

Edgewood College

Undergraduate Catalogue 2011-2012

Edgewood College

UNDERGRADUATE CATALOGUE

2011-2012 Catalogue

Effective Fall 2011



1000 Edgewood College Dr. | Madison, WI 53711-1997

608.663.4861 | 1.800.444.4861 | Fax 608.663.3291

www.edgewood.edu

OFFICIAL NOTICES

This catalogue is effective for traditional undergraduate freshmen entering the College beginning in the Fall 2010 semester and all traditional undergraduate students entering the College beginning in the Fall 2011 semester and until a new catalogue is published. The 2011 – 2012 catalogue may also be found online at www.edgewood.edu.

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

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

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

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

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

ACCREDITATION AND MEMBERSHIPS

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

AACN - American Association of Colleges of Nursing

CHEA - Council for Higher Education Accreditation

AACRAO - American Association of Collegiate Registrars and Admissions Officers

CUPA - College and University Personnel Association

AACSB International - American Assembly of Collegiate Schools of Business

HLC - Higher Learning Commission

AACTE - American Association of Colleges for Teacher Education

NAC - Northern Athletics Conference

NACE - National Association of Colleges and Employees

AAC&U - American Association of Colleges and Universities

NACUBO - National Association of College and University Business Officers

ACBSP - Association of Collegiate Business Schools and Programs

NAICU - National Association of Independent Colleges and Universities

AAHE - American Association for Higher Education

NCAA III - National Collegiate Athletic Association

ACCU - Association of Catholic Colleges and Universities

NCATE - National Council for the Accreditation of Teacher Education

AGB - Association of Governing Boards

WACRAO - Wisconsin Association of Collegiate Registrars Officer and Admissions Officers

AILACTE - Association of Independent Liberal Arts Colleges for Teacher Education

WACSN - Wisconsin Association for Collegiate Schools of Nursing

AIR - Association for Institutional Research

WACTE - Wisconsin Association of Colleges for Teacher Education

AIRUM - Association for Institutional Research of the Upper Midwest

WAICU - Wisconsin Association for Independent Colleges and Universities

CASE - Council for the Advancement and Support of Education

WIPCS - Wisconsin Institute for Peace and Conflict Studies

CIC - Council of Independent Colleges

CCNE - Commission on Collegiate Nursing Education

WICTE - Wisconsin Independent Colleges of Teacher Education

CUR - Council on Undergraduate Research

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

Higher Learning Commission of the North Central Association of Colleges and Schools

30 North LaSalle Street, Suite 2400

Chicago, IL 60602-2504

Phone: 312-263-0456 or 800-621-7440

www.ncahlc.org/

Table of Contents

About Edgewood College

Mission and Sponsorship	10
Campus Information Directory	12
Admissions Policies and Procedures	11
Financial Aid	15
Student Services	16
Study Abroad	19

Academic Information

Philosophy of the Curriculum	22
The General Education Curriculum	23
General Education Experience and Tags	25
Academic Policies	28
Registration Policies and Procedures	29
Grading System	31
Academic Standing	33
Other Study Opportunities	33
Graduate Courses	35
Honors Program	35
Independent Study	36
Majors & Minors	36

School of Arts and Sciences

Art	41
Biological Sciences	45
Broad Field Social Studies	52
Chemistry, Geoscience, and Physics	55
Communication Studies	63
Computing and Information Sciences	66
English	69
Foreign Language	71
History	80
International Relations	82
Mathematics	83
Music	86
Philosophy	90
Psychology	91
Religious Studies	94
Social Science	96
Theatre Arts	101

School of Business 108

School of Education 114

School of Integrative Studies

Environmental Studies	132
Ethnic Studies	133
Global Studies	135
Latin American Studies	137
Women's and Gender Studies	138

School of Nursing 140

School of Graduate and Professional Studies 146

About Edgewood College

Mission and Sponsorship

Mission

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

Identity

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

Vision

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

Sinsinawa Sponsorship

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

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

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

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

College Overview

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

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

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

Nondiscrimination on the Basis of Disability

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

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

Diversity Statement

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

Equal Opportunity Employment Statement

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

Affirmative Action Statement

Edgewood College respects the dignity and gifts of each person. We strive to create environments in which the value of diversity is understood, practiced, and embraced by our faculty, staff, and students. Diversity encompasses race, color, ethnicity, national origin, religion, gender, age, sexual orientation, disability, and veteran status. In order to foster diversity, we commit ourselves not only to Equal Employment Opportunity, but also to Affirmative Action through special efforts to search for qualified faculty, staff, and students from diverse backgrounds. We believe that taking affirmative action will advance our goal of social and economic justice for all people. It will empower those of diverse heritages and backgrounds to share their unique contributions and, thus, further the mission of Edgewood College.

Nondiscriminatory Policy

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

Campus Information Directory

Academic Dean's Office

Academic policies and procedures
(608) 663-2200

Admissions

Admission of students, visits and campus tours
(608) 663-2294
admissions@edgewood.edu

Adult Accelerated Programs

Information about programs and admissions
(608) 663-4243

Athletics

Intercollegiate and intramural sports
(608) 663-3249

Business Office

(608) 663-2203

Campus Assistance Center

General campus information, staff and faculty directory assistance
(608) 663-4861

Dean of Students Office

Student life, policies and activities
(608) 663-2212

Edgewood Central

Student accounts, registration, financial aid
(608) 663-4300

Financial Aid

(608) 663-4300

Graduate and Professional Studies Deming Way Campus

(608) 663-4243

Learning Support Services

Tutoring, Study Groups, Math/Science Lab
(608) 663-2281

Oscar Rennebohm Library

(608) 663-3278
http://library.edgewood.edu

Registrar

(608) 663-3256

Residence Life

Residence hall accommodations
(608) 663-3228

Student Accessibility and Disability Services

(608) 663-2281

Student Resource Center

Career and counseling services, new student advising, learning support services, disability services
(608) 663-2281

Technology Assistance Center

Computer services, computer labs, multi-media services for classrooms
(608) 663-6900

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

Address inquiries to:

EDGEWOOD COLLEGE

1000 Edgewood College Drive

Madison, WI 53711-1997

Telephone (608) 663-4861

Fax (608) 663-3291

Admissions Policies and Procedures

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

For questions about admission, contact the Office of Admissions at:

(608) 663-2294
(800) 444-4861
admissions@edgewood.edu
www.edgewood.edu

Academic documents required for admission consideration can be found online at <http://www.edgewood.edu/prospective/undergraduate/requirements.aspx>.

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

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

Consideration for Admission for First-Time Students

Candidates for admission to Edgewood College are expected to present a minimum 2.5 (on a 4.0 scale) cumulative high school grade point average, rank in the upper half of their graduating high school class, and a minimum composite score of 18 ACT or 850 SAT. GED students are expected to achieve a minimum composite score of 2740. Admission to Edgewood College does not imply or guarantee admission into certain schools or programs. Additional entrance requirements may be required for programs including, but not limited to, nursing and education. Contact the Office of Admissions for details.

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

Consideration for Admission for Transfer Students

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

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

Consideration for Admission for Post-Baccalaureate Students

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

Consideration for Admission for International Students

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

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

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

- TOEFL score of 71 or higher on the internet-based test (IBT) or 525 or higher on the paper-based test (PBT) (For more information visit www.toefl.org)
- IELTS overall band score of 6.0 or higher (For more information visit www.ielts.org)

- Letter of recommendation from an approved ESL instructor (such as WESLI or MESLS).
- A transcript demonstrating successful completion of 1 year of college-level work in English.

2. Proof of financial support for the duration of study at Edgewood College. Students who are seeking an F-1 or J-1 student visa must show sufficient funds on deposit for at least one year of study. Financial documents must be original letters or statements from a financial institution with original ink signatures and stamps, be written in English or accompanied by official English translation, indicate unit of currency, include both the sponsor's name and student's name exactly as it appears on student's application, and be dated within six months of application date. Financial documents must:
 - Be original letters or statements from a financial institution with original ink signatures and stamps
 - Be written in English or accompanied by official English translation and indicate unit of currency
 - Include both the sponsor's name and student's name exactly as it appears on student's application
 - Be dated within six months of application date
3. If college-level work has been completed, applicants are required to present any transcripts, certificates, or diplomas pertaining to this work. To receive transfer credit from international institutions, students must submit a detailed "course-by-course" evaluation of credits from an approved international credential evaluator.

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

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

Consideration for Admission for Students Not Seeking a Degree

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

Consideration for Admission for Re-Entry Students

All students interested in returning to Edgewood College must complete the online re-entry form available at <http://www.edgewood.edu/forms/reEntry/default.asp>.

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

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

Initial matriculation carries a five-year statute of limitations. If a student re-enters after an absence of five or more years, he or she will be responsible for completing all requirements in the catalogue in effect at the time of re-entry.

Auditing Courses

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

Overall institutional enrollment may impact eligibility for auditors. Instructor approval to take a specific course does not constitute permission to enroll in courses at the College and will not influence a student's admission as an auditor.

Transfer of Credit Policy

1. An official evaluation of credits is made after the student is admitted to the college.
2. Courses in which a student receives a "D" grade or lower do not transfer.
3. Any transfer student who has not fulfilled Edgewood's English composition and mathematics requirements must take placement tests upon entry.
4. A maximum of 60 semester hours can be transferred from all junior colleges or two-year campuses attended.
5. Students who receive an Associate of Arts and Science Degree in Liberal Studies from one of the University of Wisconsin Colleges or who have received an Associate of Arts or Science Degree from Madison Area Technical College will be considered to have fulfilled all of Edgewood College's General Education requirements except Foreign Language, Religious Studies, COR 2 & COR 3. This policy does not apply to students who were enrolled at Edgewood College prior to attending these institutions or who start taking courses at Edgewood College prior to finishing their Associate Degree.

6. Courses that are repeated are counted only once in total credits earned. If a student repeats a course at Edgewood which was previously accepted for credit at the time of transfer, the transferred credits will be removed from the student's record.
7. To earn a degree, a minimum of 32 semester hours must be earned at Edgewood College, including required work in the major. Each department determines the number of credits that must be earned at Edgewood by those who apply for advanced study in that department.
8. Some departments have admission requirements beyond those needed for general admission. See requirements for individual schools and departments.
9. All records of transcripts received by the college become the property of the college and will not be released to the student, nor will copies be made.
10. Failure to submit complete and official copies of all previous academic credentials constitutes academic misrepresentation and will cause an offer of admission to be revoked.

Financial Aid

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

Student Eligibility

In order to receive financial aid, students must:

1. Be accepted for admission to a "degree" or "certification" program.
2. Register for a minimum of six (6) credits if an undergraduate or post baccalaureate, four (4) if a graduate student, three (3) credits if a doctoral student.
3. Maintain satisfactory academic progress as described later in this section.
4. Be a U.S. citizen or permanent resident of the U.S. and/or its territories (eligible non-citizens will be asked to provide proof of residency).
5. Must not have been recently convicted under federal or state law of sale or possession of drugs.

Applying for Financial Aid

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

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

Leave of Absence Policy

A student with financial aid may take a leave of absence from Edgewood College for not more than a total of 180 days in any 12-month period. Students must complete a written request and submit it to Edgewood Central. Requests must be approved by the Director of Edgewood Central. Leaves of absence will not be treated as a withdrawal by Edgewood Central and no return of Title IV funds will be calculated. If the student does not return within the expiration of the leave, Edgewood will calculate the amount of Title IV grant and loan assistance that is to be returned according to the Higher Education Act, 34 CFR 668.22 (j)(1)(ii).

Financial Aid Refund Policy

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

If a student withdraws from school 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, and possibly the student. The following formula will be used in determining the amount to be returned:

$$\begin{array}{r} \text{Total Title IV aid disbursed (including aid that} \\ \text{could have been disbursed)} \\ - \text{Earned Aid*} \\ \hline = \text{Aid that must be returned} \end{array}$$

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

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

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

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

Satisfactory Academic Progress

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

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

*Total credits earned

*Total credits attempted

*Total credits include summer, fall, and spring terms (winterim is not included)

Example academic year: Summer 2010, Fall 2010, Spring 2011

Procedures

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

- Probation: The first time a student does not meet satisfactory academic progress, the student is placed on probation but will continue to be eligible for aid.
- Termination: The second time a student does not meet satisfactory academic progress, the student will be terminated 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: After termination, eligibility can be reinstated by either completing the appeal process or successfully completing a minimum of 6 credits with a 2.0 GPA or higher at your own expense (without the use of financial aid).

Definition of Terms and Conditions

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

the published length of the educational program.

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

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

Student Services

Athletics

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

College Ministries

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

College Ministries supports students in their exploration of these questions of identity and meaning. Rooted in the Dominican tradition, professional staff and student leaders offer programming for personal, spiritual and ethical development: education and action for justice; alternative break trips; community service and civic engagement; chapel worship services; student-led prayer, discussions groups; retreats; community building; and individual appointments.

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

Center for Diversity & Inclusion

The Center for Diversity and Inclusion, located in Predolin Hall, is a resource designed to inspire curiosity

and involvement in multiculturalism with the intention of preparing students to serve as builders of a just and compassionate world.

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

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

Dean of Students Office

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

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

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

Edgewood Central

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

Health Services

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

Health Services requires every student to have a health history form on file at the beginning of the semester.

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

Oscar Rennebohm Library

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

Resources

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

The Library webpage serves as a gateway to library resources such as the online catalogue (EdgeCat), access to over 12,000 full-text journals, citation style guides, electronic book collections, and other online article databases. Resources are accessible on or off campus to students, faculty, and staff.

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

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

Staff

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

Services and Facilities

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

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

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

Office of Student Activities (OSA)

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

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

Student Government Association (SGA)

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

Student Organizations

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

Campus Activities Board (CAB)

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

Student Activities in the Fine Arts

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

current concert schedules, contact the Music Department.

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

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

Residence Life

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

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

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

Security

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

Student Resource Center

The mission of the Student Resource Center academic, located in DeRicci Hall, is to provide students with resources that promote student development and success of the whole person.

Career Services

The Career Services office assists students in exploring and deciding upon majors and careers through individual career counseling, workshops, class presentations, for-credit career exploration courses and an Internet-based self-directed guidance program called Type Focus, which helps students match their interests to majors and careers. Assistance is given in locating internships, part-time jobs, summer jobs and full-time positions at graduation for both undergraduate and graduate students. Career Services also provides resources for students, as well as to alumni, who are applying to graduate and professional schools.

Personal Counseling Services

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

Learning Support Services

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

Services include:

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

Services for Students with Disabilities

In compliance with federal law, the college provides services for students with documented disabilities. Interested students should contact the Coordinator of Disability Services to determine what assistance is available. It is recommended that all information, including disability documentation, be submitted at least 30 days prior to the beginning of the semester for which services are being requested. Requests for some services, such as alternative textbook formats and sensory impairment accommodations, may require more notice.

The William H. Young Center for Global Education

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

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

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

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

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

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

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

Key features of the College’s global/international curriculum are: a foreign language requirement; majors and minors in French and Spanish; an International Relations major; opportunity for developing an individualized program in Global Studies; Human Issues international seminars; and many courses with significant global/international content.

Study Abroad

Edgewood College strongly encourages its students to study abroad. Experiencing another culture firsthand is a unique opportunity for students to learn about the world and their place in it. Students are given a wide choice of programs that will enhance their liberal arts education with a global perspective.

The Center 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 administers all Edgewood College programs abroad and also coordinates student participation in study abroad programs offered by other entities, including:

- An exchange semester or year abroad at a university in one of 37 countries through the International Student Exchange Program (ISEP). See www.isep.org.
- An exchange program with Masaryk University in the Czech Republic.
- An exchange semester or year abroad in Northern Ireland through the Irish-American Scholar Program.
- A summer Spanish-language program in Guanajuato, Mexico.
- Short term study abroad experiences, generally 10 to 21 days, which offer college credit.
- An approved program with an affiliated or non-affiliated institution.

Policies

Planning ahead for a successful study abroad experience is essential. Students should attend a study abroad information session, offered regularly through the academic year, and then make an appointment with Center staff.

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

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

Academic Information

Philosophy of the Curriculum

The Context

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

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

The Heritage

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

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

The Mission

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

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

The Method

In other institutions of higher learning, the general education that a student receives is often organized in the following way: each student chooses from a range of designated courses in a number of separate, unchanging topic areas; these topics are associated with certain disciplines, which are in turn associated with particular

departments. When a student is finished with his or her general education program, she or he will have had one or more classes in each separate discipline area.

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

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

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

Degree Requirements

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

Degrees Awarded

School of Arts and Sciences

Art

Art	BA
Art & Design Teaching	BA
Art Therapy	BA*
Graphic Design	BA

Biology

Biology	BS
Broad Field Natural Science - Biology	BS
Cytotechnology	BS
Biology Teaching	BS

Chemistry, Geoscience, Physics

Broad Field Natural Science - With Chemistry Concentration	BS
Broad Field Natural Science - With Geoscience Concentration	BS
Broad Field Natural Science - With Physics Concentration	BS
Broad Field Science Teaching Major: Physical Science including Chemistry	BS
Broad Field Science Teaching Major: Earth and Space Science	BS
Broad Field Science Teaching Major: Physical Science including Physics	BS

Natural Science and Mathematics - With Pre-engineering Concentration	BS
Chemistry: Professional Concentration	BS
Chemistry: Biochemical Concentration	BS
Chemistry Teaching	BS

Communication Studies

Communication Studies	BA
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Computing & Information Sciences

CIS	BS
BUS/CIS	BS
CIS Teaching	BS

English

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

Foreign Languages

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

History

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

Mathematics

Mathematics	BA or BS
Mathematics Teaching	BA or BS

Music

Music	BA
Music Education	BA
Music with Business Emphasis	BA*

Psychology

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

Religious Studies

Religious Studies	BA
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Social Science

Criminal Justice	BS
Economics	BS
Political Science (all concentrations)	BS
Sociology	BS
Sociology with a Human Services Concentration	BS
International Relations (See Foreign Language)	BS**

Theatre Arts

Theatre Arts	BA
Theatre Education	BA

School of Business

Business, all concentrations	BS
Business and Technology Teaching	BS
Accounting	BS
Business/Computer Information Systems	BS

School of Education

Elementary Education	BS
Early Childhood Special Education	BS
Early Childhood Special Ed and Regular Ed	BS
Child Life	BS
Studies in Education	BS

School of Nursing

Nursing	BS
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* Student may request a BS degree

** Student may request a BA degree

The General Education Curriculum

Goals

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

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

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

Cornerstones

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

Ways of Knowing

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

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

General Education Experience and Tags

Cornerstone Experiences

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

Ways of Knowing Experience

Ways of Knowing Experience	Tag
Experience and Study of the Arts (Historical and Contemporary Artistic Works)	A
Experience and Study of the Arts (Studio Component)	B
Experience and Study of the Arts (Literature)	C
Reflection on Human Culture, Values and Ideas (History)	H
Reflection on Human Culture, Values and Ideas (Philosophy)	P

Reflection on Human Culture, Values and Ideas (Religious Studies)	R
Exploration of the Natural World (Field/Laboratory Component)	S
Exploration of the Natural World	V
Analysis of Human Behavior and Social Structure	J

Perspectives on the World Experiences

Environmental	E
Gender	Q
Global	G
World Languages	L
Multicultural	D

COR Experiences

COR 1	1
COR 2	2
COR 3	3

General Education Experience Requirements

Cornerstones

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

- 5 Initial Experiences in Critical Thinking, Mathematics, Information and Technology Literacy, Oral Communication, and Written Communication.
- 3 Enriched Experiences, one each from Critical Thinking, Oral Communication, and Written Communication.

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

Ways of Knowing

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

required to complete 10 Ways of Knowing Experiences:

- 3 Experiences in Experience and Study of the Arts and Literature (A, B and C) with at least one experience in historical and contemporary artistic works (A); one with a studio component (B); and one in literature (C).
- 3 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).
- 4 Experiences in Analysis of Human Behavior and Social Structure (J) and Exploration of the Natural World (S = Lab/Field, V = Non-Lab/Non-Field), including:
 - 1 Experience in Analysis of Human Behavior and Social Structure (J).
 - 2 Experiences in Exploration of the Natural World (S).
 - One additional experience:
 - a. If the two S Experiences are a sequence, 1 additional S, V, or J Experience is required.
 - b. If the two S Experiences are not a sequence, 1 additional S or V Experience is required.

Tag

Tag

Perspectives on the World

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

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

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

COR

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

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

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

Intended Learning Outcomes for COR Study

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

COR 1

Who am I who could I become?

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

What are the needs and opportunities of the world?

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

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

Explain contemporary issues and problems from multiple perspectives.

COR 2

Who am I and who could I become?

Clarify a sense of self in relation to the world.

What are the needs and opportunities of the world?

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

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

Integrate knowledge and skills from multiple sources and meaningful experiences.

COR 3

Who am I and who could I become?

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

What are the needs and opportunities of the world?

Demonstrate the skills necessary for engaged, responsible citizenship.

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

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

Components of the COR Program of General Education

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

Study

Interdisciplinary Inquiry

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

Skill Development

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

Reflect

Values and Ethical Exploration

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

Personal Philosophy/Mission Statement

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

Act

Community Engagement

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

Fulfilling the Requirement

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

COR 1

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

For transfer sophomores and above the COR 1 requirement is waived. Transfer freshmen (and new students who achieve sophomore standing due to 28+ AP credits or have taken college level work while in high school) must take COR unless COR program allows 0-1 credit alternative.

COR 2

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

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

COR 3

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

COR 3 is not transferrable.

Academic Policies

Academic Advising

Advising is an integral part of academic life at Edgewood College. From the time students are admitted to Edgewood, they work with academic advisors to clarify their life/career goals and to develop their educational plans for the realization of these goals.

Most academic advisors are faculty members, usually associated with a student's chosen major. In order to register for classes, students must meet with their academic advisor and are encouraged to confer with their advisor regularly to ensure they are progressing smoothly through their academic program.

Advising is coordinated by the Office of the Academic Dean. Students may contact that office with questions they may have regarding advising. Online resources may be found at the Virtual Advising Center, edgenet.edgewood.edu/advising.

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

Academic Honesty Policy

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

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

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

- Borrowing, buying or stealing a paper from elsewhere; lending or selling a paper for another's use as his or her

own; using printed material written by someone else as one's own

- Getting so much help on a paper from someone else, including a college tutor, that the student writer can no longer legitimately claim authorship
- Intentionally using source material improperly, e.g., neither citing nor using quotation marks on borrowed material; supplying an in-text citation but failing to enclose quoted material within quotation marks; leaving paraphrased material too close to the original version; failing to append a works-cited page when sources have been used
- Unintentional misuse of borrowed sources through ignorance or carelessness

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

Academic Support Program

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

Administrative Withdrawal

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

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

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

Attendance

Individual instructors set attendance policies for their classes. Responsibility for attending class is placed upon the student in the context of learning and academic achievement. Students are responsible for work missed. Students who must be absent are encouraged to discuss their

absence with their instructors, preferably before the absence occurs. Only when an emergency arises that will result in prolonged absence will the Academic Dean's Office notify the student's instructors, if the student explains the reason for the absence and requests that instructors be informed. Non-attendance does not constitute official withdrawal. See CHANGE OF SCHEDULE and WITHDRAWAL FROM COLLEGE information in this section for withdrawal policies.

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

FERPA

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

Pre-College Skill Development Course

Students whose placement scores indicate a deficiency that could jeopardize future success are required to take appropriate skills courses. Students must take their English course during their first semester, assuming the course is open, and are required to take their pre-college math course during their first year at Edgewood College. Credit toward graduation is not given for these courses; however, credits do count toward full-time status in the semester in which they are taken.

Registration Policies and Procedures

Registration

Registration consists of course selection for a specific semester or term. The Timetable of courses offered is published online twice a year in April and November and may also be accessed online on Edgewood Express at express.edgewood.edu. It includes specific information for registering. The majority of students register using the online Registration Guide in Edgewood Express to select courses. Current students are expected to register in the announced registration periods called Priority Registration. Students are given priority in registration according to their classification and total number of credits earned.

Change of Schedule: Adding or Dropping

Any change in schedule (course add, course drop, or credit change) should be discussed with the student's academic advisor. A student may add courses through the first week of the semester. Deadlines for Session, Winterim and Summer courses are indicated in The Registration Guide and on Edgewood Express. The student is responsible for dropping or adding courses officially by appropriate deadlines indicated in the current Registration Guide.

Course drops are not permitted after the fifth week of a session course or after the tenth week of a semester course. Students who are dropping all their courses or their only course should refer to Edgewood Central. Students are fully responsible for submitting forms to Edgewood Central by the appropriate deadlines.

Payment of Fees

Payment of fees or fee arrangements must be made prior to the start of classes each term. Refer to The Registration Guide or Edgewood Edpress for specific deadlines. Students who have not made fee payments or fee arrangements by the stated deadline in the current Registration Guide will be withdrawn. There is a \$50 fee to be reinstated. The fee for reinstatement after the semester or term ends is \$100.

Failure to Register

Students may not attend courses for which they are not registered. The last day to add or register for a course is the end of the first week of classes in a semester. Session, Summer and Winterim add deadlines appear in The Registration Guide. A student who attends a class for which he or she is not registered and has not paid will not be allowed to add the course after the first week of classes or at a later date.

Withdrawal from College

A student who wishes to withdraw from the college during the semester (i.e., drop all courses), should refer to Edgewood Central. Failure to meet the drop deadline can result in grades of "F" and/or financial consequences. Non-attendance does not constitute withdrawal; failure to withdraw officially will result in liability for all tuition and fees and grades of "F" for each course enrollment. See the refund policy under FINANCIAL AID.

Credit Loads

Full-time students carry a load of 12 to 17 semester hours each semester. Semester loads exceeding 18 hours are rare and should be considered carefully. Semester loads over 18 credits must be approved by the Academic Dean's Office. In order to graduate in four years, students must earn an

average of at least 15 credits per semester. Actual credit loads may vary depending upon the major.

Classification of Students

Students are classified according to the number of credits earned. Those who meet the entrance requirements are classified as freshmen. Students with 28 semester-hours of credit are classified as sophomores; those with 60 semester-hours are classified as juniors; those with 90 semester-hours are classified as seniors. A student who does not wish to enroll as a candidate for a degree at Edgewood College or does not meet the admission requirements is classified as a Limited or Non-Degree student.

Course Frequency

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

Course Numbering System

Below 100	Pre-college courses do not fulfill degree requirements
100-299	Introductory Courses
300-399	Intermediate Courses
400-499	Advanced Courses
500-800	Graduate Courses

Auditing a Course

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

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

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

make such withdrawal and refund advisable.

Transfer Credits

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

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

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

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

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

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

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

Courses that are repeated are counted only once in total credits earned. If a student repeats a course at Edgewood that was previously transferred from another institution, the transferred credits will be removed from the student's record.

Transferred courses are not included in the Edgewood College grade point average calculation; however, they are included in the calculation for graduation honors.

Transcripts

A transcript of credits is an official document issued by the Registrar's Office. Edgewood College has retained Credentials Inc. to accept transcript orders over the Internet. When this new transcript ordering system is implemented in the Fall of 2011, we will be able to not only send transcripts through the mail, but also electronically through a secure mechanism. The fee is \$6.00 per transcript. The transcript ordering site will be accessed via Edgewood Express (www.

express.edgewood.edu) for current students. If you need to pay by cash or check, transcripts can be requested at Edgewood Central. Transcripts will be processed only if there are no transcript holds, i.e., outstanding financial obligations to the College, on the student account.

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

Registrar's Office Forms

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

Grading System

Letter Grades

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

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

Calculation of Grade Point Average

The grade point average (GPA) is calculated by dividing the total number of grade points by the total number of attempted credits. Pass/Fail, pre-college, transfer and audit grades are not included in the Edgewood GPA. However, the Edgewood GPA and the GPA of transferred credits are used in the calculation of graduation honors. See GRADUATION HONORS for information on how graduation honors are calculated.

Pass/Fail Grading

Juniors and seniors with a 2.50 cumulative GPA may carry an average of one course each semester on a pass/fail basis. However, General Education requirements must be taken for letter grades. Courses in the COR may be taken on a pass/fail basis by any student. Major and minor departments must authorize pass/fail courses taken within the major/minor. Signed pass/fail Option forms must be submitted within two weeks from the first class meeting. Deadlines vary for Summer and Winterim; consult the current Registration Guideline. Pass/fail grades, because they do not have grade points, do not affect the GPA of a student. The pass/fail option, once taken, may not be revoked at a later time for a letter grade.

Incomplete Grades

The grade of “Incomplete” will be given only for reasons of health or other serious emergencies and when arrangements have been made in advance with the instructor. A Request for Incomplete form must be completed and signed by both the student and the instructor and filed with the Registrar’s Office by the appropriate deadline. It is the student’s responsibility to contact the instructor in this matter. A student who has not completed all requirements for a course by the time of the final grading period and who does not have a serious reason, and has not made arrangements with the instructor to receive an “Incomplete” must be graded on the basis of the work submitted up to the time of the grading period.

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

Unreported Grade (“NR”)

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

Grade Reports

Final grades are posted on Edgewood Express under “My Grades.”

Freshmen are provided with mid-semester grades in Fall and Spring to better assess their academic progress; sophomores receive mid-semester grades in the Fall. Students who are doing less than average work at the midpoint of the course may be notified and asked to arrange a conference with their

advisor, instructor and/or Learning Support Services staff. Mid-semester grades do not go on a student’s permanent record.

Appeal of Grades and Grade Changes

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

Repeating a Course

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

Dean’s List

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

Semester Honors

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

Academic Standing

Good Academic Standing

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

Warned: Incomplete

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

Warning

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

Probation

A student will be placed on probation if the cumulative GPA is less than 2.00. Students on probation are required to meet with Learning Support Services staff for an assessment and information about academic support services. While on probation, a student who takes an “Incomplete” in any course may not register for the following semester. Students have only one term on probation in which to raise their cumulative GPA to at least a 2.0 and return to good academic standing. A student who does not raise his or her GPA in that one term is dismissed (see below).

Dismissal

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

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

Satisfactory Academic Progress

A full-time student is making satisfactory academic progress if he or she earns a minimum of 12 Edgewood credits each semester in Fall and Spring, and is in good academic

standing (a cumulative GPA of 2.0 or higher) for each term he/she enrolls, including Fall, Spring, and Summer. Pre-college courses, while they do not count in credit earned, count toward the computation of full-time status for satisfactory progress in the semester they are taken.

Other Study Opportunities

Collaborative Program with University of Wisconsin

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

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

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

In order to withdraw from a course, in addition to officially dropping the course at UW, the student must officially drop the course at Edgewood Central at Edgewood College in accordance with published procedures and deadlines.

Credit for Prior Learning

The College offers several ways of obtaining credit for prior college-level learning, as described below. All credit for prior learning for General Education requirements must

be completed before the semester in which the student graduates. This includes proficiency exams, nationally standardized exams and portfolios.

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

Advanced Placement and International Baccalaureate Examinations

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

Nationally Standardized Examinations

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

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

Edgewood College Examination Program

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

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

Credit for Prior Learning Portfolio Program

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

to credit.

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

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

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

Armed Services and Organization-Sponsored Learning

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

Credits for Non-Native Speakers of English

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

Retroactive Credit for Foreign Language Learning

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

Graduate Courses

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

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

If a graduate course is taken for undergraduate credit, the student may not later use this course to meet the credit, residency, or GPA requirement for the Master's Degree at Edgewood College.

For post-baccalaureate students, conditions #1 and #3 above apply. Conditions #2, #4, #5, #6, and #7 above do not apply. These graduate credits may be applied to a graduate degree at Edgewood College. Approval of the respective department is required.

Honors Program

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

Requirements of the Honors Program

Students are required to take Honors courses, participate in extra-curricular activities and develop their own Honors

Scholarship project (in their junior or senior year).

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

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

Admission to Honors

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

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

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

Continuing and transfer students may apply to the program with:

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

Benefits of Honors

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

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

Independent Study

Once students have earned at least 48 credits toward the degree, they are eligible to 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 with specific learning goals that include meeting with the professor regularly. They are limited to one course per semester and are not to exceed three or four credits per course.

General Education requirements may not be fulfilled through independent study. Independent study courses may not be audited. Students must complete an Independent Study contract with their directing professor and register for the appropriate Independent Study course within an academic department.

Majors

- Accounting
- Accounting: Finance Concentration
- Accounting: Management Concentration
- Accounting: Marketing Concentration
- Art
- Art and Design Teaching
- Art Therapy
- Biology
- Biology Teaching
- Biology Teaching with Environmental Science
- Broad Field Natural Science: Biology Concentration
- Broad Field Natural Science: Chemistry Concentration
- Broad Field Natural Science: Geoscience Concentration
- Broad Field Natural Science: Physics Concentration
- Broad Field Science Teaching w/Earth & Space Science
- Broad Field Science Teaching w/Life & Environmental Science including Biology and Environmental Science
- Broad Field Science Teaching w/Physical Science incl. Chemistry
- Broad Field Science Teaching w/Physical Science incl. Physics
- Broad Fields Social Studies: Economics Concentration
- Broad Fields Social Studies: History Concentration
- Broad Field Social Studies: History Concentration with Teaching Minor
- Broad Fields Social Studies: Political Science Concentration
- Broad Fields Social Studies: Sociology/ Anthropology

- Concentration
- Business (General Business)
- Business: Accounting Concentration
- Business: Finance Concentration
- Business: Management Concentration
- Business: Marketing Concentration
- Business/Computer Information Systems
- Business and Information Technology Teaching
- Chemistry: Biochemical Concentration
- Chemistry: Professional Concentration
- Chemistry Teaching
- Child Life
- Communication Studies
- Computer Information Systems
- Computer Science Teaching
- Criminal Justice
- Criminal Justice: Human Services Concentration
- Cytotechnology
- Early Childhood: Special Education
- Early Childhood: Special and Regular Education
- Economics: Applied Economics Concentration
- Economics: Business Economics Concentration Elementary Education
- Elementary Education with Early Childhood Minor
- English Major: Journalism Concentration
- English Major: Literature Concentration
- English Major: Writing Concentration
- English Teaching
- French
- French Teaching
- Graphic Design
- History
- Individualized Major (You may be able to develop an individualized major to fulfill your academic goals)
- International Relations
- Mathematics
- Mathematics Teaching
- Music
- Music Education
- Music with a Business Emphasis
- Nursing
- Political Science: Comparative/Global Politics Concentration
- Political Science: American Politics Concentration
- Political Science: Law and Politics Concentration

- Political Science: Political Communication Concentration
- Pre-Engineering (Natural Science & Math Major)
- Psychology
- Psychology: Clinical Counseling Concentration
- Psychology: Human Services Concentration
- Psychology: Substance Abuse Concentration
- Religious Studies
- Sociology
- Sociology: Human Services Concentration
- Spanish
- Spanish Teaching
- Studies in Education
- Theatre Arts
- Theatre Education

Minors

- Art
- Art History
- Biology
- Biology Teaching
- Business
- Chemistry
- Chemistry Teaching
- Communication Studies
- Computer Information Systems
- Computer Science
- Computer Science Teaching
- Economics
- Early Childhood
- Earth Science
- English- Literature or Writing Concentration
- English Teaching
- Environmental Studies
- Ethnic Studies
- Film Studies
- French
- French Teaching
- French for Elementary Education
- Global Studies
- History
- History Teaching
- History Teaching Elementary Education or Elementary/

- Middle
- History Teaching Middle Secondary Education
- Individualized Minor (You may be able to develop an individualized minor to fulfill your academic goals)
- Latin American Studies
- Mathematics
- Mathematics Teaching
- Math for Elem/Middle School Teaching
- Music
- Natural Science Teaching
- Philosophy
- Physics
- Photography
- Political Science
- Psychology
- Religious Studies
- Science Education
- Middle/Secondary Education
- Social Studies Teaching
- Sociology
- Spanish
- Spanish Teaching
- Spanish for Elementary Education
- Teaching English Language Learners: ESL
- Teaching English Language Learners: ESL/ Bilingual Education
- Theatre Arts
- Theatre Education
- Women's and Gender Studies

Individual Programs

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

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

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

may be made for upper division transfer students.

The minimum total number of credits for an individualized major is 42. At least 20 credits of an individualized major must be 300 level or above. An individualized minor must include at least 24 credits, of which 12 credits must be 300 level or above. Students planning to develop an individualized major or minor should discuss their plans with their academic advisor, who is responsible for providing direction and guidance, and with the appropriate UCC representative.

Requirements for Graduation

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

Candidates for the Bachelor's degree at Edgewood College must complete one of the degree programs listed above, have a cumulative 2.0 GPA, complete a minimum of 32 credits at Edgewood College, file an Application for a Degree form in the Registrar's Office at the beginning of the final semester, and meet all financial obligations to Edgewood College. A student may not graduate with a grade of "Incomplete" on his/her academic record. Degree requirements must be completed within 5 years of a student's last date of attendance at Edgewood. After 5 years, students will be required to fulfill any additional requirements that have been established by the college.

Students who, at the time degrees are awarded, have not completed all requirements, including GPA minimum, an Application for Degree form, credit minimum and official transcripts of outstanding transfer coursework, will be removed from the graduation list. Students must then submit a new Application for Degree form for their intended date of graduation.

Waiving of Requirements

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

Graduation and Commencement

Edgewood College officially awards degrees three times each year, on January 10, May 25 and August 25. Commencement

ceremonies are held in May and December. These are the dates on which a student formally graduates.

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

Graduation Honors

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

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

To be eligible for graduation honors, a student must have earned a minimum of 60 credits (Bachelor's degree) from Edgewood College at the time of graduation. The GPA calculation for Graduation Honors includes all transfer credits, as well as all credits earned at Edgewood College. Graduation honors are not the same as membership in the Honors Program.

Three classes of Latin honors are awarded:

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

Individualized Majors and Minors

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

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

Additionally, the William H. Young Center for Global Education offers an individualized major and minor in global studies.

Edgewood College School of Arts and Sciences

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.

School of Arts and Sciences

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

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

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

Art

Majors

Art

Art and Design Teaching

Art Therapy

Graphic Design

Minors

Art

Art History

Photography

Art Major

The art major engages students in a comprehensive two-dimensional and three-dimensional visual art experience. The studio art curriculum involves studio practice, immersion in a broad selection of art history classes and an opportunity to exhibit art work annually in the Edgewood College DeRicci Gallery.

Forty-five credits, to include:

Required Courses:

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

Two of the following courses:

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

One of the following courses:

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

Four of the following courses:

- 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 289 Studio Workshop
- ART 305 Painting II
- ART 308 Etching
- ART 312 Figure Drawing
- ART 360 Digital Fine Art

Residency requirement: A student majoring in art must complete a minimum of 12 credits in art courses at Edgewood. Art and Design Teaching Major

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

The major requires 53 credits, to include the requirements for an Art major and completion of the Education

professional requirements and the licensing sequence for Early Childhood-Adolescence: Regular Education (see EDUCATION), plus:

Required Courses:

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

Select One:

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

Select Two:

- ART 102 B Watercolor

- ART 120 B Video
- ART 206 Relief Printmaking
- ART 208 Advanced Photography
- ART 305 Painting II
- ART 308 Etching
- ART 312 Figure Drawing
- ART 360 Digital Fine Art
- ART 405 Painting III

Select one:

- ART 207 Darkroom Photography I
- ART 209 Digital Photography

An Art and Design Teaching major student must be taken through emergent professional transition to ART 466 and 468; progress through transition steps is recommended as early as possible.

Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. All students completing teaching programs for licensing after August 31, 2004 must now meet new licensing and license-renewal rules applicable to their respective programs, including PRAXIS I/PRAXIS II testing and performance-based portfolio assessment.

Art Therapy Major

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

Required courses:

- ART 126 AG Art Survey: Art of the Western World
- ART 151 I Digital Art & Design for Art Majors
- ART 200 B Drawing I
- ART 202 Two-Dimensional Design
- ART 205 Painting I
- ART 216 B Three-Dimensional Design
- ART 218 Ceramics I
- ART 240 GU Introduction to Art Therapy
- ART 342 K Adapted Art Media and Methods

- ART 344 QU Perspectives in Art Therapy
- ART 345 D Applications of Adapted Art in a Multicultural Context
- ART 462 Art Therapy Seminar I
- ART 465 Art Therapy Seminar II
- ART 492 X Art Therapy Internship
- PSY 101 J General Psychology
- PSY 340 Abnormal Psychology
- PSY 345 Lifespan Development

Select one:

- ART 102 B Watercolor
- ART 209 Digital Photography
- ART 206 Relief Printmaking
- ART 207 Darkroom Photography I
- ART 214 Drawing II
- ART 289 Studio Workshop
- ART 305 Painting II
- ART 308 Etching
- ART 312 Figure Drawing
- ART 316 Sculpture
- ART 318 Ceramics II

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

- PSY 210 Child Psychology
- PSY 220 Adolescent Psychology
- PSY 300 Psychology of Personality
- PSY 301 Case Management
- PSY 350 Drug Use and Abuse
- PSY 360 Assessment and Treatment of Substance Abuse
- PSY 380 Into to Psychotherapies
- PSY 440 Abnormal Psychology
- PSY 487 Intro to Family Therapy

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

Graphic Design Major

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

Fifty-seven credits, to include:

Required courses:

- ART 200 B Drawing I
- ART 120 or B Video
- ART 320 KU Digital Video
- ART 151 I Digital Art & Design for Art Majors
- ART 202 Two-Dimensional Design
- ART 205 Painting I
- ART 210 Graphic Design
- ART 214 Drawing II
- ART 220 Typography
- ART 275 AQX History of Graphic Design
- ART 310 Layout Design
- ART 312 Figure Drawing
- ART 450 Design Concept Development
- ART 470 Web Design
- ART 480 Portfolio Development

Select One:

- COMMS 243 Intro to Media Studies
- COMMS 314 Persuasion Promotion & Advertising
- COMMS 319 Mass Communication Campaigns

Select one A tagged art history course in addition to ART 275 AQX:

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

Select One:

- ART 207 Darkroom Photography I
- ART 209 Digital Photography

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

Students are encouraged to participate in an internship to gain practical experience. Students must participate in the Senior Graphic Design Portfolio Review in their final semester.

Art Minor

Thirty credits, to include:

Required courses:

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

One of the following courses:

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

Two of the following courses:

- ART 102 B Watercolor
- ART 205 Painting I
- ART 206 Relief Printmaking
- ART 208 Advanced Photography
- ART 305 Painting II
- ART 308 Etching
- ART 312 Figure Drawing
- ART 360 Digital Fine Art
- ART 450 Advanced Computer Graphics

Two of the following courses:

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

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

Art History Minor**Required courses:**

- ART 264 ADU Multicultural Art in the USA
- ART 464 Art Seminar

Select two:

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

Select two:

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

Photography Minor**Required courses:**

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

Select One:

- ART 120 B Video
- ART 210 Graphic Design

Biological Sciences

Majors**Biology****Broad Field Natural Science: Biology Concentration****Cytotechnology****Minors****Biology****Teaching majors and minors****Biology Teaching Major****Biology Teaching Major with Environmental Science****Biology Teaching Minor****Broad Field Science Teaching Major: Life and Environmental Science Including Biology and Environmental Studies****Mission**

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

Biology Major

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

Biology core courses (24 credits):

- BIO 151 SU General Biology: Cell Biology and Ecology

OR

- BIO 181 ESU Honors General Biology: Cell Biology and Ecology
 - BIO 152 S General Biology: Genetics and Evolution
- OR
- BIO 182 S Honors General Biology: Information Flow in Living Systems
 - BIO 251 IX Introduction to Biology Research I
 - BIO 351 Organismal Botany
 - BIO 352 Organismal Zoology
 - BIO 401 Genetics
 - BIO 480 Biology Seminar

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

Cell and Molecular Biology:

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

Ecology and Evolution:

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

Organismal Biology:

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

Other Elective Courses:

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

One of the following Chemistry sequences:

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

One mathematics course:

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

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

Guidelines for selecting electives in the Biology major

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

Ecology/Conservation Biology

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

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

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

Courses outside of biology:

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

Medical Science and Biomedical Graduate Programs

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

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

- BIO 210 Anatomy and Physiology I
- BIO 211 Anatomy and Physiology II
- BIO 312 S Microbiology
- BIO 402 Cell and Molecular Biology

- BIO 406 Medical Microbiology
- BIO 408 Immunology
- BIO 410 Pathology
- BIO 425 Comparative Animal Physiology
- BIO 469 Endocrinology

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

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

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

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

Sports Science

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

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

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

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

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

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

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

Graduate School

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

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

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

Additional chemistry and physics courses:

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

Mathematics courses:

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

Biology Minor

Biology Minors are required to take 21 credits in Biology.

Biology Core Courses (11 credits):

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

One of the following courses (4 credits):

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

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

Policies for the Biology major and minor

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

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

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

A student must maintain a cumulative grade point average of 2.5 in biology courses. A biology course in which the student receives a grade below "CD" will not be accepted toward the major or the minor.

Broad Field Natural Science Major: Biology Concentration

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

Required Biology courses:

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

One of the following Chemistry sequences:

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

Required Geoscience courses:

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

Required Physics courses:

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

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

One Mathematics course:

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

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

Cytotechnology Major

Requirements for a major in Cytotechnology are as follows:

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

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

Biology courses (30 credits):

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

Chemistry courses:

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

Mathematics course:

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

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

Policies for Cytotechnology Major

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

A student must maintain a cumulative grade point average of 2.5 in all required courses. A required course in which the student receives a grade below "CD" will not be accepted toward the major.

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

When the entire 38-credit internship is successfully

completed in August, the student will be granted a B.S. degree in Cytotechnology from Edgewood College and will be certified by the State Laboratory of Hygiene.

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

Biology Teaching Major

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

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

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

Thirty-six required biology credits to include:

The following required core courses:

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

A minimum of 2 credits from the following:

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

A minimum of 2 credits from the following:

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

Additional credits from the following:

- BIO 201 Biotechnology
- BIO 206 EV Natural Communities of Wisconsin
- BIO 208 Nutrition
- BIO 210 Anatomy and Physiology I
- BIO 211 Anatomy and Physiology II
- BIO 275 Dendrology
- BIO 292 Biology Excursions
- BIO 312 S Microbiology
- BIO 402 Cell and Molecular Biology
- BIO 406 Medical Microbiology
- BIO 408 Immunology
- BIO 410 Pathology
- BIO 430 Animal Behavior
- BIO 445 Biological Psychology
- BIO 450 Ecology
- BIO 469 Special Topics in Biology (1-3 cr)
- BIO 479 Independent Study (1-3 cr)
- BIO 489 Field/Laboratory Research (1-3 cr)

Additional requirements**A two-semester sequence of chemistry:**

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

One mathematics course from among:

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

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

- NATS 250 PV History and Philosophy of Science

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

Biology Teaching Major with Environmental Science

This major is designed for individuals who wish to be certified to teach biology and/or environmental science at the secondary level (WDPI category Early Adolescence through Adolescence, Ages 10-21; WDPI license 605 and 615).

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

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

Thirty-five required biology credits to include:**The following required courses:**

- BIO 151 SU General Biology: Cell Biology and Ecology
- BIO 152 S General Biology: Genetics and Evolution
- BIO 206 EV Natural Communities of Wisconsin
- BIO 250 EV Environmental Biology

- BIO 351 Organismal Botany
- BIO 352 Organismal Zoology
- BIO 401 Genetics
- BIO 430 Animal Behavior
- BIO 450 Ecology
- BIO 480 Biology Seminar

A minimum of 2 credits from the following:

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

Additional requirements:**A two-semester sequence in Chemistry:**

- CHEM 110 & 111 S Introductory Chemistry & Introductory Organic Chemistry and Biochemistry

OR

- CHEM 120 & 121 S **General Chemistry I & General Chemistry II**

- PHYS 130 OR 201 S General Physics I OR College Physics I

One mathematics course from among:

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

Seven credits of required social science courses:

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

Seven credits of required geoscience courses:

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

One semester of the methods of teaching science and accompanying practicum: NATS 459S Teaching Science in

Middle/ Secondary Schools. Students must be accepted into Emergent Professional Transition and have completed their science coursework before being admitted to NATS 459S.

- NATS 250 PV Philosophy of Science.

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

Biology Teaching Minor

This minor is designed for individuals who wish to be certified to teach biology at the secondary level (WDPI category Early Adolescence through Adolescence, Ages 10-21; WDPI license 605).

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

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

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

Twenty-five credits in biology to include:**Required courses:**

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

Additional requirements:

- NATS 459 S Teaching Science in Middle/ Secondary schools

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

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

This major is designed for individuals seeking certification to teach general science, biology, and/or environmental science at the Early Adolescence through Adolescence level (Ages 10-21; grades 7-12; WDPI licenses 601, 605, 606, and 615).

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

Broad Field Science Teaching majors with Life and Environmental Science Including Biology and Environmental Studies seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification.

This major aligns with “WDPI Content Guidelines for Life and Environmental Science Including Biology and Environmental Studies.”

Fifty-eight credits in natural science to include:

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

At least six credits in mathematics:

- MATH 121 M Statistics

And one of the following:

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

One of the following social science courses:

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

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

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

Broad Field Social Studies

An interdisciplinary major administered by the History and Social Science Departments

Majors

BFSS History Concentration

BFSS History Concentration with Teaching Minor

BFSS Social Science: Economics Concentration

BFSS Social Science: Political Science Concentration

BFSS Social Science: Sociology/ Anthropology Concentration

Administered by the History Department.

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

1. One course in each of these areas: A, B, and C (see HISTORY).
2. HIST 295 Pro-seminar: Historians, Historiography and Historical Methods
3. HIST 400/401A, B, or C, Selected Issues/ Research Paper
4. 10-12 credits of electives in History. Confirm with history advisor.
5. Students must be adept at using a word processing program. They must also be familiar with computer-accessed historical sources. Instruction in researching such sources is begun in HIST 295, and continued in upper division courses. Majors demonstrate proficiency in HIST 401.

Students must earn at least 12 credits in history courses at Edgewood College. At least half of the credits in history should be at the 200 level or above. A minimum cumulative grade point average of 2.75 is required in history courses offered toward the major.

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

Each successful BFSS-History Concentration major will demonstrate:

1. Competence in research, critical reading of sources, communicating, writing, reasoning and analyzing.
2. The basic skills of the historian, to include historical method and historiography.
3. Competence in historical knowledge, historical periodization and historical geography and the social sciences.

BFSS: History Concentration with Teaching Minor

Administered by the History Department

The major is part of a program leading to a Wisconsin initial educator license to teach Social Studies and History at the early adolescence through adolescence level (ages 10-21). Students complete an interdisciplinary major of 58-60 credits with 46-48 in history and 12 in the social sciences distributed as follows:

1. The required courses in history are:

- HIST 115 H plus one elective from Area A in History (see HISTORY)
- HIST 131 and HIST 132 H
- HIST 111 GH plus one elective from Area C in History
- HIST 120 GH
- HIST 295 Pro-Seminar
- HIST 400/401 A, B, or C Selected Issues/ Research Paper
- 4-6 credits of electives in History, in consultation with an advisor. Confirm with history advisor.
- Sixteen social science credits to include ECON 255, ECON 256, SOC 201, and PS 262. Consult with an advisor.
- Post-bacs must complete a 12 credit residency requirement with the History Department. Consult with an advisor.

2. Completion of the Education professional requirements and the licensing requirements for teacher education (See EDUCATION). A Broad Fields Social Studies - History Major with a teaching minor must be admitted to teacher education before being admitted to ED 459H; admission to teacher education is recommended as early as possible.
3. To meet Wisconsin Department of Public Instruction licensing requirements, students should take GEOG 265 E Environmental Conservation which includes coursework in conservation of natural resources and marketing and consumer cooperatives. Students are advised to check carefully the certification requirements of the state in which they plan to teach.
4. Majors must be adept at using a word processing program. They must also be familiar with computer-accessed historical sources. Instruction in researching\ such sources is begun in HIST 295, and continued in upper division courses. Majors demonstrate proficiency in HIST 401.
5. At least half of the credits in history should be at the 200-level or above. Post-baccalaureate and undergraduate students must earn at least 12 credits in history at Edgewood College.
6. A minimum cumulative grade point average of 2.75 is required in history and social science courses offered toward the major.

BFSS: Economics Concentration

Administered by the Social Science Department

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

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

Required courses:

Interdisciplinary Sequence in Social Science:

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

The following courses:

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

BFSS: Political Science Concentration

Administered by the Social Science Department

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

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

Required courses:

Interdisciplinary Sequence in Social Science:

- SS 368 U Social Science Research Methods

- SS 369 Social Science Statistics
- SS 484 KX Senior Social Science Seminar

The following courses:

- PS 210 GJ Introduction to International Relations or PS 275 GJ Introduction to Comparative Politics
- PS 301 Political Ideas
- PS Electives to equal 7 Credits

BFSS: Sociology/Anthropology Concentration

Administered by the Social Science Department

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

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

Required courses:

Interdisciplinary Sequence in Social Science:

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

The following courses:

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

One course from the following:

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

One course from the following:

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

Chemistry, Geoscience, and Physics

Majors

Broad Field Natural Science:

Chemistry Concentration

Geoscience Concentration

Physics Concentration

Chemistry:

Professional Concentration

Biochemical Concentration

Natural Science and Mathematics with a Pre-Engineering Concentration

Minors

Chemistry

Earth Science

Physics

Teaching Majors and Minors

Broad Field Science Teaching Major: Earth and Space Science

Broad Field Science Teaching Major: Physical Science Including Chemistry

Broad Field Science Teaching Major:

Physical Science Including Physics

Chemistry Teaching Major

Chemistry Teaching Minor

Natural Science Teaching Minor

Science Education Minor

Mission

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

Broad Field Natural Science Major

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

Required core courses:

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

Mathematics requirement:

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

The student must also complete one of the following concentrations:

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

Broad Field Natural Science Policies

A student must maintain a cumulative grade point average of at least 2.5 in all required core courses in natural science and mathematics and in all courses taken to complete one of the concentrations. Any natural science or mathematics course in which the student received a grade below “CD” will not be accepted toward the major.

Transfer students must take a minimum of 12 natural science credits at Edgewood College.

Chemistry Major

Requirements for the major:

Core courses (23 credits)

- CHEM 120 S General Chemistry I
- CHEM 121 S General Chemistry II
- CHEM 321 Organic Chemistry I
- CHEM 323 Organic Chemistry II

- CHEM 351 U Analytical Chemistry
- CHEM 371 Inorganic Chemistry I
- CHEM 480 K Chemistry Seminar

In addition, students must choose one of the following two concentrations.

Professional Concentration

This concentration is designed to prepare students for graduate school or work in an industrial or government laboratory. Careful consultation with an advisor is recommended.

A minimum of 40 credits in chemistry, including the core courses listed above, plus:

Additional required courses:

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

Six credits from the following:

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

The following mathematics courses:

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

One year of physics to include:

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

Biochemical Concentration

This concentration is designed to prepare students for careers in health fields (such as medicine, dentistry, pharmacy, and physical therapy), industry, business, or law; or graduate school in biochemistry or molecular biology. Careful consultation with an advisor is recommended.

A minimum of 30 credits in chemistry including the core courses listed above, plus:

One additional required course:

- CHEM 340 Biochemistry

Four credits from the following:

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

Ten credits from the following:

- PHYS 130 S General Physics I
- PHYS 131 S General Physics II
- PHYS 201 S College Physics I
- PHYS 202 S College Physics II
- BIO 151 SU General Biology I
- BIO 152 S General Biology II
- BIO 208 Nutrition
- BIO 210 Anatomy and Physiology I
- BIO 211 Anatomy and Physiology II
- BIO 220 V Biomechanics
- BIO 312 S Microbiology
- BIO 351 Organismal Botany
- BIO 352 Organismal Zoology
- BIO 401 Genetics
- BIO 402 Cell & Molecular Biology
- BIO 410 Pathology
- BIO 415 Exercise Physiology
- BIO 425 Animal Physiology

One mathematics course from among:

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

Policies for the Chemistry Major

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

A student must maintain a cumulative grade point average of 2.5 in chemistry courses. A chemistry course in which a student receives a grade below “CD” will not be accepted toward the major or minor.

Chemistry Minor

A minimum of 21 credits in chemistry to include:

Required courses:

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

Three additional credits in chemistry.

Natural Science and Mathematics Major with the pre-Engineering Concentration

Students may choose the dual degree option under the existing collaborative programs with the Colleges of Engineering at UW-Madison and Marquette University. Under this option, in addition to receiving a Bachelor’s degree in engineering from one of these institutions, a student will receive a B.S. in Natural Science and Mathematics from Edgewood College subject to the completion of the degree requirements stipulated by the College.

Sixty-seven credits to include the following core courses:

- CHEM 120 S General Chemistry I
- CHEM 121 S General Chemistry II
- MATH 231 M Calculus I
- MATH 232 M Calculus II
- MATH 233 M Calculus III
- MATH 331 Differential Equations
- PHYS 201 S College Physics I
- PHYS 202 S College Physics II
- PHYS 350 Scientific Computing
- PHYS 360 Modern Physics

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

The course credits earned by students upon completion of their engineering program at UW-Madison or Marquette University may be transferred to Edgewood College to complete the B.S. in Natural Science and Mathematics.

Earth Science Minor

A minimum of 22 credits in earth science to include:

Required courses:

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

Ten additional credits in earth or space science.

Physics Minor

Track 1:

A minimum of 22 credits in physics to include:

Required courses:

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

At least 11 additional credits from the following:

- PHYS 220 Biomechanics
- PHYS 250 V Astronomy
- NATS 250 PV History & Philosophy of Science
- PHYS 310 Principles of Mechanics
- PHYS 320 Electromagnetism
- PHYS 350 Scientific Computing
- PHYS 361 Thermal Physics

- PHYS 379/479 Independent Study
- PHYS 489 Undergraduate Research

Track 2:

A minimum of 22 credits in physics to include:

Required courses:

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

At least 8 additional credits from the following:

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

Policies for the Natural Science Teaching majors and minors

The teaching majors and minors are part of a program leading to a Wisconsin initial educator license to teach science at the Early Adolescence through Adolescence level (Ages 10-21).

Science teaching majors in the programs listed below are required to seek program approval from an advisor in the Natural Science Department.

Transfer students must take a minimum of 12 Natural Science credits at Edgewood College for a major and a minimum of 8 credits for a minor. Post-baccalaureate and transfer students intending to complete a science teaching major should consult with a Natural Science Department advisor during their first semester on campus.

Science education students fulfill their computer competency requirement by taking any of the following courses/course combinations:

- BIO 351 & 352 Organismal Botany & Organismal Zoology

- CHEM 323 & 351 U Organic Chemistry II & Analytical Chemistry
- GEOS 301 S Weather and Climate
- PHYS 310 Principles of Mechanics

Science education students must maintain a cumulative grade point average of 3.0 in their science courses. In addition, to apply a science and/or mathematics course to a teaching major or minor, a student must receive a grade of "CD" or better.

Students must complete their Initial Content Knowledge Endorsement prior to being admitted to Teaching Science in Middle/Secondary Schools. (NATS 459S)

Broad Field Science Teaching Major: Earth and Space Science

This major is designed for individuals who wish to be certified to teach general science and/or the earth and space sciences at the secondary level (WDPI category Early Adolescence through Adolescence, ages 10- 21; WDPI licenses 621 and 635).

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

Broad Field Science Teaching majors with Earth and Space Science seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. This major aligns with "WDPI Content Guidelines for Earth and Space Science."

Fifty-one credits in natural science to include:

- GEOS 102 S Introduction to Earth Science I
- GEOS 103 S Oceans and Atmosphere
- GEOS 203 S Historical Geology
- GEOS 206 EV Environmental Geology
- GEOS 301 S Weather and Climate
- GEOS 479 Independent Study
- GEOS 489 Undergraduate Research
- PHYS 250 V Survey of Astronomy
- BIO 151 SU General Biology I
- BIO 152 S General Biology II
- CHEM 120 S General Chemistry I
- CHEM 121 S General Chemistry II

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

- NATS 250 PV History and Philosophy of Science

At least 6 credits in mathematics:

- MATH 121 M Statistics

And one of the following:

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

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

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

Broad Field Science Teaching Major: Physical Science Including Chemistry

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

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

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

Fifty-three credits in natural science to include:

- CHEM 120 S General Chemistry I
- CHEM 121 S General Chemistry II
- CHEM 321 Organic Chemistry I
- CHEM 323 Organic Chemistry II

- CHEM 351 U Analytical Chemistry
 - CHEM 371 Inorganic Chemistry I
 - CHEM 489 Undergraduate Research
 - PHYS 130 & 131 S General Physics I & General Physics II
- OR
- PHYS 201 & 202 S College Physics I & College Physics II
 - GEOS 102 S Introduction to Earth Science I
 - GEOS 103 S Oceans and Atmosphere
 - BIO 151 SU General Biology I
 - BIO 152 S General Biology II
 - BIO 250 EV Environmental Biology
- OR
- GEOS 206 EV Environmental Geology
 - NATS 250 PV History and Philosophy of Science

At least 6 credits in mathematics:

- MATH 121 M Statistics

And one of the following:

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

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

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

Broad Field Science Teaching Major: Physical Science Including Physics

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

The major requires completion of the requirements listed

below, the Education professional requirements and the licensing requirements for teacher education (see EDUCATION).

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

Fifty-six credits in natural science to include:

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

Twelve credits in mathematics:

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

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

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

Chemistry Teaching Major

This major is designed for individuals who wish to be certified to teach chemistry at the secondary level (WDPI category Early Adolescence through Adolescence, Ages 10-21; WDPI licenses 610 and 637).

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

Chemistry Teaching majors seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. It is recommended that Chemistry majors complete the Natural Science Teaching minor to build their understanding of biology and geoscience as defined in the “WDPI Content Guidelines for Physical Science Including Chemistry” and prepare for the content exam.

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

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

An additional 8 credits from:

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

One of the following two-semester sequences in physics:

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

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

Additional Courses in Biology:

- BIO 151 SU General Biology I
- BIO 152 S General Biology II

A one-year sequence in Earth Science:

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

The following mathematics courses:

If taking General Physics:

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

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

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

Chemistry Teaching Minor

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

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

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

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

A minimum of 22 credits in chemistry to include:

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

Four additional credits in chemistry.

NATS 459S Teaching Science in Middle/ Secondary Schools

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

Natural Science Teaching Minor

This minor is designed for individuals seeking certification in science teaching at the Early Adolescence through Adolescence level (Ages 10-21; grades 7-12; PI 34.29).

The minor is designed to supplement a Biology or Chemistry Teaching major to meet the PI 34 breadth requirement. It may also be useful in preparing for PRAXIS Exam 10435, which must be passed by all students seeking licensure to be eligible for certification.

Individuals with a biology or chemistry major seeking WDPI license 621 should complete this minor.

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

- BIO 151 SU General Biology I
- BIO 152 S General Biology II
- CHEM 110 & 111 S Introductory Chemistry & Introductory Organic Chemistry and Biochemistry
- OR
- CHEM 120 & 121 S General Chemistry I & General Chemistry II
- GEOS 102 S Introduction to Earth Science I
- GEOS 103 S Oceans and Atmospheres
- GEOS 301 S Weather and Climate
- PHYS 250 V Survey of Astronomy
- PHYS 130 & 131 S General Physics I & General Physics II
- OR

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

One course of environmental science:

- BIO 250 EV Environmental Biology
- OR
- GEOS 206 EV Environmental Geology
- NATS 250 PV History and Philosophy of Science

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

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

Science Education Minor

The Science Education minor is designed to provide the interdisciplinary science background required to teach science topics at the Early Childhood through Middle Childhood level (Birth to 8 years; PI 34.27) and Middle Childhood through Early Adolescence level (Ages 6-13; PI 34.28).

Coursework includes biological, earth, space, and physical science. This minor is intended to provide content knowledge that will support the teaching of elementary science with an interdisciplinary perspective and an integrated approach.

PRAXIS II Exam 10014 must be passed for Early Childhood through Middle Childhood certification. PRAXIS II Exam 20146 must be passed for Middle Childhood through Early Adolescence certification.

Eight credits of integrated science:

- NATS 104 S Introduction to Natural Science I
- NATS 105 Introduction to Natural Science II
- BIO 151 SU General Biology I
- GEOS 102 S Oceans and Atmospheres

Four credits of physical science from:

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

Three credits in environmental studies:

- BIO 250 EV Environmental Biology
- OR
- GEOS 206 EV Environmental Geology

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

- ED 427A Methods: Science & Environmental Education I

&

Methods:

- ED 427B Science and Environmental Education II.

Communication Studies

Majors

Communication Studies

Minors

Communication Studies

The Communication Studies Department is part of the School of Arts and Sciences.

Policies

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

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

Department Award

The Martie Kaump Award is given to a student who has demonstrated outstanding artistic achievement and student leadership. The criteria for this award includes the following: student is able to work independently, uses research tools in academic work, is able to formulate long-range goals, is reasonably successful in mentoring less experienced students, has completed 70 credits and maintained a grade

point of 3.2 or higher. This award is given in alternate years by the Communication Studies and the Theatre Arts departments.

Communication Studies Major

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

- COMMS 201 Communication and Civilization
- COMMS 240 Introduction to Interpersonal Communication
- COMMS 311 Qualitative Communication Research Methods
- COMMS 313 Quantitative Communication Research Methods

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

- COMMS 241 J Introduction to Organizational Communication
- COMMS 243 Introduction to Media Studies
- COMMS 312 KU Argument and Controversy
- COMMS 317 D Intercultural Communication
- COMMS 440 Senior Capstone

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

Organizational/Interpersonal Emphasis

Required:

- COMMS 318 Advanced Organizational Communication
- COMMS 450 Internship.

Recommended:

- COMMS 219 Applied Communication
- COMMS 228 A Television Criticism
- COMMS 250 Relational Communications
- COMMS 260 X Writing for the Media
- COMMS 310 Advanced Communication Theory
- COMMS 314 Persuasion, Promotion and Advertising

- COMMS 319 Mass Communication Campaigns
- COMMS 320 Group Discussion and Team Leadership
- COMMS 325 JQ Gender, Culture and Communication
- COMMS 430 Special Topics in Communication Study
- ANTH 222 GJ Introduction to Cultural Anthropology
- BUS 301 Marketing Principles
- BUS 302 Management of Human Performance
- BUS 340 Management of Organizations
- BUS 430 Human Resource Management
- BUS 432 Consumer Behavior
- BUS 435 Professional Selling and Sales Management
- PHIL 103A 1P Philosophy of the Person
- PSY 300 Psychology of Personality
- SOC/PSY 349 Social Psychology
- SOC 309 D Race and Ethnicity

Media and Message Emphasis

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

Required:

- COMMS 260 X Writing for the Media
- COMMS 450 Internship

Recommended:

- COMMS 228 A Television Criticism
- COMMS 219 Applied Communication
- COMMS 225 Advanced Applied Communication
- COMMS 310 Advanced Communication Theory
- COMMS 314 Persuasion, Promotion and Advertising
- COMMS 318 Advanced Organizational Communication

- COMMS 319 Mass Communication Campaigns
- COMMS 320 Group Discussion and Team Leadership
- COMMS 325 JQ Gender, Culture and Communication
- COMMS 329 Radio Production
- COMMS 330 Introduction to Video Production
- COMMS 334 Documentary Video Production
- COMMS 430 Special Topics in Communication Studies
- ART 107 OR 108 B Photography for Non-Art Majors
- ART 120 B Video
- ART 152 I Digital Art and Design for Non-Art Majors
- ART 210 Graphic Design
- ART 310 Layout Design
- THA 226 A Film Criticism
- ENG 201 Introduction to Journalism
- ENG 202 Journalism Practicum
- ENG 301 Magazine Writing
- ENG 309 The New Journalism
- ENG 312 Topics in Journalism
- ENG 314 Literary Journalism
- PHIL 104 P Ethics
- THA 264 CK Oral Interpretation
- THA 265 BK Acting I

Communication and Social Influence Emphasis

Required:

- COMMS 314 Persuasion, Promotion and Advertising
- COMMS 450 Internship

Recommended:

- COMMS 228 A Television Criticism

- COMMS 260 X Writing for the Media
- COMMS 310 Advanced Communication Theory
- COMMS 318 Advanced Organizational Communication
- COMMS 319 Mass Communication Campaigns
- COMMS 320 Group Discussion and Team Leadership
- COMMS 325 JQ Gender, Culture and Communication
- COMMS 329 Radio Production
- COMMS 330 Introduction to Video Production
- COMMS 430 Special Topics in Communication Study
- ANTH 222 GJ Introduction to Cultural Anthropology
- BUS 301 Marketing Principles
- ENG 201 Introduction to Journalism
- FREN 314 Language in the Media
- HIST 204 DH Social Movements in U.S. History
- PHIL 105 Social and Political Philosophy
- PS 350 Public Policy Process
- PS 360 J Political Parties and Interest Groups
- SOC 309 D Race and Ethnicity
- SOC 322 Class, Social Change and Revolution
- SOC 365 JQ Women and Society
- SOC 309 D Race and Ethnicity
- SOC 322 Class, Social Change and Revolution
- SOC 365 JQ Women and Society
- SPAN 314 G Language in the Media
- SOC/PSY 349 Social Psychology
- THA 264 CK Oral Interpretation
- THA 265 BK Acting I

Individually Planned Emphasis

Required:

- COMMS 450 Internship

Interdisciplinary Options

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

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

- ENG 314 Literary Journalism
- FREN 314/414 Language in the Media
- FREN 433 Film and Society
- HIST 204 DH Social Movements in U.S. History
- PHIL 103A 1P Philosophy of the Person
- PHIL 104 P Ethics
- BUS 433 Advertising and Promotion
- PHIL 105 Social and Political Philosophy
- PSY 300 Psychology of Personality
- PS 350 Public Policy Process
- PS 360 J Political Parties and Interest Groups
- PS 460 J Mass Media and Politics
- SOC 309 D Race and Ethnicity
- SOC 322 Class, Social Change and Revolution
- SOC 349 Social Psychology
- SOC 365 JQ Women and Society
- SPAN 314/414 G Language in the Media
- SPAN 436 G Film and Society

Communication Studies Minor

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

Minor core:

- COMMS 201 Communication and Civilization,
- COMMS 240 Interpersonal Communication

Computing and Information Sciences

Majors

Computer Information Systems

Business/Computer Information Systems

Computer Science Teaching

Minors

Computer Information Systems

Computer Science

Computer Science Teaching

The Computing and Information Sciences Department is part of the School of Arts and Sciences.

Computer Information Systems Major

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

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

A total of 66-68 credits as follows:

Computing and Information Sciences courses:

- CS 105 I Digital Life Through Multimedia
- CS 180 Introduction to Programming
- CS 220 Introduction to Networking Technologies
- CS 250 IT Project Management
- CS 270 Database Structures

- CS 301 X Information Systems: Analysis and Design
- CS 302 Information Systems: Design and Implementation
- CS 320 Professional Issues in IS & IT
- CS 340 Programming for the Web
- CS 430 Information Security and Network Management
- CS 470 Internship in Computer Science
- CS 480 Web and E-Commerce Development
- CS 490 Topics in Computer Science
- CS 492 Information Systems Project
- MATH 121 M Statistics

Business courses:

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

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

Course sequence for Computer Information Systems Major

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

Business-Computer Information Systems Major

All courses listed for the Computer Information Systems major (66-68 cr). Students graduating with a Business/Computer Information Systems major may need to complete more than 120 credits in order to complete their degree.

All courses listed for the Business minor (35 cr).

Computer Science Teaching Major

The Computer Science Teaching Major is part of a program leading to a Wisconsin initial educator license to teach computer science at the early adolescence through adolescence level (Ages 10 - 21).

Computing and Information Sciences:

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

Two elective courses to be determined by the department.

A course on computers in education approved by the department.

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

Computer Information Systems Minor

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

A total of 22 credits as follows:

- CS 105 I Digital Life Through Multimedia
- CS 180 Introduction to Programming

- CS 220 Introduction to Networking Technologies
- CS 270 Database Structures
- CS 301 X Information Systems: Analysis and Design
- CS 302 Information Systems: Design and Implementation

Computer Science Minor

A total of 18 credits as follows:

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

Computer Science Teaching Minor

The Computer Science Teaching Minor is part of a program leading to a Wisconsin initial educator license to teach computer science at the level corresponding to the student's major.

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

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

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

A course on computers in education approved by the department.

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

Department Policies

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

A student must have a cumulative grade point average of 2.5 or higher in the three courses CS 180, CS 270 and CS 220, or written consent of the department before he/she may declare a major in Computer Information Systems, Business/Computer Information Systems or Computer Science Teaching.

A student must have a cumulative grade point of 2.5 or higher in all computer science courses in order to earn a major in Computer Information Systems, Business/Computer Information Systems or Computer Science Teaching.

A minimum of three computer science courses in the majors at or above the 300 level must be taken in the Department of Computing and Information Sciences at Edgewood College. A minimum of two computer science courses in the minors, one at or above the 200 level and one at or above the 300 level, must be taken in the department.

Courses in computer science taken more than five years ago may not be accepted toward the majors in Computer Information Systems, Business/Computer Information Systems or Computer Science Teaching; or the minors in Computer Science Teaching, Computer Science, or Computer Information Systems. Such courses are accepted at the discretion of the department.

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

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

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

Assessment

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

Fundamental Concepts of Information and Computer Technology

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

Application Development

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

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

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

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

Project Management

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

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

Be able to use accepted testing strategies

Be able to plan and implement auditing

Information Systems

Students should be able to apply the concepts of management information systems

Be able to describe the organizational impact of information systems and emerging technologies,

as well as ethical issues surrounding the use of information systems

Fundamental Business Concepts

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

English Department

Majors

English with concentrations in

Literature

Writing

Journalism

English Teaching

Minors

English with concentrations in

Literature

Writing

English Teaching

The English Department is part of the School of Arts and Sciences.

Department Policies

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

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

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

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

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

English Major with a concentration in Literature

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

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

Twenty-eight credits in literature at the 300/400 level. At least two of these courses must be pre-1865 literature. One must be an English COR 3 seminar. Students may substitute one writing course at the 300/400 level for one of the literature courses after 1865.

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

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

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

English Major with a concentration in Writing

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

Required courses:

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

Four courses from the following:

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

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

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

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

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

English Major with a concentration in Journalism.

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

Required courses:

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

At least three courses from the following:

- ENG 301 Magazine Writing

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

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

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

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

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

English Teaching Major

The major is part of a program leading to a Wisconsin initial educator license to teach English at the Early Adolescence through Adolescence level (Ages 10-21). It includes 44 credits beyond ENG 110 W, as follows:

Required courses:

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

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

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

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

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

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

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

English Minor with a concentration in Literature

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

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

English Minor with a concentration in Writing

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

Four courses from the following:

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

Eight credits in literature at the 300/400 level.

English Teaching Minor

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach English at the level corresponding to the major. It includes 24 credits beyond ENG 110 W, as follows:

Required courses:

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

One additional 300/400-level literature course.

Additional credits in English to bring the total to 24.

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

Foreign Language

Majors

French

French Teaching

Spanish

Spanish Teaching

Minors

French

French Teaching

French for Elementary Education

Spanish

Spanish Teaching

Spanish for Elementary Education

The Foreign Language Department is a part of the School of Arts and Sciences.

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

Goals for Foreign Language Program

Goal I: to expose students to the target culture-- for French students, the Francophone world, and for students of Spanish, the Spanish-speaking world, through language and cultural immersion with the aim to enhance cross-cultural competence and understanding.

Goal II: to enable students to develop oral proficiency in the foreign language, including accuracy of structure and pronunciation, at the target level of intermediate high (as defined in the ACTFL national proficiency guidelines).

Goal III: to introduce students to a variety of writing formats and improve written proficiency in the target language, including accuracy of syntactical structure, grammar, punctuation, and organization of presentation.

Goal IV: to introduce students to the literature of France and the Francophone world or Spain and Latin America, together with other avenues of intellectual inquiry (film, history, art, music, philosophy).

Goal V: to acquaint Foreign Language Teaching students with current methodologies in foreign language instruction in order to help them to develop pedagogical tools and skills necessary for teaching the target language and culture, and prepare them professionally for their career through hands-on experience and practical training.

French Major

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

Eight credits of intermediate French:

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

Twelve credits of language from the following:

- FREN 312 Third Year Conversation & Composition
- FREN 313 G Third Year Conversation & Composition
- FREN 314 G Language in the Media
- FREN 316 G Language & the Francophone World
- FREN 380/480* Special Topics
- FREN 412 Advanced Conversation & Composition
- FREN 413 Advanced Conversation & Composition
- FREN 414 Advanced Language in the Media
- FREN 416 G Advanced Language & the Francophone World
- FREN 430 Phonetics

Eight credits of literature from the following:

- FREN 380/480* Special Topics

- FREN 428 CG Introduction to French Literature–Middle Ages to Revolution
- FREN 429 CG Introduction to French Literature - 19th & 20th Centuries
- FREN 437A CGQ Literary Movements of Modern France
- FREN 438 CG Francophone Literature

Four credits of culture from the following:

- FREN 380/480* Special Topics
- FREN 431 G French Civilization
- FREN 432 G Contemporary Francophone Culture
- FREN 433 G Film & Society

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

Computer competency requirement

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

French Teaching Major

The major is part of a program leading to a Wisconsin initial educator license to teach French at the Early Childhood through Adolescence level (Birth - Age 21). It requires 43 credits beyond FREN 101 L and 102 L, to include:

Eight credits of intermediate French:

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

Twelve credits of language from the following:

- FREN 312 Third Year Conversation & Composition
- FREN 313 G Third Year Conversation & Composition
- FREN 314 G Language in the Media
- FREN 316 G Language & the Francophone World
- FREN 380/480* Special Topics

- FREN 412 Advanced Conversation & Composition
- FREN 413 Advanced Conversation & Composition
- FREN 414 Advanced Language in the Media
- FREN 416 G Advanced Language & the Francophone World
- FREN 430 Phonetics

Eight credits of literature from the following:

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

Four credits of culture from the following:

- FREN 380/480* Special Topics
- FREN 431 G French Civilization
- FREN 432 G Contemporary Francophone Culture
- FREN 433 G Film & Society

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

Seven credits in methods and phonetics

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

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

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

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

French Minor

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

Eight credits of intermediate French:

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

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

Four credits of language from the following:

- FREN 312 Third Year Conversation & Composition
- FREN 313 G Third Year Conversation & Composition
- FREN 314 G Language in the Media
- FREN 316 G Language & the Francophone World
- FREN 380/480* Special Topics
- FREN 412 Advanced Conversation & Composition
- FREN 413 Advanced Conversation & Composition
- FREN 414 Advanced Language in the Media
- FREN 416 G Advanced Language & the Francophone World
- FREN 430 Phonetics
- FREN 479 Independent Study

Four credits of literature or culture from the following:

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

- FREN 431 G French Civilization
- FREN 432 G Contemporary Francophone Culture
- FREN 433 G Film & Society
- FREN 479 Independent Study

Four credits of French (from courses listed above and not already taken)

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

French Minor for Elementary Education Majors

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

Eight credits of intermediate French:

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

- Or transferred courses (Maximum of 8 credits accepted)
- Or 8 retroactive credits

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

Four credits of language from the following:

- FREN 312 Third Year Conversation & Composition
- FREN 313 G Third Year Conversation & Composition
- FREN 314 G Language in the Media
- FREN 316 G Language & the Francophone World
- FREN 380/480* Special Topics
- FREN 412 Advanced Conversation & Composition
- FREN 413 Advanced Conversation & Composition
- FREN 414 Advanced Language in the Media
- FREN 416 G Advanced Language & the Francophone World
- FREN 430 Phonetics
- FREN 479 Independent Study

Four credits of literature or culture from the following:

- FREN 380/480* Special Topics
- FREN 428 CG Introduction to French Literature - Middle Ages to Revolution
- FREN 429 CG Introduction to French Literature - 19th & 20th Centuries
- FREN 437A CGQ Literary Movements of Modern France
- FREN 438 CG Francophone Literature
- FREN 431 G French Civilization
- FREN 432 G Contemporary Francophone Culture
- FREN 433 G Film & Society
- FREN 479 Independent Study

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

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

French Teaching Minor

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach French at the level corresponding to the major. It requires 31 credits beyond FREN 101 L and 102 L, to include:

Eight credits of intermediate French:

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

Eight credits in language from the following:

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

- FREN 380/480* Special Topics FOREIGN LANGUAGE 131
- FREN 412 Advanced Conversation & Composition
- FREN 413 Advanced Conversation & Composition
- FREN 414 Advanced Language in the Media
- FREN 416 G Advanced Language & the Francophone World
- FREN 479 Independent Study

Four credits in literature or culture from the following:

- FREN 380/480* Special Topics
- FREN 428 CG Introduction to French Literature - Middle Ages to Revolution
- FREN 429 CG Introduction to French Literature - 19th & 20th Centuries
- FREN 437A CGQ Literary Movements of Modern France
- FREN 438 CG Francophone Literature
- FREN 479 Independent Study
- FREN 431 G French Civilization
- FREN 432 G Contemporary Francophone Culture
- FREN 433 G Film & Society

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

Seven credits of phonetics and methods

- FREN 430 Phonetics
- FREN/ED 459F Methods of Teaching Foreign Language in Elementary/ Middle/Secondary Schools (4 cr)

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

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

French Program Policies

Emphasis is on the use of French in the classroom beginning with first-year classes. Advanced classes are conducted in French. Upper-level courses may be repeated for credit, provided content is different. Students with three or more years of the same high school language cannot take 101 of that same language at Edgewood College.

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

All majors, teaching and non-teaching, and all teaching minors must pass with a minimum grade of “B” at least two of the following: FREN 312, 313 G, 314, 316 G, 412 G- 413 G, 414 G, 416 G, 430. All non-teaching minors must pass with a minimum grade of “B” at least one of the courses listed.

All majors, teaching and non-teaching, and all teaching minors must also maintain a 3.0 GPA in French courses, achieve oral proficiency at the intermediate-high level (ACTFL guidelines), and be approved by the Department.

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

Study Abroad

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

Minimum credits at Edgewood College

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

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

The year that prior courses were taken must be considered for determining courses’ acceptability for satisfying major/ minor requirement. Those seeking add-on teaching certification in foreign language must consult with the Foreign Language Department.

Retroactive Credit

Credits may be granted for foreign language skills acquired through high school study, immersion experience in the target language, or other means of prior learning. Level of language proficiency will be determined based on the successful completion of the student's first college level foreign language course (placement must be above 101 level) with a minimum grade of C. Up to 16 credits may be granted in Foreign Language. Only non-native speakers are eligible. See the list below for an explanation of how credit is awarded.

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

Proficiency Tests

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

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

Spanish Major

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

Eight credits of intermediate Spanish:

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

Twelve credits of language from the following:

- SPAN 312 Third Year Conversation & Composition
- SPAN 314 G Language in the Media

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

Eight credits of literature from the following:

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

Four credits of culture from the following:

- SPAN 380/480* Special Topics
- SPAN 431 G Spanish Civilization
- SPAN 432 Latin American Civilization
- SPAN 433 Contemporary Culture
- SPAN 436 G Film & Society

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

Computer competency requirement

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

Spanish Teaching Major

The Spanish Teaching Major is part of a program leading to a Wisconsin initial educator license to teach Spanish at the Early Childhood through Adolescence level (Birth - Age 21).

It requires 43 credits beyond SPAN 101 L and 102 L, to include:

Eight credits of intermediate Spanish:

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

Twelve credits of language from the following:

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

Eight credits of literature from the following:

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

Four credits of culture from the following:

- SPAN 380/480* Special Topics
- SPAN 431 G Spanish Civilization
- SPAN 432 Latin American Civilization
- SPAN 433 Contemporary Culture
- SPAN 436 G Film & Society

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

Seven credits of phonetics and methods:

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

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

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

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

Spanish Minor

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

Eight credits of intermediate Spanish:

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

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

Four credits of language from the following:

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

Four credits of literature or culture from the following:

- SPAN 431 G Spanish Civilization
- SPAN 432 Latin American Civilization
- SPAN 433 Contemporary Culture
- SPAN 436 G Film & Society
- SPAN 380/480* Special Topics
- SPAN 424 CG Topics in Modern Peninsular Literature
- SPAN 437 CG Spanish American Literature
- SPAN 438 CG Contemporary Literature

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

- SPAN 312 Third Year Conversation & Composition
- SPAN 314 G Language in the Media
- SPAN 318 G Language in the Hispanic World
- SPAN 380/480* Special Topics
- SPAN 412 Advanced Conversation & Composition
- SPAN 414 G Advanced Language in the Media
- SPAN 418 Advanced Language in the Hispanic World
- SPAN 430 Phonetics
- SPAN 424 CG Topics in Modern Peninsular Literature
- SPAN 431 G Spanish Civilization
- SPAN 432 Latin American Civilization
- SPAN 433 Contemporary Culture
- SPAN 436 G Film & Society
- SPAN 437 CG Spanish American Literature
- SPAN 438 CG Contemporary Literature

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

Spanish Minor of Elementary Education Majors

Eight credits of intermediate Spanish:

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

• Or transferred courses (Maximum of 8 credits accepted)

• Or 8 retroactive credits

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

Four credits of language from the following:

- SPAN 312 Third Year Conversation & Composition
- SPAN 314 G Language in the Media

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

Four credits of literature or culture from the following:

- SPAN 431 G Spanish Civilization
- SPAN 432 Latin American Civilization
- SPAN 433 Contemporary Culture
- SPAN 435 Film & Society
- SPAN 380/480* Special Topics
- SPAN 424 CG Topics in Modern Peninsular Literature
- SPAN 437 CG Spanish American Literature
- SPAN 438 CG Contemporary Literature

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

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

Spanish Teaching Minor

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

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

Eight credits of intermediate Spanish:

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

Eight credits of language from the following:

- SPAN 312 Third Year Conversation & Composition

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

Four credits of literature from the following:

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

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

Seven credits of phonetics and methods:

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

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

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

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

Spanish Program Policies

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

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

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

choosing the appropriate level course.

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

All majors, teaching and non-teaching, and all teaching minors must pass with a minimum grade of “B” at least two of the following: SPAN 312, 314 G, 318 G, 412, 414 G, 418, 430. All non-teaching minors must pass with a minimum grade of “B” at least one of the courses listed.

All majors, teaching and non-teaching, and all teaching minors must also maintain a 3.0 GPA in Spanish courses, achieve oral proficiency at the intermediate-high level, (ACTFL guidelines), and be approved by the Department.

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

Study Abroad

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

Minimum Credits at Edgewood College

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

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

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

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

Retroactive Credit

Credits may be granted for foreign language skills acquired through high school study, immersion experience in the

target language, or other means of prior learning. Level of language proficiency will be determined based on the successful completion of the student's first college level foreign language course (placement must be above 101 level) with a minimum grade of C. Up to 16 credits may be granted in Foreign Language. Only non-native speakers are eligible. See the list below for an explanation of how credit is awarded.

- 4 retroactive credits if B or higher in SPAN 102 L

- No retroactive credits if BC or C in SPAN 102 L

- 8 retroactive credits if B or higher in SPAN 201 GL

- 4 retroactive credits if BC or C in SPAN 201 GL

- 12 retroactive credits if B or higher in SPAN 202 GL

- 4 retroactive credits if BC or C in SPAN 202 GL

- 16 retroactive credits if B or higher in SPAN 312 or a higher level Spanish Course

- 8 retroactive credits if BC or C in SPAN 312 or higher

Placement into foreign language classes is determined by the College.

Proficiency Tests

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

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

History

Major

History

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

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

Minors

History

History Teaching, Elementary/Middle Education

History Teaching, Middle/Secondary Education

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

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

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

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

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

Competence in historical knowledge, historical periodization and historical geography.

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

History Major

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

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

Area A: European History

- HIST 108 H Medieval Europe, 410-1500
- HIST 110 H Beginnings of Modern Europe, 1500 to the Eve of the French Revolution
- HIST 115 H Europe and the World
- HIST 211 H History of Modern Germany from Unification to Nazification

- HIST 271 H Selected Topics
- HIST 325 H Germany and the Rise of the Nazi Party
- HIST 341 H European Holocaust
- HIST 375 World War II

Area B: United States History

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

Area C: East Asian History

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

One of the following two-semester sequences:

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

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

It is strongly recommended that history majors who plan to attend graduate school take a foreign language. Students should consult with their academic advisor for information.

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

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

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

History Minor

A minimum of 24 credits to include HIST 295, and a 400/401 sequence. The other courses will be chosen by the student in consultation with a History Department advisor. At least 12 credits in history must be earned at Edgewood College.

History Teaching Minor; Middle/Secondary Education

Secondary Education or Middle/Secondary Education

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

A minimum of 28 credits in history, including:

At least one course from each of the areas above: A, B, and C

- HIST 295 Proseminar: Historians, Historiography and Historical Method
- ED 459H History Teaching and Social Studies
- A HIST 400/401 two-semester sequence

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

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

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

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

History Teaching Minor: Elementary/Middle Education

An elementary/middle level education major.

A minimum of 28 credits in history including:

At least one course from each of the areas above: A, B, and C

- HIST 295 Proseminar: Historians, Historiography and Historical Method

- A HIST 400/401 two-semester sequence

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

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

International Relations

International Relations Major

1. Interdisciplinary core of 36-37 credits:

Political Science

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

Economics

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

Other Social Science

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

Other:

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

2. Language Proficiency: two years of college-level study of one foreign language (16 credits) or equivalent.

3. A Minor in one of the following disciplines: sociology, business, economics, French, history, political science, environmental studies, women's and gender studies or Spanish.

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

Policies

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

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

Comparative humanities courses:

- ART 124 Global Perspectives in the Visual Arts
- ART 250 AGU Art of Africa, Americas, & Oceania
- ENG 270 CG Intro to World Literature
- ENG 370B CGX Post-Colonial Literature
- ENG 470 Focused Study of World Literature
- FREN 316/416 G (Advanced) Language & the Francophone World
- FREN 429 CG Intro to French Literature
- FREN 431 GH French Civilization
- FREN 432 Contemporary Culture

- FREN 433 Film and Society
- FREN 437A CGQ Literary Movements of Modern France,
- FREN 438 CG Francophone Literature
- HIST 111 GH East Asian History
- HIST/PHIL 112 Chinese Philosophy
- HIST 117 GH Modern China
- HIST 221 GH Modern Japan
- HIST 240 H The Middle East
- HIST 284 People's Republic of China
- HIST 325 H Germany and the Rise of the Nazi Party
- HIST 341 H European Holocaust
- HIST 375 World War II
- HIST 401A Research Paper in European History
- HIST 401C Research Paper in East Asian History
- MUS 155 AGX World Music
- PHIL 306 Philosophy of Peace and Justice
- RS 225 GR Intro to Major Religious Traditions
- RS 265 Religious Traditions of the East
- RS 456 Selected Topics: Islam
- SPAN 424 CG Topics in Modern Peninsular Literature
- SPAN 431 G Spanish Civilization
- SPAN 432 Latin American Civilization
- SPAN 433 Contemporary Culture
- SPAN 436 G Film and Society
- SPAN 437 CG Latin American Literature
- SPAN 438 CG Contemporary Literature

Mathematics Department

Majors

Mathematics

Mathematics Teaching

Minors

Mathematics

Mathematics Teaching

Mathematics Teaching for Elementary/Middle School

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

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

Core Mathematics

Students should demonstrate a broad understanding of core mathematics as defined by the requirements for the major and the department's course goals. These goals include the interplay of mathematics with other disciplines and the history of mathematics.

Problem-solving

Students should demonstrate competency in problem-solving. This includes the ability to generate special cases, recognize patterns, formulate and test conjectures, reject incorrect solutions, use mathematical tools developed in coursework, and reflect appropriately on the solution.

Proof

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

Communication

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

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

Mathematics Major

Forty-four credits in mathematics, including:

Required courses:

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

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

- MATH 331 Differential Equations

•Analysis Pairing:

- MATH 431 Real Analysis
- MATH 432 Complex Analysis

•Algebra Pairing:

- MATH 441 Abstract Algebra I
- MATH 442 Abstract Algebra II

•Geometry Pairing:

- MATH 461 Geometry
- MATH 462 Topology

A minimum GPA of 2.5 in the above mathematics courses.

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

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

Mathematics Teaching Major

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

Fifty-one 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 431 Real Analysis
- MATH 441 Abstract Algebra I
- MATH 442 Abstract Algebra II
- MATH 451 Explorations in Middle/Secondary School Mathematics
- MATH 459 Middle/Secondary Math Methods (crosslisted with ED 459M)
- MATH 461 Geometry
- MATH 485 X Mathematics Seminar

A minimum GPA of 2.5 in the above mathematics courses.

Completion of the professional Education core prerequisites and licensure requirements for Early Adolescence through Adolescence (see EDUCATION). Admission to teacher education is recommended as early as possible.

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

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

Mathematics Teaching for Elementary/Middle School Minor

The minor, together with a licensing major in Middle Childhood through Early Adolescence, is part of a program leading to a Wisconsin initial educator license to teach mathematics at the level corresponding to the major.

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

A major in Middle Childhood through Early Adolescence Education.

Required courses:

- MATH 101 M Introduction to Problem Solving
- MATH 102 Arithmetic Structures
- MATH 103 Geometric Structures
- MATH 121 M Statistics
- ED 428 Elementary/Middle Mathematics Methods
- MATH 451 Explorations in Middle/Secondary Mathematics

At least one of the following courses:

- MATH 222 M Calculus with Business Applications [This course has placement or MATH 114A M as a prerequisite]
- MATH 231 M Calculus I [This course has placement or MATH 114A M and MATH 114B as prerequisites]

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

- MATH 122 Finite Mathematics
- MATH 232 M Calculus II

A minimum GPA of 2.5 in the above courses.

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

Mathematics Minor

Twenty-four credits in mathematics including:

Required courses:

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

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

- MATH 233 M Calculus III
- MATH 331 Differential Equations
- MATH 351 Probability
- MATH 431 Real Analysis
- MATH 432 Complex Analysis
- MATH 441 Abstract Algebra I
- MATH 442 Abstract Algebra II
- MATH 461 Geometry
- MATH 462 Topology

A minimum GPA of 2.5 in the above mathematics courses.

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

Mathematics Teaching Minor

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

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

Thirty credits in mathematics including:

Required courses:

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

Choose one of the following:

- MATH 121 M Statistics
- MATH 351 Probability

A minimum GPA of 2.5 in the above mathematics courses.

Completion of the Education professional requirements

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

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

Mathematics Policies

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

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

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

Courses in mathematics may not be audited.

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

No student may take a mathematics course Pass/Fail if it is to be used to satisfy any major or minor requirement from any department in the College.

Any course requirement of the mathematics and mathematics teaching majors and minors (with the exception of MATH 485 X and MATH 459) may be satisfied through the proficiency process established by the department. The minimum residency requirement may not be waived.

Students in a math teaching major or minor should not plan to take upper division mathematics courses during the semester in which they are student teaching.

Student Development Opportunities

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

Internships and Careers in Mathematics

A number of careers are open to students majoring in mathematics. Some students proceed to graduate school in an advanced mathematical, professional, or technical field; other students move directly into the work force including

teaching at the middle or secondary level. The student majoring in mathematics should talk to her/his advisor in the sophomore year to explore internships and career opportunities. Members of the department will work with the student and Edgewood College's Career Services office to help the student successfully chart a path beyond graduation.

Student Employment

The academic experience for students in mathematics is enriched when they have the opportunity to be employed by the Department in a capacity related to the major such as grading papers or tutoring. The Department will attempt to find relevant employment for qualified students majoring or minoring in mathematics. Students are encouraged to take advantage of this opportunity and should contact the Department Chair for more information.

Music

Majors

Music

Music: Business Emphasis

Music Education

General Music: Early Childhood– Adolescence*

Choral Music: Early Adolescence–Adolescence*

Instrumental Music: Early Childhood– Adolescence*

*Typically a 5-year program

Minor

Music

Goals of the Major

The curriculum for the music major is aligned with the standards for the National Association of Schools of Music and the Wisconsin Department of Public Instruction. The comprehensive degree offerings challenge students to reach their highest potential. The development of performing skills, critical thinking, and music literacy are goals of each area of private and class instruction, music appreciation, music theory, music history and performing ensembles. Each semester, the music faculty assesses student achievement using standard test formats, portfolio reviews, rubrics, and juried performance reviews.

Opportunities for non-Music Majors

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

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

Music Major

34 credits required in the following courses:

- MUS 140 B Introduction to the Language of Music (or proficiency)
- MUS 141B & 142 Music Structures & Ear Training and Solfege I
- MUS 143 & 144 Theory II & Ear Training and Solfege II
- MUS 191 I Computer Applications in Music
- MUS 241 & 242 Theory III & Ear Training and Solfege III
- MUS 244 Ear Training and Solfege IV

The following music appreciation courses:

- MUS 155 AGX World Music
- MUS 158 AQX Women in Music
- MUS 344 Conducting
- MUS 355 & 356 Music History sequence
- MUS 481 K Senior Recital

In addition:

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

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

Additional Music Major Requirements:

Piano Proficiency (see Music Department for criteria.) Students must be enrolled in MUS 103 every semester until the Piano Proficiency is satisfied. Students must register for MUS 104 (with consent of instructor) the semester they complete the requirement.

Performance Class/ Juried Reviews/Portfolio:

All students who study privately will perform each semester in a performance class (MUS 000), and in a juried review during final examination week. Students must pass 6 semesters of MUS 000. Any student failing 3 consecutive semesters of MUS 000 will not be permitted to continue in the program.

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

Transfer students should see the Department Chair for portfolio deadlines.

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

Cumulative GPA of 2.75

Music history/theory course GPA of 2.5

All music GPA of 3.0

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

Music Major with Business Emphasis

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

Twenty-nine credits, to include:

- BUS 280 Financial Accounting
- BUS 281 Managerial Accounting
- BUS 301 Marketing Principles
- BUS 302 Management of Human Performance
- BUS 304 U Business Law
- MATH 121 M Statistics
- MATH 122 Finite Math
- PHIL 104 P Ethics
- ECON 256 J Principles of Microeconomics

- MUS 491 Internship in an approved arts administration area

Music Education Major with certification in General, Choral, and Instrumental music

The major is part of a program leading to a Wisconsin Initial Educator License to teach music at the Early Childhood through Adolescence level (Birth - Age 21)

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

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

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

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

General Music Certification: Early Childhood–Adolescence

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

Choral Music Certification: Early Adolescence–Adolescence

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

Instrumental Music Certification: Early Childhood–Adolescence

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

Music Minor

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

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

One of the following music appreciation courses:

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

In addition:

Private Lessons (3 credits): Students must complete three credits of private study on a major instrument or voice. At least one credit must be completed at the 300 level with a grade of “C” or better.

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

Additional Requirements for the Minor:

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

Music minors must pass 3 semesters of MUS 000. Any music minor failing 2 consecutive semesters of MUS 000 will not be permitted to continue in the program.

Policies

Computer Competency

Majors must be adept at word processing and Finale software. They must also be familiar with computer-accessed sources and web page development. Skills for these proficiencies are addressed in the music theory and music history/appreciation courses, as well as in MUS 191 I, Computer Applications in Music, which satisfies the general education computer competency requirement.

Applied Music Private Study

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

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

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

Lesson material is designed to give the student a foundation in technical development and music literature according to course level. Students are to perform in MUS 000 Performance Class and in a juried performance at the end of each semester. To progress from the 200 level to the 300 level, a student must receive a grade of “C” or better in MUS 141B (if a music major/ minor), be approved by the appropriate applied instructor, and receive official recommendation from the music faculty following the most recent juried performance. Students must be registered at the 300 or 400 level in order to present a recital and must register for MUS 381 K or MUS 481 K.

Audit Policy

Private lessons and performing groups may not be audited.

Credit for Prior Learning

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

Temporary Suspension of Studies

To assure a positive learning experience, students returning after a three-year interruption of studies toward the major must take placement exams to determine if theoretical and performance-based skills have been maintained at an

appropriate level.

Requirements for Transfer Students

All transfer students are required to audition on their primary instrument or voice before acceptance into the music major. After successful completion of the audition, the student must take the following music qualifying exams: Music Theory, Ear Training/Solfege, Piano Skills, and, if applicable, Music History.

Transfer students must complete a minimum of 20 credits in music courses at Edgewood College. All music majors must register for a major performing ensemble each semester they are enrolled at Edgewood College. For Music Education students, this policy does not include the student-teaching semester. All other requirements for the major must also be satisfied by the transfer student, including the senior recital requirement.

To remain in good standing, transfer students must attain/maintain a GPA of 3.0 in all music courses taken at Edgewood College.

Transfer students will normally submit a portfolio for review at the end of two semesters of study at Edgewood College and prior to graduation. All transfer students should check with the Department Chair for deadline details. Music Performance Grants and Scholarships

Fine Arts Grant in Music

For first-time freshmen and transfer students. Open to music majors and non-majors. To audition, a student must perform two works in contrasting styles. Award amounts are based on the audition results and need. The grant is renewable for up to four years based on the recommendation of the Music Department, taking into consideration the student’s contribution to a performing organization.

Sister E. Blackwell Music Scholarship

Offered on a competitive basis to qualified undergraduate students who attain sophomore status or above and who participate in a performing ensemble and are also taking private lessons. Interested students should contact the Financial Aid Office and the Music Department Chair. The Music Department will supply information regarding audition requirements and deadlines. The award is based on leadership, scholarship and performance in music courses as well as audition results.

Ken and Diane Ballweg Music Scholarship

Offered to an undergraduate student who is a declared music major who intends to make music his or her profession. The audition requires the student to perform intermediate through advanced level works (as determined by the Music Department) for a duration of 20 minutes. The scholarship is

not automatically renewable, and is not automatically given each year. Interested students should contact the Financial Aid Office and the Chair of the Music Department.

Battcock Scholarship

Awarded to qualified students based on potential as a piano student

DeEtte Beilfuss-Eager Scholarship

Restricted to a student who is in good academic standing as a music major, and studying advanced piano or is determined by the Music Department to have a high potential as a piano student.

Malmquist Scholarship

Awarded to qualified students based on academic promise, musical leadership, and contribution to the department and respective ensemble.

Vernon and Anja Sell Choral Scholar Endowment

Awarded each year to one or more qualified students who have been active members of the Chamber Singers for at least one year; demonstrated continued growth in choral/ chamber singing and musicianship; shown exceptional interpersonal leadership skills; and are in good academic standing with the appropriate GPA. The award is based solely on merit rather than financial need and is awarded yearly. Recipients may receive the award in successive years.

Philosophy

Minor

Philosophy

The Philosophy Department is part of the School of Arts and Sciences.

Requirements for the minor:

18 credits selected in consultation with the Chair of the department, including PHIL 479.

A minimum of 9 credits must be completed at the College.

Students who minor in Philosophy will demonstrate a breadth of knowledge in the major areas of philosophical study and an in-depth understanding of at least one philosophical theme or one philosopher. They will also give evidence of an ability to apply and to practice engaged philosophy in a life of service for a just and peaceful world.

Departmental Course Offerings

- PHIL 101 T Logic: the Practice of Critical Thinking is offered every semester and the summer.
- PHIL 101A PT Critical Thinking: Mass Media and Democracy
- PHIL 101B PT Critical Thinking and Popular Culture
- PHIL 102 Foundations of Philosophy
- PHIL 103 P Philosophy of the Person
- PHIL 104 P Ethics
- PHIL 104A PQU Ethics of Sex, Love and Marriage
- PHIL 105 Social and Political Philosophy
- PHIL 106 PQ Philosophy and Gender
- PHIL 107 Philosophy of the Earth
- PHIL 250 PV History and Philosophy of Science
- PHIL 305 Philosophy Themes
- PHIL 306 GP Philosophy of Peace
- PHIL 307 2DP Philosophy of Martin Luther King
- PHIL 400 Metaphysics
- PHIL 401 Selected Philosophers
- PHIL 479 Independent Study

PHIL 101, 101A, 102 and 104 are offered every semester.

PHIL 103 and 106 are usually offered in the fall.

Courses at the 300 and 400 level are offered according to need and interest. Contact Department Chair for upcoming offerings.

Psychology

Majors

Psychology

Psychology with concentrations in:

Clinical and Counseling Psychology

Human Services

Substance Abuse Counseling

Minor

Psychology

The Psychology Department is part of the School of Arts and Sciences.

Department Policies

A minimum of twelve credits of the Psychology major and eight credits toward the Psychology minor must be earned at Edgewood College. Courses taken through the Collaborative Program or through approved study abroad programs are considered taken at Edgewood College.

Eighteen credits of the major must be earned in courses at the 300-level or above.

A student must have a grade point average of 2.5 in major courses in order to graduate with a psychology major. A psychology course in which a student receives a grade below a "CD" will not be accepted toward the major.

Psychology Major

The psychology major seeks to assist students in developing a critical knowledge of psychology as a science and psychology as a means to promote human welfare. These goals reflect the College's mission and identity statements, which promote educating students for meaningful professional lives of service and a lifelong search for truth

General Education course required by the Psychology Department:

- BIO 151 SU General Biology: Cell Biology and Ecology

Required major courses:

- PSY 101 J General Psychology
- PSY 340 Abnormal Psychology
- PSY 369 Social Science Statistics

- PSY 375 Research Methods in Psychology
- PSY 445 Biological Psychology
- PSY 495 Guided Experiential Learning Internship
- PSY 498 UXK Evaluating Psychological Research

Human Development (at least one from the following):

- PSY 210 Child Psychology
- PSY 220 Adolescent Psychology
- PSY 345 Lifespan Development
- PSY 440 Psychology of Adulthood and Aging

Foundations of Psychology (at least two from the following):

- PSY 230 Psychology of Human Learning
- PSY 300 Psychology of Personality
- PSY 349 Social Psychology
- PSY 388 Perception, Memory, and Cognition
- PSY 430 Animal Behavior

Topics in Culture, Gender, and Relationships (at least one from the following):

- PSY 287 Psychology of Gender
- PSY 310 Psychology of Intimate Relationships
- PSY 382 Multicultural Counseling
- PSY 389 Psychology of Men and Masculinities

Applications of Psychology (at least one from the following):

- PSY 350 Substance Use, Abuse, and Dependence
- PSY 360 Assessment and Treatment of Substance Abuse
- PSY 380 Introductions to Psychotherapies
- PSY 386 Psychological Assessment
- PSY 390 Group Psychotherapy

- PSY 487 Introduction to Family Therapy

If a student takes all the courses for this concentration as a student at Edgewood College, they will earn 45 credits.

PSY 285, 385, 485 (Topics in Psychology) may fulfill a requirement for one of the areas above if the topic falls within the subject matter for that area. This would be determined and announced by the Psychology Department.

Psychology Major with a Clinical and Counseling Concentration

The Clinical and Counseling concentration is for students who want to pursue advanced training and possible career opportunities in clinical and counseling professions.

General Education course required by the Psychology Department:

- BIO 151 SU General Biology: Cell Biology and Ecology

Required major courses:

- PSY 101 J General Psychology
- PSY 300 Psychology of Personality
- PSY 340 Abnormal Psychology
- PSY 369 Social Science Statistics
- PSY 375 Research Methods in Psychology
- PSY 380 Introductions to Psychotherapies
- PSY 445 Biological Psychology
- PSY 495 Guided Experiential Learning Internship (a maximum of 6 credits can be counted toward the major)
- PSY 498 UXK Evaluating Psychological Research

Human Development (at least one from the following):

- PSY 210 Child Psychology
- PSY 220 Adolescent Psychology
- PSY 345 Lifespan Development
- PSY 440 Psychology of Adulthood and Aging

Foundations of Psychology (at least one from the following):

- PSY 230 Psychology of Human Learning
- PSY 349 Social Psychology
- PSY 388 Perception, Memory, and Cognition
- PSY 430 Animal Behavior

Topics in Culture, Gender, and Relationships (at least one from the following):

- PSY 287 Psychology of Gender
- PSY 310 Psychology of Intimate Relationships
- PSY 389 Psychology of Men and Masculinities

Applications of Clinical/Counseling Psychology (three from the following; at least two must be higher than PSY 380):

- PSY 350 Substance Use, Abuse, and Dependence
- PSY 360 Assessment and Treatment of Substance Abuse
- PSY 382 Multicultural Counseling
- PSY 386 Psychological Assessment
- PSY 390 Group Psychotherapy
- PSY 487 Introduction to Family Therapy

If a student takes all the courses for this concentration as a student at Edgewood College, they will earn 57 credits.

PSY 285, 385, 485 (Topics in Psychology) may fulfill a requirement for one of the areas above if the topic falls within the subject matter for that area. This would be determined and announced by the Psychology Department.

Psychology Major with the Human Service Concentration

Students planning to enter the field of Human Services or graduate school in Human Services, Counseling, or Social Work may choose a psychology major with an interdisciplinary concentration in Human Services.

Completion of this concentration enables students to apply for a Social Work Training Certificate through the Wisconsin Department of Regulation and Licensing. This certificate allows students to apply for entry-level social work positions in the state of Wisconsin.

General Education course required by the Psychology Department:

- BIO 151 SU General Biology: Cell Biology and Ecology

Required major courses:

- PSY 101 J General Psychology
- PSY 340 Abnormal Psychology
- PSY 369 Social Science Statistics
- PSY 375 Research Methods in Psychology
- PSY 445 Biological Psychology
- PSY 495C Human Services Internship
- PSY 498 UXK Evaluating Psychological Research

Human Services Professional Courses (all of the following are required):

- PSY 301 Case Management
- PSY 345 Lifespan Development
- HS 302 Social Welfare and Policy
- HS 303 Advanced Social Change Skills
- HS 304 Group Methods

Foundations of Psychology (at least two from the following):

- PSY 230 Psychology of Human Learning
- PSY 300 Psychology of Personality
- PSY 349 Social Psychology
- PSY 388 Perception, Memory, and Cognition
- PSY 430 Animal Behavior

Topics in Culture, Gender, and Relationships (at least one from the following):

- PSY 287 Psychology of Gender
- PSY 310 Psychology of Intimate Relationships
- PSY 382 Multicultural Counseling
- PSY 389 Psychology of Men and Masculinities

Applications of Psychology (at least one from the following):

- PSY 350 Substance Use, Abuse, and Dependence
- PSY 360 Assessment and Treatment of Substance Abuse
- PSY 380 Introductions to Psychotherapies
- PSY 386 Psychological Assessment
- PSY 487 Introduction to Family Therapy

If a student takes all the courses for this concentration as a student at Edgewood College, they will earn 64 credits.

PSY 285, 385, 485 (Topics in Psychology) may fulfill a requirement for one of the areas above if the topic falls within the subject matter for that area. This would be determined and announced by the Psychology Department.

The curriculum and internship program in this major meet the state requirements for the Social Work Training Certificate (SWTC), which enables employment in positions requiring the title “Social Worker” while studying for the Social Work Certification exam.

Psychology Major with a Substance Abuse Counseling Concentration

The Substance Abuse Counseling Concentration is designed to educate students in the assessment, treatment, and prevention of substance abuse problems utilizing the Biopsychosocial Model of Addiction.

General Education course required by the Psychology Department:

- BIO 151 SU General Biology: Cell Biology and Ecology

Required major courses:

- PSY 101 J General Psychology
- PSY 340 Abnormal Psychology
- PSY 369 Social Science Statistics
- PSY 375 Research Methods in Psychology
- PSY 445 Biological Psychology
- PSY 495H Guided Experiential Learning Internship (a maximum of 6 credits can be counted toward the major)
- PSY 498 UXK Evaluating Psychological Research

Human Development (at least one course from the following):

- PSY 210 Child Psychology
- PSY 220 Adolescent Psychology
- PSY 345 Lifespan Development
- PSY 440 Adulthood and Aging

Foundations of Psychology (at least two from the following):

- PSY 230 Psychology of Human Learning
- PSY 300 Psychology of Personality
- PSY 349 Social Psychology
- PSY 388 Perception, Memory, and Cognition
- PSY 430 Animal Behavior

Topics in Culture, Gender, and Relationships (at least one from the following):

- PSY 287 Psychology of Gender
- PSY 310 Psychology of Intimate Relationships
- PSY 382 Multicultural Counseling
- PSY 389 Psychology of Men and Masculinities

Substance Abuse Counseling courses (all of the following are required):

- PSY 301 Case Management
- PSY 350 Substance Use, Abuse, and Dependence
- PSY 360 Assessment and Treatment of Substance Abuse
- PSY 380 Introduction to Psychotherapies
- PSY 386 Psychological Assessment

If a student takes all the courses for this concentration as a student at Edgewood College, they will earn 61 credits.

PSY 285, 385, 485 (Topics in Psychology) and may fulfill a requirement for one of the areas above if the topic falls within the subject matter for that area. This would be determined and announced by the Psychology Department.

The curriculum and internship program in this major meet the state requirements for Alcohol and Drug (AODA) certification.

Psychology Minor

Twenty credits in psychology, to include PSY 101 J General Psychology. Eight credits of the minor must be taken at Edgewood College. If courses are transferred into Edgewood, the number of transferred credits are applied to the minor, not the number of credits that course would earn at Edgewood.

Religious Studies

Majors

Religious Studies

Minors

Religious Studies

Mission

Rooted in the Catholic and Dominican traditions where “faith seeks understanding,” Religious Studies provides opportunities to examine the religious experience and its multiple expressions. Through academic inquiry, scholarly research, community-based learning, and intellectual reflection, students explore the religious dimensions of human experience, harmonize their own religious commitments and traditions with their intellectual, critical, and cultural development, and deepen their own spiritualities with a vision toward justice and peace. At the same time, all are called to develop a genuine respect and appreciation for the truths and values expressed in the traditions and spiritualities of others.

Policies

Students planning a major or minor in Religious Studies should consult with an advisor in the Religious Studies Department at the beginning of their program. Normally, a minimum of 20 credits for the major or 10 credits for the minor must be taken in Religious Studies at Edgewood College. Any transfer of religious studies credits is subject to evaluation by the department.

Focus Areas:

Students may wish to focus their coursework in one of the following areas: Biblical Studies, Religious Traditions, Eco-Spirituality, Social Justice, or Pre-Theological Studies. An advisor in the Religious Studies department will assist you in choosing appropriate courses.

Students interested in youth, campus, family, pastoral, liturgical, social justice, or other specialized ministries are encouraged to supplement their Religious Studies major

with appropriate minors or concentrations in disciplines related to this work. The RS advisor will assist in exploring and choosing among the options.

The Religious Studies curriculum at Edgewood includes three areas of investigation:

Scriptures and Sacred Texts

Religious Traditions & Theologies

Religion in the Human Community

Religious Studies Major

A minimum of 40 credits, to include:

Two foundational courses (8 credits) from *Scriptures & Sacred Texts*:

- RS 210 RU Jesus and the Gospels AND
- RS 310 OR 314 RU God and the Hebrew Bible or New Testament Christianity

Two foundational courses (8 credits) from *Religious Traditions & Theologies*:

- RS 225 GR Religious and Spiritual Traditions of the World AND
- RS 324 RXU Exploring Christian Thought OR
- RS 330 GR The Evolution of Global Christianity OR
- RS 341 Catholic Theology for the 21st Century

Two courses (8 credits) from *Religion in the Human Community*:

- RS 101 1ER Spirituality and the Environment OR
- RS 147 1R Spirituality and Justice OR
- RS 247 Christian Religious Experience AND
- RS 498 Religious Studies Senior Seminar

In addition to these courses, students chose a minimum of 16 additional credits* selected from the three areas of study:

***Scriptures & Sacred Texts* (0 to 12 additional credits selected from):**

- RS 310 RU God and the Hebrew Bible

- RS 314 RU New Testament Christianity
- RS 414 Scripture: Advanced Study
- RS 416 Oral Interpretation and Biblical Preaching

Approved Biblical Courses offered through the UW-Madison Collaborative Program.

***Religious Traditions & Theologies* (0 to 12 additional credits selected from):**

- RS 220 Jewish Life and Thought
- RS 250 Catholicism
- RS 265 Religious Traditions of the East
- RS 324 RXU Exploring Christian Thought
- RS 330 GR The Evolution of Global Christianity
- RS 341 Catholic Theology for the 21st Century
- RS 356 2GR Challenge of Islam
- RS 422 Reformation and Counter-Reformation
- RS 455 Topics in Religious Studies

***Religion in the Human Community* (0 to 12 additional credits selected from):**

- RS 201/202 2ER Sustainability in a Dominican Studium
- RS 218 Images of Faith in Literature and Film
- RS 240 Christian Responsibility and Moral Development
- RS 247 Christian Religious Experience
- RS 307 2GR Liberation Theologies in Latin America
- RS 308/309 2DR Liberation Theology and The Dismantling of Racism I & II
- RS 322 2QR Contemporary Jewish Life and Thought
- RS 327 Religions and Contemporary Issues
- RS 328 Strong Religion: Fundamentalism
- RS 331 Christian Worship

- RS 343 Women and Religion
- RS 345 Religion and Society
- RS 406 Learning, Beliefs & Action for the Common Good
- RS 431 Sacramental Celebrations
- RS 450 Religion and Science
- RS 452 Topics in Religious Studies

Independent Research & Writing (0 to 6 additional credits from):

- RS 279 Independent Reading and Research
- RS 379 Independent Reading and Research
- RS 499 Workshop in Religious Studies

*Note: the total of 40 credits normally includes a minimum of 16 credits in one area, a minimum of 8 in each of the other two areas, including Senior Seminar. The remaining 8 credits are also selected from any of the three areas. Professional courses (for example, teaching methods, practica, and internships) are taken in addition to the minimum of 40 credits in academic courses.

In addition to the 40 credits, all students majoring in Religious Studies will:

- Prepare an Academic Portfolio to be reviewed by the Religious Studies faculty at the end of each academic year.
- Submit at least one major research paper for presentation at an Edgewood College Student Research, Religious Studies, or similar conference during their last 4 semesters.
- Complete the minimum 120 credits required by the College with a cumulative GPA of at least 2.85.

Religious Studies Minor

A minimum of 20 credits in Religious Studies with a minimum of one 4-credit course chosen from each of the three areas of investigation: Scriptures and Sacred Texts, Religious Traditions and Theologies, and Religion in the Human Community

Remaining courses are to be chosen in consultation with a RS advisor.

Social Science

Majors

Criminal Justice

Economics with concentrations in

Applied Economics

Business Economics

Political Science with concentrations in

Comparative/Global Politics

American Politics

Law and Politics

Political Communication

International Relations

Sociology

Sociology or Criminal Justice with a concentration in Human Services

Broad Fields Social Studies

Minors

Economics

Political Science

Social Studies Teaching

Sociology

The Social Science Department is part of the School of Arts and Sciences.

Expectations of the Social Science Scholar

The Social Science Department offers coursework in diverse programs. However, the Department considers certain goals and objectives common to all majors offered in Social Science.

The Department's mission is to provide an opportunity for students to learn about the historical development of economic, social, political and cultural institutions and gain insight into the underlying assumptions, conflicts and

political strategies involved in changing those structures.

Students pursuing a degree in the Social Sciences will be called upon to recognize and analyze the distinctions and relationships between the fields of science, religion, morality, and technology and the use of power. They are challenged to a critical reflection on the local and global structuring of relationships with respect to race, class, gender and other social categories. Study in the social sciences should enliven the search for truth and deepen the concern for justice.

All Social Science majors are expected to gain experience in the formulation of hypotheses and models to explore social, economic, political and cultural relationships and change. Further, they should gain skills in using and evaluating diverse research methods, including sampling procedures and statistical analysis; census and survey data analysis; questionnaire development and interviewing; field work and participant observation; as well as the use of written documents, research monographs and secondary sources.

With these common goals in mind, all students with majors in Criminal Justice, Economics, Political Science and Sociology are required to complete the following interdisciplinary sequence of courses.

Social Science Interdisciplinary Sequence (12credits)

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

Policies

Students majoring in the Social Science Department must maintain a cumulative grade point average of 2.0 in courses in their respective major. If a student receives more than one grade below CD in major courses, he/she must repeat one of these courses (or an approved equivalent) and receive a grade of CD or above in order to successfully complete the major.

Courses required for the majors may not be taken Pass/Fail.

Twelve credits of the major must be earned at Edgewood College: at least four of those credits must be in the major discipline.

Majors should consult with their advisor about appropriate courses to fulfill their Math (M) and Information and Technological Literacy (I) requirements.

Criminal Justice:

An Interdisciplinary Major

The purpose of the major in criminal justice is to examine the field in the context of the dynamics of human action and the economic, political and social institutions within which

the criminal justice system developed and now functions. These dynamics are explored in the light of basic religious and ethical questions. Study in these areas provides a basis for a critical examination of possible alternatives and strategies for change in the system of justice. For students interested in correctional social work, the Human Services concentration is also available.

The interdisciplinary major in criminal justice consists of:

The Social Science Interdisciplinary Sequence (12 credits)

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

Additional Required Courses: (19 credits)

- SOC 201 J Introduction to Sociology
- PHIL 104 P Ethics
- CJ 232 J Introduction to the Criminal Justice System
- CJ/SOC 340 Theories of Deviance
- CJ 355 Introduction to Criminal Law

A choice of one course of the following: (4 credits)

- SOC 309 D Race and Ethnicity
- SOC 322 Class, Social Change and Revolution
- SOC 365 JQ Women and Society

A choice of one of the following: (4 credits)

- CJ/SOC 236 Juvenile Delinquency
- CJ 337 Policing in Contemporary Society
- CJ 338 Prisons and Corrections in Society

A choice of one of the following: (4 credits)

- CJ 342 Capital Punishment
- CJ 343 Violence and Victimization

A choice of two of the following: (8 credits)

- SS 371-374 Field Experience/Internship
- ECON 255 J Principles of Macroeconomics in the Global Economy

- OR
- ECON 256 GJ Principles of Microeconomics
- PS 262 J Introduction to the American Political Process
- PSY 101 J General Psychology
- PSY 340 Abnormal Psychology

Field Experience courses (SS 371 COR II, SS 372, SS373, SS374) provide the opportunity for placement or internships in a variety of criminal justice positions. Field work positions have been available in city and county law enforcement agencies, federal and state correctional institutions, probation and parole programs, the district attorney's office, and in detention, shelter care, and treatment centers. Placements in federal justice agencies in Washington, D.C. are available. Students interested in the Field Experience option are responsible for their own application and placement with an appropriate agency in consultation with the Criminal Justice Program Coordinator. All potential Field Experience opportunities must be approved by the Program Coordinator prior to the student beginning the position with the agency.

The Department of Social Science will accept as equivalent to a supporting minor, a maximum of 18 transfer credits in selected police science, law enforcement and human services technical courses and in addition, will accept seven credits from approved field work sequences as the equivalent of Social Science 372-374 Field Experience. Criminal Justice major transfer students must earn at least 12 credits of coursework in the major program at Edgewood, with at least 4 of those credits from a criminal justice course (those with a CJ prefix).

Economics Major

The major in economics is designed for students who want a broad exposure to economic institutions and the international economy. Students must choose a concentration in Applied Economics or Business Economics.

Applied Economics Concentration

The Social Science Interdisciplinary Sequence (12 credits)

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

Required economics courses (16 credits):

- ECON 255 GJ Principles of Macroeconomics in the Global Economy

- ECON 256 J Principles of Microeconomics
- ECON 350 Economics of Labor, Poverty and Income Distribution
- ECON 460 Money, Banking and International Capital Markets, or equivalent intermediate level macro-economics course

Economics and social science electives (14 to 16 credits): Twelve additional credits in 300-400 level economics courses, and at least one additional course (two to four credits) offered in social sciences other than economics.

MATH 231 M Calculus I is recommended for students with ambitions of graduate work in economics.

Business Economics Concentration

The Social Science Interdisciplinary Sequence (12 credits)

- SS 368 U Social Science Research Methods
- SS 369 Social Science Statistics
- OR
- MATH 121 M Statistics
- SS 484 KX Senior Social Science Seminar

Required economics courses (24 credits):

- ECON 255 GJ Principles of Macroeconomics in the Global Economy
- ECON 256 J Principles of Microeconomics
- ECON 290 GJ The Global Economy or ECON 450 International Economics
- ECON 350 Economics of Labor, Poverty and Income Distribution
- ECON 460 Money, Banking and International Capital Markets, or equivalent intermediate level macro-economics course.

Four additional credits in economics.

Required business courses (13 credits):

- BUS 280 Financial Accounting
- BUS 281 Managerial Accounting
- BUS 303 Corporate Finance
- BUS 304 Business Law I

Political Science Major

Forty-one to 50 credits, to include:

The Social Science Interdisciplinary Sequence (12 credits)

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

One of the following four concentrations

Comparative/Global Politics Concentration

Required courses:

- PS 210 GJ Introduction to International Relations
- PS 262 J Introduction to the American Political Process
- PS 275 GJ Introduction to Comparative Politics
- PS 301 Political Ideas

Any eight credits from the following:

- PS 342 American Foreign Policy
- PS 380 GJ Politics of Latin America
- PS 381 GJ Politics of Europe
- PS 384 GJ Politics of the Middle East
- PS 481 Seminar in International Relations

Six additional credits of any political science elective.

American Politics Concentration

Required courses:

- PS 262 J Introduction to the American Political Process
- PS 275 GJ Introduction to Comparative Politics
- PS 301 Political Ideas
- SS 371 OR SS 372 2 Field Experience 1-4 credit

Any 12 credits from the following:

- PS 342 American Foreign Policy
- PS 343 Constitutional Politics
- PS 350 Public Policy Process
- PS 351 Selected Issues in Public Policy
- PS 352 EJ Environmental Politics
- PS 353 EJ Politics of Sprawl: Land Use & Transportation Policy
- PS 360 J Political Parties and Interest Groups
- PS 361 J The President and Executive Branch
- PS 362 J Congress and Legislative Politics
- PS 364 State and Local Politics
- PS 460 J Media and Politics
- PS 480 Seminar in Political Science

Four additional credits of any political science electives.

Law and Politics Concentration

Required courses:

- PS 262 J Introduction to the American Political Process
- PS 301 Political Ideas
- PS 343 Constitutional Politics
- SS 371 2 Field Experience 1-4 credits OR SS 372

- PS 210 GJ Introduction to International Relations
- CJ 355 Introduction to Criminal Law (or equivalent) OR
- BUS 304 U Business Law (or equivalent)

Any eight credits from the following:

- PS 350 Public Policy Process
- PS 351 Selected Issues in Public Policy
- PS 352 EJ Environmental Politics
- PS 353 EJ Politics of Sprawl: Land Use & Transportation Policy

- PS 360 J Political Parties and Interest Groups
- PS 361 J The President and Executive Branch
- PS 362 J Congress and Legislative Politics
- PS 364 State and Local Politics
- PS 460 J Media and Politics
- PS 480 Seminar in Political Science

Political Communication Concentration

Required courses:

- PS 262 J Introduction to the American Political Process
- PS 301 Political Ideas
- PS 460 J Media and Politics
- SS 371 2 Field Experience (1-4 cr)
OR SS 372
- PS 210 GJ Introduction to International Relations
OR
- PS 275 GJ Introduction to Comparative Politics
- COMMS 314 Persuasion, Promotion and Advertising

One course from the following:

- ENG 201 Journalism
- COMMS 319 Mass Communication Campaigns

Eight additional political science credits.

Sociology Major

Thirty-eight credits in sociology to include:

The Social Science Interdisciplinary Sequence (12 credits)

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

Required Sociology courses: (8 credits)

- SOC 309 D Race and Ethnicity
- SOC 402 Theories of Society

Courses in the following three areas (10 to 12 credits):

One course from the following:

- SOC 201 J Introduction to Sociology
- ANTH 222 GJ Introduction to Cultural Anthropology

One course from the following:

- SOC 323 DJQ The Family and Society
- SOC 324 Education and Society
- SOC 325 DJ Health and Illness and Society
- SOC 365 JQ Women and Society

One course from the following:

- SOC 322 Class, Social Change and Revolution
- SOC/CJ 340 Theories of Deviance
- SOC 349 Social Psychology

Elective courses in Sociology, Anthropology or Criminal Justice to complete the 38 credit minimum.

Human Services Concentration

Students planning to enter the field of human services or social work or do graduate studies in human services or social work may choose an interdisciplinary concentration in Human Services, which meets criteria set forth by the Wisconsin Department of Regulation and Licensing for the Social Work Certification Examination.

The requirements for the Human Services concentration are:

A major in sociology or criminal justice. Sociology majors must include SOC 220 Alcohol and Drug Abuse.

A minimum of six credits in psychology courses, including:

- PSY 101 J General Psychology
- PSY 345 Lifespan Development

A 17-22 credit professional sequence* in Human Services courses:

- HS 300 Methods of Human Service

- HS 302 Social Welfare and Policy
- HS 303 Advanced Social Change Skills
- HS 304 Group Methods
- HS 400 Human Services Internship

The Department may accept a maximum of 20 transfer credits in selected Human Services technical courses. All transfer credit is subject to the approval of the Wisconsin Department of Regulation and Licensing.

- PHIL 104 P Ethics

Elective courses in sociology, criminal justice or anthropology to complete the 38 credit minimum.

Economics Minor

Eighteen credits in economics, to include:

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

The particular sequence of courses is to be developed by the student in consultation with an advisor in the Social Science Department. Individuals who wish to obtain a minor in Economics along with a major in Business may count ECON 255 GJ and ECON 256 J for their minor and major requirements

Political Science Minor

Eighteen credits in political science with the particular sequence of courses to be developed by the student in consultation with an advisor in the Social Science Department.

Sociology Minor

Eighteen credits in sociology, anthropology and/or criminal justice with the particular sequence of courses to be developed by the student in consultation with an advisor in the Social Science Department. Criminal Justice majors minoring in sociology will be required to take at least 12 credits of sociology in addition to the sociology courses required for their major.

Social Studies Teaching Minor

A major in elementary or elementary/ middle level education.

The following courses:

- ANTH 222 GJ Introduction to Cultural Anthropology
- SOC 201 J Introduction to Sociology
- SOC 309 D Race and Ethnicity
- SOC 324 Education and Society
- PS 262 J Introduction to the American Political Process
- GEOG 265 E Environmental Conservation

One of the following:

- ECON 255 GJ Principles of Macroeconomics in the Global Economy
- ECON 330 GJ Comparative Economic Systems

One of the following:

- HIST 131 H American History I
- HIST 132 H American History II

Completion of the Education professional requirements and the licensing requirements for teacher education in elementary or elementary/middle level education (see EDUCATION).

Theatre Arts

Majors

Theatre Arts

Theatre Education

Minors

Theatre Arts

Theatre Education

Film Studies

All majors will serve as Production Stage Manager and head each of the following crews: costumes, dramaturgy, lights, makeup, props, sets, sound and theatre management.

1. All majors are required to attend regularly scheduled Theatre Assembly meetings, all theatre productions and studios, and at least one audition per academic year.

- All majors are required to keep a portfolio of their work, to be reviewed annually after students have earned 30 credits.
- 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, so that requirements may be fulfilled within the normal pattern.
- Theatre Arts majors and Theatre Education majors are required to maintain at least a 2.75 GPA in their theatre courses.

Theatre Arts Major

A minimum of 40 core credits, including

- THA 265 BK Acting I
- THA 269 ADU Script Analysis
- THA 290 Stagecraft I
- THA 292 Theatre Practicum for majors (9 credits)
- THA 336 C Development of Dramatic Arts I
- THA 337 A Development of Dramatic Arts II
- THA 338 Modern and Contemporary Drama
- THA 370 BX Directing I
- THA 390 B Theatre Design Elements
- THA 470 One-Act Play Production

The major includes a minimum of 9 credits beyond the core within one specialized area, to be selected from Theatre Studies Technical/Design, Theatre for Youth, Performance or Musical Theatre emphases.

Theatre Studies Emphasis (9 credits minimum):

Minimum of three courses from the following:

- THA 122 1AG Perspectives in Puppetry
- THA 239 Survey of History of Musical Theatre
- THA 264 CK Oral Interpretation
- THA 276 Drama in Education
- THA 292A Theatre Practicum Stage Management

- THA 301A BD Tap Dance
- THA 365 Acting II
- THA 366 Musical Theatre Performance
- THA 376 2B Theatre for Young Audiences
- THA 379 Independent Study, Theatre Arts
- THA 385 Special Topics in Theatre
- THA 391 Tech and Design in Theatre
- THA 392 Costume Design
- THA 393 Lighting Design
- THA 394 Scenic Design
- THA 445 Playwriting
- THA 465 Acting III
- THA 466 Acting IV
- ENG 331 CX Literary Figures (Topic option for Theatre: Shakespeare only)
- SAID 227A & SAOD 227B London: Theatre, Art and Culture

Technical/Design Emphasis (9 credits minimum):

Minimum of three courses from the following:

- THA 270 Stage Management
- THA 385 Special Topics (in Technical Design)
- THA 391 Tech and Design
- THA 392 Costume Design
- THA 393 Lighting Design
- THA 394 Scenic Design
- THA 490 Advanced Design

Theatre for Youth Emphasis (10 credits minimum)

Requirements:

- THA 276 Drama in Education
- THA 459P Methods in Teaching Theatre Arts
- THA 376 2B Theatre for Young Audiences

One course from the following

- ED 200 D Education in a pluralistic society
- ED 271 P Introduction to Philosophy of Education
- ED 272 Issues in Education
- ED 301 Introduction to Child life

Performance Emphasis* (9 credits minimum):

Required course:

- THA 365 Acting II

Two courses from the following:

- THA 264 CK Oral Interpretation
- THA 385 Special Topics: Performance
- THA 465 Acting III
- THA 466 Acting IV

Musical Theatre Emphasis* (10 credits minimum):

Required courses:

- THA 239 Survey of History of Musical Theatre
- THA 366 Musical Theatre Performance
- MUS 141A B Music Structures
- MUS 142 Ear Training and Solfege I

*Majors who specialize in Performance or Musical Theatre must include:

A minimum of two credits in Dance, Movement, or the equivalent to be selected from:

- THA 266 Introduction to Contemporary Dance OR
- THA 301A BD Tap Dance
- THA 368 Movement for Actors
- OR
- THA 385 Special Topics (in Performance/ Movement)

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

- Music 130A and/or 130B B* Women's choir

*B tag only awarded if both semesters are taken

- MUS 221 Private Voice
- MUS 330 Community Chorus
- MUS 121 Introductory Voice Class
- MUS 122 Advanced Voice Class
- THA 264 CK Oral Interp (Performance emphasis only)
- THA 385 Special Topics (in voice)

Theatre Minor

A minimum of 18 credits in theatre arts including:

- THA 265 BK Acting I

One of the following:

- THA 290 B Stagecraft I
- THA 390 B Theatre Design Elements

Three credits of:

- THA 292 Theatre Production

Theatre Education Major

The major is part of a program leading to a Wisconsin initial educator license to teach theatre at the Early Childhood through Adolescence level (Birth –21), and has these requirements:

All the requirements of the Theatre Arts Major.

The following requirements in Theatre Arts teacher preparation:

- THA 264 CK Oral Interpretation and Communication
- THA 276 Drama in Education
- THA 379 Theatre for Young Audiences
- THA 459P Methods in Teaching Theatre Arts

For certification, students must also complete the Professional Education Core requirements and secondary education requirements. Students choosing the Theatre 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 Education Minor

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

A minimum of 24 credits, including:

- THA 264 CK Oral Interpretation and Communication
- THA 265 BK Acting I
- THA 276 Drama in Education
- THA 338 Modern and Contemporary Drama
- THA 370 BX Directing I
- THA 376 2B Theatre for Young Audiences
- THA 459P Methods in Teaching Theatre Arts

One of the following:

- THA 290 Stagecraft I
- THA 390 B Theatre Design Elements

For certification, students must complete a teaching major in another field and Professional Education Core requirements. Students must also fulfill licensing requirements as they apply. Students choosing the Theatre Arts Teaching Minor must consult with an advisor in the Education Department in order to be informed about admission and course requirements. See EDUCATION.

Film Studies Minor

The Film Studies minor will require a minimum of 18 credits, to include:

Required courses:

- THA 226 A Film Criticism
- THA 326 A Film in Society

Select one from the following:

- ART 120 Video
- THA 265 BK Acting I
- THA 370 BX Directing I
- THA 290 Stagecraft I
- THA 390 B Theatre Design Elements

Electives: Select a minimum of 3 courses from the following:

- THA 426 Special Topics: Gender and Race in Film
- THA 385 Special Topics: Acting for Film*

*prereq of THA 265 F3 Acting I

- THA 386 Special Topics in Film
- COMM 330 Introduction to Video Production
- COMM 334 Documentary Video Production
- ENG 391 Literary Genres (Screwball Comedy)
- ENG 477 Screen writing
- FREN 433 Film and Society
- SPAN 436 G Film and Society

For the Film Studies Minor, students must complete a minimum of 9 credits in the minor at Edgewood College.

Theatre Arts Grants and Scholarships

Fine Arts Scholarships in Theatre

Fine Arts Scholarships in Theatre are for first-time freshmen and transfer students not necessarily majoring or minoring in theatre. Grants are for \$500 to \$1500 based on need and are renewable for up to four years based on the recommendation of the Theatre Arts faculty. Recommendation for renewal for the third and fourth year will be limited to majors and minors. For information, contact the Admissions Office and the Chair of the Department of Theatre Arts.

Mary Frances Green Scholarship

Awarded to a Theatre Arts major who has attained junior standing. The scholarship recipient must have demonstrated all around excellence in several of the following areas: growth in chosen area, breadth of knowledge, a strong academic interest, collaborative working skills, an excellent work ethic, and leadership skills. In addition, the scholarship recipient will demonstrate financial need and exhibit great enthusiasm for and dedication to his/her chosen field.

Sister Marie Aileen Klein Scholarship

Awarded to a major or minor in Theatre Arts or Theatre Education who demonstrates financial need. This award may be offered to a current student or an underclassman entering Edgewood College. The student must show exceptional achievement or potential for exceptional achievement in some or all of the following areas: collaborative working

skills, dependability, work ethic, growth in knowledge, high academic interest, and classroom work.

Martie Kaump Award

Awarded to a student who has demonstrated outstanding artistic achievement and student leadership. The criteria for this award includes the following: student is able to work independently, uses research tools in academic work, is able to formulate long-range goals, is reasonably successful in mentoring less experienced students, has completed 70 credits and maintained a grade point of 3.2 or higher.

The David A. Raagas “Big Kahuna” Memorial Award

The David A. Raagas “Big Kahuna” Memorial Award is to be awarded to students interested in the arts, theatre, film, and/or creative writing. The award is named in memory of David A. Raagas to provide financial support for students who share his love and passion for the arts. The awardee will be determined by the theatre arts department and receive the award at the annual Theatre Department Banquet.

Edgewood College

School of Business

School of Business

Mission Statement

Through innovative teaching and scholarship in an intimate, caring environment, students in the School of Business become lifelong learners and exceptional, ethical leaders in a global economy.

School of Business

As an integral part of Edgewood College, the School of Business annually educates approximately 250 undergraduates, as well as returning adults and graduate students. Our vision is to be recognized as a premier program that prepares students to become successful ethical and entrepreneurial business and community leaders.

The school has a twenty-five year tradition of teaching business principles and has evolved over time to adapt to our dynamic world economy. Ten full-time faculty and over twenty adjunct faculty teach a broad array of courses relevant to what the future will demand in terms of ethical leadership, global business and technical knowledge. Our mission is to provide quality innovative teaching and scholarship in an intimate, caring environment, for students to become lifelong learners and exceptional, ethical leaders in a global economy.

We offer undergraduate majors in accounting, finance, management, marketing, general business, business/computer information systems, and business teaching. Recognizing the obvious global interconnectedness of today's business world, we are increasingly integrating global perspectives as well as emphasis on entrepreneurialism and organizational sustainability in all of our programs and curriculum.

The College's general education requirements are integral to the business curriculum so that students have a well-rounded educational experience that includes science, math, humanities, and the arts. In addition, the program has a requirement for each student to complete a 100-hour internship (this may be up to 400 hours for accounting majors) as an experiential transition from the classroom to the world of business.

Students will also have opportunities to actively participate in professional service organizations such as the Edgewood College Rotaract Club (the student division of International Rotary), and the Accounting Club.

Majors

Business with concentrations in Accounting, Finance, Management, Marketing or General Business

Accounting with the option of concentrations in Finance, Management or Marketing

Business and Information Technology Teaching

Business/Computer Information Systems

Minor

Business

Graduate Programs

The School of Business offers a Master of Business Administration (MBA), a Master of Accountancy (MS), and a number of graduate certificates. Junior and senior undergraduates may qualify to take a graduate course, although special permission is required. Graduate courses are courses numbered at or above the 500 level; descriptions appear in the Graduate catalogue.

Policies

Eighteen credit rule for all majors: For students earning a major, a minimum of 18 credits in Business courses numbered 300 or above must be earned at Edgewood College.

Eighteen credit rule for all Accounting majors: For students earning an Accounting major, a minimum of 18 credits in Accounting courses numbered 300 or above must be earned at Edgewood College.

Twelve credit rule for the minor: For students earning a minor, a minimum of 12 credits in Business courses numbered 300 or above must be earned at Edgewood College.

Business residency rule: Once enrolled at Edgewood College, all coursework to be applied to a Business major or minor must be taken at Edgewood College. Exceptions to this rule will occur only in extreme circumstances and require prior written permission of both the student's academic advisor and the School of Business Dean.

Prerequisites for courses: All Business courses numbered above 300 have the following prerequisites: ENG 110 W College Writing and prior completion of 40 credits (Accounting majors are exempt from the 40 credit

prerequisite). Exception will be considered in extreme circumstances and require prior written permission of both the student's academic advisor and the School of Business Dean.

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

During their junior year, students must complete the Declaration of Major form with assistance from their advisor, and submit it to the Registrar.

Business Major

The Business major requires completion of two sets of courses:

Required Courses

A Concentration in One Area (student selected)

Required Courses:

- CS 150 I Introduction to Information Systems
- MATH 121 M Statistics
- MATH 122 Finite Mathematics
- MATH 222 M Business Calculus
- ECON 255 GJ Principles of Macroeconomics in a Global Economy
- ECON 256 J Principles of Micro-Economics
- BUS 280 Financial Accounting
- BUS 281 Managerial Accounting
- BUS 301 Marketing Principles
- BUS 302 Management of Human Performance
- BUS 303 Corporate Finance
- BUS 304 U Law I
- BUS 305 Operations Management
- BUS 306 KX Professional Communication
- BUS 465 3U Social Responsibility in Business
- BUS 475 OR 476 Business Internship or Professional Accounting Internship
- BUS 498 Business Strategy

Concentration Areas

In addition to completing the required courses, students must complete the courses in one of the following concentration areas: accounting, finance, management, marketing or general business, as follows.

Accounting Concentration

The following courses are required:

- BUS 380 Intermediate Accounting I
- BUS 381 Intermediate Accounting II

Students must take three of the following:

- BUS 385 Cost Accounting I
- BUS 723 Business Law II
- BUS 481 Auditing
- BUS 483 Accounting Systems
- BUS 485 Income Tax Accounting I
- BUS 495 Income Tax Accounting II

Finance Concentration

The following courses are required:

- BUS 380 Intermediate Accounting I
- BUS 381 Intermediate Accounting II
- BUS 411 Intermediate Corporate Finance
- BUS 412 Investments
- BUS 414 Money, Banking, Markets

Management Concentration

The following courses are required:

- BUS 340 Management of Organizations
- BUS 430 Human Resource Management
- BUS 440 Improving Organizational Effectiveness
- BUS 445 Entrepreneurship
- BUS 465 Social Responsibility in Business

Marketing Concentration

The following courses are required:

- BUS 431 Marketing Strategies
- BUS 432 Consumer Behaviors
- BUS 433 Advertising and Promotion Strategy
- BUS 434 Market Research and Analysis
- BUS 435 Professional Selling and Sales Management

General Business

In addition to the required courses, students must complete 12 credits of business courses numbered above BUS 306 KX (excluding BUS 475 and 498 these courses are required for all business majors). The course plan must be approved by the student's business advisor.

Accounting Major

Undergraduates have two options for completing a Bachelor's degree in Accounting.

1) Four-year program: students will complete a minimum of 120 credits, including 24 credits of accounting. They will still need a minimum of 30 additional credits to sit for the Certified Public Accounting (CPA) exam.

2) Five-year Program: students will apply to the Graduate School's Master of Science in Accountancy program at the end of their junior year. In their senior year, they will complete the requirements for their Bachelor's degree in Accounting and take up to nine credits of graduate course work. Undergraduates who take courses in the Graduate Program may count those courses toward their undergraduate degree or their graduate degree, but not both. Students should confer with an accounting advisor. In their fifth year, they will complete the requirements for the Master of Accountancy degree, and fulfill the 150 credits needed to sit for the CPA exam.

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

Required Courses as indicated under the Business major.

The following Accounting Courses:

- BUS 380 Intermediate Accounting I
- BUS 381 Intermediate Accounting II
- BUS 385 Cost Accounting I
- BUS 481 Auditing
- BUS 483 Accounting Systems

- BUS 485 Income Tax Accounting I
- BUS 495 Income Tax Accounting II

One of the following graduate courses:

- BUS 714 Cost Accounting II
- BUS 726 Advanced Accounting
- BUS 727 Government and Not-for-profit Accounting
- BUS 756 Fraud and Forensic Accounting

The Accounting major with a Concentration in Finance, Marketing or Management:

Concentration Areas:

In addition to completing the required courses for the Accounting Major, students complete the courses in one of the following concentration areas: finance, management or marketing, as follows.

Finance Concentration

The following courses are required:

- BUS 411 Intermediate Corporate Finance
- BUS 412 Investments
- BUS 414 Money, Banking, Markets

Management Concentration

The following courses are required:

- BUS 340 Management of Organizations
- BUS 430 Human Resource Management
- BUS 440 Improving Organizational Effectiveness
- BUS 445 Entrepreneurship
- BUS 465 Social Responsibility in Business

Marketing Concentration

The following courses are required:

- BUS 431 Marketing Strategies
- BUS 432 Consumer Behaviors
- BUS 433 Advertising and Promotion Strategy

- BUS 434 Market Research and Analysis
- BUS 435 Professional Selling and Sales Management

Accounting Bachelor's and Master's Degrees: Five-Year Program

The combined undergraduate and graduate program requires the completion of three sets of courses:

Required Courses as indicated under the Business major

The following Accounting courses:

- BUS 380 Intermediate Accounting I
- BUS 381 Intermediate Accounting II
- BUS 385 Cost Accounting
- BUS 476 Professional Accounting Internship
- BUS 481 Auditing
- BUS 483 Accounting Information Systems
- BUS 485 Income Tax Accounting I
- BUS 495 Income Tax Accounting II

Graduate work fulfilling the Master of Accountancy degree as follows:

The following two sets of graduate courses are required:

The following graduate courses:

- BUS 601 Executive Communications
- BUS 616 Business Ethics
- BUS 714 Cost Accounting II
- BUS 723 Business Law II
- BUS 726 Advanced Accounting
- BUS 727 Government and Not-for-profit Accounting
- BUS 756 Fraud and Forensic Accounting
- BUS 798 Strategic Financial Management

Two of the following graduate courses:

- BUS 603 Organizational Development and Behavior

- BUS 604 Operations Management
- BUS 605 Statistics for Managers
- BUS 606 Strategic Marketing
- BUS 607 Corporate Finance

Advisory notes for the Accounting Majors:

The following two courses are recommended to fulfill the general education requirement of COR 2:

- BUS 307 Volunteer Income Tax Assistance I
- BUS 308 Volunteer Income Tax Assistance II

Students are advised to plan carefully to fulfill all prerequisites for accounting courses. Undergraduate students pursuing the Five-Year Program by also completing the Master of Accountancy are required to complete a minimum of 30 graduate credits.

Most accounting courses are offered only once each year. Planning for the completion of these courses is especially important.

Well-prepared students may complete the Accounting major in 120 credits; others may require more than 120 credits. 150 credits are required to sit for the CPA exam in Wisconsin. Discuss the options and course scheduling with an accounting advisor.

During their junior year, students must complete a Declaration of Major form, with the assistance of an advisor, and submit it to the Registrar's Office.

Accounting Bachelor's Degree:

BS Accounting

OR

BS Accounting–MS Accountancy

Business/Computer Information Systems Major

All required courses for the Business minor (35 credits)

All specific courses listed for the Computer Information Systems major (64 credits)

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

Business and Information Technology Teaching

- CS 150 I Introduction to Information Systems
- CS 220 Data Communications Theory
- MATH 121 M Statistics
- MATH 122 Finite Mathematics
- ECON 255 GJ Principles of Macro-Economics
- ECON 256 J Principles of Micro-Economics
- BUS 280 Financial Accounting
- BUS 281 Managerial Accounting
- BUS 301 Marketing Principles
- BUS 302 Management of Human Performance
- BUS 304 U Law I
- BUS 306 KX Professional Communications
- BUS 475 Internship
- BUS 499 Business Capstone

Teaching majors must complete professional requirements and appropriate licensure requirements in the School of Education for the Secondary Education minor. (See EDUCATION). The Business Teaching major is part of a program leading to a Wisconsin initial educator license to teach business at the early childhood through adolescence level (Birth-age 21).

A Declaration of Major form is to be completed by the student and business advisor, and submitted to the Registrar.

Business Minor

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

- MATH 121 M Statistics
- MATH 122 N Finite Mathematics
- ECON 255 GJ Principles of Macroeconomics in a Global Economy
- ECON 256 J Principles of Micro- Economics
- BUS 280 Financial Accounting
- BUS 281 Managerial Accounting
- BUS 301 Marketing Principles
- BUS 302 Management of Human Performance

- BUS 303 Corporate Finance
- BUS 304 U Law I
- BUS 305 Operations Management

Advisory notes on the Business Minor:

MATH 121 M and MATH 122 N are prerequisites for several business courses within the minor.

BUS 301-305 prerequisites: Prior completion of 40 credits; ENG 110 W College Writing; see catalogue course descriptions for additional prerequisites.

A Declaration of Minor form is to be completed by the student and business advisor, and submitted to the Registrar.

Edgewood College

School of Education

Majors

Early Childhood Through Middle Childhood Teaching Majors

Early Childhood: Special Education

Early Childhood: Special and Regular Education

Elementary Education with Early Childhood Minor

Elementary Education

Early Childhood Through Adolescence Teaching Majors

Art and Design Teaching

Business and Information Technology Teaching

French Teaching/Spanish Teaching

Music Education

Theatre Education

Early Adolescence Through Adolescence Teaching Majors

(Requirements for these Teaching Majors are listed the Departments)

Biology Teaching

Broad Field Science Teaching

Broad Fields Social Studies: History Concentration with Teaching

Computer Science Education

English Teaching

Mathematics Teaching

Non-Licensing Majors

Child Life

Studies in Education

Minors

Middle/Secondary Education

Teaching English Language Learners: ESL

Teaching English Language Learners: ESL/Bilingual Education

Early Childhood

Mission

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

Vision

The School of Education envisions that candidates for licensing as initial educators should be reflective and effective practitioners committed to student learning and continuing professional development in a dynamic world. Candidates will bring to their positions an informed view of the world, a solid grounding in content for teaching, a grasp of the principles and conditions of establishing a positive learning environment, a functional understanding of the diverse backgrounds and learning styles which children and youth represent, an appreciation of the value of parental involvement in student learning, sensitivity to the need for positive community relations, a specialized expertise for their level and area of preparation, and are assessed under professional quality standards for initial educators.

Purpose and Beliefs

Influenced by the concept of a professional educator as a reflective and effective practitioner, the School of Education has as a central purpose the preparation of teachers who have a solid general education, who develop an awareness and functional understanding of the methods and content of inquiry in recognized fields of the arts and sciences, who acquire effective professional knowledge and skills, who receive professionally appropriate experiences for teaching children and youth, who value a commitment to service, and who are assessed against professional standards.

In such a context, the central purpose of the teacher education program is based on four core beliefs:

Belief in the intellectual personal uniqueness and value of every human person;

Belief in the efficacy of education as a force in promoting the dignity, freedom, and responsibility of each person, and understanding of the basic unity and equality of all human persons;

Belief in the liberating dimension of education through reflective action and critical analysis; and

Belief in the potential of Christian humanism as a dynamic reality in nurturing qualities of respect, care, genuineness, and understanding.

The School of Education Conceptual Framework

The School of Education's Conceptual Framework can be thought of as expressing our commitment to three interdependent components: (I) Critical Lenses, (II) Professional Socialization and Practice, and (III) Effective Tools and Techniques.

In the spirit of the Mission and Vision of Edgewood College, the School of Education's Conceptual Framework commits its programs to provide (I) Critical Lenses that involve inquiry into the historical, social, and philosophical roots of existing practice in order to engage with it and press ahead into innovative and creative practices working toward a multi-cultural and socially just vision of what education can be. School of Education programs will involve (II) Professional Socialization and Practice incorporating field work, practicum, and immersion experiences in partnership communities and socially diverse settings where candidates will acquire (III) Effective Tools and Techniques involving best practices that promote the science and art of teaching, research, and administration.

Standards and Objectives

Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect September 1, 2004. All candidates completing programs for licensing after August 31, 2004, must meet new licensing and license-renewal rules applicable to the respective programs, including PRAXIS II testing and performance-based portfolio assessment. The Teacher Education Program Approval and Licensing rules structure teacher education, educator licenses, and professional development for practicing educators in Wisconsin based on the ten Wisconsin Teacher Standards with related knowledge, skills and dispositions. To receive a license to teach in Wisconsin, the candidate must complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the following ten standards:

1. Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can

create learning experiences that make these aspects of subject matter meaningful for pupils.

2. Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner. These standards serve as objectives for all teacher education programs with adaptations appropriate to the respective licenses sought.

Assessment and Transitions

The Transition Step Assessment System

is designed to track candidates' pathways through the undergraduate teacher license degree programs in order to realize the conceptual framework and ensure key professional and legal DPI standards are met in the areas of teaching performance, subject matter, dispositional commitment, and level of academic accomplishment. To do this, various tools are used in order to assess and monitor proficiency and adequacy. These can be divided into (1) formally set standards and criteria and (2) the program opportunities for candidate teachers to show their knowledge, skill and disposition:

Formally Set 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 experience
DPI set Praxis I and II target levels	Student Teaching
Language Proficiency test target level	GPA Targets

The Transition Step System integrates instructor reviews of the candidate portfolio, course assessments, cooperating teacher and candidate student teaching supervisor assessments, and advisor approvals. These assessments and approvals are based on the ten Wisconsin Teacher Standards and structured to take place along four 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 four 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 four transition steps. Rubrics guide the assessment process at each step. Results of the assessments are shared with each candidate and serve as the basis for decisions regarding continuation in the respective licensing sequences. Aggregated assessment results of student performance during program enrollment and after entry into the profession as an initial educator are the basis for program assessment and development.

A critical part of admission as a candidate into the School of Education is the assignment of a professional advisor. In close consultation with advisors and faculty, the path to full licensure endorsement, there are four transition points for continued admission to the School of Education. There are separate application forms for each transition point and each has several assessments based on evidence gathered

in a portfolio maintained by the candidate. An approved application for each respective transition point is required for continuation in the program.

The four transition steps are:

Preliminary Entry follows admission as a candidate teacher and an initial course experience. Candidates maintain contact with advisors to receive timely notice of program requirements and developments.

Aspiring Professional Transition is required in order to take courses beyond ED 303 and for continued admission to teacher education. This transition requires PRAXIS I testing, a portfolio record of various initial endorsements based on the Wisconsin Teacher Standards and copies of reflective papers and other artifacts which a candidate prepares during passage through the program.

Emergent Professional Transition is required in order to take methods courses and for admission to student teaching. Advance planning is particularly important for this transition step which includes PRAXIS II testing and content assessments, as well as other advanced assessments. This transition requires a portfolio record of various advanced endorsements based on the Wisconsin Teacher Standards and copies of reflective papers and other artifacts which a student prepares during passage through the program.

Licensure Endorsement Transition is required for program completion and for the college to certify and recommend your application for licensure by the Wisconsin Department of Public Instruction. Assessment activities related to this transition occur during the final student teaching or internship semester. This transition requires a portfolio record of all endorsements based on the Wisconsin Teacher for higher levels of professional accomplishment and commitment toward being licensed as an Initial Educator. The Aspiring Professional step is required for continued admission to teacher education; and the Emergent Professional step for admission to student teaching.

The chart to the right lays out the Transition Step System showing the relationship between (1) courses, (2) field experiences (3) portfolio, and (4) advising. In addition, there is another component not represented on the table, (5) a Transition Step Committee (TSC), that oversees the maintenance of the whole system, handles candidate teacher anomalous cases and waivers, and directs and archives special interventions.

Standards and legislative requirements, professional practice endorsements, copies of reflective papers, initial educator development statement, and other artifacts which the student prepares during passage through the program.

Each transition step is designed to raise the level of professional expectations for progress and preparation.

Courses*		Transition Step Assessment System			
SOE Professional Core Courses	SOE Non-Core Courses	Clinical Experience		Portfolio Instructor Reviews	Advisor Approvals
ED 198A: Education (Re)Considered* COR 1, D Tag OR ED 200: Education in a Pluralistic Society* D Tag		Community Experience		Beginning the Portfolio: Portraying the Educator	
ED 201: Teacher as Inquirer I	ED 271: Philosophy of Education P Tag	Initial Level Practicum	Step 1: Preliminary (Blue)	Portfolio Content Review Portfolio Discussion Reflective Paper: Who am I? Who am I now? Practicum Reflection	<ul style="list-style-type: none"> Background Check Portfolio Structure Review Handbooks /Program Requirements received Overall GPA Program or Degree Plan
ED 302: Instructional Resources and Media I Tag ED 303: Teaching and Learning I X Tag		Orientation Experience	Step 2: Aspiring (Gold)	Portraiture Review 1: Educator as Researcher	<ul style="list-style-type: none"> Portfolio Structure Review Practicum Evaluations Practicum Initial Endorsement GPA: CS, GE, CK, TE Praxis I
	ED 210: Infancy and Childhood ED 215: Infancy through Young Adulthood ED 220: Preadolescence, Adolescence and Young Adulthood J Tag	Intermediate Level Practicums		Practicum Reflection Review	
ED 304: Teaching and Learning II K Tag ED 306: Exceptional Children and Youth K Tag ED 307: ELL in the Mainstream K Tag		Intermediate Level Practicums Community Experience	Step 3: Emergent (Pink)	Portraiture Review 2: Educator as Advocate	<ul style="list-style-type: none"> Portfolio Structure Review Practicum Endorsement Human Relations Endorsement GPA: CS, GE, CK, TE Initial Content Endorsement Praxis II
ED 401: Teacher as Inquirer II COR 3**	License Specific Methods Courses	Advanced Level Practicums Community Experience	Preparation of Student Teaching and Step 4	Portraiture Review 3: Educator as Craftsperson Portraiture Review 4: Educator as Professional (Researcher, Advocate, Craftsperson)	<ul style="list-style-type: none"> Application for Student Teaching (Deadlines Fall: 2/1; Spring: 9/15; Summer: 4/1) Background Check (Deadlines for submission of electronic background check Fall: 8/1; Spring: 12/15; Summer: 5/1)
		Student Teaching	Step 4: Licensure (Green)	Final Portfolio Assemblage	<ul style="list-style-type: none"> Cooperating Teacher Evaluation Practicum Advanced Endorsements Faculty Supervisor Evaluation Portfolio Structure Review Initial Educator Statement

The following acronyms stand for categories of course work undertaken at Edgewood College. CS = Communication Skills, GE = General Education, CK = Content Knowledge, and TE = Teacher Education.

*Course sequence may vary slightly according to specific licensing programs.

*Students will either take ED 198A or ED 200, but not both. Those who take ED 200 will need to pick up their COR 1 in

a non SoE course. Students will take ED 210, ED 215 or ED 220 depending on their program.

ED 401 is only projected to be a COR 3 and needs to receive official approval from the General Education COR Sub-committee.

*The Portraiture Review process will be piloted along with the e-portfolio for some students during the 2011-2012 academic year.

As a candidate passes through the four stages of the assessment system, formal evidence of learning and accomplishment is documented in a portfolio. Since each stage represents developmental growth toward initial educator licensing, candidates should challenge themselves to show evidence with increasing indications of what they know and are able to do as a result of what they have learned through courses, field experiences, standardized tests, and other opportunities for professional growth they encounter. A review of a candidate's portfolio is required at each of the four stages of transition. Courses, field experiences, standardized tests, and other opportunities for professional growth and enrichment are, thereby, resources for learning and accomplishment. While the ten Wisconsin Teacher Standards guide the systematic assessment of what a candidate knows and is able to do there are key areas of assessment that have varying influence on a student's preparation depending on the stage in the preparation program.

The key areas are: Communication Skills, General Education, Human Relations, Professional Dispositions, Content Knowledge, Pedagogical Knowledge, and Teaching Practice. These all offer opportunities for learning and reflection and integration with the ten Wisconsin Teacher Standards.

More specific information can be obtained by contacting the School of Education.

Licensing Sequences

Early Childhood: Special Education

This license enables students to teach infants and very young children with special educational needs from birth to age eight.

Early Childhood: Regular Education

For licensure in early childhood education, students complete either the Early Childhood: Special and Regular Education Major, or the Early Childhood Education minor and a major in Elementary Education.

Early Childhood–Middle Childhood: Regular Education

To teach children ages birth through eleven, students must complete the Elementary Education major with the Early Childhood minor.

Early Childhood–Adolescence: Regular Education

To teach at the early childhood through adolescence level, birth through age 21, must complete a teaching major in one of the following areas, as well as the Professional Core and specialized professional studies requirements for teaching students in a wide range of ages.

Art and Design Teaching

Business and Information Technology Teaching

French Teaching/Spanish Teaching

Music Education

Theatre Education

Middle Childhood – Early Adolescence: Regular Education

To teach children and youth ages six through thirteen, students must complete the Elementary Education major with a minor. The minor may be a licensing minor or a non-licensing minor. The following are typical minors:

English

Teaching English Language Learners (ESL or ESL/Bilingual)

French

History

Elementary/Middle Mathematics Teaching

Natural Science Teaching

Science Education

Social Studies Teaching

Spanish

Middle Childhood – Early Adolescence: Special Education

To teach children and youth ages six through thirteen in special education populations, students must complete a graduate program in cross-categorical special education. Undergraduate licensing programs are excellent foundations on which to build a graduate program in special education.

Early Adolescence – Adolescence: Special Education

To teach children and youth ages ten through 21 in special education populations, students complete the graduate program in cross-categorical special education. Undergraduate licensing programs are excellent foundations on which to build a graduate program in special education.

Early Adolescence – Adolescence: Regular Education

To teach at the early adolescence through adolescence level, ages ten through 21, students must complete a teaching major and a minor in Middle/Secondary Education. Teaching majors include:

Biology Teaching

Broad Field Science Teaching

Broad Fields Social Studies: History Concentration with Teaching

Computer Science Education

English Teaching

Mathematics Teaching

Additional teaching minors are also available in Biology, Chemistry, English, History, Teaching English Language Learners (TESOL), French, Mathematics Teaching, Theatre Education, and Spanish. Minors must be accompanied by a teaching major, and minors in science may be taken only in combination with a science teaching major.

Teaching English Language Learners: ESL

This English as a Second Language license is an add-on license and must be attached to a content area license in Early Childhood: Regular Education; Middle Childhood-Early Adolescence: Regular Education; Early Adolescence-Adolescence: Regular Education. The license enables students to teach English language learners in either a mainstream or pullout classroom. Proficiency in a second language beyond Edgewood College's minimum degree requirements is not required as the language of instruction is in English.

Teaching English Language Learners: ESL/ Bilingual License

This English as a Second Language/Bilingual license is an add-on license and must be attached to a content area license in Early Childhood: Regular Education or Middle Childhood – Early Adolescence: Regular Education. The license enables candidates to apply to teach English language learners in a bilingual classroom. Proficiency in a second language is required as the language of instruction is in English and a language other than English.

Degree Plans

The following degree plans point out the normal means to satisfy requirements. The School of Education may approve equivalents or substitutions for requirements listed. Students

should consult a School of Education advisor.

Professional Core Requirements:

All candidates in initial licensing programs must complete the set of courses that comprise the professional core:

- ED 200 D Education in a Pluralistic Society: Connecting Past and Present OR
- ED 198A 1D Ethos, Ecology and Self: Education Reconsidered
- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 302 I Technology Literacy and Education Applications
- ED 303 X Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth
- ED 307 K English Language Learners

Early Childhood: Special Education Major

License: Early Childhood: Special Education (Birth-Age 8)

Within the General Education Curriculum the following courses are required or recommended, as noted.

MATH 101 M Introduction to Problem Solving is required.

A course in national, state, and local government, typically PS 262 J Introduction to the American Political Process

Coursework in biological and physical science: NATS 108 ES/109 ES is recommended

Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements

ED 271 P Philosophy of Education is recommended

Professional Core Requirements:

All candidates in initial licensing programs must complete the set of courses that comprise the professional core:

- ED 200 D Education in a Pluralistic Society: Connecting Past and Present OR

- ED 198A 1D Ethos, Ecology and Self: Education Reconsidered
- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 302 I Technology Literacy and Education Applications
- ED 303 X Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth
- ED 307 K English Language Learners

Requirements for the Major

- ED 210 J Infancy and Childhood
- ED 324 The Helping Relationship
- ED 340 Language Development and Disorders
- ED 381 Pre-Reading and Literature for the Young Child
- ED 418 Developing and Facilitating Laughter and Play
- ED 419 Introduction to Infants and Young Children Who are Differently Able
- ED 420 Assessment of Infants and Young Children Who are Differently Able
- ED 424 Methods of Teaching Nursery School and Kindergarten
- ED 425 Methods of Teaching Reading and Language Arts
- ED 434 Methods of Discovery, Quantity and Creativity in Nursery School and Kindergarten
- ED 438 Curriculum and Programming for the Young Exceptional Child
- ED 480 Student Teaching: Nursery
- ED 486 Student Teaching: EC:SE

Licensing Transition Steps

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code 0014; Passing Score: 147
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

Early Childhood: Special and Regular Education Major

License: Early Childhood Special and Regular Education (Birth-Age 8)

Within the General Education Curriculum the following courses are required or recommended, as noted.

- MATH 101 M Introduction to Problem Solving is required.

A course in art fundamentals, typically

- ART 106 B Art Structure

A course in basic concepts of music theory and application, typically

- MUS 141A B Music Structure

A course in national, state, and local government, typically

- PS 262 J Introduction to the American Political Process

Coursework in biological and physical science:

- NATS 108 ES /109 ES is recommended

Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements

- ED 271 P Philosophy of Education is recommended

Professional Core Requirements

- ED 200 D Education in a Pluralistic Society: Connecting Past and Present
- OR
- ED 198A 1D Ethos, Ecology and Self: Education Reconsidered

- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 302 I Technology Literacy and Education Applications
- ED 303 X Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth- 3 cr
- ED 307 K English Language Learners

Requirements for the Major

- ED 210 J Infancy and Childhood
- ED 324 The Helping Relationship
- ED 340 Language Development and Disorders
- ED 381 Pre-Reading and Literature for the Young Child
- ED 382 C Literature for Childhood Through Early Adolescence
- ED 418 Developing and Facilitating Laughter and Play
- ED 419 Introduction to Infants and Young Children Who Are Differently Able
- ED 420 Assessment of Infants and Young Children Who Are Differently Able
- ED 424 Methods of Teaching Nursery School and Kindergarten
- ED 425 Methods of Teaching Reading and Language Arts
- ED 434 Methods of Discovery, Quantity and Creativity in Nursery School and Kindergarten
- ED 438 Curriculum and Programming for the Young Exceptional Child
- ED 480 Student Teaching: Nursery
- ED 481 Student Teaching: Kindergarten
- ED 482 Student Teaching: Grades 1-3
- ED 486 Student Teaching: EC: SE

Licensing Transition Steps

PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173

PRAXIS II: Test Code: 0014; Passing Score: 147

Preliminary Entry

Aspiring Professional

Emergent Professional

Licensure Endorsement

Exit GPA

Elementary Education Major with Early Childhood Minor

License: Early Childhood To Middle Childhood: Regular Education (Birth-Age 11)

Within the General Education Curriculum the following courses are required, as noted.

- MATH 101 M Introduction to Problem Solving
- MATH 102 Arithmetic Structures
- MATH 103 Geometric Structures

A course in art fundamentals, typically

- ART 106 B Art Structure

A course in basic concepts of music theory and application, typically

- MUS 141A B Music Structure

A course in national, state, and local government, typically

- PS 262 J Introduction to the American Political Process

Coursework in biological and physical science: NATS 104/105 is recommended

Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements

- ED 271 P Philosophy of Education is recommended

Requirements for the Major

- ED 210 J Infancy and Childhood
- ED 311 Wellness in Education

- ED 382 C Literature for Childhood through Early Adolescence
- ED 422 Methods of Teaching Fine Arts
- ED 423 Methods of Teaching Social Studies
- ED 425 Methods of Teaching Reading And Language Arts
- ED 427A Methods of Science and Environmental Education I
- ED 427B Methods of Science and Environmental Education II
- ED 428 Methods of Teaching Mathematics
- ED 483 Student Teaching: 1-9 or ED 485A Student Teaching Internship- Elementary

Professional Core Requirements

- ED 200 D Education in a Pluralistic Society: Connecting Past and Present OR
- ED 198A 1D Ethos, Ecology and Self: Education Reconsidered
- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 302 I Technology Literacy and Education Applications
- ED 303 X Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth
- ED 307 K English Language Learners

Requirements for the Minor

- ED 340 Language Development and Disorders
- ED 381 Pre-Reading and Literature for the Young Child
- ED 418 Developing and Facilitating Laughter and Play
- ED 419 Introduction To Infants and Young Children Who Are Differently Abled

- ED 420 Assessment of the Young Exceptional Child
- ED 424 Methods of Teaching Nursery School and Kindergarten
- ED 434 Methods of Discovery, Quantity and Creativity in Nursery School and Kindergarten
- ED 480 Student Teaching: Nursery
- ED 481 Student Teaching: Kindergarten

Licensing Transition Steps

PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173

PRAXIS II: Test Code: 0014; Passing Score: 147

Preliminary Entry

Aspiring Professional

Emergent Professional

Licensure Endorsement

Exit GPA

Elementary Education Major

License: Middle Childhood through Early Adolescence: Regular Education (Ages 6-13)

Within the General Education Curriculum the following courses are required, as noted.

- MATH 101 M Introduction to Problem Solving
- MATH 102 N Arithmetic Structures
- MATH 103 Geometric Structures

A course in art fundamentals, typically

- ART 106 B Art Structure

A course in basic concepts of music theory and application, typically

- MUS 141A B Music Structure

A course in national, state, and local government, typically

- PS 262 J Introduction to the American Political Process

Coursework in biological and physical science: NATS 104/105

Coursework in western and non-western studies: courses in

history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements

- ED 271 P Philosophy of Education is recommended

Professional Core Prerequisites

- ED 200 D Education in a Pluralistic Society: Connecting Past and Present OR
- ED 198A 1D Ethos, Ecology and Self: Education Reconsidered
- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 302 I Technology Literacy and Education Applications
- ED 303 X Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth
- ED 307 K English Language Learners

Requirements for the Major

- ED 210 J Infancy and Childhood
- ED 311 Wellness in Education
- ED 382 C Literature for Childhood through Early Adolescence
- ED 422 Methods of Teaching Fine Arts
- ED 423 Methods of Teaching Social Studies
- ED 425 Methods of Teaching Reading and Language Arts
- ED 427A Methods Science and Environmental Education I
- ED 427B Methods Science and Environmental Education II
- ED 428 Methods of Teaching Mathematics
- ED 483 Student Teaching: 1-9 or ED 485A Student Teaching Internship- Elementary

A teaching minor or a minor in a field of study. See SCHOOLS, DEPARTMENTS AND PROGRAMS

Licensing Transition Steps

PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173

PRAXIS II: Test Code 0146; Passing Score: 146

Preliminary Entry

Aspiring Professional

Emergent Professional

Licensure Endorsement

Exit GPA

Art and Design Teaching Major

License: Early Childhood through Adolescence: Regular Education (Birth - Age 21)

Requirements for the Art and Design Teaching Major. See ART DEPARTMENT

Within the General Education Curriculum the following courses are required or recommended, as noted.

A course in national, state, and local government, typically

- PS 262 J Introduction to the American Political Process

Coursework in biological and physical science: NATS 108 ES/109 ES is recommended

Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements

- ED 271 P Philosophy of Education is recommended

Professional Core Prerequisites:

- ED 200 D Education in a Pluralistic Society: Connecting Past and Present
- OR
- 198A 1D Ethos, Ecology and Self: Education Reconsidered
- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 302 I Technology Literacy and Education Applications

- ED 303 X Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth
- ED 307 K English Language Learners

Requirements for the Specialization in Early Childhood - Adolescence

- ED 215 J Infancy through Young Adulthood (recommended)
- OR
- ED 210 & 220 J Infancy and Childhood & Preadolescence, Adolescence and Young Adulthood
- ED 384 C Literature for Childhood through Young Adulthood (recommended)
- OR
- ED 382 & 383 C Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood
- ED 401/490 III Teacher as Inquirer III
- ED 453 Methods of Teaching Art and Design: Early Childhood-Early Adolescence/Art 466
- ED 458 Methods of Teaching Art and Design: Early Adolescence – Adolescence/Art 468
- ED 476 Reading and Literacy Development in the Content Areas
- ED 488 Student Teaching: Art & Design EC-A

Licensing Transition Steps

PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173

PRAXIS II: Test Code: 0133; Wisconsin Passing Score: 155

Preliminary Entry

Aspiring Professional

Emergent Professional

Licensure Endorsement

Exit GPA

Business and Information Technology Teaching Major

License: Early Childhood through Adolescence: Regular Education (Birth - Age 21)

Requirements for the Business Teaching Major. See SCHOOL OF BUSINESS.

Within the General Education Curriculum the following courses are required or recommended, as noted.

A course in national, state, and local government, typically

- PS 262 J Introduction to the American Political Process
- ED 384 C Literature for Childhood through Young Adulthood (recommended)
- OR
- ED 382 & 383 C Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood
- ED 454 Business Methods I
- ED 455 Business Methods II
- ED 476 Reading and Literacy Development in the Content Areas
- ED 484 Student Teaching: Middle-Secondary

Licensing Transition Steps

PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173

PRAXIS II: Test Code 0100; Wisconsin Passing Score: 580

Preliminary Entry

Aspiring Professional

Emergent Professional

Licensure Endorsement

Exit GPA

French and Spanish Teaching Majors

License: Early Childhood through Adolescence: Regular Education (Birth - Age 21)

Requirements for a major in French Teaching or Spanish Teaching (See FOREIGN LANGUAGE DEPT.)

Within the General Education Curriculum the following courses are required or recommended, as noted.

A course in national, state, and local government, typically

- PS 262 J Introduction to the American Political Process
- Coursework in biological and physical science: NATS 108ES/109 ES is recommended
- Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
- ED 271 P Philosophy of Education is recommended

Professional Core Requirements

- ED 200 D Education in a Pluralistic Society: Connecting Past
- OR
- ED 198A 1D Present or Ethos, Ecology and Self: Education Reconsidered
- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 302 I Technology Literacy and Education Applications
- ED 303 X Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth
- ED 307 K English Language Learners

Requirements for the Specialization in Early Childhood - Adolescence

- ED 215 J Infancy through Young Adulthood (recommended)
- OR

- ED 210 & 220 J Infancy and Childhood & Preadolescence, Adolescence and Young Adulthood
- ED 384 C Literature for Childhood through Young Adulthood (recommended)
- OR
- ED 382 & 383 C Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood
- ED 459F FREN or SPAN 459F Methods of Teaching Foreign Language
- ED 476 Reading and Literacy Development in the Content Areas
- ED 490 Student Teaching: Middle-Secondary
- OR
- ED 485 C Student Teaching Internship-Middle/Secondary

Licensing Transition Steps

PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173

PRAXIS II: Test Code 0173 [French]/ 191 [Spanish]; Wisconsin Passing Score: 156 [Fren]/158 [Span]

Preliminary Entry

Aspiring Professional

Emergent Professional

Licensure Endorsement

Exit GPA

Music Education Major

License: Early Childhood through Adolescence: Regular Education (Birth - Age 21)

Requirements for the Music Education Major (See MUSIC DEPT)

Within the General Education Curriculum the following courses are required or recommended, as noted.

- A course in national, state, and local government, typically
- PS 262 J Introduction to the American Political Process

Coursework in biological and physical science: NATS 108 ES/109 ES is recommended

Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements. Music majors will fulfill their non-western studies course through MUS 155 AGX and their western studies course through MUS 356.

- ED 271 P Philosophy of Education is recommended

Professional Core Requirements

- ED 200 D Education in a Pluralistic Society: Connecting Past and Present
- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 303 X Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth
- ED 307 K English Language Learners

Requirements for the Specialization in Early Childhood - Adolescence

- ED 215 J Infancy through Young Adulthood (recommended)
- OR
- ED 210 & 220 J Infancy and Childhood & Preadolescence, Adolescence and Young Adulthood
- ED 384 C Literature for Childhood through Young Adulthood (recommended)
- OR
- ED 382 & 383 C Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood
- ED 275/MUS 275 Topics In Pedagogy for the Music Specialist (depending on area of certification):

General Music Certification: Early Childhood - Adolescence

- MUS 275A Folk Instruments
- MUS 275F Vocal Pedagogy

Choral Music Certification: Early Adolescence-Adolescence

- MUS 275A Folk Instruments
- MUS 275F Vocal Pedagogy

Instrumental Music Certification: Early Childhood - Adolescence

- MUS 275B Brass, c Woodwind, d String, e Percussion Pedagogy
- ED 456/MUS 456 Methods of Teaching Music K-8
- ED 457/MUS 457 Methods of Teaching Music 6-12
- ED 476 Reading and Literacy Development in the Content Areas
- ED 489 Student Teaching: Music
- General Music
- Choral Music
- Instrumental

Licensing Transition Steps

PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173

PRAXIS II: Test Code: 0113; Wisconsin Passing Score: 150

Preliminary Entry

Aspiring Professional

Emergent Professional

Licensure Endorsement

Exit GPA

Theatre Education Major

License: Early Childhood through Adolescence: Regular Education (Birth - Age 21)

Requirements for a Theatre Education Major (See THEATRE ARTS DEPT.)

Within the General Education Curriculum the following

courses are required or recommended, as noted.

A course in national, state, and local government, typically:

- PS 262 J Introduction to the American Political Process

Coursework in biological and physical science: NATS 108 ES/109 ES is recommended

Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements

- ED 271 P Philosophy of Education is recommended Professional Core Prerequisites
- ED 200 D Education in a Pluralistic Society: Connecting Past
- OR
- ED 198A 1D Present or Ethos, Ecology and Self: Education Reconsidered
- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 303 Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth
- ED 307 K English Language Learners

Requirements for the specialization in Early Childhood - Adolescence

- ED 215 J Infancy through Young Adulthood (recommended)
- OR
- ED 210 & 220 J Infancy and Childhood & Preadolescence, Adolescence and Young Adulthood
- ED 384 C Literature for Childhood through Young Adulthood (recommended)
- OR
- ED 382 & 383 C Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood

- ED 459P/THA 459Q Methods
- ED 476 Reading and Literacy Development in the Content Areas
- ED 493 Student Teaching: Middle-Secondary or Student Teaching Internship-Middle/Secondary

Licensing Transition Steps

PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173

PRAXIS II: Test Code: 0640; Wisconsin Passing Score: 600

Preliminary Entry

Aspiring Professional

Emergent Professional

Licensure Endorsement

Exit GPA

Child Life Major

This major prepares students for the psychosocial care of children and youth in hospitals and other health care settings. The program provides a strong teaching and learning component together with a core of specialized child life courses. Satisfactory completion of the major provides access to the profession of Child Life. The program and degree prepare the candidate for an entry level position in the field of child life. To become a Certified Child Life Specialist (CCLS), one year of successful employment and the successful completion of the child life exam is required.

The rotation of child life courses is based on the semester of enrollment in the Child Life program. Please consult with an advisor in Child Life for the most current information.

Course requirements for the major:

- ED 210 J Infancy and Childhood
- ED 311 Wellness in Education
- ED 220 J Preadolescence, Adolescence and Young Adulthood
- ED 301 Introduction to Child Life
- ED 302 I Technology Literacy and Education Applications
- ED 306 Exceptional Children and Youth
- ED 324 The Helping Relationship
- ED 360 Medical Terminology for Child Life

- ED 370 Psychosocial Care of Hospitalized Children and Adolescents
 - ED 372 Materials and Methodology for Child Life
 - ED 375 Pediatric Conditions
 - ED 376 Crisis Intervention in Child Life
 - ED 384 C Literature for Childhood through Young Adulthood (recommended)
- OR
- ED 382 & 383 C Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood
 - ED 475 Child Life Field Experience

Recommended courses:

- ART 240 G Introduction to Art Therapy,
 - BUS 302 Management of Human Performance
- &
- ECON 315 Health Care Economics.

Transition Steps

- PRAXIS I
- Admission to the Child Life program
- Admission to Child Life internship
- 100 hours of pre-internship practicum experiences
- Exit GPA

Studies in Education Major

This major offers students the opportunity to study education without committing to a licensing program. Students who enter a licensing program and decide later not to complete the licensing program may also use this major to complete their degree.

A minimum of two courses in psychological foundations:

- ED 210 or 220 or 215 J Infancy and Childhood or Preadolescence, Adolescence and Young Adulthood or Infancy through Young Adulthood

- ED 306 Exceptional Children and Youth

Two courses in social policy foundations:

- ED 200 or SOC 309 or ED 198A D Education in a Pluralistic Society: Connecting Past and Present or Race and Ethnicity or 1D Ethos, Ecology and Self: Education Reconsidered
- Ed 201 Teacher as Inquirer I: Reflective Practitioner

Additional credits from:

- ED 271 P Philosophy of Education
 - SOC 324 Education and Society
- OR
- ED 307 K English Language Learners

Minimum of two courses in teaching and learning foundations

- ED 302 I Instructional Resources and Media
- ED 303 X Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Differentiated Teaching

Electives to include:

- 8 credits of education courses
- 12 additional credits in education, appropriate psychology or social science courses, as approved by major advisor
- Minimum of 20 credits at 300/400 level

Middle/Secondary Education Minor

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

A teaching major: Biology Teaching, Broad Field Science Teaching, Broad Fields Social Studies–History Teaching, Computer Science Education, English Teaching, History Teaching, Mathematics Teaching. See SCHOOLS, DEPARTMENTS AND PROGRAMS.

Professional Core Prerequisites:

- ED 200 D Education in a Pluralistic Society: Connecting Past
- OR
- ED 198A 1D Present or Ethos, Ecology and Self: Education Reconsidered
 - ED 201 Teachers as Inquirer I: Reflective Practitioner
 - ED 302 I Technology Literacy and Education Applications &
 - ED 303 X Teaching and Learning I: Curriculum Design and Assessment
- OR
- ED 304 Teaching and Learning II: Learning Environments
 - ED 306 Exceptional Children and Youth
 - ED 307 K English Language Learners

Requirements for the Middle/Secondary Education Minor

- ED 220 J Preadolescence, Adolescence and Young Adulthood
- ED 383 Literature for Adolescence through Young Adulthood
- ED 459 H/E/S/M Methods
- ED 476 Reading and Literacy Development in the Content Areas
- ED 487A Student Teaching: Middle-Secondary

Within the General Education Curriculum the following courses are required or recommended, as noted.

A course in national, state, and local government, typically

- PS 262 J Introduction to the American Political Process

Coursework in biological and physical science: NATS 108 ES/109 ES is recommended

Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements

- ED 271 P Philosophy of Education is recommended

Teaching English Language Learners: ESL Minor

This minor is designed to prepare students for licensing to teach English language learners and is attached to a licensing program such as Early Childhood: Special and Regular Education or Middle-Childhood Through Early Adolescence: Regular Education. For other combinations, consult a School of Education advisor.

Twenty-four credits, as follows:

- ED 260 Study of Language and Linguistics
- ED 261 Second Language Acquisition
- ED 262 Foundations of ESL/Bilingual Education
- ED 432 Content Based Literacy Development
- ED 450 ESL Methods
- ED 451 ESL/Bilingual Assessment
- ED 472 ESL Practicum

English Language Proficiency:

“C” or better grades in ENG 110 W and COMMS 100 O, or approved equivalency

Target Language Proficiency:

“C” or better grades in one year of a language at the College level or two years of a language in high school, or approved equivalency.

Licensing Transition Steps:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code: 0361; Wisconsin Passing Score: 143
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

Teaching English Language Learners: ESL/Bilingual Minor

This minor is designed to prepare students for licensing to teach English Language learners and is attached to a licensing program such as Early Childhood: Regular Education or Middle Childhood through Adolescence: Regular Education. For other combinations, consult a School of Education Advisor.

Twenty-four credits, as follows:

- ED 260 Study of Language and Linguistics
- ED 261 Second Language Acquisition
- ED 262 Principles of ESL/Bilingual Education
- ED 432 Content Based Literacy Development
- ED 450 ESL Methods
- ED 451 ESL/Bilingual Assessment
- ED 473 Methods of Bilingual Education
- ED 474 Bilingual Practicum

English Language Proficiency: “C” or better grades in ENG 110 W and COMMS 100 O, or approved equivalency.

Target Language Proficiency (ACTFL “advanced-low” level)

Licensing Transition Steps:

PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 174

PRAXIS II: Test Code: 0361; Wisconsin Passing Score: 143

Preliminary Entry

Aspiring Professional

Emergent Professional

Licensure Endorsement

Exit GPA

Title II Compliance Report

Section 207 of Title II of the Higher Education Act mandates that the United States Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. Data from institutions with teacher preparation programs are due to states annually for use by states in

preparing annual report cards to the Secretary. The full report may be obtained through the Dean of the School of Education or the full report for the State of Wisconsin may be accessed at the following website:

Edgewood College

School of Integrative Studies

The School of Integrative Studies (SoIS) is home to many of Edgewood College's interdisciplinary, experiential, and community-based academic programs. In all its programs, SoIS seeks to develop creative, intellectually-engaged, and ethical problem-solvers through inquiry and action for social justice and the public good. Considering issues from multiple perspectives, learning to thrive in cross-cultural contexts, and linking ideas and action to important issues facing our world today are among the experiences and skills that students can expect from SoIS programs.

SoIS offers a variety of programs aimed at providing relevant and rigorous academic experiences for students. Currently, SoIS minors are offered in the following areas:

- Environmental Studies
- Ethnic Studies
- Global Studies
- Latin American Studies
- Women's and Gender Studies

Because some students are interested in academic areas for which the college does not have a major or minor, Edgewood College offers a process for students to design their own academic program. SoIS coordinates this process for students:

- Individualized Major (student-designed)
- Individualized Minor (student-designed)

The Individualized Major/Minor Program offers students the opportunity to create an academic program plan around their own academic interests and goals. Students use the Individualized Program to develop integrative majors or minors that Edgewood does not offer, or they use the program to add a specialized, integrative minor to a current major. Students interested in this opportunity should contact the Dean of the School of Integrative Studies for more information.

In addition to these minor and major options for students, a number of other SoIS programs exist that enrich students' education. The COR Program (component of General Education), the Honors Program, Study Abroad, a number of civic leadership programs, the Writing Center, and institutional courses (IC) all represent pathways that students choose to deepen and personalize their college education.

Employers and experts agree – success in the future will require the abilities to integrate and synthesize ideas from different perspectives; to identify and clarify real problems and questions; and to engage with and appreciate differences among others. Majors, minors, and experiences in SoIS programs offer students numerous opportunities to develop and apply those abilities essential to meaningful personal and professional lives: critical thinking, ethical reasoning,

problem-solving, interdisciplinary analysis, communication, reflective practice, and leadership and community engagement.

Environmental Studies Program

Part of the School of Integrative Studies, the Environmental Studies program offers a minor that complements any of the majors on campus. Students in the program combine coursework from departments across the curriculum with involvement in the local and global community to gain a broad interdisciplinary perspective on environmental issues and the experience necessary to work toward a sustainable future. The minor prepares students for meaningful, collaborative work in areas such as environmental education, research, consulting, policy, writing, or activism. An individualized major in Environmental Studies is also available. Students who wish to pursue a minor or major in Environmental Studies should contact the Chair of the program.

The interdisciplinary Environmental Studies minor has three components: interdisciplinary coursework, service activities, and an integrative capstone experience.

Coursework for Minor

A minimum of 20 credits is required, including:

1. Required core courses (10 credits):

- ENVS/PHIL110 EPU Environmental Ethics
- ENVS/BIO 250 EV Environmental Biology
- ENVS/PS 352 EJ Environmental Politics

2. An additional 10 credits from the following courses, with at least 3 credits in the natural sciences.

- ENVS 404 Roots and Shoots
- ENVS 330 2EG Sustainability: Global-Local Connections
- ENVS/BIO 206 EV Natural Communities of Wisconsin
- ENVS/BIO 275 Dendrology
- ENVS/BIO/HIST 333 Ecological History of Civilization
- ENVS/BIO 450 Ecology
- ENVS/ECON 325 Environmental Economics
- ENVS/GEOG 265 E Environmental Conservation

- ENVS/GEOS 206 EV Environmental Geology
- ENVS/PS 201 E Debating the Earth
- ENVS/PS 352 EJ Environmental Politics
- ENVS/PS 353 EJ Politics of Sprawl: Land Use and Transportation Policy
- BIO/GEOS/NATS 292 Excursions
- ENG 250E CEX Wilderness & Literature of the American West
- ENG 395 CEX Environmental Literature
- NATS 105 Introduction to Natural Science for Education II
- NATS 109 ES More Real World Science
- RS 101 1ER Spirituality and the Environment
- RS 201/202 2ER Living Sustainably in a Dominican Studium (2 credits each semester)

Additional elective courses from future or current course offerings, transfer credits from other institutions, or credit for independent study may be approved by the Environmental Studies Steering Committee for inclusion in the minor.

Service Activities

All students in the minor are required to participate in four campus or local service activities related to environmental studies. Service activities are approved by a student's minor advisor.

Capstone Experience

The program's core courses encourage interdisciplinary perspectives and approaches to problem solving. Toward the end of their program, usually in their final year, students integrate and apply their coursework in a capstone experience. Capstone experiences must be approved by the Environmental Studies Steering Committee and may be fulfilled as follows:

- COR III courses or projects with an environmental focus
- Senior seminar projects with an emphasis on environmental studies
- Capstone projects associated with independent research, field courses, or study abroad

Ethnic Studies Program

Ethnic Studies at Edgewood College integrates multiple perspectives and disciplines to study the historical and contemporary experiences of African American, Latino American, Asian and Pacific American, and Native American peoples and other historically marginalized racial and ethnic groups in the United States within a global and postcolonial context. Our curriculum promotes critical thinking, creative analysis, and civic engagement by examining issues of race and ethnicity as they intersect with class, gender, sexuality, religion, and nation. Combining academic excellence with a commitment to social justice, our interdisciplinary undergraduate minor prepares students for ethical leadership and personal fulfillment in an increasingly multicultural, transnational, and globalized society.

The program offers a number of courses that fulfill both Multicultural Perspectives and many other General Education requirements. Ethnic Studies courses also complement many majors in the humanities, social sciences, the arts, and education, such as English, History, Religious Studies, Psychology, Sociology, Art, Communication Studies, and various Education or Teaching majors.

A background in ethnic studies provides a strong foundation for a career in the fields of diversity and inclusion, education, health care services, business, advertising and marketing, advocacy, journalism, community organizing, social services, psychology, counseling, and a wide variety of civil service positions in all levels of government, as well as graduate study in a number of disciplines.

The program is administered by the Center for Multicultural Education in the School of Integrative Studies.

Goals of the program are for students to:

- Develop knowledge and understanding of the historically marginalized racial and ethnic groups in the U.S. in their historical and cultural contexts, and their contributions to society
- Articulate the ways in which racial categories and racialized experiences shape U.S. social life
- Critically examine the intersections of race and ethnicity with class, gender, sexuality, religion, and nation in identity constructions
- Understand and apply different conceptual approaches to race and ethnicity, including historical, literary, cultural, sociological, and others
- Integrate academic inquiry and civic engagement, and reflect on one's own role in building just, compassionate communities

Requirements for Minor

A minimum of 20 credits are required and must include:

One introductory course from the following :

- ETHS 201 DJ Introduction to Ethnic Studies
- ANTH/ETHS 222 GJ Introduction to Cultural Anthropology

A minimum of 12 additional credits in approved electives:

- ART/ETHS 264 ADU Multicultural Art in the U.S.A.
- ART/ETHS 362 ADX Native American Art
- COMMS/ETHS 317 D Intercultural Communication
- COMMS/ETHS 430B Comm. in Afro American Communities
- ED/ETHS 200 D Education and Identity in a Pluralistic Society
- ED/ETHS 262 Foundations of Bilingual/Bicultural Education
- ED 307 K English Language Learners
- ENG/ETHS 242 CDX Literature of American Minorities
- ENG/ETHS 325A CDQ Asian American Writers
- ENG/ETHS/WS 415A CDQ Black Women Writers
- ENG 443 Focused Study of Ethnic American Literature
- ETHS 250 Themes and Issues in Ethnic Studies (3-4 cr)
- ETHS 401 Topics in Ethnic Studies (3-4 cr)
- ETHS 479 Independent Study (1-4 cr)
- ETHS 495 Internship (1-4 cr)
- HIST/ETHS 204 DH History of American Social Movements
- HIST 251/ETHS 271 2DH Asian American Experience

- HIST/ETHS 359 D African American History
- PSY 382 Multicultural Counseling
- SOC/ETHS 309 D Race and Ethnicity
- Other Approved Course*

Integrative Seminar (4 cr) :

- ETHS 480 Integrative Seminar in Ethnic Studies

Topics may be cross-listed with a variety of courses and tags, as listed below:

- ETHS 480A/COR 380 2CD Immigrant Narratives: Migration, Border, and Identities
- ETHS 480B/HIST 361 3D Freedom Rides: The Civil Rights Era
- ETHS 480C/PHIL 307 2DP Philosophy of Martin Luther King, Jr.
- ETHS 480D/RS 356 2GR The Challenge of Islam
- ETHS 480E/SOC 377 Sem1:Bridging Borders: U.S./Mexican Immigration and Interdependency
- ETHS 480F/SOC 378 2DG Sem 2:Bridging Borders: U.S./Mexican Immigration and Interdependency
- ETHS 480G/ART 352/MUS 352 2DG Mexican and Mexican Am. Art Music & Culture
- ETHS 480H/RS 308 Sem 1:Liberation Theology and the Dismantling of Racism
- ETHS 480I/RS 309 2DR Sem 2:Liberation Theology and the Dismantling of Racism

* 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.

Global Studies Program

The Global Studies Minor is an interdisciplinary program that analyzes global issues and cultures, societies, histories, and political and economic systems in a comparative, global context. It is designed to enhance students' understanding of diverse cultures, global issues, and other languages. It seeks to prepare students to live in and contribute to the complex, interconnected world of the 21st century by providing them with the knowledge, skills, and attitudes to understand and serve others. To meet this objective, the minor will integrate language competency and global/intercultural studies to give students the tools they need to become engaged citizens in the local/national/global communities they enter after graduation. This minor adds an international perspective to any major.

Requirements for Minor

A minimum of 23 credits is required.

Required Courses (8 credits)

- GS 101 GU Introduction to Global Studies World Language (201 GL Third-semester or higher; or show equivalent proficiency)4 cr.

Interdisciplinary Electives (minimum 15 credits) * :

A minimum of 4 courses in at least 3 of these thematic areas:

Global Culture & Arts:

- ART 126 AG Art of the Western World
- ART 250 AGU The Arts of Africa, Oceania, & the Americas
- ART 254 AGX Modern Art
- ART 271 AG History of Photography
- ART 352/MUS 352 2DG Mexican & Mexican-American Art, Music, & Culture: The Development of Ethnic Identities
- ENG 270 CGX Introduction to World Literature
- ENG 270A CGX World Literatures in English: Studies in the Epic
- ENG 370A CGX World Literatures in English: Modern Irish Literature

- ENG 370A CGX World Literatures in English: Postcolonial Fiction
- ENG 470 Focused Study of World Literature
- FREN 429 CG Introduction to French Literature (19th & 20th C.)
- FREN 432 Q Contemporary Francophone Culture
- FREN 437A CGQ Literary Movements of Modern France
- FREN 438 CG Francophone Literature
- GS/WS 235 G Women in World Cinema
- GS 370, 371 2G London: Theater & Art History
- MUS 155 AGX World Music
- SPAN 433 Contemporary Culture
- SPAN 437 CG Latin American Literature
- SPAN 438 CG Contemporary Literature
- SPAN 480 CGQ Special Topics: Women Writers of Spain

Other approved courses

Global Society & Tradition:

- ANTH 222 GJ Introduction to Cultural Anthropology
- ANTH 346 Myth and Shamanism
- ANTH 366 Anthropology of Sex and Gender
- FREN 314/414 (Advanced) Language in the Media
- FREN 316/416 G (Advanced) Language & the Francophone World
- FREN 431 GH French Civilization
- FREN 433 Film and Society
- GS 211 Latin American Women
- HIST 111 GH East Asian History
- HIST 112 Foundation of Chinese Philosophy
- HIST 115 H Europe and the World
- HIST 117 GH Modern China
- HIST 120 GH World Civilization

- HIST 221 GH Modern Japan
- HIST 240 H The Middle East
- HIST 284 GH People's Republic of China
- HIST 310A China: Tradition & Transformation ;310B 2GH
- HIST 312 GHU China and the West
- HIST 375 World War II
- RS 225 GR Religious & Spiritual Traditions of the World
- RS 330 GR The Evolution of Global Christianity
- RS 356 2GR Challenge of Islam
- RS 365 Religions of the East
- SPAN 314 G/414 G (Advanced) Language in the Media
- SPAN 318 G/418 (Advanced) Language & the Hispanic World
- SPAN 380 G Special Topics: México ayer y hoy
- SPAN 431 G Spanish Civilization
- SPAN 432 Latin American Civilization
- SPAN 436 G Film and Society
- SPAN 480 DG Special Topics: Immigration & Social Change
- WS 480 GQ Senior Seminar: Women & Gender (Contemporary Global Feminisms)

• Other approved courses

Global Economy & Politics:

- ECON 255 G Principles of Economics in a Global Economy
- ECON 290 GJ The Global Economy
- ECON 310 G Special Topics: Development & Social Policy in Modern Mexico
- ECON 325 Environmental Economics
- ECON 330 GJ Comparative Economics
- ECON 450 International Economics
- ECON 460 Money, Banking, & Capital Markets

- GS 115 1G Many Mexicos
- GS/LAS 380, 381 2G El Salvador: The Land and It's People
- PHIL 109 GP Human Rights: The Global Struggle
- PHIL 306 Philosophy of Peace and Justice
- PS 210 GJ Introduction to International Relations
- PS 275 GJ Introduction to Comparative Politics
- PS 342 American Foreign Policy
- PS 380 GJ Politics of Latin America
- PS 381 GJ Politics of Europe
- PS 384 GJ Politics of the Middle East
- PS 481 Seminar in International Relations
- RS 307 2GR Liberation Theologies in Latin America
- SOC 378/ HI 308/ ETHS 482 2G Bridging Borders: U.S./ Mexican Immigration and Interdependence

• Other approved courses

Global Science & Sustainability:

- BIO 333 Ecological History of Civilization
- BIO 369 2EG Special Topics: Galapagos
- ENVS 330 2EG Sustainability: Global-Local Connections
- GEOS 102 S Introduction to Earth Science
- GEOS 103 NS Oceans and Atmosphere
- GEOS 206 EV Environmental Geology
- NRS 415-416 Nursing Care in Guatemala; Transcultural Communication in Health Care: Guatemala

• Other approved courses

*In consultation with an advisor, students will select the Interdisciplinary Electives.

With pre-approval, students are encouraged to use study abroad courses to partially fulfill the Minor.

Students may also take pre-approved UW courses through the Collaborative Program.

Policies

This minor requires that students take a minimum of eight credits at Edgewood College.

Information

For more information, contact Andrea Byrum in the Center for Global Education:

byrum@edgewood.edu, telephone 608 663-2261.

Latin American Studies Program

The Latin American Studies Minor offers students the opportunity for an interdisciplinary study of the social, cultural, political, and economic traditions and contemporary realities of Latin American countries and peoples. It draws on faculty expertise from disciplines like art, biology, economics, nursing, political science, religious studies, music, sociology, and Spanish language and culture. Students will develop broad knowledge through courses offered in several disciplines or programs, as well as language training. The minor is appropriate for students in any major who want a complementary concentration in the region.

Requirements for Minor

Required Courses:

- GS 111 G Introduction to Latin American Studies

•Intermediate Spanish/Portuguese Language 4 credits (Spanish 202 GL Fourth Semester Spanish or show equivalent proficiency. Since Edgewood doesn't offer Portuguese, students must transfer in a fourth semester college course or show equivalent proficiency. Spanish majors/minors need one 300-level language class)

Interdisciplinary Electives:

A minimum of 3 courses (12 credits minimum*) chosen from the following:

- ART 352/ MUS 352 2DG Mexican and Mexican-American Art, Music & Culture: The Development of Ethnic Identities
- BIO 369 2EG Special Topics: Galapagos

- ECON 320 G Special Topics: Development and Social Policy in Modern Mexico
- ENVS 330 2EG Sustainability: Global – Local Connections
- ETHS 480E/ SOC 377 Sem 1: Bridging Borders: U.S./ Mexican Immigration and Interdependency
- ETHS 480F/ SOC 378 2G Sem 2: Bridging Borders: U.S./ Mexican Immigration and Interdependency
- GS 115 1G Many Mexicos
- LAS/ GS 380-381 2G El Salvador: The Land & the People
- NRS 415-416 Nursing Care in Guatemala
- PS 380 GJ Politics of Latin America
- RS 307 2GR Liberation Theologies in Latin America

*Students (e.g., native or heritage speakers) who show language proficiency without ever taking a language class at Edgewood will need 16 credits of elective.

Spanish majors/minors can take one of the following courses in the Spanish Program, to count as an Interdisciplinary Elective for the Latin American Studies Minor:

- SPAN 432 Latin American Civilization
- SPAN 437 CG Latin American Literature
- SPAN 380 Special Topics: México ayer y hoy
- SPAN 480B DG Special Topics: Immigration and Social Change
- SPAN 433 Contemporary Culture (depending on topic)
- SPAN 436 G Film and Society
- SPAN 438 CG Contemporary Literature (depending on topic).

• Other approved courses.

With pre-approval, students may use study abroad courses to partially fulfill the Minor.

Students may also take pre-approved UW courses through the Collaborative Program.

Policies

The Latin American Studies Minor requires that students take a minimum of eight credits at Edgewood College.

Information

For more information, contact Andrea Byrum in the Center for Global Education.

Students earning the minor must earn a minimum of six credits in the Women's and Gender Studies program at Edgewood College.

Womens and Gender Studies Program

The Women's and Gender Studies Program is administered in the School of Integrated Studies.

Women's and Gender Studies is an interdisciplinary program developed to study the history, experiences, and contributions of women to various fields of learning, feminist theoretical perspectives, and the critical role of gender in human life.

The Women's and Gender Studies program is both interdisciplinary and integrative, engaging students, faculty, and staff through coursework, community-based learning, and campus-wide programming. Each March, the program offers a range of programming and activities in celebration of Women's History Month. In addition, the Women's and Gender Studies Program promotes various year-round co-curricular initiatives, sometimes in conjunction with other departments and programs.

Women's and Gender Studies offers a minor consisting of designated courses in several departments and within the program.

The program enables students to demonstrate knowledge of:

1. Roles, contributions, experiences, and perspectives of diverse women.
2. Theories of gender and ways that gender shapes human experience.
3. Ways in which race, class, ethnicity, sexual orientation, and other social positions affect how gender is experienced.

Women's and Gender Studies Minor

Twenty credits, to include:

1. WS 201 or WS 202 or WS 203 or WS 204 Q Introduction to Women's and Gender Studies
2. WS 480 GQ Senior Seminar
3. Twelve additional credits selected in consultation with an advisor.

Edgewood College School of Nursing

The School of Nursing offers a major leading to either the BS or BA degree. There are 128 credits required for graduation, of which 49 are in the Nursing major. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Wisconsin Board of Nursing.

Mission

The School of Nursing reflects the Mission Statement of Edgewood College by locating professional nursing within the context of a Catholic, liberal arts college with a Dominican heritage. The mission of the College is to develop intellectual competence and a sense of responsibility for service and to further personal development.

Nursing is a profession built on knowledge from nursing theory, research and practice, the humanities, and the natural and behavioral sciences. Nursing values the systematic and purposeful application of the nursing process to promote the optimal health of clients. Caring is essential to professional nursing practice and includes appreciation of human diversity and respect for the rights of others.

Students are unique individuals who enter nursing with diverse characteristics and experiences. It is the responsibility of the student to actively pursue knowledge and experience and to develop intellectual curiosity with a spirit of inquiry as a basis for lifelong learning.

The faculty develops, implements and evaluates the curriculum to provide a broad and rich foundation for nursing practice. Faculty foster the professional development of students by offering learning challenges, promoting opportunities to think critically and creatively and exhibiting collegiality in the teaching-learning relationship.

Teaching and learning is a dynamic and interactive process designed to integrate knowledge and research with professional nursing practice. Teaching and learning are facilitated when both students and faculty are actively engaged in the process.

The nursing graduates of Edgewood College are knowledgeable, accountable, responsible, ethical and culturally sensitive as they provide quality nursing care. Undergraduate education provides the knowledge and experience to practice as professional nurses. Graduate education builds on undergraduate education and prepares nurse leaders committed to improving nursing practice.

Prerequisites for Admission

Admission to the nursing program requires a GPA of at least 2.75 in all courses that satisfy Edgewood College degree requirements and at least a 2.75 GPA in all required science and math courses. Required science and math courses must have been taken within 5 years of admission to the first nursing course for credit in the nursing major, unless they were part of a degree earned within the past 5 years. A grade of C or better is necessary in each required science and math course.

Once admitted into the School of Nursing, students will be required to maintain a cumulative GPA of 2.5 in all nursing courses and earn no lower than a C in any nursing course to progress in the major.

Students who have reached at least sophomore standing are admitted to the nursing program in both Fall and Spring semesters. Priority consideration will be given to students who apply for admission to the nursing program by February 15 for Fall enrollment and by September 15 for January enrollment. Students must submit a Nursing Program Application, which may be obtained from the School of Nursing Office or online on the School of Nursing website.

The following requirements are to be completed or in progress prior to beginning the nursing program:

A Certified Nursing Assistant course and certification examination

- ENG 110 W College Writing
- MATH 121 M Statistics
- COMMS 100 O Introduction to Communication
- PHIL 101 T Critical Thinking
- PSY 101 J General Psychology

Four of the following science courses:

- CHEM 110 S Introductory Chemistry (must be completed at time of application)
- BIO 155 SU Human Cell Biology and Genetics (must be completed or in progress at time of application)
- BIO 210 Anatomy & Physiology I, or equivalent
- BIO 211 Anatomy & Physiology II, or equivalent

Students who possess a baccalaureate degree in another field from an accredited institution are considered to have fulfilled all of Edgewood College's General Education requirements, except foreign language, religious studies, and COR 3. Post-baccalaureate students must meet all School of Nursing requirements for support courses in the major.

Policies for Admission

All students who are admitted to the Nursing program must have successfully completed a certified nursing assistant (CNA) course and have passed the certification examination. Students must have completed the course within the past 2 years or have recent experience as a CNA.

Admission to the nursing program is a two step process. Students are first admitted to the College as either a "Nursing" or "Nursing Interest" major. They then apply for full admission to the nursing program following the completion of certain prerequisite courses. Admission to the College does not imply or guarantee admission to the nursing program.

Students wishing to enter the nursing program must complete an application that is available in the School of Nursing or online. The deadlines for application are February 15 for Fall enrollment and September 15 for Spring enrollment.

The Nursing Admission Committee will review student records after applications are received. The committee will admit the most qualified students based on cumulative GPA, science/math GPA, previous academic records, credits completed at Edgewood College and the strength of the application essay. Students may later be disqualified from the program if their cumulative or science/math GPA drops below the required minimum in the semester before admission.

Admission to the program is competitive; even students who meet the minimum requirements may not be admitted. Because of enrollment limits in the major, the School of Nursing may deny admission to qualified students.

Applicants who are not admitted may reapply in a subsequent semester or pursue a major in another field of study. Students who have applied in the past will be given no special consideration and their records will be reviewed as a member of the current applicant pool. Individuals who reapply must be currently enrolled at Edgewood College.

Admission to Nursing for Students Admitted as Freshman

Step One

Students who need to complete all prerequisites for the nursing program will be admitted to the College as a nursing major if they meet the following criteria until a pre-selected number of openings are filled:

High school math through Algebra II with grade of C or better

ACT scores of 18 or better in the following subcategories: English and Science Reasoning

ACT scores of 19 or better in the Math subcategory (or placement into Math 101, 121, 114A, or 231 through the Edgewood College Math Placement Test)

High School GPA of at least 3.0

Students who apply after the openings are full, or who do not meet the above criteria, are admitted to the College as "Nursing interest" or undecided majors and may apply for

admission to the nursing program after meeting course and GPA eligibility requirements. There is no guarantee of admission to the nursing program if no openings are available.

Step Two

Students who are admitted as freshman nursing majors will be given priority for full

admission to the nursing program if they meet the following criteria:

Maintain at least a 2.75 GPA in college courses.

Maintain at least a 2.75 GPA in required science and math courses. A minimum grade of C is required in all requisite math and science courses.

Complete certified nursing assistant requirements.

Apply for full admission to the nursing program the semester before they are eligible to begin nursing studies. The deadlines for application are February 15 for Fall enrollment or September 15 for Spring enrollment. Most traditional students will begin the nursing program in Spring semester of the sophomore year. Applications are available in the School of Nursing or online.

Admission to Nursing for Transfer Students

Step One

New transfer students who need to complete prerequisites for the nursing program will be admitted to Edgewood College as nursing majors if they meet the following criterion: cumulative GPA of 2.75 or higher in previously completed college-level coursework. Students who do not meet this criterion will be admitted to the College as "nursing interest" students. Step Two

Transfer students must apply for full admission to the nursing program the semester before they are eligible to begin nursing studies. The deadlines for application are February 15 for Fall enrollment and September 15 for Spring enrollment. Applications are available in the School of Nursing or online.

Transfer students will be admitted to the nursing program as space allows based on the strength of their admission interview, evidence of certified nursing assistant certification, previous academic record, overall cumulative GPA, cumulative GPA in required math and science courses, and number of credits completed at Edgewood College. Students who are not admitted may reapply for admission in the following semester.

Progression in the Major

In order to progress in the nursing major, students must maintain an academic cumulative GPA of 2.5, a cumulative GPA of 2.5 in all nursing courses, and a cumulative GPA of 2.5 in the required science and math courses. A grade of “C” or better is required in each nursing, math and science course. A grade of Pass in each clinical course is required for progression into the next nursing course. If these requirements are not met, the student is not eligible to progress in the nursing major.

Current CPR certification, physical exam, and health data are required before entering any clinical course. Students are responsible for their own transportation to clinical sites. See the Nursing Student Handbook for specific health requirements.

Edgewood College’s School of Nursing and all clinical agencies under contract to the department require that every student and faculty member have a background check completed by the Criminal Justice Department of Wisconsin. Background Information Disclosure forms must be completed by students before entry into the nursing major. Students are responsible for notifying the School of Nursing of any criminal charges or convictions that occur while they are progressing through the program. Students who have been convicted of certain types of offenses may not be able to participate in clinical placements and therefore will not be eligible to earn a degree in nursing. It is also possible that a student may not be eligible for licensure by the State of Wisconsin or another state licensing authority if certain types of criminal offenses are identified in the background check.

Random drug checks may be done in clinical agencies throughout the duration of a student’s clinical experiences.

Policies for Repeating Courses

In accordance with college policy, a student may choose to repeat a course taken at Edgewood College to improve a poor or failing grade. Both earned grades are included in the GPA computation by the College and both appear on the student’s transcript. Repeated courses are counted only once in total credits earned.

If a nursing or “nursing interest” student repeats a required science or math course, the most recent grade will be used to compute the science/math GPA for entrance or progression in the nursing major. A cumulative GPA of 2.75 and 2.75 GPA in required science and math courses are required for admission. A 2.5 in both GPA categories is required for progression in the nursing major.

In accordance with college policy, if a student repeats a course at Edgewood College that was previously accepted for credit at the time of transfer, the transferred credits are removed from the student’s record. The repeated course grade is used to compute the GPA for the nursing major. A course required for the nursing major may be repeated only

once for GPA calculation in the nursing GPA.

Individuals may appeal to the School of Nursing any decisions affecting their progression in the nursing major.

Assessment

The School of Nursing participates in an assessment process that compares Edgewood College nursing students with other nursing students across the country using a standardized exam. The computerized examinations, completed at regular intervals throughout the curriculum, provide benchmarks for student performance in critical thinking, nursing process, and therapeutic communication. The results are useful in preparing students to take the national licensing examination after graduation. An additional fee for the assessments is added to the tuition bill for each nursing theory course. Student abilities in meeting other program objectives are evaluated throughout the program of study.

Goals for the Major

The graduate will:

Establish therapeutic relationships with clients that demonstrate caring.

Demonstrate critical thinking skills and practices to promote, maintain and restore health.

Synthesize knowledge from nursing theory, research and practice, the humanities and the natural and behavioral sciences to provide a basis for professional nursing practice.

Respond to environmental factors that influence the health of individuals, families and communities.

Collaborate with clients and colleagues in the process of identifying and organizing resources for the effective provision of health care.

Demonstrate professional behaviors that reflect accountability and commitment in nursing practice

Professional Major Requirements

Courses that support the major.

- CHEM 110 S Introductory Chemistry
- BIO 155 SU Human Cell Biology and Genetics
- BIO 210 Anatomy & Physiology I
- BIO 211 Anatomy & Physiology II (Must be completed concurrently with or prior to NRS 210/211)
- BIO 312 Microbiology with Lab (Must be completed concurrently with or prior to NRS 210/211)

Additionally, the following:

- BIO 410 Pathology (Must be completed concurrently with or prior to NRS 310/31)
- PSY 101 J General Psychology (Prerequisite for NRS 210/211)
- PSY 345 Lifespan Development (Must be completed concurrently with or prior to NRS 340/341)

A social science course other than psychology

Nursing courses in the major:

- NRS 210 Foundations of Professional Nursing
- NRS 211 U Caring: Nursing Assessment & Intervention
- NRS 310 Professional Nursing: Adult Health
- NRS 311 Caring: Adult Health Nursing
- NRS 312 Pharmacology
- NRS 315 Caring: Nursing Skills
- NRS 340 Professional Nursing: Long Term Health Issues
- NRS 341 Collaborative Practice in Long Term Care
- NRS 390 Research in Professional Nursing
- NRS 410 Professional Nursing: Families in Transition
- NRS 411 Caring: Families in Transition
- NRS 412 X Leadership within the Health Care System
- NRS 440 Adult Health: Advanced Concepts in Acute Care
- NRS 460 Professional Nursing: Health of Communities
- NRS 461 Nursing Care with Aggregates

Edgewood College
School of Graduate &
Professional Studies

The School of Graduate and Professional Studies (GPS) strives to prepare students for a life of responsible service to society in their chosen professions. The programs offered through the School of GPS nurture leaders in the professions within an intellectual environment that encourages ethical and spiritual reflection as well as professional and technical growth. Our graduate programming and undergraduate accelerated degree options are designed to provide professionals with the practical skills needed for career transitions and leadership growth.

The Deming Way Campus is an adult-friendly facility located on Madison's west side and serves as the primary location for the School of Graduate and Professional Studies. The adult accelerated undergraduate programs are housed at this location, as are a number of graduate courses in Business, Education, and Nursing.

Flexible scheduling is a hallmark of the programs offered in the School of Graduate and Professional Studies. Our courses are offered on evenings and weekends to accommodate the busy schedules of working adults. Small class sizes promote a sense of community and facilitate individualized instruction.

Accelerated Bachelors Degree Completion Program

The School of GPS offers top-quality accelerated degree programs and certificates designed for working adults. Courses are taught by an experienced and energetic faculty who blend fundamental principles with practical workplace experience. They are experts in their fields and are recognized for their ability to create classroom environments that meet the unique needs of adult learners. Skills learned in the classroom can immediately be put to use in the professional environment.

- **Bachelor of Business Administration (BBA)**
- **Computer Information Systems (CIS)**
- **Organizational Behavior and Leadership (also offered as an Undergraduate Certificate)**
- **Bachelor of Science in Nursing**

Graduate Degree Programs

Excellence in teaching, enhanced by scholarship, service, and research, has always been the first priority for the graduate programs offered at Edgewood College. The curriculum in each of our graduate programs emphasizes the role of research as a strong theoretical basis for professional practice. Coursework in ethics and the integration of ethics issues into the curriculum provide a foundation for future leaders in each graduate program. Every course is taught by an experienced, highly qualified professor or instructor and small classes create an atmosphere of personal attention and instruction.

Business

- Evening MBA Program
- Master of Science in Accountancy
- Dual Degree – MBA and Master of Science in Accountancy
- Dual Degree – MBA and Master of Science in Nursing
- Graduate Certificates in Accounting, Applied Finance, Management, and Marketing.

Education

- License programs leading to a Master of Arts in Education:
 - Special Education
 - ESL/Bilingual (includes C-TELL Professional Development and the Dual Language Immersion Institutional Certificate)
 - Educational Administration
 - Reading Teacher/Reading Specialist
 - Initial Secondary Education Teachers License Completion program in English, History, or Science
- Master of Arts in Education/Professional Studies
- Doctorate in Educational Leadership (offered in Madison and Wausau)

Nursing

- Master of Science in Nursing (concentrations in Administration and Education)
- Post-Masters Graduate Nursing Certificate (Administration or Education)
- Dual Degree – Master of Science in Nursing/Master of Business Administration

Marriage and Family Therapy

- Master of Science

Sustainability

- Graduate Certificate – Sustainability Leadership

Please contact the School of Graduate and Professional Studies Admissions Office for assistance with admission and for more information about specific program offerings.

Edgewood College

School of Graduate and Professional Studies

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