*
CHEM 121	S	General Chemistry II (4 cr.)*
CHEM 321		Organic Chemistry I (4 cr.)*
CHEM 323		Organic Chemistry II (4 cr.)*
CHEM 351	U	Analytical Chemistry (4 cr.)*
CHEM 371		Inorganic Chemistry I (2 cr.)*

**course has prerequisites*

Students must choose from either the Professional, Biochemistry, Pre-Engineering, or Renewable Energy concentrations or the Liberal Arts emphasis.

PROFESSIONAL CONCENTRATION (BS PROGRAM)

This concentration is designed to prepare students for graduate school or work in an industrial or governmental laboratory. Careful consultation with an advisor is recommended. A minimum of 40 credits in chemistry, including the core courses of the major, plus:

Courses required for the concentration:

CHEM 361		Thermodynamics & Kinetics (3 cr.)*
CHEM 471		Inorganic Chemistry II (2 cr.)*
CHEM 480	K	Chemistry Seminar (1 cr.)*
CHEM 489		Chemistry Research (3 cr.)*

**course has prerequisites*

Nine credits from the following:

CHEM 340		Biochemistry (3 cr.)*
CHEM 360	X	Relativity & Quantum Mechanics (4 cr.)*
CHEM 370		Integrated Laboratory (2 cr.)*
CHEM 400	3	Ethics and Responsibility in Scientific Research (1 cr.)
CHEM 420		Advanced Biochemistry (4 cr.)*
CHEM 431	X	Advanced Organic Chemistry (3 cr.)*

**course has prerequisites*

CHEMISTRY, GEOSCIENCE & PHYSICS

The following Mathematics courses:

Math 231	M	Calculus I (4 cr.)*
MATH 232	M	Calculus II (4 cr.)*

**course has prerequisites*

The following Physics courses:

PHYS 201	SU	College Physics I (4 cr.)*
PHYS 202	S	College Physics II (4 cr.)*

**course has prerequisites*

Recommended course: NOTE: Recommended courses are not included in an audit. Only required courses can be included.

PHYS 350	I	Scientific Computing (3 cr.)*
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**course has prerequisites*

BIOCHEMISTRY CONCENTRATION (BS PROGRAM)

This concentration is designed to prepare students for careers in health fields (such as medicine, dentistry, pharmacy, physician assistant and physical therapy), industry, business, law; or graduate school in biochemistry or molecular biology. Careful consultation with an advisor is recommended. A minimum of 30 credits in chemistry including the core courses plus:

Two additional Biochemistry courses:

CHEM 340		Biochemistry (3 cr.)*
CHEM 420		Advanced Biochemistry (4 cr.)*

**course has prerequisites*

One of the following Physics Sequences:

PHYS 201	SU	College Physics I (4 cr.)*
PHYS 202	S	College Physics II (4 cr.)*
MATH 231	M	Calculus I (4 cr.)*
		OR
PHYS 130	S	General Physics I (4 cr.)*
PHYS 131	S	General Physics II (4 cr.)*
MATH 114B		Pre-Calculus B: Trigonometry (2 cr.)*
		OR
MATH 231	M	Calculus I (4 cr.)*

**course has prerequisites*

One of the following Biology sequences:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution (4 cr.)*
		OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution (4 cr.)*
BIO 152	S	General Biology: Cells and Molecules (4 cr.)*
		OR
BIO 182	S	Honors General Biology: Cells and Molecules (4 cr.)*

**course has prerequisites*

CHEMISTRY, GEOSCIENCE & PHYSICS

Two additional credits in Chemistry

CHEM 480	K	Chemistry Seminar (1 cr.)*
		Chemistry Elective (1 cr.)

Any 10 credits of biology or chemistry 300 level or above with a BIO or CHEM prefix or PHYS 360 or PHYS 361.

If double-majoring in Biology:

BIO 480	3K	Biology Seminar (2 cr.)*
		Chemistry Elective (2 cr.)

**course has prerequisites*

8 credits of Biology or Chemistry from 300-400 level courses.

Recommended electives:

BIO 401		Genetics (3 cr.)*
BIO 402		Cell and Molecular Biology (4 cr.)*

**course has prerequisites*

Students planning on Graduate School

CHEM 361		Thermodynamics & Kinetics (3 cr.)*
MATH 232	M	Calculus II (4 cr.)*

PRE-ENGINEERING CONCENTRATION (BS PROGRAM)

This concentration is designed to prepare students for careers in engineering fields.

Courses required for the concentration:

CHEM 480	K	Chemistry Seminar (1 cr.)*
CHEM 400	3	Ethics and Responsibilities in Scientific Research (1 cr.)

**course has prerequisites*

Six credits of Chemistry chosen from the following:

CHEM 340		Biochemistry (3 cr.)*
CHEM 360	X	Relativity & Quantum Mechanics (4 cr.)*
CHEM 361		Thermodynamics & Kinetics (3 cr.)*
CHEM 420		Advanced Biochemistry (4 cr.)*
CHEM 431	X	Advanced Organic Chemistry (3 cr.)*
CHEM 471		Inorganic Chemistry II (2 cr.)*
CHEM 489		Undergraduate Research (2 credits maximum)*

**course has prerequisites*

The following Mathematics courses:

MATH 231	M	Calculus I (4 cr.)*
MATH 232	M	Calculus II (4 cr.)*
MATH 233	M	Calculus III (4 cr.)*

**course has prerequisites*

CHEMISTRY, GEOSCIENCE & PHYSICS

Three semesters of Physics to include:

PHYS 201	SU	College Physics I (4 cr.)*
PHYS 202	S	College Physics II (4 cr.)*
PHYS 350	I	Scientific Computing (3 cr.)*

**course has prerequisites*

Recommended Elective:

CHEM 361		Thermodynamics & Kinetics (3 cr.)*
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**course has prerequisites*

RENEWABLE ENERGY CONCENTRATION (BS PROGRAM)

This concentration is a collaboration with Madison College for students interested in renewable energy.

Courses required for the concentration:

CHEM 361		Thermodynamics & Kinetics (3 cr.)*
CHEM 400	3	Ethics and Responsibility in Scientific Research (1 cr.)
CHEM 480	K	Chemistry Seminar (1 cr.)
GEO 206	E	Environmental Geology (3 cr.)*

**course has prerequisites*

The following Mathematics courses:

MATH 231	M	Calculus I (4 cr.)*
MATH 232	M	Calculus II (4 cr.)*

**course has prerequisites*

The following Physics courses:

PHYS 201	SU	College Physics I (4 cr.)*
PHYS 202	S	College Physics II (4 cr.)

**course has prerequisites*

An additional 12 elective credits to be chosen:

Renewable Energy courses from Madison College.

LIBERAL ARTS EMPHASIS (BS PROGRAM)

This emphasis is designed for students with interests in chemistry which allows flexibility and can easily be taken with other majors and minors. Students can take classes that have a CHEM prefix or PHYS 360 or PHYS 361.

Additional requirements for the concentration:

CHEM 480	K	Chemistry Seminar (1 cr.)
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Seven additional credits of Chemistry.

MAJOR POLICIES

A student must maintain a cumulative grade point average of at least 2.0 in all courses taken to fulfill the major and concentration requirements. If a course is retaken, only the most recent grade is taken into consideration in calculating the cumulative grade point average. Any course in which a student receives a grade below "CD" will not be accepted toward the major. Transfer students must take a minimum of 12 chemistry credits at Edgewood College. All transfer courses must be approved by the department.

CHEMISTRY, GEOSCIENCE & PHYSICS

PHYSICS MAJOR (BS PROGRAM)

Core courses for the major:

PHYS 201	SU	College Physics I (4 cr.)*
PHYS 202	S	College Physics II (4 cr.)*
PHYS 310		Classical Mechanics (3 cr.)*
PHYS 350	I	Scientific Computing (3 cr.)*
PHYS 360	X	Relativity & Quantum Mechanics (4 cr.)*
PHYS 480	K	Physics Seminar (1 cr.)*
CHEM 400	3	Ethics & Responsibility in Scientific Research (1 cr.)

**course has prerequisites*

The following Mathematics courses:

MATH 231	M	Calculus I (4 cr.)*
MATH 232	M	Calculus II (4 cr.)*
MATH 233	M	Calculus III (4 cr.)*

**course has prerequisites*

Students must choose from either Pre-Engineering, Professional, Electrical Engineering or Renewable Energy Concentrations

PRE-ENGINEERING CONCENTRATION (BS PROGRAM)

This concentration is designed for students who are interested in engineering. Students wishing to pursue graduate work in physics or engineering should consult their advisor for recommended course work.

One year of Chemistry to include:

CHEM 120	S	General Chemistry I (4 cr.)*
CHEM 121	S	General Chemistry II (4 cr.)* Do these courses = one year?

**course has prerequisites*

An additional 12 credits to be chosen from the following list:

NATS 250	PV	History & Philosophy of Science (3 cr.)*
PHYS 110	1V	Society's Grand Challenges (3 cr.)*
PHYS 220	V	Introduction to Human Biomechanics (3 cr.)*
PHYS 250	V	Survey of Astronomy (4 cr.)*
PHYS 300		Mathematical Methods in Physics (3 cr.)*
PHYS 320		Electromagnetism (3 cr.)*
PHYS 361		Thermodynamics & Kinetics (3 cr.)*
PHYS 479		Independent Study*
PHYS 489		Undergraduate Research*

**course has prerequisites*

CHEMISTRY, GEOSCIENCE & PHYSICS

PROFESSIONAL CONCENTRATION (BS PROGRAM)

This concentration is designed for students who are considering a career in physics or related sciences. Additional coursework may be taken through the Collaborative Program at UW-Madison

Additional required courses:

CHEM 120	S	General Chemistry I (4 cr.)*
CHEM 121	S	General Chemistry II (4 cr.)*
PHYS 300		Mathematical Methods in Physics (3 cr.)*
PHYS 320		Electromagnetism (3 cr.)*
PHYS 361		Thermodynamics & Kinetics (3 cr.)*
PHYS 489		Undergraduate Research *

**course has prerequisites*

Additional 6 elective credits in Physics chosen from:

NATS 250	PV	History & Philosophy of Science (3 cr.)*
PHYS 110	1V	Society's Grand Challenges (3 cr.)*
PHYS 220	V	Introduction to Human Biomechanics (3 cr.)*
PHYS 250	V	Survey of Astronomy (4 cr.)*
PHYS 479		Independent Study*

**course has prerequisites*

ELECTRICAL ENGINEERING EMPHASIS (BS PROGRAM)

This concentration will offer students the opportunity to pursue employment in the electronics industry, or prepare for graduate study in electrical engineering. Students will earn a BS in Physics with a concentration in Electrical Engineering. Coursework in Electrical Engineering will be taken at Madison College. Note: Additional coursework may be required if a student wishes to earn a professional license in Electrical Engineering Technology. Students wishing to pursue graduate work in physics or engineering should consult their advisor for recommended course work.

Additional required course:

PHYS 320		Electromagnetism (3 cr.)*
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**course has prerequisites*

24 credits in Electrical Engineering Technology from Madison College

RENEWABLE ENERGY CONCENTRATION (BS PROGRAM)

This concentration can result in students earning either the Renewable Energy Certificate or Photovoltaics Certificate from Madison College, in addition to a BS degree in Physics from Edgewood College. In the renewable energy programs at Madison College, the students can choose to focus on an overview of renewable energy, photovoltaics, or wind. Students can begin taking renewable energy courses at Madison College at any time, as many are short or online courses. Students considering graduate school in physics or engineering should consult with their advisor for recommended additional coursework.

Additional required courses:

CHEM 120	S	General Chemistry I (4 cr.)*
CHEM 121	S	General Chemistry II (4 cr.)*
GEOS 206	E	Environmental Geology (3 cr.)*
PHYS 361		Thermodynamics & Kinetics (3 cr.)*

**course has prerequisites*

12 credits in Renewable Energy from Madison College.

CHEMISTRY, GEOSCIENCE & PHYSICS

MAJOR POLICIES

A student must maintain a cumulative grade point average of at least 2.0 in all courses taken to fulfill the major and concentration requirements. Any course in which a student receives a grade below “CD” will not be accepted toward the major. Transfer students must take a minimum of 12 physics credits at Edgewood College. All transfer courses must be approved by the department. Elective courses may be taken through the UW-Madison Collaborative Program or through Madison College Partnerships in Electrical Engineering, Renewable Energy, or Civil Engineering. See your advisor for details.

CHEMISTRY MINOR

A minimum of 21 credits in Chemistry to include:

CHEM 120	S	General Chemistry I (4 cr.)*
CHEM 121	S	General Chemistry II (4 cr.)*
CHEM 321		Organic Chemistry I (4 cr.)*
CHEM 323		Organic Chemistry II (4 cr.)*
CHEM 371		Inorganic Chemistry I (2 cr.)*

**course has prerequisites*

Students will also need to take three additional credits in Chemistry (200 level or above) with a CHEM prefix or PHYS 360 or PHYS 361.

MINOR POLICIES

A student must maintain a cumulative grade point average of at least 2.0 in all courses taken to fulfill the minor. Any course in which a student receives a grade below “CD” will not be accepted toward the minor. Transfer students must take a minimum of 8 Chemistry credits at Edgewood College with a PHYS prefix or CHEM 360, CHEM 361, NATS 260 or BIO 220 for the minor.

EARTH SCIENCE MINOR

A minimum of 20 credits in Earth Science to include:

GEOS 102	S	Introduction to Earth Science (4 cr.)*
GEOS 103	S	Oceans and Atmosphere (4 cr.)*
GEOS 203	S	Historical Geology (4 cr.)*
GEOS 301	S	Weather and Climate (4 cr.)*

**course has prerequisites*

Four additional credits in earth or space science.

MINOR POLICIES

A student must maintain a cumulative grade point average of at least 2.0 in all courses taken to fulfill the minor. Any course in which a student receives a grade below “CD” will not be accepted toward the minor.

PHYSICS MINOR

A minimum of 20 credits in Physics to include:

One of the following sequences:

PHYS 130	S	General Physics I (4 cr.)*
		AND
PHYS 131	S	General Physics II (4 cr.)*
PHYS 201	SU	College Physics I (4 cr.)*
		AND
PHYS 202	S	College Physics II (4 cr.)*
PHYS 360	X	Relativity & Quantum Mechanics (4 cr.)*

CHEMISTRY, GEOSCIENCE & PHYSICS

**course has prerequisites*

Students will also need to take eight additional credits with a PHYS prefix or CHEM 361, NATS 260 or BIO 220.

The following Mathematics courses as prerequisites for PHYS 360:

MATH 231	M	Calculus I (4 cr.)*
MATH 232	M	Calculus II (4 cr.)*

**course has prerequisites*

MINOR POLICIES

A student must maintain a cumulative grade point average of at least 2.0 in all courses taken to fulfill the minor. Any course in which a student receives a grade below “CD” will not be accepted toward the minor.

BROAD FIELD SCIENCE TEACHING MAJOR: EARTH AND SPACE SCIENCE (BS PROGRAM)

This major is designed for individuals who wish to be certified to teach general science and/or the earth and space sciences at the secondary level (WDPI category: Early Adolescence through Adolescence, ages 10-21; WDPI licenses 621 and 635). The major requires completion of the requirements listed below, the Education Professional Requirements and licensing requirements for teacher education (see EDUCATION). Broad Field Science Teaching Majors in Earth and Space Science seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. This major aligns with “WDPI Content Guidelines for Earth and Space Science.”

Fifty-two credits in natural science to include:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution (4 cr.)* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution (4 cr.)*
BIO 152	S	General Biology: Cells and Molecules (4 cr.)* OR
BIO 182	S	Honors General Biology: Cells and Molecules (4 cr.)*
CHEM 120	S	General Chemistry I (4 cr.)* AND
CHEM 121	S	General Chemistry II (4 cr.)*
ENVS 215/GEOS 206	EV	Environmental Geology (3 cr.)
GEOS 102	S	Introduction to Earth Science (4 cr.)*
GEOS 103	S	Oceans and Atmosphere (4 cr.)*
GEOS 203	S	Historical Geology (4 cr.)*
GEOS 301	S	Weather and Climate (4 cr.)*
NATS 250	PV	History and Philosophy of Science (3 cr.)*
PHYS 250	V	Survey of Astronomy (4 cr.)*

**course has prerequisites*

One of the following Physics sequences:

PHYS 130	S	General Physics I (4 cr.)* AND
PHYS 131	S	General Physics II (4 cr.)*
PHYS 201	SU	College Physics I (4 cr.)* AND
PHYS 202	S	College Physics II (4 cr.)*

CHEMISTRY, GEOSCIENCE & PHYSICS

**course has prerequisites*

2 credits total from the following courses:

GEOS 479 Independent Study*

GEOS 489 Undergraduate Research*

**course has prerequisites*

At least six credits in Mathematics, to include:

MATH 121 M Statistics (3 cr.)*

**course has prerequisites*

One of the following (to be included in the six credit requirement):

MATH 114A M Precalculus A: College Algebra (3 cr.)*

MATH 231 M Calculus I (4 cr.)*

MATH 232 M Calculus II (4 cr.)*

MATH 233 M Calculus III (4 cr.)*

**course has prerequisites*

One semester of methods of teaching science and accompanying practicum:

NATS 459 Teaching Science in Middle/Secondary Schools (4 cr.)*

Students must be fully admitted to the teacher education program and have completed their science coursework before enrolling in NATS 459.

Students will also complete the WDPI content exam, PRAXIS Exam 10435, with a passing score.

MAJOR POLICIES

A student must maintain a cumulative grade point average of at least 2.0 in all courses taken to fulfill the major requirements. Any course in which a student receives a grade below "CD" will not be accepted toward the major. Transfer students must take a minimum of 12 natural science credits with either a BIO, CHEM, GEOS, NATS or PHYS prefix.

BROAD FIELD SCIENCE TEACHING MAJOR: PHYSICAL SCIENCE INCLUDING CHEMISTRY (BS PROGRAM)

This major is designed for individuals seeking certification to teach general science and chemistry at the Early Adolescence through Adolescence level (Ages 10-21; grades 7-12; WDPI licenses 610, 621, 637). The major requires completion of the requirements listed below, the Education Professional Requirements and the licensing requirements for teacher education (see EDUCATION). Broad Field Science Teaching majors in Physical Science including Chemistry seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. This major aligns with "WDPI Content Guidelines for Physical Science Including Chemistry."

Fifty-three credits in natural science to include:

BIO 151 ESU General Biology: Ecology, Genetics and Evolution (4 cr.)*

OR

BIO 181 ESU Honors General Biology: Ecology, Genetics and Evolution (4 cr.)*

BIO 152 S General Biology: Cells and Molecules (4 cr.)*

OR

BIO 182 S Honors General Biology: Cells and Molecules (4 cr.)*

CHEM 120 S General Chemistry I (4 cr.)*

CHEM 121 S General Chemistry II (4 cr.)*

CHEM 321 Organic Chemistry I (4 cr.)*

CHEMISTRY, GEOSCIENCE & PHYSICS

CHEM 323		Organic Chemistry II (4 cr.)*
CHEM 351	U	Analytical Chemistry (4 cr.)*
CHEM 371		Inorganic Chemistry I (4 cr.)*
CHEM 489		Undergraduate Research (1 cr.)*
ENVS/BIO 250	EV	Introduction to Environmental Science (3 cr.)
ENVS 215/GEOS 206	EV	OR Environmental Geology (3 cr.)
GEOS 102	S	Introduction to Earth Science (4 cr.)*
GEOS 103	S	Oceans and Atmosphere (4 cr.)*
NATS 250	PV	History and Philosophy of Science (3 cr.)*

*course has prerequisites

One of the following sequences:

PHYS 130	S	General Physics I (4 cr.)*
		AND
PHYS 131	S	General Physics II (4 cr.)*
PHYS 201	SU	College Physics I (4 cr.)*
		AND
PHYS 202	S	College Physics II (4 cr.)*

*course has prerequisites

At least six credits in Mathematics, to include:

MATH 121	M	Statistics (3 cr.)*
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*course has prerequisites

At least one of the following (to be included in the six credit requirement):

MATH 114B		Precalculus B: Trigonometry (2 cr.)*
MATH 231	M	Calculus I (4 cr.)*
MATH 232	M	Calculus II (4 cr.)*
MATH 233	M	Calculus III (4 cr.)*

*course has prerequisites

One semester of methods of teaching science and accompanying practicum:

NATS 459		Teaching Science in Middle/Secondary Schools (4 cr.)*
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Students must be fully admitted to the teacher education program and have completed their science coursework before enrolling in NATS 459.

Students will also complete the WDPI content exam, PRAXIS Exam 10435, with a passing score.

MAJOR POLICIES

A student must maintain a cumulative grade point average of at least 2.0 in all courses taken to fulfill the major requirements. Any course in which a student receives a grade below "CD" will not be accepted toward the major. Transfer students must take a minimum of 12 natural science credits with either a BIO, CHEM, GEOS, NATS, or PHYS prefix at Edgewood College. All transfer courses must be approved by the department.

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BROAD FIELD SCIENCE TEACHING MAJOR: PHYSICAL SCIENCE INCLUDING PHYSICS (BS PROGRAM)

This major is designed for individuals seeking certification to teach general science and physics at the Early Adolescence through Adolescence level (Ages 10-21; grades 7-12; WDPI licenses 621, 625, and 637). The major requires completion of the requirements listed below, the Education Professional Requirements and the licensing requirements for teacher education (see EDUCATION). Broad Field Science Teaching majors in Physical Science including Physics seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. This major aligns with “WDPI Content Guidelines for Physical Science Including Physics.”

Fifty-seven credits in natural science to include:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution (4 cr.)* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution (4 cr.)*
BIO 152	S	General Biology: Cells and Molecules (4 cr.)* OR
BIO 182	S	Honors General Biology: Cells and Molecules (4 cr.)*
ENVS/BIO 250	EV	Introduction to Environmental Science (3 cr.) OR
ENVS 215/GEOS 206	EV	Environmental Geology (3 cr.)
CHEM 120	S	General Chemistry I (4 cr.)*
CHEM 121	S	General Chemistry II (4 cr.)*
GEOS 102	S	Introduction to Earth Science (4 cr.)*
GEOS 103	S	Oceans and Atmosphere (4 cr.)*
NATS 250	PV	History and Philosophy of Science (3 cr.)*
PHYS 201	SU	College Physics I (4 cr.)*
PHYS 202	S	College Physics II (4 cr.)*
PHYS 250	V	Survey of Astronomy (4 cr.)*
PHYS 310		Principles of Mechanics (3 cr.)*
PHYS 320		Electromagnetism (3 cr.)*
PHYS 360	X	Relativity & Quantum Mechanics (4cr.)*
PHYS 361		Thermodynamics & Kinetics (3 cr.)*
PHYS 479		Independent Study (1 cr.)*
PHYS 489		Undergraduate Research (1 cr.)*

**course has prerequisites*

Twelve credits in Mathematics:

MATH 121	M	Statistics (3 cr.)*
MATH 231	M	Calculus I (4 cr.)*
MATH 232	M	Calculus II (4 cr.)*
MATH 233	M	Calculus III (4 cr.)*

**course has prerequisites*

One semester of methods of teaching science and accompanying practicum:

NATS 459	Teaching Science in Middle/Secondary Schools (4 cr.)*
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Students must be fully admitted to the teacher education program and have completed their science coursework before enrolling in NATS 459.

CHEMISTRY, GEOSCIENCE & PHYSICS

Students will also complete the WDPI content exam, PRAXIS Exam 10435, with a passing score.

MAJOR POLICIES

A student must maintain a cumulative grade point average of at least 2.0 in all courses taken to fulfill the major requirements. Any course in which a student receives a grade below “CD” will not be accepted toward the major. Transfer students must take a minimum of 12 natural science credits with either a BIO, CHEM, GEOS, NATS or PHYS prefix at Edgewood College. All transfer courses must be approved by the department.

CHEMISTRY TEACHING MAJOR

This major is designed for individuals who wish to be certified to teach chemistry at the secondary level (WDPI category, Early Adolescence through Adolescence, Ages 10-21; WDPI licenses 610 and 637). The major requires completion of the requirements listed below the Education Professional Requirements and the licensing requirements for teacher education (see EDUCATION). Chemistry Teaching majors seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. It is recommended that Chemistry majors complete the Natural Science Teaching Minor to build their understanding of biology and geoscience as defined in the “WDPI Content Guidelines for Physical Science Including Chemistry” and prepare for the content exam.

Thirty-two Chemistry credits to include 24 required Chemistry credits:

CHEM 120	S	General Chemistry I (4 cr.)*
CHEM 121	S	General Chemistry II (4 cr.)*
CHEM 321		Organic Chemistry I (4 cr.)*
CHEM 323		Organic Chemistry II (4 cr.)*
CHEM 351	U	Analytical Chemistry (4 cr.)*
CHEM 371		Inorganic Chemistry I (2 cr.)*
CHEM 480	K	Chemistry Seminar (1 cr.)*
CHEM 489		Undergraduate Research (1 cr.)*

**course has prerequisites*

An additional eight credits from:

CHEM 340		Biochemistry (3 cr.)*
CHEM 360	X	Relativity & Quantum Mechanics (4 cr.)*
CHEM 361		Thermodynamics & Kinetics (3 cr.)*
CHEM 370		Integrated Laboratory (2 cr.)
CHEM 420		Advanced Biochemistry (4 cr.)*
CHEM 431	X	Advanced Organic Chemistry (3 cr.)*
CHEM 471		Inorganic Chemistry II (2 cr.)*

**course has prerequisites*

One of the following Physics sequences:

PHYS 130	S	General Physics I (4 cr.)* AND
PHYS 131	S	General Physics II (4 cr.)*
PHYS 201	SU	College Physics I (4 cr.)* AND
PHYS 202	S	College Physics II (4 cr.)* and MATH 231 M and MATH 232 M

**course has prerequisites*

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One semester of Biology to be chosen from:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution (4 cr.)* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution (4 cr.)*
BIO 152	S	General Biology: Cells and Molecules (4 cr.)* OR
BIO 182	S	Honors: General Biology: Cells and Molecules (4 cr.)*

**course has prerequisites*

One semester of Earth Science to be chosen from:

GEOS 102	S	Introduction to Earth Science (4 cr.)*
GEOS 103	S	Oceans and Atmosphere (4 cr.)*

**course has prerequisites*

One additional course in Environmental Science:

ENVS/BIO 250	EV	Introduction to Environmental Science (3 cr.)
ENVS 216/GEOS 206	EV	Environmental Geology (3 cr.)

The following Mathematics courses:

MATH 114B		Precalculus B: Trigonometry (2 cr.)*
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**course has prerequisites*

If taking College Physics, students will also need to complete:

MATH 231	M	Calculus I (4 cr.)*
MATH 232	M	Calculus II (4 cr.)*

**course has prerequisites*

One additional course in Natural Science:

NATS 250	PV	History and Philosophy of Science (3 cr.)*
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**course has prerequisites*

One semester of methods of teaching science and accompanying practicum:

NATS 459		Teaching Science in Middle/Secondary Schools (4 cr.)
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Students must be fully admitted to the teacher education program and have completed their science coursework before enrolling in NATS 459.

Students will also complete the WDPI content exam, PRAXIS Exam 10435, with a passing score.

MAJOR POLICIES

A student must maintain a cumulative grade point average of at least 2.0 in all courses taken to fulfill the major requirements. Any course in which a student receives a grade below "CD" will not be accepted toward the major. Transfer students must take a minimum of 12 chemistry credits at Edgewood College. All transfer courses must be approved by the department. Students should consult with their advisor to learn the details of how to satisfy your COR 3 requirement which usually comes from Education courses.

CHEMISTRY TEACHING MINOR

This minor is designed for individuals who wish to be certified to teach chemistry at the secondary level (WDPI category, Early Adolescence through Adolescence, Ages 10-21; WDPI licenses 610). The minor requires completion of the requirements listed below the Education Professional Requirements and the licensing requirements for teacher education (see EDUCATION). A teaching minor

CHEMISTRY, GEOSCIENCE & PHYSICS

in Chemistry must be combined with a Biology or Broad Field Science major for licensure to teach science in grades 6, 7, 8 and general science in grade 9 if the applicant holds middle or middle/secondary science licenses. Chemistry Teaching minors seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification.

A minimum of 22 credits in Chemistry to include:

CHEM 120	S	General Chemistry I (4 cr.)*
CHEM 121	S	General Chemistry II (4 cr.)*
CHEM 321		Organic Chemistry I (4 cr.)*
CHEM 323		Organic Chemistry II (4 cr.)*
CHEM 371		Inorganic Chemistry I (2 cr.)*

A student must take an additional 4 elective chemistry credits at the 200 level or above (CHEM prefix or PHYS 360 or PHYS 361).

One semester of methods of teaching science and accompanying practicum:

NATS 459 Teaching Science in Middle/Secondary Schools (4 cr.)

Students will also complete the WDPI content exam, PRAXIS Exam 10435, with a passing score. Minors need to complete an additional four credits in Chemistry at the 200 level or above.

MINOR POLICIES

A student must maintain a cumulative grade point average of at least 2.0 in all courses taken to fulfill the minor. Any course in which a student receives a grade below "CD" will not be accepted toward the minor.

NATURAL SCIENCE TEACHING MINOR

This minor is designed for individuals seeking certification in science teaching at the Early Adolescence through Adolescence level (Ages 10-21; grades 7-12; PI 34.29). The minor is designed to supplement a Biology or Chemistry Teaching major to meet the PI 34 breadth requirement. It may also be useful in preparing for PRAXIS Exam 10435, which must be passed by all students seeking licensure to be eligible for certification.

Thirty-two credits in Natural Science to include:

A minimum of 8 Biology credits:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution (4 cr.)* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution (4 cr.)*
BIO 152	S	General Biology: Cells and Molecules (4 cr.)* OR
BIO 182	S	Honors General Biology: Cells and Molecules (4 cr.)*

**course has prerequisites*

One Chemistry sequence:

CHEM 110	S	Introductory Chemistry (4 cr.)* AND
CHEM 111	S	Introductory Organic Chemistry and Biochemistry (4 cr.)*
	OR	
CHEM 120	S	General Chemistry I (4 cr.)* AND
CHEM 121	S	General Chemistry II (4 cr.)*

**course has prerequisites*

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A minimum of 8 Geoscience credits:

GEOS 102	S	Introduction to Earth Science (4 cr.)*
GEOS 103	S	Oceans and Atmosphere (4 cr.)*
GEOS 301	S	Weather and Climate (4 cr.)*

**course has prerequisites*

A minimum of 8 Physics credits, including one sequence:

PHYS 130	S	General Physics I (4 cr.)* AND
PHYS 131	S	General Physics II (4 cr.)*
PHYS 201	SU	College Physics I (4 cr.)* AND
PHYS 202	S	College Physics II (4 cr.)*
PHYS 250	V	Survey of Astronomy (4 cr.)*

**course has prerequisites*

One course in Environmental Science:

ENVS/BIO 250	EV	Introduction to Environmental Science (3 cr.)
ENVS 216/GEOS 206	EV	Environmental Geology (3 cr.)

One course in Natural Science:

NATS 250	PV	History and Philosophy of Science (3 cr.)*
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**course has prerequisites*

One semester of methods of teaching science and accompanying practicum:

NATS 459		Teaching Science in Middle/Secondary Schools (4 cr.)
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Students must be fully admitted to the teacher education program and have completed their science coursework before enrolling in NATS 459.

Students will also complete the WDPI content exam, PRAXIS Exam 10435, with a passing score.

MINOR POLICIES

A student must maintain a cumulative grade point average of at least 2.0 in all courses taken to fulfill the minor. Any course in which a student receives a grade below "CD" will not be accepted toward the minor. Transfer students must take a minimum of 8 natural science credits at Edgewood College for a minor.

SCIENCE EDUCATION MINOR

The Science Education minor is designed to provide the interdisciplinary science background required to teach science topics at the Early Childhood through Middle Childhood level (Birth to 8 years, PI 34.27) and Middle Childhood through Early Adolescence level (ages 6-13; PI 34.28). Coursework includes biological earth, space, and physical science. This minor is intended to provide content knowledge that will support the teaching of elementary science with an interdisciplinary perspective and an integrated approach. PRAXIS II Exam 10014 must be passed for Early Childhood through Middle Childhood certification. PRAXIS II Exam 20146 must be passed for Middle Childhood through Early Adolescence certification.

Required Courses:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution (4 cr.)* OR
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution (4 cr.)*
GEOS 103	S	Oceans and Atmosphere (4 cr.)*

CHEMISTRY, GEOSCIENCE & PHYSICS

NATS 104	S	Introduction to Natural Science for Elementary Education I (4 cr.)*
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NATS 105	ES	Introduction to Natural Science for Elementary Education II (4 cr.)*
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**course has prerequisites*

Four credits of Physical Science:

CHEM 110	S	Introductory Chemistry (4 cr.)*
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CHEM 120	S	General Chemistry I (4 cr.)*
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PHYS 130	S	General Physics I (4 cr.)*
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PHYS 201	SU	College Physics I (4 cr.)*
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**course has prerequisites*

Three credits in Environmental Studies:

BIO 250	EV	Introduction to Environmental Science (3 cr.)
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ENVS 216/GEOS 206	EV	Environmental Geology (3 cr.)
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Two semesters of the methods of teaching science and accompanying practicum:

ED 427A		Methods: Science & Environmental Education I (2 cr.)*
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ED 427B		Methods: Science & Environmental Education II (2 cr.)*
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**course has prerequisites*

MINOR POLICIES

A student must maintain a cumulative grade point average of at least 2.0 in all courses taken to fulfill the minor. Any course in which a student receives a grade below "CD" will not be accepted toward the minor. Transfer students must take a minimum of 8 natural science credits at Edgewood College for a minor.

COMMUNICATION STUDIES

MAJORS

Communication Studies: Communication and Social Influence Concentration
Communication Studies: Individually Planned Concentration
Communication Studies: Media and Message Concentration
Communication Studies: Organizational/Interpersonal Concentration

MINORS

Communication Studies
Science Communications (See Interdisciplinary Majors/Minors)

CERTIFICATES

Public Relations

Communication Studies Department Mission: We prepare students for fulfilling personal and professional lives enriched by community engagement and based on a theoretical and practical understanding of communication.

As a Communication Studies major, you'll learn how to listen, how to persuade, and how to engage in civic life. You'll study communication in personal relationships, in businesses and other organizations, in media, and across genders and cultures. In addition, you'll gain valuable hands-on experience through internships, community-based projects, and research classes.

COMMUNICATION STUDIES MAJOR (BA PROGRAM)

All Communication Studies majors are required to complete 24 credits in required core courses and a minimum of 24 credits in approved electives, for a total of at least 48 credits.

Required Core Courses:

COMMS 201		Communication and Civilization
COMMS 240		Introduction to Interpersonal Communication
COMMS 241	J	Introduction to Organizational Communication
COMMS 243		Introduction to Media Studies
COMMS 311		Qualitative Communication Research Methods
COMMS 313		Quantitative Communication Research Methods
COMMS 317/ETHS 317	D	Intercultural Communication
COMMS 440	3	Senior Capstone

COMMUNICATION STUDIES: COMMUNICATION AND SOCIAL INFLUENCE CONCENTRATION (BA PROGRAM)

Students must complete a minimum of 24 elective credits, with at least 15 of those credits in COMMS courses. Any COMMS class not taken for the major core may count toward a concentration; those listed in the "approved" section are preferred for that concentration. Courses not listed in the "approved" section may be accepted as electives if approved by the student's COMMS major advisor.

Courses required for the concentration:

COMMS 314		Persuasion, Promotion and Advertising
COMMS 312	KU	Argument and Controversy*
COMMS 450		Communication Internship

COMMUNICATION STUDIES

Courses approved for the concentration:

COMMS 110	1	Sports Talk
COMMS 220		Leadership and Professional Meetings
COMMS 228	A	Television Criticism
COMMS 230	2K	Civic Engagement and the Common Good*
COMMS 260	X	Writing for the Media*
COMMS 280		Introduction to Public Relations
COMMS 290	K	Professional Presentations*
COMMS 319	2	Mass Communication Campaigns*
COMMS 320		Group Discussion and Team Leadership
COMMS 325/WS 325	JKQ	Gender, Culture and Communication
COMMS 378		Communication Teaching Practicum*
COMMS 430		Special Topics in Communication Study
ANTH 222	GJ	Introduction to Cultural Anthropology
ENG 201	UX	Introduction to Journalism*
FREN 314	G	Language in the Media*
HIST 204	DH	History of American Social Movements
PHIL 105	PU	Social and Political Philosophy*
PS 350		Public Policy Process
PS 360	J	Political Parties and Interest Groups
SOC 309	D	Race and Ethnicity*
SOC 322		Class, Social Change and Revolution
SOC 349/PSY 349		Social Psychology*
SPAN 314	G	Language in the Media*
THA 264	CK	Oral Interpretation*
THA 265	BK	Acting I

**course has prerequisites*

COMMUNICATION STUDIES: INDIVIDUALLY PLANNED CONCENTRATION (BA PROGRAM)

Students must complete a minimum of 24 elective credits, with at least 15 of those credits in COMMS courses. Any COMMS class not taken for the major core may count toward a concentration. Students in this concentration work with their COMMS major advisor to choose electives that form a coherent body of study.

Courses required for the concentration:

COMMS 450 Communication Internship

COMMUNICATION STUDIES: MEDIA AND MESSAGE CONCENTRATION (BA PROGRAM)

Students must complete a minimum of 24 elective credits, with at least 15 of those credits in COMMS courses. Any COMMS class not taken for the major core may count toward a concentration; those listed in the “approved” section are preferred for that concentration. Courses not listed in the “approved” section may be accepted as electives if approved by the student’s COMMS major advisor.

Courses required for the concentration:

COMMS 260 X Writing for the Media*

COMMUNICATION STUDIES

COMMS 295	K	Social Media*
COMMS 450		Communication Internship

**course has prerequisites*

Courses approved for the concentration:

COMMS 110	1	Sports Talk
COMMS 219		Applied Communication
COMMS 228	A	Television Criticism
COMMS 280		Introduction to Public Relations
COMMS 290	K	Professional Presentations*
COMMS 314		Persuasion, Promotion and Advertising
COMMS 319	2	Mass Communication Campaigns*
COMMS 329	BK	Introduction to Radio Broadcasting
COMMS 378		Communication Teaching Practicum*
COMMS 430		Special Topics in Communication Study
COMMS 430H/ENG 316A		Video Production Basics
ART 107	B	Digital Photography for Non-Art Majors OR
ART 108	B	Photography for Non-Art Majors
ART 152	I	Digital Art and Design for Non-Art Majors
ART 210		Graphic Design*
ART 310		Layout Design*
ENG 201	UX	Introduction to Journalism*
ENG 202		Journalism Practicum*
ENG 301	X	Magazine Writing
ENG 316	B	Video Production
ENG 317	B	Photojournalism
PHIL 104	P	Ethics*
THA 226	A	Film Criticism
THA 264	CK	Oral Interpretation*
THA 265	BK	Acting I

**course has prerequisites*

COMMUNICATION STUDIES: ORGANIZATIONAL/INTERPERSONAL CONCENTRATION (BA PROGRAM)

Students must complete a minimum of 24 elective credits, with at least 15 of those credits in COMMS courses. Any COMMS class not taken for the major core may count toward a concentration; those listed in the “approved” section are preferred for that concentration. Courses not listed in the “approved” section may be accepted as electives if approved by the student’s COMMS major advisor.

Courses required for the concentration:

COMMS 320		Group Discussion and Team Leadership
COMMS 250		Relational Communication* OR
COMMS 315		Nonverbal Communication*
COMMS 450		Communication Internship

COMMUNICATION STUDIES

Courses approved for the concentration:

COMMS 110	1	Sports Talk
COMMS 219		Applied Communication
COMMS 220		Leadership and Professional Meetings
COMMS 230	2K	Civic Engagement and the Common Good*
COMMS 250		Relational Communications
COMMS 260	X	Writing for the Media*
COMMS 280		Introduction to Public Relations
COMMS 290	K	Professional Presentations*
COMMS 295	K	Social Media*
COMMS 312	KU	Argument and Controversy*
COMMS 314		Persuasion, Promotion and Advertising
COMMS 315		Nonverbal Communication*
COMMS 319	2	Mass Communication Campaigns*
COMMS 325/WS 325	JKQ	Gender, Culture and Communication
COMMS 378		Communication Teaching Practicum*
COMMS 430		Special Topics in Communication Study
COMMS 430H/ENG 316A		Video Production Basics
ANTH 222	GJ	Introduction to Cultural Anthropology
BUS 340		Management of Organizations*
BUS 430		Human Resource Management*
BUS 432		Consumer Behavior*
BUS 435		Professional Selling and Sales Management*
PHIL 103A	1P	Philosophy of the Person: Meaning & Value*
PHIL 104	P	Ethics*
PSY 300		Psychology of Personality*
SOC 309	D	Race and Ethnicity*
SOC/PSY 349		Social Psychology*

**course has prerequisites*

COMMUNICATION STUDIES MINOR

Students must complete a minimum of 24 credits, with at least 18 of these credits in COMMS courses. A maximum of 6 credits may be taken outside Communication Studies, provided they contribute to a coherent program of study and are approved by the student's COMMS minor advisor.

Required Courses:

COMMS 201	Communication and Civilization
COMMS 240	Introduction to Interpersonal Communication

COMMUNICATION STUDIES

PUBLIC RELATIONS CERTIFICATE

Students wishing to earn the PR Certificate must complete 12 credits in COMMS classes and maintain an active membership in the Edgewood College chapter of the Public Relations Student Society of America (PRSSA) for at least two semesters.

Required Courses:

COMMS 260	X	Writing for the Media*
COMMS 280		Introduction to Public Relations
COMMS 319	2	Mass Communication Campaigns*

**course has prerequisites*

One of the following:

COMMS 290	K	Professional Presentations*
COMMS 314		Persuasion, Promotion and Advertising
COMMS 295	K	Social Media*

**course has prerequisites*

COMPUTING AND INFORMATION SCIENCES

MAJORS

Business/Computer Information Systems

Computer Information Systems

Computer Science Teaching Major

Returning Adult Accelerated Degree: Business/Computer Information Systems

Returning Adult Accelerated Degree: Computer Information Systems

Web Design & Development (See Interdisciplinary Majors/Minors)

MINORS

Computer Information Systems

Computer Science

Computer Science Teaching

Returning Adult Accelerated Degree: Computer Information Systems

Web Design & Development (See Interdisciplinary Majors/Minors)

DEPARTMENT OVERVIEW

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

1. **Fundamental Concepts of Information and Computer Technology:** Students should demonstrate the ability to efficiently use computers with end-user software to solve real life problems.
2. **Application Development:** Students should demonstrate the ability to solve application problems of limited complexity and; be able to implement those solutions using current Object Oriented programming languages; to use new application development methods involving Computer Aided Software Engineering (CASE); and understand the integration of individual application systems into overall organizational information systems.
3. **Project Management:** Students should demonstrate the ability to participate as a member of a project team in the solution of a real-life problem at a professional quality level (program capstone) by being able to develop a multi-user system with audit controls and project management techniques; use accepted testing strategies; and plan and implement auditing.
4. **Information Systems:** Students should be able to apply the concepts of management information systems by describing the organizational impact of information systems and emerging technologies, as well as ethical issues surrounding the use of information systems.
5. **Fundamental Business Concepts:** Students should demonstrate comprehension of fundamental business concepts in management, accounting, finance and law (to be done in cooperation with the School of Business).

BUSINESS/COMPUTER INFORMATION SYSTEMS MAJOR (BS PROGRAM)

The Business/Computer Information Major is offered jointly by the School of Business and the Computer and Information Systems Department. Students graduating with a Business/Computer Information Systems major may need to complete more than 120 credits in order to complete their degree.

Required CS Courses:

CS 180	Introduction to Computing and Programming*
CS 220	Introduction to Networking Technologies
CS 250	IT Project Management
	OR
BUS 360	Project Management

COMPUTING AND INFORMATION SCIENCES

CS 270		Introduction to Database Structures
CS 301		Information Systems: Analysis & Design*
CS 302		Information Systems: Design and Implementation*
CS 320A	K	Professional Issues in IS & IT*
		OR
BUS 365	K	Professional Issues in IS & IT*
CS 340		Advanced Object Oriented Programming and Data Structures*
CS 430		Information Security and Network Management*
CS 470		Internship in Computer Science
		OR
BUS 475		Business Internship*
CS 480		Advanced Web Development*
CS 490		Topics in Computer Science*
CS 492	3	Information Systems Project*

**course has prerequisites*

**** Students without previous programming experience must take CS 170 IU; otherwise consent of the instructor will be needed in order to take CS 180.**

*****Students without previous web programming experience MUST take CS 175 (or CS 176); Proficiency may be demonstrated via proficiency exam.**

23 credits of Required Courses and Proficiencies:

CS 150	I	Computing and Business Applications*
		OR
		Proficiency Exam in Excel
COMMS 100	O	Introduction to Communication
ENG 110	W	College Writing*
MATH 121	M	Statistics*
MATH 122		Finite Mathematics*
PHIL 101	T	Logic: Practice of Critical Thinking
ECON 240	J	Principles of Economics

**course has prerequisites*

Required Business Courses:

BUS 298		Business Core I- Part A
BUS 299		Business Core I- Part B
BUS 348		Business Core II- Part A
BUS 349	KX	Business Core II- Part B

Three of the following:

BUS 340		Management of Organizations*
BUS 380		Intermediate Accounting I*
BUS 381		Intermediate Accounting II*
BUS 385		Cost Accounting*
BUS 411		Intermediate Corporate Finance*
BUS 430		Human Resource Management*
BUS 431		Marketing Strategies*

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BUS 432	Consumer Behaviors*
BUS 433	Advertising and Promotion Strategy*
BUS 434	Market Research*
BUS 435	Professional Selling and Sales Management*
BUS 440	Improving Organizational Effectiveness*
BUS 455	Organizational Sustainability & Innovation*
BUS 462	Principles of Leadership*
BUS 481	Auditing*
BUS 483	Accounting Systems*
BUS 485	Income Tax Accounting I*
BUS 495	Income Tax Accounting II*

*course has prerequisites

COMPUTER INFORMATION SYSTEMS MAJOR (BS PROGRAM)

The Computer Information Systems major is structured to provide students with the theoretical framework and skill sets necessary to compete and be productive in the information technology world. Specifically, the major focuses on building an understanding of core information technologies, application development and related areas of study, preparing students for the Information Systems and Information Technology profession. Students engage in a variety of integrative activities designed to sharpen their abilities to problem solve and work in teams. It incorporates both individual and team projects, including community outreach and senior capstone experiences. Students graduating with a Computer Information Systems major may need to complete more than 120 credits to complete their degree.

Required Courses:

CS 180		Introduction to Computing and Programming*
CS 220		Introduction to Networking Technologies
CS 250		Project Management
CS 270		Introduction to Database Structures
CS 301	X	Information Systems: Analysis & Design*
CS 302		Information Systems: Design and Implementation*
CS 320A	K	Professional Issues in IS & IT*
CS 340		Advanced Object Oriented Programming and Data Structures*
CS 430		Information Security and Network Management*
CS 470		Internship in Computer Science
CS 480		Advanced Web Development*
CS 490		Topics in Computer Science*
CS 492	3	Information Systems Project*

*course has prerequisites

**** Students without previous programming experience must take CS 170 IU and CS 176 (or CS 175); otherwise consent of the instructor will be needed in order to take CS 180; CS 176 could be taken concurrently with CS 180.**

One of the following courses:

CS 105	I	Digital Life through Multimedia
CS 150	I	Computer and Business Applications*
CS 170	IU	Computer Animation, Gaming and 3D Virtual World (preferred)

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CS 176	I	Introduction to Web Design and Development
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**course has prerequisites*

Required Supporting Courses:

BUS 298		Business Core I- Part A
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BUS 299		Business Core I- Part B
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ECON 240	J	Principles of Economics
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MATH 121	M	Statistics*
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**course has prerequisites*

COMPUTER SCIENCE TEACHING MAJOR (BS PROGRAM)

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

Required Courses:

CS 180		Introduction to Computing and Programming*
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CS 220		Introduction to Networking Technologies
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CS 270		Introduction to Database Structures
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CS 320A	K	Professional Issues in IS & IT*
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CS 340		Advanced Object Oriented Programming and Data Structures*
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CS 430		Information Security and Network Management*
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CS 490		Topics in Computer Science*
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**course has prerequisites*

**** Students without previous programming experience must take CS 170 IU and CS 176 (or CS 175); otherwise consent of the instructor will be needed in order to take CS 180; CS 176 could be taken concurrently with CS 180.**

One of the following courses:

CS 105	I	Digital Life through Multimedia
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CS 150	I	Computer and Business Applications*
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CS 170	IU	Computer Animation, Gaming and 3D Virtual World (preferred)
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CS 176	I	Introduction to Web Design and Development
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**course has prerequisites*

Students will also need to complete two elective course in Computer Science at the 200 or 300 level and one elective course in Education, with the approval of the department.

POLICIES

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

COMPUTER INFORMATION SYSTEMS MINOR

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

A total of at least 23 credits as follows:

CS 180		Introduction to Computing & Programming*
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COMPUTING AND INFORMATION SCIENCES

CS 220		Introduction to Networking Technologies
CS 270		Introduction to Database Structures
CS 301	X	Information Systems: Analysis & Design*
CS 302		Information Systems: Design and Implementation*

**** Students without previous programming experience must take CS 170 IU and CS 176 (or CS 175); otherwise consent of the instructor will be needed in order to take CS 180; CS 176 could be taken concurrently with CS 180.**

One of the following courses:

CS 105	I	Digital Life through Multimedia
CS 150	I	Computer and Business Applications*
CS 170	IU	Computer Animation, Gaming and 3D Virtual World
CS 176	I	Introduction to Web Design and Development

**course has prerequisites*

COMPUTER SCIENCE MINOR

The Computer Science Minor provides a student a “behind the scenes” exploration of the computing field.

A total of at least 19 credits as follows:

CS 180		Introduction to Computing & Programming*
CS 220		Introduction to Networking Technologies
CS 340		Advanced Object Oriented Programming and Data Structures*
CS 490		Topics in Computer Science*

**course has prerequisites*

**** Students without previous programming experience must take CS 170 IU and CS 176 (or CS 175); otherwise consent of the instructor will be needed in order to take CS 180; CS 176 could be taken concurrently with CS 180.**

One of the following courses:

CS 105	I	Digital Life through Multimedia
CS 150	I	Computer and Business Applications*
CS 170	IU	Computer Animation, Gaming and 3D Virtual World
CS 176	I	Introduction to Web Design and Development

**course has prerequisites*

COMPUTER SCIENCE TEACHING MINOR

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

A total of 19 credits as follows:

CS 180		Introduction to Computing & Programming*
CS 220		Introduction to Networking Technologies
CS 340		Advanced Object Oriented Programming and Data Structures*
CS 490		Topics in Computer Science*

COMPUTING AND INFORMATION SCIENCES

**course has prerequisites*

**** Students without previous programming experience must take CS 170 IU and CS 176 (or CS 175); otherwise consent of the instructor will be needed in order to take CS 180; CS 176 could be taken concurrently with CS 180.**

One of the following courses:

CS 105	I	Digital Life through Multimedia
CS 150	I	Computer and Business Applications*
CS 170	IU	Computer Animation, Gaming and 3D Virtual World
CS 176	I	Introduction to Web Design and Development*

**course has prerequisites*

Students will also complete an additional course on computers in Education as approved by the department.

COMPUTER SCIENCE TEACHING MINOR POLICIES

For the completion of the Education Professional Requirements and licensure requirements for Early Adolescence through Adolescence see EDUCATION. A Computer Science Teaching Minor must be accepted into Emergent Professional Transition before being admitted to ED 459U; progress through transition steps is recommended as early as possible.

DEPARTMENT POLICIES

- Due to the interactive nature of the Computer and Information Sciences curriculum, all students in the major and minor degrees are required to use a laptop computer throughout the duration of the program. To obtain specific information about the laptop computer configurations, students should contact the Chair of the Department. A student must have a cumulative GPA of 2.5 or higher in CS 180, CS 270 and CS 220, or written consent of the department before he/she may declare a major in Computer Information Systems, Business/Computer Information Systems or Computer Science Teaching.
- A student must have a cumulative grade point average of 2.5 or higher in all computer science courses in order to earn a major in Computer Information Systems, Business/ Computer Information Systems or Computer Science Teaching. A minimum of three computer courses in the majors at or at above the 300 level must be taken in the Computer and Information Systems department at Edgewood College. A minimum of two computer science courses in the minor, one at or above the 200 level and one at or above the 300 level, must be taken in the department.
- Courses in computer science taken more than five years ago may not be accepted. Such courses are accepted at the discretion of the department. Any course requirement other than the minimum residency requirement and all 400-level courses, may be satisfied through examination, or Credit for Prior Learning. Courses in the department may not be taken as Pass/Fail. Courses in the Department of Computer and Information Systems may not be audited.

COMPUTING AND INFORMATION SCIENCES RETURNING ADULT ACCELERATED DEGREE (RAAD) PROGRAMS

BUSINESS/COMPUTER INFORMATION SYSTEMS MAJOR (BS PROGRAM)

In addition to the requirements for General Education, a RAAD student completing the BUS/CIS degree in the accelerated format would complete the following requirements.

CIS Coursework:

RCS 108	I	Network Fundamentals
RCS 117		Introduction to Programming
RCS 208		Introduction to Project Management*
RCS 217		Introduction to Object Oriented Programming*
RCS 227		Introduction to Databases
RCS 228		Introduction to Professional Communication and Presentation
RCS 307	X	Object Oriented Systems Analysis & Design*
RCS 308		Project Management Tools*
RCS 317		Advanced Object Oriented Programming*
RCS 327		Web Development*
RCS 337		Database & OO System Implementation*
RCS 407		Network Security*
RCS 408		Network Management*
RCS 417		Advanced Web Development*
RCS 497	3	Information Systems Project*

**course has prerequisites*

Business Coursework:

RBUS 211		Financial Accounting
RBUS 212		Managerial Accounting*
RBUS 311		Marketing Principles*
RBUS 312	K	Management Concepts*
RBUS 313		Corporate Finance*
RBUS 314	U	Business Law*
RBUS 315		Operations Management*
RECON 163	J	Microeconomics
RECON 164	J	Principles of Macroeconomics
RMATH 123		Mathematical Models in Business I* AND
RMATH 124		Mathematical Models in Business II*
RMATH 125		Statistics and Its Applications I* AND
RMATH 126	M	Statistics and Its Applications II*

**course has prerequisites*

**COMPUTING AND INFORMATION SCIENCES
RETURNING ADULT ACCELERATED DEGREE (RAAD) PROGRAMS**

COMPUTER INFORMATION SYSTEMS MAJOR (BS PROGRAM)

Required Courses:

RBUS 211		Financial Accounting
RBUS 311		Marketing Principles*
RBUS 312	K	Management Concepts*
RBUS 314	U	Business Law*
RCS 108	I	Network Fundamentals
RCS 117		Introduction to Programming
RCS 208		Introduction to Project Management*
RCS 217		Introduction to Object Oriented Programming*
RCS 227		Introduction to Databases
RCS 228		Introduction to Professional Communication and Presentation
RCS 307	X	Object Oriented Systems Analysis & Design*
RCS 308		Project Management Tools*
RCS 317		Advanced Object Oriented Programming*
RCS 327		Web Development*
RCS 337		Database & OO System Implementation*
RCS 407		Network Security*
RCS 408		Network Management*
RCS 417		Advanced Web Development*
RCS 490		Special Topics in Computer Science*
RCS 497	3	Information Systems Project*

**course has prerequisites*

COMPUTER INFORMATION SYSTEMS MINOR

RCS 108	I	Network Fundamentals
RCS 117		Introduction to Programming
RCS 227		Introduction to Databases
RCS 228		Introduction to Professional Communication and Presentation
RCS 307	X	Object Oriented Systems Analysis & Design*
RCS 337		Database & OO System Implementation*

**course has prerequisites*

COMPUTING AND INFORMATION SCIENCES RETURNING ADULT ACCELERATED DEGREE (RAAD) PROGRAMS

DEPARTMENT POLICIES FOR RAAD

- Students must have a cumulative GPA of 2.5 or higher in RCS 108, RCS 117 and RCS 227, or written consent of the department before he/she may declare a major in the CIS Department.
- A student must have a cumulative grade point average of 2.5 or higher in all computer science courses in order to earn a major in the department.
- All 400-level courses are residency courses and MUST be completed through attendance in classes in Edgewood College (some exceptions may be made at the discretion of the Department).
- A minimum of three computer courses in the major at or above the 300 level must be taken in the Computing and Information Sciences Department at Edgewood College.
- A minimum of two computer science course in the minor, one at or above the 200 level and one at or above the 300 level, must be taken at Edgewood College.
- Courses in computer science taken more than five years ago may not be accepted. Such courses are accepted at the discretion of the department.
- Once admitted to the RAAD Program, all CIS courses must be completed at Edgewood College.
- Courses in the department may not be taken as Pass/Fail.
- Courses in the Department of Computing and Information Sciences may not be audited.

MAJORS

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

MINORS

English: Literature
 English: Writing
 English Teaching

DEPARTMENT OVERVIEW

The English Department offers majors and minors with concentrations in Literature, Writing, and Teaching, and an English major with a concentration in Journalism. The Literature concentration in English emphasizes critical reading and writing skills through courses that engage with the depth and breadth of literary expression. The Writing concentration in English provides a workshop setting for one's own creative efforts in fiction, poetry, and nonfiction while also providing a substantial background in the study of literature. The Journalism concentration in English offers students an opportunity to prepare for jobs in journalism or other writing careers while still pursuing a foundational education in the humanities. The Teaching concentration in English prepares students specifically for teaching at the middle school through secondary levels.

English majors and minors develop skills in analysis, writing, and digital environments, all while expanding their understanding of the rich complexity and diversity of the world. Our majors and minors attend graduate school for Literature, Creative Writing, Journalism, Law, Library Science, and Education, among many programs. Other graduates build successful careers in areas such as marketing, professional writing, publishing, journalism, education, government, and public relations.

ENGLISH MAJOR (BA PROGRAM)

The English major will choose one of the three concentrations: Literature, Journalism, or Writing. This does not apply for the English Teaching major, which has separate requirements (listed below).

LITERATURE CONCENTRATION (BA PROGRAM)

ENG 110 W College Writing is a prerequisite for all courses in the major except ENG 201 and ENG 205.

Required Courses:

ENG 481 3K Advanced Studies in English

At least two 200-level courses, including:

ENG 281 CI Introduction to Literary Studies

Additional requirements:

- At least 7 additional courses in English at the 300/400 level, two of which must be at the 300/400 level in pre-1865 literature. The following courses fulfill the pre-1865 requirement: ENG 372A, 331B, 358, 359, 360, 361, 362, 367, 377A, 416, 443B.
- One D or G tagged English courses at the 200/300/400 level.
- Other English courses to total 48 credits.
- Transfer students must earn at least 16 credits in English at Edgewood College from the 300/400 courses in addition to the COR 3 seminar. Post-baccalaureate students are exempt from this requirement.

JOURNALISM CONCENTRATION (BA PROGRAM)

ENG 110 W College Writing is a prerequisite for all courses in the major except ENG 201 and ENG 205.

Required Courses:

ENG 201 UX Introduction to Journalism

ENGLISH

ENG 202		Journalism Practicum
ENG 205	BX	Introduction to Creative Writing
ENG 481	3K	Advanced Studies in English
<u>At least three of the following:</u>		
ENG 301	X	Magazine Writing
ENG 312		Topics in Journalism
ENG 314	X	Creative Nonfiction
ENG 316 or 317	B	Video Production or Photojournalism
ENG 410		Advanced Journalism

Additional Requirements:

- At least five courses at the 300/400 level, at which at least three must be literature courses. One must be at the 300/400 level in pre-1865 literature. The following courses fulfill the pre-1865 requirement: ENG 327A, 331B, 358, 359, 360, 361, 362, 367, 377A, 416, 443B.
- One D or G tagged English course at the 300/400 level.
- Other English courses to total 46 credits.
- Transfer students must earn at least 16 credit in English at Edgewood College from the 300/400 courses in addition to the COR 3 seminar. Post-baccalaureate students are exempt from this requirement.

WRITING CONCENTRATION (BA PROGRAM)

ENG 110 W College Writing is a prerequisite for all courses in the major except ENG 201 and ENG 205.

Required Courses:

ENG 201	UX	Introduction to Journalism
ENG 205	BX	Introduction to Creative Writing
ENG 281	CI	Introduction to Literary Studies
ENG 481	3K	Advanced Studies in English

Four of the following:

ENG 301	X	Magazine Writing
ENG 300		Advanced Writing
ENG 305	BX	Fiction Writing
ENG 306		Poetry Writing
ENG 312		Topics in Journalism
ENG 314	X	Creative Nonfiction
ENG 406	BX	Advanced Fiction Writing
ENG 410		Advanced Journalism
ENG 476		Advanced Writing Workshop

ENGLISH: WRITING MINOR

LITERATURE CONCENTRATION (BA PROGRAM)

Twenty-four credits in addition to:

ENG 110 W College Writing is a prerequisite for all courses in the minor except ENG 201 and ENG 205.

Twenty-four credits in English, to include four of the following:

ENG 201	UX	Introduction to Journalism
ENG 205	BX	Introduction to Creative Writing
ENG 301	X	Magazine Writing
ENG 300		Advanced Writing
ENG 305	BX	Fiction Writing
ENG 306		Poetry Writing
ENG 312		Topics in Journalism
ENG 314	X	Creative Nonfiction
ENG 406	BX	Advanced Fiction Writing
ENG 410		Advanced Journalism
ENG 476		Advanced Writing Workshop

Students will take an additional eight credits in literature at the 300/400 level.

ENGLISH TEACHING MINOR

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

ENG 110 W College Writing is a prerequisite for all courses for the minor except ENG 201 and ENG 205.

Twenty-four credits in English, to include:

ENG 281	CI	Introduction to Literary Studies
ENG 303		Introduction to the Study of Language
ENG 331B	CX	Literary Figures: Shakespeare
ED 459E		Teaching Methods- English

Students will also complete one additional 300/400 level literature course. Students in this minor must also complete the Early Adolescence through Adolescence licensing requirements (see EDUCATION).

DEPARTMENT POLICIES

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

Transfer students in any English major must earn at least 16 credits at Edgewood College in English at the 300/400 level in addition to the four-credit COR 3 seminar. Post-baccalaureate students are exempt from this requirement. Transfer students pursuing minors in English-Literature, English-Writing or English-Teaching must fulfill at least 12 credits in English from courses at Edgewood College. Post-baccalaureate students are exempt from this requirement. Students choosing the English Teaching major or minor must consult with an advisor in the School of Education. Courses required for the major are offered on a rotating basis. Students are urged to consult with the department chair or their advisor for information regarding this sequence.

FOREIGN LANGUAGE

MAJORS

French
French Teaching
Spanish
Spanish Teaching

MINORS

French
French Teaching
Spanish
Spanish Teaching

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

GOALS FOR FOREIGN LANGUAGE PROGRAMS

Goal I: to expose students to the target culture – for French students, the Francophone world, and for students of Spanish, the Spanish-speaking world, through language and cultural immersion with the aim to enhance cross-cultural competence and understanding.

Goal II: to enable students to develop oral proficiency in the foreign language, including accuracy of structure and pronunciation, at the target level of intermediate high (as defined in the ACTFL national proficiency guidelines).

Goal III: to introduce students to a variety of writing formats and improve written proficiency in the target language, including accuracy of syntactical structure, grammar, punctuation, and organization of presentation.

Goal IV: to introduce students to the literature of France and the Francophone world or Spain and Latin America, together with other avenues of intellectual inquiry (film, history, art, music, philosophy).

Goal V: to acquaint Foreign Language Teaching students with current methodologies in foreign language instruction in order to help them to develop pedagogical tools and skills necessary for teaching the target language and culture, and prepare them professionally for their career through hands-on experience and practical training.

FRENCH MAJOR (BA PROGRAM)

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

Eight credits of intermediate French or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

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

**course has prerequisites*

Twelve credits of language from the following:

FREN 312	G	Conversation and Composition*
FREN 313	G	Written and Oral Communication*
FREN 314	G	Language in the Media*
FREN 316	G	Language and the Francophone World*
FREN 381 or 481		Special Topics: Language
FREN 412		Advanced Conversation and Composition

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FREN 413		Advanced Written and Oral Communication
FREN 414		Advanced Language in the Media
FREN 416	G	Advanced Language and the Francophone World*
FREN 430		Phonetics*

**course has prerequisites*

Eight credits of literature from the following:

FREN 382 or 482		Special Topics: Literature
FREN 428	CG	Introduction to French Literature- Middle Ages to Revolution*
FREN 429	CG	Introduction to French Literature- 19 th & 20 th Centuries*
FREN 437A	CGQ	Literary Movements of Modern France*
FREN 438	CG	Francophone Literature*

**course has prerequisites*

Four credits of culture from the following:

FREN 332	G	Contemporary Francophone Culture*
FREN 333	G	Film & Society*
FREN 383 or 483		Special Topics: Culture
FREN 431	GH	French Civilization*

**course has prerequisites*

Four credits of elective (from course listed above beyond 300 level)

°specific course content determines to which area (language, literature, or culture) the credits can be applied.
Students should consult their academic advisor to learn the details about how the COR 3 requirement can be satisfied.

FRENCH TEACHING MAJOR (BA PROGRAM)

The major is part of a program leading to a Wisconsin initial educator to teach French at the Early Childhood through Adolescence level (Birth-Age 21).

Forty-four credits beyond FREN 101 and 102, to include:

Eight credits of intermediate French or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

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

**course has prerequisites*

Twelve credits of language from the following:

FREN 312	G	Conversation and Composition*
FREN 313	G	Written and Oral Communication*
FREN 314	G	Language in the Media*
FREN 316	G	Language and the Francophone World*
FREN 381 or 481		Special Topics: Language
FREN 412		Advanced Conversation and Composition
FREN 413		Advanced Written and Oral Communication
FREN 414		Advanced Language in the Media

FOREIGN LANGUAGE

FREN 416 G Advanced Language and the Francophone World*

FREN 430 Phonetics*

**course has prerequisites*

Eight credits of literature from the following:

FREN 382 or 482 Special Topics: Literature

FREN 428 CG Introduction to French Literature- Middle Ages to Revolution*

FREN 429 CG Introduction to French Literature- 19th & 20th Centuries*

FREN 437A CGQ Literary Movements of Modern France*

FREN 438 CG Francophone Literature*

**course has prerequisites*

Four credits of culture from the following:

FREN 332 G Contemporary Francophone Culture*

FREN 333 G Film & Society*

FREN 383 or 483 Special Topics: Culture

FREN 431 GH French Civilization*

**course has prerequisites*

Four credits of elective (from course listed above beyond 300 level).

Eight credits in methods and phonetics:

FREN 430 Phonetics*

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

°specific course content determines to which area (language, literature, or culture) the credits can be applied.

**course has prerequisites*

Students should consult their advisor about study abroad for variable credit. For the completion of the Education Professional Requirements and licensing requirements for teacher education, see EDUCATION. A French Teaching Major must be accepted into Emergent Professional Transition before being admitted to FRENCH 459F.

FRENCH MINOR

Twenty credits beyond FREN 101 and 102, to include:

Eight credits of intermediate French or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

FREN 201 GL Third Semester French*

FREN 202 GL Fourth Semester French*

**course has prerequisites*

Four credits of language of the following:

FREN 312 G Conversation and Composition*

FREN 313 G Written and Oral Communication*

FREN 314 G Language in the Media*

FREN 316 G Language and the Francophone World*

FREN 381 or
481 Special Topics: Language

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FREN 412		Advanced Conversation and Composition
FREN 413		Advanced Written and Oral Communication
FREN 414		Advanced Language in the Media
FREN 416	G	Advanced Language and the Francophone World*
FREN 430		Phonetics*
FREN 479		Independent Study*

**course has prerequisites*

Four credits of literature or culture from the following, not to be repeated from the above language list:

FREN 332	G	Contemporary Francophone Culture*
FREN 333	G	Film and Society*
FREN 382/ 383/482/483		Special Topics: Literature or Special Topics: Culture
FREN 428	CG	Introduction to French Literature- Middle Ages to Revolution*
FREN 429	CG	Introduction to French Literature- 19 th & 20 th Centuries*
FREN 431	GH	French Civilization*
FREN 437A	CGQ	Literary Movements of Modern France*
FREN 438	CG	Francophone Literature*
FREN 479		Independent Study*

Four credits of elective (from courses listed above 300 level or higher)

°specific course content determines to which area (language, literature, or culture) the credits can be applied.

**course has prerequisites.*

FRENCH TEACHING MINOR

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

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

Eight credits of intermediate French or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

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

**course has prerequisites*

Eight credits from language from the following:

FREN 312	G	Conversation and Composition*
FREN 313	G	Written and Oral Communication*
FREN 314	G	Language in the Media*
FREN 316	G	Language and the Francophone World*
FREN 332	G	Contemporary Francophone Culture*
FREN 333	G	Film and Society*
FREN 381 or 481		Special Topics: Language

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FREN 412		Advanced Conversation and Composition
FREN 413		Advanced Written and Oral Communication
FREN 414		Advanced Language in the Media
FREN 416	G	Advanced Language and the Francophone World*
FREN 430		Phonetics*
FREN 479		Independent Study*

**course has prerequisites*

Eight credits of literature or culture from the following, not to be repeated from the above language list:

FREN 382/ 383/482/483		Special Topics: Literature or Special Topics: Culture
FREN 428	CG	Introduction to French Literature- Middle Ages to Revolution*
FREN 429	CG	Introduction to French Literature- 19 th & 20 th Centuries*
FREN 431	GH	French Civilization*
FREN 437A	CGQ	Literary Movements of Modern France*
FREN 438	CG	Francophone Literature*
FREN 479		Independent Study*

**course has prerequisites*

Seven credits in methods and phonetics

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

°specific course content determines to which area (language, literature, or culture) the credits can be applied.

**course has prerequisites*

Students should consult their advisor about study abroad for variable credit. For the completion of the Education Professional Requirements and licensing requirements for teacher education, see EDUCATION. A French Teaching Major must be accepted into Emergent Professional Transition before being admitted to FREN459F.

FRENCH PROGRAM POLICIES

Emphasis is on the use of French in the classroom beginning with first-year classes. Advanced classes are conducted in French. Upper level courses may be repeated for credit, provided the content is different. Students with three or more years of the same high school language cannot take 101 of that same language at Edgewood College.

Transfer students who intend to continue in language should consult the Foreign Language Department for assistance in choosing the appropriate level course. All majors, teaching and non-teaching, and all teaching minor must pass with a minimum grade of “B” in at least two of the following: FREN 312, 313, 314, 316, 412, 413, 414, 416 and 430.

All non-teaching minors must pass with a minimum grade of “B” in at least one of the courses listed above.

All majors, teaching and non-teaching must take at least one language course at the 400 level. All majors, teaching and non-teaching as well as all teaching minors must also maintain a 3.0 GPA in French courses, achieve oral proficiency at the intermediate-high level (ACTFL guidelines) and be approved by the Department. If the department rotation of required 300 and 400 level courses does not permit students in the major or minor to take them at the College, they may take them at UW-Madison through the Collaborative Program.

STUDY ABROAD

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

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intensive language experience must be approved by the Foreign Language Department, the Center for Global Education and the Registrar's Office.

MINIMUM CREDITS AT EDGEWOOD COLLEGE

A French major, French Teaching major or French Teaching minor must take a minimum of eight credits in French at Edgewood College or at UW-Madison through the Collaborative Program. Retroactive credit and Student Teaching will not be counted toward this minimum. A French minor must take a minimum of four credits in French at Edgewood College or at UW-Madison through the Collaborative Program. Retroactive credit and Student Teaching will not be counted toward this minimum. The year prior courses were taken must be considered for determining courses' acceptability for satisfying major/minor requirements. Those seeking add-on teaching certification in foreign language must consult with the Foreign Language Department and the School of Education.

RETROACTIVE CREDIT

Credits may be gained for foreign language skills acquired through high school study, immersion experience in the target language, or other means of prior learning. Level of language proficiency will be determined based on the successful completion of the student's first college-level foreign language course (placement must be above 101 level) with a minimum grade of "C." Up to sixteen credits may be granted in Foreign Language. See the list below for an explanation of how credit is awarded.

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

Please consult the Foreign Language Department with any questions about the above policies.

SPANISH MAJOR (BA PROGRAM)

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

Eight credits of intermediate Spanish or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

SPAN 201	GL	Third Semester Spanish*
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SPAN 202	GL	Fourth Semester Spanish*
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**course has prerequisites*

Twelve credits of language from the following:

SPAN 312		Third Year Conversation and Composition*
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SPAN 314	G	Language in the Media*
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SPAN 318	G	Language in the Hispanic World*
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SPAN 381 or 481		Special Topics: Language
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SPAN 412		Advanced Conversation and Composition*
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SPAN 414	G	Advanced Language in the Media*
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SPAN 418		Advanced Language in the Hispanic World*
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SPAN 430		Phonetics*
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**course has prerequisites*

Eight credits of literature from the following:

SPAN 382 or 482		Special Topics: Literature
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SPAN 424	CG	Topics in Modern Peninsular Literature*
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SPAN 437	CG	Spanish American Literature*
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SPAN 438	CG	Contemporary Literature*
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°specific course content determines to which area (language, literature, or culture) the credits can be applied.

**course has prerequisites*

Four credits of culture from the following:

SPAN 331	G	Spanish Civilization*
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SPAN 332		Latin American Civilization*
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SPAN 336	G	Film and Society
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SPAN 383 or 483		Special Topics: Culture
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SPAN 433		Contemporary Culture*
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Four credits of electives (from courses listed above beyond the 300 level)

°specific course content determines to which area (language, literature, or culture) the credits can be applied.

**course has prerequisites*

Students should consult their academic advisor to learn the details about how the COR 3 requirement can be satisfied.

SPANISH TEACHING MAJOR (BA PROGRAM)

The Spanish Teaching Major is part of a program leading to a Wisconsin initial educator license to teach Spanish at the Early Childhood through Adolescence level (Birth- Age 21).

The major requires forty-three credits beyond SPAN 101 and SPAN 102, to include:

Eight credits of intermediate Spanish or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

SPAN 201	GL	Third Semester Spanish*
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SPAN 202	GL	Fourth Semester Spanish*
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**course has prerequisites*

Twelve credits of language from the following:

SPAN 312		Third Year Conversation and Composition*
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SPAN 314	G	Language in the Media*
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SPAN 318	G	Language in the Hispanic World*
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SPAN 381 or 481		Special Topics: Language
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SPAN 412		Advanced Conversation and Composition*
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SPAN 414	G	Advanced Language in the Media*
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SPAN 418		Advanced Language in the Hispanic World*
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**course has prerequisites*

Eight credits of literature from the following:

SPAN 382 or 482		Special Topics: Literature
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SPAN 424	CG	Topics in Modern Peninsular Literature*
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SPAN 437	CG	Spanish American Literature*
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SPAN 438	CG	Contemporary Literature*
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**course has prerequisites*

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Four credits of culture from the following:

SPAN 331	G	Spanish Civilization*
SPAN 332		Latin American Civilization*
SPAN 336	G	Film and Society
SPAN 383 or 483		Special Topics: Culture
SPAN 433		Contemporary Culture*

Four credits of elective (from courses listed above beyond the 300 level)

°specific course content determines to which area (language, literature, or culture) the credits can be applied.

**course has prerequisites*

Seven credits of phonetics and methods:

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

**course has prerequisites*

Study abroad is available for variable credits and may fulfill a portion of the above requirements. Students must consult their academic advisor. For the completion of the Education Professional Requirements and the licensing requirements for Teacher Education (see EDUCATION). A Spanish Teaching Major must be accepted into Emergent Professional Transition before being admitted to SPAN 459F.

SPANISH MINOR

Twenty credits beyond SPAN 101 and 102 to include:

Eight credits of intermediate Spanish or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

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

**course has prerequisites*

Students may also substitute 4 language credits and 4 elective credits from below in place of SPAN 201 and 202.

Four credits of language from the following:

SPAN 312		Third Year Conversation and Composition*
SPAN 314	G	Language in the Media*
SPAN 318	G	Language in the Hispanic World*
SPAN 381 or 481		Special Topics: Language
SPAN 412		Advanced Conversation and Composition*
SPAN 414	G	Advanced Language in the Media*
SPAN 418		Advanced Language in the Hispanic World*
SPAN 430		Phonetics*

°specific course content determines to which area (language, literature, or culture) the credits can be applied.

**course has prerequisites*

Four additional credits of literature or culture from the following, not to be repeated from the language list above:

SPAN 331	G	Spanish Civilization*
SPAN 332		Latin American Civilization*
SPAN 336	G	Film and Society

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SPAN 382/ 383/482/483		Special Topics: Literature or Special Topics: Culture
SPAN 424	CG	Topics in Modern Peninsular Literature*
SPAN 433		Contemporary Culture*
SPAN 437	CG	Spanish American Literature*
SPAN 438	CG	Contemporary Literature*

Four credits of elective (from courses listed above beyond the 300 level)

°specific course content determines to which area (language, literature, or culture) the credits can be applied.

**course has prerequisites*

SPANISH TEACHING MINOR

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

The minor requires 32 credits beyond SPAN 101 and 102, to include:

Eight credits of intermediate Spanish or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

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

**course has prerequisites*

Eight credits of language from the following:

SPAN 312		Third Year Conversation and Composition*
SPAN 314	G	Language in the Media*
SPAN 318	G	Language in the Hispanic World*
SPAN 381 or 481		Special Topics: Language
SPAN 412		Advanced Conversation and Composition*
SPAN 414	G	Advanced Language in the Media*
SPAN 418		Advanced Language in the Hispanic World*
SPAN 430		Phonetics*

**course has prerequisites*

Four credits of literature from the following, not to be repeated from the language list above:

SPAN 382 or 482		Special Topics: Literature
SPAN 424	CG	Topics in Modern Peninsular Literature*
SPAN 437	CG	Spanish American Literature*
SPAN 438	CG	Contemporary Literature*

Four credits of elective (from courses listed above beyond the 300 level)

°specific course content determines to which area (language, literature, or culture) the credits can be applied.

**course has prerequisites*

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Eight credits of phonetics and methods:

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

**course has prerequisites*

Students should consult their advisor about study abroad for variable credit. For the completion of the Education Professional Requirements and licensing requirements for teacher education, see EDUCATION. A Spanish Teaching Minor must be accepted into Emergent Professional Transition before being admitted to SPAN 459F.

SPANISH PROGRAM POLICIES

Emphasis is on the use of Spanish in the classroom beginning with first-year classes. Advanced classes are conducted in Spanish. Upper level courses may be repeated for credit, provided the content is different. Students with three or more years of the same high school language cannot take 101 of that same language at Edgewood College.

Transfer students who intend to continue in language should consult the Foreign Language Department for assistance in choosing the appropriate level course. Admission to the major is by consent of the department, which will appoint an advisor to monitor student progress and satisfactory completion of the requirements. All majors, teaching and non-teaching, and all teaching minor must pass with a minimum grade of “B” in at least two of the following: SPAN 312, 314, 318, 412, 414, 418 and 430.

All non-teaching minors must pass with a minimum grade of “B” in at least one of the courses listed above.

All majors, teaching and non-teaching must take at least one language course at the 400 level. All majors, teaching and non-teaching as well as all teaching minors must also maintain a 3.0 GPA in Spanish courses, achieve oral proficiency at the intermediate-high level (ACTFL guidelines) and be approved by the Department. If the department rotation of required 300 and 400 level courses does not permit students in the major or minor to take them at the College, they may take them at UW-Madison through the Collaborative Program.

STUDY ABROAD

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

MINIMUM CREDITS AT EDGEWOOD COLLEGE

A Spanish major, Spanish Teaching major or Spanish Teaching minor must take a minimum of eight credits in Spanish at Edgewood College or at UW-Madison through the Collaborative Program. Retroactive credit and Student Teaching will not be counted toward this minimum. A Spanish minor must take a minimum of four credits in French at Edgewood College or at UW-Madison through the Collaborative Program. Retroactive credit and Student Teaching will not be counted toward this minimum. The year prior courses were taken must be considered for determining courses’ acceptability for satisfying major/minor requirements. Those seeking add-on teaching certification in foreign language must consult with the Foreign Language Department and the School of Education.

RETROACTIVE CREDIT

Credits may be gained for foreign language skills acquired through high school study, immersion experience in the target language, or other means of prior learning. Level of language proficiency will be determined based on the successful completion of the student’s first college-level foreign language course (placement must be above 101 level) with a minimum grade of “C.” Up to sixteen credits may be granted in Foreign Language. See the list below for an explanation of how credit is awarded.

- 4 retroactive credits if “B” or higher in SPAN 102
- No retroactive credits if “BC” or “C” in SPAN 102
- 8 retroactive credits if “B” or higher in SPAN 201
- 4 retroactive credits if “BC” or “C” in SPAN 201
- 12 retroactive credits if “B” or higher in SPAN 202
- 4 retroactive credits if “BC” or “C” in SPAN 202
- 16 retroactive credits if “B” or higher in SPAN 312 or a higher level Spanish course
- 8 retroactive credits if “BC” or “C” in SPAN 312 or higher

Please consult the Foreign Language Department with any questions about the above policies.

HISTORY

Two courses in United States History:

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

Two courses in East Asian History:

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

**course has prerequisites*

One of HIST 400/401 Sequence:

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

POLICIES

- Elective courses in history to complete the 42 credit total, to be chosen by the student in consultation with a History Department advisor. Students should confirm choices with their advisor.
- It is strongly recommended that history majors who plan to attend graduate school take a foreign language. Students should consult with their academic advisor for information.
- Both undergraduate and post-baccalaureate students must earn at least 12 credits in History at Edgewood College.
- Majors must earn 28 credits at the 200-level or above in History. A minimum cumulative grade point average of 2.00 is required in History courses taken toward the major.
- Students should consult with their academic advisor to learn the details about how students can satisfy their COR 3 requirement.

BROAD FIELD SOCIAL STUDIES

A Broad Field Social Studies interdisciplinary major of 56-60 credits in history and the social sciences selected by the student in consultation with an advisors to include the following sequence of courses:

HISTORY CONCENTRATION (BA PROGRAM)

This major is administered by the History Department. Each successful major will demonstrate:

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

Includes a minimum of 34 credits in history with 20 credits from at least three of the following social sciences: economics, political science, sociology/anthropology and psychology.

Required Course:

HIST 295		Proseminar: Historians, Historiography and Historical Model
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One course in European History:

HIST 108	H	Medieval Europe, 410-500
HIST 110	H	Beginnings of Modern Europe, 1500 to the Eve of the French Revolutions
HIST 115	H	Europe and the World
HIST 211	H	History of Modern Germany from Unification to Nazification
HIST 271	H	Selected Issues
HIST 325	H	Germany and the Rise of the Nazi Party
HIST 341	H	European Holocaust
HIST 375		World War II

One course in United States History:

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

One course in East Asian History:

HIST 111	GH	East Asian History
HIST 117	GH	Modern China
HIST 221	GH	Modern Japan
HIST 249	GH	U.S. and East Asia Relations
HIST 271	H	Selected Issues

HISTORY

HIST 284	GH	People's Republic of China
HIST 310A&B	2GH	China: Tradition and Transformation*

*course has prerequisites

One of HIST 400/401 Sequence:

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

Additional Requirements:

- 10-12 credits of electives in History. Students should confirm these choices with their History advisor
- 20 credits from at least three of the following social sciences: economics, political science, sociology/anthropology and psychology.
- Students must earn at least 12 credits in history courses at Edgewood College. At least half of the credits in history should be at the 200 level or above. A minimum cumulative GPA of 2.75 is required in history courses offered toward the major.
- Students should consult with their academic advisor to learn details about how they can satisfy the COR 3 requirement.

HISTORY CONCENTRATION WITH TEACHING MINOR (BA PROGRAM)

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

Required Courses:

HIST 111	GH	East Asian History
HIST 115	H	Europe and the World
HIST 120	GH	World Civilizations since 1500
HIST 131	H	American History I
HIST 132	H	American History II
HIST 295		Proseminar: Historians, Historiography and Historical Method

One course in European History:

HIST 108	H	Medieval Europe, 410-500
HIST 110	H	Beginnings of Modern Europe, 1500 to the Eve of the French Revolutions
HIST 211	H	History of Modern Germany from Unification to Nazification
HIST 271	H	Selected Issues
HIST 325	H	Germany and the Rise of the Nazi Party
HIST 341	H	European Holocaust
HIST 375		World War II

One course in United States History:

HIST 131	H	American History I
HIST 132	H	American History II
HIST 204	DH	History of American Social Movements
HIST 207		Recent U.S. History (Since 1945)
HIST 238		American Labor History
HIST 271	H	Selected Issues

HISTORY

HIST 342		American Foreign Policy
HIST 359	D	African-American History
HIST 360		The History of Women in America
HIST 363		Native American History

One course in East Asian History:

HIST 117	GH	Modern China
HIST 221	GH	Modern Japan
HIST 249	GH	U.S. and East Asia Relations
HIST 271	H	Selected Issues
HIST 284	GH	People's Republic of China
HIST 310A&B	2GH	China: Tradition and Transformation*
HIST 312	GHU	China and the West

One of HIST 400/401 Sequence:

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

Students will need 4-6 additional elective credits in History, to be selected in consultation with an advisor.

Sixteen Social Science credits to include:

ECON 255	GJ	Principles of Macroeconomics
ECON 256	J	Principles of Microeconomics
SOC 201	DJ	Introduction to Sociology
PS 262		Introduction to the American Political Process

For the completion of the Education Professional Requirements and the licensing requirements for teacher education (see EDUCATION). A Broad Field Social Studies-History Major with a Teaching Minor must be admitted to teach education before being admitted to ED 459H; admission to teacher education is recommended as early as possible. Students are also responsible for completing the appropriate teaching minor requirements.

ED 459H		Methods: History*
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**course has prerequisites*

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

GEOG 265	E	Environmental Conservation
GEOG 266		Mapping Wisconsin

POLICIES

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

- At least half of the credits in history should be taken at the 200-level or above. Post-baccalaureate and undergraduate students must earn at least 12 credits in history at Edgewood College.
- A minimum cumulative grade point average of 2.75 is required in history and social science courses offered toward the major.
- Post-baccalaureate students must complete a 12 credit residency requirement with the History Department. Students should consult with an advisor.

At least one course in East Asian History:

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

**course has prerequisites*

One of HIST 400/401 Sequence:

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

POLICIES

Minors are also required to complete the Education Professional Requirements and the licensing sequence in either elementary or elementary/middle education (see EDUCATION). To meet Wisconsin Department of Public Instruction licensing requirements, students should take GEOG 265, Environmental Conservation, a course in conservation of natural resources and marketing and consumer cooperatives. Students are advised to check carefully the certification requirements of the state in which they plan to teach.

HISTORY TEACHING MINOR: MIDDLE/SECONDARY EDUCATION

A minimum of 28 credits, including:

HIST 295	Proseminar: Historians, Historiography and Historical Method
HIST/ED 459H	Methods: History*

**course has prerequisites*

At least one course in European History:

HIST 108	H	Medieval Europe, 410-500
HIST 110	H	Beginnings of Modern Europe, 1500 to the Eve of the French Revolutions
HIST 115	H	Europe and the World
HIST 211	H	History of Modern Germany from Unification to Nazification
HIST 271	H	Selected Issues
HIST 325	H	Germany and the Rise of the Nazi Party
HIST 341	H	European Holocaust
HIST 375		World War II

HISTORY

At least one course in United States History:

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

At least one course in East Asian History:

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

**course has prerequisites*

One of HIST 400/401 Sequence:

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

POLICIES

Minors are also required to complete the Education Professional Requirements and the licensing sequence in either elementary or elementary/middle education (see EDUCATION). Students will also be responsible for taking a course in national, state and local government; typically PS 262 is required (see EDUCATION). A History Teaching Minor must be accepted into Emergent Professional Transition before being admitted to ED 459H. To meet Wisconsin Department of Public Instruction licensing requirements, students should take GEOG 265, Environmental Conservation, a course in conservation of natural resources and marketing and consumer cooperatives. Students are advised to check carefully the certification requirements of the state in which they plan to teach.

Minors must earn at least 12 credits in History at Edgewood College and at least 16 credits at the 200-level or above in History. A minimum cumulative grade point average of 2.0 is required in History courses taken toward the minor.

MAJORS

Mathematics
 Mathematics with Pre-Engineering Concentration
 Mathematics Teaching

MINORS

Mathematics
 Mathematics Teaching
 Mathematics Teaching for Elementary/Middle School

MISSION

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

Core Mathematics

Students should demonstrate a broad understanding of core mathematics as defined by the requirements for the major and the department's course goals. These goals include the interplay of mathematics with other disciplines and the history of mathematics.

Problem Solving

Students should demonstrate competency in problem solving. This includes the ability to generate special cases, recognize patterns, formulate and test conjectures, reject incorrect solutions, use mathematical tools developed in coursework and reflect appropriately on the solution.

Proof

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

Communication

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

MATHEMATICS MAJOR (BA OR BS PROGRAM)

Forty-four credits in mathematics, including:

Required Courses:

MATH 231	M	Calculus I*
MATH 232	M	Calculus II*
MATH 233	M	Calculus III*
MATH 301	U	Problem Solving and Proof*
MATH 341		Linear Algebra*
MATH 351		Probability*
MATH 485	3KX	Mathematics Seminar*

*course has prerequisites

MATHEMATICS

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

MATH 331 Differential Equations*

**course has prerequisites*

Analysis Pairing:

MATH 431 Real Analysis*

MATH 432 Complex Analysis*

**course has prerequisites*

Algebra Pairing:

MATH 441 Abstract Algebra I*

MATH 442 Abstract Algebra II*

**course has prerequisites*

Geometry Pairing:

MATH 461 College Geometry*

MATH 462 Topology*

**course has prerequisites*

A minimum GPA of 2.5 in the above courses is required.

MATHEMATICS MAJOR WITH PRE-ENGINEERING CONCENTRATION (BA OR BS PROGRAM)

This concentration is designed to prepare students for careers in engineering fields.

Forty-four credits in mathematics, including:

Required Courses:

MATH 231 M Calculus I*

MATH 232 M Calculus II*

MATH 233 M Calculus III*

MATH 301 U Problem Solving and Proof*

MATH 341 Linear Algebra*

MATH 351 Probability*

MATH 485 3KX Mathematics Seminar*

**course has prerequisites*

Students are required to complete at least five additional mathematics courses from the following list, chosen with the consent of the student's academic advisor, to include at least one from each of the three pairings.

MATH 331 Differential Equations*

**course has prerequisites*

MATHEMATICS

Analysis Pairing:

MATH 431	Real Analysis*
MATH 432	Complex Analysis*

**course has prerequisites*

Algebra Pairing:

MATH 441	Abstract Algebra I*
MATH 442	Abstract Algebra II*

**course has prerequisites*

Geometry Pairing:

MATH 461	College Geometry*
MATH 462	Topology*

**course has prerequisites*

Additional required courses for the Pre-Engineering Concentration:

CHEM 120	S	General Chemistry I*
CHEM 121	S	General Chemistry II*
PHYS 201	SU	College Physics I*
PHYS 202	S	College Physics II*
PHYS 350	I	Scientific Computing*

**course has prerequisites*

POLICIES

A minimum GPA of 2.5 in the above courses is required.

MATHEMATICS TEACHING MAJOR (BA OR BS PROGRAM)

This major is part of a program leading to a Wisconsin initial educator license to teach mathematics in the Early Adolescent through Adolescent level (ages 10-21). The major is composed of fifty-one credits in mathematics, including:

Required Courses:

MATH 121	M	Statistics*
MATH 231	M	Calculus I*
MATH 232	M	Calculus II*
MATH 233	M	Calculus III*
MATH 301	U	Problem Solving and Proof*
MATH 341		Linear Algebra*
MATH 351		Probability*
MATH 431		Real Analysis*
MATH 441		Abstract Algebra I*
MATH 442		Abstract Algebra II*
MATH 451		Explorations in Middle/Secondary School Mathematics*
MATH459/ED459M		Middle/Secondary Math Methods*

MATHEMATICS

MATH 461		College Geometry*
MATH 485	3KX	Mathematics Seminar*

**course has prerequisites*

A minimum GPA of 2.5 in the above courses is required. The School of Education has additional requirements for licensure, including GPA requirements. Admission to Teacher Education as early as possible is recommended. Students are recommended to take MATH 451 one or two semesters prior to student teaching.

MATHEMATICS MINOR

Twenty-four credits in Mathematics, including:

Required Courses:

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

**course has prerequisites*

Two of the following for a total of at least 7 credits:

MATH 233	M	Calculus III*
MATH 331		Differential Equations*
MATH 351		Probability*
MATH 431		Real Analysis*
MATH 432		Complex Analysis*
MATH 441		Abstract Algebra I*
MATH 442		Abstract Algebra II*
MATH 461		College Geometry*
MATH 462		Topology*

**course has prerequisites*

A minimum GPA of 2.5 in the above courses is required.

MATHEMATICS TEACHING MINOR

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

Required Courses:

MATH 121	M	Statistics*
MATH 231	M	Calculus I*
MATH 232	M	Calculus II*
MATH 233	M	Calculus III*
MATH 301	U	Problem Solving and Proof*

MATHEMATICS

MATH 341	Linear Algebra*
MATH 451	Explorations in Middle/Secondary School Mathematics*
MATH459/ED459M	Middle/Secondary Math Methods*
MATH 461	College Geometry*

**course has prerequisites*

A minimum GPA of 2.5 in the above courses is required. The School of Education has additional requirements for licensure, including GPA requirements: Admission to Teacher Education as early as possible is recommended. Students are recommended to take MATH 451 one or two semesters prior to student teaching.

MATHEMATICS TEACHING FOR ELEMENTARY/MIDDLE SCHOOL MINOR

This minor, together with a licensing major in Middle Childhood through Early Adolescent, is part of a program leading to a Wisconsin initial educator license to teach mathematics at the level corresponding to the major. The minor is composed of thirteen credits in mathematics.

Required Courses:

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

**course has prerequisites*

One of the following:

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

One of the following:

MATH 122		Finite Mathematics*
MATH 232	M	Calculus II*

**course has prerequisites*

A minimum GPA of 2.5 in the above courses is required. The School of Education has additional requirements for licensure, including GPA requirements. Progress through the Transition Steps) is recommended as early as possible. Students are recommended to take MATH 451 one or two semesters prior to student teaching.

DEPARTMENTAL POLICIES

All mathematics prerequisites for mathematics courses must be completed with a grade of 'C' or above to satisfy the prerequisite requirement.

Courses in mathematics may not be audited. Courses may only be taken Pass/Fail with the consent of both the instructor and the Mathematics Department Chair.

In order for any mathematics course to count towards any of the mathematics majors or minors, the course must have been completed within five years preceding the date of major/minor declaration. Courses taken prior to that point will be evaluated on an individual basis by the department.

Any mathematics course requirement for any major or minor offered in the department, with the exceptions of MATH 485, MATH 459 and MATH 451, may be satisfied through the proficiency process established by the department. The minimum residency requirement may not be waived.

MATHEMATICS

Students in a mathematics teaching major or minor should not plan to take upper division mathematics courses during the semester in which they are student teaching.

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

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

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

STUDENT DEVELOPMENT OPPORTUNITIES

The Mathematics Department supports a number of student development opportunities, including participation in the Edgewood Engaged: A Research and Creative Inquiry Symposium, summer research experiences and internships, the Wisconsin Mathematics Council Annual Conference, and St. Norbert College's Pi Mu Epsilon Conference. Any full time member of the department can provide details.

INTERNSHIPS AND CAREERS IN MATHEMATICS

A number of careers are open to students majoring in mathematics. Some students proceed to graduate school in an advanced mathematical, professional or technical field; other students move directly into the work force including teaching at the middle or secondary level. The student majoring in mathematics should talk to his or her advisor in the sophomore year to explore internships and career opportunities. Members of the department will work with the student and Academic and Career Counselors to help the student successfully chart a path beyond graduation.

MAJORS

Music
 Music Education with Certification in General Music*
 Music Education with Certification in Choral Music*
 Music Education with Certification in Instrumental Music*
 Music Media and Production
 Music Promotion and Industry
 Pre-Music Therapy

* typically a five-year program

MINORS

Music

GOALS OF THE MAJOR

The curricula for the music majors are aligned with the standards for the National Association of Schools of Music and the Wisconsin Department of Public Instruction. The comprehensive degree offerings challenge students to reach their highest potential. The development of performing skills, critical thinking and music literacy are goals of each area of private and class instruction, music appreciation, music theory, music history and performing ensembles. Each semester the music faculty assesses student achievement using standard test formats, portfolio reviews, rubrics and juried performance reviews.

OPPORTUNITIES FOR NON-MUSIC MAJORS

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

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

MUSIC MAJOR (BA PROGRAM)

Core requirements of the major:

Required Courses:

MUS 140	B	Introduction to the Language of Music (or proficiency)
MUS 141		Music Theory I*
MUS 142		Ear Training and Solfege I*
MUS 143		Music Theory II*
MUS 144		Ear Training and Solfege II*
MUS 155	AGX	World Music*
MUS 158	AQX	Women in Music*
MUS 191	I	Computer Applications in Music
MUS 241		Theory III*
MUS 242		Ear Training and Solfege III*
MUS 344		Basic Conducting*
MUS 355		Music History: Medieval to Classical*
MUS 356	U	Music History: Classical to 21 st Century
MUS 440	3	Senior Music Seminar*
MUS 481	K	Senior Recital*

*course has prerequisites

MUS 345		Advanced Conducting*
MUS 355		Music History: Medieval-Baroque*
MUS 356	U	Music History: Classical to 21 st Century*
MUS 440	3	Senior Music Seminar (or elect to cover COR 3 in Student Teaching)*
MUS 456		Methods of Teaching Music: K-8*
MUS 457		Methods of Teaching Music: 6-12*
MUS 481	K	Senior Recital*

**course has prerequisites*

ADDITIONAL MUSIC EDUCATION MAJOR REQUIREMENTS:

Piano Proficiency

MUS 104 Piano Proficiency*

**course has prerequisites*

Students must be enrolled in MUS 103 every semester until the Piano Proficiency is satisfied. Students must register for MUS 104 (with consent of instructor) the semester they complete the requirement. Students should see the Music Department for proficiency criteria.

Private Lessons

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

Performing Organization

Students must be registered for a performing ensemble each semester they are enrolled at Edgewood College. Students should contact the Department Chair prior to registration for placement information.

Performance Class and Juried Reviews

All students who study privately will perform each semester in a performance class (MUS 000) and in a juried review during final examination week. Students must pass six semesters of MUS 000. Any student failing three semesters of MUS 000 will not be permitted to continue in the program.

Portfolio Review

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

Transfer students should see the Department Chair for portfolio deadlines.

Students must also complete the following courses in the School of Education:

ED 200	D	Education in a Pluralistic Society*
ED 201		Teacher as Inquirer I : Reflective Practitioner*
ED 215	J	Infancy through Young Adulthood*
ED 306		Exceptional Children and Youth*
ED 307	K	English Language Learners*
ED 330	X	Teaching and Learning *
ED 384	C	Lit for Childhood through Young Adulthood*
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*
ED 476		Reading and Literacy Development in Content Areas*
PS 262	J	Intro to the American Political Process

**course has prerequisites*

POLICIES

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

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

CERTIFICATION IN GENERAL MUSIC (BA PROGRAM)

Additional Required Courses:

MUS 275A	Topics in Pedagogy for the Music Specialist: Folk Instrument/Pedagogy
MUS 275F	Topics in Pedagogy for the Music Specialist: Vocal Pedagogy
MUS 489A/ED 489A	Student Teaching: General Music

CERTIFICATION IN CHORAL MUSIC (BA PROGRAM)

Additional Required Courses:

MUS 275A	Topics in Pedagogy for the Music Specialist: Folk Instrument/Pedagogy
MUS 275F	Topics in Pedagogy for the Music Specialist: Vocal Pedagogy
MUS 489B/ED 489B	Student Teaching: Choral Music

CERTIFICATION IN INSTRUMENTAL MUSIC

Additional Required Courses:

MUS 275B	Topics in Pedagogy for the Music Specialist: Brass Pedagogy
MUS 275C	Topics in Pedagogy for the Music Specialist: Woodwind Pedagogy
MUS 275D	Topics in Pedagogy for the Music Specialist: String Pedagogy
MUS 275E	Topics in Pedagogy for the Music Specialist: Percussion Pedagogy
MUS 489C/ED489C	Student Teaching: Instrumental Music*

**course has prerequisites*

MUSIC MEDIA AND PRODUCTION MAJOR (BA PROGRAM)

This degree focuses on the creative aspect of music production, allowing students to incorporate music into a variety of media types.

Core requirements of the major:

Required Courses:

MUS 140	B	Introduction to the Language of Music
MUS 141		Music Theory I*
MUS 142		Ear Training and Solfege I*
MUS 143		Music Theory II*
MUS 144		Ear Training and Solfege II *
MUS 191	I	Computer Applications in Music
MUS 279		Music Department Media Internship (1 credit)

MUSIC

MUS 291		Introduction to Audio/Recording Technology*
MUS 343		Arranging*
MUS 344		Basic Conducting*
MUS 440	3	Senior Music Seminar (recommended to take concurrently with MUS 491)
MUS 491		Media Internship

**course has prerequisites*

Select One:

MUS 152	AD	Jazz History
MUS 159	AD	Popular Music: A Multicultural Approach

Select One:

MUS 155	AGX	World Music*
MUS 158	AQX	Women in Music*

Select One:

MUS 355		Music History: Medieval-Baroque*
MUS 356	U	Music History: Classical-Modern*

**course has prerequisites*

Select five courses from the following:

ART 107	B	Digital Photography
ART 108		Photography for non-Art Major
ART 120	B	Video Art
COMMS 243		Introduction to Media Studies
COMMS 260	X	Writing for the Media
COMMS 280		Introduction to Public Relations
COMMS 314		Persuasion, Promotion and Advertising (recommended)
COMMS 329	BK	Introduction to Radio Broadcasting
CS 105	I	Digital Life through Multimedia
ENG 316	B	Video Production
ENG 317	B	Photojournalism

Students must also complete a minimum of 3 credits of private lessons, to include at least one semester of 300-level lessons with a grade of C or better. In addition, all music majors must pass Music 000 three times, must register in MUS 000 every semester they are enrolled in private lessons, and must register for a major performing ensemble each semester they are enrolled at Edgewood College.

MUSIC PROMOTION AND INDUSTRY MAJOR (BA PROGRAM)

This major prepares students for careers in the music industry, ranging from promotion to management.

Core requirements of the major:

Required Courses:

MUS 140	B	Introduction to the Language of Music
MUS 141		Music Theory I*
MUS 142		Ear Training and Solfege I*
MUS 143		Music Theory II*
MUS 144		Ear Training and Solfege II *
MUS 191	I	Computer Applications in Music
MUS 279		Music Department Promotion Internship (1 credit)
MUS 291		Introduction to Audio/Recording Technology*
MUS 344		Basic Conducting*
MUS 440	3	Senior Music Seminar (recommended to take concurrently with MUS 491)
MUS 491		Promotion Internship (1 credit)

**course has prerequisites*

Select One:

MUS 152	AD	Jazz History
MUS 159	AD	Popular Music: A Multicultural Approach

Select One:

MUS 155	AGX	World Music*
MUS 158	AQX	Women in Music*

Select One:

MUS 355		Music History: Medieval-Baroque*
MUS 356	U	Music History: Classical-Modern*

**course has prerequisites*

Select five courses from the following:

ART 107	B	Digital Photography
ART 108		Photography for non-Art Major
ART 120	B	Video Art
COMMS 220		Leadership and Professional Meetings
COMMS 241		Introduction to Organizational Communications
COMMS 243		Introduction to Media Studies

MUSIC

COMMS 260	X	Writing for the Media
COMMS 280		Introduction to Public Relations (recommended)
COMMS 314		Persuasion, Promotion and Advertising (recommended)
COMMS 320		Group Discussion and Team Leadership
COMMS 329	BK	Introduction to Radio Broadcasting
CS 105	I	Digital Life through Multimedia
ECON 255	GJ	Principles of Macroeconomics
ECON 256	J	Principles of Microeconomics
ENG 201	UX	Introduction to Journalism
ENG 202		Journalism Practicum
ENG 308	2X	Writing for Community
ENG 316A/COMMS 430H		Video Production Basics
ENG 317	B	Photojournalism
COMMS 317/ ETHS 317	D	Intercultural Communication

**course has prerequisites*

See the Music Department Chair for additional P-tagged Philosophy Department choices.

Students must also complete a minimum of 3 credits of private lessons, to include at least one semester of 300-level lessons with a grade of C or better. In addition, all music majors must pass MUS 000 three times, must register in MUS 000 every semester they are enrolled in private lessons, and must register for a major performing ensemble each semester they are enrolled at Edgewood College.

PRE-MUSIC THERAPY MAJOR (BA PROGRAM)

Core requirements of the major:

Required Courses:

MUS 140	B	Introduction to the Language of Music
MUS 141		Music Theory I*
MUS 142		Ear Training and Solfege I*
MUS 143		Music Theory II*
MUS 144		Ear Training and Solfege II *
MUS 191	I	Computer Applications in Music
MUS 250	B	Music Experiences for Early Childhood
MUS 275A		Topics: Pedagogy for Music: Folk Instruments
MUS 343		Arranging*
MUS 344		Basic Conducting*
MUS 440	3	Senior Music Seminar (recommended to take concurrently with MUS 491)

**course has prerequisites*

MUSIC

Select One:

MUS 152	AD	Jazz History
MUS 159	AD	Popular Music: A Multicultural Approach

Select One:

MUS 155	AGX	World Music*
MUS 158	AQX	Women in Music*

Select One:

MUS 355		Music History: Medieval-Baroque*
MUS 356	U	Music History: Classical-Modern*

**course has prerequisites*

Five of the following selections:

MUS 456		Methods of Teaching Music
BIO 445	V	Bio-Psychology
ECON 315		Healthcare Economics
PSY 101	J	General Psychology
PSY 210		Child Development
PSY 220		Adolescent Development
PSY 300		Psychology of Personality*
PSY 301		Case Management
PSY 380		Introduction to Psychotherapies *
PSY 382		Multicultural Counseling *
SOC 325	2DJ	Health, Illness and Society

**course has prerequisites*

Students may take three of the four following courses (1 credit each) for a total of 3 credits in order to meet one of the five course selection requirements.

MUS 275B		Topics in Pedagogy for the Music Specialist: Brass Pedagogy*
MUS 275C		Topics in Pedagogy for the Music Specialist: Woodwind Pedagogy*
MUS 275D		Topics in Pedagogy for the Music Specialist: String Pedagogy*
MUS 275E		Topics in Pedagogy for the Music Specialist: Percussion Pedagogy*

Students may also take one of the following sequences as one of the five selection requirements. Both courses in the sequence must be taken in order to meet the selection requirement.

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution*
		AND
BIO 152	S	General Biology: Cells and Molecules*
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution*
		AND

BIO 182	S	Honors General Biology: Cells and Molecules*
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**course has prerequisites*

Students must also complete a minimum of 3 credits of private lessons, to include at least one semester of 300-level lessons with a grade of C or better. In addition, all music majors must pass MUS 000 three times, must register in MUS 000 every semester they are enrolled in private lessons, and must register for a major performing ensemble each semester they are enrolled at Edgewood College.

MUSIC MINOR

Twenty seven credits to include:

Required Courses:

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

**course has prerequisites*

One of the following music appreciation courses:

Select one:

MUS 155	AGX	World Music*
MUS 158	AQX	Women in Music*

Select One:

MUS 355		Music History: Medieval-Baroque*
MUS 356	U	Music History: Classical-Modern*

**course has prerequisites*

ADDITIONAL MUSIC MINOR REQUIREMENTS:

Private Lessons

Students must complete three credits of private study on a major instrument or voice. At least one credit must be completed at the 300 level with a grade of "C" or better.

Performing Organization

Students must complete four credits of performing organizations. Student should contact the Department Chair prior to registration for placement.

Performance Class and Juried Reviews

All students who study privately will concurrently enroll in a performance class (MUS 000), and will participate in a juried review during the final examination week. Minors must pass at least three semesters of MUS 000; any student failing consecutive semesters of MUS 000 will not be permitted to continue in the program.

DEPARTMENTAL POLICIES

Computer Competency

Majors must be adept at word processing and Finale software. They must also be familiar with computer-accessed sources and webpage development. Skills for these proficiencies are addressed in the music theory and music history/appreciation courses, as well as in MUS 191, Computer Applications in Music, which satisfies the general computer competency requirement.

Applied Music Private Study

Additional fees are assessed for private lessons. Students should contact the Business Office for current rates.

Students should contact the Department Chair for current information regarding subsidization of lesson fees for music majors, minors and members of designated performing ensembles. Credits for applied music are granted on the basis of one credit per semester. Lessons falling on days when classes at the College are suspended or when lessons are cancelled by the student will not be rescheduled. Lessons canceled by the teacher will be rescheduled.

Lesson material is designed to give the student a foundation in technical development and music literature according to course level. Students are to perform in MUS 000 Performance Class and in a juried performance at the end of each semester. To progress from the 200 level to the 300 level, a student must receive a grade of "C" or higher in MUS 141 (if a music major or minor), be approved by the appropriate applied instructor, and receive official recommendation from the music faculty following the most recent juried performance. Students must be registered at the 300 or 400 level in order to present a recital and must register for MUS 381 and MUS 481.

Audit Policy

Private lessons and performing groups cannot be audited.

Credit for Prior Learning

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

Temporary Suspension of Studies

To assure a positive learning experience, students returning after a three-year interruption of studies toward the major must take placement exams to determine if theoretical and performance based skills have been maintained at an appropriate level.

Requirements for Transfer Students

All transfer students are required to audition on their primary instrument or voice before acceptance into the music major. After successful completion of the audition, the student must take the following music qualifying exams: Music Theory, Ear Training/Solfege, and Piano Skills and if applicable, Music History.

Transfer students must complete a minimum of 20 credits in music courses at Edgewood College. All music majors must register for a major performing ensemble each semester they are enrolled at Edgewood College. For Music Education majors, this policy does not include the student-teaching semester. All other requirements for the major must be satisfied by the transfer student, including the senior recital requirement.

To remain in good standing, transfer students must attain/maintain a GPA of 3.0 in all music courses taken at Edgewood College. Transfer students will normally submit a portfolio for review at the end of two semesters of study at Edgewood College and prior to graduation. All transfer students should check with the Department Chair for deadline details.

MUSIC PERFORMANCE GRANTS AND SCHOLARSHIPS

Fine Arts Award in Music

For first time freshman and transfer students, this award is open to music majors and non-majors. To audition, a student must perform two works of contrasting styles. Award amounts are based on the audition results and need. The grant is renewable for up to four years based on the recommendation of the Music Department, taking into consideration the student's contribution to a performing organization.

Sister E. Blackwell Music Scholarship

Offered on a competitive basis to qualified undergraduate students who attain sophomore status or above and who participate in a

MUSIC

performing ensemble and are also taking private lessons. Interested students should contact the Financial Aid Office and the Music Department Chair. The Music Department will supply information regarding audition requirements and deadlines. The reward is based on leadership, scholarship and performance in music courses as well as audition results.

Ken and Diane Ballweg Music Scholarship

Offered to an undergraduate student who is a declared music major who intends to make music his or her profession. The audition requires the student to perform intermediate through advanced level works (as determined by the Music Department) for a duration of 15 minutes. The scholarship is not automatically renewable and is not automatically given each year. Interested students should contact the Financial Aid Office and the Chair of the Music Department.

Battcock Scholarship

Awarded to qualified students based on potential as a piano student.

DeEtte Beilfuss-Eager Scholarship

Restricted to a student who is in good academic standing as a music major, and studying advance piano or is determined by the Music Department to have a high potential as a piano student.

Vernon and Anja Sell Choral Scholar Endowment

Awarded each year to one or more qualified students who have been active members of an Edgewood College choice for a least one year; demonstrated continued growth in choral/chamber singing and musicianship; shown exceptional interpersonal leadership skills; and are in good standing with the appropriate GPA. The award is based solely on merit rather than functional and is awarded yearly. Recipients may receive the award in successive years.

MAJORS

Psychology

Psychology: Clinical Counseling Concentration

Psychology: Human Services Concentration

Psychology: Substance Abuse Counseling Concentration

Neuroscience (See Interdisciplinary Majors/Minors)

MINORS

Psychology

DEPARTMENT POLICIES

For admission to the Psychology major, students must have at least a C in each of the following three courses and a 2.5 average in all three:

The following two courses:

- PSY 101,
- BIO 151, or 152, or 181 or 182 (or equivalents), and;

One of the Foundations of Psychology courses:

- PSY 230,
- PSY 288,
- PSY 300,
- PSY 349,
- PSY 388,
- PSY 391,
- PSY 430
- PSY 490

A student must declare the psychology major after completion of the above three courses. For graduation, students must have a 2.5 average in all psychology major requirements. A course in which a student receives a grade below a “CD” will not be counted toward the major or minor. If a student repeats a course, the better grade will be counted toward the GPA for purposes of admission to the major, graduation and inclusion in the minor. Transfer course grades will be counted toward the GPA for purposes of admission to the major.

A minimum of three courses toward the major and two courses toward the minor must be taken at Edgewood College.

For the psychology minor and each psychology concentration, the courses required are listed in the catalog. There is no minimum number of credits. Students need to complete the required courses for the major or concentration. For the psychology minor, five courses in psychology are required, which must include General Psychology or the equivalent transfer course.

PSYCHOLOGY MAJORS (BS PROGRAM)

The psychology major seeks to assist students in developing a critical knowledge of psychology as a science and as a means to promote human welfare. These goals reflect the College’s mission and identity statements, which promote educating students for meaningful professional lives of service and a lifelong search for truth.

PSYCHOLOGY MAJOR: GENERAL CONCENTRATION (BS PROGRAM)

This concentration offers the greatest flexibility for students to select courses within the major to include the various sub-fields of psychology and also requires courses which will prepare students for advanced graduate training and future opportunities in psychology.

General Education course required by the Department:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution*
		OR
BIO 152	S	General Biology: Cells and Molecules

PSYCHOLOGY

BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution OR
BIO 182	S	Honors General Biology: Ecology, Genetics and Evolution

**course has prerequisites*

Required courses:

PSY 101	J	General Psychology
PSY 340		Abnormal Psychology*
PSY 369		Social Science Statistics*
PSY 375		Research Methods in Psychology*
PSY 445	V	Biological Psychology*
PSY 495		Guided Experiential Learning*
PSY 497	3	Internship Psychology Internship COR 3 Module*
PSY 498	KUX	Evaluating Psychological Research*

**course has prerequisites*

At least one course from each of the following areas:

Human Development

PSY 210		Child Development*
PSY 220		Adolescent Development*
PSY 345		Lifespan Development*
PSY 440	2	Adult Development and Aging*

**course has prerequisites*

Topics in Culture, Gender and Relationships

PSY 310	Q	Psychology of Intimate Relationships
PSY 315	2G	Parent-Child Relationships*
PSY 382	D	Multicultural Counseling*
PSY 389	2Q	Psychology of Men and Masculinities*

**course has prerequisites*

Applications of Psychology

PSY 350		Substance Use, Abuse and Dependence
PSY 360		Assessment and Treatment of Substance Abuse
PSY 380		Introduction to Psychotherapies*
PSY 386		Psychological Assessment*
PSY 390		Group Psychotherapy*
PSY 487		Introduction to Family Therapy*

**course has prerequisites*

At least two from the following courses:

Foundations of Psychology

PSYCHOLOGY

PSY 230		Psychology of Human Learning*
PSY 288	S	Laboratory in Perception, Memory, and Cognition
PSY 300		Psychology of Personality*
PSY 349		Social Psychology*
PSY 388		Perception, Memory and Cognition*
PSY 391		Emotion & Motivation
PSY 430	S	Animal Behavior*
PSY 490	S	Neural Science*

**course has prerequisites*

POLICIES

This concentration earns 45 credits if all courses for the concentration are taken at Edgewood College. PSY 285,385 and 485 (Topics in Psychology) may fulfill a requirement for one of the areas above if the topic falls within the subject matter for that area. This will be determined and announced by the Psychology Department.

PSYCHOLOGY MAJOR: CLINICAL COUNSELING CONCENTRATION (BS PROGRAM)

The Clinical Counseling concentration is for students who want to pursue advanced training and possible career opportunities in clinical and counseling professions.

General Education course required by the Department:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution*
		OR
BIO 152	S	General Biology: Cells and Molecules *
BIO 181	ESU	Honors General Biology: Ecology, Genetics and Evolution*
		OR
BIO 182	S	Honors General Biology: Cells and Molecules*

**course has prerequisites*

Required courses:

PSY 101	J	General Psychology
PSY 300		Psychology of Personality*
PSY 340		Abnormal Psychology*
PSY 369		Social Science Statistics*
PSY 375		Research Methods in Psychology*
PSY 380		Introduction to Psychotherapies*
PSY 445	V	Biological Psychology*
PSY 495		Guided Experiential Learning*
PSY 497	3	Internship Psychology Internship COR 3 Module*
PSY 498	KUX	Evaluating Psychological Research*

**course has prerequisites*

At least one course from each of the following areas:

Human Development

PSYCHOLOGY

PSY 210		Child Development*
PSY 220		Adolescent Development*
PSY 345		Lifespan Development*
PSY 440	2	Adult Development and Aging *

**course has prerequisites*

Foundations of Psychology

PSY 230		Psychology of Human Learning*
PSY 288	S	Laboratory in Perception, Memory, and Cognition
PSY 349		Social Psychology*
PSY 388		Perception, Memory and Cognition*
PSY 391		Emotion & Motivation
PSY 430	S	Animal Behavior*
PSY 490	S	Neural Science*

Topics in Culture, Gender and Relationships

PSY 310	Q	Psychology of Intimate Relationships
PSY 315	2G	Parent-Child Relationships*
PSY 382	D	Multicultural Counseling*
PSY 389	2Q	Psychology of Men and Masculinities*

**course has prerequisites*

At least three from the following courses, two of which must be higher than PSY 380:

Applications of Psychology

PSY 350		Substance Use, Abuse and Dependence
PSY 360		Assessment and Treatment of Substance Abuse
PSY 386		Psychological Assessment*
PSY 390		Group Psychotherapy*
PSY 487		Introduction to Family Therapy*

**course has prerequisites*

POLICIES

This concentration earns 57 credits if all courses for the concentration are taken at Edgewood College. PSY 285,385 and 485 (Topics in Psychology) may fulfill a requirement for one of the areas above if the topic falls within the subject matter for that area. This will be determined and announced by the Psychology Department.

PSYCHOLOGY MAJOR: HUMAN SERVICES CONCENTRATION (BS PROGRAM)

Students planning to enter the field of Human Services or graduate school in Human Services, Counseling or Social Work may choose a psychology major with an interdisciplinary concentration in Human Services. Completion of this concentration enables students to take the social work certification exam through the Wisconsin Department of Safety and Professional Services. Graduates passing the exam are allowed to hold employment as entry level social workers in the state of Wisconsin.

General Education course required by the Department:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution*
		OR

PSYCHOLOGY

BIO 152	S	General Biology: Cells and Molecules *
BIO 181	ESU	Honors General Biology: Ecology, Genetics, and Evolution*
BIO 182	S	Honors General Biology: Cells and Molecules*

**course has prerequisites*

Required courses:

HS 302		Social Welfare and Policy
HS 303		Advanced Social Change Skills
HS 304		Group Methods in Human Services
HS 305		Human Behavior and Social Environment
PSY 101	J	General Psychology
PSY 301		Case Management
PSY 340		Abnormal Psychology*
PSY 369		Social Science Statistics*
PSY 375		Research Methods in Psychology*
PSY 380		Introduction to Psychotherapies*
PSY 445	V	Biological Psychology*
PSY 495C		Human Services Internship*
PSY 497	3	Internship Psychology Internship COR 3 Module*
PSY 498	KUX	Evaluating Psychological Research*

**course has prerequisites*

At least two from the following Foundations of Psychology courses:

Foundations of Psychology

PSY 230		Psychology of Human Learning*
PSY 288	S	Laboratory in Perception, Memory, and Cognition
PSY 300		Psychology of Personality*
PSY 349		Social Psychology*
PSY 388		Perception, Memory and Cognition*
PSY 391		Emotion & Motivation
PSY/BIO 430	S	Animal Behavior*
PSY 490	S	Neural Science*

**course has prerequisites*

At least one course from each of the following areas:

Topics in Culture, Gender and Relationships

PSY 310	Q	Psychology of Intimate Relationships
PSY 315	2G	Parent-Child Relationships*
PSY 382	D	Multicultural Counseling*
PSY 389	2Q	Psychology of Men and Masculinities*

**course has prerequisites*

PSYCHOLOGY

Applications of Psychology

PSY 350	Substance Use, Abuse and Dependence
PSY 360	Assessment and Treatment of Substance Abuse
PSY 380	Introduction to Psychotherapies*
PSY 386	Psychological Assessment*
PSY 390	Group Psychotherapy*
PSY 487	Introduction to Family Therapy*

**course has prerequisites*

POLICIES

This concentration earns 64 credits if all courses for the concentration are taken at Edgewood College. PSY 285,385 and 485 (Topics in Psychology) may fulfill a requirement for one of the areas above if the topic falls within the subject matter for that area. This will be determined and announced by the Psychology Department.

PSYCHOLOGY MAJOR: SUBSTANCE ABUSE COUNSELING CONCENTRATION (BS PROGRAM)

The Substance Abuse Counseling Concentration is designed to educate students in the assessment, treatment and prevention of substance abuse problems utilizing the Biopsychosocial Model of Addiction.

General Education course required by the Department:

BIO 151	ESU	General Biology: Ecology, Genetics and Evolution*
		OR
BIO 152	S	General Biology: Cells and Molecules *
BIO 181	ESU	Honors General Biology: Ecology, Genetics, and Evolution*
		OR
BIO 182	S	Honors General Biology: Cells and Molecules

**course has prerequisites*

Required courses:

PSY 101	J	General Psychology
PSY 301		Case Management
PSY 340		Abnormal Psychology*
PSY 350		Substance Use, Abuse and Dependence
PSY 360		Assessment and Treatment of Substance Abuse
PSY 369		Social Science Statistics*
PSY 375		Research Methods in Psychology*
PSY 380		Introduction to Psychotherapies*
PSY 386		Psychological Assessment*
PSY 445	V	Biological Psychology*
PSY 496G		Professional Seminar and Internship: Substance Abuse I
PSY 496H		Professional Seminar and Internship: Substance Abuse II
PSY 497	3	Internship Psychology Internship COR 3 Module*

PSYCHOLOGY

PSY 498	KUX	Evaluating Psychological Research*
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**course has prerequisites*

At least one course from each of the following areas:

Human Development

PSY 210		Child Development*
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PSY 220		Adolescent Development*
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PSY 345		Lifespan Development*
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PSY 440	2	Adult Development and Aging *
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**course has prerequisites*

Foundations of Psychology

PSY 230		Psychology of Human Learning*
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PSY 288	S	Laboratory in Perception, Memory, and Cognition*
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PSY 300		Psychology of Personality*
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PSY 349		Social Psychology*
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PSY 388		Perception, Memory and Cognition*
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PSY 391		Emotion & Motivation
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PSY/BIO 430	S	Animal Behavior*
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PSY 490	S	Neural Science*
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**course has prerequisites*

Topics in Culture, Gender and Relationships

PSY 310	Q	Psychology of Intimate Relationships
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PSY 315	2G	Parent-Child Relationships*
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PSY 382	D	Multicultural Counseling*
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PSY 389	2Q	Psychology of Men and Masculinities*
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**course has prerequisites*

POLICIES

This concentration earns 61 credits if all courses for the concentration are taken at Edgewood College. PSY 285, 385 and 485 (Topics in Psychology) may fulfill a requirement for one of the areas above if the topic falls within the subject matter for that area. This will be determined and announced by the Psychology Department. The curriculum and internship program in this major meet the state requirement for Alcohol and Drug (AODA) certification.

PSYCHOLOGY MINOR

Psychology minor courses must include PSY 101 (or equivalent if a transfer course). This minor requires five courses in Psychology. Two courses for the minor must be taken at Edgewood.

MAJORS

Religious Studies

MINORS

Religious Studies

MISSION

Rooted in the Catholic and Dominican traditions where “faith seeks understanding,” Religious Studies at Edgewood College employs academic inquiry, scholarly research, experiential learning and intellectual reflection to examine the religious experience and its multiple expressions. In so doing, we develop our critical intellectual capacities, expand the understanding of ourselves and our world; deepen our own spiritualities and commitments; and cultivate genuine respect and appreciation for the truths and values expressed in the traditions and spiritualities of others.

POLICIES

Students planning a major or minor in Religious Studies should consult with an advisor in the Religious Studies Department at the beginning of their program. Normally, a minimum of 40 academic credits for the major or 20 academic credits for the minor must be taken in Religious Studies at Edgewood College. Any transfer of religious studies credits is subject to evaluation by the department.

In addition to the 40 credits, all students majoring in Religious Studies will:

- Prepare an Academic Portfolio to be reviewed by the Religious Studies faculty at the end of each academic year.
- Submit at least one major research paper for presentation at an Edgewood College Student Research, Religious Studies or similar conference during their last four semesters.
- Submit a form indicating the completion of (a) the Academic Portfolio and (b) the presentation of a major research paper to the Registrar during the last semester before graduation.
- Complete the minimum 120 credits required by the College with a GPA of at least 2.85 in Religious Studies courses.

FOCUS AREAS

Students may wish to focus their coursework in one of the following recommended areas of study: Biblical Studies, Pre-Theological Studies, Christian Ministries or Social and Ecological Justice. An advisor in the Religious Studies Department will assist students in choosing appropriate courses.

Students interested in youth, campus, family, pastoral, liturgical, social justice or other specialized ministries are encouraged to supplement their Religious Studies major (40 academic credits) with Professional Courses in Religious Studies, appropriate minors or recommended areas of study in disciplines related to this work. The Religious Studies advisor will assist in exploring and choosing among the options.

The Religious Studies curriculum at Edgewood College includes three areas of investigation: **Scriptures and Sacred Texts**, **Religious Traditions and Theologies**, and **Religion in the Human Community**.

RELIGIOUS STUDIES MAJOR (BA PROGRAM)

A minimum of 40 credits to include:

8 credits of Scriptures & Sacred Texts

RS 210 RU Jesus and the Gospels*

And one of the following 3 courses:

RS 311 RU God & Hebrew Bible: Historical Books

RS 313 RU God & Hebrew Bible: Prophets & Writings

RELIGIOUS STUDIES

RS 314 RU New Testament Christianity*

**course has prerequisites*

12 credits in Religious Traditions and Theologies to include:

RS 225 GR Religious and Spiritual Traditions of the World

AND

RS 330 GR The Evolution of Global Christianity*

And one of the following three courses:

RS 324 RUX Exploring Christian Thought

RS 341 Catholic Theology for the 21st Century

RS 344/ETHS 344 DQR Women & Multicultural Theologies*

**course has prerequisites*

8 credits in Religion in the Human Community

One of the following three courses:

RS 101/ENVS 101 1ER Spirituality and Ecology

RS 147 1DR Spirituality and Justice from the Margins

RS 248 2R Spirituality for the 21st Century*

AND

RS 406 3 Connecting Learning, Belief & Action for the Common Good*

**course has prerequisites*

Students will also need to select 16 elective credits from the three areas of study. The total of 40 credits normally includes a minimum of 16 credits in one area, a minimum of 8 in each of the other two areas, including RS 406 3. The remaining 8 credits are also selected from any of the three areas. Professional courses (for example, teaching methods, practicum and internships) are taken in addition to the minimum of 40 credits in academic courses. Students may also choose to take approved courses through the UW Collaborative program.

Elective Courses

Scriptures and Sacred Texts (0 to 8 additional credits):

RS 311 RU God & Hebrew Bible: Historical Books

RS 313 RU God & Hebrew Bible: Prophets & Writings

RS 314 RU New Testament Christianity*

RS 414 Scripture: Advanced Study*

RS 416 K The Art of Preaching*

**course has prerequisites*

RELIGIOUS STUDIES

Religious Traditions and Theologies (0 to 4 additional credits):

RS 220		Jewish Perspectives on the Bible
RS 250		Catholicism
RS 265		Religious Traditions of the East
RS 302	RU	Catholicism Today*
RS 320	2GR	Jewish-Christian Dialogue
RS 324	RUX	Exploring Christian Thought
RS 330	GR	The Evolution of Global Christianity*
RS 341		Catholic Theology for the 21 st Century*
RS 344/ETHS 344	DQR	Women & Multicultural Theologies*
RS 356/ETHS 480D	2GR	The Challenge of Islam*
RS 358	2GR	Christian-Muslim Dialogue*
RS 361	GRU	Buddhism & Christianity in Dialogue
RS 422		Reformation and Counter-Reformation
RS 423	GQR	The Reformations of 1450-1650: Friends, Families and Faith in Early Modern Christianity
RS 455		Topics in Religious Studies

**course has prerequisites*

Religion in the Human Community (0 to 8 additional credits):

RS 201/ENVS 201		Living Sustainably in a Dominican Studium, I*
RS 202/ENVS 202	2ER	Living Sustainably in a Dominican Studium, II*
RS 218	CR	Images of Faith: Story, Screen and Spirit*
RS 240	RU	Personal Morality and Social Justice*
RS 248	2R	Spirituality for the 21 Century*
RS 307	2GR	Liberation Theologies in Latin America*
RS 308/ETHS 480H		Black Theologies and the Dismantling of Racism I
RS 309/ETHS 480I	2DR	Black Theologies and the Dismantling of Racism II*
RS 322	2QR	Contemporary Jewish Life and Thought *
RS 327		Religions and Contemporary Issues
RS 328		Strong Religion: Fundamentalism
RS 331		Christian Worship
RS 332	AR	Celebrating the Mystery: Liturgy, Music & Art
RS 343/WS 343		Women and Religion*
RS 345		Religion and Society*
RS 346	GQU	Mystics & Gender*

RELIGIOUS STUDIES

RS 351/ETHS 480J	2D	Native American Spirituality*
RS 431		Sacramental Celebrations*
RS 442	RU	Moral Responsibility and Ethics of Health*
RS 450	3RV	Perspectives in Science and Religion*
RS 452		Topics in Religious Studies

**course has prerequisites*

Up to six additional credits in Independent Research and Writing:

RS 279		Independent Reading and Research*
RS 379		Independent Reading and Research*
RS 499		Workshop in Religious Studies

**course has prerequisites*

PROFESSIONAL COURSES IN RELIGIOUS STUDIES

The following professional course are open to any Religious Studies majors or minors preparing to teach or serve in another professional ministry. Credits from Professional courses do not count as part of the academic major or minor, but they do count as elective course toward the Bachelor of Arts degree.

RS 380		Teaching Religious Studies
RS 458B		Student Teaching/Internship: Religious Studies
RS 484		Internship: Pastoral/Social Justice Ministry
RS 490		Practicum
RS 499		Workshops in Religious Studies

RELIGIOUS STUDIES MINOR

A minimum of 20 credits in Religious Studies with a minimum of one 4-credit course chosen from each of the three areas of investigation: Scriptures and Sacred Texts, Religious Traditions and Theologies, and Religion in the Human Community.

At least 4 credits from each of the following areas:

Scriptures and Sacred Texts:

RS 210	RU	Jesus and the Gospels*
RS 311	RU	God & Hebrew Bible: Historical Books
RS 313	RU	God & Hebrew Bible: Prophets & Writings
RS 314	RU	New Testament Christianity*
RS 414		Scripture: Advanced Study*
RS 416	K	The Art of Preaching*

**course has prerequisites*

RELIGIOUS STUDIES

Religious Traditions and Theologies:

RS 220		Jewish Perspectives on the Bible
RS 225	GR	Religious and Spiritual Traditions of the World
RS 250		Catholicism
RS 265		Religious Traditions of the East
RS 302	RU	Catholicism Today
RS 320	2GR	Jewish-Christian Dialogue
RS 324	RUX	Exploring Christian Thought
RS 330	GR	The Evolution of Global Christianity*
RS 341		Catholic Theology for the 21 st Century*
RS 344/ETHS 344	DQR	Women & Multicultural Theologies*
RS 351/ETHS 480J	2D	Native American Spirituality
RS 356/ETHS 480D	2GR	The Challenge of Islam
RS 358	2GR	Christian-Muslim Dialogue
RS 361	GRU	Buddhism & Christianity in Dialogue
RS 422		Reformation and Counter-Reformation
RS 423	GQR	The Reformations of 1450-1650: Friends, Families and Faith in Early Modern Christianity
RS 455		Topics in Religious Studies: Religion in America

**course has prerequisites*

Religion in the Human Community:

RS 101/ENVS 101	1ER	Spirituality and Ecology*
RS 147	1DR	Spirituality and Justice*
RS 201/ENVS 201		Living Sustainably in a Dominican Studium, I*
RS 202/ENVS 202	2ER	Living Sustainably in a Dominican Studium, II*
RS 218	CR	Images of Faith: Story, Screen and Spirit*
RS 240	RU	Personal Morality and Social Justice*
RS 248	2R	Spirituality in the 21st Century*
RS 307	2GR	Liberation Theologies in Latin America*
RS 308/ETHS 480H		Black Theologies & the Dismantling of Racism I*
RS 309/ETHS 480I	2DR	Black Theologies & the Dismantling of Racism II*
RS 322	2QR	Contemporary Jewish Life and Thought *
RS 327		Religions and Contemporary Issues
RS 328		Strong Religion: Fundamentalism
RS 331		Christian Worship

RELIGIOUS STUDIES

RS 332	AR	Celebrating the Mystery: Liturgy, Music & Art
RS 343/WS 343		Women and Religion*
RS 345		Religion and Society*
RS 346	GQU	Mystics & Gender
RS 406	3	Learning, Beliefs and Action for the Common Good*
RS 431		Sacramental Celebrations*
RS 442	RU	Moral Responsibility and Ethics of Health*
RS 450	3RV	Perspectives in Science and Religion*
RS 452		Topics in Religious Studies

**course has prerequisites*

MAJORS

Criminal Justice
 Criminal Justice: Human Services Concentration
 Economics: Quantitative Concentration
 Economics: Finance Concentration
 Economics: Political Economy Concentration
 Political Science: Comparative/Global Politics Concentration
 Political Science: American Politics Concentration
 Political Science: Law and Politics Concentration
 Political Science: Political Communication
 Sociology
 Sociology: Criminology Concentration
 Sociology: Health and Society Concentration
 Sociology: Human Services Concentration
 Broad Field Social Studies: Economics Concentration
 Broad Field Social Studies: Political Science Concentration
 Broad Field Social Studies: Sociology/Anthropology Concentration
 International Relations (See Interdisciplinary Majors/Minors)

MINORS

Economics
 Political Science
 Social Studies Teaching
 Sociology

EXPECTATIONS OF THE SOCIAL SCIENCE SCHOLAR

The Social Science Department offers coursework in diverse programs. However, the Department considers certain goals and objectives common to all majors offered in Social Science.

The Department's mission is to provide an opportunity for students to learn about the historical development of economic, social, political and cultural institutions and gain insight into the underlying assumptions, conflicts and political strategies involved in changing those structures. Students pursuing a degree in the Social Sciences will understand the influence of and the intersection among various social realms, such as politics, science, religion and technology. They are challenged to a critical reflection on the local and global structuring of relationships with respect to race, class, gender, and other social categories.

All Social Science majors are expected to gain experience in the formulation of hypotheses and models to explore social, economic, political and cultural relationships and change. Further, they should gain skills in using and evaluating diverse research methods, including sampling procedures and statistical analysis; census and survey data analysis; questionnaire development and interviewing; field work and participant observation; as well as the use of written documents, research monographs and secondary sources.

With these common goals in mind, all students with majors in Criminal Justice, Economics, Political Science and Sociology are required to complete the following interdisciplinary sequence of courses.

Social Science Interdisciplinary Sequence (12 credits):

SS 368	U	Social Science Research Methods
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SS 369		Social Science Statistics*
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SS 484	3KX	Senior Social Science Seminar*
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**course has prerequisites*

Recommended Course (3 credits)

SS 200	I	Social Science Computing
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SOCIAL SCIENCE

DEPARTMENTAL POLICIES

Students majoring in the Social Science Department must maintain a cumulative grade point average of 2.0 in courses in their respective major. If a student receives more than one grade below a “CD” in major courses, he/she must repeat one of these courses or an approved equivalent and receive a grade of “CD” or above in order to successfully complete the major.

Courses required for the majors may not be taken Pass/Fail. Twelve credits of the major must be earned at Edgewood College: at least four of those credits must be in the major discipline. Majors should consult with their advisor about appropriate courses to fulfill their Math (M) and Information and Technological Literacy (I) requirements. A minimum of four credits of a minor in the department of Social Science must be completed at Edgewood College.

CRIMINAL JUSTICE MAJOR (BS PROGRAM)

The interdisciplinary major of criminal justice consists of:

Social Science Interdisciplinary Sequence (12 credits):

SS 368	U	Social Science Research Methods
SS 369		Social Science Statistics*
SS 484	3KX	Senior Social Science Seminar*

**course has prerequisites*

Recommended Course (3 credits)

SS 200	I	Social Science Computing
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Additional required courses:

CJ 232	J	Criminology
CJ/SOC 340		Theories of Deviance
CJ 355		Introduction to Criminal Law
PHIL 104	P	Ethics*
SOC 201	DJ	Introduction to Sociology

**course has prerequisites*

One of the following:

SOC 309	D	Race and Ethnicity*
SOC 322		Class, Social Change and Revolution
SOC 310A		Women and Crime

**course has prerequisites*

One of the following:

SOC 236/CJ 236		Juvenile Delinquency
CJ 337		Policing in Contemporary Society
CJ 338		Prisons and Corrections in Society

**course has prerequisites*

SOCIAL SCIENCE

One of the following:

CJ 342		Capital Punishment
CJ 343	Q	Violence & Victimization

**course has prerequisites*

Two of the following:

CJ 372		Ethics in Action: Criminal Justice*
ECON 240		Principles of Economics
ECON 255	GJ	Principles of Macroeconomics
ECON 256	J	Principles of Microeconomics
PS 262	J	Introduction to the American Political Process
PSY 101	J	General Psychology
PSY 340		Abnormal Psychology*

**course has prerequisites*

POLICIES FOR CRIMINAL JUSTICE MAJORS

Field Experience courses (CJ 372, SS 371, SS 372, SS 373 and SS 374) provide the opportunity for placement or internships in a variety of criminal justice positions. Field work positions have been available in city and county law enforcement agencies, federal and state correctional institutions, probation and parole programs, the district attorney's office and in detention, shelter care and treatment centers. Placements in federal justice agencies in Washington D.C. are available. Students interested in the Field Experience option are responsible for their own application and placement with an appropriate agency in consultation with the Criminal Justice Program Coordinator. All potential Field Experience opportunities must be approved by the Program Coordinator prior to the student beginning the position with the agency.

The Department of Social Science will accept as equivalent to a supporting minor, a maximum of 18 transfer credits in selected police science, law enforcement and human services technical courses and in addition, will accept seven credits from approved field work sequences as the equivalent of Social Science 372-374. Field Experience: Criminal Justice major transfer students must earn at least 12 credits of coursework in the major program at Edgewood, with a least 4 of those credits from a criminal justice course. Criminal Justice majors minoring in Sociology will be required to take at least 12 credits of sociology in addition to the sociology courses for their major.

HUMAN SERVICES CONCENTRATION

Students planning to enter the job market or to attend graduate school in the field of social work or human services may choose a concentration in Human Services. Completion of this concentration with grade of "C" or higher within the concentration and a GPA of 2.5 or higher within the major enable students to take the bachelor-level social work exam in the state of Wisconsin. Graduates passing this exam are awarded the credential Certified Social Worker and are allowed to hold employment as entry-level social workers in the state of Wisconsin.

In addition to the Criminal Justice major requirements, students pursuing the Human Services Concentration must also take the following courses.

Required Courses:

HS 300		Methods of Human Service
HS 302		Social Welfare and Policy
HS 303		Advanced Social Change Skills
HS 304		Group Methods in Human Services
HS 305		Human Behavior and Social Environment

HS 400		Human Services Internship*
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**course has prerequisites*

The department may accept a maximum of 12 transfer credits in state-approved Human Services or Social Work courses. All transfer credits are subject to the approval of the Department of Safety and Professional Services.

ECONOMICS MAJOR (BS PROGRAM)

Students in all concentrations of the economics major must take the following course work.

Social Science Interdisciplinary Sequence (12 credits):

SS 368	U	Social Science Research Methods
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SS 369		Social Science Statistics*
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SS 484	3KX	Senior Social Science Seminar*
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**course has prerequisites*

Introductory Economics: complete one of the following two-course combinations (8 credits):

ECON 255	GJ	Principles of Macroeconomics AND
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ECON 256	J	Principles of Microeconomics
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ECON 240	J	Principles of Economics AND
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ECON 290	J	The Global Economy
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ECON 240	J	Principles of Economics AND
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ECON 121	J	Scarcity and Social Justice
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Intermediate Economics (8 credits):

ECON 350		Economics of Labor, Poverty and Income Distribution
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ECON 460		Money, Banking and Capital Markets*
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**course has prerequisites*

QUANTITATIVE CONCENTRATION

This concentration is designed for students who wish to study economics and develop the mathematical skills necessary for continued, graduate level study in economics. In addition to the major course work, student pursuing the Quantitative Concentration must take the following coursework.

Additional Required Economics Courses:

Eight additional ECON credits

Required Mathematics Courses:

MATH 114A	M	Precalculus A: College Algebra*
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MATH 114B		Precalculus B: Trigonometry*
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MATH 122		Finite Mathematics*
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MATH 231	M	Calculus I*
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SOCIAL SCIENCE

MATH 341 Linear Algebra*

**course has prerequisites*

The following course is recommended:

MATH 232 Calculus II*

**course has prerequisites*

FINANCE CONCENTRATION

This concentration is designed for students contemplating direct entry into business and finance related career fields. In addition to the major course work, student pursuing the Finance Concentration must take the following coursework.

Students are required to take 8 additional Economics credits as well as the following:

Required Business and Mathematics Courses:

BUS 298 Integrated Business Semester 1- Part A

BUS 299 Integrated Business Semester 1- Part B

MATH 122 Finite Math (prerequisite for BUS 398)

BUS 398 Integrated Business Semester 3- Part A

BUS 399 Integrated Business Semester 3- Part B

BUS 411 Intermediate Corporate Fitness

**course has prerequisites*

POLITICAL ECONOMY CONCENTRATION

This concentration is designed for students contemplating continued legal studies or direct entry into public service related career fields. In addition to the major course work, student pursuing the Political Economy Concentration must take the following coursework.

Students must take an additional four Economics credits as well as the following:

Required Political Science Courses:

PS 210 GJ Introduction to International Relations

PS 301 Political Ideas

One of the following:

PS 350 Public Policy Process

PS 351A Budget, Taxes and the Debt

PS 364 State and Local Politics

One of the following:

PS 275 GJ Introduction to Comparative Politics

PS 380 GJ Politics of Latin America

PS 381 GJ Politics of Europe

SOCIAL SCIENCE

POLITICAL SCIENCE MAJOR (BS PROGRAM)

All students pursuing a Political Science major must complete the following coursework.

Social Science Interdisciplinary Sequence (12 credits):

SS 368	U	Social Science Research Methods
SS 369		Social Science Statistics*
SS 484	3KX	Senior Social Science Seminar*

*course has prerequisites

COMPARATIVE/GLOBAL POLITICS CONCENTRATION

In addition to the Social Science core requirements, students pursuing the Comparative/Global Politics Concentration must take the following coursework.

Core Requirements:

PS 210	GJ	Introduction to International Relations
PS 262	J	Introduction to the American Political Process
PS 275	GJ	Introduction to Comparative Politics
PS 301		Political Ideas

Sixteen credits chosen from the following courses:

PS 380	GJ	Politics of Latin America
PS 381	GJ	Politics of Europe
PS 384	GJ	Politics of the Middle East
PS 387	JU	Peace and Conflict Studies
PS 388	G	Democracy and Authoritarianism
PS 481		Seminar in International Relations

Students will need to take four additional credits of political science electives to complete the major.

AMERICAN POLITICS CONCENTRATION

In addition to the Social Science core requirements, students pursuing the American Politics Concentration must take the following coursework.

Core Requirements:

PS 262	J	Introduction to the American Political Process
PS 275	GJ	Introduction to Comparative Politics
PS 301		Political Ideas
SS 372		Field Experience (1-4 cr.)

SOCIAL SCIENCE

Eighteen credits chosen from the following courses:

PS 343		Constitutional Politics
PS 350		Public Policy Process
PS 351		Selected Issues in Public Policy
PS 352	EJ	Environmental Politics
PS 353	EJ	Politics of Sprawl: Land Use and Transportation Policy
PS 360	J	Political Parties and Interest Groups
PS 361	J	The President and the Executive Branch
PS 362	J	Congress and Legislative Politics
PS 364		State and Local Politics
PS 460	J	Mass Media and Politics
PS 480		Seminar in Political Science

Students will need to take four additional credits of political science electives to complete the major.

LAW AND POLITICS CONCENTRATION

In addition to the Social Science core requirements, students pursuing the Law and Politics Concentration must take the following coursework.

Core Requirements:

PS 210	GJ	Introduction to International Relations
PS 262	J	Introduction to the American Political Process
PS 301		Political Ideas
PS 343		Constitutional Politics
SS 372		Field Experience (1-4 cr.)

Fourteen credits chosen from the following courses:

PS 350		Public Policy Process
PS 351		Selected Issues in Public Policy
PS 352	EJ	Environmental Politics
PS 353	EJ	Politics of Sprawl: Land Use and Transportation Policy
PS 360	J	Political Parties and Interest Groups
PS 361	J	The President and the Executive Branch
PS 362	J	Congress and Legislative Politics
PS 364		State and Local Politics
PS 460	J	Mass Media and Politics
PS 480		Seminar in Political Science
CJ 355		Introduction to Criminal Law (or equivalent Law class)

SOCIOLOGY MAJOR (BS PROGRAM)

Students majoring in Sociology gain understanding of the ways individuals are affected by each other and the groups to which they belong. They explore the importance of race, class, gender, sexuality, religion and age in the workings of society as well as the possibility of social change. Sociological knowledge, research and analytical skills are applied in a variety of business, social service, and other organizational settings.

The major consists of 42 credits, to include:

Social Science Interdisciplinary Sequence (12 credits):

SS 368	U	Social Science Research Methods
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SS 369		Social Science Statistics*
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SS 484	3KX	Senior Social Science Seminar*
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**course has prerequisites*

Required Courses:

SOC 201	DJ	Introduction to Sociology
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OR

SOC 202	DJI	Introduction to Sociology: Self and Community
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SOC 402		Theories of Society
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**course has prerequisites*

At least twenty-two credits from the following electives to complete the 42 credit minimum:

ANTH 222	GJ	Introduction to Cultural Anthropology
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HS 302		Social Welfare and Policy
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HS 305		Human Behavior and Social Environment
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SOC 203	JQ	Social Problems
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SOC 207	DJQ	LGBTQ+ Studies
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SOC 303/ENVS 303	2E	Food and Social Justice
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SOC 309	D	Race and Ethnicity*
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SOC 310		Selected Topics in Sociology
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SOC 310A	D	Women and Crime
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SOC 322		Class, Social Change and Revolution
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SOC 323	DJQ	Family and Society
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SOC 324		Education and Society
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SOC 325	2DJ	Health and Illness and Society*
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SOC 340		Theories of Deviance
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SOC 345		Religion and Society
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SOC 349		Social Psychology
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SOC 365	JQ	Women and Society
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SOC/ETHS 385	2DG	Bridging Borders: US/Mexico Immigration*
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SS 371		Society in Action: Field Experience*
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**course has prerequisites*

SOCIAL SCIENCE

CRIMINOLOGY CONCENTRATION (12 credits)

Students who complete the criminology concentration will take coursework in the Criminal Justice program, some of which is cross-listed with sociology. Students with this concentration will take coursework related to crime and the criminal justice system, which can prepare them to enter professions that deal with victims of crimes and others in the legal or social service realm.

With consultation with the Criminal Justice advisor, students would elect from the following options:

CJ 232		Criminology
CJ 355		Introduction to Criminal Law
CJ 342		Capital Punishment
CJ/SOC 310A		Women and Crime
CJ 236		Juvenile Delinquency
CJ/SOC 340		Theories of Deviance
CJ 343	Q	Violence and Victimization

HEALTH AND SOCIETY CONCENTRATION (12 credits)

Students who complete the health and society concentration will take coursework that offers perspectives on the social aspects of health. A concentration in health and society would be a valuable credential for a variety of graduate school, advanced professional programs or careers with a health focus.

Students would elect from the following options:

SOC 325	2DJ	Health, Illness and Society*
SOC/ENVS 303	2E	Food and Social Justice
ECON/ENVS 327	JEG	World Food Systems
ECON 315		Healthcare Economics
HS 302		Social Welfare and Policy
		OR
HS 305		Human Behavior and Social Environment

**course has prerequisites*

HUMAN SERVICES CONCENTRATION

Students seeking to become certified social workers may choose a concentration in Human Services in addition to their Sociology major. Completion of this concentration enables students to take the bachelor-level social work exam in Wisconsin. Passing this exam earns the credential "Certified Social Worker" and allows employment as a social worker in Wisconsin. To qualify for this exam, students must earn minimum grades of C within the Human Service concentration and a minimum GPA of 2.5 within the Sociology major.

Required Course:

HS 300		Methods of Human Service
HS 302		Social Welfare and Policy
HS 303		Advanced Social Change Skills
HS 304		Group Methods in Human Services
HS 305		Human Behavior and Social Environment
HS 400		Human Services Internship*

SOCIAL SCIENCE

**course has prerequisites*

The department may accept a maximum of 12 transfer credits in state-approved Human Services or Social Work courses. All transfer credits are subject to the approval of the Department of Safety and Professional Services.

BROAD FIELD SOCIAL STUDIES

A Broad Field Social Studies interdisciplinary major of 56-60 credits in the social sciences selected by the student in consultation with an advisor. All students in Broad Field Social Studies with concentrations in Economics, Political Science or Sociology/Anthropology must complete the common interdisciplinary sequence in social science.

Interdisciplinary Sequence in Social Science:

SS 368	U	Social Science Research Methods
SS 369		Social Science Statistics*
SS 484	3KX	Senior Social Science Seminar*

**course has prerequisites*

ECONOMICS CONCENTRATION (BS PROGRAM)

A minimum of 28 credits in economics with supporting courses from at least two of the following disciplines: geography, history, political science, sociology, anthropology.

The following Economics Courses:

ECON 255	GJ	Principles of Macroeconomics
ECON 256	J	Principles of Microeconomics
ECON 350		Economics of Labor, Poverty and Income Distribution.

Students will also need to take at least one Economics elective.

Students will take supporting courses from at least two of the following disciplines: geography, history, political science, sociology, anthropology to complete the 56-60 credit requirement.

POLITICAL SCIENCE CONCENTRATION (BS PROGRAM)

Includes a minimum of 28 credits in political science with supporting courses from at least two of the following disciplines: economics, geography history and sociology/anthropology.

The following Political Science courses:

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

Students will need 7 additional elective credits in Political Science, to be selected in consultation with an advisor.

Students will take supporting courses from at least two of the following disciplines: geography, history, economics, sociology, and anthropology to complete the 56-60 credit requirement.

SOCIAL SCIENCE

SOCIOLOGY/ANTHROPOLOGY CONCENTRATION (BS PROGRAM)

Includes a minimum of 28 credits in sociology with supporting courses from at least two of the following disciplines: economics, geography history and political science.

The following Sociology/Anthropology courses:

ANTH 222	GJ	Introduction to Cultural Anthropology OR
SOC 201	DJ	Introduction to Sociology
SOC 402		Theories of Society

One course from the following:

SOC 323	DJQ	Family and Society
SOC 324		Education and Society
SOC 325	2DJ	Health, Illness and Society*
SOC 345		Religion and Society
SOC 365	JQ	Women and Society

**course has prerequisites*

One course from the following:

SOC 322		Class, Social Change and Revolution
SOC 349		Social Psychology

Students will take supporting courses from at least two of the following disciplines: geography, history, economics and political science to complete the 56-60 credit requirement.

ECONOMICS MINOR

The minor consists of 18 credits in Economics, to include:

Required Courses:

Introductory Economics: complete one of the following two-course combinations (8 credits):

ECON 255	GJ	Principles of Macroeconomics AND
ECON 256	J	Principles of Microeconomics
ECON 240	J	Principles of Economics AND
ECON 290	GJ	The Global Economy
ECON 240	J	Principles of Economics AND
ECON 121	J	Scarcity and Social Justice

Required Course:

ECON 350		Economics of Labor, Poverty and Income Distribution
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Six additional credits of ECON courses are required for this minor, to be selected by the student in consultation with an advisor in the Social Science Department. Individuals who wish to obtain a minor in Economics along with a major in Business may count ECON 255 and ECON 256 for their major and minor requirements.

HEALTH AND SOCIETY MINOR

The minor in Health and Society offers multiple perspectives on the social aspects of health through complementary, multi-disciplinary coursework. A minimum of 17 credits are required.

Foundational Requirements: (8 credits)

SOC 325	2DJ	Health, Illness and Society
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And one of the following:

ANTH 222	GJ	Introduction to Cultural Anthropology
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SOC 201	DJ	Introduction to Sociology
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SOC 202	DJI	Introduction to Sociology: Self and Community
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SOC 203	JQ	Social Problems
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A minimum of 9 credits from the following electives:

ENVS/BIO 102	1E	Food: You are What You Eat*
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COR 251/351	2	Lifetime Legacies: Life Review I and II
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COR 312	2	Beyond Birth: Exploring the Mental/Emotional Side of Birth Support
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ECON 315		Healthcare Economics
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ECON/ENVS 327	JGE	World Food Systems
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HS 302		Social Welfare and Policy
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OR

HS 305		Human Behavior and Social Environment
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RS 442	RU	Moral Responsibility and the Ethics of Health*
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SOC 303/ENVS 303	2E	Food and Social Justice
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**course has prerequisites*

POLITICAL SCIENCE MINOR

Eighteen credits in political science with the particular sequence of courses to be developed by the student in consultation with an advisor in the Social Science department.

SOCIOLOGY MINOR

Eighteen credits in Sociology, Anthropology and/or Criminal Justice with the particular sequence of courses to be developed by the student in consultation with an advisor in the Social Science department.

SOCIAL SCIENCE TEACHING MINOR

This minor will accompany a major in Elementary or Elementary/Middle Level Education.

Required Courses:

ANTH 222	GJ	Introduction to Cultural Anthropology
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GEOG 265	E	Environmental Conservation
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PS 262	J	Introduction to the American Political Process
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SOCIAL SCIENCE

SOC 201	DJ	Introduction to Sociology
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SOC 309	D	Race and Ethnicity*
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SOC 324		Education and Society
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**course has prerequisites*

One of the following:

ECON 255	GJ	Principles of Macroeconomics
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ECON 333	GJ	Comparative Economic Systems
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One of the following:

HIST 131	H	American History I
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HIST 132	H	American History II
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For completion of the Education Professional Requirements and the licensing requirements or teacher education in elementary or elementary/middle level education, see EDUCATION.

MAJORS

Theatre Arts: Performance Concentration
Theatre Arts: Music Theatre Concentration
Theatre Arts: Theatre Design/Technology/Management Concentration
Theatre Arts: Theatre for Youth Concentration
Theatre Arts: Theatre Studies Concentration
Theatre Arts Education

MINORS

Theatre Arts
Theatre Arts Education
Film Studies

DEPARTMENT POLICIES

At least one Theatre concentration is required for Theatre majors. One additional concentration may be added, though no more than two Theatre concentrations are allowed. Students should contact their advisor when selecting a concentration area.

All majors will complete 8 out of 9 crews, ½ credit each, for a total of 4 credits, on an Edgewood College Theatre Production: THA 292 A (Stage Management), B (Theatre Management/Box Office), C (Costumes), D (Dramaturgy), E (Make Up), F (Props), G (Sets), H (Sound), and I (Lights).

Majors will work each of the following crews:

THA 292A	Stage Manager or Assistant Stage Manager
THA 292B	Theatre Management/Box Office
THA 292D	Dramaturgy
THA 292H	Sound
THA 292I	Lights

Majors will work three of the four following crews:

THA 292C	Costumes
THA 292E	Make Up
THA 292F	Props
THA 292G	Sets

All majors are required to attend:

- All regularly scheduled Theatre Assembly meetings
- All Edgewood College Theatre productions
- All Studios
- At least one audition per academic year (technical and design emphases excepted)

All majors are required to keep a portfolio of their work, to be discussed during their annual student conference. Requirements for the portfolio are included in the theatre student handbook. Portfolio will be reviewed by department members during their senior student conference. All theatre majors and talent scholarship winners are required to attend an annual student conference with faculty and staff. Minors are encouraged to attend.

Courses required for the theatre arts majors are regularly offered on a rotating basis, normally within a two-year cycle. Students are urged to consult the Department of Theatre Arts website for information regarding this sequence or their advisor in Theatre Arts, so that requirements may be fulfilled within the normal pattern. All majors are required to maintain at least a 2.75 GPA in their theatre courses.

THEATRE ARTS MAJOR (BA PROGRAM)

The Theatre Arts core requirements total 36 credits and includes a minimum of 9 credits beyond the core within one area of concentration.

Required Courses:

THA 265	BK	Acting I
THA 269	ADU	Script Analysis
THA 290	B	Stagecraft I
THA 292		Theatre Practicum for Majors
THA 336	C	Development of Dramatic Arts I
THA 337	A	Development of Dramatics Arts II
THA 338		Modern and Contemporary Drama
THA 370	BX	Directing I*
THA 390	B	Theatre Design Elements
THA 470		One-Act Play Production*
THA 499	3K	Theatre Senior Project*

**course has prerequisites*

All majors are required to fulfill a concentration. Students may complete or fulfill two concentrations. A course may only be counted toward one concentration.

THEATRE STUDIES CONCENTRATION

In order to achieve a concentration in Theatre Studies, students must complete the following:

A minimum of three of the following courses (a minimum of 9 credits):

ENG 331	CX	Literary Figures: Shakespeare*
GS 340		Italy to Mad: Art and Culture
GS 370/371	2AG	London: Theatre and Art History*
THA 122	1AG	Perspectives in Puppetry*
THA 123		Identity in Art and Culture
THA 141	C	Intro to Literature- Drama
THA 224	A	Intro to Theatre: A Global Perspective
THA 239	A	Survey of History of Musical Theatre
THA 264	CK	Communication & Oral Interpretation of Literature *
THA 270		Stage Management
THA 276	BG	Drama in Education
THA 285	AG	Puppetry in Practice and Performance
THA 301A	BD	Tap Dance: Technique and Cultural Perspective
THA 365		Applied Techniques for the Actor*
THA 366	B	Musical Theatre Performance

THEATRE ARTS

THA 367	BK	Improvisation in Performance
THA 368		Movement for Actors
THA 376	2B	Theatre for Young Audiences
THA 379		Independent Study: Theatre Arts
THA 380		Contemporary Scene Study for Actors
THA 385		Special Topics in Theatre*
THA 391		Tech and Design in Theatre
THA 392		Costume Design
THA 393		Lighting Design
THA 394		Scenic Design
THA 395	B	Makeup Design and Techniques
THA 445		Playwriting
THA 465		Period Styles in Acting*
THA 466		Advanced Acting*
THA 490		Advanced Design*

**course has prerequisites*

THEATRE DESIGN/TECHNOLOGY/MANAGEMENT CONCENTRATION

In order to achieve a concentration in Technical/Design, students must complete the following:

A minimum of three courses with a minimum of 9 credits from the following:

THA 270		Stage Management
THA 385		Special Topics in Theatre*
THA 391		Tech and Design in Theatre
THA 392		Costume Design
THA 393		Lighting Design
THA 394		Scenic Design
THA 395	B	Makeup Design and Techniques
THA 490		Advanced Design*

**course has prerequisites.*

**Students are also required to present once in the KCACTF DTM completion.*

THEATRE FOR YOUTH CONCENTRATION

In order to achieve a concentration in Theatre for Youth, students must complete the following:

A minimum of 15 credits, including:

THA 276	BG	Drama in Education
THA 459P	GJ	Teaching of Theatre Arts
THA 376	2B	Theatre for Young Audiences

THEATRE ARTS

One of the following:

ED 200	D	Education in a Pluralistic Society*
ED 271	P	Introduction to Philosophy of Education*
ED 301		Introduction to Child Life*

**course has prerequisites*

PERFORMANCE CONCENTRATION

In order to achieve a concentration in Performance, students must complete the following:

A minimum of 13 credits, including:

THA 365		Applied Techniques for the Actor*
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Two courses from the following:

THA 367	BK	Improvisation in Performance
THA 385		Special Topics in Theatre*
THA 465		Period Styles in Acting*
THA 466		Advanced Acting*

**course has prerequisites*

A minimum of two credits selected from the following:

THA 301A	BD	Tap Dance: Technique and Cultural Perspective
THA 368		Movement for Actors
THA 385		Special Topics in Theatre*

**course has prerequisites*

A minimum of two credits selected from the following:

MUS 130	B•	Women's Choir
MUS 221		Private Voice*
MUS 330		Edgewood Chorale*
THA 264	CK	Communications and Oral Interpretation of Literature*
THA 385		Special Topics in Theatre*

•B tag is only awarded if both semesters are taken.

**course has prerequisites*

MUSIC THEATRE CONCENTRATION

In order to achieve a concentration in Music Theatre, students must complete the following:

A minimum of fourteen credits, including:

MUS 141A	B	Music Structures*
MUS 142		Ear Training and Solfege I
THA 239		Survey of History in Musical Theatre
THA 366	B	Musical Theatre Performance

THEATRE ARTS

**course has prerequisites*

A minimum of two credits selected from the following:

THA 266		Introduction to Contemporary Dance
THA 301A	BD	Tap Dance: Technique and Cultural Perspective
THA 368		Movement for Actors
THA 385		Special Topics in Theatre*

**course has prerequisites*

A minimum of two credits selected from the following:

MUS 130	B•	Women's Choir
MUS 221		Private Voice*
MUS 330		Edgewood Chorale
THA 385		Special Topics in Theatre*

•B tag is only awarded if both semesters are taken.

**course has prerequisites*

THEATRE ARTS EDUCATION MAJOR (BA PROGRAM)

The major is part of a program leading to a Wisconsin initial educator license to teach theatre at the early childhood through adolescence level. Students must complete the following coursework.

Required Courses:

THA 264	CK	Communication & Oral Interpretation of Literature *
THA 265	BK	Acting I
THA 269	ADU	Script Analysis
THA 276	BG	Drama in Education
THA 290	B	Stagecraft I
THA 292		Theatre Practicum for Majors
THA 336	C	Development of Dramatic Arts I
THA 337	A	Development of Dramatics Arts II
THA 338		Modern and Contemporary Drama
THA 370	BX	Directing I*
THA 376	2B	Theatre for Young Audiences
THA 390	B	Theatre Design Elements
THA 459P		Teaching of Theatre Arts
THA 470		One-Act Play Production*
THA 499	3K	Theatre Senior Project*

**course has prerequisites*

THEATRE ARTS

For certification, students must also complete the Education Professional Requirements and secondary education requirements. Students choosing the Theatre Arts Teaching Major must consult with an advisor in the Education Department in order to be informed about admission and licensing requirements. See EDUCATION.

THEATRE ARTS MINOR

Students pursuing a minor in Theatre Arts must take a minimum of 21 credits in Theatre Art, excluding film courses.

Required Course:

THA 265	BK	Acting I
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One of the following:

THA 290	B	Stagecraft I
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THA 390	B	Theatre Design Elements
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Students will also need to complete 4 crews for 2 credits of THA 292, Theatre Practicum (A, B, C, D, E, F G, H, I or J).

THEATRE ARTS EDUCATION MINOR

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach theatre arts at the level corresponding to the teaching major. It requires:

A minimum of 30 credits, including:

THA 264	CK	Communication & Oral Interpretation of Literature *
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THA 265	BK	Acting I
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THA 276		Drama Education
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THA 338		Modern and Contemporary Drama
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THA 370	BX	Directing I*
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THA 376	2B	Theatre for Young Audiences
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THA 459P		Teaching of Theatre Arts
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**course has prerequisites*

2 credits (4 crews) of:

THA 292		Theatre Practicum
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One of the following:

THA 290	B	Stagecraft I
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THA 390	B	Theatre Design Elements
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For certification, students must complete a teaching major in another field and the education Professional Requirements. Students choosing the Theatre Arts Teaching Minor must consult with an advisor in the Education Department in order to be informed about admission and course requirements. See EDUCATION.

FILM STUDIES MINOR

The Film Studies minor will require a minimum of eighteen (18) credits, to include:

Required Courses:

THA 226	A	Film Criticism
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THA 326	A	Film in Society
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One of the following:

ART 120	B	Video Art
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THA 265	BK	Acting I
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THA 290	B	Stagecraft I
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THA 370	BX	Directing I*
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THA 385		Special Topics in Theatre*
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THA 390	B	Theatre Design Elements
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**course has prerequisites*

Select a minimum of three (3) elective courses from the following:

COMMS 334		Documentary Video Production*
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ENG 391		Literary Genres (Screwball Comedy)
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ENG 477		Seminar in Literacy Studies*
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THA 327	A	Understanding Happiness through Film
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THA 385		Special Topics in Theatre*
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THA 386		Special Topics in Film
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THA 386B	A	Evolution of the Science Fiction Film
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**course has prerequisites*

THEATRE ARTS GRANTS AND SCHOLARSHIPS

Talent Scholarship for Theatre Arts

The Talent Scholarship for Theatre Arts is for first time freshman and transfer students not necessarily majoring or minoring in theatre. Grants are for \$1,000 to \$3,000 based on need and are renewable for up to four years based on the recommendation of the Theatre Arts faculty. Recommendation for renewal for the third and fourth year will be limited to majors and minors. For information, contact the Admissions Office or the Producer.

Mary Frances Green Scholarship

Awarded to a Theatre Arts major who has attained junior standing. The scholarship recipient must have demonstrated all around excellence in several of the following areas: growth in chosen area, breadth of knowledge, a strong academic interest, collaborative working skills, an excellent work ethic, and leadership skills. In addition, the scholarship recipient will demonstrate financial need and exhibit great enthusiasm for and dedication to his/her chosen field.

Sister Marie Aileen Klein Scholarship

Awarded to a major or minor in Theatre Arts or Education who demonstrates financial need. This award may be offered to a current student or an underclassman entering Edgewood College. The student must show exceptional achievement or potential for exceptional achievement in some or all of the following areas: collaborative work skills, dependability, and work ethic, growth in knowledge, high academic interest and classroom work.

Martie Kaump Award

This is awarded to a student who demonstrates outstanding artistic achievement and student leadership. The criteria for this award

THEATRE ARTS

includes the following: student is able to work independently, uses research tools in academic work, is able to formulate long-range goals, is reasonably successful in mentoring less experienced students, has completed 70 credits and maintained a grade point average of 3.2 or higher.

The David A. Raagas “Big Kahuna” Memorial Award

The David A. Raagas “Big Kahuna” Memorial Award is to be awarded to students interested in the arts, theatre, film, and/or creative writing. The award is named in memory of David A. Raagas to provide financial support for students who share his love and passion for the arts. The awardee will be determined by the Theatre Arts Department and receive the award at the annual Theatre Arts Department banquet.

INTERDISCIPLINARY MAJORS/MINORS

MAJORS

International Relations
Neuroscience
Web Design and Development

MINORS

Science Communications
Web Design and Development

INTERNATIONAL RELATIONS MAJOR (BA PROGRAM OR BS PROGRAM)

This major includes interdisciplinary core of a minimum of 36 credits:

Political Science Courses:

PS 210	GJ	Introduction to International Relations
PS 275	GJ	Introduction to Comparative Politics

One of the following:

PS 387	JU	Peace and Conflict Studies
PS 388	G	Democracy and Authoritarianism

Economics Courses:

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

Other Social Science Courses:

ANTH 222	GJ	Introduction to Cultural Anthropology
SS 368	U	Social Science Research Methods
SS 484	3KX	Senior Social Science Seminar

Students will complete one comparative humanities course in art, music, literature, theatre, history or religious studies as approved by the student's advisor.

Choose from the list below:

ART 250	AGU	Art of Africa, Oceania & the Americas
ENG 270	CGX	Intro to World Literature
ENG 370B	CGX	Post-Colonial Literature*
ENG 470		Focused Study of World Literature
FREN 316/416	G	Advanced Language & the Francophone World*
FREN 429	CG	Introduction to French Literature

INTERDISCIPLINARY MAJORS/MINORS

FREN 431	GH	French Civilization*
FREN 432		Contemporary Culture
FREN 437A	CGQ	Literary Movements of Modern France*
FREN 438	CG	Francophone Literature*
HIST 111	GH	East Asian History
HIST 117	GH	Modern China
HIST 221	GH	Modern Japan
HIST 240	H	The Middle East
HIST 284	GH	People's Republic of China
HIST 325	H	Germany and the Rise of the Nazi Party
HIST 341	H	European Holocaust
HIST 375		World War II
HIST 401A		Research Paper in European History*
HIST 401C		Research paper in East Asian History*
MUS 155	AGX	World Music*
PHIL 306	GP	Philosophy of Peace with Justice*
RS 225	GR	Religious & Spiritual Transitions of the World
RS 265		Religious Traditions of the East
SPAN 424	CG	Topics in Modern Peninsular Literature*
SPAN 433		Contemporary Culture*
SPAN 437	CG	Spanish American Literature*
SPAN 438	CG	Contemporary Literature*

**course has prerequisites*

POLICIES

Students must complete a language proficiency equivalent to two years of college-level study of one foreign language (16 credits) or equivalent. Students will also complete a minor in one of the following disciplines: sociology, business, economics, French, history, political science, environmental studies, women's and gender studies or Spanish.

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

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

NEUROSCIENCE MAJOR (BS PROGRAM)

OVERVIEW

Neuroscience is a multidisciplinary field of study devoted to understanding the relationship between brain and behavior. Drawing prominently from biology and psychology, the central tenet of Neuroscience is that all behavior can be understood in terms of its underlying molecular, cellular and neural systems.

INTERDISCIPLINARY MAJORS/MINORS

Students will learn foundational laboratory skills and core concepts through coursework across many disciplines. Students will develop oral and written scientific communication skills as well as the ability to critically evaluate scientific research. Neuroscience majors can specialize their focus through community internships and independent mentored research, which is designed to prepare students for careers and/or graduate study in various sciences and health-related fields.

The following entry requirements must be met prior to a student declaring the Neuroscience major:

- A minimum of a grade of B/C in PSY 101 and BIO 151 (or 152),
AND
- A minimum cumulative GPA of 2.75.

A minimum of 54 credits to include:

Required Coursework

Psychology Core: (12 cr.)

PSY 101		Introduction to Psychology
PSY 445/BIO 445	V	Biological Psychology*
PSY 490	S	Neural Science*

**course has prerequisites*

Biology Core: (11 cr.)

BIO 151	ESU	General Biology I: Ecology, Genetics and Evolution*
BIO 152	S	General Biology II: Cells and Molecules*
BIO 401		Genetics*

**course has prerequisites*

Research Core: (3-4 cr.)

Choose one in consultation with advisor:

BIO 251	IX	Introduction to Biological Research I*
PSY 375		Research Methods in Psychology*

**course has prerequisites*

Chemistry Core: (8 cr.)

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

**course has prerequisites*

Philosophy Core: (3 cr.)

PHIL 309		Philosophy of the Mind*
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Math Core: (2-4 cr.)

Choose one:

MATH 121	M	Statistics*
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INTERDISCIPLINARY MAJORS/MINORS

MATH 114A	M	Precalculus A: College Algebra*
MATH 114B	M	Precalculus B: Trigonometry*
SS 369/PSY 369		Social Science Statistics*
MATH 231	M	Calculus I*

**course has prerequisites*

Neuroscience Core: (At least 3 cr.)

NEURO 400		Special Topics in Neuroscience*
NEURO 495		Neuroscience Research Internship*
NEURO 496		OR Neuroscience Field Internship*

**course has prerequisites*

Electives: (12 cr.)

Choose three courses:

BIO 210		Anatomy and Physiology I*
BIO 312		Microbiology*
BIO 402		Cell and Molecular Biology*
BIO 430/ PSY 430	S	Animal Behavior*
CHEM 321		Organic Chemistry I*
CHEM 323		Organic Chemistry II*
PHYS 130	S	General Physics I*
PHYS 131	S	General Physics II*
PSY 340		Abnormal Psychology*
PSY 388		Perception, Cognition and Memory*
PSY 391		Emotion and Motivation*

**course has prerequisites*

WEB DESIGN AND DEVELOPMENT MAJOR (BA or BS PROGRAM)

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

Seventy-one credits to include:

Computer and Information Sciences Courses:

CS 176	I	Introduction to Web Design and Development
CS 250		IT Project Management
CS 270		Introduction to Database Structures

INTERDISCIPLINARY MAJORS/MINORS

CS 480 Advanced Web Development*

CS 490 Topics in Computer Science*

****Students without prior programming experience must take CS 170 IU prior to CS 176. Otherwise, consent of the instructor is needed. CS 250 should be taken towards the end of the CS sequence.**

**course has prerequisites*

Graphic Design Courses:

ART 151 I Digital Art and Design for Art Majors*

ART 200 B Drawing I

ART 202 Two Dimensional Design

OR

ART 216 Three Dimensional Design

ART 209 Digital Photography*

ART 210 Graphic Design*

ART 220 Typography*

ART 275 AQX Graphic Design History*

ART 310 Layout Design

ART 312 Figure Drawing

OR

ART 460 Motion Graphics*

ART 320 KU Video for Graphic Designers*

ART 470 Web Design I*

ART 471 K Usability for the Web*

ART 475 Web Design II*

ART 480 Portfolio Development*

ART 495 3 Graphic Design Internship Seminar*

**course has prerequisites*

POLICIES

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

SCIENCE COMMUNICATIONS MINOR

20 credits to include:

Required Coursework

Core Requirements: (12 cr.)

NATS 250/PHIL 250 PV History and Philosophy of Science*

NATS 294/COMMS 294 2V Science and Community Engagement*

COMMS 260 X Writing for Media*

COMMS 290 K Professional Presentations*

**course has prerequisites*

Emphasis area requirements: (at least 6 cr.)

INTERDISCIPLINARY MAJORS/MINORS

At least 6 credits to be chosen from the following list. (Choosing courses within one area of emphasis is recommended, although this is not required.)

Science Education:

NATS 440		Foundations of Science Education*
NATS 459/ED 459S		Teaching Science in the Middle and Secondary Schools*
ED 427A		Elementary Teaching Methods: Science and Environmental Education I*
ED 427B		Elementary Teaching Methods: Science and Environmental Education II*

**course has prerequisites*

Community Health:

SOC 325	2DJ	Health, Illness, and Society*
HS 302		Social Welfare and Policy

**course has prerequisites*

Environmental Studies:

PS 352	EJ	Environmental Politics
ECON 325/ENVS 325		Environmental Economics
ENVS 265/GEOG 265	E	Environmental Conservation
ENG 250E	CEX	Wilderness and Literature of the American West*
ENG 395	CEX	Environmental Literature*

**course has prerequisites*

Public Relations:

COMMS 280		Introduction to Public Relations
COMMS 295	K	Social Media
COMMS 314		Persuasion, Promotion and Advertising

Graphic Design/Web Development:

CS 176	I	Introduction to Web Design and Development*
CS 480		Advanced Web Development*
ART 152	I	Digital Art and Design

**course has prerequisites*

Journalism:

ENG 201	UX	Introduction to Journalism*
ENG 202		Journalism Practicum*
ENG 301	X	Magazine Writing*
ENG 312		Topics in Journalism*
ENG 314	X	Creative Nonfiction*

**course has prerequisites*

INTERDISCIPLINARY MAJORS/MINORS

Additional requirements for the minor:

Internship: at least 2 credits

NATS 370

Science Outreach Internship*

**course has prerequisites*

And **an additional 11 credits in science** from one of the following prefixes: BIO, CHEM, PHYS, GEOS, NATS (not including NATS 250 and NATS 294)

WEB DESIGN AND DEVELOPMENT MINOR

Thirty-four credits to include:

Required courses:

ART 151 Digital Art & Design: Majors

ART 209 Digital Photography

ART 210 Graphic Design*

ART 220 Typography*

ART 275 AQX History of Graphic Design*

ART 470 Web Design I*

CS 176 Intro to Web Design and Dev

CS 480 Advanced Web Development

**course has prerequisites*

Select one course:

ART 202 2D Design

ART 216 3D Design

**course has prerequisites*

Select one course:

ART 320 KU Video for Graphic Designers

ART 460 Motion Graphics

ART 471 K Usability for the Web

**course has prerequisites*

**SCHOOL OF
BUSINESS**

SCHOOL OF BUSINESS

The Edgewood College School of Business (ECSB), nationally accredited by ACBSP, educates nearly 500 students each year in its traditional undergraduate, accelerated undergraduate, and graduate programs. With a values-based and student-centered approach, our vision is to be recognized as a premier business program that prepares students to become successful, ethical and entrepreneurial community leaders. We have a proud 62-year history of teaching business principles and best practices, and an alumni base of over 3,000 undergraduate and graduate students.

ECSB engages in ongoing curricular design work to ensure that our content and teaching methods are meeting the changing needs of our graduates, employers and the broader community. Fifteen full-time and about fifteen executive adjunct faculty teach a broad array of courses relevant to the future demands of business and society, with ethical leadership, entrepreneurship, sustainability, and global perspectives integrated throughout the curriculum.

ECSB MISSION

Through quality, innovative teaching and scholarship in an intimate, caring environment, students in the School of Business become lifelong learners and exceptional, ethical leaders, creating sustainable local and global economies.

TRADITIONAL UNDERGRADUATE PROGRAM MAJORS

Bachelor of Science in Accounting; Concentration Options: Finance, Management, Marketing

Bachelor of Science in Business; Concentration Options: Accounting, Finance, General Business, Management, Marketing

Bachelor of Science in Business/Computer Information Systems

Bachelor of Science in Business & Information Technology Teaching

TRADITIONAL UNDERGRADUATE PROGRAM MINORS

Accounting

Business

RETURNING ADULT ACCELERATED DEGREE (RAAD) PROGRAM – UNDERGRADUATE MAJORS

Bachelor of Business Administration; Concentration Options: Accounting, Management, Marketing

Bachelor of Science in Organizational Behavior & Leadership

Bachelor of Science in Business/Computer Information Systems

RETURNING ADULT ACCELERATED DEGREE (RAAD) PROGRAM – UNDERGRADUATE MINORS

Accounting

Business

Organizational Behavior & Leadership

RETURNING ADULT ACCELERATED DEGREE (RAAD) PROGRAM – CERTIFICATES

Fundamentals of Accounting Post-Baccalaureate

Leadership Development

Performance Improvement

Organizational Development

GRADUATE PROGRAMS – DEGREE OFFERING

Master of Business Administration

Master of Business Administration in Health Systems Leadership

Master of Science in Accountancy

Master of Business Administration/Master of Science in Accountancy Dual Degree

Master of Science in Organizational Development

GRADUATE PROGRAMS – CERTIFICATES

Accounting

Health Systems Management

SCHOOL OF BUSINESS

TRADITIONAL UNDERGRADUATE PROGRAMS

The Edgewood College School of Business offers an innovative, integrated undergraduate degree program. As part of their core curriculum, business majors take a series of three 6-credit classes that are interdisciplinary and team-taught and four additional three credit business course. These intensive courses employ active learning approaches to foster student development that goes beyond memorization to application. The School of Business is focused not just on what our students know, but what they can actually do with that knowledge. The integrated approach helps students develop a holistic view of how organizations work, how different business disciplines interface, and how to effectively impact their organizations.

In addition to their core courses, business majors can choose an area of concentration. Students take five courses in a specific discipline to develop a deeper level of expertise. The School of Business offers four concentration options: Accounting, Finance, Management and Marketing. All business and accounting majors are required to complete one internship experience of at least 160 hours. While completing the internship, students take a course for credit that helps them develop their career management skills.

POLICIES

For students earning a major in Business, a minimum of 18 credits in Business courses numbered 300 or above must be earned at Edgewood College. For students earning a major in Accounting, a minimum of 18 credits in Accounting courses numbered 300 or above must be earned at Edgewood College. For students earning a minor, a minimum of 6 credits in Business courses numbered 300 or above must be earned at Edgewood College.

Once enrolled at Edgewood College, all coursework to be applied to a major or minor must be taken at Edgewood College. Exceptions to this rule will occur only in extreme circumstances and require prior written permission of both the student's academic advisor and the Dean of the School of Business. During their junior year, students must complete the Declaration of Major form with assistance from their advisor and submit it to the Registrar's Office.

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

PREREQUISITES FOR ADMISSION TO THE BACHELOR OF SCIENCE IN BUSINESS OR BACHELOR OF SCIENCE IN ACCOUNTING PROGRAMS

Admission to the School of Business requires a minimum GPA of 2.0 and a grade of "C" or better in each of the following courses:

- COMMS 100, Introduction to Communication
- PHIL 101, Logic: Practice of Critical Thinking
- ENG 110, College Writing
- ECON 240, Principles of Economics
- MATH 121, Statistics
- MATH 122, Finite Math
- BUS 298, Integrated Business Semester 1, Part A
- BUS 299, Integrated Business Semester 1, Part B
- BUS 348, Integrated Business Semester 2, Part A
- BUS 349, Integrated Business Semester 2, Part B

In addition to the courses listed above, students must demonstrate Excel competencies by either passing an exam administered by the School of Business or taking CS 150 Computing and Business Application.

Students must complete an application process prior to being formally admitted to the School of Business and to be eligible to complete the Business or Accounting majors.

SCHOOL OF BUSINESS

TRADITIONAL UNDERGRADUATE PROGRAMS

TRADITIONAL UNDERGRADUATE PROGRAM MAJORS

Bachelor of Science in Accounting; Concentration Options: Finance, Management, Marketing

Bachelor of Science in Business; Concentration Options: Accounting, Finance, General Business, Management, Marketing

Bachelor of Science in Business/Computer Information Systems

Bachelor of Science in Business & Information Technology Teaching

TRADITIONAL UNDERGRADUATE PROGRAM MINORS

Accounting

Business

ACCOUNTING MAJOR (BS PROGRAM)

Students who choose to major in Accounting have two options: a four-year Bachelor of Science degree OR a five-year combined Bachelor and Master degree. Students should discuss the options and course scheduling with their advisor. Most accounting courses are offered only once each year. Planning for the completion of these courses is especially important.

Four-Year Program

Students will complete a minimum of 120 credits, including 24 credits of accounting. They will still need a minimum of 30 additional credits to qualify for a CPA (Certified Public Accounting) license in the state of Wisconsin.

Five-Year Program

Students will apply to the Master of Science in Accountancy program during their senior year of their undergraduate program. In their senior year, they will complete the requirements for their Bachelor's degree in Accounting and take up to nine credits of graduate coursework. In their fifth year, they will complete the requirements of the Master of Accountancy degree, and fulfill the 150 credits needed to qualify for a CPA license in the state of Wisconsin.

Accounting majors can choose one of the following concentrations: Finance, Management, and/or Marketing

Required courses to support the major (20 credits):

COMMS 100	O	Introduction to Communication
ECON 240	J	Principles of Economics
ENG 110	W	College Writing
MATH 121	M	Statistics
MATH 122		Finite Mathematics
PHIL 101	T	Logic: Practice of Critical Thinking

Core Business courses in the major (34 credits):

BUS 298		Integrated Business Semester 1, Part A
BUS 299		Integrated Business Semester 1, Part B
BUS 348		Integrated Business Semester 2, Part A
BUS 349	KX	Integrated Business Semester 2, Part B
BUS 398		Integrated Business Semester 3, Part A
BUS 399		Integrated Business Semester 3, Part B
BUS 448		Integrated Business Semester 4, Part A
BUS 449	3	Integrated Business Semester 4, Part B

SCHOOL OF BUSINESS

TRADITIONAL UNDERGRADUATE PROGRAMS

BUS 475 or 476		Business Internship / Accounting Internship
BUS 499	3U	Integrated Business Semester 5: Business Capstone

The following Accounting courses (24 credits):

BUS 380		Intermediate Accounting I
BUS 381		Intermediate Accounting II
BUS 385		Cost Accounting I
BUS 481		Auditing
BUS 483		Accounting Systems
BUS 485		Income Tax Accounting I
BUS 495		Income Tax Accounting II

One of the following graduate courses:

BUS 726		Advanced Accounting
BUS727		Government and Not-For-Profit Accounting
BUS 756		Fraud and Forensic Accounting

Recommended courses:

The following two courses are recommended to fulfill the COR 2 general education requirement:

BUS 307	2	Volunteer Income Tax Assistance I
BUS 308	2	Volunteer Income Tax Assistance II

Concentration Options: Finance, Management, Marketing

FINANCE CONCENTRATION (9 credits)

BUS 411		Intermediate Corporate Finance
BUS 412		Investments
BUS 415		Personal Financial Planning

MANAGEMENT CONCENTRATION (15 credits)

BUS 340		Management of Organizations
BUS 430		Human Resource Management
BUS 440		Improving Organizational Effectiveness
BUS 455		Organizational Sustainability and Innovation
BUS 462		Principles of Leadership

SCHOOL OF BUSINESS

TRADITIONAL UNDERGRADUATE PROGRAMS

MARKETING CONCENTRATION (15 credits)

BUS 431		Marketing Strategies
BUS 432		Consumer Behaviors
BUS 433		Advertising and Promotion Strategy
BUS 434		Market Research & Analysis
BUS 435		Professional Selling and Sales Management

BUSINESS MAJOR (BS PROGRAM)

Required courses to support the major (20 credits):

COMMS 100	O	Introduction to Communication
ECON 240	J	Principles of Economics
ENG 110	W	College Writing
MATH 121	M	Statistics
MATH 122		Finite Mathematics
PHIL 101	T	Logic: Practice of Critical Thinking

Core Business courses in the major (34 credits):

BUS 298		Integrated Business Semester 1, Part A
BUS 299		Integrated Business Semester 1, Part B
BUS 348		Integrated Business Semester 2, Part A
BUS 349	<i>KX</i>	Integrated Business Semester 2, Part B
BUS 398		Integrated Business Semester 3, Part A
BUS 399		Integrated Business Semester 3, Part B
BUS 448		Integrated Business Semester 4, Part A
BUS 449	G	Integrated Business Semester 4, Part B
BUS 475		Business Internship
BUS 499	<i>3U</i>	Integrated Business Semester 5: Business Capstone

Concentration Options: Accounting, Finance, General Business Management, Marketing

ACCOUNTING CONCENTRATION (15 credits)

Students pursuing an Accounting Concentration must complete the following courses in addition to the core courses:

Required Courses:

BUS 380		Intermediate Accounting I
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SCHOOL OF BUSINESS

TRADITIONAL UNDERGRADUATE PROGRAMS

BUS 381	Intermediate Accounting II
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Three of the following courses:

BUS 385	Cost Accounting I
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BUS 481	Auditing
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BUS 483	Accounting Systems
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BUS 485	Income Tax Accounting I
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BUS 495	Income Tax Accounting II
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FINANCE CONCENTRATION (15 credits)

BUS 380	Intermediate Accounting I
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BUS 381	Intermediate Accounting II
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BUS 411	Intermediate Corporate Finance
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BUS 412	Investments
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BUS 415	Personal Financial Planning
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GENERAL BUSINESS CONCENTRATION (12 credits)

Students pursuing a General Business Concentration must select at least four (12 credits) of the following courses in addition to the core courses:

BUS 340	Management of Organizations
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BUS 380	Intermediate Accounting I
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BUS 381	Intermediate Accounting II
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BUS 385	Cost Accounting I
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BUS 411	Intermediate Corporate Finance
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BUS 430	Human Resource Management
---------	---------------------------

BUS 431	Marketing Strategies
---------	----------------------

BUS 432	Consumer Behaviors
---------	--------------------

BUS 433	Advertising and Promotion Strategy
---------	------------------------------------

BUS 434	Market Research and Analysis
---------	------------------------------

BUS 435	Professional Selling and Sales Management
---------	---

BUS 440	Improving Organizational Effectiveness
---------	--

BUS 455	Organizational Sustainability and Innovation
---------	--

BUS 462	Principles of Leadership
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BUS 481	Auditing
---------	----------

BUS 483	Accounting Systems
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SCHOOL OF BUSINESS

TRADITIONAL UNDERGRADUATE PROGRAMS

CS 480		Advanced Web Development*
CS 490		Topics in Computer Science*
CS 492	3	Information Systems Project*

**course has prerequisites*

**** Students without previous programming experience must take CS 170 IU; otherwise consent of the instructor will be needed in order to take CS 180.**

*****Students without previous web programming experience MUST take CS 175 (or CS 176); Proficiency may be demonstrated via proficiency exam.**

23 credits of Required Courses and Proficiencies:

CS 150	I	Computing and Business Applications* OR Proficiency Exam in Excel
COMMS 100	O	Introduction to Communication
ENG 110	W	College Writing*
MATH 121	M	Statistics*
MATH 122		Finite Mathematics*
PHIL 101	T	Logic: Practice of Critical Thinking
ECON 240	J	Principles of Economics

**course has prerequisites*

Required Business Courses:

BUS 298		Business Core I- Part A
BUS 299		Business Core I- Part B
BUS 348		Business Core II- Part A
BUS 349	KX	Business Core II- Part B

Three of the following:

BUS 340		Management of Organizations*
BUS 380		Intermediate Accounting I*
BUS 381		Intermediate Accounting II*
BUS 385		Cost Accounting*
BUS 411		Intermediate Corporate Finance*
BUS 430		Human Resource Management*
BUS 431		Marketing Strategies*
BUS 432		Consumer Behaviors*
BUS 433		Advertising and Promotion Strategy*
BUS 434		Market Research*
BUS 435		Professional Selling and Sales Management*
BUS 440		Improving Organizational Effectiveness*
BUS 455		Organizational Sustainability & Innovation*
BUS 462		Principles of Leadership*
BUS 481		Auditing*
BUS 483		Accounting Systems*
BUS 485		Income Tax Accounting I*

SCHOOL OF BUSINESS

TRADITIONAL UNDERGRADUATE PROGRAMS

BUS 495	Income Tax Accounting II*
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**course has prerequisites*

BUSINESS & INFORMATION TECHNOLOGY TEACHING (BS PROGRAM)

Teaching majors must complete professional requirements and appropriate licensure requirements in the School of Education for the Secondary Education minor. (See EDUCATION). The Business Teaching major is part of a program leading to a Wisconsin initial educator license to teach business at the early childhood through adolescence level (Birth-age 21).

A Declaration of Major form is to be completed by the student and business advisor, and submitted to the Registrar.

Required courses to support the major (24 credits):

CS 150	I	Computing and Business Applications OR Proficiency Exam in Excel
CS 220		Data Communications Theory
COMMS 100	O	Introduction to Communication
ECON 240	J	Principles of Economics
ENG 110	W	College Writing
MATH 121	M	Statistics
MATH 122		Finite Mathematics
PHIL 101	T	Logic: Practice of Critical Thinking

Core Business courses in the major (34 credits):

BUS 298		Integrated Business Semester 1, Part A
BUS 299		Integrated Business Semester 1, Part B
BUS 348		Integrated Business Semester 2, Part A
BUS 349	KX	Integrated Business Semester 2, Part B
BUS 398		Integrated Business Semester 3, Part A
BUS 399		Integrated Business Semester 3, Part B
BUS 448		Integrated Business Semester 4, Part A
BUS 449	G	Integrated Business Semester 4, Part B
BUS 475		Business Internship
BUS 499	3U	Integrated Business Semester 5: Business Capstone

SCHOOL OF BUSINESS

TRADITIONAL UNDERGRADUATE PROGRAMS

BUSINESS MINOR (19 credits)

Required Courses:

ECON 240	J	Principles of Economics
BUS 298		Integrated Business Semester 1, Part A
BUS 299		Integrated Business Semester 1, Part B
BUS 348		Integrated Business Semester 2, Part A
BUS 349	KX	Integrated Business Semester 2, Part B

One of the following:

BUS 340		Management of Organizations
BUS 475		Business Internship
BUS 380		Intermediate Accounting I
BUS 381		Intermediate Accounting II
BUS 385		Cost Accounting I
BUS 411		Intermediate Corporate Finance
BUS 430		Human Resource Management
BUS 431		Marketing Strategies
BUS 432		Consumer Behaviors
BUS 433		Advertising and Promotion Strategy
BUS 434		Market Research and Analysis
BUS 435		Professional Selling and Sales Management
BUS 440		Improving Organizational Effectiveness
BUS 455		Organizational Sustainability and Innovation
BUS 462		Principles of Leadership
BUS 481		Auditing
BUS 483		Accounting Systems
BUS 485		Income Tax Accounting I
BUS 495		Income Tax Accounting II

SCHOOL OF BUSINESS

RETURNING ADULT ACCELERATED DEGREE (RAAD) PROGRAMS

MAJORS

Bachelor of Business Administration Concentration: Accounting, Management or Marketing
 Bachelor of Science in Organizational Behavior and Leadership
 Bachelor of Science in Business/Computer Information Systems

MINORS

Accounting
 Business
 Organizational Behavior and Leadership

CERTIFICATES

Fundamentals of Accounting Post-Baccalaureate
 Leadership Development
 Performance Improvement
 Organization Development

POLICIES

A minimum of 18 credits in Business numbered 300 or above must be earned at Edgewood College. This rule is designed to assure that at least one-half of the credits applied to an Edgewood College Business Major be obtained through actual Edgewood College RBUS coursework. Once admitted to the RAAD program, all Business courses must be completed at Edgewood College.

For the purpose of this residency, credit by examination and credit through prior learning portfolios are counted as Edgewood College credits as long as no less than 32 credits in a student's entire program are taken directly through Edgewood College courses. This applies to residency and not to the 18 credit rule. Exceptions to this rule will occur only in extreme circumstances and require prior written permission of both the student's academic advisor and the Dean of the School of Business.

Students must complete RENG 151 as well as 40 credits of coursework before enrolling for business courses numbered 300 or above.

BUSINESS ADMINISTRATION MAJOR (BBA PROGRAM)

Required Courses:

RMATH 123/124		Mathematical Models I/II
RMATH 125/126		Statistics II
RCS 157	I	Computers in the Workplace
RECON 163	J	Microeconomics
RECON 164	J	Macroeconomics
RPHIL 168	P	Professional Ethics
RENG 306	X	Professional Communications
RBUS 211		Financial Accounting
RBUS 212		Managerial Accounting
RBUS 311		Marketing Principles
RBUS 312	K	Management Concepts
RBUS 313		Corporate Finance
RBUS 314	U	Business Law

SCHOOL OF BUSINESS

RETURNING ADULT ACCELERATED DEGREE (RAAD) PROGRAMS

RBUS 315		Operations Management
RBUS 402	3U	Social Responsibility of Business
RBUS 490		Strategic Business Practices

ACCOUNTING CONCENTRATION

Required Courses:

RBUS 320		Intermediate Accounting I, Part I AND
RBUS 321		Intermediate Accounting I, Part II
RBUS 322		Intermediate Accounting II, Part I AND
RBUS 323		Intermediate Accounting II, Part II

One of three:

RBUS 325		Cost Accounting
RBUS 326		Income Tax Accounting I, Part I AND
RBUS 327		Income Tax Accounting I, Part II
RBUS 328		Auditing, Part I AND
RBUS 329		Auditing Part II

MANAGEMENT CONCENTRATION

Required Courses:

RBUS 400		Organizational Management
RBUS 401		Improving Organizational Effectiveness

Choose one:

RBUS 445		Exploring Entrepreneurship
RBUS 492A		International Study Tour A - China AND
RBUS 492B		International Study Tour B - China
RBUS 494A		International Study Tour A - Germany AND
RBUS 494B		International Study Tour B - Germany

MARKETING CONCENTRATION

Required Courses:

RBUS 430		Consumer Behavior
RBUS 431		Market Research

SCHOOL OF BUSINESS

RETURNING ADULT ACCELERATED DEGREE (RAAD) PROGRAMS

Choose one:

RBUS 429 Advertising and Promotion Strategy

RBUS 433 Professional Selling and Sales

BUSINESS/COMPUTER INFORMATION SYSTEMS MAJOR (BS PROGRAM)

In addition to the requirements for General Education, a RAAD student completing the BUS/CIS degree in the accelerated format would complete the following requirements.

CIS Coursework:

RCS 108	I	Network Fundamentals
RCS 117		Introduction to Programming
RCS 208		Introduction to Project Management*
RCS 217		Introduction to Object Oriented Programming*
RCS 227		Introduction to Databases
RCS 228		Introduction to Professional Communication and Presentation
RCS 307	X	Object Oriented Systems Analysis & Design*
RCS 308		Project Management Tools*
RCS 317		Advanced Object Oriented Programming*
RCS 327		Web Development*
RCS 337		Database & OO System Implementation*
RCS 407		Network Security*
RCS 408		Network Management*
RCS 417		Advanced Web Development*
RCS 497	3	Information Systems Project*

**course has prerequisites*

Business Coursework:

RBUS 211		Financial Accounting
RBUS 212		Managerial Accounting*
RBUS 311		Marketing Principles*
RBUS 312	K	Management Concepts*
RBUS 313		Corporate Finance*
RBUS 314	U	Business Law*
RBUS 315		Operations Management*
RCS 157	I	Computers in the Workplace
RECON 163	J	Microeconomics
RECON 164	J	Principles of Macroeconomics

SCHOOL OF BUSINESS

RETURNING ADULT ACCELERATED DEGREE (RAAD) PROGRAMS

RMATH 123/124 Mathematical Models in Business I/II*

RMATH 125 M Statistics and Its Applications I*
AND

RMATH 126 M Statistics and Its Applications I*

**course has prerequisites*

ORGANIZATIONAL BEHAVIOR AND LEADERSHIP MAJOR (BS PROGRAM)

Required Courses:

RMATH 125 Statistics I

RMATH 126 Statistics II

RPSY 102 J General Psychology

RPSY 242 Psychology of Adulthood and Aging

RPSY 322 Overview of Organizational Behavior and Leadership

RPSY 403 Testing and Assessment

RPSY 476 Research Methods

RPSY 477 KUX Evaluating Org Behavior Research

RPSY 494 3 Ethical Leadership in Organizations

Choose three:

RPSY 332 Psychology of Management and Leadership

RPSY 333 Human Relations in Organizations

RPSY 387 Managing Diversity in Organizations

RPSY 397 Building High Performance Teams

RPSY 402 Motivation in Organizations

RPSY 482 Training and Development in Organizations

RPSY 484 Organizational Development

RPSY 487 Leading Organizational Change

ACCOUNTING MINOR

Required Courses:

RBUS 211 Financial Accounting

RBUS 212 Managerial Accounting

RBUS 320 Intermediate Accounting I, Part I

RBUS 321 Intermediate Accounting I, Part II

SCHOOL OF BUSINESS

RETURNING ADULT ACCELERATED DEGREE (RAAD) PROGRAMS

RBUS 322	Intermediate Accounting II, Part I
RBUS 323	Intermediate Accounting II, Part II

Two of three:

RBUS 325	Cost Accounting
RBUS 326	Income Tax Accounting I, Part I AND
RBUS 327	Income Tax Accounting I, Part II
RBUS 328	Auditing, Part I AND
RBUS 329	Auditing Part II

BUSINESS MINOR

Students must take either: RECON 164 Macroeconomics or RECON 163 Microeconomics before beginning the sequence of core courses for the minor.

Required Courses:

RBUS 211	Financial Accounting
RBUS 311	Marketing Principles
RBUS 312	<i>K</i> Management Concepts

Students must also complete two Business elective courses.

ORGANIZATIONAL BEHAVIOR AND LEADERSHIP MINOR

The minor shall consist of five RPSY courses including RPSY 102, General Psychology and four other courses from the list outlined below. The only course that can be substituted in the minor is RBUS 312, Principles of Management, which is a substitution for RPSY 322.

Required Course:

RPSY 102	General Psychology
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Four of the following:

RPSY 322	Overview of Organizational Behavior and Leadership
RPSY 332	Psychology of Management and Leadership
RPSY 333	Human Relations in Organizations
RPSY 387	Managing Diversity in Organizations
RPSY 397	Building High Performance Teams
RPSY 402	Motivation in Organizations
RPSY 482	Training and Development in Organizations
RPSY 484	Organizational Development
RPSY 487	Leading Organizational Change

SCHOOL OF BUSINESS

RETURNING ADULT ACCELERATED DEGREE (RAAD) PROGRAMS

FUNDAMENTALS OF ACCOUNTING POST-BACCALAUREATE CERTIFICATE

ADMISSIONS REQUIREMENTS

Students must hold a Bachelor's degree in any field from an accredited college or university.

PROGRAM REQUIREMENTS

The certificate program requires a minimum of 29 credits; 19 credits must be taken at Edgewood College to meet the residency requirement.

Required Courses:

RBUS 211	Financial Accounting
RBUS 212	Managerial Accounting
RBUS 320	Intermediate Accounting I, Part I
RBUS 321	Intermediate Accounting I, Part II
RBUS 322	Intermediate Accounting II, Part I
RBUS 323	Intermediate Accounting II, Part II

Two of three:

RBUS 325	Cost Accounting
RBUS 326	Income Tax Accounting I, Part I AND
RBUS 327	Income Tax Accounting I, Part II
RBUS 328	Auditing, Part I AND
RBUS 329	Auditing, Part II

Choose two:

RBUS 311	Marketing Principles
RBUS 313	Corporate Finance
RBUS 314	<i>U</i> Business Law
RBUS 315	Operations Management
RCS 157	Computers in the Workplace
RECON 163	Microeconomics
RECON 164	Macroeconomics
RMATH 123	Math Models I AND
RMATH 124	Math Models II
RMATH 125	Statistics I AND
RMATH 126	Statistics II

SCHOOL OF BUSINESS

RETURNING ADULT ACCELERATED DEGREE (RAAD) PROGRAMS

POLICIES

The Fundamentals of Accounting Certificate requires a minimum of 29 credits, 19 of which must be taken at Edgewood College to meet the residency requirement. Up to eight credits (2 courses maximum) of relevant undergraduate coursework may be waived, provided the courses taken at Edgewood College or other colleges and universities are equivalent to those specified in the program.

Certificate Courses Applied to the BBA

Courses taken as part of the Certificate Program may later be applied to satisfy BBA course requirement provided that the student has been applied and has been accepted to the BBA program and a grade of 'C' or better has been received in the Accounting Certificate program course. The course must also be considered relevant to the BBA at the time the student is admitted to the BBA Program.

LEADERSHIP DEVELOPMENT CERTIFICATE

The courses that comprise this sixteen credit certificate exposes participants to the major theories, frameworks, and perspectives underlying successful leadership. Exercises and projects will provide a basis for developing and fine-tuning analysis, problem solving and social interaction, and facilitation skills. The certificate is designed so that students can take the courses in any order they wish.

Please note that courses may not be offered in every term.

RPSY 322	Overview of Organizational Behavior
RPSY 332	Management and Leadership
RPSY 333	Human Relations in Organizations
RPSY 402	Motivation in Organizations

PERFORMANCE IMPROVEMENT CERTIFICATE

The courses that comprise this sixteen credit certificate exposes participants to various analytics frameworks and strategies for encouraging individual, team or work areas, and organization-wide gains. Leading, learning and teaching are emphasized within each course. The certificate is designed so that students can take the courses in any order they wish. Please note that courses may not be offered in every term.

RPSY 322	Overview of Organizational Behavior
RPSY 402	Motivation in Organizations
RPSY 403	Testing and Assessment
RPSY 482	Approaches to Training and Development in Organizations

ORGANIZATION DEVELOPMENT CERTIFICATE

The courses that comprise this sixteen credit certificate expose participants to methods and techniques for encouraging organizational renewal and adaptation. A systems approach to promoting organizational effectiveness is emphasized. The certificate is designed so that students can take the courses in any order they wish. Please note that courses may not be offered in every term.

RPSY 387	DQ	Champion Diversity in Organizations
RPSY 397		Building High Performance Teams
RPSY 484		Organizational Development
RPSY 487		Leading Organizational Change

SCHOOL OF BUSINESS GRADUATE PROGRAMS

GRADUATE PROGRAMS

Master of Business Administration
Master of Business Administration in Health Systems Leadership
Master of Business Administration/Master of Science in Accountancy Dual Degree
Master of Science in Accountancy
Master of Science in Organization Development

GRADUATE CERTIFICATES

Accounting
Health Systems Leadership

The School of Business offers a Master of Business Administration, an MBA in Health Systems Leadership, a Master of Science in Accountancy; a Master of Science in Organization Development, a dual MBA/MSA and graduate certificates. Junior and senior undergraduates may qualify to take a graduate course, although special permission is required. Graduate courses are courses numbered at or above the 500-level.

ACCREDITATION

The Master of Business Administration and Masters of Science in Accountancy are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

ADMISSION REQUIREMENTS for MBA, MBA HSL, MSA, and MBA/MSA programs

Graduate programs in the School of Business at Edgewood College offer exceptional and varied learning opportunities from faculty and peers alike. Applicants are therefore assessed for their potential for academic success, what they bring to the classroom, and their capacity to reflect the quality of an Edgewood College degree.

To be considered for admission, applicants must provide the following to the Graduate and Professional Studies Admissions Office:

1. **Completed graduate application:** <https://www.edgewood.edu/Apply/Graduate.aspx>. The application fee is waived for Edgewood College alumni and veterans.
2. **Official transcripts** from all undergraduate and graduate academic credits received from a United States regionally accredited or equivalent post-secondary institution, with a cumulative grade point average of at least 2.75 on a 4.0 scale, should be sent directly to Edgewood College. The cumulative grade point average is computed on the highest degree held at the time of application to the School of Business.
3. **Two letters of recommendation** from college or university professors, supervisors, and/or professional colleagues who can speak to the applicant's potential for success in the School of Business graduate program selected. Additional guidelines for submitting letters of recommendation may be found on the School of Business website.
4. A **written statement** explaining what the applicant hopes to gain from participation in the program, what the applicant brings to the program and how specific background experiences of the applicant will aid in their success as a student.
5. A **detailed resume** evidencing at least two years of relevant professional experience.
6. **Graduate Management Admission Test (GMAT)** or **Graduate Record Exam (GRE)** (with the score converted to a comparable GMAT score) score of at least 430.*

For review and study assistance for the GMAT or GRE, visit www.Princetonreview.com or www.kaplan.com. Students must call 1-800-717-4628 or go online at <http://www.mba.com> to register for the test. Enter the name and city of the school to find testing centers. Students can also contact the Madison Testing Center with the following information:

Pearson Professional Center
8517 Excelsior Drive
Madison, Wisconsin 53717
608-833-3991

Please see GRADUATE ADMISSIONS for additional international student requirements.

* **Please note that neither the GMAT nor GRE is required for students applying to the Master of Science in Organization Development Program.**

SCHOOL OF BUSINESS GRADUATE PROGRAMS

**** Please note that neither the GMAT nor GRE is required if the applicant meets one of the following criteria:**

- Five or more years of relevant professional experience AND a GPA of at least 3.25 overall or on the last 60 credits of the last degree conferred.
- Bachelor of Business Administration or Bachelor of Science in Business from Edgewood College and a GPA of at least 3.25 overall or on the last 60 credits of the last degree conferred.
- Current, active military or former military personnel, or honorably discharged veteran. Veterans are considered those who have served at least 180 of active duty (not including training) or who have been injured and determined to have a disability before 180 days (does not include those who served the length of their term in the National Guard or Reserves without being activated at any time).

The entirety of the application materials above are considered in evaluating candidates.

Application materials may be sent to:

Edgewood College
Graduate and Professional Studies Admissions Office
ATTN: Admissions Manager
1255 Deming Way
Madison, Wisconsin 53717

MASTER OF BUSINESS ADMINISTRATION (MBA PROGRAM)

PROGRAM HIGHLIGHTS

- Small class sizes in a highly interactive and personal classroom setting.
- Eight week concentrated course format.
- Classes taught in the evening.
- Flexible time to degree completion.

PROGRAM PREREQUISITES AND FOUNDATIONS

Many MBA courses have prerequisites and students should not register for courses until they have completed the necessary prerequisites. MBA students admitted with contingent status (see GRADUATE ADMISSIONS) must have their course schedule approved by the School of Business graduate academic advisor. All courses are three credits unless otherwise indicated.

All program courses are taught under the assumption that students have the necessary background and preparation. General knowledge preparation includes a minimum of college algebra and basic knowledge of Microsoft Word, Excel, PowerPoint and internet searches. Business knowledge preparation includes an understanding of and demonstrated competency in financial accounting, quantitative analysis, business law, macroeconomics and microeconomics. Competency can be demonstrated in multiple ways, including completion of undergraduate or foundation courses or CLEP examinations. The program advisor will help prospective students explore these options.

Some courses satisfying foundational requirements:

BUS 500	Mathematics for Business
BUS 501	Financial Accounting
BUS 503	Introductory Business Statistics
BUS 504	Business Law
BUS 505	Macroeconomics
BUS 506	Microeconomics

SCHOOL OF BUSINESS

GRADUATE PROGRAMS

CORE COURSES

This group of nine courses serves as the core of the MBA program, developing substantive background and abilities in the functional areas of business.

Required Courses:

BUS 601	Executive Communication
BUS 602	Accounting for Managers
BUS 603	Organizational Development and Behavior
BUS 604	Operations Management
BUS 605	Statistics for Managers
BUS 606	Strategic Marketing
BUS 607	Corporate Finance
BUS 616	Business Ethics
PHIL 604	OR Professional Ethics
BUS 618	Managing Information and Technology

INTEGRATING CORE COURSES

A two course capstone serves an integrating function for the MBA degree in that it requires students to draw from their core course experiences to understand complex business issues and to solve problems that extend across core course areas. Since the function of the capstone courses is to integrate concepts and skills, students must take these courses after completing the nine (9) core courses. The capstone course must be taken in consecutive terms.

Required Courses:

BUS 609A	Business Capstone I
BUS 609B	Business Capstone II

ELECTIVE COMPONENT, CHOOSE AN AREA OF EMPHASIS

Area of emphasis

Students are required to complete six elective credits. Students may choose courses within one area of emphasis or courses in multiple areas to complete the degree requirements. The areas of emphasis include: accounting, finance, management, marketing and quality.

MBA Elective Courses

BUS 703	Intermediate Accounting I
BUS 705	Cost I
BUS 712	Investments
BUS 719	Personal Financial Planning
BUS 751	Market Research
BUS 755	Consumer Behavior
BUS 761	Quality Improvement Methods
BUS 762	Quality as a Business Strategy
BUS 735	Organizational Analysis

SCHOOL OF BUSINESS

GRADUATE PROGRAMS

BUS 732

Individual and Team Interventions

Other elective courses may be selected subject to ECSB approval.

POLICIES

Transfer of Credit

Up to 12 credits of relevant graduate coursework may be transferred to the Edgewood College MBA. Transfer of credit must be approved by the School of Business and consideration is subject to the following:

1. A minimum grade of 'B' is required.
2. Work must be clearly identified as graduate coursework and must have been completed within three years prior to acceptance into the Edgewood College MBA program.
3. A Request for Transfer of Graduate Business Credit from Another Institution Form must be completed.

For more information about transfer credits, students should consult their academic advisor.

Requirements for Waiver of Foundation Courses

Waiver of foundation courses must be approved by the School of Business. Waivers reflect a specific set of requirements and are based on coursework described on certified copies of student transcripts. Waivers are part of the normal admission process. A grade of 'C' or better is required for any course used to satisfy the minimum requirement of a prerequisite course. Students should consult their advisor for more details.

Appealing a Foundation Requirement

A student who wishes to appeal the requirement to take a particular foundation course may do so by completing the Appeal of Foundation Course Requirement Form. For more information about appeals, please contact the Graduate Advisor.

Core Course Substitution

Students who have completed significant coursework in the area of a core course not qualifying for a waiver may request to substitute another, usually more advanced, course. For more information, please contact the Graduate Advisor.

Taking Coursework at Edgewood College

All graduate business students are expected to take all coursework at Edgewood College. Deviation from this policy will be allowed only in special circumstances and will require prior written approval from the Dean of the School of Business. Requests for such approval must be submitted in writing with details of coursework involved and reasons for the request. Under no circumstances will an exception be made to the prior approval portion of this policy be made.

Credit Load

Full-time graduate students carry nine graduate credit hours each semester. Students in the MBA program may carry up to 12 credits per semester without seeking written permission from the School of Business.

SCHOOL OF BUSINESS

GRADUATE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION IN HEALTH SYSTEMS LEADERSHIP (MBA - HSL)

There is a demand for highly trained and experienced leaderships in this region's health care organizations- health systems, insurance companies, government programs and other ancillary professions. This program is designed for aspiring managers and leaders from the large array of health delivery organizations (hospitals, medical and dental clinics, pharmacies, etc.), financing organizations (insurers, government payers) and other professionals (insurance agents, consultants, accountants and attorneys).

PROGRAM HIGHLIGHTS

- Program requirements are based on the CAHME (Commission on Accreditation of Healthcare Management Education) competency criteria.
- This is an evening executive program taught at times convenient to student needs and requirements.
- Each course is taught in an eight week intensive format with most students completing four to five courses per year.
- Courses are taught by current Business School faculty and adjunct instructors drawn from the regional healthcare industry.

COURSEWORK

The program consists of 42 credits: six core courses, six health systems focused courses, a capstone and one elective are required for the degree. Many courses have prerequisites and students should not register for courses until they have completed the necessary prerequisites. All courses are three credits unless otherwise indicated.

PROGRAM PREREQUISITES

A high quality educational experience is a driving force of the MBA-HSL program. All courses are taught under the assumption that students have the necessary background and preparation. General knowledge preparation includes a minimum of college algebra and basic knowledge of Microsoft Word, Excel, PowerPoint and internet searches. Business knowledge preparation includes an understanding of and demonstrated competency in financial accounting, quantitative analysis, business law, macroeconomics and microeconomics. Competency can be demonstrated in multiples way, including completion of undergraduate or foundation courses or CLEP examinations. The program advisor will help prospective students explore these options.

Some courses satisfying foundational requirements:

BUS 500	Mathematics for Business
BUS 501	Financial Accounting
BUS 503	Introductory Business Statistics
BUS 504	Business Law
BUS 505	Macroeconomics
BUS 506	Microeconomics

CORE COURSES

This group of 13 required courses and 3 elective credits constitutes the MBA-HSL program.

Required Courses:

BUS 601	Executive Communication
BUS 602	Accounting for Managers
BUS 603	Organizational Development and Behavior
BUS 605	Statistics for Managers
BUS 606	Strategic Marketing

SCHOOL OF BUSINESS GRADUATE PROGRAMS

BUS 616	Business Ethics
PHIL 604	OR Professional Ethics
BUS 775	Healthcare Economics
BUS 784	Healthcare Finance
BUS 785	Health Policy and Law
BUS 786	ERP in Health Systems
BUS 787	Health Systems Operations
BUS 789	Healthcare Service and Quality
BUS 796	Strategic Management of Health Systems
	Approved elective

MASTER OF SCIENCE IN ACCOUNTANCY (MS PROGRAM)

The MS Accountancy program is geared toward knowledge-seeking learners who aspire to develop the specialty skills required to pursue a career in the accounting field. The accounting field is dynamically changing, driven by a variety of factors such as increased regulation, the complexity and competitiveness of the business climate and the move toward a global economy. Expertise in this field can provide the foundation for students to become CPAs in public accounting firms, to pursue a career in corporate management accounting, to work in government or not-for-profit sectors, or to succeed as an entrepreneur.

The MS Accountancy program is a rigorous and thorough, experienced-based curriculum integrating critical thinking, real-world experience, and values-based management. Coursework is grounded in an ethical value system which will serve students throughout their careers and personal lives and provide a foundation for ethical leadership. The curriculum not only helps prepare students for the CPA exam, it lays the groundwork required for leadership roles beyond the initial accounting position. Because the MS Accountancy degree is an opportunity for students to gain specialized accounting skills, specific course prerequisites are required prior to entering the program. Most candidates with accounting degrees will have met the prerequisites before entering the 30 credit graduate program.

PROGRAM HIGHLIGHTS

- Designed for working professionals, the MS Accountancy program allows students to advance their business education without interrupting their careers. Classes (including prerequisites) are held in the evening and online year-round, allowing students to enter the program in the Spring, Summer or Fall sessions and take up to five classes per semester.
- Accounting Club, this student-led organization serves to expand the experiences of accounting majors outside the classroom. Accounting Club events include speaker meetings, field trips to regional firms in both public and private practice, networking events with professional organizations such as the IMA and with local firms in a career fair format.
- Internship Opportunities- the School of Business network with firms in the area gives students unparalleled access to relevant internship opportunities.

ADMISSION REQUIREMENTS

MSA seeking students must hold a baccalaureate degree with a cumulative grade point average of 2.75 on a scale of 4.0 from a regionally accredited, post-secondary institution. Additionally, prospective students are expected to have computer proficiency in Microsoft Office, including EXCEL. Please see the following link for more details on the admission requirements, <https://www.edgewood.edu/academics/programs/details/accounting/graduate>.

PROGRAM PREREQUISITES

MSA core courses have prerequisites and students should not register for courses until they have completed the necessary prerequisites. MSA students admitted with contingent status (see GRADUATE ADMISSIONS) must have their course schedule approved by the School of Business graduate academic advisor. All courses are three credits unless otherwise indicated.

SCHOOL OF BUSINESS

GRADUATE PROGRAMS

All program courses are taught under the assumption that students have the necessary background and preparation. General knowledge preparation includes a minimum of college algebra and basic knowledge of Microsoft Word, Excel, PowerPoint and internet searches.

PREREQUISITE AREAS

- Micro-Economics or Macro-Economics
- Statistics
- Finite Math
- Finance
- Financial Accounting I
- Financial Accounting II
- Cost Accounting
- Business Law I
- Tax I

Students are required to complete a bachelor's degree in any field from an accredited college or university and complete the following courses at a 4-year regionally accredited institution prior to enrolling in the program:

- Intermediate Accounting I
- Intermediate Accounting II
- Tax I

PROGRAM REQUIREMENTS

MS Accountancy coursework is divided into two categories: Business and Accounting Courses. Integrated throughout the courses are topics related to change, innovation, international business, and social responsibility. A total of 30 credits are required for completion of the degree. For students without undergraduate courses in business functional areas from a 4 year regionally accredited institution, it is recommended that they complete courses in the following areas: finance, marketing, management and IT Management.

12 credits of Business Courses

Required Courses:

BUS 601	Executive Communications
BUS 616	Business Ethics
PHIL 604	OR Professional Ethics
BUS 723	Business Law II

At least one of the following electives:

BUS 603	Organizational Development and Behavior
BUS 604	Operations Management
BUS 605	Statistics for Managers
BUS 606	Strategic Marketing
BUS 607	Corporate Finance
BUS 618	Managing Information and Technology
BUS 679	Business Internship
BUS 712	Investments
BUS 719	Personal Financial Planning

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GRADUATE PROGRAMS

BUS 761	Quality Improvement Methods
BUS 762	Quality as Business Strategy
BUS 792A	International Study Tour A – China AND
BUS 792B	International Study Tour B – China
BUS 795A	International Study Tour A – Germany AND
BUS 795B	International Study Tour B – Germany

15 credits of Accounting Courses:

Required Courses:

BUS 714	Advanced Cost Management & Control*
BUS 726	Advanced Accounting
BUS 727	Governmental and Not-For-Profit Accounting**
BUS 756	Fraud and Forensic Accounting*
BUS 798	Strategic Management Accounting

Accounting students who are completing the 5-year BS/MS program who have not completed BUS 706 prior to entering the MS program, will take BUS 706 instead of BUS 756.

*Students who have not completed a course in accounting systems, will be required to take BUS 725 Accounting Systems

**Students who have not completed a course in auditing will be required to take BUS 706 Auditing

Up to one of the following electives:

BUS 709	Income Tax Accounting II
BUS 717	Volunteer Income Tax Accounting I AND
BUS 718	Volunteer Income Tax Accounting II

POLICIES

Transfer of Credit

Up to nine credits of relevant graduate coursework may be transferred to the Edgewood College MS Accountancy program. Transfer of credit must be approved by the School of Business and consideration is subject to the following:

1. A minimum grade of 'B' is required.
2. Work must be clearly identified as graduate coursework and must have been completed within three years prior to acceptance into the Edgewood College MSA program.
3. A Request for Transfer of Graduate Business Credit from Another Institution Form must be completed.

For more information about transfer credits, students should consult their advisor.

Requirements for Waiver of Prerequisite Courses

Waiver of prerequisite courses must be approved by the School of Business. Waivers reflect a specific set of requirements and are based on coursework described on certified copies of student transcripts. Waivers are part of the normal admission process. A grade of 'C' or better is required for any course used to satisfy the minimum requirement of a prerequisite course. Students should consult their advisor for more details.

Requirements for Waiver of Core Courses

Up to three credits of relevant graduate coursework may be waived from the Edgewood College MSA program. Waivers of core courses must be approved by the School of Business. Waivers reflect a specific set of requirements and are based on coursework

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described on certified copies of student transcripts. Waivers are part of the normal admission process. A grade of 'B' or better is required for any course used to satisfy the minimum requirement of a core course. Students should consult their advisor for more details.

Core Course Substitution

Students who have completed significant coursework in the area of a core course not qualifying for a waiver may request to substitute another, usually more advanced, course. For more information, please contact that Graduate Advisor.

Taking Coursework at Edgewood College

All graduate business students are expected to take all coursework at Edgewood College. Deviation from this policy will be allowed only in special circumstances and will require prior written approval from the Dean of the School of Business. Requests for such approval must be submitted in writing with details of coursework involved and reasons for the request. Under no circumstances will an exception to the prior approval portion of this policy be made.

Credit Load

Full-time graduate students carry nine graduate credit hours each semester. Students in the MSA program may carry up to 15 credits per semester without seeking written permission from the School of Business.

MASTER OF BUSINESS ADMINISTRATION AND MASTER OF SCIENCE IN ACCOUNTANCY DUAL DEGREE (MBA/MS PROGRAM)

The dual degree in MBA and MS Accountancy allows four "overlap courses" to be applied simultaneously to each degree program. Double-counting the four courses allows the requirements of each individual degree program to be satisfied.

The four overlap courses are:

BUS 601	Executive Communications
BUS 603	Organizational Behavior and Development
BUS 604	Operations Management
BUS 616	Business Ethics
PHIL 604	OR Professional Ethics

For the purpose of the dual degree, students must choose two elective courses that are not in the accounting area of emphasis in the MBA program.

POLICIES

MBA/MSA Degrees

Separate MBA and MSA degrees are conferred and can be conferred at different times. The first degree may be conferred when all the requirements of that degree are satisfied.

Seven-Year Rule

The Seven-Year Rule will be interpreted as applying to the coursework used to satisfy the requirements of each degree separately. Thus, if the total time to complete both degrees exceeds 7 years, the timing of the over-lap courses is critical.

Degree Residency Credits

Traditionally, the determination of degree residency credits for a specific degree involves counting Edgewood College credits that apply only to that degree. The dual degree program would require the overlap courses also be double counted to fulfill the individual resident requirements of both the MBA and MSA programs.

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MASTER OF SCIENCE IN ORGANIZATION DEVELOPMENT (MS PROGRAM)

PROGRAM DESCRIPTION

The Master of Science in Organization Development (MSOD) will prepare students, through a combination of academic training and practical application, for responsible leadership positions in business, government, human services and other organizational settings. Graduates will be qualified to fill a variety of challenging and rewarding positions concerned with human resources acquisition, retention, management, education and development. Designed for the experienced professional, the MSOD program will give students the skills and knowledge needed to assume leadership roles in the transformation of their organizations. Completion of the MSOD program requires a total of 30 credits and can be accomplished in two years. To accommodate the busy schedules of working professionals, the majority of the coursework will be offered in an online format.

PROGRAM HIGHLIGHTS

- The MSOD Program curriculum is designed to meet the needs of working professionals and provides a flexible part-time schedule. Students can finish in as little as two years, or spread their coursework across multiple semesters to accommodate personal schedules and needs.
- Courses are offered in an eight-week accelerated format.
- Coursework is delivered in an online format.
- The MSOD program uses a format limited to small groups of no more than 20 students. Students come from a wide variety of backgrounds and experiences, creating a rich and diverse community of learners who support each other in both intellectual and personal growth.
- Classes are highly interactive with appropriate combinations of presentations, discussions, case studies and group/individual projects.

ADMISSION REQUIREMENTS MSOD PROGRAM

1. Submit official transcripts from all undergraduate and graduate academic credits received from a United States regionally accredited or equivalent post-secondary institution, with a cumulative grade point average of at least 2.75 on a 4.0 scale, should be sent directly to Edgewood College. The cumulative grade point average is computed on the highest degree held at the time of application to the School of Business.
2. Complete and submit graduate application. This application is for graduate students who want to pursue a Master's degree, certificate, or take courses as a non-degree student.
3. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the probability of your success in graduate school.
Guidelines for submitting Letters of Recommendation.
4. Submit a written statement listing the reasons why you think you will be successful in graduate school; cite how specific background experiences will aid in your success as a student.
5. Submit a current resume evidencing your professional experience
6. International Students may have additional requirements. Learn more.

DEGREE REQUIREMENTS

Required Courses:

PSY 606	Adult Learning and Organization Development
PSY 871	Research Methodology
PSY 801	Consultations in Organizations
PSY 735	Organizational Analysis
PSY 732	Individual and Team Interventions

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PSY 603	Organizational Interventions
BUS 616	Business Ethics
	OR
PHIL 604	Professional Ethics
PSY 619	Leadership in Organizations
PSY 872	Research Analysis & Design
PSY 889	Applied Action Research – Capstone Project*

*PSY 872 and PSY 889 must be taken as the final two courses of the program.

GRADUATE CERTIFICATE IN ACCOUNTING

To earn the Accounting Graduate Certificate, students complete at least five of the twelve courses listed below. The choice of courses allows students to select a focus in a specific area of accounting. Some courses are not offered in every semester. Students will work with an advisor in the School of Business to create an individualized plan that will complete the certificate and the focus selected. Many courses completed within the Accounting Certificate may count towards the degree requirements or prerequisites in the MS-Accountancy program. Students intending to apply the certificate towards the MSA should check with their advisor to make sure the appropriate courses are selected.

Fifteen credits selected from the following:

BUS 703	Intermediate Accounting I
BUS 704	Intermediate Accounting II
BUS 705	Cost Accounting I
BUS 706	Auditing
BUS 707	Income Tax Accounting I
BUS 714	Advanced Cost Management and Control
BUS 723	Business Law II
BUS 725	Accounting Information Systems
BUS 726	Advanced Accounting
BUS 727	Government and Not-for-Profit Accounting

CERTIFICATE PREREQUISITES

The following are to be completed before, or soon after, beginning the courses for this certificate:

- Mathematics- proven proficiency at the level or college algebra
- An introductory statistics course
- A business law course
- An introductory course in financial accounting
- An introductory course in managerial accounting

Previous coursework may meet the prerequisites; advisors will review a student's transcripts to identify which prerequisites have been met.

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GRADUATE PROGRAMS

GRADUATE CERTIFICATE IN HEALTH SYSTEMS LEADERSHIP

Designed in close collaboration with the School of Nursing at Edgewood College and local healthcare system experts and based on the Commission on Accreditation of Healthcare Management Education (CAHME) competency criteria, the Health Systems Management Certificate prepares future executives to make a meaningful difference in a wide range of healthcare delivery and financing organization. In addition to administrative managers, the program is well suited for physicians, pharmacists and other clinicians, lawyers and accounting professionals serving health system clients. To earn the Health Systems Management Graduate Certificate, students will complete at least 15 credits from the courses listed below. With the permission of the Graduate Advisor and Dean of the School, the student may request a course substitution from the list below or from general MBA courses. Graduate Certificate credits may be applied toward the MBA in Health Systems Leadership if you decide later to pursue that degree.

Required Courses:

BUS 775	Managerial Health Economics
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BUS 784	Health Finance
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BUS 785	Health Policy and Law
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BUS 787	Health System Operations
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Two of the following:

BUS 730	Strategic Marketing for Healthcare
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BUS 786	ERP in Health Systems
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BUS 788	Health Insurance Principles
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BUS 789	Healthcare Service and Clinical Quality
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CERTIFICATE PREREQUISITES

The following are to be completed before, or soon after, beginning the courses for this certificate:

- Mathematics – proven proficiency at the level of college algebra
- An introductory statistics course
- A microeconomics principles course

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MISSION

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

VISION

The School of Education envisions that candidates for licensing who are both reflective and effective practitioners committed to student learning and continuing professional development in a dynamic world. Candidates will bring to their positions an informed view of the world, a solid grounding in content for teaching, a grasp of the principles and conditions of establishing a positive learning environment, a functional understanding of the diverse backgrounds and learning styles which children and youth represent, an appreciation of the value of family involvement in student learning, and a sensitivity to the need for positive community relations. Students will obtain specialized expertise for their level and area of preparation, and are assessed under professional quality standards for educators.

PURPOSE AND BELIEFS

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

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

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

THE SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education's Conceptual Framework can be thought of as expressing commitment to three independent components: Critical Lenses, Professional Socialization and Practice; and Effective Tools and Techniques. In the spirit of the mission and vision of Edgewood College, this Conceptual Framework commits the School of Education to providing Critical Lenses inquiry into the historical, social and philosophical roots of existing practice, while engaging in innovative and creative practices to work toward a multi-cultural and socially just vision of what education can be. School of Education programs will involve Professional Socialization and Practice incorporating field work, practicum and immersion experiences in partnership communities and socially diverse settings where students will acquire Effective Tools and Techniques involving best practices that promote the science and art of teaching, research and administration.

STANDARDS AND OBJECTIVES

Full implementation of the Wisconsin Department of Public Instruction administrative rules, Chapter PI 34 for teacher and administrator licensing in Wisconsin, took effect September 1, 2004. All candidates completing programs for licensing after August 31, 2004, must meet these licensing and license-renewal rules applicable to the respective programs. These requirements include passing scores on PRAXIS CORE and PRAXIS II Exams (or equivalencies where permitted) a passing edTPA score, a passing Wisconsin Foundation of Reading Test score (in applicable programs), and performance based portfolio assessment.

The Teacher Education Program Approval and Licensing rules that structure teacher education, educator licenses, and professional development for practicing educators in Wisconsin are based on the ten InTASC Model Core Teaching Standards. To receive a license to teach in Wisconsin, the candidate must complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the following ten standards.

1. **Learner Development:** Teachers understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences:** Teachers use understanding of the individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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3. Learning Environments: Teachers work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning and self-motivation.
4. Content Knowledge: Teachers understand the central concepts, tools of inquiry and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. Application of Content: Teachers understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.
6. Assessment: Teachers understand and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
7. Planning for Instruction: Teachers plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.
8. Instructional Strategies: Teachers understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. Professional Learning and Ethical Practice: Teachers engage in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.
10. Leadership and Collaboration: Teachers seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ASSESSMENT AND TRANSITIONS

The Transition Step Assessment System is designed to track candidates’ pathways through the teacher license degree programs in order to realize the conceptual framework and ensure key professional and legal DPI standards are met in the areas of teaching performance, subject matter, dispositional commitment, and level of academic accomplishment. To do this, various tools are used in order to assess and monitor proficiency and adequacy. These can be divided into formally set standards and criteria and the program opportunities for candidate teachers to show their knowledge, skill, and disposition:

Formally Established Standards and Criteria of Proficiency or Adequacy	Program Opportunities for Demonstrating Knowledge, Skill and Disposition
DPI Teaching Standards of Knowledge, Skills, and Dispositions	Student Portfolio System
Other educational standards from appropriate professional organizations	Course Assignments
DPI informed standards of background criminality	Practicum and diverse community experiences
DPI regulations for CORE and PRAXIS II, Wisconsin Foundations of Reading (in applicable programs), and Teacher Performance Assessment (edTPA) target levels (or equivalencies where permitted)	GPA Targets
Language proficiency test target level	Student Teaching Experience

The Transition Step System integrates instructor reviews of the candidate portfolio, course assessments, cooperating teacher and candidate student teaching supervisor assessments, and the ten InTASC Model Core Teaching Standards. The system is structured to take place along five transitional steps that are designed to comprise a developmentally sensitive sequence. All candidates in licensing programs leading to the initial educator license follow the same five transition steps in the teacher education admission process.

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

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A critical part of admission as a candidate into the School of Education is the assignment of a professional advisor. In close consultation with advisors and faculty, the path to full licensure endorsement includes five transition points for continuation in the School of Education at undergraduate and graduate levels. There are separate application forms within the electronic portfolio for each transition point. Assessments based on evidence are gathered within the electronic portfolio, which is maintained by the candidate.

The five transition steps include:

- **Preliminary Entry:** This step follows admission as a candidate teacher along with a state required background check and an initial course experience. Candidates maintain contact with advisors to receive timely notice of program requirements and developments. Students receive their major declaration and begin work with their electronic portfolio.
- **Aspiring Professional Transition:** This step is required in order to take courses beyond the Preliminary Entry level, and for continued admission to teacher education. This transition requires CORE testing, and a portfolio record of various initial endorsements, along with artifacts that are to be uploaded within the InTASC standards. Teacher candidates will also complete a Core Portfolio review with School of Education faculty members.
- **Emergent Professional Transition:** This step is required in order to begin enrollment in methods courses. Advance planning is particularly important for this transition step, which includes PRAXIS II testing and other content assessments. The transition step requires continued development displayed within the electronic portfolio with artifacts demonstrating knowledge of the InTASC Model Core Teaching Standards.
- **Pre-licensure Endorsement:** Within this transition step, teacher candidates will complete their electronic portfolio with a culminating Methods Portfolio Review. Students must also have the necessary mandated state requirements completed for placement into student teaching.
- **Licensure Endorsement Transition:** This final step is required for program completion and for the College to certify and recommend your application for licensure by the Wisconsin Department of Public Instruction. Assessment activities related to this transition occur during the final student teaching or internship semester. This transition requires a portfolio record of all endorsements based on the InTASC Model Core Teaching Standards, legislative requirements, professional practice endorsements, initial educator development statements, and successful completion of the state mandated Teacher Performance Assessment (edTPA).

Each transition step is designed to raise the level of professional accomplishment and commitment toward being licensed as an Initial Educator. The Aspiring Professional step is required for admission to any teacher education program and the Emergent Professional and Pre-licensure Endorsements ensure preparation for the admission into a student teaching placement.

PORTFOLIO AND RESOURCES FOR LEARNING

As a candidate passes through the five stages of the assessment system, formal evidence of learning and accomplishment is documented in a portfolio. There are two sections of this portfolio system:

1. Program Progression
2. Portfolio Reviews

The **Program Progression** section of the portfolio that ensures that the teacher candidate has met all necessary transition step requirements as stated above.

The **Portfolio Reviews** represent two occasions that the teacher candidates has the opportunity to share and discuss their portfolio with key faculty members and peers. The Core Portfolio Review will allow the candidate to showcase and articulate their developing identity as a teacher and is viewed as a celebration of the progress the teacher candidate has made toward licensure. The Methods Portfolio review usually occurs during the semester before student teaching and addresses the developmental growth of InTASC teaching standards 6-10 under the categories of instructional practice and professional responsibility.

TITLE II COMPLIANCE REPORT

Section 207 of Title II of the Higher Education Act mandates that the United States Department of Education collect data on state assessments, other requirements and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use this data in submitting an annual report on the quality of teach preparation to the Congress. Data from institutions with teacher preparation programs are due states annually for use by states in preparing annual report cards for the Secretary. The full report may be obtained through the Dean of the School of Education or the full report for the State of Wisconsin may be accessed at the following website: <http://title2.ed.gov>.

SCHOOL OF EDUCATION UNDERGRADUATE PROGRAMS

LICENSING MAJORS

EARLY CHILDHOOD THROUGH MIDDLE CHILDHOOD TEACHING MAJORS

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

MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE TEACHING MAJORS

Elementary Education

EARLY CHILDHOOD THROUGH ADOLESCENCE TEACHING MAJORS

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

EARLY ADOLESCENT THROUGH ADOLESCENCE TEACHING MAJORS (SEE DEPARTMENT OF CONTENT AREA FOR REQUIREMENTS)

Biology Teaching
Biology Teaching with Environmental Science
Broad Field Science Teaching
Broad Field Science Teaching with Earth & Space Science
Broad Field Science Teaching with Life & Environmental Science including Biology and Environmental Science
Broad Field Science Teaching with Physical Science including Chemistry
Broad Field Science Teaching with Physical Science including Physics
Broad Field Social Studies: History Concentration with Teaching Minor
Chemistry Teaching
Computer Science Teaching
English Teaching
Mathematics Teaching

NON-LICENSING MAJORS

Studies in Education
Studies in Education: Child Life Concentration

MINORS

Early Childhood
Secondary Education
Special Education
Teaching English Language Learners: ESL
Teaching English Language Learners: ESL/Bilingual Education

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LICENSING SEQUENCES

Early Childhood: Special Education

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

Early Childhood: Regular Education

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

Early Childhood- Middle Childhood: Regular Education

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

Early Childhood-Adolescence: Regular Education

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

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

Middle Childhood-Early Adolescence: Regular Education

To teach children and youth ages six through thirteen, students must complete the Elementary Education major with a minor.

Early Adolescence-Adolescence: Special Education

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

Early Adolescence-Adolescence: Regular Education

To teach at the early adolescence through adolescence level, ages 10-21, students must complete a teaching major and minor in Middle/Secondary Education. Teaching majors include: Biology, Broad Field Science, Broad Field Social Studies: History Concentration with Teaching Minor, Computer Science Education, English Teaching, and Mathematics Teaching. Additional Teaching minors are also available in Biology, Chemistry, English, History, Teaching English Language Learners (TESOL), French, Mathematics, Theatre Arts Teaching and Spanish. Minors must be accompanied by a teaching major and minors in science may be taken only in combination with a science teaching major.

Teaching English Language Learners: ESL

This English as a Second Language license is an add-on license and must be attached to a content area license in Early Childhood: Regular Education; Middle Childhood-Early Adolescence: Regular Education; Early Adolescence-Adolescence: Regular Education. This license enables students to teach English language learners in either a mainstream or pull out classroom. Proficiency in a second language beyond Edgewood College's minimum degree requirements is not required as the language of instruction is English.

Teaching English Language Learners: ESL/Bilingual

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

Undergraduate Program Plans

The following program plans point out the normal means of satisfying requirements. The School of Education may approve equivalents or substitutions for requirements listed. Students should contact their advisor for more information.

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PROFESSIONAL CORE REQUIREMENTS

All candidates in initial licensing programs must complete the set of courses that comprise the professional core:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction*
ED 330	X	Teaching and Learning*
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

**course has prerequisites*

EARLY CHILDHOOD: SPECIAL EDUCATION MAJOR

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

Within the General Education Curriculum, the following courses are required:

- MATH 101, Introduction to Problem Solving
- A course in art fundamentals, typically ART 106, Art Structure
- A course in basic concepts of music theory and application, typically MUS 141A, Music Structure
- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements
- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- Coursework in biological and physical science, typically NATS 108/109, Real World Science
- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction*
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

**course has prerequisites*

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Major Requirements:

ED 210	J	Infancy and Childhood*
ED 340		Communication Development & Difference *
ED 381		Pre-reading and Literature for the Young Child*
ED 418		Experiencing Laughter and Play*
ED 419		Introduction to Infants and Young Children Who Are Differently Abled*
ED 420		Assessment of Infants and Young Children Who Are Differently Abled*
ED 424		Methods of Teaching Young Children*
ED 434		Methods of Discovery, Quantity, and Creativity in Nursery School and Kindergarten*
ED 435		Literacy Methods I*
ED 436		Literacy Methods II*
ED 438		Curriculum and Programming for Young Children Who Are Differently Abled*
ED 480		Student Teaching: Nursery*

**course has prerequisites*

LICENSING STEPS

To attain the Early Childhood: Special Education (Birth-Age 8) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: Test Code 0014 or 5018, with a passing score of 157
- WI Reading Foundation Exam
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Pre-Licensure Endorsement
- Licensure Endorsement
- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall.
- Teacher Performance Assessment (edTPA)

EARLY CHILDHOOD: SPECIAL AND REGULAR EDUCATION MAJOR

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

Within the General Education Curriculum, the following courses are required:

- MATH 101, Introduction to Problem Solving
- A course in art fundamentals, typically ART 106, Art Structure
- A course in basic concepts of music theory and application, typically MUS 141A, Music Structure
- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements
- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- Coursework in biological and physical science, typically NATS 108/109, Real World Science
- ED 271, Philosophy of Education

SCHOOL OF EDUCATION UNDERGRADUATE PROGRAMS

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society*
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction*
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

**course has prerequisites*

Major Requirements:

ED 210	J	Infancy and Childhood*
ED 340		Communication Development & Difference *
ED 381		Pre-reading and Literature for the Young Child*
ED 382	C	Literature for Childhood Through Early Adolescence*
ED 418		Experiencing Laughter and Play*
ED 419		Introduction to Infants and Young Children Who Are Differently Abled*
ED 420		Assessment of Infants and Young Children Who Are Differently Abled*
ED 424		Methods of Teaching Young Children*
ED 434		Methods of Discovery, Quantity, and Creativity in Nursery School and Kindergarten*
ED 435		Literacy Methods I*
ED 436		Literacy Methods II*
ED 438		Curriculum and Programming for Young Children Who are Differently Abled*
ED 480		Student Teaching: Nursery*
ED 481		Student Teaching: Kindergarten*
ED 482		Student Teaching: Grades 1-3*

**course has prerequisites*

LICENSING STEPS

To attain the Early Childhood: Special Education (Birth-Age 8) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: Test Code 0014 or 5018, with a passing score of 157
- WI Reading Foundation Exam
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Pre-licensure Endorsement
- Licensure Endorsement

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- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall.
- Teacher Performance Assessment (edTPA)

ELEMENTARY EDUCATION MAJOR WITH EARLY CHILDHOOD MINOR

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

Within the General Education Curriculum, the following courses are required:

- MATH 101, Introduction to Problem Solving
- MATH 102, Arithmetic Structures
- MATH 103, Geometric Structures
- A course in art fundamentals, typically ART 106, Art Structure
- A course in basic concepts of music theory and application, typically MUS 141A, Music Structure
- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements
- Coursework in biological and physical science, typically NATS 104/105, Introduction to Natural Science for Elementary Education I and II
- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction*
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

**course has prerequisites*

Major Requirements:

ED 210	J	Infancy and Childhood*
ED 311		Wellness in Education*
ED 382	C	Literature for Childhood Through Early Adolescence*
ED 422		Curricular Integration of Arts- Elementary*
ED 423		Methods of Teaching Social Studies*
ED 427A		Methods of Science and Environmental Education I*
ED 427B		Methods of Science and Environmental Education II*
ED 428		Methods of Teaching Mathematics*
ED 435		Literacy Methods I*

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ED 436	Literacy Methods II*
ED 483	Student Teaching: 1-9*
	OR
ED 485A	Internship Grades 1-9, EC-MC*

**course has prerequisites*

Students are also responsible for completing the appropriate requirements associated with the Early Childhood Minor.

Minor Requirements:

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

LICENSING STEPS

To attain the Early Childhood to Middle Childhood: Regular Education (Birth-Age 11) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: Test Code 0014 or 5018, with a passing score of 157
- WI Reading Foundation Exam
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Pre-licensure Endorsement
- Licensure Endorsement
- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall.
- Teacher Performance Assessment (edTPA)

ELEMENTARY EDUCATION MAJOR

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

Within the General Education Curriculum, the following courses are required:

- MATH 101, Introduction to Problem Solving
- MATH 102, Arithmetic Structures
- MATH 103, Geometric Structures
- NATS 104, Introduction to Natural Science for Elementary Education I
- NATS 105, Introduction to Natural Science for Elementary Education II
- A course in art fundamentals, typically ART 106, Art Structure
- A course in basic concepts of music theory and application, typically MUS 141A, Music Structure
- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements
- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

SCHOOL OF EDUCATION UNDERGRADUATE PROGRAMS

Within the General Education Curriculum, the following courses are recommended:

- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society*
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction*
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

**course has prerequisites*

Major Requirements:

ED 210	J	Infancy and Childhood*
ED 311		Wellness in Education*
ED 382	C	Literature for Childhood Through Early Adolescence*
ED 422		Curricular Integration of Arts- Elementary*
ED 423		Methods of Teaching Social Studies*
ED 427A		Methods Science and Environmental Education I*
ED 427B		Methods Science and Environmental Education II*
ED 428		Methods of Teaching Mathematics*
ED 435		Literacy Methods I*
ED 436		Literacy Methods II*
ED 483		Student Teaching: 1-9*
		OR
ED 485A		Internship Grades 1-9, EC-MC*

**course has prerequisites*

A teaching minor or a minor in a field of study is required. See DEGREE PROGRAMS, MAJORS, MINORS, AND CERTIFICATES for available options.

LICENSING STEPS

To attain the Early Childhood to Middle Childhood: Regular Education (Birth-Age 11) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: Test Code 0146 or 5146, with a passing score of 146
- WI Reading Foundation Exam
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Pre-Licensure Endorsement
- Licensure Endorsement
- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall.

SCHOOL OF EDUCATION UNDERGRADUATE PROGRAMS

- Teacher Performance Assessment (edTPA)

ART AND DESIGN TEACHING MAJOR

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

See ART for Art coursework requirements of the Art and Design Teaching Major.

Within the General Education Curriculum, the following courses are required:

- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements
- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction*
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

**course has prerequisites*

Requirements for the Specialization in Early Childhood-Adolescence:

ED 453/ART 466		Methods of Teaching Art and Design: Early Childhood- Early Adolescence*
ED 458/ART 468		Methods of Teaching Art and Design: Early Adolescence- Adolescence*
ED 476		Reading and Literacy Development in the Content Areas*
ED 488		Student Teaching Art & Design*

**course has prerequisites*

One of the following:

ED 215	J	Infancy through Young Adulthood (recommended)*
ED 210	J	Infancy and Childhood*
ED 220	J	Adolescent Psychology*

**course has prerequisites*

One of the following:

ED 384	C	Literature for Childhood through Young Adulthood (recommended)*
ED 382	C	Literature for Childhood through Early Adolescence*
ED 383	C	Literature for Adolescence through Young Adulthood*

**course has prerequisites*

SCHOOL OF EDUCATION UNDERGRADUATE PROGRAMS

LICENSING STEPS

To attain the Early Childhood through Adolescence: Regular Education (Birth- Age 21) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: Test Code 00133, with a passing score of 155
- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall.
- Teacher Performance Assessment (edTPA)

FRENCH AND SPANISH TEACHING MAJOR

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

See FOREIGN LANGUAGE for Foreign Language coursework requirements of the French and Spanish Teaching Majors.

Within the General Education Curriculum, the following courses are required:

- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements
- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- Coursework in biological and physical science, typically NATS 108/109, Real World Science
- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction*
ED 330	X	Teaching and Learning*
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

**course has prerequisites*

Requirements for the Specialization in Early Childhood-Adolescence:

ED 459F/SPAN 459F/ FREN 459F		Methods of Teaching Foreign Language*
ED 476		Reading and Literacy Development in the Content Areas*
ED 487		Student Teaching: Secondary EA-A*

**course has prerequisites*

One of the following:

ED 215	J	Infancy through Young Adulthood (recommended)*
ED 210	J	Infancy and Childhood* AND

SCHOOL OF EDUCATION UNDERGRADUATE PROGRAMS

ED 220	J	Adolescent Psychology *
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**course has prerequisites*

One of the following:

ED 384	C	Literature for Childhood through Young Adulthood (recommended)*
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ED 382	C	Literature for Childhood through Early Adolescence*
		AND

ED 383	C	Literature for Adolescence through Young Adulthood*
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**course has prerequisites*

LICENSING STEPS

To attain the Early Childhood through Adolescence: Regular Education (Birth- Age 21) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- WPT, OPI
- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall.
- Teacher Performance Assessment (edTPA)

MUSIC TEACHING MAJOR

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

See MUSIC for Music coursework requirements of the Music Teaching Major.

Within the General Education Curriculum, the following courses are required:

- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements
- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- Coursework in biological and physical science, typically NATS 108/109, Real World Science
- ED 271, Philosophy of Education

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
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ED 201		Teacher as Inquirer I: Reflective Practitioner*
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ED 306		Exceptional Children and Youth*
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ED 307	K	Language Development and Instruction*
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ED 330	X	Teaching and Learning*
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ED 401	3U	Teacher as Inquirer II*
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ED 402		Reflective Practitioner*
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**course has prerequisites*

Music Teaching Majors do not need to take ED 302.

Requirements for the Specialization in Early Childhood- Adolescence:

ED 215	J	Infancy to Young Adulthood*
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ED 384	C	Literature for Childhood through Young Adulthood *
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SCHOOL OF EDUCATION UNDERGRADUATE PROGRAMS

ED 456/MUS 456		Methods for Teaching Music K-8*
ED 457/MUS 457		Methods for Teaching Music 6-12*
ED 476		Reading and Literacy Development in Content Areas*
ED 330	X	Teaching and Learning*
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

**course has prerequisites*

The appropriate courses from the following:

ED 275A/MUS 275A		Topics in Pedagogy for the Music Specialist: Folk Instrument Pedagogy
ED 275B/MUS 275B		Topics in Pedagogy for the Music Specialist: Brass Pedagogy
ED 275C/MUS 275C		Topics in Pedagogy for the Music Specialist: Woodwind Pedagogy
ED 275D/MUS 275D		Topics in Pedagogy for the Music Specialist: String Pedagogy
ED 275E/MUS 275E		Topics in Pedagogy for the Music Specialist: Percussion Pedagogy
ED 275F/MUS 275F		Topics in Pedagogy for the Music Specialist: Vocal Pedagogy

The appropriate courses from the following:

ED 489A/MUS 489A		Student Teaching: General Music*
ED 489B/MUS 489B		Student Teaching: Choral Music*
ED 489C/MUS 489C		Student Teaching: Instrumental Music*

**course has prerequisites*

LICENSING STEPS

To attain the Early Childhood through Adolescence: Regular Education (Birth- Age 21) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II
- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall.
- Teacher Performance Assessment (edTPA)

THEATRE ART TEACHING MAJOR

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

See THEATRE ARTS for Theatre coursework requirements of the Theatre Arts Education Major.

Within the General Education Curriculum, the following courses are required:

- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements
- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- Coursework in biological and physical science, typically NATS 108/109, Real World Science
- ED 271, Philosophy of Education

SCHOOL OF EDUCATION UNDERGRADUATE PROGRAMS

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction*
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

**course has prerequisites*

Requirements for the Specialization in Early Childhood-Adolescence:

ED 459P/THA 459P		Teaching of Theatre Arts*
ED 476		Reading and Literacy Development in the Content Areas*
ED 493		Student Teaching Theatre, Early Childhood- Adolescence*

**course has prerequisites*

One of the following:

ED 215	J	Infancy through Young Adulthood (recommended)*
ED 210	J	Infancy and Childhood*
		AND
ED 220	J	Adolescent Psychology *

**course has prerequisites*

One of the following:

ED 384	C	Literature for Childhood through Young Adulthood (recommended)*
ED 382	C	Literature for Childhood through Early Adolescence*
		AND
ED 383	C	Literature for Adolescence through Young Adulthood*

**course has prerequisites*

LICENSING STEPS

To attain the Early Childhood through Adolescence: Regular Education (Birth- Age 21) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: Test Code: 0640, with a passing score of 600
- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall.
- Teacher Performance Assessment (edTPA)

SCHOOL OF EDUCATION UNDERGRADUATE PROGRAMS

STUDIES IN EDUCATION MAJOR

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

Required Core Education Courses

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction*
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*

**course has prerequisites*

Required Non-Core Education Courses (one of the following)

ED 210	J	Infancy and Childhood*
		OR
ED 220	J	Adolescent Psychology*

**course has prerequisites*

Additional Credits may include:

ED 271	P	Philosophy of Education
PSY 101	J	General Psychology
SOC 324		Education and Society

Students will also need to complete the following electives:

- 8 credits of education courses
- 12 additional credits in Education, appropriate Psychology or Social Science courses, as approved by major advisor
- A minimum 20 credits at the 300/400-level

STUDIES IN EDUCATION MAJOR: CHILD LIFE CONCENTRATION

This major offers students the opportunity to study education while also preparing them for the possibility of entering into the Master's of Science in Child Life.

Requirements for the Major:

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*

SCHOOL OF EDUCATION UNDERGRADUATE PROGRAMS

ED 307	K	Language Development and Instruction*
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*

**course has prerequisites*

Non-Core Education Courses

ED 210	J	Infancy and Childhood*
ED 220	J	Adolescent Psychology*
ED 311		Wellness in Education*
ED 324		The Helping Relationship*

**course has prerequisites*

Requirements for Child Life Concentration

ED 301		Introduction to Child Life
ED 308		History of Child Life
ED 384 C	C	Literature for Childhood through Young Adulthood in a Healthcare Setting*
ED 418		Experiencing Laughter and Play
ED 399 C		Child Life Practicum Experience

**course has prerequisites*

Recommended Courses:

ART 240	GU	Introduction to Art Therapy*
ECON 315		Healthcare Economics
PHIL 442	PU	Healthcare Ethics
ED 422		Curricular Integration of Arts- Elementary
PSY 101	J	General Psychology
SOC 324		Education and Society

**course has prerequisites*

SECONDARY EDUCATION MINOR

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

This minor accompanies teaching major: Biology Teaching, Broad Field Science Teaching, Broad Field Social Studies-History Teaching, Computer Science Education, English Teaching, History Teaching, and Mathematics Teaching. See individual schools and majors for specific content area coursework requirements.

Within the General Education Curriculum, the following courses are required:

- Coursework in western and non-western studies: courses in History, World Issues, Politics, Geography, Global Culture, Art and Religion may be approved to fulfill one or both requirements
- A course in national, state and local government, typically PS 262, Introduction to the American Political Process

Within the General Education Curriculum, the following courses are recommended:

- Coursework in biological and physical science, typically NATS 108/109, Real World Science
- ED 271, Philosophy of Education

SCHOOL OF EDUCATION UNDERGRADUATE PROGRAMS

Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society *
ED 201		Teacher as Inquirer I: Reflective Practitioner*
ED 302	I	Technology Literacy & Educational Applications *
ED 306		Exceptional Children and Youth*
ED 307	K	Language Development and Instruction*
ED 330	X	Teaching and Learning *
ED 401	3U	Teacher as Inquirer II*
ED 402		Reflective Practitioner*

**course has prerequisites*

Requirements for the Secondary Education Minor:

ED 220	J	Adolescent Psychology *
ED 383	C	Literature for Adolescence through Young Adulthood*
ED 476		Reading and Literacy Development in the Content Areas*
ED 487A		Student Teaching: Secondary EA-A*

**course has prerequisites*

The appropriate courses from the following:

ED 459E		Methods: English*
ED 459H		Methods: History*
ED 459M/MATH 459		Methods: Math in Secondary Schools*
ED 459S		Methods: Science in Secondary Schools*

**course has prerequisites*

LICENSING STEPS

To attain the Early Adolescence through Adolescence: Regular Education (Ages 10-21) license, students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: passing score on the appropriate content.
- Teacher Performance Assessment (edTPA)

TEACHING ENGLISH LANGUAGE LEARNERS: ESL MINOR

This minor is designed to prepare students for licensing to teach English language learners and is attached to a licensing program such as Early Childhood, Elementary, or Secondary regular education. For other combinations, consult a School of Education advisor. There is no requirement for second language proficiency since the language of instruction will be in English.

18 credits of required courses:

ED 200		Education in a Pluralistic Society*
ED 260		Exploring Language*
ED 262		Foundations of ESL and Bilingual Education
ED 307	K	Language Development and Instruction

SCHOOL OF EDUCATION UNDERGRADUATE PROGRAMS

ED 461	ESL Methods and Assessment
ED 472	ESL Student Teaching
	OR
ED 483B	Student Teaching 1-9 and ESL

**course has prerequisites*

LICENSING STEPS

All students must progress satisfactorily through the five transition steps. In addition, candidates for this license must complete:

- PRAXIS II: Test Code: 0361; Wisconsin Passing Score: 143

TEACHING ENGLISH LANGUAGE LEARNERS: ESL/BILINGUAL MINOR

This minor is designed to prepare students for licensing to teach in bilingual education settings and is attached to a licensing program such as Early Childhood, Elementary, or Secondary regular education. Bilingual proficiency is required.

21 credits of required courses:

ED 200		Education in a Pluralistic Society*
ED 260		Exploring Language*
ED 262		Foundations of ESL and Bilingual Education
ED 307	K	Language Development and Instruction
ED 461		ESL Methods & Assessment
ED 473		Bilingual Methods & Assessment
ED 474		Bilingual Student Teaching
		OR
ED 483C		Student Teaching 1-9 and Bilingual

**course has prerequisites*

All students must progress satisfactorily through the five transition steps. In addition, candidates for this license must complete:

- PRAXIS II: Test Code: 0361; Wisconsin Passing Score: 143
- ACTFL: Target Language Proficiency; Advance Low in oral and written

SPECIAL EDUCATION MINOR

This Special Education minor is designed to prepare students for licensing to teach learners with disabilities (emphasis in Emotional Behavioral Disabilities, or Intellectual Disabilities or Specific Learning Disabilities) and is attached to a licensing program in Elementary Education and must be completed with an Elementary Education major. The minor is comprised of 27 credits; 15 credits in Special Education and 12 credits of Elementary Education.

Initial courses are cross categorical, but special education courses transition from cross categorical when the student selects an area of emphasis in ED 313. Three areas are available: (A) Emotional/ Behavioral Disabilities, (B) Intellectual Disabilities, or (C) Specific Learning Disabilities

Elementary Education courses required:

ED 306	Exceptional Children and Youth
ED 324	The Healthy Relationship (Issues of Childhood Trauma)
ED 435	Reading Literacy I

SCHOOL OF EDUCATION

UNDERGRADUATE PROGRAMS

ED 436	Reading Literacy II
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Special Education courses required:

ED 313	Foundations of Inclusive XCAT Special Education
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ED 314	Individual Education Assessment & Analysis: A Emotional/ Behavioral Disabilities, B Intellectual Disabilities, or C Specific Learning Disabilities
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ED 414	Positive Inclusive Classroom Practices
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ED 433	Teaching Specialized Curriculum
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Emphasis Area Courses, SELECT ONE from A, B, or C

ED 430A	Teaching Students with Emotional/Behavioral Disability
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ED 430B	Teaching Students with Intellectual Disability
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ED 430C	Teaching Students with Specific Learning Disability
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POLICIES

The Special Education minor may be declared in the sophomore year (at the same time the student declares the Elementary Education major). Students may take courses starting the second semester of sophomore year. Courses in the minor are taken in sequence based on prerequisites and passing through Edgewood College Transition STEPS.

Each student in the minor will be required to select a concentration area after taking ED 306 Exceptional Children and Youth. If the student is not ready to select, the student must have the selection made at the first quarter-point of ED 313. Once the emphasis area is selected, a student may register for ED 314 Individual Education Assessment and Analysis.

LICENSING STEPS

To attain the Middle Childhood to Early Adolescence: Regular Education (MC-EA: RE) (ages 6-13) and the minor Middle Childhood to Early Adolescence Special Education licenses (MC-EA: SE) (Cross Categorical 801; and Emotional Behavioral (830) or Intellectual (810) or Specific Learning Disability (811)) students must progress satisfactorily through the five transition steps. In addition, candidates for this license should have the following:

- CORE Test (or a minimum score of 23 on the ACT)
- PRAXIS II: Test Code 5146, with a passing score of 146 or above
- WI Reading Foundation Exam, with passing score of 240 or above
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Pre-Licensure Endorsement
- Licensure Endorsement
- GPA of 2.75 in Communication Skills, General Education, Content Knowledge, Teacher Education and Overall
- Teacher Performance Assessment (edTPA) passing score 38 or above

SCHOOL OF EDUCATION

CUTTING EDGE PROGRAM

CERTIFICATES

Cutting Edge: Para Professional Educator Certificate
Cutting Edge: 21st Century Skills for Employment Certificate

MISSION

The Cutting – Edge program serves students with disabilities who typically with not be able to attend college. The Cutting – Edge program offers two certificates within the undergraduate programs: Para-Professional Educator (48 credits) and 21st Century Skills for Employment (14 credits). Students must complete a combination of Cutting – Edge core courses and general education courses.

PARA-PROFESSIONAL EDUCATOR CERTIFICATE

The No Child Left Behind (NCLB) law requires para-professional educators who serve in an instructional capacity to have two years (48 semester hours) of study at an institution of higher education. Each semester, this certificate pairs education courses with practicum experiences that occur in school settings.

Required Courses:

ED 200	Education in a Pluralistic Society*
ED 201	Teacher as an Inquirer: Reflective Practitioner*
IC 205	Finding Your Purpose, Major & Career

**course has prerequisites*

Students will also need to complete the following:

- 12 credits of ED 399A, Pre-Professional Practicum
- 22 credits of Education Electives
- 5 credits of General Education Electives
- A course that fulfills the COR 2 requirement

21ST CENTURY SKILLS FOR EMPLOYMENT CERTIFICATE

In today's business world, employers are looking for candidates who come equipped with certain skills that are necessary for entry-level positions in medium and large size companies. This certificate is designed to demonstrate the students' ability to work effectively with others, to communicate in written and oral formats and knowledge of computer technology.

Required Courses:

IC 205	Finding Your Purpose, Major and Career
IC 405	Job Search Strategies*

**course has prerequisites*

Students will also need to complete coursework that fulfills the following requirements:

- 3 credits of Computer Competency
- 3 credits of Communication Competency
- 3 credits of Written Competency
- A course that fulfills the COR 2 requirement

SCHOOL OF EDUCATION

GRADUATE PROGRAMS

MASTER'S DEGREE PROGRAMS

Master of Arts in Education: Elementary Education Concentration
Master of Arts in Education: Secondary Education Concentration
Master of Arts in Education: Bilingual Education Concentration
Master of Arts in Education: Teaching English to Speakers of Other Languages (TESOL) Concentration
Master of Arts in Education: Special Education Concentration
Master of Arts in Education: Reading Administration Concentration
Master of Arts in Education: Educational Leadership Concentration
Master of Arts in Education: Sustainability Leadership Concentration
Master of Arts in Education: Professional Studies Concentration (General Professional Development, Bilingual Education, TESOL, Special Education, Educational Leadership)
Master of Science in Child Life

LICENSING SEQUENCES

Advanced Certification Elementary (Middle Childhood-Early Adolescence: Regular Education)
Accelerated Secondary Program (Early Adolescence-Adolescence: Regular Education, content areas, see below under Program Offerings)
Bilingual Education
English as a Second Language (ESL)
Cross-Categorical Special Education: Intellectual Disabilities, Emotional Disabilities, and Learning Disabilities
Reading Teacher
Reading Specialist
Principal
Director of Instruction
Director of Special Education and Pupil Services
School Business Administrator
School District Administrator or Superintendent (Doctoral)

WDPI APPROVAL

School of Education licensing programs are approved by the Wisconsin Department of Public Instruction (WDPI).

CANDIDATE e-PORTFOLIO, ASSESSMENTS, AND TRANSITIONS

The Candidate e-Portfolio is a demonstration and presentation of the candidate's growing understanding of four critical aspects of life as an educator. Using the process of portraiture, candidates describe themselves as researcher, advocate, craftsperson, and professional. Candidates' critical reflection around their developmental learning throughout the preparation program is captured in four portraits. The Researcher Portrait is foundational and ensures that candidates are developing the habits of mind necessary to think critically through a variety of diverse lenses. The Craftsperson and Advocate Portraits build further skills and dispositions as candidates expand their knowledge and performance base and engage in inquiry around critical issues facing education today. The Professional Portrait ensures that candidates reflect as emerging professional upon their learning and make meaningful understanding of who they are becoming.

Key courses, experiences and assessments are aligned with the portraits to ensure that candidates attain the knowledge, skills and proficiencies necessary for effective performance around all of the InTASC Standards/Wisconsin Educator Standards or Wisconsin Administrator Standards as well as Edgewood College Candidate Dispositions and Diversity Standards. Candidate performance is formally assessed at each of five transition points: Preliminary Entry, Aspiring Professional, Emerging Professional, and Pre-Licensure and Licensure Endorsement.

Portfolio entries are assessed in relation to the standards through multiple measures over time and with developmental expectations over the five transition steps. Rubrics guide the assessment process at each step. Results of the assessments are shared with each candidate and serve as the basis for decisions regarding continuation in the respective licensing sequences. Aggregated assessment results of candidate performance during program enrollment and after entry into the profession as an initial educator are the basis for program assessment and development.

Preliminary Entry to teacher education is encouraged as soon as a candidate is eligible in order to receive proper advising and timely notice of program requirements and developments.

SCHOOL OF EDUCATION

GRADUATE PROGRAMS

Aspiring Professional Transition is required for full admission to teacher education. In support of the commitment to developing reflective practitioners for effective schools, this transition requires a portfolio record of various endorsements based on the InTASC Standards/Wisconsin Educator Standards, copies of reflective papers, and other artifacts, which a candidate prepares during passage through the program.

Emergent Professional Transition is required to take methods courses and for admission to student teaching. Advance planning is particularly important for this transition step, which includes PRAXIS II testing where applicable, and other advanced assessments. In support of the commitment to developing reflective practitioners for effective schools, this transition requires a final e-portfolio evaluation of the evidence (reflective papers and other artifacts) in 90% of InTASC Standards/Wisconsin Educator Standards, which a candidate prepares during passage through the program.

Pre-Licensure Endorsement Transition is required for teacher candidates to verify completion of all Transition elements including application for Student Teaching and Student Teaching Meeting.

Licensure Endorsement Transition is required for program completion and recommendation for licensure by the Wisconsin Department of Public Instruction. Assessment activities related to this transition occur during the final student teaching or graduate internship semester. In support of the commitment to developing reflective practitioners for effective schools, this transition requires completion of the edTPA Teacher Performance Assessment, all elements of the Licensure Transition Endorsement including student teaching artifacts added to the e-portfolio, initial educator development statement, and other artifacts that the candidate prepares during passage through the program. Candidates pursuing initial teaching licensure in Early Childhood, Kindergarten through Grade 5, Special Education, and Reading (Reading Teacher or Reading Specialist) must also take and pass the Wisconsin Foundation of Reading Test (FORT).

There is a separate application form for each transition point with related assessments and portfolio entries. An approved application for each respective transition point is required for continuation in the program. Details of the requirements are published in the appropriate licensure program candidate Handbook.

Graduate students seeking Administrator licensure are required to complete a specific portfolio based on the Wisconsin Administrator Standards and legislative requirements, professional practice endorsements, reflective papers and other artifacts, which the candidate prepares during passage through the program. Details of the requirement for specific administrative licensures are available from School of Education advisors. Details of the requirements are published in the appropriate Candidate Handbook.

PROGRAM OFFERINGS

Students entering the graduate program in Education may seek a Master of Arts in Education degree; a Wisconsin Department of Public Instruction (WDPI) certification and license; or both the Master of Arts in Education degree and a WDPI license. Alternatively, students may enroll as a non-degree seeking student, taking courses that match individual educational needs for professional development.

Initial educators should consider ways the master's degree and licensing programs may be used to advance their professional development plans. Professional educators should consider ways in which degree and licensing programs may be used to enhance their professional and career options.

In each concentration, candidates will develop skills in curriculum, instruction, and research. Coursework is specialized for teaching and administrative licensing, promotion, and leadership development. Students will develop their skills in the areas of connecting theory and practice, instructional effectiveness, creative use of research findings, promoting educational achievement, and school improvement. Programs leading to licensure are guided by the appropriate InTASC Standards/Wisconsin Educator Standards or Wisconsin Administrator Standards.

BACKGROUND CHECK

All School of Education students must comply with the State of Wisconsin requirement for a Criminal Background Check. Students must have this check successfully completed by the end of the first semester in the program to be allowed to continue in the program. Students may log in to the Edgewood College School of Education Portal at <https://portal.castlebranch.com/ED22> to begin this process.

ADVISING

All students will be assigned an advisor in their program(s). Students seeking a license in cross-categorical special education, elementary education (ACE), secondary education (ASP), or Educational Leadership must participate in a transcript review with the program advisor. Students wishing to take any field experience course must have an advisor's signature.

Students in the doctoral program receive advising with their cohort group.

SCHOOL OF EDUCATION

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RESEARCH REQUIREMENTS

All students pursuing a Master of Arts in Education must complete their research course requirements at Edgewood College, including: ED 603: Introduction to Educational Research and ED 692: Research Capstone Project.

ADMISSION REQUIREMENTS

License-only seeking students are classified as non-degree. Applicants for any of the student classifications except non-degree must meet all of the requirements for admission to the graduate programs. Please see GRADUATE ADMISSIONS for additional international student requirements. Admission requirements for the doctoral program can be found in the SCHOOL OF EDUCATION-DOCTORAL PROGRAM section.

SCHOOL OF EDUCATION: MASTER OF ARTS IN EDUCATION ADMISSION REQUIREMENTS

1. Provide evidence of a baccalaureate or more advanced degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit graduate application and application fee to the Graduate and Professional Studies Admissions Office.
3. Request that official transcripts for all undergraduate and graduate academic records received from each post-secondary institution attended to be sent directly to the Graduate and Professional Studies Admissions Office.
4. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the applicant's probability of success in graduate school.
5. Submit a written personal statement listing the reasons why the applicant will be successful in graduate school, citing specific background experiences and how they would aid in the success of the applicant as a student.

ADMISSION REQUIREMENTS SPECIFIC TO THE ADVANCED CERTIFICATION ELEMENTARY (ACE) LICENSING SEQUENCE AND/OR THE MASTER OF ARTS IN EDUCATION: ELEMENTARY EDUCATION PROGRAM

Applicants must meet the School of Education, Master of Arts in Education admission requirements, items 1-5 listed above, as well as the following items:

1. Submit passing PRAXIS CORE scores prior to the start of classes. Study materials for PRAXIS CORE and registration assistance are available at <http://www.ets.org/praxis/wi>. As of September 1, 2013, ACT, GRE, and SAT test scores can be used in place of the PRAXIS CORE test. Only ACT, GRE, or SAT scores that meet the following minimums and are less than ten years old are allowable.
 - o ACT composite score of 23, minimum score of 20 on English, Math and Reading
 - o SAT composite score of 1070, minimum score of 250 on Math and Verbal
 - o GRE composite score of 298, minimum score of 150 on Verbal and 145 on Math

In Madison, the computer-based version of PRAXIS CORE can be taken at the Prometric Testing Center, 1721 Thierer Road, Madison, Wisconsin 53704. Call 608.231.6270 for more information.

ADMISSION REQUIREMENTS SPECIFIC TO THE ACCELERATED SECONDARY PROGRAM (ASP) LICENSING SEQUENCE AND/OR THE MASTER OF ARTS IN EDUCATION: SECONDARY EDUCATION PROGRAM

(Including Biology, Broad Field Science, Broad Field Social Studies, Chemistry, Earth and Space Science, Economics, English, Environmental Studies, History, Life and Environmental Science, Math, Computer Science, Physics, Physical Science, Business Education and World Language)

Applicants must meet the School of Education, Master of Arts in Education admission requirements, items 1-5 listed above, as well as the following items:

1. A degree in the content area

SCHOOL OF EDUCATION

GRADUATE PROGRAMS

2. Submit passing PRAXIS CORE scores prior to the start of classes. Study materials and registration assistance is available at www.ets.org/praxis/wi. As of September 1, 2013, ACT, GRE, or SAT scores that meet the following minimums can replace the PRAXIS Core. Only test scores that are the result of exams taken in the past ten years are allowable.
 - o ACT composite score of 23, minimum score of 20 on English, Math and Reading
 - o ACT Plus Writing Composite Score of 22 with combined score of 20 on English/Writing.
 - o SAT minimum sub-scores of 520 Math, 510 Critical Reading, 480 Writing
 - o GRE General test (after 8/1/2011) minimum scores of 150 on Verbal Reasoning, 145 on Quantitative Reasoning, 3 on Analytical Writing.
 - o GRE Text (prior to 8/1/2011) Minimum sub-scores 540 Quantitative Reasoning, 450 Verbal Reasoning, 3 on Analytical Writing
3. Completion of the PRAXIS II test(s) specific to each content area is required prior to admission, unless the candidate is granted an extension to accommodate additional coursework needed to qualify for the content license.

In Madison, the computer based version of PRAXIS CORE and PRAXIS II tests can be taken at the Prometric Testing Center, 1721 Thierer Road, Madison, Wisconsin 53704. Call 608.231.6270 for more information.

ADMISSION REQUIREMENTS SPECIFIC TO THE BILINGUAL EDUCATION PROGRAM

Applicants to the Bilingual Education Program must meet the School of Education, Master of Arts in Education admission requirements, items 1-5 listed above, as well as the following items:

1. Provide proof of a WDPI initial educator, professional educator or master educator license (or the equivalent)
2. Bilingual proficiency at an Advanced-Low level in oral and written language through the American Council on the Teaching of Foreign Languages (ACTFL) exam (or equivalent).

ADMISSION REQUIREMENTS SPECIFIC TO THE TESOL PROGRAM

Applicants to the TESOL program must meet the School of Education, Master of Arts in Education admission requirements, items 1-5 listed above, as well as the following item:

1. Provide evidence of a WDPI initial educator, professional educator, or master educator license (or the equivalent).

ADMISSION REQUIREMENTS SPECIFIC TO THE EDUCATIONAL LEADERSHIP PROGRAM

Applicants to the Educational Leadership Program must meet the School of Education, Master of Arts in Education admission requirements, items 1-5 listed above, as well as the following item:

1. Hold or be eligible to hold any WDPI Professional Educator License to teach at the early childhood through adolescence level or any WDPI Pupil Services License as a school counselor, school psychologist, or school social worker.
2. Provide evidence of three years full-time relevant professional work experience.
3. Applicants to the School of Business Administration program must provide evidence of successfully completed coursework in accounting fundamentals, information management, and risk management.

ADMISSION REQUIREMENTS SPECIFIC TO THE PROFESSIONAL STUDIES PROGRAM

Applicants must meet the School of Education, Master of Arts in Education admission requirements, items 1-5 listed above.

ADMISSION REQUIREMENTS SPECIFIC TO THE READING TEACHER PROGRAM

Applicants to the Reading Teacher Program must meet the School of Education, Master of Arts in Education admission requirements, items 1-5 listed above, as well as the following items:

1. Provide evidence of a WDPI initial educator, professional educator or master educator license (or the equivalent)
2. Provide evidence of two years full-time regular classroom teaching experience by the completion of the program

ADMISSION REQUIREMENTS SPECIFIC TO THE READING SPECIALIST PROGRAM

Applicants to the Reading Specialist Program must meet the School of Education, Master of Arts in Education admission requirements, items 1-5 listed above, as well as the following items:

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1. Provide evidence of a WDPI initial educator, professional educator or master educator license (or the equivalent)
2. Provide evidence of a relevant master's degree from a regionally-accredited post-secondary institution
3. Provide evidence of a Reading Teacher License (316)
4. Provide evidence of three years full-time regular classroom teaching experience by the completion of the program

ADMISSION REQUIREMENTS SPECIFIC TO THE CROSS-CATEGORICAL SPECIAL EDUCATION LICENSE PROGRAM AND/OR THE MASTER OF ARTS IN EDUCATION: SPECIAL EDUCATION CONCENTRATION

Applicants must meet the School of Education, Master of Arts in Education admission requirements, items 1-5 listed above, as well as the following items:

Submit passing PRAXIS CORE scores prior to the start of classes. (Study materials and registration assistance is available at www.ets.org/praxis/wi). As of September 1, 2013, ACT, GRE, or SAT scores that meet the following minimums can replace the PRAXIS CORE. Only test scores that are the result of exams take in the past ten years are allowable.

- ACT composite score of 23, minimum score of 20 on English, Math and Reading
- ACT Plus Writing Composite Score of 22 with combined score of 20 on English/Writing.
- SAT minimum sub-scores of 520 Math, 510 Critical Reading, 480 Writing
- GRE General test (after 8/1/2011) minimum score of 150 on Verbal Reasoning, 145 on Quantitative Reasoning, 450 Verbal Reasoning, 3 on Analytical Writing
- GRE Text (prior to 8/1/2011) Minimum sub-scores 540 Quantitative Reasoning, 450 Verbal Reasoning, 3 on Analytical writing

In Madison, the computer based version of PRAXIS CORE and PRAXIS II tests can be taken at Prometric Testing Center, 1721 Thierer Road, Madison, Wisconsin, 53704. Call 608-231-6270 for more information.

LICENSING SEQUENCES

Specific requirements for licensing sequences are provided in each candidate's program plan. Sample plans may be requested; each plan is tailored to the candidate's background and goals to meet licensing requirements. Licensing program sequences may also be the foundation for a Master of Arts in Education degree when paired with one of the concentration areas noted later in this section. Licensure coursework in the planned program includes successful practicums, passing PRAXIS CORE and PRAXIS II Exam scores, a passing edTPA score, a passing Wisconsin Foundations of Reading Test score (in applicable programs), and an acceptable e-portfolio leading to a licensure recommendation to the Wisconsin Department of Public Instruction. As of September 1, 2013, ACT, GRE and SAT scores less than ten years old can be used in place of PRAXIS CORE. Please note, PRAXIS exams apply only to teacher licensure.

Early Adolescence-Adolescence: Regular Education

Candidates pursuing professional goals and licensure to teach children and youth ages 10-21 in regular education populations complete the 27-credit accelerated secondary education licensing program with an emphasis in one of the following content areas: English, Math, Broad Field Social Studies, Economics, History, Broad Field Science, Biology, Chemistry, Earth and Space Science, Environmental Studies, Life and Environmental Science, Physics, Physical Science, Business, Computer Science, or World Language. An ASP candidate may also secure combined licensure: content area with English as a Second Language add-on license or content area with a Bilingual Education add-on license.

Middle Childhood-Early Adolescence: Regular Education

Candidates pursuing professional goals and licensure to teach children and youth ages 6 through 13 in regular education populations complete the graduate program in elementary education.

Bilingual Education

Candidates pursuing professional goals and add-on licensure to teach bilingual students with the grade range of an initial regular education license in EC-MC, MC-EA or an EA-A Content area complete the Bilingual licensing program.

English as a Second Language

Candidates pursuing professional goals and add-on licensure to teach English language learners with the grade range of an initial, regular education license complete the ESL licensing program.

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Early Adolescence-Adolescence: Special Education

Candidates pursuing professional goals and licensure to teach children and youth ages 10 through 21 in special education populations complete the graduate program in cross-categorical special education.

Middle Childhood-Early Adolescence: Special Education

Candidates pursuing professional goals and licensure to teach children and youth ages 6 through 13 in special education populations complete the graduate program in cross-categorical special education.

Middle Childhood Adolescence: Special Education

Candidates pursuing professional goals and licensure to teach children and youth ages 6 through 21 in special education populations complete the graduate program in cross-categorical special education.

Reading Teacher

Candidates pursuing professional goals of strengthening their teaching, becoming a reading teacher and literacy coach in K-12 setting and pursuing the WDPI license “Reading Teacher” (316). May complete a master’s degree (unless one is already earned in an appropriate field) following the Reading Teacher Program.

Reading Specialist

Candidates already holding the Reading Teacher License (316) and pursuing the WDPI license “Reading Specialist” (317) complete a master’s degree (unless one is already earned in an appropriate field) following the Reading Specialist Program.

Educational Leadership: Principal

Candidates pursuing professional goals and licensures for Principal P-12 completes a master’s degree (unless an approved master’s degree or equivalent qualification in the area of administration has already been earned) following the Principal required courses sequence.

Educational Leadership: Director of Instruction

Candidates pursuing professional goals and licensures for Director of Instruction P-12 complete a master’s degree (unless one is already earned) in educational administration following the Director of Instruction required courses sequence.

Educational Leadership: Director of Special Education and Pupil Services

Candidates pursuing professional goals and licensure for Director of Special Education and Pupil Services P-12 complete a master’s degree (unless one is already earned) in educational administration following the Director of Special Education and Pupil Services required courses sequence.

Educational Leadership: School Business Administrator

Candidates pursuing professional goals and licensure for School Administration P-12 complete a master’s degree (unless one is already earned) in educational leadership following the School Business Administrator required courses sequence.

Educational Leadership: School District Administrator or Superintendent

Candidates pursuing professional goals and licensure for School District School Administrator or Superintendent P-12 enroll in the doctoral program in Educational Leadership. The coursework in the first two years of the doctoral program coupled with a successful practicum and acceptable portfolio, leads to a superintendent license. Additional administrative licenses may be added through the doctoral program as well. (See Doctoral program pages for additional information.)

MASTER’S DEGREE PREREQUISITES

Undergraduate study in liberal arts, education, and related fields provides the best foundation for pursuing the Master of Arts in Education. Each applicant’s academic background and professional experience are assessed in relation to graduate study goals and program requirements. An individual plan of study is developed; for some students, additional undergraduate coursework may be necessary in certain specialized fields. Students possessing a Wisconsin Teaching License may have already met many of the prerequisite requirements. Credits from other accredited post-secondary institutions may be recognized for application to licensing requirements.

MASTER’S DEGREE REQUIREMENTS

Each student completes a minimum of 33 credits to receive the Master of Arts in Education degree. The curriculum includes:

- Degree program requirements (including supervised field experience, as appropriate)
- Core degree experiences (including research)
- Specialized professional studies electives

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GRADUATE PROGRAMS

LICENSING SEQUENCES AND MASTER'S DEGREE PROGRAMS

ADVANCED CERTIFICATION ELEMENTARY (ACE) LICENSING SEQUENCE

This sequence earns Elementary Regular Education (777) and Middle Childhood-Early Adolescence 6-13 (72) licensure.

English as a Second Language (ESL) and/or Bilingual Education add-on certificate for licensure may be secured through a combined degree plan.

Required Courses:

ED 661	Integrative Classroom Environments
ED 635	Diversity in the Classroom
ED 660B	Reflection in Practice
ED 667	Science Explorations and Methods
ED 681	Child Development and Exceptionalities
ED 682	Children's Literature
ED 683A	Reading and Language Arts Methods I
ED 683B	Reading and Language Arts Methods II
ED 684	Social Studies Methods
ED 685A	Integrating the Arts in Elementary Curriculum - STEM
ED 685B	Integrating the Arts in Elementary Curriculum - Humanities
ED 697	Student Teaching – Middle Childhood through Early Adolescence
MATH 101	Introduction to Problem Solving*
MATH 602	Research and Practice Arithmetic*
MATH 603	Research and Practice Geometry*

**course has prerequisites*

OPTIONAL: English as a Second Language (ESL) Add-on Licensing Sequence

ED 604A	Language Acquisition in the Content Areas*
ED 604F	ESL Curriculum Design and Assessment*
ED 605A	Formal to Functional Linguistics
ED 697A	Student Teaching MC-EA & ESL (replaces ED 697)

**course has prerequisites*

SCHOOL OF EDUCATION

GRADUATE PROGRAMS

OPTIONAL: Bilingual Education Add-on Licensing Sequence

ED 604A	Language Acquisition in the Content Areas*
ED 605D	Biliteracy Development*
ED 605K	Language Analysis and Bilingualism
ED 604G	Bilingual Curriculum Design and Assessment*
ED 697B	Student Teaching MC-EA: Bilingual (replaces ED 697)

**course has prerequisites*

The Wisconsin Department of Public Instruction has established competencies that must be completed prior to granting PI34 Licensure. A majority of these mandated competencies are embedded in required coursework and experiences and met through prior coursework. Advisors will discuss program plans individually with each student, suggesting courses to meet these mandates if there is a need.

MASTER OF ARTS IN EDUCATION: ELEMENTARY EDUCATION CONCENTRATION

FOR LICENSURE PLUS A MASTER'S DEGREE, ADD THE FOLLOWING COURSES:

Core Master's Degree Experiences:

ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

**course has prerequisites*

ACCELERATED SECONDARY PROGRAM (ASP) LICENSING SEQUENCE

ACCELERATED SECONDARY PROGRAM (ASP) BROAD FIELD SOCIAL STUDIES, HISTORY, MATH, ENGLISH, ECONOMICS, BROAD FIELD SCIENCE, BIOLOGY, PHYSICS, CHEMISTRY, PHYSICAL SCIENCE, EARTH AND SPACE SCIENCE, LIFE AND ENVIRONMENTAL SCIENCE, ENVIRONMENTAL STUDIES, BUSINESS EDUCATION, WORLD LANGUAGE LICENSING SEQUENCE:

This sequence earns the Early Adolescent/Adolescent Regular Education (73), Middle Secondary (EA-A:RE Age 10-21) licensure.

English as a Second Language (ESL) and/or a Bilingual Education License may be secured through a combined degree plan.

Required Core Licensure Courses:

ED 596	Accelerated Secondary Program Orientation*
ED 601A	Foundations of Instruction*
ED 602A	Inclusive Curriculum Planning*
ED 635B	Diversity in Mid/Secondary Culturally Responsive Practices (ASP, ESL, BILED)*

**course has prerequisites*

Required Method Courses:

One or two of the following based on specific content area:

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ED 640A	Technology Curriculum Integration: Environmental Conservation Pedagogy (REQ Science and Broad Field Social Studies)
ED 640E	Technology Curriculum Integration: Introduction to English Teaching Middle/Secondary Teaching-Early Adolescent and Adolescent Literature*
ED 640F	Technology Curriculum Integration: Introduction to World Language Teaching*
ED 640H	Technology Curriculum Integration: Introduction to Middle/Secondary Social Studies*
ED 640M	Technology Curriculum Integration: Middle/Secondary Math Teaching Explorations*
ED 640S	Technology Curriculum Integration: Middle/Secondary Foundations of Science*

**course has prerequisites*

One or two of the following based on specific content area:

ED 651B	Curriculum Methods: Business Education Teaching-Middle/Secondary*
ED 651E	Curriculum Methods: English Teaching-Middle/Secondary*
ED 651F	Curriculum Methods: World Language Teaching–Middle/Secondary*
ED 651H	Curriculum Methods: Social Studies and Economics, History, Political Science, Psychology, Geography Teaching–Middle/Secondary*
ED 651M	Curriculum Methods: Mathematics Teaching-Middle/Secondary*
ED 651S	Curriculum Methods: Science Teaching–Middle/Secondary*
ED 652A	Curriculum Studies: Secondary Literacy (ASP, ESL, BILED)*

Required Student Teaching Courses:

ED 660A	Education Policy and Reflective Practitioner*
ED 693B	Supervised Student Teaching: Secondary*

OPTIONAL: English as a Second Language (ESL) Add-on Licensing Sequence

ED 604A	Language Acquisition in the Content Areas*
ED 604F	ESL Curriculum Design and Assessment*
ED 605A	Formal to Functional Linguistics
ED 693C	Student Teaching EA-A & ESL (replaces ED 693B)

**course has prerequisites*

OPTIONAL: Bilingual Education Add-on Licensing Sequence

ED 604A	Language Acquisition in the Content Areas*
ED 605D	Biliteracy Development*
ED 605K	Language Analysis and Bilingualism
ED 604G	Bilingual Curriculum Design and Assessment*
ED 693D	Student Teaching EA-A & Bilingual (replaces ED 693B)

**course has prerequisites*

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GRADUATE PROGRAMS

The Wisconsin Department of Public Instruction has established competencies that must be completed prior to granting PI34 Licensure. A majority of these mandated competencies are embedded in required coursework and experiences and met through prior coursework. Advisors will discuss program plans individually with each student, suggesting courses to meet these mandates if there is a need.

MASTER OF ARTS IN EDUCATION: SECONDARY EDUCATION CONCENTRATION

FOR LICENSURE PLUS A MASTER'S DEGREE, ADD THE FOLLOWING COURSES:

Core Master's Degree Experiences:

ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

**course has prerequisites*

BILINGUAL EDUCATION LICENSING SEQUENCE

Required Courses:

ED 604A	Language Acquisition in the Content Areas*
ED 604G	Bilingual Curriculum Design and Assessment*
ED 605K	Language Analysis and Bilingualism
ED 605B	Paradigms in ESL/Bicultural Education
ED 605D	Biliteracy Development*
ED 694A	Bilingual Field Mentoring*

**course has prerequisites*

Additional requirements for teachers who hold an EC-A License:

Teachers who are adding a Bilingual Education license on to an existing EC-A license are required to complete (or show equivalency of) the courses below, in addition to those in the Bilingual Education licensing sequence:

Required additional courses or course equivalencies:

ED 601	Foundations of Instruction
ED 602	Curriculum Planning
ED 614	Cross-Categorical Children and Youth
ED 652	Curriculum Studies: Secondary Literacy (or other approved literacy courses)

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GRADUATE PROGRAMS

MASTER OF ARTS IN EDUCATION: BILINGUAL TEACHING CONCENTRATION

FOR LICENSURE PLUS A MASTER'S DEGREE, ADD THE FOLLOWING COURSES:

Core Master's Degree Experiences:

ED 603	Introduction to Educational Research
ED 639	Language Focused Instruction
ED 605C	Bilingual Program Development: Ethics and Advocacy
ED 692	Research Capstone Project*

**course has prerequisites*

Two of the following courses based on specific content area:

ED 604F	ESL Curriculum Design and Assessment*
ED 686	Genre, Knowledge and Pedagogy
ED 689	Mentoring, Coaching and Leadership

**course has prerequisites*

ENGLISH AS A SECOND LANGUAGE (ESL) LICENSING SEQUENCE

Required Courses:

ED 604A	Language Acquisition in the Content Area*
ED 604F	ESL Curriculum Design and Assessment*
ED 605A	Formal to Functional Linguistics
ED 605B	Paradigms in ESL/Bilingual Education
ED 686	Genre, Knowledge and Pedagogy
ED 693A	Supervised Field Experience: ESL*

**course has prerequisites*

Additional requirements for teachers who hold an EC-A license.

Teachers who are adding an ESL license on to an existing EC-A license are required to complete (or show equivalency of) the courses below, in addition to those in the ESL licensing sequence:

Required additional courses or course equivalencies:

ED 601	Foundations of Instruction
ED 602	Curriculum Planning
ED 614	Cross-Categorical Children and Youth
ED 652	Curriculum Studies: Secondary Literacy (or other approved literacy courses)

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MASTER OF ARTS IN EDUCATION: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CONCENTRATION

FOR LICENSURE PLUS A MASTER'S DEGREE, ADD THE FOLLOWING COURSES:

Core Master's Degree Experiences:

ED 603	Introduction to Educational Research
ED 605C	ESL/Bilingual Program Development: Ethics and Advocacy
ED 689	Mentoring, Coaching and Leadership
ED 692	Research Capstone Project*

**course has prerequisites*

Students will also need to complete 3 credits of electives selected from courses at the ED 600 level or above, or courses at the PDED 700 level or above.

CROSS-CATEGORICAL: SPECIAL EDUCATION: INTELLECTUAL DISABILITIES, EMOTIONAL DISABILITIES AND LEARNING DISABILITIES LICENSING SEQUENCE:

Students who do not have a teaching license will need to complete the Initial Licensure Sequence:

ED 598S	Cross-Categorical Orientation
ED 614	Cross-Categorical Children and Youth
ED 635A	Diversity in Schools

**course has prerequisites*

Required Courses:

ED 616	Cross-Categorical Transition, Team and Family Process*
ED 671A	Introduction to Cognitive, Emotional and Learning Disabilities
ED 672A	Special Education Reading Literacy I
ED 672B	Special Education Reading Literacy II
ED 672C	Special Education Language & Communication Development
ED 675A	Assessment and Analysis: Cross-Categorical Special Education
ED 676A	Methods and Materials in Cross-Categorical Special Education: Intellectual, Emotional and Learning Disabilities
ED 678A	Management & Positive Behavior Practices
ED 660B	Reflection in Practice
ED 695	Supervised Field Experience: Cross-Categorical*

**course has prerequisites*

SCHOOL OF EDUCATION GRADUATE PROGRAMS

MASTER OF ARTS IN EDUCATION: SPECIAL EDUCATION CONCENTRATION

FOR LICENSURE PLUS A MASTER'S DEGREE, ADD THE FOLLOWING COURSES:

Core Master's Degree Experiences:

ED 603 Introduction to Educational Research

ED 692 Research Capstone Project*

**course has prerequisites*

READING TEACHER LICENSING SEQUENCE:

Required Courses:

ED 605A Formal to Functional Linguistics

ED 611 Approaches to Literacy

ED 618 Diversity, Culture and Literacy

ED 624 Literacy Development*

ED 686 Genre, Knowledge & Pedagogy

**course has prerequisites*

READING SPECIALIST LICENSING SEQUENCE (for students who have a Reading Teacher license)

Required Courses:

ED 604A Language Acquisition in the Content Areas*

ED 627 Assessing Literacy*

ED 689 Mentoring, Coaching and Supervision

**course has prerequisites*

The Reading Specialist License requires the completion of a Master's Degree; students not currently holding a Master's Degree must also complete the Master of Arts in Education: Reading Administration Concentration (see below).

READING SPECIALIST LICENSING SEQUENCE (for students who do not have a Reading Teacher license)

Required Courses:

ED 604A Language Acquisition in the Content Areas*

ED 605A Formal to Functional Linguistics

ED 611 Approaches to Literacy

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ED 618	Diversity, Culture and Literacy
ED 624	Literacy Development*
ED 627	Assessing Literacy*
ED 686	Genre, Knowledge & Pedagogy
ED 689	Mentoring, Coaching and Supervision

**course has prerequisites*

MASTER OF ARTS IN EDUCATION: READING ADMINISTRATION CONCENTRATION

FOR LICENSURE PLUS A MASTER'S DEGREE, ADD THE FOLLOWING COURSES:

Core Master's Degree Experiences:

ED 603	Introduction to Educational Research
ED 618	Diversity, Culture and Literacy
ED 692	Research Capstone Project*

**course has prerequisites*

Students will also need to complete 3 credits of electives selected from courses at the ED 600 level or above, or courses at the PDED 700 level or above.

LICENSING SEQUENCES IN EDUCATIONAL LEADERSHIP

PRINCIPAL LICENSING SEQUENCE:

The Principal License requires the completion of a Master's Degree; students not currently holding a Master's Degree must also complete the Master of Arts in Education: Educational Leadership Concentration.

Required Courses:

ED 602	Curriculum Planning
ED 605C	ESL/Bilingual Program Development
ED 620	Introduction to Educational Leadership
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction
ED 696	Supervised Field Experience: Education Leadership

SCHOOL OF EDUCATION GRADUATE PROGRAMS

DIRECTOR OF INSTRUCTION LICENSING SEQUENCE:

The Director of Instruction License requires the completion of a Master's Degree; students not currently holding a Master's Degree must also complete the Master of Arts in Education: Educational Leadership Concentration.

Required Courses:

ED 602	Curriculum Planning
ED 605C	ESL/Bilingual Program Development
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction
ED 637	District Administration of Program Planning, Evaluation and Staff Development
ED 696	Supervised Field Experience: Education Leadership

DIRECTOR OF SPECIAL EDUCATION AND PUPIL SERVICES LICENSING SEQUENCE:

The Director of Special Education and Pupil Services License requires the completion of a Master's Degree; students not currently holding a Master's Degree must also complete the Master of Arts in Education: Educational Leadership Concentration.

Required courses:

ED 602	Curriculum Planning
ED 605C	ESL/Bilingual Program Development
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction
ED 636	District Administration of Exceptional Education and Pupil Services
ED 637	District Administration of Program Planning, Evaluation and Staff Development
ED 696	Supervised Field Experience: Education Leadership

SCHOOL OF EDUCATION GRADUATE PROGRAMS

SCHOOL BUSINESS ADMINISTRATOR LICENSING SEQUENCE:

Required Courses:

ED 602	Curriculum Planning
ED 605C	ESL/Bilingual Program Development
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction
ED 696	Supervised Field Experience: Education Leadership

MASTER OF ARTS IN EDUCATION: EDUCATIONAL LEADERSHIP CONCENTRATION

FOR LICENSURE PLUS A MASTER'S DEGREE IN EDUCATIONAL LEADERSHIP, ADD THE FOLLOWING COURSES:

Core Master's Degree Experiences

ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

**course has prerequisites*

For Principal licensure plus a Master's Degree, students need to take ED 621 plus one additional three credit elective in the School of Education.

EDUCATIONAL LEADERSHIP NON-LICENSING SEQUENCE:

Core Master's Degree Experiences

ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

**course has prerequisites*

Two of the following:

ED 601	Foundations of Instruction
ED 614	Cross-Categorical Children and Youth
ED 616	Cross-Categorical Transition, Team and Family Process*
ED 618	Diversity, Culture and Literacy
ED 635A	Diversity in the Classroom
PHIL 604	Professional Ethics

SCHOOL OF EDUCATION GRADUATE PROGRAMS

**course has prerequisites*

Required Courses:

ED 602	Curriculum Planning
ED 605C	ESL/Bilingual Program Development
ED 620	Introduction to Educational Leadership
ED 621	School Business Administration
ED 622	The Principalship
ED 625	Inclusive School Law
ED 631	Supervision of Instruction

Students will also need to complete 6 credits of electives selected from courses at the ED 600 level or above, or courses at the PDED 700 level or above.

MASTER OF ARTS IN EDUCATION: SOCIAL INNOVATION & SUSTAINABILITY LEADERSHIP CONCENTRATION

Core Master's Degree Experiences:

ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

**course has prerequisites*

Four of the following courses:

ED 601	Foundations of Instruction
ED 602	Curriculum Planning
ED 620	Introduction to Educational Leadership
ED 620H	Introduction to Higher Education Administration
ED 662	Schools as Political and Organizational Systems
ED 605B	Paradigms in ESL/Bicultural Education
PSY 606	Adult Learning and Organizational Development

**course has prerequisites*

Required Courses:

SUST 650	Sustainable Development Leadership*
SUST 651	Ecological Sustainability*
SUST 652	Social and Economic Sustainability*

**course has prerequisites*

Two of the following electives:

SUST 751	Urban Community-Based Sustainable Development
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SCHOOL OF EDUCATION GRADUATE PROGRAMS

SUST 752 Innovative Leadership in Community Well-Being

SUST 745 International Engagement: Sustainable Community Well-Being

**course has prerequisites*

MASTER OF ARTS IN EDUCATION: PROFESSIONAL STUDIES CONCENTRATION

BILINGUAL EDUCATION NON-LICENSING SEQUENCE:

Core Master's Degree Experiences:

ED 603 Introduction to Educational Research

ED 692 Research Capstone Project*

**course has prerequisites*

Required Courses:

ED 604A Language Acquisition in the Content Areas*

ED 604G Bilingual Curriculum Design and Assessment*

ED 605K Language Analysis and Bilingualism

ED 605B Paradigms in ESL/Bicultural Education

ED 605C Bilingual Program Development: Ethics and Advocacy

ED 605D Biliteracy Development*

ED 639 Language Focused Instruction*

**course has prerequisites*

Students will also need to complete 6 credits of electives selected from courses at the ED 600 level or above, or courses at the PDED 700 level or above.

GENERAL PROFESSIONAL DEVELOPMENT NON- LICENSING SEQUENCE:

Core Master's Degree Experiences:

ED 603 Introduction to Educational Research

ED 692 Research Capstone Project*

**course has prerequisites*

Two of the following:

ED 601 Foundations of Instruction

ED 602 Curriculum Planning

ED 605B Paradigms in ESL/Bicultural Education

ED 620 Introduction to Educational Leadership

SCHOOL OF EDUCATION

GRADUATE PROGRAMS

Ed 620H	Introduction to Higher Education Administration
ED 635A	Diversity in Schools
ED 671A	Characteristics and Inclusion: Emotional, Intellectual & Learning Disabilities
ED 686	Genre, Knowledge and Pedagogy

Students may also choose an alternative course if approved by their advisor.

Students will also need to complete 21 credits of electives selected from courses at the ED 600 level or above, or courses at the PDED 700 level or above.

SPECIAL EDUCATION NON-LICENSING SEQUENCE:

Core Master's Degree Experiences:

ED 602	Curriculum Planning
ED 603	Introduction to Educational Research
ED 692	Research Capstone Project*

**course has prerequisites*

One of the following:

ED 601	Foundations of Instruction
ED 620	Introduction to Educational Leadership

Eighteen credits selected from the following courses:

ED 604A	Language Acquisition in the Content Areas*
ED 614	Cross-Categorical Children and Youth
ED 616	Cross-Categorical Transition, Team and Family Process*
ED 671A	Characteristics and Inclusion: Emotional, Intellectual & Learning Disabilities
ED 672A	Special Education Reading Literacy I
ED 672B	Special Education Reading Literacy II
ED 672C	Special Education Language & Communication Development
ED 675A	Assessment and Analysis: Cross-Categorical Special Education
ED 676A	Methods and Materials in Cross-Categorical Special Education: Intellectual, Emotional and Learning Disabilities
ED 678A	Management & Positive Behavior Practices

**course has prerequisites*

SCHOOL OF EDUCATION
GRADUATE PROGRAMS

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES
(TESOL) NON-LICENSING SEQUENCE:

Core Master's Degree Experiences:

ED 603 Introduction to Educational Research

ED 692 Research Capstone Project*

**course has prerequisites*

Required Courses:

ED 601 Foundations of Instruction

OR

ED 689 Mentoring, Coaching, Leadership

ED 602 Curriculum Planning

OR

ED 686 Genre, Knowledge & Pedagogy

ED 604A Language Acquisition in the Content Areas*

ED 604F ESL Curriculum Design and Assessment*

ED 605A Formal to Functional Linguistics

ED 605B Paradigms in ESL/Bicultural Education

ED 605C Bilingual Program Development: Ethics and Advocacy

**course has prerequisites*

Students will also need to complete 6 credits of electives selected from courses at the ED 600 level or above, or courses at the PDED 700 level or above.

SCHOOL OF EDUCATION

GRADUATE PROGRAMS

MASTER OF SCIENCE IN CHILD LIFE

OVERVIEW

The Child Life program at Edgewood College is committed to educating and preparing future child life specialists of the highest caliber and quality. According to the Child Life Council, a Certified Child Life Specialist (CCLS) is a child development expert who works to ensure that life remains as normal as possible for children in health care settings and other challenging environments. Child life specialists provide services in a variety of health care settings, including inpatient units, surgery areas, intensive care units, emergency departments, clinics and outpatient treatment areas. Child life specialists also provide services in other settings such as dental offices, community organizations, special needs camps, and a variety of other areas. To an ever increasing extent, child life specialists are involved in providing grief and bereavement services not only in the hospital-setting, but in hospice programs, home hospice, community organizations, bereavement centers, support groups, and grief groups and camps.

ADMISSION REQUIREMENTS

To be considered for admission, applicants must provide all of the following items. Only completed applications will be reviewed by the School of Education, Child Life Program for admission consideration:

1. Provide evidence of a baccalaureate degree with a cumulative grade point average of at least 3.0 on a 4.0 scale. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit graduate application (including \$30 fee).
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to Edgewood College Graduate and Professional Studies.
4. Two letters of recommendation speaking to applicant success within a master's level program and the field of Child Life. One letter must be from a Certified Child Life Specialist (CCLS).
5. 25 hours of work with well children (paid or non-paid) Clinical Experience Hours Verification Form.
6. 75 hours of volunteer work in a child life setting.
7. Completion of an Introduction to Child Life course (this course is offered at Edgewood College and can be taken prior to start of graduate program, please contact an academic advisor for more information).
8. A written statement is required when applying to the Child Life Program. This essay should include the following:
 - Interests and motivation for wanting to be a Child Life Specialist
 - Ability to succeed in graduate school
 - What preparation, or accomplishments to date that impact your success as a future Child Life Specialist
9. An interview with the Program Director and an admissions team is mandatory. This interview can occur online or face-to-face prior to acceptance.

International students must contact the Graduate and Professional Studies Admissions Office regarding additional admission requirements. Additional international student requirement information is available in the ADMISSIONS section of the Catalog.

BACKGROUND CHECK

All MS in Child Life students must comply with a Criminal Record Background Check as required by either the State of Wisconsin or the state in which placement is held to successfully complete the program.

GRADUATION REQUIREMENTS

To receive the Master of Science in Child Life, students must have:

- Earned 36 credits in required coursework;
- Maintained a 3.0 GPA in those credits; and
- Completed 600 clinical hours of Child Life internship.

PROGRAM PREREQUISITE

As a requirement for admission into the MS in Child Life program, students must have completed ED 301: Introduction to Child Life at Edgewood College or its equivalent (to be reviewed by the Child Life Program Director).

SCHOOL OF EDUCATION

GRADUATE PROGRAMS

PROGRAM REQUIREMENTS

Required Courses: (36 credits)

CHLF 600	History of Child Life
CHLF 610	Infant, Child, Youth, and Adolescent Development for the Child Life Professional
CHLF 620	Psychosocial Care of Hospitalized Children and Families
CHLF 630	Medical Terminology for Child Life
CHLF 640	Child Life Seminar I: Communication and Collaboration
CHLF 650	Child Life Seminar II: Leadership and Internship Preparation
CHLF 660	Pediatric Conditions and Research
CHLF 670	Materials and Methods of Play for Child Life
CHLF 680	Loss, Bereavement, and Trauma for Child Life
CHLF 700	Child Life Field Experience
ED 603	Introduction to Research
ED 692	Research Capstone Project*
PHIL 642	Ethics for Health Care Professionals

**course has prerequisites*

SCHOOL OF EDUCATION

DOCTORAL PROGRAMS

DOCTORAL PROGRAMS

Doctor of Education in Educational Leadership: District Administration Concentration with Superintendent License
Doctor of Education in Educational Leadership: Higher Education Concentration

PROGRAM INFORMATION

The Educational Leadership program at Edgewood College culminates in an Education Doctorate (Ed.D.) degree, a terminal degree in education that is an earned doctorate. It is designed to prepare leaders in school districts, institutions of higher education and educational associations and agencies who have instruction and training as part of their role. The program's primary focus is the preparation of ethical leaders who are reflective practitioners striving to renew and improve the educational environments for which they work. The Ed.D. Program provides advanced opportunities for aspiring professionals in the field of education to engage in meaningful and reflective study and research around leadership and organizational change, and to share successful practices that are most often realized when grounded in the students' own professional career experiences. The Ed.D. Program at Edgewood College draws deeply and broadly on the tradition, mission and philosophy of the College. The Sinsinawa Dominican values and tradition of scholarship and collegiality, the College's mission as a liberal arts institution with a commitment to service, and the emerging characteristics of the education profession have all helped to shape this program.

The program employs a cohort partnership of doctoral faculty, students, collaborating mentors, and dissertation advisors for the purpose of preparing educational leaders who are thoroughly versed in the research base of educational leadership and its applications to organizational quality. The Edgewood College Ed.D. Program offers two distinct concentrations: K-12 leadership with the Superintendent and other administrative licenses; and Higher Education focus including business, agency or association education leadership. The Higher Education curriculum is offered in both a blended and online format.

Candidates undergo rigorous evaluation in an assessment system driven by educational leadership standards and academic achievement. Program themes of Inclusion and Diversity, Communication, Technology and Research are interwoven throughout the program by faculty. Student identities as an academic writer, scholarly researcher and Edgewood leader are woven into the assessment system to create a seamless fabric of leadership.

The doctoral program in educational leadership is based on the belief that a teacher or faculty member, educational administrator or association or agency leader is an educator who promotes the success of all learners by studious and informed application of education theory to practice. Data are integrated with the Edgewood values to make appropriate decisions that benefit learning. The integration of vision, leadership, curriculum development, partnership, and inclusion and diversity, along with an understanding of the supporting role that new technologies assume in this process, establish the foundation for the Ed.D. Program in educational leadership at Edgewood College. To that end, the program will produce ethical and effective leaders in education environments that span a career and beyond.

Designed to be completed in ten consecutive terms within a three-year or three and one half year period, the doctoral program in educational leadership draws on the synergy of a committed cohort of carefully selected candidates who already hold a Master's degree. Supportive advising and a continuous system of assessment reinforce program content. License candidates experience substantive mentoring in authentic situations in a three semester practicum guided by a mentor of their choice, and coordinated through a campus liaison. Formal assessments of the practicum experience become a component of the student's learning portfolio.

Students in the Edgewood College doctoral program learn and grow together as a cohort. They become inclusive and ethical leaders, skilled communicators who embrace technology as a communication tool, and informed consumers and producers of professional inquiry to enhance the existing knowledge base. In sum, the Doctor of Education degree program in Educational Leadership provides a supportive system of orientation, advising and assessment; establishes a standard of excellence for the preparation for educational leaders; enhances the College's mission; and promotes school improvement initiatives within a cohort partnership learning community.

PLEASE NOTE: Edgewood College employee's tuition reimbursement options do not routinely include courses taken toward doctoral study. Employees who wish to apply for tuition remission must submit one of the letters of recommendation from his or her supervisor indicating approval and support of doctoral study. Edgewood College employees interested in more information about seeking tuition remission for doctoral study should contact the Edgewood College Human Resources Office.

SCHOOL OF EDUCATION

DOCTORAL PROGRAMS

ADMISSION REQUIREMENTS

1. Provide evidence of a Master's degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least a 3.0 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete the submit application and application fee via the Graduate Application web page.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be submitted via the Graduate Application web page.
4. Provide two letters of recommendation. One of the letters must attest to the applicant's ability to be successful as a doctoral student. The second letter should give evidence of the applicant's ability to collaborate with colleagues, and demonstrate strength in leadership.
5. Submit a letter of intent including a brief statement of the reason for pursuing the doctoral degree in educational leadership and a brief discussion about how the program can help the applicant reach personal and professional goals.
6. Provide a resume or a curriculum vita that includes, but is not limited to the areas listed below:
 - a. Education: Major(s), schools attended, degrees obtained and dates of attendance
 - b. Professional positions held
 - c. Presentations made to organizations, groups, and professional associations
 - d. Honors awarded or received
 - e. Memberships in professional and other organizations
 - f. Community service: name(s) of organizations, description of activities and positions held
7. Higher Education concentration applicants will complete an assessment including an essay on the Edgewood College values, a writing assessment and a research efficacy scale.
8. To qualify for the superintendent license, supply evidence of eligibility to hold a teacher or pupil services license in Wisconsin and appropriate experience.
9. For non-native speakers of English, verification of English proficiency is required. Please contact the School of Education or visit the International Students Admissions section of the website for more information about how this requirement can be met.

DEGREE REQUIREMENTS

- Completion of all courses in cohort format
- Dissertation, oral defense and publication
- Completion of assessment portfolio
- Mentored and supervised practicum (for license candidates)

Further details of requirements are given in the Doctor of Education Student Handbook. In unusual circumstances for serious reasons, doctoral candidates may receive permission to change from their original partnership schedule to a later one; but all coursework must be completed within seven years from initial entry. Failure to do so will require a new application and admission process, and complete enrollment in a new partnership group.

SCHOOL OF EDUCATION

DOCTORAL PROGRAMS

EDUCATION DOCTORATE IN EDUCATIONAL LEADERSHIP: K-12 EDUCATIONAL ADMINISTRATION

Required Content:

ED 701D	Introduction to Doctoral Study
ED 710D	Ethical and Inclusive Educational Leadership
ED 720D	Politics, Policy and Administration
ED 730D	Curriculum, Instruction and Learning Environments
ED 810D	Budget, Finance and Resource Allocation
ED 820D	Law, Media Relations and Marketing

EDUCATION DOCTORATE IN EDUCATIONAL LEADERSHIP: HIGHER EDUCATION

Required Content:

ED 701H	Introduction to Doctoral Study
ED 715H	Faculty, Programs and Assessment
ED 725H	Inclusion and Diversity in Leadership
ED 735H	Law and Partnerships
ED 745H	Finance of Higher Education
ED 755H	Ethical Leadership, Policy & Governance

EDUCATION DOCTORATE IN EDUCATIONAL LEADERSHIP: CORE DISSERTATION COURSES:

Required Courses:

ED 790D	Program Assessment and Transition
ED 801H	Foundations of Research Methods*
ED 830H	Research Methods
ED 920	Guided Dissertation Writing
ED 990	Dissertation Defense

**SCHOOL OF
INTEGRATIVE STUDIES**

SCHOOL OF INTEGRATIVE STUDIES

The School of Integrative Studies (SoIS) is home to many of Edgewood College's interdisciplinary, experiential and community-based academic programs. In all its programs, SoIS seeks to develop creative, intellectually engaged, and ethical problem solvers through inquiry and action for social justice and the public good. Considering issues from multiple perspectives, learning to thrive in cross-cultural contexts, and linking ideas and action to important issues facing our world today are among the experiences and skills that students can expect from SoIS programs. The School of Integrative Studies offers a variety of programs aimed at providing relevant and rigorous academic experiences for students.

Currently, SoIS offers majors and minors in five different undergraduate areas: Environmental Studies, Ethnic Studies, Global Studies, Latin American Studies and Women's and Gender Studies. In addition to these options for students, a number of other SoIS programs exist that enrich students' education. The COR Program (a component of the General Education Curriculum), the Honors Program, Study Abroad, student research opportunities, a number of civic leadership programs, the Writing Center, and institutional courses (IC), all represent pathways that students choose to deepen and personalize their college education.

Employers and experts agree- success in the future will require the ability to integrate and synthesize ideas from different perspectives; to identify and clarify real problems and questions; and to engage with and appreciate differences among others. Majors, minor, and experiences in SoIS programs offer students numerous opportunities to develop and apply those abilities essential to meaningful personal and professional lives: critical thinking, ethical reasoning, problem-solving, interdisciplinary analysis, communication, reflective practice, and leadership and community engagement.

MAJORS

Ethnic Studies

Individualized Major

MINORS

Environmental Studies

Ethnic Studies

Global Studies

Individualized Minor

Latin American Studies

Women's and Gender Studies

GRADUATE PROGRAMS

Master of Arts in Social Innovation & Sustainability Leadership

Graduate Certificate in Social Innovation & Sustainability Leadership

ENVIRONMENTAL STUDIES

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

ENVIRONMENTAL STUDIES MINOR COURSEWORK

A minimum of 20 credits is required for the minor, including:

10 credits of required courses:

ENVS/PHIL 110	EPU	Environmental Ethics* (3 cr.)
ENVS/BIO 250	EV	Introduction to Environmental Science (3 cr.)
ENVS/PS 352	EJ	Environmental Politics (4 cr.)

10 credits from the following electives (only one COR 1 or COR 2 course may be applied to the elective requirement):

BIO/GEOS/NATS 292		Biology Excursions* (variable 1-3 cr.)
BUS 455		Organizational Sustainability and Innovation* (variable 1-3 cr.)
ENG 250E	CEX	Wilderness & Literature of the American West* (4 cr.)
ENG 395	CEX	Environmental Literature* (4 cr.)
ENVS/BIO 102	1E	Food: You are What You Eat* (3 cr.)
ENVS/RS 101	1ER	Spirituality and Ecology* (4 cr.)
ENVS/RS 201	2ER	Living Sustainably in a Dominican Studium I* (2 cr. per semester)
ENVS/RS 202	2ER	Living Sustainably in a Dominican Studium II* (2 cr. per semester)
ENVS/GEOG 265	E	Environmental Conservation (2 cr.)
ENVS 203/PS 201	E	Debating the Earth (4 cr.)
ENVS/BIO 206	EV	Natural Communities of Wisconsin (3 cr.)
ENVS 216/GEOS 206	EV	Environmental Geology (3 cr.)
ENVS/BIO 275	E	Dendrology: Trees and Shrubs of Wisconsin (2 cr.)
ENVS 301	2E	Roots and Shoots* (3 cr.)
ENVS 302	2E	Dumpster to Eternity: Trash & Consequence of Producing It (3 cr.)
ENVS 303/SOC 303	2E	You Bit It, You Bought It: Food in the Big Picture (4 cr.)
ENVS/ECON 325		Environmental Economics (2 cr.)
ENVS 330	2EG	Sustainability: Global-Local Connections* (3 cr.)
ENVS/BIO 333	E	Ecological History of Civilization* (3 cr.)
ENVS/PS 353	EJ	Politics of Sprawl: Land Use and Transportation Policy (2 cr.)
ENVS/BIO 450	E	Ecology* (4 cr.)

ENVIRONMENTAL STUDIES

GEOG 266		Mapping Wisconsin (2 cr.)
NATS 105	ES	Introduction to Natural Science for Education II* (4 cr.)
NATS 109	ES	More Real World Science* (4 cr.)

**course has prerequisites*

COURSEWORK POLICIES

Additional elective courses from future or current course offerings, transfer credits from other institutions, or credit for independent study may be approved by the Environmental Studies Steering Committee for inclusion in the coursework required to complete the minor. Courses in which a student receives a grade below 'CD' will not be accepted toward the minor.

SERVICE ACTIVITIES

All students in the minor are required to participate in at least three campus or local service activities related to environmental studies. Service activities must be approved by a student's minor advisor.

CAPSTONE EXPERIENCE

The program's core courses encourage interdisciplinary perspectives and approaches to problem solving. Toward the end of their program, usually in their final year, students integrate and apply their coursework in a capstone experience. Capstone experiences must be approved by the Environmental Studies Steering Committee and should culminate with a presentation to a public audience.

The capstone requirement may be fulfilled in one of the following ways:

- COR III courses or projects with an environmental focus
- Senior seminar projects with an emphasis on environmental issues
- Capstone projects (within a major) associated with independent research, field courses or study abroad
- Off-campus internships that are pre-approved by the Environmental Studies Steering Committee.

ETHNIC STUDIES

Ethnic Studies at Edgewood College integrates multiple perspectives and disciplines to study the historical and contemporary experiences of African American, Latino American, Asian and Pacific American, and Native American peoples and other historically marginalized racial and ethnic groups in the United States within a global and postcolonial context. Our curriculum promotes critical thinking, creative analysis, and civic engagement by examining issues of race and ethnicity as they intersect with class, gender, sexuality, religion, and nation. Combining academic excellence with a commitment to social justice, our interdisciplinary undergraduate major and minor prepare students for ethical leadership and personal fulfillment in an increasingly multicultural, transnational, and globalized society.

The program offers a number of courses that fulfill both Multicultural Perspectives and many other General Education requirements. Ethnic Studies courses also complement many majors in the humanities and arts, social sciences, and education, such as English, History, Religious Studies, Art, Communication Studies, Sociology, Psychology, and various Education or Teaching majors. It is often possible to pair an Ethnic Studies major with a more traditional major or minor represented in the program.

A background in Ethnic Studies provides a strong foundation for a career in the fields of diversity and inclusion, education, law, health care services, business, advertising and marketing, advocacy, journalism, community organizing, social services, psychology, counseling, and a wide variety of civil service positions in all levels of government, as well as graduate study in a number of disciplines.

The program is administered by the Center for Multicultural Education in the School of Integrative Studies.

THE GOALS OF THE PROGRAM ARE FOR STUDENTS TO:

- Develop knowledge and understanding of the historically marginalized racial and ethnic groups in the U.S. in their historical and cultural contexts, and their contributions to society
- Articulate the ways in which racial categories and racialized experiences shape U.S. social life
- Critically examine the intersections of race and ethnicity with class, gender, sexuality, religion, and nation in identity constructions
- Understand and apply different conceptual approaches to race and ethnicity, including historical, literary, cultural, sociological, and other approaches
- Integrate academic inquiry and civic engagement, and reflect on one's own role in building just, compassionate communities
- Develop multicultural competence for lifelong learning

ETHNIC STUDIES MAJOR (BA PROGRAM OR BS PROGRAM)

A minimum of 40 credits are required and must include:

Required Courses:

ETHS 201	DJ	Introduction to Ethnic Studies (4 cr.)
ETHS 390	KU	Theories and Methods in Ethnic Studies (4 cr.)*
ETHS 490	X	Senior Seminar in Ethnic Studies (4 cr.)*
ETHS 495A	3	Ethnic Studies Internship Seminar (1 cr.)*
ETHS 495B		Ethnic Studies Internship (3 cr.)*

**Course has prerequisites.*

Non-double majors must be concurrently enrolled in ETHS 495A and ETHS 495B. For students who double major in Ethnic Studies and another disciplinary field that also requires an internship course or experience, they may choose to complete ETHS 495B through the internship course (3-4 credits) in the other major when all of the following conditions are met:

1. The internship experience must fulfill the course objectives for ETHS 495B, and
2. The student must be concurrently enrolled in ETHS 495A and an approved internship course (3 credits minimum) in the other major.

ETHNIC STUDIES

A minimum of 24 additional credits in approved electives:

ETHS 150A HNR	1D	Diverse Landscapes in U.S. Culture (4 cr.)
ETHS 150B	1D	Rethinking the Border: Racial Fault Lines in the History of U.S. Immigration (3 cr.)
ETHS/ED 200	D	Education and Identity in a Pluralistic Society (3 cr.)*
PHIL200/CJ 200/ETHS 202	DP	Philosophy and Mass Incarceration (4 cr.)*
ETHS/HIST 204	DH	History of American Social Movements (4 cr.)
ETHS/ANTH 222	GJ	Introduction to Cultural Anthropology (4 cr.)
ETHS/ENG 242	CDX	Literature of American Minorities (4 cr.)*
ETHS 250B/ENG 260A	CDX	Themes: American Slave Narratives (4 cr.)*
ETHS 250C/ENG 250B	CD	Faulkner & Morrison: Slavery's Legacy (4 cr.)*
ETHS/ENG 250D	CDX	Themes: Multi-Ethnic American Graphic Novel (4 cr.)*
ETHS/ED 262		Foundations of ESL & Bilingual Education (3 cr.)*
ETHS/ART 264	ADU	Multicultural Art in the U.S.A. (4 cr.)
ETHS 271/HIST 251	2DH	Asian American Experience (4 cr.)*
ETHS 271B/HIST 271	H	African Americans and Film (4 cr.)
ETHS 301/THA 301A	BD	Tap Dance: Technique and Multicultural Perspective (3 cr.)
ETHS/SOC 309	D	Race and Ethnicity (4 cr.)*
ETHS/COMMS 317	D	Intercultural Communication (3 cr.)
ETHS/ENG 325A	CDQ	Asian American Writers (4 cr.)*
ETHS/RS/WS 344	DQR	Women and Multicultural Theologies (4 cr.)*
ETHS/ART 362	ADX	Native American Art (4 cr.)*
ETHS 380	CD	Immigrant Narratives: Migration, Border, and Identities (4 cr.)*
ETHS/SOC 385	2DG	Bridging Borders: US/Mexican Immigration (4 cr.)*
ETHS/ENG/WS 415A	CDQ	Black Women Writers (4 cr.)*
ETHS/COMMS 430B		Communications in Afro-American Communities (3 cr.)
ETHS/ENG 443A	CDQ	Focused Study: The Passing Narrative in Ethnic American Literature (4 cr.)*
ETHS/ENG 443B	CDX	Focused Study: Ethnic American Studies: Slavery (4 cr.)*
ETHS 479		Independent Study (1-4 cr.)*
ETHS 480B/ HIST 361	3D	Freedom Rides: The Civil Rights Era (4 cr.)*
ETHS 480C/PHIL 307	2DP	Philosophy of Martin Luther King, Jr. (4 cr.)*
ETHS 480D/RS 356	2GR	The Challenge of Islam (4 cr.)*
ETHS 480H/RS 308		Black Theologies and the Dismantling of Racism I (2 cr.)*
ETHS 480I/RS 309	2DR	Black Theologies and the Dismantling of Racism II (2 cr.)*
ETHS 480J/RS 351	2D	Native American Spirituality (4 cr.)*
ETHS 481/ENG 480A/WS 480	GQU	Contemporary Global Feminisms (4 cr.)*

* Course has prerequisites.

ETHNIC STUDIES

At least 12 credits of the electives must be at the 300-400 level.

Independent Study projects and unlisted electives must be pre-approved by the Ethnic Studies Program Director. The electives should be chosen from two or more disciplinary fields cross-listed with Ethnic Studies, with no more than four courses from one of these fields.

NOTES ON THE MAJOR:

1. Ethnic Studies majors are required to maintain at least a 2.5 GPA in Ethnic Studies courses. An Ethnic Studies course in which a student receives a grade below “CD” will not be counted toward the major.
2. Transfer students must earn at least 12 credits in Ethnic Studies at Edgewood College. Documentation, such as catalog descriptions and/or syllabi, may be required for transfer credit approval.

For more information about the Ethnic Studies major, please contact:

Ethnic Studies Program

ethnicstudies@edgewood.edu

608.663.2215

<http://mutlicultural.edgewood.edu>

ETHNIC STUDIES MINOR

A minimum of 20 credits are required and must include:

Required Courses:

ETHS 201	DJ	Introduction to Ethnic Studies (4 cr.)
ETHS 390	KU	Theories and Methods in Ethnic Studies (4 cr.)*

**Course has prerequisites.*

A minimum of 12 additional credits in approved electives:

ETHS 150A	1D	Diverse Landscapes in U.S. Culture (4 cr.)*
ETHS 150B	1D	Rethinking the Border: Racial Fault Lines in the History of U.S. Immigration (3 cr.)*
ETHS/ED 200	D	Education and Identity in a Pluralistic Society (3 cr.)*
PHIL200/CJ 200/ETHS 202	DP	Philosophy and Mass Incarceration (4 cr.)*
ETHS/HIST 204	DH	History of American Social Movements (4 cr.)
ETHS/ANTH 222	GJ	Introduction to Cultural Anthropology (4 cr.)
ETHS/ENG 242	CDX	Literature of American Minorities (4 cr.)*
ETHS 250B/ENG 260A	CDX	Themes: American Slave Narratives (4 cr.)*
ETHS 250C/ ENG 250B	CD	Faulkner & Morrison: Slavery’s Legacy (4 cr.)*
ETHS/ENG 250D	CDX	Themes: Multi-Ethnic American Graphic Novel (4 cr.)*
ETHS/ED 262		Foundations of ESL & Bilingual Education (3 cr.)*
ETHS/ART 264	ADU	Multicultural Art in the U.S.A. (4 cr.)
ETHS 271/HIST 251	2DH	Asian American Experience (4 cr.)*
ETHS 271B/HIST 271	H	African Americans and Film (4 cr.)
ETHS 301/THA 301A	BD	Tap Dance: Technique and Multicultural Perspective (3 cr.)
ETHS/SOC 309	D	Race and Ethnicity (4 cr.)*
ETHS/COMMS 317	D	Intercultural Communication (3 cr.)

ETHNIC STUDIES

ETHS/ENG 325A	CDQ	Asian American Writers (4 cr.)*
ETHS/RS/WS 344	DQR	Women and Multicultural Theologies (4 cr.)*
ETHS/ART 362	ADX	Native American Art (4 cr.)*
ETHS 380	CD	Immigrant Narratives: Migration, Border, and Identities (4 cr.)*
ETHS 382/PSY 382	D	Multicultural Counseling (4 cr.)*
ETHS/SOC 385	2DG	Bridging Borders: US/Mexican Immigration (4 cr.)*
ETHS/ENG/WS 415A	CDQ	Black Women Writers (4 cr.)*
ETHS/COMMS 430B		Communications in Afro-American Communities (3 cr.)
ETHS/ENG 443A	CDQ	Focused Study: The Passing Narrative in Ethnic American Literature (4 cr.)*
ETHS/ENG 443B	CDX	Focused Study: Ethnic American Studies: Slavery (4 cr.)*
ETHS 479		Independent Study (1-4 cr.)*
ETHS 480B/ HIST 361	3D	Freedom Rides: The Civil Rights Era (4 cr.)*
ETHS 480C/PHIL 307	2DP	Philosophy of Martin Luther King, Jr. (4 cr.)*
ETHS 480D/RS 356	2GR	The Challenge of Islam (4 cr.)*
ETHS 480H/RS 308		Black Theology and the Dismantling of Racism I (2 cr.)*
ETHS 480I/RS 309	2DR	Black Theology and the Dismantling of Racism II (2 cr.)*
ETHS 480J/RS 351	2D	Native American Spirituality (4 cr.)*
ETHS 481/ENG 480A/WS 480	GQU	Contemporary Global Feminisms (4 cr.)*
ETHS 495A	3	Ethnic Studies Internship Seminar (1 cr.)*
ETHS 495B		Ethnic Studies Internship (3 cr.)*
ETHS 490	X	Senior Seminar in Ethnic Studies (4 cr.)*

*Course has prerequisites.

At least three credits of the electives must be at the 300-400 level.

Independent Study projects and unlisted electives must be pre-approved by the Ethnic Studies Program Director.

Students must be concurrently enrolled in ETHS 495A 3 and ETHS 495B. If a student's major also requires an internship course or experience, the student may choose to complete ETHS 495B through the internship course (1-3 credits) in the major when all of the following conditions are met:

1. The internship experience must fulfill the course objectives for ETHS 495B and,
2. The student must be concurrently enrolled in ETHS 495A and an approved internship course (1-3 credits) in the major.

NOTES ON THE MINOR:

1. Ethnic Studies minors are required to maintain at least a 2.5 GPA in Ethnic Studies courses. An Ethnic Studies course in which a student receives a grade below "CD" will not be counted toward the minor.
2. Transfer students must earn at least 12 credits in Ethnic Studies at Edgewood College. Documentation, such as catalog descriptions and/or syllabi, may be required for transfer credit approval.

For more information about the Ethnic Studies minor, please contact:

Ethnic Studies Program

ethnicstudies@edgewood.edu

608.663.2215

<http://multicultural.edgewood.edu>

GLOBAL STUDIES

The Global Studies minor is an interdisciplinary program that analyzes global issues and cultures, societies, histories, and political and economic systems in a comparative global context. It is designed to enhance students' understanding of diverse cultures, global issues, and other languages. It seeks to prepare students to live in and contribute to the complex, interconnected world of the 21st century by providing them with the knowledge, skills, and attitudes to understand and serve others. To meet this objective, the minor will integrate language competency and global/intercultural studies to give students the tools they need to become engaged citizens in the local/national/global communities they enter after graduation. This minor adds an international perspective to any major.

GLOBAL STUDIES MINOR

A minimum of 23 credits is required.

Required Courses:

GS 101	GU	Introduction to Global Studies
World Language like FREN or SPAN 201	GL	Third Semester French or higher• * OR a third semester college-level world language course from another institution that meets program requirements

•*or equivalency*

**course has prerequisites*

Interdisciplinary Electives:

Students, in consultation with their advisor, must select a minimum of 15 additional credits. Additionally, students must select a minimum of four courses from at least three of the following thematic areas: Global Culture and Arts, Global Society and Tradition, Global Economy and Politics, or Global Science and Sustainability.

Global Culture and Arts:

ART 126	AG	Art of the Western World
ART 250	AGU	Art of Africa, Oceania & the Americas
ART 254	AGX	Modern Art in Europe and the United States*
ART 271	AG	History of Photography
ART 352	2DG	Mexican and Mexican American Art, Music and Culture: The Development of Ethnic Identities
ENG 270	CGX	Introduction to World Literature
ENG 270A	CGX	World Literatures in English: Studies in the Epic
ENG 370A	CGX	World Literatures in English: Modern Irish Literature*
ENG 370B	CGX	World Literatures in English: Postcolonial Fiction*
ENG 470		Focused Study of World Literature
FREN 332	G	Contemporary Francophone Culture*
FREN 429	CG	Introduction to French Literature (19& 20 th century)*
FREN 437A	CGQ	Literary Movements of Modern France*
FREN 438	CG	Francophone Literature*
GS/WS 235	AGQ	Women in World Cinema
GS 370		London: Theatre & Art History*
GS 371	2AG	London: Theatre & Art History*
MUS 155	AGX	World Music*
SPAN 433		Contemporary Culture*

GLOBAL STUDIES

SPAN 437	CG	Spanish American Literature*
SPAN 438	CG	Contemporary Literature*
SPAN 480A	CGQ	Special Topics: Women Writers of Spain*

**course has prerequisites*

Other approved courses in consultation with the faculty advisor of the Global Studies Minor.

Global Society and Tradition:

ANTH 222	GJ	Introduction to Cultural Anthropology
ANTH 346		Myth and Shamanism
ANTH 366		Anthropology of Sex and Gender
FREN 314	G	Language in the Media*
		OR
FREN 414		Advanced Language in the Media
FREN 316	G	Language and the Francophone World*
		OR
FREN 416	G	Advanced Language and the Francophone World*
FREN 333	G	Film and Society*
FREN 431	GH	French Civilization*
GS 211		Latin American Women
HIST 111	GH	East Asian History
HIST 115	H	Europe and the World
HIST 117	GH	Modern China
HIST 120	GH	World Civilization since 1500
HIST 221	GH	Modern Japan
HIST 240	H	The Middle East
HIST 284	GH	People's Republic of China
HIST 310A/310B	2GH	China: Tradition and Transformation*
HIST 312	GHU	China and the West
HIST 375		World War II
RS 225	GR	Religious and Spiritual Traditions of the World
RS 330	GR	The Evolution of Global Christianity*
RS 356	2GR	The Challenge of Islam
RS 365		Religions of the East
SPAN 314	G	Language in the Media*
		OR
SPAN 414	G	Advanced Language in the Media*
SPAN 318	G	Language in the Hispanic World*
		OR
SPAN 418		Advanced Language and the Hispanic World*

GLOBAL STUDIES

SPAN 331	G	Spanish Civilization*
SPAN 332		Latin American Civilization*
SPAN 336	G	Film and Society*
SPAN 380	G	Special Topics: Mexico ayer y hoy*
SPAN 480B	DG	Special Topics: Immigration and Social Change*
WS 480	GQU	Senior Seminar *

**course has prerequisites*

Other approved courses in consultation with the faculty advisor of the Global Studies Minor.

Global Economy and Politics:

ECON 255	G	Principles of Macroeconomics
ECON 290	GJ	The Global Economy
ECON 310A	G	Special Topics: Development and Social Programs in Modern Mexico
ECON 325		Environmental Economics
ECON 330	GJ	Comparative Economic Systems
ECON 450		International Economics*
ECON 460		Money, Banking and Capital Markets*
ETHS/SOC 385	2DG	Bridging Borders: US/Mexican Immigration (4 cr.)*
GS 115	1G	Many Mexicos*
GS/LAS 380/381	2G	El Salvador: The Land and The People
PHIL 109	GP	Human Rights: The Global Struggle*
PHIL 306	GP	Philosophy of Peace with Justice*
PS 210	GJ	Introduction to International Relations
PS 275	GJ	Introduction to Comparative Politics
PS 387	JU	American Foreign Policy
PS 380	GJ	Politics of Latin America
PS 381	GJ	Politics of Europe
PS 384	GJ	Politics of the Middle East
PS 481		Seminar in International Relations
RS 307	2GR	Liberation Theologies in Latin America*

**course has prerequisites*

Other approved courses in consultation with the faculty advisor of the Global Studies Minor.

Global Science and Sustainability:

BIO 333	E	Ecological History of Civilization*
BIO 369	2EG	Special Topics: Galapagos*
ENVS 330	2EG	Sustainability: Global-Local Connections

GLOBAL STUDIES

ENVS 216	EV	Environmental Geology
GEOS 102	S	Introduction to Earth Science*
GEOS 103	S	Oceans and Atmosphere*

**course has prerequisites*

Other approved courses in consultation with the faculty advisor of the Global Studies Minor.

POLICIES

With pre-approval, students are encouraged to use study abroad courses to partially fulfill the minor. Students may also take preapproved UW courses through the Collaborative Program.

The Global Studies minor requires that students take a minimum of eight credits at Edgewood College.

For more information, contact Andrea Byrum in the Center for Global Education: byrum@edgewood.edu or by telephone at 608.663.2261

INDIVIDUALIZED MAJOR

The Individualized Major or Minor (IM) offers students the opportunity to create a curriculum around their own academic interests and life goals. Students use the Individualized Program to develop integrative majors or minors that Edgewood does not offer, or they use the program to add a specialized, integrative minor to a current major. The Individualized Program is a good option when students have interdisciplinary goals that are not possible to achieve with an existing Edgewood College major or minor, and when students want to pursue a major or minor we do not have in the catalogue, but for which we have relevant courses available. It is not an appropriate choice when students do not have a clear sense of purpose, or when students are approaching graduation without another workable plan. Students contemplating an Individualized Major or Minor will need to do some careful planning in order for it to be approved. Students should begin planning as early as possible to develop their academic plan. It is the student's responsibility to initiate the proposal, do the needed research, and write a proposal narrative that will be compelling to the IM Review Committee.

INDIVIDUALIZED MAJOR OR MINOR

THE PROCESS FOR DEVELOPING A MAJOR OR MINOR

STEP ONE: Formulating an Idea and Expressing Interest

- a. Students contemplating an Individualized IM should start by organizing their ideas and reviewing the Edgewood College catalog for course descriptions that match their interests. Courses transferred from other colleges may be used as well, so students should also gather information on transferable courses that might match their interests. Researching what other institutions offer in areas related to the student's interest is also an important part of the idea formation process.
- b. Once students have an idea (or several ideas) for the scope of the IM, they should talk with their current advisor to share their ideas, and be referred to the Dean of the School of Integrative Studies (SoIS) who can provide more detailed information about the IM process.

STEP TWO: Exploring the Feasibility of the Major/Minor

- c. The Dean of the SoIS (or designee) will either connect the student with an appropriate faculty member, or organize a meeting with appropriate faculty members to enlist the disciplinary expertise that can best inform the development of the IM. The faculty member(s) can assist the student in determining the best route to pursue and determine who can serve as a student's IM advisor. Ultimately, this step is about determining the feasibility of the developing ideas, and identifying the best route to take to meet both student needs and academic integrity.

STEP THREE: Proposal Development

- d. Students should then meet with their IM advisor to begin working on their proposal (see accompanying materials on pp.5-7 of this packet). Students and their advisors will need to do the following:
 - i. Review catalogs from institutions offering a major/minor similar to the one the student is interested in to see what kinds of courses may be used to fulfill requirements at the lower and upper levels.
 - ii. Determine if courses will need to be taken at another institution, e.g., Madison College or University of Wisconsin-Madison.
 - iii. Consider if some courses will need to be fulfilled through Independent Study
 - iv. Propose a plan for fulfilling the COR 3 General Education requirement (majors only)
 - v. Determine how inquiry-based/experiential learning will be a component (majors only)
 - vi. Determine what courses will be taken and when by mapping out a degree plan
 - vii. Consider how the major/minor will achieve coherence and academic rigor
 - viii. Explore if it could be valuable to consult additional faculty members and/or community partners as part of the planning process
- e. The first step in the proposal development process is to develop a proposal outline. A proposal outline offers a sketch or bulleted ideas following the format of the narrative (see guidelines on page 7 of this packet). Once the student and the IM advisor are comfortable with the outline the student should initiate the scheduling of an initial feedback meeting with the Dean of the SoIS, or designee.

INDIVIDUALIZED MAJOR

STEP FOUR: Submission of Proposal

- f. After getting feedback on their proposal outline, students will finalize their application making sure to follow the policies printed in the college catalog and in accordance with the Individualized Major/Minor checklist using the Individualized Major/Minor forms. The proposal should be submitted to the Dean of SoIS, (or designee), who will then distribute it to the IM Review Committee. Accompanying the student's proposal should be the IM advisor's letter of recommendation for the student, which will address the reasoning behind the application and how the major or minor supports the student's learning goals.

STEP FIVE: Review and Presentation of Proposal

- g. After the proposal has been submitted, the Dean of the SoIS or designee will schedule a meeting to review the proposal. For Individualized Major proposals the student and the IM advisor will meet with the Review Committee to present and discuss the proposal. After the discussion with the student and IM advisor concludes, the Review Committee will consider the proposal. For minors, the student and IM advisor need not be present unless requested by at least one member of the Review Committee. The SoIS Dean (or designee) will communicate feedback from the Review Committee to the student and IM faculty advisor within a week. Please note that the Review Committee consists of the Dean of SoIS, a faculty representative from the Undergraduate Curriculum Committee, an at-large faculty member with interdisciplinary expertise and the Registrar.

STEP SIX: Review and Presentation of Proposal

- h. The Review Committee will either approve, conditionally approve, or not accept the proposal. If conditionally approved, revisions need to be made and resubmitted to the Review Committee through the Dean of the SoIS or designee. If the proposal is not accepted the student can choose to meet with the SoIS Dean, or designee, to get feedback and explore alternatives.
- i. Any changes to the approved course map must be communicated to and approved by both the student's IM advisor and the Dean of the SoIS in advance of making the changes.

LATIN AMERICAN STUDIES

The Latin American Studies minor offers students the opportunity for an interdisciplinary study of the social, cultural, political and economic traditions and contemporary realities of Latin American countries and people. It draws on faculty expertise from disciplines like art, biology, economics, nursing, political science, religious studies, music, sociology and Spanish language and culture. Students will develop a broad knowledge through courses offered in several disciplines or programs, as well as language training. The minor is appropriate for students in any major who want a complementary concentration in the region. It provides excellent preparation for professional careers, graduate studies and personal enrichment.

LATIN AMERICAN STUDIES MINOR

A minimum of 20 credits is required.

Language Requirement:

Students will need to complete four credits of intermediate Spanish/Portuguese language study. This can be fulfilled by Spanish 202, Fourth Semester Spanish, or proof of equivalent proficiency. Since Edgewood College doesn't offer courses in Portuguese, students must transfer in a fourth semester college course or show equivalency proficiency. Students also pursuing a Spanish major or minor need to complete one 300-level language course.

Required Course:

GS 111	G	Introduction to Latin American Studies
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3 Courses or 12 Credits (minimum) of Interdisciplinary Electives:

ART 352	2DG	Mexican and Mexican-American Art, Music and Culture: The Development of Ethnic Identities
BIO 369	2EG	Special Topics: Galapagos*
ECON 310A	G	Special Topics: Development and Social Program in Modern Mexico
ENVS 330	2EG	Sustainability: Global-Local Connections*
ETHS/SOC 385	2DG	Bridging Borders: US/Mexican Immigration (4 cr.)*
GS 115	1G	Many Mexicos*
GS 211		Latin American Women
GS/LAS 380/381	2G	El Salvador: The Land & The People*
PS 380	GJ	Politics of Latin America
RS 307	2GR	Liberation Theologies in Latin America*

**course has prerequisites*

Students who are either native or heritage speakers or show language proficiency without ever taking a language course at Edgewood College will need sixteen credits of electives.

Spanish majors or minors can take one of the following courses in the Foreign Language Department to count as an Interdisciplinary Elective for the Latin American Studies Minor:

SPAN 332		Latin American Civilization*
SPAN 336	G	Film and Society*
SPAN 380		Special Topics*
SPAN 433		Contemporary Culture (depending on topic)*
SPAN 437	CG	Spanish American Literature*
SPAN 438	CG	Contemporary Literature (depending on topic)*
SPAN 480B	DG	Special Topics: Immigration and Social Change*

**course has prerequisites*

LATIN AMERICAN STUDIES

POLICIES

With pre-approval, students are encouraged to use study abroad courses to partially fulfill the minor. Students may also take preapproved UW courses through the Collaborative Program.

The Latin American Studies minor requires that students take a minimum of eight credits at Edgewood College.

For more information, contact Andrea Byrum in the Center for Global Education at byrum@edgewood.edu or 608.663.2261.

WOMEN'S AND GENDER STUDIES

WOMEN'S AND GENDER STUDIES MINOR

The Women's and Gender Studies minor is administered by the School of Integrative Studies.

Women's and Gender Studies is an interdisciplinary program in which students explore feminist theoretical perspectives and the critical role of categories of sex, gender, and sexuality. Such explorations are always made within intersectional frameworks. Developed to enable the study of history, experiences, and contributions of women to various fields of learning, and expanded to consider the larger implications of gender, sex, and sexuality, the Women's and Gender Studies minor is both interdisciplinary and integrative, engaging students, faculty and staff through coursework, community-based learning, and campus-wide programming. Courses in the program are frequently co-taught so that students experience the material through the methodological and intellectual lenses of more than one faculty area of expertise, and students are encouraged to participate in internships, special projects, and individualized research. Each March, the program offers a range of programming and activities in celebration of Women's History Month and each October the program works with partners on campus to celebrate LGBTQ+ History Month. In addition, the Women's and Gender Studies minor promotes various year-round, co-curricular initiatives, sometimes in conjunction with other departments and programs.

Women's and Gender Studies offers a minor consisting of designated courses in several departments and within the program.

The program enables students to demonstrate knowledge of:

1. Roles, contributions, experiences, and perspectives of diverse women.
2. Theories of gender and ways that gender shapes human experience.
3. Ways in which race, class, ethnicity, sexual orientation, and other social positions affect how gender is experienced.

The minor consists of 20 credits, to include:

Required Courses:

WS 204A	CPQ	Introduction to Women's and Gender Studies OR
WS 204B	CJQ	Introduction to Women's and Gender Studies
WS 480/ENG 480A/ETHS 481	GQU	Senior Seminar: Contemporary Global Feminisms OR
WS 480C	QU	Senior Seminar: Feminist Theory

Twelve additional credits from WS designated courses:

WS 104/PHIL 104A	PQU	Ethics of Love and Marriage
WS 158/MUS 158	AQX	Women in Music
WS 206/PHIL 106	PQU	Philosophy and Gender
WS 207/SOC 207	DJQ	Introduction to LGBTQ+ Studies
WS 215/ENG 215	CQX	Women Writers
WS 224/ENG 224	CQX	Topics in Literature and Gender
WS 235/GS 235	AGQ	Women in World Cinema
WS 252/ART 252	AQX	History of Women Artists: Europe & North America
WS 258/MUS 258	QX	Women in Music: Writing the Next Chapter (Honors)
WS 323/SOC 323	DJQ	Family and Society
WS 325/COMMS 325	JKQ	Gender, Culture and Communication
WS 344/RS 344/ETHS 344	DQR	Women and Multicultural Theologies
WS 360/HIST 360		The History of Women in North America
WS 362/HIST 362		19 th Century American Homophobia

WOMEN'S AND GENDER STUDIES

WS 365/SOC 365	JQ	Women and Society
WS 379		Independent Study: Women's and Gender Studies
WS 389/PSY 389	2Q	Psychology of Men and Masculinities
WS 415A/ ENG 415A/ETHS 415A	CDQ	Black Women Writers
WS 437/FREN 437A	CGQ	Literary Movements of Modern France: Women's Writers
WS 479		Independent Study: Women's and Gender Studies
WS 490		Women's & Gender Studies Internship

SOCIAL INNOVATION AND SUSTAINABILITY LEADERSHIP

MASTER OF ARTS IN SOCIAL INNOVATION AND SUSTAINABILITY LEADERSHIP

MISSION

The mission of the Social Innovation and Sustainability Leadership Program (SUST) is to: *Together, Create Well-Being for All.*

The Program supports and facilitates the ongoing development of the skills, knowledge, mindset, and relationships needed to be effective and collaborative leaders in our organizations and in our communities. The Program views leadership as a participatory approach where all of us are seen as change makers, working with others to create a just, inclusive, and sustainable world through bridging the three divides described below.*

1. The divide between self and our highest potential.
How do we become the most effective leader possible and co-create social, economical, and ecological well-being in our organizations and communities?
2. The divide between self and others
How do we strengthen relationship with other individuals and groups so that we can have a more equitable and inclusive world?
3. The divide between self and nature
How do we create organizational, social, and economic systems that are in harmony with natural systems?

Students will learn and apply:

- Tools and frameworks to facilitate systemic community, organizational, and personal change
- New and emerging models of ecological, social, and economic sustainability and well-being
- Examples of organizations and communities working toward sustainable well-being
- Tools for cross-sector collaboration

The program takes a hands-on, applied approach through the creation and implementation of social innovation projects and initiatives as a central part of each Social Innovation & Sustainability Leadership course. You will identify a social innovation project in collaboration with an organizational or community partner, and course instructors. The project can last one or more terms depending on your interest, needs of the organization or community, and scope of the project.

Students enter the Social Innovation and Sustainability Leadership program with a wide variety of degrees and professional backgrounds. There is not a prerequisite field of study or professional experience needed to succeed in the program. Courses accommodate traditional students as well as working professionals. Required courses are taken in-person with a cohort of peers. The coursework, including the capstone course, allows you to specialize in your field of interest, such as business, social entrepreneurship, non-profit management, organizational development, education, healthcare public administration, international community development, and more. Contact us to determine a schedule that fits with your personal and professional goals and responsibilities.

The intentionally small number of students in each cohort (12-15) allows you to develop deep relationships with community partners, instructors, and fellow students. Students come with a variety of educational and professional backgrounds.

ADMISSIONS REQUIREMENTS

Admission to the Masters of Art in Social Innovation and Sustainability Leadership program is determined by assessment of the candidate's academic qualifications, work experience, and interest in the field.

1. Complete and submit graduate application and fee to Edgewood College.
2. Submit official transcripts for all undergraduate and graduate academic credits received from United States, regionally accredited or equivalent post-secondary institutions.
3. Each applicant must participate in an interview conducted by the Director of the Social Innovation & Sustainability Leadership Program. This interview may be done in person, over the telephone, or internet.
4. Submit a 2-3 page essay answering two questions: Why are you interested in the Social Innovation & Sustainability Leadership Program? How do you see the Program supporting your professional and/or personal goals? Are there specific items you are hoping to learn or gain through the Program? What background and interests do you bring to the Social Innovation &

SOCIAL INNOVATION AND SUSTAINABILITY LEADERSHIP

Sustainability Leadership Program? Students can write and submit their essay online or as an attachment in an email. Completed essays can be emailed to gps@edgewood.edu. Students should include their full name, email address and telephone number.

5. Submit at least one letter of recommendation from a college or university professor, supervisor, and/or professional colleague who can speak to the applicant's potential for success in the Social Innovation & Sustainability Leadership program.

PROGRAM REQUIREMENTS

Required Courses:

SUST 650	Foundations of Leadership and Change*
SUST 651	Innovation for Ecological Sustainability*
SUST 652	Innovation for Social and Economic Sustainability*
SUST 751	Urban Community-Based Development
SUST 752	Innovative Leadership in Community Well-being
SUST 759	Social Innovation and Sustainability Leadership Capstone*

**course has prerequisites*

SUST 759 is divided into SUST 759A, SUST 759B, and SUST 759C. Each course is worth 1 credit, and all three courses are needed to complete the SUST 759 requirement. Students can opt to take all three courses in one term or spread the courses over two or three terms.

Additional requirements for the master's program:

12 credits composed of the following electives:

SUST 745	Intl Engagement: Sustainable Community Wellbeing I
SUST 746	Intl Engagement: Sustainable Community Wellbeing II
HIR 685	Special Topics in Social Innovation and Sustainability Leadership
PHIL 604	Professional Ethics
IC 850	Studies in Change
BUS 603	Organizational Development and Behavior
BUS 606	Strategic Marketing*
BUS 616	Business Ethics
BUS 712	Investments
BUS 719	Personal Financial Planning
BUS 738	Entrepreneurship*
BUS 751	Market Research
BUS 755	Consumer Behavior*
BUS 761	Quality Improvement Methods
BUS 762	Quality as Business Strategy
BUS 785	Health Policy and Law
BUS 788	Principles of Health Insurance
BUS 792A and	International Study Tour*

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BUS 792B

ED 601	Foundations of Instruction
ED 618	Diversity/Culture/Literacy
ED 620	Leadership and Organization
NRS 625	Healthcare Systems & Policy
NRS 635	Foundations of the Healthcare System
NRS 810	Population Health and Health Policy
NRS 820	Health Care Service Quality
PSY 603	Organizational Interventions
PSY 606	Adult Learning and Organizational Development
PSY 619	Leadership
PSY 732	Individual and Team Interventions
PSY 735	Organizational Analysis
PSY 801	Consulting in Organizations

**course has prerequisites*

Electives from the University of Wisconsin Sustainable Management Graduate Program (up to 9 credits may apply, at the discretion of the Program Director):

SMGT 720	Applied Research and the Triple Bottom Line
SMGT 730	Policy, Law, and the Ethics of Sustainability
SMGT 740	Economics of Sustainability
SMGT 760	Geopolitical Systems – Decision Making for Sustainability on the Local, State, and National Level
SMGT 782	Supply Chain Management
SMGT 784	Sustainable Water Management
SMGT 785	Waste Management and Resource Recovery

Elective courses offered by partner organizations (up to 6 credits can be applied):

PDSU 7003	Yahara Watershed Academy
PDSU 9003	Permaculture Design Certificate

GRADUATE CERTIFICATE IN SOCIAL INNOVATION & SUSTAINABILITY LEADERSHIP

MISSION

The mission of the Social Innovation & Sustainability Leadership (SISL) is to: *Together, Create Well-Being for All.*

The Program supports and facilitates the ongoing development of the skills, knowledge, mindset, and relationships needed to be effective and collaborative leaders in our organizations and in our communities. The Program views leadership as a participatory approach where all of us are seen as changemakers, working with others to create a just, inclusive, and sustainable world through bridging the three divides described below.*

1. The divide between self and our highest potential.
How do we become the most effective leader possible and co-create social, economical, and ecological well-being in our organizations and communities?
2. The divide between self and others
How do we strengthen relationship with other individuals and groups so that we can have a more equitable and inclusive world?

SOCIAL INNOVATION AND SUSTAINABILITY LEADERSHIP

3. The divide between self and nature

How do we create organizational, social, and economic systems that are in harmony with natural systems?

PROGRAM OVERVIEW

- Interdisciplinary, real-world approach framed by three aspects of leadership, social innovation, sustainability, ecological well-being, social justice and economic well-being.
- A 12-credit, cohort-based program that brings together students from a variety of backgrounds and experiences to create a rich and diverse community of learners.
- Classes scheduled to accommodate working professionals and designed to meet the needs of adult learners.
- Unique structure including an initial 7-day living/learning immersion experience, group projects, bimonthly Saturday classes during the academic year, and an individual, integrative sustainability project for your organization or community.
- Courses led by highly qualified Edgewood College faculty and key community partners.

ADMISSIONS REQUIREMENTS

Admission to the Graduate Certificate in Social Innovation & Sustainability Leadership program is determined by an assessment of the candidate's academic qualifications, work experience and interest in the field.

1. Complete and submit graduate application and fee to Edgewood College.
2. Submit official transcripts for all undergraduate and graduate academic credits received from United States, regionally accredited or equivalent post-secondary institutions.
3. Each applicant must participate in an interview conducted by the Director of Social Innovation & Sustainability Leadership Program. This interview may be done in person or over the telephone.
4. Submit a 2-3 page essay answering the questions: Why are you interested in the Social Innovation & Sustainability Leadership Program? How do you see the Program supporting your professional and/or personal goals? Are there specific items you are hoping to learn or gain through the Program? What background and interests do you bring to the Social Innovation & Sustainability Leadership Program? Students can write and submit their essay online or as an attachment in an email. Completed essays can be emailed to gps@edgewood.edu. Students should include their full name, email address and telephone number.
5. Submit at least one letter of recommendation from a college or university professor, supervisor, and/or professional colleague who can speak to the applicant's potential for success in the Social Innovation & Sustainability Leadership program.

PROGRAM REQUIREMENTS

The graduate certificate in Social Innovation & Sustainability Leadership requires a minimum of 12 credits to include:

Required Courses:

SUST 650	Foundations of Leadership and Change*
SUST 651	Innovation for Ecological Sustainability*
SUST 652	Innovation for Social and Economic Sustainability*

**course has prerequisites*

COURSE SEQUENCING

Students in their first semester of the program will take SUST 650, Foundations of Leadership and Change*.

Students in their second semester of the program will take SUST 651, Innovation for Ecological Sustainability*.

Students in their third and final semester of the program will take SUST 652, Innovation for Social and Economic Sustainability*.

FINANCIAL ASSISTANCE

A limited number of scholarships are available. Separate scholarship application materials are required. Please contact Stephan Gilchrist at sgilchrist@edgewood.edu or 608.663.6691 for further information.

ADVISING

Social Innovation & Sustainability Leadership students meet with the program advisor upon admission to discuss program development.

SOCIAL INNOVATION AND SUSTAINABILITY LEADERSHIP

ACCELERATED MASTER'S PATHWAY IN SOCIAL INNOVATION & SUSTAINABILITY LEADERSHIP FOR UNDERGRADUATE STUDENTS

MISSION

The mission of the Social Innovation & Sustainability Leadership Program (SUST) is to: *Together, Create Well-Being for All.*

The Program is available to undergraduate students at Edgewood College and supports and facilitates the ongoing development of the skills, knowledge, mindset, and relationships needed to be effective and collaborative leaders in our organizations and in our communities. The Program views leadership as a participatory approach where all of us are seen as change makers, working with others to create a just, inclusive, and sustainable world through bridging the three divides described below.*

1. The divide between self and our highest potential:
How do we become the most effective leader possible and co-create social, economical, and ecological well-being in our organizations and communities?
2. The divide between self and others:
How do we strengthen relationship with other individuals and groups so that we can have a more equitable and inclusive world?
3. The divide between self and nature:
How do we create organizational, social, and economic systems that are in harmony with natural systems?

You will learn and apply:

- Tools and frameworks to facilitate systemic community, organizational, and personal change
- New and emerging models of ecological, social, and economic sustainability and well-being
- Examples of organizations and communities working toward sustainable well-being
- Tools for cross-sector collaboration

The program takes a hands-on, applied approach through the creation and implementation of social innovation projects and initiatives as a central part of each Social Innovation & Sustainability Leadership course. You will identify a social innovation project in collaboration with an organizational or community partner, and course instructors. The project can last one or more terms depending on your interest, needs of the organization or community, and scope of the project.

Students enter the Social Innovation & Sustainability Leadership program with a wide variety of degrees and professional backgrounds. There is not a prerequisite field of study or professional experience needed to succeed in the program. Courses accommodate traditional students as well as working professionals. Required courses are taken in-person with a cohort of peers. The coursework, including the capstone course, allows you to specialize in your field of interest, such as business, social entrepreneurship, non-profit management, organizational development, education, healthcare public administration, international community development, and more. Contact us to determine a schedule that fits with your personal and professional goals and responsibilities.

The intentionally small number of students in each cohort (12-15) allows you to develop deep relationships with community partners, instructors, and fellow students. Students come with a variety of educational and professional backgrounds.

Traditional undergraduate students at Edgewood College have the opportunity to begin a Master of Arts in Social Innovation & Sustainability Leadership while an undergraduate. The Accelerated Master's Pathway allows students who are juniors or seniors, and who have the approval of their advisor and/or program chair, to take 12 credits (3 courses) of the Social Innovation & Sustainability Leadership Program while an undergraduate in order to earn a Master of Arts within one calendar year of completing an undergraduate degree. These 12 credits can count as electives for an undergraduate major or minor while fulfilling the first three required courses of the graduate program. The courses are SUST 650, SUST 651, and SUST 652. For more information, contact your advisor or Stephan Gilchrist, Social Innovation & Sustainability Leadership Program Director at sgilchrist@edgewood.edu or 608-663-6991.

SOCIAL INNOVATION AND SUSTAINABILITY LEADERSHIP

ADMISSIONS REQUIREMENTS

Admission to the Accelerated Master's Pathway Social Innovation & Sustainability Leadership program is determined by assessment of the candidate's academic qualifications, work experience, and interest in the field. Along with the assessment, undergraduate students are required to receive approval from their undergraduate advisor and/or their program chair regarding eligibility and acceptance of courses toward their undergraduate degrees.

1. Current GPA of 2.75 or higher.
2. Completed ENG 110 and COMMS 100.
3. Student's credit load does not exceed 16 credit hours per term while enrolled in SUST 650, SUST 651, and SUST 652.
4. Standing as a junior or senior.
5. Each applicant must participate in an interview conducted by the Director of the Social Innovation & Sustainability Leadership Program. This interview may be done in person, over the telephone, or internet.
6. Submit a 2-3 page essay answering two questions: Why are you interested in the Social Innovation & Sustainability Leadership Program? How do you see the Program supporting your professional and/or personal goals? Are there specific items you are hoping to learn or gain through the Program? What background and interests do you bring to the Social Innovation & Sustainability Leadership Program? Students can write and submit their essay online or as an attachment in an email. Completed essays can be emailed to gps@edgewood.edu. Students should include their full name, email address and telephone number.
7. Submit at least one letter of recommendation from a college or university professor, supervisor, and/or professional colleague who can speak to the applicant's potential for success in the Social Innovation & Sustainability Leadership Program.

PROGRAM REQUIREMENTS

Required Courses:

SUST 650	Foundations of Leadership and Change*
SUST 651	Innovation for Ecological Sustainability*
SUST 652	Innovation for Social and Economic Sustainability*
SUST 751	Urban Community-Based Development
SUST 752	Innovative Leadership in Community Well-being
SUST 759	Social Innovation and Sustainability Leadership Capstone* •

**course has prerequisites*

SUST 759 is divided into SUST 759A, SUST 759B, and SUST 759C. Each course is worth 1 credit, and all three courses are needed to complete the SUST 759 requirement. Students can opt to take all three courses in one term or spread the courses over two or three terms.

Additional requirements for the master's program:

12 credits composed of the following electives:

SUST 745	Intl Engagement: Sustainable Community Wellbeing I
SUST 746	Intl Engagement: Sustainable Community Wellbeing II
HIR 685	Special Topics in Social Innovation and Sustainability Leadership
PHIL 604	Professional Ethics
IC 850	Studies in Change
BUS 603	Organizational Development and Behavior
BUS 606	Strategic Marketing*

SOCIAL INNOVATION AND SUSTAINABILITY LEADERSHIP

BUS 616	Business Ethics
BUS 712	Investments
BUS 715	Personal Financial Planning
BUS 738	Entrepreneurship*
BUS 751	Market Research
BUS 755	Consumer Behavior*
BUS 761	Quality Improvement Methods
BUS 762	Quality as Business Strategy
BUS 785	Health Policy and Law
BUS 788	Principles of Health Insurance
BUS 792A and BUS 792B	International Study Tour*
ED 601	Foundations of Instruction
ED 618	Diversity/Culture/Literacy
ED 620	Leadership and Organization
NRS 625	Healthcare Systems & Policy
NRS 635	Foundations of the Healthcare System
NRS 810	Population Health and Health Policy
NRS 820	Health Care Service Quality
PSY 603	Organizational Interventions
PSY 606	Adult Learning and Organizational Development
PSY 619	Leadership
PSY 732	Individual and Team Interventions
PSY 735	Organizational Analysis
PSY 801	Consulting in Organizations

**course has prerequisites*

Electives from the University of Wisconsin Sustainable Management Graduate Program (up to 9 credits may apply, at the discretion of the Program Director):

- SMGT 720 Applied Research and the Triple Bottom Line
- SMGT 730 Policy, Law, and the Ethics of Sustainability
- SMGT 740 Economics of Sustainability
- SMGT 760 Geopolitical Systems – Decision Making for Sustainability on the Local, State, and National Level
- SMGT 782 Supply Chain Management
- SMGT 784 Sustainable Water Management
- SMGT 785 Waste Management and Resource Recovery

Elective courses offered by partner organizations (up to 6 credits can be applied):

- PDSU 7003 Yahara Watershed Academy
- PDSU 9003 Permaculture Design Certificate

**HENRY PREDOLIN
SCHOOL OF NURSING**

HENRY PREDOLIN SCHOOL OF NURSING

The Henry Predolin School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Wisconsin Board of Nursing. The School of Nursing at Edgewood College offers a variety of programs ranging from a Bachelor of Science degree that prepares individuals for entrance into the nursing profession, to a terminal degree (DNP) designed for current nursing leaders. The following degrees and certificates are offered by the School of Nursing:

UNDERGRADUATE PROGRAMS

Traditional Bachelor of Science in Nursing (BS)

12-Month Post-Baccalaureate Bachelor of Science in Nursing (BS)

GRADUATE PROGRAMS

Master of Science in Nursing (MSN) - Nursing Administration Concentration

Master of Science in Nursing (MSN) - Nursing Education Concentration

Graduate Nursing Certificate - Nursing Administration Concentration

Graduate Nursing Certificate - Nursing Education Concentration

Master of Science in Marriage and Family Therapy

DOCTORAL PROGRAM

Doctor of Nursing Practice in Leadership (DNP)

HENRY PREDOLIN SCHOOL OF NURSING MISSION STATEMENT

The Henry Predolin School of Nursing reflects the Mission of Edgewood College by locating professional nursing education within the context of a Catholic, liberal arts setting in the Dominican tradition. Nursing is a profession built on knowledge from nursing theory, research and practice, the humanities, and the natural and behavioral sciences. Students are educated in a dynamic interactive environment to be knowledgeable, accountable, responsible, ethical and culturally sensitive graduates who will become leaders in a changing and diverse healthcare environment.

HENRY PREDOLIN SCHOOL OF NURSING

UNDERGRADUATE PROGRAMS

TRADITIONAL BACHELOR OF SCIENCE IN NURSING

The School of Nursing offers an undergraduate major leading to the BS degree. There are 128 credits required for graduation, of which 53 are in the Nursing major.

PREREQUISITES FOR ADMISSION

Admission to the Traditional BS program requires a GPA of 2.75 in all courses that satisfy Edgewood College degree requirements and at least a 2.75 GPA in all required math and science courses. Required math and science courses must have been taken within 5 years of admission to the first nursing course for credit in the nursing major, unless they were part of a degree earned within the past 5 years. A grade of “C” or better is necessary in each required science and math course.

Students are admitted to the Traditional BS program in both Fall and Spring semesters. Students anticipating admission to the Traditional BS program for the Spring semester must complete their application between August 15 and October 1. Students anticipating admission to the Traditional BS program for the Fall semester must complete their application between November 15 and February 1. Candidates for admission are required to submit applications through the Nursing Centralized Application Services (NursingCAS) at <http://nursingcas.org/>. Students must submit all official transcripts and reference information to NursingCAS directly.

Applicants must have either completed or be in the process of completing at least 45 college credits in the semester they apply to the Traditional BS program.

These 45 credits must include the following courses (or their transfer equivalent):

- ENG 110 College Writing
- MATH 121 Statistics
- Two semesters of college-level foreign language or two years of high school foreign language (evaluated by the Registrar’s Office)
- PSY 101 General Psychology
- Four of the following science courses (or their transfer equivalent):
 - CHEM 110 Introductory Chemistry (must be completed at the time of application)
 - BIO 155 Human Cell Biology and Genetics (must be completed or in progress at the time of application)
 - BIO 210 Anatomy & Physiology I (must be completed or in progress at the time of application)
 - BIO 211 Anatomy & Physiology II (may be completed first term of program if microbiology was completed prior to program start)
 - BIO 312 Microbiology, including the lab component (may be completed first term of program if Anatomy and Physiology II was completed prior to program start)

Students who possess a baccalaureate degree in another field from a regionally-accredited institution are considered to have fulfilled all of Edgewood College’s General Education requirements, except foreign language, religious studies, COR 2, and COR 3. Post-baccalaureate students entering the Traditional BS program must meet all of the School of Nursing requirements for support courses in the major.

POLICIES FOR ADMISSION

Students apply for full admission to the School of Nursing’s Traditional BS program following the completion of certain prerequisite courses. Admission to the College does not imply or guarantee admission to the Traditional BS program.

The Nursing Admission Committee will review student records after applications are received. The Committee will admit the most qualified students based on cumulative GPA, science/math GPA, previous academic records, credits completed at Edgewood College, and the strength of supplemental admission criteria (faculty interviews/entrance exams/written statements).

Students may be disqualified from entering the Traditional BS program if their cumulative or science/math GPA drops below the required minimum in the semester before admission.

All students who are admitted to the Traditional BS program must have successfully completed a certified nursing assistant (CNA) course, passed the certification examination, and hold a current CNA license in order to begin nursing courses. Students must also hold CPR/AED certification, first aid certification, complete a Certified Background Check, and meet health requirements prior to beginning nursing courses.

Admission to the Traditional BS program is competitive; even students who meet the minimum requirements may not be admitted. Because of enrollment limits in the major, the School of Nursing may deny admission to qualified students.

HENRY PREDOLIN SCHOOL OF NURSING

UNDERGRADUATE PROGRAMS

Applicants who are not admitted may reapply in a subsequent semester or pursue a major in another field of study. Students who have applied in the past are not given special consideration and their records will be reviewed as a member of the current applicant pool.

ADMISSION TO THE TRADITIONAL BS PROGRAM IN NURSING FOR STUDENTS ADMITTED TO EDGEWOOD COLLEGE AS FRESHMEN

Students who are admitted as freshman nursing majors will be given priority for full admission to the Traditional BS program if they meet the following criteria:

- Maintain at least a 2.75 GPA in college courses
- Maintain at least a 2.75 GPA in required math and science courses. A minimum grade of “C” is required in all requisite Math and Science courses
- Complete Certified Nursing Assistant requirements
- Apply for full admission to the Traditional BS program the semester before they are eligible to begin nursing studies. Students are admitted to the Traditional BS program in both Fall and Spring semesters. Students anticipating admission to the Traditional BS program for the Spring semester must complete their application between August 15 and October 1. Students anticipating admission to the Traditional BS program for the Fall semester must complete their application between November 15 and February 1. Candidates for admission are required to submit applications through the Nursing Centralized Application Services (NursingCAS) at <http://nursingcas.org/>. Students must submit all official transcripts and reference information to NursingCAS directly.

ADMISSION TO THE TRADITIONAL BS PROGRAM IN NURSING FOR STUDENTS ADMITTED TO EDGEWOOD COLLEGE AS TRANSFER STUDENTS

Students apply for full admission to the Traditional BS program the semester before they intend to begin nursing studies. Students are admitted to the Traditional BS program in both Fall and Spring semesters. Students anticipating admission to the Traditional BS program for the Spring semester must complete their application between August 15 and October 1. Students anticipating admission to the Traditional BS program for the Fall semester must complete their application between November 15 and February 1. Candidates for admission are required to submit applications through the Nursing Centralized Application Services (NursingCAS) at <http://nursingcas.org/>. Students must submit all official college transcripts and reference information to NursingCAS directly. Admitted transfer students must submit high school transcripts to Edgewood College Admissions in order to register for courses.

PROGRESSION IN THE TRADITIONAL BS PROGRAM

In order to progress in the Traditional BS program, students must maintain an academic cumulative GPA of 2.5, a cumulative GPA of 2.5 in all nursing courses, and a cumulative GPA of 2.5 in the required science and math courses. A grade of “C” or better is required in each nursing, math, and science course. A grade of “Pass” in each clinical course is required for progression into the next nursing course. If these requirements are not met, the student is not eligible to progress in the Traditional BS program.

Current CPR/AED certification, first aid certification, physical exam, and health data are required before entering any clinical course. Students are responsible for their own transportation to clinical sites. See the Nursing Student Handbook for specific health requirements.

The School of Nursing and all clinical agencies under contract to the School require that every student and faculty member have a background check completed by the Criminal Justice Department of Wisconsin. Background Information Disclosure forms must be completed by students before entry into the Traditional BS program. Students are responsible for notifying the School of Nursing of any criminal charges or convictions that occur while they are progressing through the Traditional BS program. Students who have been convicted of certain types of offenses may not be able to participate in clinical placements and therefore will not be eligible to earn a degree in nursing. It is also possible that a student may not be eligible for licensure by the State of Wisconsin or another state licensing authority if certain types of criminal offenses are identified in the background check.

Random alcohol and drug checks may be done in clinical agencies at the discretion of the faculty members throughout the duration of a student’s clinical experiences.

POLICIES FOR REPEATING COURSES

In accordance with College policy, a student may choose to repeat a course taken at Edgewood College to improve a poor or failing grade. Most courses cannot be repeated for additional credit. Only the most recent attempt at the course will be included in the GPA calculation, even if the most recent attempt at a course results in a lower grade. The credits for a course are earned only once, provided at least one of the attempts results in a passing grade. All repeated courses and their grades will appear on the transcript in the terms they were taken and repeated courses will be noted as “R” (Repeated).

HENRY PREDOLIN SCHOOL OF NURSING

UNDERGRADUATE PROGRAMS

A cumulative GPA of 2.75 and 2.75 GPA in all required science and math courses are required for admission. A 2.5 in both nursing and science/math GPA categories is required for progression in the Traditional BS program.

In accordance with College policy, if a student repeats a course at Edgewood College that was previously accepted for credit at the time of transfer, the transferred credits are removed from the student's record. The repeated course grade is used to compute the GPA for the Traditional BS program. A course required for the Traditional BS program may be repeated only once for GPA calculation in the nursing GPA.

Individuals may appeal to the School of Nursing any decisions affecting their progression in the Traditional BS program.

ASSESSMENT

The School of Nursing participates in an assessment process that compares Edgewood College nursing students with other nursing students across the country using a standardized exam. The computerized examinations, completed at regular intervals throughout the curriculum, provide benchmarks for student performance in critical thinking, nursing process, and therapeutic communication. The results are useful in preparing students to take the national licensing examination after graduation. An additional fee for the assessments is added to the tuition bill for each nursing theory course. Student abilities in meeting other program objectives are evaluated throughout the program of study.

GOALS FOR THE NURSING MAJOR

Upon completion of the program, graduates will:

- Integrate the liberal arts into the practice of nursing.
- Apply skills in leadership, quality improvement, and patient safety to provide high quality health care in a systems environment.
- Translate current evidence into the practice of nursing.
- Demonstrate knowledge and skills in information management and patient care technology.
- Integrate knowledge of health care policies, including financial and regulatory influences, on the health care system as they relate to quality care.
- Perform communication and collaboration skills consistent with professional standards when working in inter-professional settings to improve health services.
- Assimilate health promotion and disease prevention strategies at the individual and population level.
- Integrate professional standards or moral, ethical, and legal conduct in nursing practice.
- Formulate a personal professional practice model that addresses accountability, continuous professional engagement, and lifelong learning.
- Demonstrate knowledge and skills in the care of patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of health care environments.

TRADITIONAL BS IN NURSING DEGREE AND PROGRAM REQUIREMENTS

Courses that support the major:

MATH 121	M	Statistics*
CHEM 110	S	Introductory Chemistry*
BIO 155	SU	Human Cell Biology and Genetics*
BIO 210		Anatomy and Physiology I*
BIO 211		Anatomy and Physiology II (must be completed concurrently with or prior to NRS 210/211)*
BIO 312	S	Microbiology (must be completed concurrently with or prior to NRS 210/211)*

**course has prerequisites*

Additional coursework:

BIO 412		Pathophysiology (must be completed concurrently with or prior to NRS 310/311)*
PSY 101	J	General Psychology (prerequisite for NRS 210/211)

HENRY PREDOLIN SCHOOL OF NURSING

UNDERGRADUATE PROGRAMS

In addition to holding a bachelor's degree, applicants must have either completed or be currently enrolled in the following courses (or transfer equivalents) at the time of application:

- MATH 121 Statistics
- PSY 101 General Psychology
- PSY 345 Lifespan Psychology
- A Religious Studies course that fulfills Edgewood College degree requirements (or must be fulfilled as part of the program)
- Two semesters of college-level foreign language (or two years of high school foreign language with a "C" average)
- The following courses (or transfer equivalent):
 - 5 or more credits of college-level, lab-based Chemistry
 - BIO 210 Anatomy and Physiology I
 - BIO 211 Anatomy and Physiology II
 - BIO 312 Microbiology, including lab component
 - BIO 410 Pathology (or must be fulfilled as part of the program)

POLICIES FOR ADMISSION TO THE 12-MONTH POST-BACCALAUREATE BS IN NURSING PROGRAM

The Nursing Admission Committee will review student records after applications are received. The Committee will admit the most qualified students based on cumulative GPA, science/math GPA, previous academic records, credits completed at Edgewood College, and the strength of supplemental admission criteria (faculty interviews/entrance exams/written statements).

All students who are admitted to the 12-Month Post-Baccalaureate BS program must have successfully completed a Certified Nursing Assistant (CNA) course, passed the certification examination, and hold a current CNA license before the start date of the program. Students must also hold CPR/AED certification, first aid certification, complete a Certified Background Check, and meet health requirements prior to beginning nursing courses.

PROGRESSION IN THE 12-MONTH POST-BACCALAUREATE BS IN NURSING PROGRAM

In order to progress in the 12-Month Post-Baccalaureate BS program, students must maintain an academic cumulative GPA of 2.5, a cumulative GPA of 2.5 in all nursing courses, and a cumulative GPA of 2.5 in the required science and math courses. A grade of "C" or better is required in each nursing, math, and science course. A grade of "Pass" in each clinical course is required for progression into the next nursing course. If these requirements are not met, the student is not eligible to progress in the 12-Month Post-Baccalaureate BS program.

Students are responsible for their own transportation to clinical sites. See the Nursing Student Handbook for specific health requirements.

Edgewood College's School of Nursing and all clinical agencies under contract to the School require that every student and faculty member have a background check completed by the Criminal Justice Department of Wisconsin. Background Information Disclosure forms must be completed by students before entry into the 12-Month Post-Baccalaureate BS program. Students are responsible for notifying the School of Nursing of any criminal charges or convictions that occur while they are progressing through the 12-Month Post-Baccalaureate BS program. Students who have been convicted of certain types of offenses may not be able to participate in clinical placements and therefore will not be eligible to earn a degree in nursing. It is also possible that a student may not be eligible for licensure by the State of Wisconsin or another state licensing authority if certain types of criminal offenses are identified in the background check.

Random alcohol and drug checks may be done in clinical agencies at the discretion of faculty members throughout the duration of a student's clinical experiences.

ASSESSMENT

The School of Nursing participates in an assessment process that compares Edgewood College nursing students with other nursing students across the country using a standardized exam. The computerized examinations, completed at regular intervals throughout the curriculum, provide benchmarks for student performance in critical thinking, nursing process, and therapeutic communication. The results are useful in preparing students to take the national licensing examination after graduation. Student abilities in meeting other program objective are evaluated throughout the program of study.

GOALS FOR THE 12-MONTH POST-BACCALAUREATE BS IN NURSING PROGRAM

Upon completion of the program, graduates will:

- Integrate the liberal arts into the practice of nursing.
- Apply skills in leadership, quality improvement, and patient safety to provide high quality health care in a systems environment.

HENRY PREDOLIN SCHOOL OF NURSING

UNDERGRADUATE PROGRAMS

- Translate current evidence into the practice of nursing.
- Demonstrate knowledge and skills in information management and patient care technology.
- Integrate knowledge of health care policies, including financial and regulatory influences, on the health care system as they relate to quality care.
- Perform communication and collaboration skills consistent with professional standards when working in inter-professional settings to improve health services.
- Assimilate health promotion and disease prevention strategies at the individual and population level.
- Integrate professional standards or moral, ethical, and legal conduct in nursing practice.
- Formulate a personal professional practice model that addresses accountability, continuous professional engagement, and lifelong learning.
- Demonstrate knowledge and skills in the care of patients, including individuals, families, groups, communities and populations across the lifespan and across the continuum of health care environments.

12-MONTH POST-BACCALAUREATE BS IN NURSING DEGREE AND PROGRAM REQUIREMENTS

Required Courses:

ANRS 210	Foundations of Professional Nursing*
ANRS 211	Caring: Nursing Assessment & Intervention*
ABIO 410	Pathology
ANRS 310	Professional Nursing: Adult Health*
ANRS 311	Caring: Adult Health Nursing*
ANRS 312	Pharmacology*
ANRS 315	Caring: Adult Health Nursing Lab*
ANRS 340	Professional Nursing: Long Term Health Issues*
ANRS 341	Collaborative Practice in Long Term Care*
ANRS 342	Professional Nursing: Older Adult*
ANRS 390	Research and Evidence Based Practice in Professional Nursing*
ANRS 410	Professional Nursing: Families in Transition*
ANRS 411	Caring: Families in Transition
ANRS 412	Leadership within the Health Care System*
ANRS 440	Adult Health: Advanced Concepts*
ANRS 460	Professional Nursing: Health of Communities*
ANRS 461	2 and 3 Nursing Care with Aggregates*

**course has prerequisites*

HENRY PREDOLIN SCHOOL OF NURSING

GRADUATE PROGRAMS

MASTER OF SCIENCE IN NURSING PROGRAM

The Master of Science in Nursing is a 36-credit program designed to develop nurses into leaders with advanced knowledge, humanistic values, and the ability to contribute to the changing, diverse healthcare environment. Advanced practice roles in nursing require further enhancement of critical thinking and decision making skills as theory is translated into practice. This program provides individuals with the opportunity to pursue professional development within a scholarly environment.

Two concentrations are offered within the MS-Nursing degree: Administration or Education.

The MSN Administration concentration is designed for individuals who are, or are planning on becoming middle to executive level nurse leaders. Courses focus on health care policy, nursing delivery systems, resource management, and program evaluation. Complementary business and philosophy courses provide the administrative foundation and opportunities for collaboration with students from other disciplines.

The MSN Education concentration is designed for nursing professionals who want to be better prepared to teach clients, staff and students. It provides students with additional preparation in educational principles and theory to support in their teaching roles. Courses focus on areas such as planning education programs or courses, teaching strategies and interpersonal competency in communication with others.

POLICIES FOR ADMISSION

Applicants seeking admission to the School of Nursing MSN program must fulfill the graduate program admission requirements, with the following additional stipulations:

1. Provide evidence of a baccalaureate or more advanced degree from a nursing program accredited by a national nursing accreditation body with a cumulative grade point average of at least 3.0 on a 4.0 scale for regular admission status. (The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.)
2. Complete and submit graduate application to the Graduate and Professional Studies Admissions Office.
3. Request official transcripts for all undergraduate and graduate academic credits be sent directly to the Graduate and Professional Studies Admissions Office.
4. Provide two letters of recommendation from nursing supervisors and/or colleagues who can focus on your qualifications for success in graduate school.
5. Completion of undergraduate course in statistics within the past three years. (If longer, the course must be taken prior to NRS 660.)
6. Submit a written statement of no more than 500 words, addressing your ambition to be admitted specifically into Edgewood College's MSN program. Please also comment on your past educational and professional experiences that will foster your growth and success in this program.
7. Hold a current Wisconsin license as a registered professional nurse.

HEALTH REQUIREMENT

Before entering the Nursing Practicum (NRS 735), students must provide evidence of meeting the health requirements for the agency in which they complete the practicum (NRS 735).

BACKGROUND CHECK

Edgewood College's School of Nursing and all clinical agencies under contract to the School require that every student and faculty member have a background check completed by the Criminal Justice Department of Wisconsin. Students must complete Background Information Disclosure forms before entry into the Nursing Practicum (NRS 735). Background checks are completed at the student's expense.

COURSE SCHEDULING

All nursing courses are offered every 12 to 18 months. Business and philosophy courses are typically offered every semester, including the summer session.

Students may be able to complete the program in two or three years by taking two courses each semester.

HENRY PREDOLIN SCHOOL OF NURSING

GRADUATE PROGRAMS

Students can enter the program at the beginning of any semester. Although students do meet with an advisor to plan out their course sequences, these plans may change during the student's time in the program. The time to complete this degree depends on the number of courses taken per semester and communicating with the advisor regarding any changes in the course plan.

GOALS FOR THE MSN DEGREE

The MSN program will prepare advanced practice nurses who will:

- Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
- Evidence leadership skills needed that emphasize ethical and critical decision making, effective working relationships, and a systems perspective.
- Articulate methods, tools, performance measures, and standards related to quality, as well as apply quality principles within an organization.
- Apply research outcomes within the practice setting, resolve practice problems, works as change agents, and disseminate results.
- Use patient-care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.
- Intervene at the system level through the policy development process and employ advocacy strategies to influence health, health care, and health policy.
- Act as a member and leader of inter-professional teams, communicate, collaborate, and consult with other health professionals to manage and coordinate care for individuals and populations.
- Apply and integrate broad, organizational, client-centered, and culturally-appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
- Develop strategies to achieve quality outcomes in care delivery with respect to fiscal and human resources.
- Apply management, leadership, system, and chaos theory to the design and implementation of services in a health care system.

MASTER OF SCIENCE IN NURSING PROGRAM REQUIREMENTS

Required Courses for all MSN students include:

NRS 600	Clinical Prevention: Assessment and Planning for Aggregates
NRS 620	Integrated Theory and Knowledge Development
NRS 625	Healthcare Systems and Policy
NRS 660	Translational Scholarship for Evidence-Based Practice
NRS 725	Applied Translational Scholarship for Evidence-Based Practice*
NRS 735	Nursing Practicum

**course has prerequisites*

Students completing the Administration Concentration will take the following additional courses:

NRS 615	Healthcare Financing and Regulatory Environments
NRS 635	Foundations of the Healthcare System
BUS 601	Executive Communication
NRS 636	Promoting Interpersonal Competency
NRS 645	Advanced Leadership Roles in the Healthcare System
BUS 603	Organizational Development and Behavior
BUS 616	Business Ethics
PHIL 604	Professional Ethics

HENRY PREDOLIN SCHOOL OF NURSING

GRADUATE PROGRAMS

Students completing the Education Concentration will take the following additional courses:

NRS 636	Promoting Interpersonal Competency
NRS 640	Curriculum and Instruction in Nursing
NRS 650	Advanced Clinical Applications for Nurse Educators I
NRS 655	Advanced Clinical Applications for Nurse Educators II
NRS 675	Teaching Methodologies in Nursing Education
PHIL 604	Professional Ethics

GRADUATE CERTIFICATE IN NURSING ADMINISTRATION

The Nursing Administration graduate certificate is designed for individuals who are, or are planning on becoming middle- to executive-level nurse leaders. Courses focus on managing in health systems, healthcare finance, administrative roles, business communication, and organizational behavior.

This certificate required completion of five (5) three-credit courses for a total of 15 credits and focuses on the following program goals:

- Develop strategies to achieve quality outcomes in care delivery and with respect to fiscal and human resources.
- Apply management theory to the design and implementation of services in a health care system.

PROGRAM REQUIREMENTS

BUS 603	Organizational Development and Behavior
NRS 615	Healthcare Financing & Regulatory Environments
NRS 635	Foundations of the Healthcare System
NRS 645	Advanced Leadership Roles in the Healthcare System
NRS 735	Nursing Practicum

POLICIES

Health Requirement

Before entering the Nursing Practicum (NRS 735), students must provide evidence of meeting the health requirements for the agency in which they complete the practicum (NRS 735).

Background Check

Edgewood College's School of Nursing and all clinical agencies under contract to the School require that every student and faculty member have a background check completed by the Criminal Justice Department of Wisconsin. Students must complete Background Information Disclosure forms before entry into the Nursing Practicum (NRS 735). Background checks are completed at the student's expense.

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GRADUATE PROGRAMS

GRADUATE CERTIFICATE IN NURSING EDUCATION

The Nursing Education graduate certificate is designed for nursing professionals who want to be better prepared to teach clients, staff, and students. It provides students with additional preparation in educational principles and theory to support them in their teach roles. Courses focus on areas such as planning education programs or courses, teaching strategies, and interpersonal competency in communication with others.

This certificate requires completion of five (5) three-credit courses for a total of 15 credits and focuses on the following program objectives:

- Develop pedagogical strategies to promote holistic learning in individuals and groups with diverse educational backgrounds and developmental levels.
- Apply teaching/learning theory to the design, implementation, and evaluation of learning processes.

PROGRAM REQUIREMENTS

NRS 640	Curriculum and Instruction in Nursing
NRS 650	Advanced Clinical Applications for Nurse Educators I
NRS 655	Advanced Clinical Applications for Nurse Educators II
NRS 675	Teaching Methodology in Nursing Education
NRS 735	Nursing Practicum

POLICIES

Health Requirement

Before entering the Nursing Practicum (NRS 735), students must provide evidence of meeting the health requirements for the agency in which they complete the practicum (NRS 735).

Background Check

Edgewood College's School of Nursing and all clinical agencies under contract to the School require that every student and faculty member have a background check completed by the Criminal Justice Department of Wisconsin. Students must complete Background Information Disclosure forms before entry into the Nursing Practicum (NRS 735). Background checks are completed at the student's expense.

HENRY PREDOLIN SCHOOL OF NURSING

DOCTORAL PROGRAM

DOCTOR OF NURSING PRACTICE IN LEADERSHIP

Edgewood College's DNP in Leadership is a 30 credit post-master's program. BSN-prepared candidates with a master's degree in fields other than nursing may also be considered for admission. Transcripts of students whose master's degrees are from disciplines other than nursing are evaluated on a case-by-case basis to assure attainment of prerequisite knowledge and leadership experience. Additional coursework beyond the 30 credit requirement may be necessary to meet all the essentials of doctoral education for advanced practice in leadership.

POLICIES FOR ADMISSION

Candidates seeking admission to the School of Nursing DNP in Leadership Program must fulfill the graduate program admission requirements, with the following additional stipulations:

- Graduated with a GPA of at least 3.0 on a 4.0 scale from an accredited baccalaureate nursing program and a 3.3 on a 4.0 scale from an accredited master's degree program. *BSN-prepared candidates with a master's degree in a discipline other than nursing may also be considered for admission. If a candidate's master's degree is not an MSN, their program of study will be evaluated for coursework that prepares them for DNP study. Non-MSN candidates may be asked to submit a portfolio of professional practice that highlights their knowledge, skills, and application of the MSN Essentials (i.e., research, health care policy, ethics, role development, foundations of nursing, human diversity and social issues, and health promotion). These students are often required to enroll in additional coursework prior to beginning the DNP program.*
- A graduate statistics course completed in the last three years is strongly recommended before admission, but is absolutely required by the end of the first semester in the DNP program (unless a graduate statistics course was successfully completed as part of the master's degree conferred within the last three years).
- Hold a current registered nursing license; must obtain a WI registered nursing license before NRS 845.
- Practiced for a minimum of one year as a Registered Nurse in the United States (preferred).
- Reason for Study Essay
 - Express your professional objectives and how Edgewood College's DNP program will contribute toward your role as a nursing leader
 - Describe an issue related to quality of practice of healthcare system improvement you are considering for your DNP project (preliminary ideas)
- Three letters of recommendation
 - Two letters must come from nursing colleagues (at least one from a supervisor) that can address potential competency in graduate level studies
 - One letter should come from a former faculty member from your MSN program who is qualified to evaluate academic competency for doctoral study
- Curriculum vitae or resume
- A scholarly writing sample that best exemplifies your writing and composition skills (this can be a sample from your master's program).

Prior to beginning the DNP program's residency requirements, students will be required to complete a health form, criminal background check, and provide proof of a current RN license from the state/country in which they plan to complete their residency.

Transcripts of students whose master's degrees are from a nursing master's program other than that at Edgewood College are evaluated on a case-by-case basis to assure attainment of prerequisite knowledge and leadership experience.

Additional coursework beyond the 30-credit requirement may be necessary to meet all of the essentials of doctoral education for advanced practice in leadership.

GOALS FOR THE DNP DEGREE

At the end of the program, graduates will:

- Integrate scientific findings from nursing, biopsychosocial fields, genomics and genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing and health care across diverse settings.
- Conceptualize new care delivery models based on contemporary nursing science, organizational and systems leadership that are feasible within current organizational, political, cultural, and economic perspectives.
- Translate new science, its application and evaluation; as well as generate evidence through their practice to guide practice improvements.
- Use information systems/technology to support and improve patient care and healthcare systems.

HENRY PREDOLIN SCHOOL OF NURSING

DOCTORAL PROGRAM

- Analyze the policy process and engage in politically competent action at the institutional, local, state, regional, federal, and international levels through the interface between practice, research, and policy.
- Establish, participate and assume leadership in interprofessional teams to accomplish safe, timely, effective, efficient, equitable, and patient-centered care in complex environments.
- Analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical (disease and illness) prevention and population health.
- Demonstrate assessment and base practice on the application of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science as appropriate in their area of specialization [leadership].
- Attain skills in human resource management, strategic planning, accounting principles, healthcare finance, healthcare economics, and other facets of leading operations within organizational mission, vision and regulatory requirements.

In addition to the aforementioned goals, all DNP Graduates may be prepared to sit for national specialty certifications in several options below. Additional individual review and study will be necessary for successful completion of any of these exams:

- Nurse Executive (NE-BC), or Nurse Executive, Advanced (NEA-BC) as determined by the American Nurses Credentialing Center (ANCC)
- Informatics certification
- Certified Nurse Manager & Leader (CNML), or Certified Executive Nursing Practice (CENP) as determined by the American Organization of Nurse Executives (AONE)

PROGRAM REQUIREMENTS

A minimum of 30 credits are required for the DNP in Leadership degree. Additional coursework beyond the 30-credit requirement may be necessary to meet all of the essentials of doctoral education for advanced practice in leadership.

Required Courses:

NRS 800	Applied Research Methods and Evidence-Based Practice*
NRS 801A	Capstone Writing I
NRS 801B	Capstone Writing II
NRS 801C	Capstone Writing III
NRS 805	Healthcare Finance and Regulatory Environments*
NRS 810	Population Health and Health Policy*
NRS 820	Healthcare Service and Clinical Quality
NRS 830	Health Systems Informatics*
NRS 835	Leadership Residency 1*
NRS 840	Leadership Residency 2*
NRS 845	Leadership Capstone 1*
NRS 850	Leadership Capstone 2*
NRS 855	Leadership Capstone 3 (optional)
NRS 860	Leadership Residence III

**course has prerequisites*

HENRY PREDOLIN SCHOOL OF NURSING

MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

MISSION OF THE PROGRAM

With its roots in the mission and identity statements of Edgewood College, the master's degree in Marriage and Family Therapy is designed to advance professional competency in the field in a manner that fosters clinical proficiency, ethical sensitivity, respect for diversity, and dedication to service to the people in our communities.

PROGRAM DESCRIPTION

The Master of Science degree in Marriage and Family Therapy is a 48-credit program of study. Included is a 12-month internship with a minimum of 600 hours (100 supervision, 300 direct, and 200 ancillary) with individuals, couples and families. Students work with a variety of clients from the community, including multi-problem families.

The program's basic orientation is the "General Systems" paradigm within which students are exposed to the structural, strategic and systematic approaches, in addition to the other major modalities of the discipline. Trainees are encouraged to select and specialize in an approach that best fits their own clinical style.

The program emphasizes a broad blend of theoretical and therapeutic approaches, with a primary goal of clinical excellence in training in the field of marriage and family therapy. The program is based on national and state standards for course and clinical content, and will prepare students to apply for credentialing in Wisconsin as licensed marriage and family therapists.

ACCREDITATION

The Master of Science in Marriage and Family Therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

ADMISSIONS REQUIREMENTS

1. Provide evidence of a baccalaureate or more advanced degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 3.0 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit graduate application and application fee to the Graduate and Professional Studies Admissions Office.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the Graduate and Professional Studies Admissions Office.
4. The MFT program reference form, available from the Graduate and Professional Studies Admission Office, must accompany two letters of recommendation from individuals qualified to comment on the candidate's potential for success as a therapist.
5. The MFT program requires a two-page typewritten statement indicating motives and professional goals for pursuing a degree in MFT. The written statement should include:
 - Interests and motivation for wanting to be a therapist
 - Ability to succeed in graduate school
 - What preparation, either through coursework, internship, volunteer work, or job experience, has been undertaken that provides basic therapy skills?
6. Submission of a resume.
7. The completed admission application and fee must be submitted prior to the February 1st deadline for Fall entries and the October 1st deadline for Spring entries.
8. International students must contact the Graduate and Professional Studies Admissions Office regarding additional admission requirements. Additional international student requirement information is available in the ADMISSIONS section of the Catalog.
9. Attendance at an on-campus interview with program faculty and an admissions team is mandatory. Interviews for candidates applying for a Fall semester start will take place on the first Saturday in March. Interviews with candidates applying for a Spring semester start will take place on the first Saturday in November. During this interview, the applicant will be required to participate in a role-play exercise.

Admission into the graduate program does not imply the right to admission into the clinical year. The last three semesters of the program contain clinical experiences. Students are separately reviewed for "readiness" for the clinical experiences after completion of all first year courses.

HENRY PREDOLIN SCHOOL OF NURSING

MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

RESIDENCY REQUIREMENT

A total of 36 graduate credits must be earned at Edgewood College.

BACKGROUND CHECK

All MFT program students must comply with the State of Wisconsin requirement for a Criminal Record Background Check. Students must have had this check successfully completed by the end of the first semester in the program to be allowed to continue in the program.

CREDIT LOAD

Full-time students in the Marriage and Family Therapy Program may carry up to twelve credits per semester.

With the clinical requirements of 12 consecutive months in a placement, the MFT Program is designed for the full-time or half-time student. Individuals who are already professionals in the field and do not need the clinical component but desire advanced education in family therapy may be admitted on a part-time basis with “non-degree seeking” classification (see GRADUATE ADMISSION STATUS). Other applicants may be admitted on a part-time basis if space is available, with the recognition that they will need to complete the clinical requirement within the prescribed sequence of 12 consecutive months.

CLINICAL PLACEMENTS

For their clinical year, students are encouraged to seek placements in agencies that would foster skills in areas of personal interest. The Family Center is an off-campus certified outpatient mental health center operated by the graduate program as a training facility and an outreach service of Edgewood College. It provides for low-cost, quality mental health services to the people of the greater Madison area and allows interns to experience working with individuals, couples and families facing a broad range of clinical concerns.

GRADUATION REQUIREMENTS

To receive the Master of Science in Marriage and Family Therapy, students must have:

- Earned 48 credits in prescribed marriage and family therapy courses;
- Maintained a 3.0 grade point average in those credits; and
- Successfully completed 500 clinical contact hours and 100 hours of supervision prior to graduation.

STUDENT ADVISING

The primary responsibility of assuring proper sequencing of courses and for accurate and timely registration shall be the duty of the student. Verification of degree requirement completion shall be the duty of the Registrar’s Office.

Program, academic and career advising shall be the responsibility of the MFT Program Director, the Program Administrator, the Clinical Coordinator, and the faculty of the graduate program. It shall be the responsibility of all faculty in the MFT program to monitor and assess student mastery of course material in developing clinical competency, emotional stability and maturity. It is the obligation of each faculty member to meet with a student as early as possible in a course or semester if the faculty member has a concern about the student’s mastery of coursework or overall aptitude or emotional readiness to be a clinical therapist.

Due to the important consideration that need to be given to the potential clients with whom students will be working in the clinical experience, each student will be evaluated for personal and professional competence and for suitability for clinical placement by the MFT program faculty in the semester before clinical placement. This should be a natural outgrowth of the close contact and communication that has occurred with each faculty member as the student progresses through the semesters.

Admission into the MFT graduate program does not imply a right to admission into the clinical experience. If the student has not demonstrated sufficient mastery of course and clinical skills, or if the student’s emotional stability and maturity create a concern about ability to work with clients effectively and professionally, the student will be denied admission to the clinical experience.

Even after the student is admitted to the clinical placement, the on-site supervisors, in communication with the Program Director, may determine that the student does not have sufficient entry-level mastery or stability to work in the agency. In such cases, students would be withdrawn from the clinical experience. The Program Director would then advise the student on the necessary steps for reinstatement into the clinical portion of the program. Remedial coursework, training experience or personal or family therapy are options the Program Director might suggest. All remedial options are the student’s responsibility to initiate and verify to the satisfaction of the Program Director and any expenses incurred are the obligation of the student. Failure to be admitted to and complete the clinical experience necessarily precludes completion of the degree.

HENRY PREDOLIN SCHOOL OF NURSING

MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

MASTER OF SCIENCE MARRIAGE AND FAMILY THERAPY

PROGRAM REQUIREMENTS

All courses carry 3 graduate credits unless indicated otherwise.

Required Courses:

PSY 600	Introduction to Systems Theories
PSY 605	Introduction to Marital and Family Therapy
PSY 610	Marital and Family Therapy II*
PSY 615	Psychology of Trauma and Stress Disorders*
PSY 620	Diversity through the Lifespan
PSY 625	Human Sexuality and Sex Therapy across the Lifespan
PSY 630	Psychopathology and Psychopharmacology
PSY 635	Assessment and Substance Abuse Disorders in MFT*
PSY 655	Marital and Couple Therapy
PSY 700	Research Methods
PSY 740	Working with Children and Adolescents
PSY 745	Multidisciplinary Collaboration and Contemporary Issues
PSY 750	Clinical Internship I*
PSY 760	Clinical Internship II*
PSY 770	Clinical Internship III*
PSY 800	Ethics and Social Responsibility

**course has prerequisites*



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