
Edgewood College

GRADUATE CATALOGUE
2011-2013

OFFICIAL NOTES

This catalogue is effective for students entering the College beginning in the fall 2011 semester and until a new catalogue is published. The most current version of the *Catalogue* may be found online at <https://express.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 become 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.

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ABOUT EDGEWOOD COLLEGE

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

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

- Create, amend and restate the Articles of Incorporation and Bylaws.
- Approve the mission.
- Assess the implementation of the mission.
- Approve appointment of members to the Board of Trustees.
- Approve acquisition, purchase, 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.

GRADUATE AND PROFESSIONAL STUDIES

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SCHOOL OF GRADUATE AND 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, an adult-friendly facility located on Madison's west side, 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. Our graduate programs also offer courses at the College's Monroe Street campus.

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.

PHILOSOPHY SUPPORTING EDGEWOOD COLLEGE GRADUATE PROGRAMS

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

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

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

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

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

ADULT EDUCATIONAL PHILOSOPHY

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

ACCELERATED BACHELOR'S 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)
- Bachelor of Science in Computer Information Systems (CIS)
- Bachelor of Science in 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

Master of Arts in Education with concentrations in:

- Special Education
- ESL/TESOL Education
- Bilingual Education
- Educational Administration
- Professional Studies
- Adult Learning

License completion programs:

- Special Education
- ESL/TESOL Education
- Bilingual Education
- Educational Administration
- Reading Teacher/Reading Specialist
- Initial Secondary Education Teachers License Completion program in Math, English, History, Broad Field Social Studies or Science

Certificate Programs

- Coaching
- Dual Language Immersion Institutional Certificate

Doctor of Education in Educational Leadership with concentrations in:

- District Administration with Superintendent License
- Higher Education Administration

Nursing

- Master of Science in Nursing (concentrations in Administration and Education)
- Post-Master's Graduate Nursing Certificate (Administration or Education)
- Dual Degree – Master of Science in Nursing/Master of Business Administration

Marriage and Family Therapy

- Master of Science

Organization Development

- Master of Science

Religious Studies

- Master of Arts

Sustainability Leadership

- Graduate Certificate

PROFESSIONAL DEVELOPMENT

Edgewood College is actively interested in meeting the educational needs of working professionals. Faculty members are available to develop specific learning experiences to meet a group's needs, and they are always willing to work with many school districts bringing district-requested experiences to the teachers in their home school. These professional development experiences can be offered for graduate credit. Additionally, school district professional development offerings may be offered for graduate credit. School officials are encouraged to contact the School of Education for information about, and proposal forms for, this unique opportunity.

For information about professional development offerings in business-related areas, contact the School of Graduate and Professional Studies at (608) 663-4243.

COLLEGE RESOURCES AND SERVICES

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COLLEGE RESOURCES AND SERVICES

Edgewood College recognizes the particular needs of adult students for resources and services that are available during the times when they are on our campuses. Offices and services try to accommodate the weekend and evening hours when most graduate students take classes and study.

ALTERNATIVE TRANSPORTATION: MADISON METRO BUS SERVICE AND SHUTTLE SERVICE

Edgewood College provides free transportation on Madison Metro to all students, faculty, and staff. Simply use your soft card and valid Edgewood College ID to ride the bus for free each semester until the last day of finals. Each semester requires a new soft card. Students can obtain a Madison Metro soft card at the Security Office, Weber Hall Lobby, or from the reception desk on the Deming Way Campus.

Free shuttle service to the Monroe Street Campus is available to all students. Users do not need to purchase a parking permit and are able to earn a variety of incentives.

For more information on transportation at Edgewood College please visit, <http://my.edgewood.edu/sites/services/trn/default.aspx> or call 608-663-3285.

ATHLETICS

The Athletic Department sponsors 16 intercollegiate sports for women and men. Women's sports include basketball, cross country, dance, golf, soccer, softball, tennis, track and field, and volleyball. Men's sports include baseball, basketball, cross country, golf, soccer, tennis, and track and field. Edgewood College is a Division III member of the National Collegiate Athletic Association (NCAA) and the Northern Athletics Conference (NAC).

For more information about the athletic program, for information about getting involved in an intercollegiate sport, or for game schedules and locations, contact the Athletic Office, located on the Monroe Street Campus in the Edgedome, at (608) 663-3249 or go to www.EdgewoodCollegeEagles.com.

BOOKSTORE

The campus bookstore, located at 121 DeRicci Hall on the Monroe Street Campus, stocks textbooks, school supplies, clothing and gift items, and much more. Textbooks, clothing, and gift items are also available for purchase online at www.edgewood.bkstr.com. Purchases can be picked up at the Deming Way or Monroe Street Campuses or can be shipped via UPS.

Textbooks will be available for purchase approximately 2–3 weeks before each term begins. Textbook buyback

takes place several times per year. Buyback on the Monroe Street Campus occurs at the beginning of each semester and during finals week. Buyback on the Deming Way Campus occurs at the end of every other Returning Adult Accelerated Degree (RAAD) term. Exact dates for textbook buyback will be posted in-store and online approximately 9–12 months in advance of each buyback. Dates will also be posted around each campus a few weeks prior to each buyback.

For questions or further information, please contact us at (608) 663-2213 or bookstore@edgewood.edu.

CAREER SERVICES

Career Services assists students in exploring and deciding upon college majors and/or careers through individual career counseling, workshop and classroom presentations, and instructions on the use of the internet in the career process. Resources and counseling are available on the job search process. Résumé, cover letter, and interviewing tips and techniques are also offered.

Appointments can be made by calling 663-2281. Office hours are Monday through Friday from 8:00 am to 4:30 pm at the Monroe Street campus; evenings by appointment.

CENTER FOR DIVERSITY AND INCLUSION

The Center for Diversity and Inclusion (the CDI) is staffed by the Assistant Dean of Students for Diversity and Inclusion. The primary role of the Assistant Dean of Students in this area is to provide support services that help to ensure the success of students of color, students who are traditionally under-represented and under-served on most American college and university campuses.

Support services are designed to provide solutions to address academic, leadership, and social concerns. The Center for Diversity and Inclusion offers all students, faculty, staff as well as community members (as representatives of various cultures and ethnicities) a hub and resource center to connect with one another in healthy and realistic ways.

Services, resources, and activities include:

- opportunities to create an inclusive environment which is attractive to and welcoming of all people,

regardless of race, age, religion, sexual orientation, ability, nationality, or gender.

- opportunities to meet other people from various cultures.
- opportunities to plan and take part in multicultural programs.
- opportunities to advocate for social justice through the lens of race and ethnicity.
- opportunities to receive pre-counseling services in the areas of academic advice, financial aid, personal and career counseling.
- opportunities to participate in leadership seminars and anti-racism workshops.
- opportunities to receive information about and/or have an advisor for cultural-specific student organizations.
- access to reference materials and magazines on the topics of writing college essays, spirituality, sexual orientation, race, and ethnicity.

While working in cooperation with students, faculty, and staff, the Assistant Dean of Students uses the Center space as a campus-wide catalyst to celebrate all aspects of diversity. Through the programming efforts led by the Assistant Dean of Students for Diversity and Inclusion (and others throughout the campus), Center for Diversity and Inclusion program participants model an appreciation of the richness that the history and culture of a diverse population brings to Edgewood College.

The Assistant Dean of Students for Diversity and Inclusion is devoted to excellence in education, which when realized, fosters a greater understanding of the power of education for ourselves and our community.

Please visit the Center for Diversity and Inclusion in Predolin 206 on the Monroe Street Campus, call (608) 663-2256 to learn more about program activities, or e-mail the Assistant Dean of Students to share ideas on how program services can best support your academic success.

COLLEGE MINISTRIES

Who am I? How can I make a difference? Is there something more? Edgewood College Ministries supports members of the College learning community in ongoing exploration and reflection about questions of identity and meaning. Rooted in the Dominican tradition, College Ministries promotes greater respect, understanding and appreciation of the diverse faith traditions represented on campus and within the human family. College Ministries professional staff welcome opportunities to partner with others who are committed to building a just and compassionate world. Programming and services include seasonal reflection booklets; education and action for justice; community

service and civic engagement; alternative break trips; chapel worship services; and individual appointments.

Saint Joseph Chapel in Regina Hall on the Monroe Street Campus is available for quiet reflection and public prayer. Eucharist is celebrated regularly during the Fall and Spring semesters. All are welcome.

CRIMINAL RECORD BACKGROUND CHECK

State of Wisconsin laws require background Criminal History Record Searches before individuals will be allowed to provide educational, health care, or therapeutic services to a number of special classes of people. Edgewood College complies with all applicable laws. Students will be required to sign a release form allowing Criminal History Records Searches prior to being assigned to or allowed to engage in practicum work experiences with these special groups of persons. Regulations vary for different groups of persons. See specific details included in the individual school or departmental program pages in this catalogue.

DEAN OF STUDENTS

The Dean of Students provides leadership and supervision for Student Development services and programs. The Dean of Students works with students to ensure that services and programs are responsive to student needs and to resolve students' non-academic concerns and grievances. The Dean of Students serves as a liaison for students to the administration on all matters concerning student life. For information or to make an appointment, please call (608) 663-2212.

For further information, please contact us at (608) 663-3451, Predolin 222 on the Monroe Street Campus.

DINING FACILITIES

Students may purchase commuter meal plans, put EdgeDollars on their IDs, or pay cash for meals or snacks at Phil's in Regina Hall or at Wingra Café in the Predolin Commons on the Monroe Street Campus. There are a variety of vending machines on both the Monroe Street and Deming Way Campuses. The Deming Way Campus provides use of a microwave and toaster to students, as well as complimentary coffee. For questions, or to purchase a commuter meal plan or EdgeDollars, contact Dining Services at (608) 663-3202 or the Dining Service Director at (608) 663-4169.

DIRECTORY INFORMATION

Edgewood College directory information can be found online at www.edgewood.edu. Students can also contact the Campus Assistance Center (CAC) at (608) 663-4861 for general campus information and staff and faculty directory assistance.

EDGEWOOD CENTRAL

Have a question about your Financial Aid? What if you have a concern about your latest billing statement? Who do you call if you have a question regarding your registration or need to request a transcript?

Edgewood Central is your primary resource for financial aid, student accounts, and registration information.

In an effort to streamline and improve student service, Edgewood Central was created to provide students with a single location to get answers to their administrative questions. Edgewood Central also provides students the ability to handle several transactions at one office: turn in financial aid paperwork, check on their bill, and/or confirm their registration.

Edgewood Central is located on the second floor of DeRicci, Room 210, at the Monroe Street Campus.

To speak with an Edgewood Central Counselor call (608) 663-4300 or e-mail at ecentral@edgewood.edu.

Our office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. If you are unable to make it to our office during those hours, give us a call and we can set up an individual appointment that works best for you.

HEALTH SERVICES

Edgewood College Health Services located in Predolin 208 on the Monroe Street Campus, is staffed by a certified nurse practitioner. The major goal of Health Services is to encourage a program of health promotion and disease prevention. Health Services provides health assessments, care for acute illness and injuries, immunizations, health counseling, educational programming, and referrals as necessary. 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.

Additional services available in the Health Center

A registered dietician provides nutrition counseling services for students, faculty, and staff. Services may include:

- counseling for weight management,
- high cholesterol,
- high blood pressure,
- eating disorders, and
- other nutrient-related concerns.

Nutrition-related workshops and classes are also available. Call Health Services at (608) 663-8334 for additional information or to schedule an appointment.

HOUSING

Edgewood College Residence Life offers a variety of housing options, including apartments, suite style living units, and singles which appeal to graduate students interested in living on campus. Graduate students interested in on-campus housing should contact the Office of Residence Life at (608) 663-3228 for further information.

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 100,000 books, journals, newspapers, microforms, videos, sound recordings, computer software, and K-12 curriculum materials. The Library website (<http://library.edgewood.edu/>) serves as a gateway to library resources such as the online catalog (EdgeCat) (<http://oscar.edgewood.edu/>); provides access to article databases including over 9,700 full-text journals, electronic book collections, citation style guides; and other research help. Resources are accessible from on- or off-campus to students, faculty, and staff.

Through an arrangement with the UW-Madison Library System, Edgewood College students, faculty, and staff have borrowing privileges at all UW-Madison libraries (<http://library.edgewood.edu/help/uw-libraries.htm>). Students may also apply for a Madison Public Library card with proof of residence.

Students, faculty, and staff may request material from other libraries throughout the state and country via InterLibrary Loan (<http://library.edgewood.edu/ill.htm>). Edgewood College is part of a statewide delivery service and generally receives items in about one week. The library will send materials or interlibrary loans to the Deming Way Campus as requested.

Staff

Librarians work closely with students to help them develop the skills to effectively access, evaluate, and synthesize information. The library staff also collects, organizes, and preserves relevant materials, and develops services to benefit the Edgewood College community. In addition, librarians are available online and for one-on-one consultation and to assist in locating materials (<http://library.edgewood.edu/ask/>).

Services and Facilities

Library facilities include networked printers and over 60 computer workstations offering access to a variety of online information resources as well as word processing, e-mail, and other applications. Laptop users can connect to the wireless network throughout the library. Copiers, video players, flatbed scanners, and other equipment are also available. Three large group study rooms are available for student use. The College Archives (<http://library.edgewood.edu/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 information is published each year in the Student Handbook and is also available on the Library's website (<http://library.edgewood.edu/>).

MUSIC

The Music Department offers a number of performing groups that are available to all Edgewood College students, regardless of major. Instrumental offerings include: Wind Ensemble, Campus-Community Concert Band, Jazz Ensemble, Pep Band, and Chamber Orchestra. Choral offerings include a Women's Choir, Chamber Singers, and Campus-Community Choir. For more information on getting involved in music, or for current concert schedules and information on music grants, contact the Music Department at (608) 663-2845.

NEW GRADUATE STUDENT ORIENTATIONS

The School of Graduate and Professional Studies is transitioning to an online orientation that, once operational, will be available to new graduate students at any time. In addition to the online orientation, many graduate programs require attendance at program-specific orientations. For more information about the online orientation and program-specific orientations, contact the School of Graduate and Professional Studies at (608) 663-4243. Please note that Marriage and Family Therapy (MFT) and the Ed.D. program have their own, separate new student orientations and are not required to participate in the School of Graduate and Professional Studies' online orientation.

PARKING

All students parking on campus must display a valid parking permit. Students taking a majority of their classes at the Monroe Street Campus should pick up their permit in person at the Security Office located in the Weber Hall Lobby. Students taking most of their classes at the Deming Way Campus should pick up their permit in person at the reception desk on the Deming

Way Campus. Please bring your student ID and vehicle information (make, model, year, color, plate number) with you when applying for a permit.

PERSONAL COUNSELING SERVICES

Personal Counseling Services help foster self-direction and assist students in dealing with issues that may interfere with their personal development and academic success. Individual counseling services are free and confidential; various support groups and health promotion programs are also offered periodically. Assessment, short-term counseling, and referral services are offered for alcohol and drug abuse. Students, faculty, and staff are encouraged to contact the Counseling Services for consultation, referral to community resources, or for assistance with programs. Appointments may be made at the Student Resource Center, DeRicci 206, Monroe Street Campus, or by calling (608) 663-2281.

SECURITY

The Security staff are responsible for the safety and security of campus buildings and grounds, students, faculty, and staff. Security officers patrol the campus, monitor parking, provide escort service when requested, and act as liaisons with local police and fire agencies. Programs and workshops may be requested on such topics as: "Don't be a Victim," "Personal Safety," and "Crisis Response." Security officers are on duty 24 hours a day, seven days a week. The Security Department is located in Weber Hall on the Monroe Street Campus. You can contact the Security Department by calling (608) 663-4321.

For emergency police services on the Deming Way Campus, call 911. For nonemergency security services, contact campus security at (608) 663-4321. Campus security will not be able to routinely respond to requests such as unlocking doors, equipment problems, etc. Any security issue found after regular business hours should be called in to the campus security department.

Edgewood College's crime statistics report and campus safety policies are available online at www.edgewood.edu/parentsfamily/safetysecurity. Paper copies are available at the Dean of Students Office.

SMOKING POLICY

Wisconsin's Clean Indoor Air Act of 1984 and the City of Madison's Ordinance 23.05 regulate smoking in certain public areas.

- Smoking is prohibited in all campus facilities and buildings.
- Smoking is prohibited within 25 feet of all buildings.
- All building entrances are to be smoke-free.

- It is unlawful to remove or destroy any “No Smoking” signs or to smoke in any “No Smoking” areas.

Thank you for your cooperation in keeping Edgewood College healthy and safe.

STUDENT ID CARDS

All students must have a valid student ID card. During regular staff hours, students can obtain an ID, or a replacement ID (for a fee), at the Technology Assistance Center (TAC) located in DeRicci 104B on the Monroe Street Campus. Students may also obtain their ID card at the Deming Way Campus by working with the front desk staff.

After hours ID card requests are handled and issued by the Security Office. “After hours” is anytime the TAC desk is not supervised by a full-time staff member – typically after 6:30 pm Monday-Fridays, after 4:30 pm on Saturdays, and all day Sundays. This includes providing access into residence halls for students who have lost or forgotten their approved ID cards during the hours when TAC is unsupervised or closed. TAC will continue to be open for other services during non-supervised hours. Visit <http://my.edgewood.edu/sites/services/itso/tss/> or call (608) 663-6900 for more details.

An ID card is required to use some campus facilities, including the library, computer labs, and fitness center. It also allows access at reduced prices to many of the entertainment events on campus.

Students may put money on their student ID card (called Edge Dollars) and use it to purchase items at the Bookstore, Phil’s, Wingra Café, and in the Mail Center. As an added bonus, you get a 10% discount on most items when you use your Edge Dollars instead of another form of payment. Check with the sales staff when making purchases to be sure if the discount applies to your purchase. Students can put money on their ID card at the Business Office or by visiting the Automatic Deposit Machine located in the Wingra Recreation Room (next to the ATM machine) on the Monroe Street Campus.

STUDENT MAILBOXES

Students that reside off-campus, or commuter students, may request an “open style” student mailbox at any time during the academic year. Commuter mailboxes are located in the Campus Mail Room, DeRicci Hall (Room 124) on the Monroe Street Campus. Commuter mailboxes are intended only for the receipt of Edgewood College departmental, faculty/staff, and student generated mail items. They cannot be used for the receipt of personal First Class U.S. Mail. Students are responsible for regularly checking and emptying

their mailboxes. To request a commuter mailbox, please stop by the Mail Center located in Room 126A, DeRicci Hall on the Monroe Street Campus. Hours are 8 a.m. to 4:30 p.m. Monday through Friday. If you have any questions, contact the Mail Center staff at (608) 663-2210.

STUDENT RESOURCE CENTER

The mission of the Student Resource Center (SRC) is to provide Edgewood College students with integrated resources that promote student development and success of the whole person.

To accomplish this mission the staff:

- Promotes independent learning, self-empowerment, and personal growth by assisting students to develop abilities, behaviors, and strategies transferable to many environments.
- Offers collaborative programming for students by employing the expertise of the SRC staff.
- Allows students to assist one another through structured peer-support programs.
- Collaborates with students, faculty, and staff members of the community on student success issues by sharing their expertise in the fields of academic advising, developmental education, career services personal counseling and student development, and employment transitions.

The Student Resource Center is located on the Monroe Street Campus in DeRicci 206. For assistance, call (608) 663-2281. The Student Resource Center is made up of the following divisions: Learning Support Services Center, Career Services, and Personal Counseling Services.

Learning Support Services

The Learning Support Services (LSS) staff offers academic services that provide independent and cooperative learning strategies to improve student academic success. Those services include:

- Study skills and learning strategies assistance.
- *Writing tutoring* – Graduate students are welcome to work on their writing in the Writing Center, DeRicci 206 on the Monroe Street Campus. Trained student tutors can help writers with issues such as organization, clarity, scope of project, research, appropriate scholarly voice, managing time, managing multiple sources, citation, and referencing. Drop-in or by appointment.
- *Services for students with documented disabilities* – Interested students should contact the office of Disabilities Services for assistance. 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.

Support Services for Students with Disabilities

Our mission is to provide accommodations and accessibility support to students with disabilities that will enable them to fully participate in programs and services that are available at Edgewood College. Information regarding Disabilities Services Office policies and procedures can be found at <http://edgenet.edgewood.edu/lss/DisabilityServices/default.htm> or by contacting Lili O'Connell, Disability Services Coordinator, by phone at (608) 663-8347, or by e-mailing loconnell@edgewood.edu.

STUDY ABROAD

Edgewood College encourages all students to consider the benefits of experiencing another culture firsthand by studying outside the United States. One of our primary goals as an institution is to offer students a global perspective on their education, both on- and off-campus. We strive, through various campus initiatives, to develop links between students, faculty, and the world beyond, helping prepare graduates for global citizenship while enhancing career opportunities.

For information, please visit the Center for Global Education website at <http://globaleducation.edgewood.edu> or contact Sara Friar, Co-Director, Center for Global Education, Predolin 340, Monroe Street Campus at (608) 663-2277 or SFriar@edgewood.edu.

TECHNOLOGY ON CAMPUS

Edgewood College offers a number of computing facilities equipped with current technology to aid students in successfully achieving their academic goals.

The Technology Assistance Center

The campus Technology Assistance Center (TAC) is located in DeRicci 104B on the Monroe Street Campus. The Technology Assistance Center's support staff can assist you with questions about on-campus Web access, using your campus e-mail, residence hall cable TV/Internet/network connections, and other campus computer-related issues.

You may also contact TAC for assistance with your campus telephone/voicemail, for checkout of AV equipment (such as digital still or video cameras), or if you have questions about your student ID card.

To contact the Technology Assistance Center:
Telephone: (608) 663-6900
E-mail: technology-assistance@edgewood.edu
Website: <http://my.edgewood.edu/sites/services/itso>

A member of the TAC support staff is also available at the Deming Way Campus Monday-Thursday from 4:00 pm – 6:00 pm. For assistance, inquire at the Deming Way Campus front desk. For assistance at the Deming Way Campus when a TAC staff member is not on-site, TAC staff can be reached via e-mail at technology-assistance@edgewood.edu or via phone at (608) 663-6900.

For the latest detailed information on campus technology, including available hardware and software, technology classrooms, TAC hours, user account information, or help with troubleshooting technical problems, please visit the TAC myEdgewood site at <http://technology.edgewood.edu>. Please note that you may need to use your Edgewood e-mail address and password to log into and view portions of this site from off-campus computers.

Computer Labs on the Monroe Street Campus

The Library Computer Information Commons, located in the Oscar Rennebohm Library, is the main general-use computing area available to all students, faculty, and staff of Edgewood College. Besides housing regular library materials, it includes near 80 computers, both Windows-based PCs and Macintosh. It offers CD/DVD writers, color printers (up to 11x17 print size), scanners, and a student-use copier. Students can pay for copies either with coins or money from their ID cards. For information on all of the library's services, visit their website at <http://library.edgewood.edu>.

A second, general use lab is located in DeRicci Hall 104A, next door to the Technology Assistance Center. This lab houses four each of Windows-based PCs and Macintosh computers, CD/DVD writers, a color printer, and a scanner. Open hours are posted outside of this lab and are also published on the Technology Assistance Center (TAC) myEdgewood site at <http://technology.edgewood.edu>. Students may also contact the Technology Assistance Center (TAC) directly at (608) 663-6900 to inquire about lab hours.

Technology classrooms with multiple computer workstations are also available on campus. DeRicci 318 features Macintosh computers, and Predolin 123 features Windows PCs. However, their use is usually limited to classes in specific academic areas and special events.

Wireless network connections are also available throughout the Monroe and Deming Way Campuses.

For more details on hardware and software, please visit the main ITSO myEdgewood site at <http://my.edgewood.edu/sites/services/itso> or check out the IT NewsBlog at <http://my.edgewood.edu/sites/services/itso/News>. Please

note that you may need to use your Edgewood e-mail address and password to log into and view portions of this site from off-campus computers.

Computer Labs on the Deming Way Campus

Deming Way has one student computer lab. Deming Way's computer lab (Deming 147) houses 25 Windows-based PCs, and features a color laser printing, scanners and CD/DVD burners. This is the only student-use computer lab at Deming Way.

Four other general-use computers are also available for student use in the Deming Way reception area. Wireless network connections are also available throughout the Monroe and Deming Way Campuses.

The Technology Assistance Center (TAC), while located on the Monroe Street Campus, still provides technical support to the Deming Way Campus. TAC staff can be reached via e-mail at technology-assistance@edgewood.edu or via phone at (608) 663-6900 from the Deming Way Campus.

For more details on hardware and software, please visit the main ITSO myEdgewood site at <http://my.edgewood.edu/sites/services/itso> or check out the IT NewsBlog at <http://my.edgewood.edu/sites/services/itso/News>. Please note that you may need to use your Edgewood e-mail address and password to log into and view portions of this site from off-campus computers.

Computer Lab Policies

- Computer labs are for scholarly and educational use only.
- Lab users must store their files on their own external hard drives.
- Equipment should be left in the same configuration as it is found. Equipment is not to be moved.
- Students may not install software on lab computers. Any installation of files or software must be performed by Technology Assistance Center (TAC) staff. Any files that are not approved by the Information Technology Services Office (ITSO) will be removed.
- The printers in the computing labs are not to be used for mass printing. Any user wishing to have multiple copies of a document should use a copy machine.
- A valid Edgewood College login is mandatory to use computers in labs and technology classrooms.
- Computers must be used for College-related or occupational-search purposes. Using computers for profit-making activities (such as running a word processing service) is not permitted.
- Students enrolled in Continuing Education classes are permitted to use facilities when equipment is

available. In place of a current College ID card, they should provide proof of enrollment in a Continuing Education class and valid photo identification.

- The computer labs and technology classrooms are places of studious activity. Deliberately making loud noise or annoying others with or without the use of the computer is not allowed. Violators will be asked to leave the lab.
- Files and printouts are the property of their author. Changing, moving, or examining them without the author's permission is not permitted. Lab staff will gather abandoned printouts, disks, and flash drives.
- There is no smoking, eating, or drinking in the computer labs or technology classrooms. Food and drink is to be left at the lab monitor desk.
- Shoes must be worn in the computer labs and technology classrooms.

Users are to use only one computer at a time. Students are encouraged to make use of available campus computing facilities in pursuit of their academic goals and are asked to remember that these facilities are to be used for academic purposes only. Edgewood College views the use of computer facilities as a privilege, not a right, and seeks to protect legitimate computer users by imposing sanctions on those who abuse this privilege.

Computer abusers are liable for monetary loss resulting from their abuse. Abusers are subject to restrictions or curtailment of computer privileges and may be subject to further discipline by the College. In some cases, abusers may be liable for civil or criminal prosecution. As with all matters of law and ethics, ignorance of the rules does not excuse violation.

Copies of the policy list are available in the Nicolet Computing Center as well as at the Technology Assistance Center (TAC).

Discounted Personal Computers and Software

Members of the Edgewood College community are eligible for discounts on both software and hardware through JourneyEd, Dell, and WAICU. Although purchases are made directly from the vendor, your status as an Edgewood College faculty, staff or student is required to obtain these discounts. For more information on the purchasing program, please visit the IT NewsBlog at <http://my.edgewood.edu/sites/services/itso/News> and select "Student, Faculty & Staff Discounts" from the left-hand menu bar.

Wide Format Printing

Edgewood has acquired (on lease) a Canon W8400 large-format printer, capable of creating prints up to 42 inches wide and 100 feet long. This printer is located at the Technology Assistance Center in DeRicci 104, on the Monroe Street Campus. A premium mid-weight glossy photo paper is currently available as the paper stock. We have matte paper available upon request.

This service is available to students, faculty, and staff for personal or Edgewood related printing. The cost is \$3.50 per linear foot of paper used. Example cost of a project: a 3 ft. x 4 ft. print costs \$14. Large format prints can be made for personal use. For more information and to schedule a printing job, contact the Technology Assistance Center (TAC) at (608) 663-6900 or technology-assistance@edgewood.edu. Please give one week's notice for all print jobs. Please keep this in mind, especially if your print job has a deadline.

UNITED STATES COPYRIGHT LAW

Copyright is a form of protection provided by the laws of the United States (Title 17 U.S. Code) to the authors of "original works of authorship." This includes computer programs (software). Therefore, the unauthorized copying of copyrighted software is in violation of U.S. copyright law and is not permitted in the Edgewood College computing facilities. Copyright laws also apply to "shareware," which must be registered in accordance with policies established by the author.

VETERANS' SERVICES

At Edgewood College, we want to ensure a smooth transition and successful educational experience for student veterans, their families and their support people. We strive to be welcoming, proactive and to provide effective and integrated services driven by student needs.

Edgewood College has been recognized as a Military Friendly School, a classification awarded to just 15% of all the colleges and universities in the United States. Edgewood College accepts Veterans Administration educational benefits that are available to veterans and their families including the revised Post-9/11 GI Bill. Edgewood College is also proud to offer the Eagle Grant initiative, as part of Edgewood's commitment to the Yellow Ribbon Program, which may provide free tuition to qualified candidates.

The Veterans Services Coordinator for Edgewood College serves our student veterans and their families as they transition into college life. Whether you are a first time student, someone returning to finish a degree, or someone looking to continue their education in one of our graduate programs, the Veterans Services

Coordinator is available to assist in your transition. If you have questions regarding Federal educational benefits, degree programs that are available, and/or veterans' services that are offered at Edgewood, please contact veterans@edgewood.edu or (608) 663-4266.

Heroes' Welcome Program

The Heroes' Welcome program at Edgewood College creates a tailored support structure that will foster academic and vocational success among student veterans. The mission of the program is to assist veterans in making successful transitions from their military service, to the role of student, to meeting their career and professional goals. The program will provide integrated academic and career advising services, learning support, peer network resources, and individual and family counseling services through the College's Marriage and Family Therapy Center facility. Our goal is not only to provide care, but to encourage, inspire, and motivate student veterans to succeed.

ACADEMIC POLICIES AND PROCEDURES

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ACADEMIC POLICIES AND PROCEDURES

ACADEMIC ADVISING

Each graduate program makes school or departmental advisors available to their students.

Business

Business students should contact a school or departmental advisor before registering for courses. A program plan should be discussed early in the student's graduate program. An advisor's signature is not necessary for registration.

Education

All students will be assigned an advisor. Students seeking a cross categorical license with an emphasis in CD, ED, or LD are required to meet with their advisor each semester before registering for classes. Students wishing to take any field experience course (ED 693-696) must have an advisor's signature. Students wishing to register for the Accelerated Secondary Program must participate in a transcript review with the program coordinator and pass PRAXIS I and II prior to program admission.

Students in the doctorate program receive advising with their cohort group. (See the Ed.D. section for details.)

Marriage and Family Therapy

Students in marriage and family therapy should review the specific program-based advising information included in this catalogue under the section describing the program.

Nursing

Nursing students are assigned a School of Nursing advisor upon admission and following an initial interview with the School of Nursing Director of the Graduate Program. A program plan is established in that initial meeting. Students in nursing should consult with their School of Nursing advisor every semester before registering for courses, or when their course plan changes.

Organization Development

Organization Development students should contact a school or departmental advisor before registering for courses. A program plan should be discussed early in the student's graduate program. An advisor's signature is not necessary for registration.

Religious Studies

Religious Studies students meet with departmental advisors upon admission and discuss program development. An advisor's signature is not required for registration. Graduate courses may not be audited.

Sustainability Leadership

Sustainability Leadership students meet with the program advisor upon admission and discuss program development.

ACADEMIC APPEALS

Appeals of course grades should first be made to the course instructor. If the appeal is not resolved, the grade may be appealed to the Dean of the School or Chair of the Department (interdisciplinary course grade appeals should be directed to the chair of the Graduate Council). School/departmental policy appeals may be made to the appropriate school or department. If the appeal is not resolved at the school/departmental level, written appeals may be made to the Dean of the School of Graduate and Professional Studies. Dismissal appeals may be made to the Dean of the School of Graduate and Professional Studies.

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 STANDING

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

Good Standing

An enrolled student in good standing is one who maintains a cumulative 3.00 GPA while enrolled in graduate courses.

Probation

An enrolled student whose cumulative GPA in graduate courses falls below 3.00 is placed on probation.

Dismissed

A student on probation is dismissed if his or her cumulative GPA remains below 3.00 after completing nine additional graduate credits. Coursework which is not included in the grade point average does not count as part of the nine additional credits (courses numbered below 600, withdrawals, or pass/fail graded courses). Students may also be dismissed for academic dishonesty.

Academic standing is posted at the close of each semester and is reported on the grade report for each student.

AUDITS

Full-time students may attend 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.

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

CHANGE OF SCHEDULE AND ADD/DROP PROCEDURES

Students may use the online registration system to add or drop courses until the deadline has been reached. Students may also use the official Course Change Form obtained from the advisor, the Office of the Registrar, or the School of Graduate and Professional Studies office to add or drop a course. This form must be submitted to the Registrar's Office before the student will be considered officially added or dropped from a class. All other changes in course registration follow a similar procedure. Failure to comply with the official Add/Drop procedure may result in a loss of credit or a grade of "F" for an unofficial drop from a course. Absence from classes or informing the instructor do not constitute withdrawal or dropping a course and will result in a failure for the course(s).

CREDIT LOAD

Full-time graduate students carry nine graduate semester hours each semester. Students registering for more than nine semester credit hours must have the approval of the School or department offering the graduate program in which the student is enrolled. Half-time graduate students carry four to eight semester hours each semester.

Part-time graduate students carry from one to three semester hours each semester.

Full-time doctoral students carry six graduate semester hours each semester. Students registering for more than six semester credit hours must have the approval of the School of Education.

Half-time doctoral students carry three to five semester hours each semester.

Part-time doctoral students carry from one to two semester hours each semester.

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

Please refer to *The Registration Guide* (<https://express.edgewood.edu>) for more information.

DUAL DEGREE POLICY

A dual degree program is a combination of two separate approved degree programs at the graduate level, with a maximum overlap between the two sets of program

requirement of 15 credits (or 18 credits if the total number of credits for both programs equals or exceeds 75). The maximum overlap includes any courses that are waived for both programs.

A student completing the requirements of dual degree programs will be conferred with a separate degree for each of the degrees included in the dual degree program. This does not preclude individual students from completion of separate multiple degrees.

Dual Degree Options

- 1. Consecutive Degrees:** Consecutive dual degrees may occur when a student has completed the requirements for a first graduate degree at Edgewood College and then is accepted into and enrolls in a second graduate degree program at Edgewood College. A student may apply up to a maximum of 15 credits from the completed degree program to the second graduate degree program if the credits are approved as appropriate by the director/dean/advisor of the new program. Thesis, final research project, and capstone credits from the first program may not be counted toward the requirements of the second program.
- 2. Concurrent Degrees:** Consecutive dual degrees may occur when a student pursues two graduate degree programs simultaneously. A student may not be enrolled in more than two graduate programs (degree-based, licensing, or certificate) simultaneously. The student must apply and be admitted to both programs and must have the approval of the dean/chair/director of each program to pursue dual degrees. With approval of the student's advisor from each program, a student may apply up to 15 credits in either graduate degree toward the total requirements for both degrees.
- 3. Joint/Integrated Dual Degrees:** Some units may choose to formalize consecutive or concurrent dual degrees which create an integrated program linking two disciplines, while continuing to award separate degrees. These dual degree programs follow the rules outlined in 1 and 2 above. These joint or dual degrees are set in agreement with the existing programs.

Joint/integrated dual degree programs including the proposed program of study and any specialized policies (such as a single admissions process, submission of a single thesis/culminating activity, or a single advisor/advisory committee) must be presented by representatives of both involved programs to the School of Graduate and Professional Studies Dean for review and to the Graduate Council for review and approval to ensure conformance to the principles described above. If a single thesis/culminating activity is proposed, these

hours must be included in the 15 hours of overlapping credit.

Contact the School of Graduate and Professional Studies for a list of approved dual degrees at gps@edgewood.edu.

DUE PROCESS

Students aggrieved by decisions made at the classroom, department, or School level may appeal that decision to the Dean of the School of Graduate and Professional Studies. The Dean will make a determination of final resolution, or will forward the grievance to the appropriate policy committee for consideration and action.

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. Add deadlines appear in *The Registration Guide* (<https://express.edgewood.edu>). A student who attends a class for which he or she is not registered and has not paid tuition will not be allowed to add the course after the first week of classes or at a later date.

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.

GRADE REPORTS

Grades may be viewed online.

Only graduate courses numbered 600 or above are used to determine a student's cumulative and semester GPA. No grade below a C is applicable for meeting requirements for a graduate degree.

GRADING SYSTEM

The quality of each student's work is expressed in grades and grade points per semester hour. The scale is:

A	Excellent	4.0 grade points
AB		3.5 grade points
B	Good	3.0 grade points
BC		2.5 grade points
C	Satisfactory	2.0 grade points
CD		1.5 grade points
D	Poor	1.0 grade points
F	Failure	0.0 grade points
F*	Failure in a Pass/Fail Course	
P	Pass in a Pass/Fail Course	

I	Incomplete
PR	Progress
NR	Not reported

No grade below a C is applicable for meeting requirements for a graduate degree.

GRADUATE CERTIFICATE POLICY

A certificate is similar to a degree granted by an institution, but is not as comprehensive as a degree. Courses leading to a certificate are of the same academic quality and integrity as courses leading to a degree. The only difference is the number of areas covered by a certificate is fewer and the focus is much more limited than a degree. Graduate certificates are comprised of a minimum of 12 credits at 600 level or higher and require a residency of 12 graduate credits at Edgewood College.

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

Students who are currently enrolled in a graduate program and who wish to also pursue approved graduate certificate programs must apply for admission to such certificate programs before one-half the required credits for their certificate program are completed.

Students applying to a graduate certificate program use the non-degree admit criteria, which requires a transcript showing a baccalaureate or more advanced degree in addition to the graduate application and fee. Substitutions and waivers are determined by the dean of the appropriate school or their designee. Students cannot receive more than one C in the program or they will be placed on probation. A student will be dismissed if he/she does not achieve a 3.0 in the next term following probation status.

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

GRADUATION REQUIREMENTS

To graduate, a student must have earned the number of credits appropriate to the degree sought. Only credits in courses numbered 600 or above count toward meeting this requirement. The student must have maintained a 3.00 GPA on those credits and successfully met all school/departmental and general degree requirements. Students must file a formal application for a degree in the Registrar's Office.

Departmental Requirements

Students must satisfy all coursework as required by the school/department offering the graduate program in which they are enrolled.

Institutional Courses

All graduate students must satisfy the Ethics and Studies in Change components. See specific program pages for Institutional Course (IC) requirements.

Time Limits for Degree Completion (Seven-Year Rule)

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

Residency Requirements for Degree Programs

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

INCOMPLETE GRADES

Incompletes may only be given when they are initiated by the student and the proper procedure is followed.

1. The student submits a "Request for Incomplete" to the instructor. The form must be signed by the student and the instructor before it is filed with the Registrar's Office. The Request for Incomplete must be filed either before or at the same time grades are submitted by the instructor.
2. Reasons for an Incomplete must be illness or an emergency—a situation beyond the student's control, which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.
3. If a student has not formally requested an Incomplete and misses exams or does not complete the coursework, a grade of "A" to "F" must be given for the work that has been done to date according to the course syllabus.
4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for completion has been filed with the Registrar's Office before the 10-week period is completed.
5. Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of "F" for the class.

NON-DEGREE STUDENTS

Non-degree students are applicants who are taking individual courses for personal reasons, are not intending to take a number of courses at Edgewood College, and are not seeking either a degree or license.

For non-degree admission requirements, see the “Admission to Graduate Programs” section of this catalogue.

PASS/FAIL

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

REGISTRATION

Registration consists of course selection for the next semester, with the assistance of the graduate student’s advisor as necessary. Registration has two distinct steps:

1. Registration
2. Payment of Fees

Registration takes place from about the middle of the fall or spring semester to a specified date (see *The Registration Guide* at <https://express.edgewood.edu>).

Web (or online) registration is available to new and continuing students. Information on using online registration is in *The Registration Guide* (<https://express.edgewood.edu>) or in How to Register Online! on Edgewood Express – Courses and Registration.

Appointments for academic advising are made by contacting the chairperson of the appropriate graduate program (or designated graduate program advisor). It is recommended that new and re-entry students make arrangements to schedule an appointment with their advisors prior to registration.

Registration is complete when all fees are paid or payment arrangements are made with the Business Office. Payment of fees may be completed by mail. Credit may not be earned unless a student is properly registered and fees are paid. Students who have not paid fees or made payment arrangements by the end of the first week of classes will be withdrawn.

REPEATING A COURSE

Most courses may not be repeated for credit at Edgewood College. Exceptions are Independent Study courses, some workshops and internships, and special topics courses. Please consult the Registrar’s Office for specific information.

If a course is repeated, both of the grades earned are included in the GPA calculation. Credits are only earned once. The course title and grades will appear on the transcript for both courses.

SPECIAL RESTRICTIONS

Courses in specific programs are restricted to students who matriculated through the program, or by permission of the course instructor and the director of the program offering the course.

STOP-OUT STUDENTS

Stop-out students are previously admitted and/or enrolled students at Edgewood College who have stopped taking credit courses up to an 18-month period, although most usually only stop-out for a semester or two.

Return Requirements

1. Stop-out students seeking to return to the department they left simply need to contact the School of Graduate and Professional Studies Admissions Office to fill out a re-entry form.
2. If they have taken courses elsewhere while they were away from Edgewood College, they must submit official copies of their transcripts to turn in to their department or school.

STUDENT RECORDS

During a graduate student’s enrollment at Edgewood College, the official file of records is kept by the Registrar’s Office. A copy of the student’s file may be maintained by the student’s advisor. Official Edgewood College transcripts are maintained in the Office of the Registrar where copies may be obtained upon proper application.

Privacy of Student Records

The Family Educational Rights and Privacy Act (the Buckley Amendment) provides that, with certain explicit exceptions, students have the right to see their records (accessibility) and the right to determine who else will see their records (confidentiality). Detailed information about the provisions of the act and its implications on this campus may be obtained from the Edgewood College Student Handbook.

TRANSFER CREDITS

Upon regular admission, an applicant may submit up to 12 semester hours of graduate credit from other United States regionally accredited (or equivalent) post-secondary institutions for consideration of transfer to Edgewood College for application to a degree program. Approval of the respective department is required. To be considered for application to a degree program, a course must have been taken within the past five years, must have a “B” or better grade for courses receiving a letter grade of “A” through “F” (if the grade is “P” the equivalency is determined by the appropriate school or department), must be relevant to the degree program to which it is being applied, and must not have been applied toward another degree. Grades from transfer courses are not computed in the Edgewood College GPA. The transfer of credits for the Studies in Change or Ethics institutional courses requires approval of the Graduate Council IC Subcommittee.

WITHDRAWAL

Withdrawal is complete severance of attendance at Edgewood College. There are two types of withdrawal: student withdrawal and administrative withdrawal.

Student Withdrawal

Students may withdraw at any point following registration for any term. Students who withdraw during the first 10 weeks after the beginning of the semester will receive a recorded grade of “W” for the current semester. Students who withdraw after the 10th week will receive an “F” for each course.

Withdrawal does not remove the costs incurred that may apply for the semester in question. Refund schedules are published in the semester and summer session sections of *The Registration Guide* (<https://express.edgewood.edu>).

Withdrawal during summer session is governed by policies described in the summer session section of *The Registration Guide* (<https://express.edgewood.edu>).

Students who wish to drop their entire academic load should either obtain a Withdrawal Form or call Edgewood Central at 663-4300. Withdrawal forms are also available online at <http://my.edgewood.edu/sites/services/rgs/default.aspx> under Common Registrar Documents.

Administrative Withdrawal

Students who have not paid fees or made payment arrangements by the end of the first week of classes will be withdrawn. There is a reinstatement fee. Appeals of Administrative Withdrawal should be made directly to the Edgewood College Business Office.

FINANCIAL INFORMATION

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FINANCIAL AID

The Financial Aid Office is committed to helping students finance the cost of an Edgewood College education. We are here to work with you step-by-step through the process.

STUDENT ELIGIBILITY

In order to receive federal aid, students must:

1. Be fully admitted into the graduate program.
2. Register for a minimum of either four or six credits per term depending upon student status (see below).
3. Maintain Satisfactory Academic Progress (SAP) (see Edgewood Express > My Financial Aid for details).
4. Be a U.S. citizen or eligible non-citizen.
5. Not have been recently convicted under federal or state law of sale or possession of drugs and must not be in default of any educational loans.
6. Complete the Free Application for Federal Student Aid (FAFSA). This can be completed at www.fafsa.gov.

STUDENT STATUS

Degree Seeking

Students admitted as graduate degree-seeking (including URED participants) are eligible for up to \$20,500 in Federal Stafford Loans per year. In order to be eligible to receive aid, you must be enrolled for a minimum of four credits at Edgewood College each semester. Nine credits is considered full-time status.

Degree and License Seeking

Students admitted as degree- and license-seeking are eligible for up to \$20,500 in Federal Stafford Loans per year. In order to receive aid, you must be enrolled for a minimum of four credits at Edgewood College each semester. Nine credits is considered full-time status.

License Only (LD/ED/CD or Educational Administration Certification)

Students admitted as license- or certificate-only are eligible for up to \$12,500 in Federal Stafford Loans. In order to receive aid, you must be enrolled for a minimum of six credits at Edgewood College each semester. Twelve credits is considered full-time.

TYPES OF AID

Federal Stafford Loan

A low interest loan program. Origination and disbursement fees up to 3% may be deducted. Repayment begins six months after you graduate, leave school, or drop below half-time status. (Half-time status is considered the minimum amount of credits needed to receive aid as discussed earlier.) Available in two forms:

- **Subsidized:** This is awarded based on financial need. The federal government “subsidizes” the interest while you attend school.
- **Unsubsidized:** This is available to students without financial need. You’ll be charged interest from the time the loan is disbursed until it is paid in full.

Graduate Education/Religious Studies Tuition Grant

This grant provides partial tuition coverage for professionals currently employed by a place of worship. Forms are available through the Edgewood Central office.

Tuition Reduction for MBA and MSA Alumni

Alumni of Edgewood College’s MBA and MSA programs may be eligible for partial tuition reductions. See the MBA and MSA program policies sections in this catalogue for details.

Outside Scholarship Information and Other Resources

Outside scholarship information may be found on Edgewood Express > My Financial Aid.

TUITION AND FEES

Tuition and fees information is available at <https://Express.Edgewood.edu>.

PAYMENT SCHEDULES

Payment information along with the deadline for payment of fees is available on the Current Student page at Express.Edgewood.edu each semester. Students should carefully note the payment deadline for each semester. For special payment arrangements, students should contact the Business Office prior to the payment deadline.

ADMISSION TO GRADUATE PROGRAMS

Graduate Catalogue 2011-2013

ADMISSION TO GRADUATE PROGRAMS

Students admitted to Edgewood College graduate programs are held responsible for meeting all rules and regulations in effect at the time of admission and described in the Graduate Catalogue, Student Handbook, and other College publications.

ADMISSION REQUIREMENTS

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

Non-degree students must meet the following admission requirements:

1. Must hold a baccalaureate degree with a cumulative grade point average of 2.75 on a scale of a 4.0 scale from an accredited post-secondary institution.
2. Must complete and file an application to one of the graduate degree programs.
3. Must have paid the \$25 application fee.
4. Must submit an official copy of their transcripts that shows completion of a baccalaureate degree.

If applying for a certificate program, see that program's admissions requirements in the specific program's pages of this *Catalogue*.

INTERNATIONAL STUDENTS

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

1. Graduate application to Edgewood College.
2. Official copies of all college/university transcripts and certified translations into English of all transcripts not originally in English. Transcripts from universities outside the United States must be accompanied by an evaluation of credits from an approved international credential evaluator. Please request a detailed "course-by-course" evaluation from Educational Credential Evaluators. (www.ece.org)
3. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the probability of your success in graduate school. Guidelines for submitting Letters of Recommendation. Letters of recommendations must be in English. Go to <http://www.edgewood.edu/academics/graduate/MBA/pdf/LetterRecommendationGuide.pdf> for more information.
4. Submit a written statement in English listing the reasons why you think you will be successful in

graduate school; cite how specific background experiences will aid in your success as a student.

5. For non-native speakers of English, verification of English proficiency through one of the following ways:
 - a. TOEFL score of 80 or higher on the internet-based test (IBT).
 - b. IELTS score of 6.0 or higher (www.ielts.org).
 - c. A transcript demonstrating successful completion of 1 year (24 credits) of college-level work in English (both instruction and textbooks in English).
 - d. Completing coursework at one of Madison's English Language Institutes:
 - Wisconsin ESL Institute (www.wesli.com). Successfully completing WESLI's 700-level requirements.
 - Madison ESL School (www.mesls.org). Successfully completing MESLS Level six (302) core courses.

Recommendation letters from WESLI and MESLS instructors may be submitted as proof of English proficiency for purposes of admission and will be accepted in lieu of a TOEFL or IELTS score.

6. Proof of financial support for the duration of study at Edgewood College.

If educational expenses will be paid by a sponsor, a notarized affidavit of support signed by that sponsor is required.

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

Financial documents must:

- be original letters or statements from a financial institution with original ink signatures and stamps.
- be written in English or accompanied by official English translation and indicate unit of currency.
- include both the sponsor's name and student's name exactly as it appears on student's application.

- be dated within six months of application date.

Students should request additional original documents to present to the U.S. Consulate or Embassy when requesting a student visa, and to present to immigration officials when entering the United States.

1. MBA only-Submit GMAT score of 425 (suggested minimum). See School of Graduate and Professional Studies Admissions Office for specific details.
2. 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.

Form I-20

Edgewood College is authorized under federal law to issue a Form I-20 (“Certificate of Eligibility for Nonimmigrant (F-1) Student Status”) to international student applicants who meet all criteria for admission.

All international applicants who require a Form I-20 from Edgewood College are required to demonstrate sufficient financial resources.

No scholarship aid is available to international students, and employment opportunities are limited. Students should not expect either scholarship or employment to pay for educational expenses.

Health Insurance Requirement

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

STUDENT CLASSIFICATION

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

1. Degree candidates are applicants seeking a graduate degree at Edgewood College.
2. License candidates are applicants seeking a license through a School of Education program approved by the Wisconsin Department of Public Instruction or School of Education.
3. Certificate candidates are applicants seeking a graduate certificate from Edgewood College.

4. Degree and license candidates are applicants seeking both a graduate degree from Edgewood College and a DPI license.
5. Non-degree students are applicants who are taking courses for personal reasons and are not seeking either a degree or license.

Change of Student Classification

To apply for a change in classification, a request must be submitted to the School of Graduate and Professional Studies.

Students with special classifications must have their files processed through the regular admission process before they can change their classification to a degree or license-seeking candidate.

Admission Status

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

Regular Status

The status of regular admission to the graduate program at Edgewood College is awarded to applicants who meet the requirements for their classifications. Once admitted to Edgewood College, regular status students retain their status until they do not complete a credit course in an 18-month period, after which they must reapply for admission before taking credit courses.

Provisional Status

When an applicant has a cumulative entering GPA, computed on the highest degree held at the time of admission, of less than 2.75 on a 4.00 point scale, the applicant may be admitted with provisional status. If accorded provisional status, the student must attain a 3.00 GPA for the first nine credits in courses numbered 600 and above taken at Edgewood College, or the student will be dismissed from the College.

Contingent Status

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

UNDERGRADUATE STUDENTS IN 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.

POST-BACCALAUREATE STUDENTS IN GRADUATE COURSES

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.

ACADEMIC PROGRAM INFORMATION

Graduate Catalogue 2011-2013

ACADEMIC PROGRAM INFORMATION

INSTITUTIONAL COURSES: A SHARED COMMITMENT

Graduate education at Edgewood College conceptually links all graduate degree programs through a common planning process, mutual support of the College mission, and a core of shared, interdisciplinary studies and experiences.

Goals and Purposes

Each graduate degree program seeks to:

- Extend and strengthen the College's mission by providing access to graduate degree programs that reflect an intellectual tradition infused with ethical concerns and social improvement, as well as technical growth and development.
- Serve the graduate education needs of an increasing population of adult learners by providing quality programs adapted to their needs and to the challenges of a rapidly changing world.
- Strengthen the educational services available in the local community by providing graduate degree programs that complement the accessibility and character of other graduate programs in the regional service area.

Each graduate degree program also shares several common objectives:

- To prepare adult learners, especially those interested in leadership roles.
- To prepare persons with professional skills as well as ethical and historical perspectives for responsible leadership.
- To adapt graduate education services and programs to adult learners.
- To strengthen the undergraduate programs at the College.

Guided by these shared goals and objectives, each graduate program has sought to develop an identity of quality and service to its constituents while recognizing the interdependent and shared responsibilities of graduate education as a whole to the mission of the College.

Institutional Courses

Institutional courses in the graduate programs uniquely represent the tradition of Edgewood College in higher education. These components are viewed as drawing on the common ground of research applicable to all graduate programs: the ethical implications of professional practice and the condition of change in individuals, institutions, and society at large.

Currently, two courses are provided to meet these requirements for graduate degree programs. Each course is three credits and enrolls students from multiple graduate degree programs.

Ethics

The Ethics component involves the study of the role of reason in judgment, reasoned judgment in relation to conventional wisdom, and the relationship of each moral action. The context for such study is the current condition of the professions, the historical perspective of ethical inquiry, and the international climate of the human family, where inquiry confronts practice.

IC 800 Ethics: This course examines ethical issues in the practice of professions in public life. Significant issues such as justice, honesty, and respect for persons are examined in study and dialogue as they emerge in human experience. Philosophical and religious perspectives regarding ethics are considered.

Studies in Change

The Studies in Change component investigates the nature of change at individual, institutional, and societal levels within both national and international perspectives. The context for such study includes social movements, change in professions and professional roles in society, and models of change as they might help develop an understanding of the change process and change agent. Throughout both components, research, analysis, discussion, and writing are important tools of study and expression.

IC 850 Studies in Change: This course is designed to develop an understanding of personal, social, and organizational change. Such issues as personal commitment, social conditions, and technological developments are examined for their impact on personal, social, and institutional situations. Research strategies provide opportunities to strengthen logical thinking, analysis of evidence, and written expression.

Integration into Programs

The School of Business graduate programs have integrated Business Ethics and Studies in Change throughout its curriculum. See the MS Accountancy and MBA sections for details.

The Marriage and Family Therapy program has integrated the Ethics component into its PSY 800 course and the Studies in Change component into PSY

600. See the Marriage and Family Therapy section for details.

The Nursing Administration program has integrated the Studies in Change component into a number of its courses. See the Nursing section for details.

The School of Education has integrated the Studies in Change and the Ethics components into some of its graduate courses. See the Education section for details.

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.

INTRODUCTION

As an integral part of Edgewood College, the School of Business annually educates approximately 250 undergraduates, as well as 150 returning adults and 140 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.

In addition to the general MBA degree we offer graduate certificates in accounting, finance, management, and marketing. 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.

Students are encouraged to take advantage of several Executive Speaker Programs throughout the year and to participate in the Edgewood MBA Student Association.

MASTER OF BUSINESS ADMINISTRATION

PROGRAM HIGHLIGHTS

- Executive Speaker Series – The School of Business offers graduate students an opportunity to attend and network at executive speaker events throughout the year. Guest speakers include CEOs, CFOs, and Senior Executives of prestigious area firms
- Two years – The MBA Program can be completed in less than two years
- Evening offering – Classes taught in the evening
- Small Class sizes – Highly interactive and personal classroom setting
- EMBASA – Edgewood College’s MBA Student Association

ACCREDITATION

The Master of Business Administration is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

ADMISSION REQUIREMENTS

1. Provide evidence of a baccalaureate or more advanced degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit graduate application (including \$25 fee) to the School of Graduate and Professional Studies.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
4. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the probability of your success in graduate school.
5. Submit a written statement listing the reasons why you think you will be successful in graduate school; cite how specific background experiences will aid in your success as a student.
6. Suggested: Two years of relevant professional work experience.
7. The Graduate Management Admission Test (GMAT) is required prior to admission. The minimum score for admission consideration is

425. Applicants with an undergraduate degree from the Edgewood College School of Business within the past 5 years and a cumulative grade point average of 3.0 or higher are not required to complete the GMAT exam.

Please see the “Admission to Graduate Programs” section on page 29 for additional international student requirements.

DEGREE REQUIREMENTS

Program Prerequisites

Many students admitted to the MBA satisfy these program prerequisites based on previous academic work or experience. Whether an individual student requires additional work is evaluated during the admission process by a review of the student’s academic record and GMAT scores.

Basic Mathematics

Requires mathematical proficiency at the level of college algebra. Students requiring a course in this area may take BUS 500 (10 week version in the fall) or BUS 500 parts A and B, Algebra for Graduate Business, spring or summer.

Basic Computer Skills

Requires computer proficiency to include basic systems operation, word processing, Excel, PowerPoint, and Internet research. Students requiring a course to satisfy this requirement may take CS 150 Introduction to Information Systems.

Those students who believe they have achieved the required knowledge through a means other than undergraduate coursework may submit a Computer Skills Waiver form (<http://my.edgewood.edu/sites/academics/bsd/GBP/default.aspx>) detailing the experience to the School of Business. This information will be considered in determining whether additional computer coursework is required.

MBA COURSEWORK

MBA coursework is separated into the five categories described below.

Many MBA courses have prerequisites. Students should not register for courses until they have completed the necessary prerequisites.

MBA students admitted with contingent status (see catalogue section on Admission Policies) must have their course schedule approved by the School of Business Graduate Advisor.

All courses are three (3) credits unless otherwise indicated.

1) Foundation Courses

These are skill and experience broadening courses providing the foundation for the MBA program. These courses do not count in GPA, but as with all graduate courses at least a “C” is needed to pass the course.

Although an integral part of the program, one or more of these courses may be waived during the admission process. Waivers are based on previous academic experience as indicated by student transcripts. All foundation courses that are not waived are expected to be taken as soon as possible.

- BUS 501 Financial Accounting
- BUS 502 Business Calculus
- BUS 503 Introductory Business Statistics parts A and B
- BUS 504 Bus Law
- BUS 505 Macroeconomics
- BUS 506 Microeconomics

2) Institutional Courses

Institutional requirements involve study in two areas: Studies in Change and Ethics. Studies in Change subject matter is integrated in Business courses (for details see Policies Specific to the MBA Program—Studies in Change). The Ethics requirement is satisfied by BUS616 Business Ethics.

If BUS 601 or BUS 604 is waived, IC 850 is required.

3) Core Courses

As the name implies, this group of nine courses serves as the core of the MBA program, developing substantive background and abilities in the functional areas of business.

Students with substantial undergraduate preparation in the subject of a particular core course may have that course waived at the time of admission to the MBA program.

A maximum of two core courses may be waived.

- BUS 601 Executive Communications
- BUS 602 Accounting for Managers
- BUS 603 Organizational Development and Behavior
- BUS 604 Operations Management
- BUS 605 Statistics for Managers
- BUS 606 Strategic Marketing
- BUS 607 Corporate Finance
- BUS 616 Business Ethics
- BUS 618 Managing Information and Technology

4) Integrating Core Courses

This two-course requirement is designed to serve an integrating function, in that it requires students to draw from their experiences in core courses to understand complex business issues and to solve problems that extend across core course areas. Since the function of these courses is to integrate concepts and skills, they must be taken at the end of the MBA program (during the last 12 credits).

Students are required to take BUS 609 and either BUS 610 or BUS 611.

- BUS 609 Strategic Management
- BUS 610 Managerial Economics
- Or -
- BUS 611 International Economics

5) Elective Component (9–15 cr)

Students may pursue one of two versions of the MBA, which differ only in their elective component:

- The general MBA requires nine credits of elective coursework selected from the full list of approved business electives. The general MBA is especially suited for those who have previously established areas of expertise.
- Certificates require the completion of a minimum of 15 pre-approved elective credits* with a focus on developing an area of expertise. The certificates available are: accounting, finance, international business, management, and marketing. These credits must be taken concurrently with the MBA program. Undergraduate credits taken previously or graduate credits taken after the MBA is awarded are not applicable to a certificate.

CERTIFICATES

In addition to the above degree requirements, MBA students have the option to add a certificate. All certificates require the completion of 15 elective credits. Multiple certificates are permitted, requiring the completion of the requirements of each certificate and a minimum of 12 additional credits in the second certificate.

To be considered a candidate for the MBA program with a certificate, a Certificate Agreement form (<http://my.edgewood.edu/sites/academics/bsd/GBP/default.aspx>) must be submitted and approved by the School of Business Dean and Graduate Advisor.

Accounting

The accounting certificate may be used to improve personal knowledge and/or as a step in obtaining professional certification (e.g., CMA, CFM, CPA). For students pursuing professional certification, some

foundation and core course substitutions may be advantageous. It is recommended that students discuss their program with an accounting advisor (Pat Hallinan, Graduate Advisor, at 608.663.2283 or Amie Drago, Lead Accounting Faculty, at 608.663.2323) as soon as possible.

The accounting certificate requires 15 credits chosen from the following accounting and law courses:

- BUS 703 Intermediate Accounting I
- BUS 704 Intermediate Accounting II
- BUS 705 Cost Accounting I
- BUS 706 Auditing
- BUS 707 Income Tax Accounting I
- BUS 709 Income Tax Accounting II
- BUS 714 Cost Accounting II
- BUS 723 Business Law II
- BUS 725 Accounting Information Systems
- BUS 726 Advanced Accounting
- BUS 727 Government and Not-for-Profit Accounting
- BUS 756 Fraud and Forensic Accounting
- BUS 766 International Accounting
- BUS 798 Strategic Financial Management (capstone course)

Note: Some accounting courses alternate annually between day and evening schedules.

Finance

The finance certificate may be used to improve personal knowledge and/or as a step in obtaining professional certification (e.g., CFA). Students pursuing professional certification should discuss their programs with a finance advisor (Pat Hallinan, Graduate Advisor, at 608.663.2283 or Gary Schroeder, Lead Finance Faculty, at 608.663.3374) as soon as possible.

The finance certificate requires 15 credits, including the following three courses:

- BUS 711 Topics in Corporate Finance
- BUS 712 Investments
- BUS 713 International Financial Management

And at least two of the following three courses:

- BUS 703 Intermediate Accounting I
- BUS 704 Intermediate Accounting II
- BUS 772 Money and Banking

Management

This certificate allows students to select coursework to focus on a specific management specialty (e.g., Human Resource or Quality Management). Students pursuing a management certificate may wish to discuss their academic and professional plans with a management advisor (Pat Hallinan, Graduate Advisor, at 608.663.2283 or Mark Barnard, Lead Management

Faculty, at 608.663.3419). The certificate requires 15 elective credits selected from the following:

- BUS 721 Legal Aspects of Employment
- BUS 732 Developing Self-Directed Work Teams
- BUS 736 Human Resource Management
- BUS 738 Entrepreneurship
- BUS 739 International Management
- BUS 741 Managing the Information Asset
- BUS 761 Quality Improvement Methods
- BUS 762 Quality as a Business Strategy
- BUS 771 Principles of Insurance
- BUS 773 Topics in Insurance
- BUS 792 International Study Tour
- IC 850 Studies in Change

Marketing

Students pursuing a marketing certificate may wish to discuss their academic and professional goals with a marketing advisor (Pat Hallinan 608.663.2283 or Moses Altsech, Lead Marketing Faculty, at 608.663.2221)The marketing certificate requires 15 elective credits selected from the following:

- BUS 730 Healthcare Marketing
- BUS 751 Marketing Research
- BUS 752 Advertising and Promotional Strategies
- BUS 753 International Marketing
- BUS 754 Graduate Seminar in Marketing Management
- BUS 755 Consumer Behavior
- BUS 792 International Study Tour

ELECTIVE COURSES

- BUS 631 Introduction to Urban and Rural Economic Development
- BUS 632 Creative Marketing for Economic Development
- BUS 633 Creating Sustainable Businesses in Urban and Rural Communities
- BUS 634 Effective Change Agent Strategies for Economic Development
- BUS 703 Intermediate Accounting I
- BUS 704 Intermediate Accounting II
- BUS 705 Cost Accounting I
- BUS 706 Auditing
- BUS 707 Income Tax Accounting I
- BUS 709 Income Tax Accounting II
- BUS 711 Topics in Corporate Finance
- BUS 712 Investments
- BUS 713 International Financial Management
- BUS 714 Cost Accounting II
- BUS 721 Legal Aspects of Employment
- BUS 723 Business Law II
- BUS 725 Accounting Information Systems
- BUS 726 Advanced Accounting

- BUS 727 Government and Not-for-Profit Accounting
- BUS 730 Healthcare Marketing
- BUS 732 Developing Self-Directed Work Teams
- BUS 736 Human Resource Management
- BUS 738 Entrepreneurship
- BUS 739 International Management
- BUS 741 Managing the Information Asset
- BUS 751 Marketing Research
- BUS 752 Advertising and Promotional Strategies
- BUS 753 International Marketing
- BUS 754 Graduate Seminar in Marketing Management
- BUS 755 Consumer Behavior
- BUS 756 Fraud and Forensic Accounting
- BUS 761 Quality Improvement Methods
- BUS 762 Quality as a Business Strategy
- BUS 766 International Accounting
- BUS 771 Principles of Insurance
- BUS 772 Money and Banking
- BUS 773 Topics in Insurance
- BUS 790 Independent Project (1–3 credits)
- BUS 792 International Study Tour
- BUS 798 Strategic Financial Accounting (capstone course)
- BUS 799 Independent Study
- IC 850 Studies in Change

at least two of BUS 603, BUS 606, BUS 609, and BUS 618.

2. By taking IC 850 Studies in Change.

Note: Transfer of credit as equivalency waivers to meet Studies in Change requirements are requested from the Graduate Council.

Transfer of Credit

Up to 12 credits of relevant graduate coursework may be transferred to the Edgewood College MBA. Transfer of credit must be approved by the School of Business and consideration is subject to the following:

1. A minimum grade of B (3.0) is required.
2. Work must be clearly identified as graduate coursework and must have been completed within three years prior to acceptance into the Edgewood College MBA program.
3. A Request for - Transfer of Graduate Business Credit from Another Institution Form (<http://my.edgewood.edu/sites/academics/bsd/GBP/default.aspx>) must be completed and filed.

Requirements for Waiver of Foundation Courses

Waivers of foundation courses must be approved by the School of Business. Waivers reflect a specific set of requirements and are based on coursework described on certified copies of student transcripts. Waivers are part of the normal admission process. A grade of C or better is required for any course used to satisfy the minimum requirement for a waiver of a Prerequisite Course. Students may review the specific requirements in the policy document available at <http://my.edgewood.edu/sites/academics/bsd/GBP/default.aspx>.

Requirements for Waiver of Core Courses

Up to six (6) credits of relevant graduate coursework may be waived from the Edgewood College MBA program. Waivers of core courses must be approved by the School of Business. Waivers reflect a specific set of requirements and are based on coursework described on certified copies of student transcripts. Waivers are part of the normal admission process. A grade of B or better is required for any course used to satisfy the minimum requirement for a waiver of a prerequisite course. Students may review the specific requirements in the policy document available at <http://my.edgewood.edu/sites/academics/bsd/GBP/default.aspx>.

GRADUATE CERTIFICATE PROGRAMS

The School of Business offers weekday evening programs for people to earn a Graduate Business Certificate in:

- Accounting
- Finance
- Marketing
- International Business
- Management

For more details, visit

<http://business.edgewood.edu/MBA>.

POLICIES SPECIFIC TO THE MBA PROGRAM

Studies in Change

All graduate students at Edgewood College are required to complete the Studies in Change component as part of the degree requirements. MBA students satisfy the Studies in Change component in one of two ways:

1. By taking the following courses in the MBA program where Studies in Change themes and assignments are integrated into the core and integrating core courses: BUS 601, BUS 604; and

Appealing a Foundation or Core Requirement

A student who wishes to appeal the requirement to take a particular foundation or core course may do so by completing an Appeal of Foundation or Core Course Requirement form available at <http://my.edgewood.edu/sites/academics/bsd/GBP/default.aspx>.

Core Course Substitution

Students who have completed significant coursework in the area of a core course not qualifying for a waiver may request to substitute another, usually more advanced, course. For more information please contact the School of Business Graduate Advisor, Pat Hallinan at 608.663.2283.

Taking Coursework at Edgewood College

All graduate business students (in any MBA status) are expected to take all coursework at Edgewood College. Deviation from this policy will be allowed only under special circumstances and will require prior written approval from the Dean of the School of Business. Requests for such approval must be submitted in writing with details of coursework involved and reason for the request. Under no circumstances will an exception to the prior approval portion of this policy be made.

Timely Completion of Foundation Courses (18 credit rule)

Students who have not completed all of the Foundation courses by the time they have 18 credits in core, elective, or integrating core courses will be restricted to registering only for foundation courses.

Credit Load

Full-time graduate students carry nine graduate semester hours each semester. Students in the MBA program may carry up to 12 credits per semester without seeking written permission from the School of Business.

Tuition Reduction for MBA Alumni

Following completion of an Edgewood College MBA, alumni will be eligible to take up to six credits of graduate business courses with a 50% reduction in tuition cost.

COURSE DESCRIPTIONS

Course descriptions can be found in the “Course Descriptions” section near the end of this catalogue.

MASTER OF SCIENCE IN ACCOUNTANCY

The MS Accountancy program is geared toward knowledge-seeking learners who aspire to develop the specialty skills required to pursue a career in the accounting field. The accounting field is dynamically changing, driven by a variety of factors such as increased regulation, the complexity and competitiveness of the business climate and the move toward a global economy. Expertise in this field can provide the foundation to become a CPA in a public accounting firm, to pursue a career in corporate management accounting, to work in government or not-for profit sectors, or to succeed as an entrepreneur.

The MS Accountancy program is a rigorous and thorough, experienced-based curriculum integrating critical thinking, real-world experience, and values-based management. Coursework is grounded in an ethical value system which will serve students throughout their careers and personal lives and provide a foundation for ethical leadership. The curriculum not only helps prepare students to take the CPA exam, it lays the groundwork required for leadership roles beyond the initial accounting position.

Because the MS Accountancy degree is an opportunity for students to gain specialized accounting skills, specific course prerequisites are required prior to entering the program. Most candidates with accounting degrees will have met the prerequisites; however, candidates with degrees in business, liberal arts, or other academic disciplines will need to complete the prerequisites before entering the 30-credit graduate program.

PROGRAM HIGHLIGHTS

- Executive Speaker Series – Edgewood College’s School of Business offers graduate students an opportunity to attend and network at executive speaker events throughout the year. Guest speakers include CEOs, CFOs, and senior executives of prestigious area firms.
- CPA Exam Foundation – By completing the program, students will have earned the prerequisite 150 credits to sit for the CPA Exam. Edgewood College students receive a \$400 discount to the leading CPA review program in the country (Becker CPA Review) through our business partnership.
- Designed for Working Professionals – The MS Accountancy program allows students to advance their business education without interrupting their careers. Classes (including prerequisites) are held

in the evening, year-round, allowing students to enter the program in the spring, summer, or fall sessions and take zero to five (0-5) classes per semester.

- Accounting Club – This student-led organization serves to expand the experiences of accounting majors outside the classroom. Accounting Club events include speaker meetings, field trips to regional firms in both public and private practice, networking events with professional organizations such as the WICPA and with local firms in a career fair format.
- Internship Opportunities – Our network with firms in the area gives students unparalleled access to relevant internship opportunities.

ADMISSION REQUIREMENTS

1. Provide evidence of a bachelor’s degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit a graduate application (including \$25 fee) to the School of Graduate and Professional Studies. The fee does not apply to students who have received a bachelor’s degree from Edgewood College.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
4. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the probability of your success in graduate school.
5. Submit a written statement listing the reasons why you think you will be successful in graduate school; cite how specific background experiences will aid in your success as a student.
6. Complete the Graduate Management Admission Test (GMAT) prior to admission with a minimum score of 425. Applicants with an undergraduate degree from the Edgewood College School of Business within the past 5 years and a cumulative grade point average of 3.0 or higher are not required to complete the GMAT exam.

Please see the “Admission to Graduate Programs” section on page 29 for additional international student requirements.

COURSEWORK

Program Prerequisites

Students are required to complete a bachelor’s degree in any field from an accredited college or university and also complete the following courses:

Accounting and Law Courses

- Micro-Economics or Macro-Economics
- Statistics
- Finite Math
- Finance
- Financial Accounting
- Intermediate Accounting I
- Intermediate Accounting II
- Cost Accounting
- Business Law I
- Tax I

Other Prerequisite Requirement

- Computer spreadsheet proficiency (e.g., Excel)

¹ Prerequisites must be taken at an accredited 4-year college or university.

² Business calculus is also recommended and is a prerequisite for some of the electives in the MS Accountancy program.

DEGREE AND PROGRAM REQUIREMENTS

MS Accountancy coursework is divided into the two categories described below. Integrated throughout the courses are topics related to change and innovation, international business, and social responsibility. A total of 30 credits are required for completion of the degree. Electives must be approved by the program advisor.

Business and Interdisciplinary Courses

A minimum of 12 credits is required including:

- BUS 601 Executive Communications
- BUS 616 Business Ethics
- BUS 723 Business Law II
- Elective(s) from the following Business courses:
 - BUS 603 Organizational Development and Behavior
 - BUS 604 Operations Management
 - BUS 605 Statistics for Managers
 - BUS 606 Strategic Marketing
 - BUS 607 Corporate Finance

Accounting Courses

A minimum of 15 credits is required including:

- BUS 714 Cost Accounting 2
- BUS 726 Advanced Accounting
- BUS 727 Government and Not-for-Profit Accounting
- BUS 756 Fraud and Forensic Accounting I
- BUS 798 Strategic Financial Management (capstone course)
- Possible electives from the following Accounting courses:
 - BUS 709 Income Tax Accounting II
 - BUS 725 Accounting Systems

¹ If the student has not completed auditing prior to entering the program, BUS 706 will be required in place of BUS 756.

POLICIES SPECIFIC TO THE MS ACCOUNTANCY PROGRAM

Studies in Change

All graduate students at Edgewood College are required to complete the Studies in Change component as part of the degree requirements. MS Accountancy students satisfy the Studies in Change component by completing BUS 798 Strategic Financial Management.

Transfer of Credits in to MS Accountancy Program

Up to nine (9) credits of relevant graduate coursework may be transferred to Edgewood College MS Accountancy program. Transfer of credit must be approved by the School of Business and consideration is subject to the following:

1. A minimum grade of B (3.0) is required.
2. Work must be clearly identified as graduate coursework and must have been completed within three years prior to acceptance into the Edgewood College MBA program.

A student wishing to transfer credits to the MS Accountancy program must complete the Graduate Program Request for Transfer of Graduate Business Credit from Another Institution form available at <http://my.edgewood.edu/sites/academics/bsd/GBP/default.aspx>.

Requirements for Waiver of Prerequisite Courses

Waivers of prerequisites must be approved by the School of Business. Waivers reflect a specific set of requirements and are based on coursework described on certified copies of student transcripts. Waivers are part of the normal admission process. A grade of C or

better is required for any course used to satisfy the minimum requirement for a waiver of a prerequisite course. Students may review the specific requirements in the policy document titled Minimum Requirements for Waiver of Courses available online at <http://my.edgewood.edu/sites/academics/bsd/GBP/default.aspx>.

Requirements for Waiver of Core Courses

Up to three (3) credits of relevant graduate coursework may be waived from the Edgewood College MS Accountancy program. Waivers of prerequisites must be approved by the School of Business. Waivers reflect a specific set of requirements and are based on coursework described on certified copies of student transcripts. Waivers are part of the normal admission process. A grade of B or better is required for any course used to satisfy the minimum requirement for a waiver of a Prerequisite Course. Students may review the specific requirements in the policy document titled Minimum Requirements for Waiver of Prerequisite Courses available online at <http://my.edgewood.edu/sites/academics/bsd/GBP/default.aspx>.

Appealing a Prerequisite or Core Requirement

A student who wishes to appeal the requirement to take a particular foundation or core course may do so by completing an Appeal of Graduate Prerequisite or Core Requirement available at <http://my.edgewood.edu/sites/academics/bsd/GBP/default.aspx>.

Core Course Substitution

Students who have completed significant coursework in the area of a core course not qualifying for a waiver may request to substitute another, usually more advanced, course. For more information please contact the School of Business Graduate Advisor, Pat Hallinan at 608.663.2283.

Taking Coursework at Edgewood College

All graduate business students are expected to take all coursework at Edgewood College. Deviation from this policy will be allowed only under special circumstances and will require prior written approval from the Dean of the School of Business. Requests for such approval must be submitted in writing with details of coursework involved and reason for the request. Under no circumstances will an exception to the prior approval portion of this policy be made.

Credit Load

Full-time graduate students carry nine graduate semester hours each semester. Students in the MS Accountancy program may carry up to 15 credits per semester without seeking written permission from the School of Business.

TUITION REDUCTION FOR MS ACCOUNTANCY ALUMNI

Following completion of an Edgewood College MS Accountancy degree, alumni will be eligible to take up to six credits of graduate business courses with a 50% reduction in tuition cost.

PROGRAM ELECTIVES

Many of the elective courses require prerequisites which must be met prior to taking the courses. All electives must be approved by the MS Accountancy program advisor.

COURSE DESCRIPTIONS

Course descriptions can be found in the “Course Descriptions” section near the end of this catalogue.

MBA/MSA DUAL DEGREE – Master of Business Administration (MBA) and Master of Science in Accountancy (MSA)

The dual degree in MBA and MS Accountancy allows four (4) “overlap courses” to be applied simultaneously to each degree program. Double-counting the four (4) overlap courses allow the requirements of each individual degree program to be satisfied. The four (4) overlap courses are:

- Business 601 Executive Communications
- Business 603 Organizational Behavior and Development
- Business 604 Operations Management
- Business 616 Business Ethics (or IC 800)

A “second field of interest” is established by requiring the MBA to include a Non-Accounting Emphasis Area.

For the purpose of the dual degree, all requirements of the Non-Accounting Emphasis must be satisfied and the emphasis coursework must include at least four (4) non-accounting courses. The dual-degree-emphasis involves a minimum of 12 credits.

POLICIES SPECIFIC TO THE MBA/MSA DUAL DEGREE PROGRAM

MBA and MSA Degrees

Separate MBA and MSA degrees are conferred, and can be conferred at different times. The first degree may be conferred when all the requirements of that degree (when viewed as a stand-alone degree) are satisfied.

Seven-Year-Rule

The Seven-Year-Rule will be interpreted as applying to the coursework used to satisfy the requirements of each degree separately. Thus, if the total time to complete both degrees exceeds 7 (seven) years, the timing of the overlap-courses is critical.

Degree Residency Credits

Traditionally, the determination of degree residency credits for a specific degree involves counting Edgewood College credits that apply only to that degree. The MBA with a Non-Accounting Emphasis / MSA Dual Degree would require the overlap courses also to be double-counted to fulfill the individual residency requirements of the MBA and MSA degrees.

MBA/MSN DUAL DEGREE – Master of Business Administration (MBA) and Master of Science in Nursing (MSN)

The MBA/MSN Dual Degree Program is based on the:

- General MBA (shortest MBA version, requiring only three elective courses), **and**
- MSN with the Administration Concentration

The MBA/MSN Dual Degree Program allows the maximum of five (5) “overlap courses” to be applied simultaneously to each of the separate degree program requirements. Double-counting the five (5) overlap courses allow the requirements of each individual degree to be satisfied. The five (5) overlap courses are:

- BUS 616 Business Ethics or IC 800 Ethics
(Required course in both separate programs)
- BUS 601 Executive Communications
(Required course in both separate programs)
- BUS 603 Organizational Behavior
(Required course in both separate programs)
- NRS 635 Managing the Nursing System
(MSN Required course – MBA Elective)
- NRS 645 Roles and Strategies of the Nursing Administrator
(MSN Required Course – MBA Elective)

POLICIES SPECIFIC TO THE MBA/MSN DUAL DEGREE PROGRAM

MBA and MSN Degrees

Separate MBA and MSN degrees are conferred, and can be conferred at different times. The first degree may be conferred when all the requirements of that degree (when viewed as a stand-alone degree) are satisfied.

Seven-Year-Rule

The Seven-Year-Rule will be interpreted as applying to the coursework used to satisfy the requirements of each degree separately. Thus, if the total time to complete both degrees exceeds seven (7) years, the timing of the overlap-courses is critical.

Degree Residency Credits

Traditionally, the determination of degree residency credits for a specific degree involves counting Edgewood College credits that apply only to that degree. Under the MBA/MSN Dual Degree the MBA 27-credit Residency Requirement is met in a manner consistent with traditional practice (i.e. not using overlap courses that apply to both degrees). However, the MSN degree does require the use of one (1) overlap course (3 credits) to meet the MSN 24-credit Residency Requirement. No other Edgewood College policies are infringed upon.

SCHOOL OF EDUCATION

The School of Education offers the following graduate degrees and licensing sequences:

GRADUATE DEGREES

Master of Arts in Education with Concentrations in:

- Educational Leadership
- Special Education
- Teaching and Learning
- General Professional Development
- Reading Administration: Reading Specialist
- Teaching English to Speakers of Other Languages
- Bilingual Teaching and Learning
- Sustainability Leadership
- Adult Learning

Doctor of Education in Educational Leadership with concentrations in:

- District Administration with Superintendent License
- Higher Education Administration

LICENSE AND CERTIFICATE PROGRAMS

License Completion Programs and Institutional Certificate Programs can become first steps to the completion of a Master of Arts in Education when paired with specific concentrations noted above.

License Completion Programs:

- Early Adolescence–Adolescence: Regular Education
- Accelerated Secondary License Program
- ESL
- Bilingual Education
- Program Coordinator
- Principal
- Director of Instruction
- Director of Special Education and Pupil Services
- School Business Administrator
- Instructional Technology Coordination
- Program Coordinator
 - Athletic Administration
- Cross Categorical: Cognitive Disability
- Cross Categorical: Emotional/ Behavioral Disability
- Cross Categorical: Learning Disability
- Reading Specialist
- Reading Teacher

Institutional Certificates:

- Dual Language Immersion
- Coaching
- Sustainability Leadership
- Adult Learning

ACCREDITATION

The School of Education programs are accredited by the Wisconsin Department of Public Instruction (WDPI) and the National Council for Accreditation of Teacher Education (NCATE).

SCHOOL OF EDUCATION MISSION AND VISION

Inspired by the Sinsinawa Dominican values of truth, justice, community, partnership, and compassion, the mission of the Edgewood College School of Education is to ensure the development of ethical, reflective, transformative, and socially just educators who are competent, confident, caring, collaborative, critical members of the educational community. We challenge our students to lead inclusively, inquire courageously, and think innovatively to inspire a lifelong commitment to learning.

The School of Education envisions that candidates for licensure as initial educators should be reflective practitioners committed to student learning and continuing professional development in a dynamic world. Candidates should 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 that has been assessed under professional quality standards for initial educators.

The School seeks to engage educators in rigorous, pragmatic, and inclusive programs that serve individuals who are called to make remarkable differences in the educational lives of others. To that end, graduates of the Edgewood College School of Education will be known by their peers and colleagues as educators who:

- Engage professionally in communities of learning and practice
- Craft learning encounters that embody theoretical knowledge and illuminating practices
- Integrate multiple perspectives in their work.

- Think critically about the impact of their practice on the lives of students; and
- Think critically about the meaning of education

Our profession is reflected in the many groups within the larger community concerned with education in the contemporary world. The faculty of the college and partnering K-12 schools and other organizations hold student learning at the center of educational efforts and are attuned to the expectations of professional organizations, accrediting bodies, research communities, public interest groups, and other knowledgeable sources related to the enterprise of education. A substantial repertoire of conceptual development, knowledge base, performance assessment, and professional wisdom from the wide scope of interests emerges in all facets of education programs at Edgewood College.



The School of Education’s Conceptual Framework is foundational for all programs. The framework expresses our commitment to three interdependent program components: (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.

CANDIDATE PORTFOLIO, ASSESSMENTS, AND TRANSITIONS

The Candidate Portfolio is a demonstration and presentation of the candidate’s growing understanding of four critical aspects of life as an educator. Using the process of portraiture, candidates describe themselves as researcher, advocate, craftsperson and professional. Candidates’ critical reflection around their developmental learning throughout the preparation program is captured in four portraits. The Researcher Portrait is foundational and ensures that candidates are developing the habits of mind necessary to think

critically through a variety of diverse lenses. The Craftsperson and Advocate Portraits build further skills and dispositions as candidates expand their knowledge and performance base and engage in inquiry around critical issues facing education today. The Professional Portrait ensures that candidates as emerging professionals reflect upon their learning and make meaningful understanding of who they are becoming.

Key courses, experiences and assessments are aligned with the portraits to ensure that candidates attain the knowledge, skills and proficiencies necessary for effective performance around all of the Wisconsin Standards as well as Edgewood Candidate Dispositions and Diversity Standards.

Candidate performance is formally assessed at each of four transition points:

- Preliminary Entry
- Aspiring Professional
- Emerging Professional
- Licensure Endorsement

Portfolio entries are 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 candidate performance during program enrollment and after entry into the profession as an initial educator are the basis for program assessment and development.

Preliminary Entry to teacher and administrator education is encouraged as soon as a candidate is eligible in order to receive proper advising and timely notice of program requirements and developments.

Aspiring Professional Transition is required for full admission to teacher and administrator education. In support of the commitment to developing reflective practitioners for effective schools, this transition requires a portfolio record of various endorsements based on the Wisconsin Teacher Standards or Wisconsin Administrator Standards, copies of reflective papers, and other artifacts, which a candidate prepares during passage through the program.

Emergent Professional Transition is required to take methods courses and for admission to student teaching or graduate administrative practicum.

Advance planning is particularly important for this transition step which includes PRAXIS II testing, where applicable, as well as other advanced assessments. In support of the commitment to developing reflective practitioners for effective schools, this transition requires a portfolio record of various advanced

endorsements based on the Wisconsin Teacher Standards or Wisconsin Administrator Standards and copies of reflective papers and other artifacts which a candidate prepares during passage through the program.

Licensure Endorsement Transition is required for program completion and recommendation for licensure by the Wisconsin Department of Public Instruction. Assessment activities related to this transition occur during the final student teaching or graduate internship semester. In support of the commitment to developing reflective practitioners for effective schools, this transition requires a portfolio record of all endorsements based on the Wisconsin Teacher Standards or Wisconsin Administrator Standards and legislative requirements, professional practice endorsements, copies of reflective papers, initial educator development statement, and other artifacts, which the candidate prepares during passage through the program.

There is a separate application form for each transition point with related assessments and portfolio entries. An approved application for each respective transition point is required for continuation in the program. Details of the requirements are published in the appropriate Candidate Handbook.

PROGRAM OFFERINGS

Students entering the graduate program in education may seek:

- a) the Master of Arts in Education degree;
- b) Department of Public Instruction (DPI) certification and license;
- c) both the Master of Arts in Education degree and a DPI license;
- d) an Institutional Certificate;
- e) and/or enroll as a non-degree student, taking courses that match individual educational needs for professional development.

Initial educators should consider ways the master's degree and licensing programs may be used to advance their professional development plans; professional educators should consider ways in which degree and licensing programs may be used to enhance their professional and career options.

In each concentration candidates will develop skills in curriculum and instruction, ethics, research and studies in change. Course work is specialized for teaching and administrative licensing promoting leadership, connecting theory and practice, instructional effectiveness, creative use of research findings, promoting educational achievement, and school improvement. Programs leading to licensure are guided by the appropriate Wisconsin Teacher Standards or Administrator Standards.

The following programs lead to educator licenses in Wisconsin:

- Educational Administration: program coordinator, principalship, director of instruction, director of special education and pupil services, instructional technology coordinator, reading specialist and school business administrator
- Teacher Education: Early Adolescence-Adolescence Special Education (cross-categorical with concentrations in cognitive disabilities, emotional disturbance, or learning disabilities)
- Teacher Education: Early Adolescence-Adolescence: Regular Education (English, Math, Science, Broad Field Social Studies,)
- Teacher Education: Add on ESL
- Teacher Education: Add on Bilingual
- Teacher Education: Reading Teacher

The following programs lead to an institutional certificate:

- Dual Language Immersion
- Athletic Administration
- Sustainability Leadership
- Adult Learning

BACKGROUND CHECK

All School of Education students must comply with the State of Wisconsin requirement for a Criminal Background Check. Students must have had this check successfully completed by the end of the first semester in the program to be allowed to continue in the program.

MASTER OF ARTS IN EDUCATION

ADMISSION REQUIREMENTS

License only students are classified as non-degree. Applicants for any of the student classifications except non-degree must meet all of the requirements for admission to the graduate programs.

Please see the “Admission to Graduate Programs” section on page 29 for additional international student requirements. See page 65 for Ed.D. requirements.

MA Education: General Professional Development and Special Education

1. Provide evidence of a baccalaureate or more advanced degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit graduate application (including \$25 fee) to the School of Graduate and Professional Studies.
3. Request that official transcripts for all undergraduate and graduate academic credits received from each post-secondary institution you attended be sent directly to the School of Graduate and Professional Studies.
4. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the probability of your success in graduate school.
5. Submit a written statement listing the reasons why you think you will be successful in graduate school; cite how specific background experiences will aid in your success as a student.

Accelerated Secondary Education License Cohort: Broad Field Social Studies-History, Science, Math and English

Secondary Education License Cohort admissions requirements include points 1-5 of the ‘MA Education/General Professional Development and Special Education’ section above, plus:

- Submit passing Praxis I and Praxis II scores prior to start of classes. Study materials and registration assistance available at: www.ets.org/praxis.

In Madison, the computer-based version of Praxis I can be taken at Prometric Testing Center, 5520 Medical Circle Suite E, Madison, WI 53719. Call 608-231-6270 for more information.

Bilingual Education

Bilingual Education admissions requirements include points 1-5 of the ‘MA Education/General Professional Development and Special Education’ section above, plus:

- Provide evidence of a WDPI initial educator, professional educator or master educator license (or the equivalent).
- Bilingual proficiency at an Advance-Low level in oral and written language

Educational Administration

Educational Administration admissions requirements include points 1-5 of the ‘MA Education/General Professional Development and Special Education’ section above, plus:

- Provide evidence of two years full-time relevant professional work experience.

Reading Teacher

Reading Teacher and Reading Specialist admissions requirements include points 1-5 of the ‘MA Education/General Professional Development and Special Education’ section above, plus:

- Provide evidence of a WDPI initial educator, professional educator or master educator license (or the equivalent).
- Provide evidence of two years full-time normal classroom teaching experience by completion of program.

Reading Specialist

Reading Teacher and Reading Specialist admissions requirements include points 1-5 of the ‘MA Education/General Professional Development and Special Education’ section above, plus:

- Provide evidence of a WDPI initial educator, professional educator or master educator license (or the equivalent).
- Provide evidence of a Reading Teacher license (316)
- Provide evidence of three years full-time normal classroom teaching experience by completion of program.

TESOL

TESOL admissions requirements include points 1-5 of the ‘MA Education/General Professional Development and Special Education’ section above, plus:

- Provide evidence of a WDPI initial educator, professional educator or master educator license (or the equivalent).

DEGREE PREREQUISITES

Undergraduate study in liberal arts, education, and related fields provides the best foundation for pursuing the Master of Arts in Education. Each applicant's academic background and professional experience are assessed in relation to graduate study goals and program requirements. An individual plan of study is developed; for some students, additional undergraduate study may be necessary in certain specialized fields. Students possessing a Wisconsin Teaching License may have already met many of the prerequisite requirements. Credits from other accredited post-secondary institutions may be recognized for application to licensing requirements.

DEGREE REQUIREMENTS

Each student completes a minimum of 33 credits to receive the Master of Arts in Education degree.

The curriculum includes:

- Institutional Certificate and Program Requirements (including Supervised field experience, as appropriate)
- Core degree experiences (including research, ethics and studies in change)
- Specialized professional studies electives

LICENSING PROGRAM SEQUENCES

Licensing Program Sequences are offered in teacher education and in educational leadership. Specific requirements are provided in each candidate's program plan. Sample plans may be requested; each plan is tailored to the candidate's background and goals to meet licensing requirements. Licensing Program Sequences may also be the foundation for a Master of Arts in Education degree when paired with one of the concentration areas noted on page 45. The coursework in the planned program including a successful practicum, passing PRAXIS Exam scores, and an acceptable portfolio lead to a licensure recommendation to the Wisconsin Department of Public Instruction.

Teacher Education: Bilingual Education

Candidates pursuing professional goals and add on licensure to teach bilingual students with the grade range of an initial regular education license in EC-MC, MC-EA, or an EA-A Content Area complete the Bilingual licensing program.

Teacher Education: Early Adolescence-Adolescence: Regular Education

Candidates pursuing professional goals and licensure to teach children and youth ages 10-21 in regular education populations complete the accelerated secondary education licensing program with an

emphasis in one of the following content areas: English, Math, Broad Field Social Studies, and Science.

Teacher Education: Early Adolescence-Adolescence: Special Education

Candidates pursuing professional goals and licensure to teach children and youth ages 10-21 in special education populations complete the graduate program in cross categorical special education with an emphasis in one of the following areas: cognitive disabilities, emotional/behavioral disabilities, or learning disabilities.

Teacher Education: English as a Second Language

Candidates pursuing professional goals and add on licensure to teach English language learners within the grade range of an initial regular education license complete the ESL licensing program.

Teacher Education: Middle Childhood-Early Adolescence: Special Education

Candidates pursuing professional goals and licensure to teach children and youth ages 6 through 13 in special education populations complete the graduate program in cross categorical special education with an emphasis in one of the following areas: cognitive disabilities, emotional/behavioral disabilities, or learning disabilities.

Teacher Education: Reading Teacher

Candidates pursuing professional goals of strengthening their teaching, becoming a reading teacher and literacy coach in a K-12 setting and pursuing the WDPI license "Reading Teacher" (Code 316) K-12 may complete a master's degree (unless one is already earned in an appropriate field) following the Reading Teacher Program.

Educational Leadership: Director of Instruction

Candidates pursuing professional goals and licensure for Director of Instruction P-12 complete a master's degree (unless one is already earned) in educational administration following the Director of Instruction program.

Educational Leadership: Director of Special Education and Pupil Services

Candidates pursuing professional goals and licensure for Director of Special Education and Pupil Services P-12 complete a master's degree (unless one is already earned) in educational administration following the Director of Special Education and Pupil Services program.

Educational Leadership: Instructional Technology Coordinator

Candidates pursuing professional goals and licensure for Instructional Technology Coordinator P–12 complete a master’s degree (unless one is already earned) in educational administration following the Instructional Technology Coordinator program.

Educational Leadership: Principal

Candidates pursuing professional goals and licensure for Principal P–12 complete a master’s degree (unless one is already earned) in educational administration following the Principalship program.

Educational Leadership: Program Coordinator

Candidates pursuing professional goals and licensure for Program Coordinator P–12 complete an 18-credit sequence in the Program Coordinator program.

Educational Leadership Reading Specialist

Candidates already holding the Reading Teacher license (Code 316) and pursuing the WDPI license “Reading Specialist” (Code 317) complete a master’s degree (unless one is already earned in an appropriate field) following the Reading Specialist Program.

Educational Leadership: School Business Administrator

Candidates pursuing professional goals and licensure for School Administration P–12 complete a master’s degree (unless one is already earned) in educational administration following the School Business Administrator program.

Educational Leadership: School District Administrator or Superintendent

Candidates pursuing professional goals and licensure for School District Administrator or Superintendent P–12 enroll in the cohort doctoral program in Educational Leadership. The coursework in the first two years of the doctoral program coupled with a successful practicum and acceptable portfolio, lead to the superintendent license. Additional administrative licenses may be added through the doctoral program as well.

INSTITUTIONAL CERTIFICATES

Institutional Certificates are offered in areas that enhance credentials of an already licensed educator. Institutional Certificate sequences may also be paired with Licensing Program Sequences resulting in additional licensure endorsement. Institutional Certificates may also be the foundation for a Master of Arts in Education degree when paired with one of the concentration areas noted on page 45. The following Institutional Certificates are stand-alone certificates comprised of specifically designed set of courses totaling twelve graduate credits. The certificates may also be paired with degree requirements for a Master of Arts in Education with a concentration in the certificate area.

Dual Language Immersion

Candidates pursuing professional goals for teaching in a Dual Language Immersion environment complete a 15-credit sequence.

Educational Leadership: Athletic Administration

Candidates pursuing professional goals and license for Athletic Administration complete an 18-credit sequence under the Program Coordinator category.

Educational Leadership: Sustainability Leadership

Candidates pursuing professional goals in the area of sustainability leadership complete a 15-credit sequence.

Teacher Education: Adult Learning

Candidates pursuing professional goals and certification for teaching adult learners complete a 15-credit sequence under the Adult Learning category.

Teacher Education: Coaching

Candidates pursuing professional goals and license for coaching complete a 15-credit sequence under the Program Coordinator category.

EDUCATION GRADUATE PROGRAM COURSE REQUIREMENTS

Institutional certificate and/or program course requirements (including Supervised Field experiences) are indicated below.

Graduate Certificates

Coaching Certificate (Non-Licensing, Certificate Only)

Institutional Certificate or Program Requirements

- ED 625 Inclusive School Law
- ED 696 Supervised Field Experience: Education Leadership
- EDP 803 Organization and Administration of Sport
- EDP 804 Philosophy, Psychology and Ethics in Sports
- EDP 805 Prevention and Care of Athletic Injury

Core Degree Experiences

Not applicable, unless combined with General Professional Development master's degree.

Dual Language Immersion Certificate (Non-Licensing unless combined with Bilingual Education master's degree)

Institutional Certificate or Program Requirements

- ED 605C ESL/Bilingual Program Development; Ethics and Advocacy
- ED 605D Bilingual Development
- ED 638 Foundations of Dual Immersion Instruction
- ED 639 Language Focused Instruction and Practice

Core Degree Experiences

Not applicable, unless combined with Bilingual Education or General Professional Development master's degree.

MA in Education: Adult Learning Concentration

Non-Licensing

Institutional Certificate or Program Requirements

- ED 606 Adult Learning and Organization Development
- ED 608 Adult Stages of Learning
- ED 619 Topics and Trends in Adult Learning
- ED 657 Enhancing Adult Motivation to Learn
- ED 658 Tech Enhanced Adult Learning Methods
- ED 659 Designing and Implementing Adult Education

Core Degree Experiences

Curriculum:

- ED 659: Designing and Implementing Adult Education

Instruction:

- ED 657 Enhancing Adult Motivation to Learn

Ethics:

- One from:
 - o ED 605C ESL/Bilingual Program Development; Ethics and Advocacy
 - o ED 614 Cross Categorical Children and Youth
 - o ED 616 Cross Categorical Transition, Team, and Family Process
 - o ED 618 Diversity, Culture, and Literacy
 - o ED 631 Supervision of Instruction
 - o BUS 616 Business Ethics
 - o IC 800 Ethics

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Additional Requirements

Electives in IC, School of Education, or School of Business: 6 credits

- IC 850 Studies in Change
- 600-Level and above
- EDP 700 and above

MA in Education: Bilingual Teaching and Learning Concentration

Licensing Program: Bilingual Education

Institutional Certificate or Program Requirements

- ED 604A Language Acquisition in the Content Areas
- ED 604G Bilingual Curriculum Design and Assessment
- ED 605A Applied Linguistics for ELL Teachers
- ED 605B Paradigms of ESL/Bilingual Education
- ED 605C ESL/Bilingual Program Development; Ethics and Advocacy
- ED 605D Biliteracy Development
- ED 694A Supervised Field Teaching: Bilingual Education

Core Degree Experiences

Curriculum:

- ED 639 Language Focused Instruction and Practice

Instruction:

- ED 638 Foundations of Dual Immersion Instruction

Ethics:

- ED 605C ESL/Bilingual Program Development; Ethics and Advocacy

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Additional Requirements

Elective in School of Education: 3 credits

- ED 600 and above
- EDP 700 and above

MA in Education: Educational Leadership Concentration (formerly Educational Administration)

Licensing Program: Principal

Institutional Certificate or Program Requirements

- ED 602 Curriculum Planning
- ED 620 Introduction to Educational Leadership
- ED 621 School Business Administration
- ED 622 The Principalship
- ED 625 Inclusive School Law
- ED 631 Supervision of Instruction
- ED 662 Schools as Political and Organizational Systems
- ED 696 Supervised Field Experience: Education Leadership

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- ED 620 Introduction to Educational Leadership

Ethics:

- ED 631 Supervision of Instruction

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Additional Requirements

Elective in School of Education: 2-3 credits

- ED 600 and above
- EDP 700 and above

Licensing Program: Director of Instruction

Institutional Certificate or Program Requirements

- ED 602 Curriculum Planning
- ED 620 Introduction to Educational Leadership
- ED 621 School Business Administration
- ED 622 The Principalship
- ED 625 Inclusive School Law
- ED 631 Supervision of Instruction
- ED 637 District Administration of Program Planning, Evaluation, and Staff Development
- ED 662 Schools as Political and Organizational Systems
- ED 696 Supervised Field Experience: Education Leadership

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- ED 620 Introduction to Educational Leadership

Ethics:

- ED 631 Supervision of Instruction

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Licensing Program: Director of Special Education and Pupil Services

Institutional Certificate or Program Requirements

- ED 602 Curriculum Planning
- ED 620 Introduction to Educational Leadership
- ED 621 School Business Administration
- ED 622 The Principalship
- ED 625 Inclusive School Law
- ED 631 Supervision of Instruction
- ED 636 District Administration of Exceptional Education and Pupil Services
- ED 637 District Administration of Program Planning, Evaluation, and Staff Development
- ED 662 Schools as Political and Organizational Systems
- ED 696 Supervised Field Experience: Education Leadership

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- ED 620 Introduction to Educational Leadership

Ethics:

- ED 631 Supervision of Instruction

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Licensing Program: School Business Administrator

Special Pre-requisites: Accounting Fundamentals, Information Management, Risk Management

Institutional Certificate or Program Requirements

- ED 620 Introduction to Educational Leadership
- ED 621 School Business Administration
- ED 622 The Principalship
- ED 625 Inclusive School Law
- ED 662 Schools as Political and Organizational Systems
- ED 696 Supervised Field Experience: Education Leadership

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- ED 620 Introduction to Educational Leadership

Ethics:

- ED 631 Supervision of Instruction

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Additional Requirements

Elective in School of Education: 2-3 credits

- ED 600 and above
- EDP 700 and above

Licensing Program: Instructional Technology Coordinator

Institutional Certificate or Program Requirements

- ED 602 Curriculum Planning
- ED 620 Introduction to Educational Leadership
- ED 640 Technology Curriculum Integration
- ED 645 Instructional Technology: Policy, Planning, and Evaluation
- ED 647 Practicum in Instructional Technology Leadership
- ED 656 Administration and Management of the Instructional Technology Asset
- ED 696 Supervised Field Experience: Education Leadership
- One elective from:
 - ED 643 Desktop Publishing in Education
 - ED 646 Educational Media Presentations
 - ED 654 Special Topics in Instructional Technology
 - ED 655 Directed Study in Telecommunications and Web Development

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- ED 620 Introduction to Educational Leadership

Ethics:

- ED 631 Supervision of Instruction

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Licensing Program: Program Coordinator

Institutional Certificate or Program Requirements

Athletic Administration

- ED 620 Introduction to Educational Leadership
- ED 625 Inclusive School Law
- ED 631 Supervision of Instruction
- ED 696 Supervised Field Experience: Education Leadership
- EDP 803 Organization and Administration of Sport
- EDP 804 Philosophy, Psychology and Ethics in Sports
- EDP 805 Prevention and Care of Athletic Injury

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- ED 620 Introduction to Educational Leadership

Ethics:

- ED 631 Supervision of Instruction

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Additional Requirements

Elective in School of Education: 2-3 credits

- ED 600 and above
- EDP 700 and above

MA in Education: General Professional Development Concentration

Non-Licensing, Non-Certificate

Institutional Certificate or Program Requirements

18 Credits approved from School of Education or equivalent

- ED 600 or above **or**
- EDP 700 or above

in addition to Core Degree Experiences

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- One from:
 - o ED 601 Foundations of Instruction
 - o ED 613 Reading and Writing Across the Curriculum
 - o ED 617 Cross Categorical Literacy in Reading, Writing, and Mathematics
 - o ED 620 Introduction to Educational Leadership
 - o ED 638 Foundations of Dual Immersion Instruction

Ethics:

- One from:
 - o ED 605C ESL/Bilingual Program Development; Ethics and Advocacy
 - o ED 614 Cross Categorical Children and Youth
 - o ED 616 Cross Categorical Transition, Team, and Family Process
 - o ED 618 Diversity, Culture, and Literacy
 - o ED 631 Supervision of Instruction

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Coaching (Non-Licensing)

Institutional Certificate or Program Requirements

- ED 625 Inclusive School Law
- ED 696 Supervised Field Experience: Education Leadership
- EDP 803 Organization and Administration of Sport
- EDP 804 Philosophy, Psychology and Ethics in Sports
- EDP 805 Prevention and Care of Athletic Injury

Core Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- ED 620 Introduction to Educational Leadership

Ethics:

- ED 631 Supervision of Instruction

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Additional Requirements

Elective in School of Education: 2-3 credits

- ED 600 and above
- EDP 700 and above

Dual Language Immersion (Non-Licensing)

Institutional Certificate or Program Requirements

- ED 605C ESL/Bilingual Program Development; Ethics and Advocacy
- ED 605D Biliteracy Development
- ED 638 Foundations of Dual Immersion Instruction
- ED 639 Language Focused Instruction and Practice

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- One from:
 - ED 601 Foundations of Instruction
 - ED 613 Reading and Writing Across the Curriculum
 - ED 617 Cross Categorical Literacy in Reading, Writing, and Mathematics
 - ED 620 Introduction to Educational Leadership
 - ED 638 Foundations of Dual Immersion Instruction

Ethics:

- One from:
 - ED 605C ESL/Bilingual Program Development; Ethics and Advocacy
 - ED 614 Cross Categorical Children and Youth
 - ED 616 Cross Categorical Transition, Team, and Family Process
 - ED 618 Diversity, Culture, and Literacy
 - ED 631 Supervision of Instruction

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Additional Requirements

Elective in School of Education: 9 credits

- ED 600 and above
- EDP 700 and above

Special Education: Non-Licensing, Non-Certificate

Institutional Certificate or Program Requirements

18 credits (in addition to the Core Degree Experiences) selected from:

- ED 614 Cross Categorical Children and Youth
- ED 615 Cross Categorical Assessment
- ED 617 Cross Categorical Literacy in Reading, Writing, and Mathematics
- ED 634 Cross Categorical Classroom Organization and Management
- ED 663 Cognitive Disabilities – (Practicum)
- ED 664 Diagnosis and Assessment in Cognitive Disabilities
- ED 665 Methods and Materials in Cognitive Disabilities – (Practicum)
- ED 671 Specific Learning Disabilities – (Practicum)
- ED 672 Development and Facilitation of Communication in Children and Adolescents – (Practicum)
- ED 673 Behavioral and Emotional Disorders
- ED 674 Diagnosis and Assessment in Behavioral and Emotional Disorders
- ED 675 Diagnosis and Assessment of Learning Disabilities
- ED 676 Methods and Curriculum in Learning Disabilities – (Practicum)
- ED 677 Methods and Curriculum in Behavioral and Emotional Disorders – (Practicum)

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- One from:
 - ED 601 Foundations of Instruction
 - ED 613 Reading and Writing Across the Curriculum
 - ED 617 Cross Categorical Literacy in Reading, Writing, and Mathematics
 - ED 620 Introduction to Educational Leadership
 - ED 638 Foundations of Dual Immersion Instruction

Ethics:

- One from:
 - ED 605C ESL/Bilingual Program Development; Ethics and Advocacy
 - ED 616 Cross Categorical Transition, Team, and Family Process
 - ED 618 Diversity, Culture, and Literacy
 - ED 631 Supervision of Instruction

MA in Education: Reading Administration Concentration

Licensing Program: Reading Specialist (DPI 317)

Institutional Certificate or Program Requirements

Reading Specialist: Administration

- ED 604A Language Acquisition in the Content Areas
- ED 611 Approaches to Reading and Literacy
- ED 613 Reading and Writing Across the Curriculum
- ED 618 Diversity, Culture, and Literacy
- ED 624 Reading Diagnosis and Intervention I
- ED 627 Managing Literacy
- ED 628 Mentoring, Coaching and Supervision
- ED 629 Reading Diagnosis and Intervention II
- ED 694 Supervised Field Mentoring Practicum

Core Degree Experiences

Curriculum:

- ED 624 Reading Diagnosis and Intervention I

Instruction:

- ED 629 Reading Diagnosis and Intervention II

Ethics:

- ED 618 Diversity, Culture, and Literacy

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Licensing Program: Reading Teacher (DPI 316)

Institutional Certificate or Program Requirements

- ED 611 Approaches to Reading and Literacy
- ED 613 Reading and Writing Across the Curriculum
- ED 618 Diversity, Culture, and Literacy
- ED 624 Reading Diagnosis and Intervention I
- ED 629 Reading Diagnosis and Intervention II
- ED 694 Supervised Field Mentoring Practicum

Core Degree Experiences

Concentration options to earn a MA in Education degree are Reading Administration, Teaching and Learning, or General Professional Development.

MA in Education: Special Education Concentration

Licensing Program: Cross Categorical: Cognitive Disability (MC-EA or EA-A)

Institutional Certificate or Program Requirements

- ED 614 Cross Categorical Children and Youth
- ED 615 Cross Categorical Assessment
- ED 616 Cross Categorical Transition, Team, and Family Process
- ED 617 Cross Categorical Literacy in Reading, Writing, and Mathematics
- ED 634 Cross Categorical Classroom Organization and Management
- ED 672 Development and Facilitation of Communication in Children and Adolescents
- ED 663 Cognitive Disabilities
- ED 664 Diagnosis and Assessment in Cognitive Disabilities
- ED 665 Methods and Curriculum in Cognitive Disabilities
- ED 695 Supervised Field Teaching: Cross Categorical Special Education

Core Degree Experiences

Curriculum:

- ED 678 Curriculum for Inclusive Learning and Ethical Classroom Instruction of Students with Special Needs

Instruction:

- ED 617 Cross Categorical Literacy in Reading, Writing, and Mathematics

Ethics:

- ED 614 Cross Categorical Children and Youth
- or**
- ED 616 Cross Categorical Transition, Team, and Family Process

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Licensing Program: Cross Categorical: Emotional/Behavioral Disability (MC-EA or EA-A)

Institutional Certificate or Program Requirements

- ED 614 Cross Categorical Children and Youth
- ED 615 Cross Categorical Assessment and Evaluation
- ED 616 Cross Categorical Transition, Team, and Family Process
- ED 617 Cross Categorical Literacy in Reading, Writing, and Mathematics
- ED 634 Cross Categorical Classroom Organization and Management
- ED 672 Development and Facilitation of Communication in Children and Adolescents
- ED 673 Behavioral and Emotional Disorders
- ED 674 Diagnosis and Assessment of Behavioral and Emotional Disorders
- ED 677 Methods and Curriculum in Behavioral and Emotional Disorders
- ED 695 Supervised Field Teaching: Cross Categorical Special Education

Core Degree Experiences

Curriculum:

- ED 678 Curriculum for Inclusive Learning and Ethical Classroom Instruction of Students with Special Needs

Instruction:

- ED 617 Cross Categorical Literacy in Reading, Writing, and Mathematics

Ethics:

- ED 614 Cross Categorical Children and Youth
or
- ED 616 Cross Categorical Transition, Team, and Family Process

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Licensing Program: Cross Categorical: Learning Disability (MC-EA or EA-A)

Institutional Certificate or Program Requirements

- ED 614 Cross Categorical Children and Youth
- ED 615 Cross Categorical Assessment and Evaluation
- ED 616 Cross Categorical Transition, Team, and Family Process
- ED 617 Cross Categorical Literacy in Reading, Writing, and Mathematics
- ED 634 Cross Categorical Classroom Organization and Management
- ED 671 Specific Learning Disabilities
- ED 672 Development and Facilitation of Communication in Children and Adolescents
- ED 675 Diagnosis and Assessment of Learning Disabilities
- ED 676 Methods and Curriculum in Learning Disabilities
- ED 695 Supervised Field Teaching: Cross Categorical Special Education

Core Degree Experiences

Curriculum:

- ED 678 Curriculum for Inclusive Learning

Instruction:

- ED 617 Cross Categorical Literacy in Reading, Writing, and Mathematics

Ethics:

- ED 614 Cross Categorical Children and Youth
or
- ED 616 Cross Categorical Transition, Team, and Family Process

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

MA in Education: Sustainability Leadership Concentration

Non-Licensing

Institutional Certificate or Program Requirements

- SUST 650 Sustainable Development Leadership
- SUST 651 Ecological Sustainability
- SUST 652 Social and Economic Sustainability
- SUST 659 Sustainability Leadership Capstone

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- One from:
 - ED 601 Foundations of Instruction
 - ED 613 Reading and Writing Across the Curriculum
 - ED 617 Cross Categorical Literacy in Reading, Writing, and Mathematics
 - ED 620 Introduction to Educational Leadership
 - ED 638 Foundations of Dual Immersion Instruction

Ethics:

- One from:
 - ED 605C ESL/Bilingual Program Development; Ethics and Advocacy
 - ED 614 Cross Categorical Children and Youth
 - ED 616 Cross Categorical Transition, Team, and Family Process
 - ED 618 Diversity, Culture, and Literacy
 - ED 631 Supervision of Instruction

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Additional Requirements

Elective in School of Education or School of Business:
3 credits

- 600-Level and above
- EDP 700 and above

MA in Education: Teaching and Learning Concentration

Licensing Program: Early

Adolescence/Adolescence: Reg. Ed.

Math, Science, English/L.A., Broad Field Social Studies, History

Institutional Certificate or Program Requirements

Non-Certificate: Accelerated Secondary License

- ED 601 Foundations of Instruction
- ED 602 Curriculum Planning
- ED 614 Cross Categorical Children and Youth
- ED 634 Cross Categorical Classroom Organization and Management
- ED 651 Curriculum Development in Interdisciplinary Studies
- ED 652 Seminar in Curriculum Studies
- ED 660 Seminar: Education Policy Studies
- ED 693B Student Teaching: EA-A

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- ED 601 Foundations of Instruction

Ethics:

- ED 614 Cross Categorical Children and Youth

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Additional Requirements

Elective in School of Education: 3 credits

- ED 600 and above
- EDP 700 and above

Licensing Program: ESL Stand-Alone K-12

Pre-requisites: ED 601, ED 602, ED 614, ED 624, ED 629, **or** equivalent

Institutional Certificate or Program Requirements

- ED 604A Language Acquisition in the Content Areas
- ED 604F ESL Curriculum Design and Assessment
- ED 605A Applied Linguistics for ELL Teachers
- ED 605B Paradigms of ESL/Bilingual Education
- ED 605C ESL/Bilingual Program Development; Ethics and Advocacy
- ED 693A Supervised Field Experience: ESL

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- ED 601 Foundations of Instruction

Ethics:

- ED 605C ESL/Bilingual Program Development; Ethics and Advocacy

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Licensing Program: ESL (Add-On License)

Institutional Certificate or Program Requirements

- ED 604A Language Acquisition in the Content Areas
- ED 604F ESL Curriculum Design and Assessment
- ED 605A Applied Linguistics for ELL Teachers
- ED 605B Paradigms of ESL/Bilingual Education
- ED 605C ESL/Bilingual Program Development; Ethics and Advocacy
- ED 693A Supervised Field Experience: ESL

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- ED 601 Foundations of Instruction

Ethics:

- ED 605C ESL/Bilingual Program Development; Ethics and Advocacy

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Licensing Program: Bilingual Education

Institutional Certificate or Program Requirements

- ED 604A Language Acquisition in the Content Areas
- ED 604G Bilingual Curriculum Design and Assessment
- ED 605A Applied Linguistics for ELL Teachers
- ED 605B Paradigms of ESL/Bilingual Education
- ED 605C Bilingual Program Development: Ethics and Advocacy
- ED 605D Biliteracy Development
- ED 694A Supervised Field Teaching: Bilingual Education

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- ED 601 Foundations of Instruction

Ethics:

- ED 605C ESL/Bilingual Program Development; Ethics and Advocacy

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Additional Requirements

Elective in School of Education: 3 credits

- ED 600 and above
- EDP 700 and above

Licensing Program: Reading Teacher

Institutional Certificate or Program Requirements

- ED 611 Approaches to Reading and Literacy
- ED 613 Reading and Writing Across the Curriculum
- ED 618 Diversity, Culture, and Literacy
- ED 624 Reading Diagnosis and Intervention I
- ED 629 Reading Diagnosis and Intervention II
- ED 694 Supervised Field Mentoring Practicum

Core Degree Experiences

Curriculum:

- ED 602 Curriculum Planning

Instruction:

- ED 601 Foundations of Instruction

Ethics:

- ED 618 Diversity, Culture, and Literacy

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Additional Requirements

Elective in School of Education: 3 credits

- ED 600 and above
- EDP 700 and above

MA in Education: Teaching English to Speakers of Other Languages (TESOL) Concentration

Licensing Program: English as a Second Language Add-on (prior license required)

Institutional Certificate or Program Requirements

- ED 604A Language Acquisition in the Content Areas
- ED 604F ESL Curriculum Design and Assessment
- ED 605A Applied Linguistics for ELL Teachers
- ED 605B Paradigms of ESL/Bilingual Education
- ED 605C ESL/Bilingual Program Development; Ethics and Advocacy
- ED 693A Supervised Field Experience: ESL

Core Degree Experiences

Curriculum:

- ED 624 Reading Diagnosis and Intervention I

Instruction:

- ED 629 Reading Diagnosis and Intervention II

Ethics:

- ED 605C ESL/Bilingual Program Development; Ethics and Advocacy

Research:

- ED 603 Intro to Educational Research

Research and Studies in Change:

- ED 692 Capstone Research Project

Additional Requirements

Elective in School of Education: 3 credits

- ED 600 and above
- EDP 700 and above

COURSE DESCRIPTIONS

Course descriptions can be found in the “Course Descriptions” section near the end of this catalogue.

DOCTOR OF EDUCATION

The educational leadership program at Edgewood College culminates in an Education Doctorate (Ed.D.) degree that is designed to prepare leaders in school districts, institutions of higher education, and educational agencies. The program's primary focus is the preparation of ethical leaders who are reflective practitioners striving to renew and improve the educational environments for which they work. The Ed.D. program provides advanced opportunities for aspiring professionals in the field of education to engage in meaningful and reflective study and research around leadership and organizational change, and to share successful practices that are most often realized when grounded in the students' own professional career experiences. The Ed.D. program at Edgewood College draws deeply and broadly on the tradition, mission, and philosophy of the College. The Sinsinawa Dominican tradition of scholarship and collegiality, the college's mission as a liberal arts institution with a commitment to service, and the emerging characteristics of the education profession all have helped shape the program.

The program employs a cohort partnership of doctoral faculty, doctoral students, collaborating mentors, and dissertation advisors for the purpose of preparing educational leaders who are thoroughly versed in the research base of educational leadership and its application to organizational improvement. Candidates undergo rigorous scrutiny in an assessment system driven by educational leadership standards and academic achievement, and receive substantive mentoring in authentic situations, with experience in support of emerging technologies that enhance leadership. Program themes of Inclusion and Diversity, Ethics, Communication, Technology, and Research are interwoven throughout the program by faculty to create a seamless fabric of leadership.

The doctoral program in educational leadership is based on the belief that a teacher or faculty member, PK-20 educational administrator, or agency leader is an educator who promotes the success of all learners by studied and informed application of education theory to practice, and by using data to make appropriate decisions that benefit learning. The integration of vision, leadership, curriculum development, partnership, and inclusion and diversity, along with an understanding of the supporting role that new technologies assume in this process, establish the foundation for the Ed.D. program in educational leadership at Edgewood College. To that end, the program will produce ethical and effective leaders in educational environments that span PreK-20 and beyond.

Designed to be completed in ten consecutive academic terms within a three-year period, the doctoral program in educational leadership draws on the synergy of a committed cohort of carefully selected candidates who already hold a master's degree. Supportive advising, carefully guided mentoring in the field, and a continuous system of assessment reinforce program content. License candidates experience a three semester practicum guided by a mentor of their choice, and coordinated through a campus liaison. Formal assessments of the practicum experience become a component of the student's learning portfolio.

Students in the Edgewood doctoral program learn and grow together as a cohort. They become inclusive and ethical leaders, skilled communicators who embrace technology as a communication tool, and informed consumers and producers of professional inquiry to enhance the existing knowledge base. In sum, the Doctor of Education degree program in educational leadership provides a supportive system of orientation, advising, and assessment; establishes a standard of excellence for the preparation of educational leaders; enhances the College's mission; and promotes school improvement initiatives within a cohort partnership learning community.

PLEASE NOTE: Edgewood College employees' tuition reimbursement options do not routinely include courses taken towards doctoral study.

Edgewood College employees who wish to apply for tuition remission must submit one of the letters of recommendation from his or her supervisor indicating approval and support of doctoral study.

If you are an Edgewood College employee and would like more information about seeking tuition remission for doctoral study, please contact the Edgewood College Human Resources Office.

ADMISSION REQUIREMENTS

1. Provide evidence of a master's degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 3.0 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. To qualify for the superintendent license, supply evidence of eligibility to hold a teacher or pupil services license in Wisconsin and appropriate experience.

3. Complete and submit application (including \$50 fee) to the School of Graduate and Professional Studies.
4. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
5. Provide two letters of recommendation. One of the letters must attest to the applicant's ability to be successful as a doctoral student. The second letter should give evidence of the applicant's ability to collaborate with colleagues and demonstrate strength in leadership.
6. Submit a letter of intent including a brief statement of the reason for pursuing the doctoral degree in educational leadership, and a brief discussion about how the program can help the applicant reach personal and professional goals.
7. Provide a resume or a curriculum vita that includes but is not limited to the areas listed below:
 - o Education: Major(s), schools attended, degrees obtained and dates of attendance
 - o Professional positions held
 - o Presentations made to organizations, groups and professional associations
 - o Honors/ awards received
 - o Memberships in professional and other organizations
 - o Community Service: Name(s) of organizations, description of activities and positions held
8. The applicant must participate in an oral admissions interview, including a structured writing activity conducted at the time of the interview, with a panel of partnership members representing the Doctor of Education program. Interviews will be conducted through April. Applicants are advised of the interview schedule after application for admission to the Doctor of Education program.

DEGREE REQUIREMENTS

- Completion of all courses in the cohort format
- Comprehensive examination: oral and written
- Dissertation and oral defense
- Mentored and supervised practicum (for license candidates)
- Educational leadership portfolio (for license candidates)

Details of requirements are given in the Doctor of Education Student Handbook.

In unusual circumstances for serious reasons, doctoral candidates may receive permission to change from their original partnership schedule to a later one; but all coursework must be completed within seven years from initial entry. Failure to do so will require a new application and admission process, and complete enrollment in a new partnership group.

DOCTORAL EDUCATION PROGRAM REQUIREMENTS

The courses required for each program are listed below.

Education Doctorate in Educational Leadership: K-12

Licensing Program: Superintendent

Institutional Certificate Requirements

- ED 701 Proseminar I: Introduction to Doctoral Study
- ED 710D Foundations of Educational Leadership
- ED 720D Politics, Policy and Administration
- ED 730D Curriculum, Instruction and Learning Environments
- ED 810D Budget, Finance and Resource Allocation
- ED 820D Law, Media Relations, and Marketing

Core Degree Experiences

- ED 801 Proseminar II: Research and Leadership
- ED 830 Research Design and Methodology
- ED 901 Proseminar III: Research and Assessment
Comprehensive Written Examination
Portfolio Assessment
- ED 910 Dissertation Preparation
- ED 920 Dissertation Writing
- ED 930 Dissertation Presentation
Dissertation Defense

Education Doctorate in Educational Leadership: Higher Education

Non-Licensing

Institutional Certificate Requirements

- ED 701 Proseminar I: Introduction to Doctoral Study
- ED 710H Foundations of Educational Leadership
- ED 720H Leadership Behavior: Politics, Policy and Administration
- ED 730H Curriculum, Instruction and Learning Environments
- ED 810H Budget, Finance and Resource Allocation
- ED 820H Law, Media Relations, and Marketing

Core Degree Experiences

- ED 801 Proseminar II: Research and Leadership
- ED 830 Research Design and Methodology
- ED 901 Proseminar III: Research and Assessment
Comprehensive Written Examination
- ED 910 Dissertation Preparation
- ED 920 Dissertation Writing
- ED 930 Dissertation Presentation
Dissertation Defense

COURSE DESCRIPTIONS

Course descriptions can be found in the “Course Descriptions” section near the end of this catalogue.

MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

MISSION OF THE PROGRAM

With its roots in the mission and identity statements of Edgewood College, the master's degree in Marriage and Family Therapy is designed to advance professional competency in the field in a manner that fosters clinical proficiency, ethical sensitivity, respect for diversity, and dedication to service to the people in our communities.

PROGRAM DESCRIPTION

The Master of Science degree in Marriage and Family Therapy is a 48-credit program of study. Included is a 12-month internship with a minimum of 600 hours (100 supervision, 300 direct, 200 ancillary) with individuals, couples, and families. Students work with a variety of clients from the community, including multi-problem families.

The program's basic orientation is the "General Systems" paradigm within which students are exposed to the structural, strategic, and systematic approaches, in addition to the other major modalities of the discipline. Trainees are encouraged to select and specialize in an approach that best fits their own clinical style.

The program emphasizes a broad blend of theoretical and therapeutic approaches, with a primary goal of clinical excellence in training in the field of marriage and family therapy. The program is based on national and state standards for course and clinical content, and will prepare students to apply for credentialing in Wisconsin as licensed marriage and family therapists.

ACCREDITATION

The Master of Science in Marriage and Family Therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT).

ADMISSION REQUIREMENTS

1. Provide evidence of a baccalaureate or more advanced degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.

2. Complete and submit graduate application (including \$25 fee) to the School of Graduate and Professional Studies.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
4. The MFT program reference form, available from the School of Graduate and Professional Studies, must accompany two letters of recommendation from individuals qualified to comment on the candidate's potential for success as a therapist.
5. The MFT program requires a two-page typewritten statement indicating motives and professional goals for pursuing a degree in MFT. The written statement should include:
 - Interests and motivation for wanting to be a therapist
 - Ability to succeed in graduate school
 - What preparation, either through coursework, internship, volunteer work, or job experience, has been undertaken that provides basic therapy skills.
6. The completed admission application and fee must be submitted prior to the February 15 deadline for Fall entries or October 15 for Spring entries.
7. International students must contact the School of Graduate and Professional Studies regarding additional admission requirements. Additional international student requirement information is available in the "Admission to Graduate Programs" section on page 29.
8. Attendance at an on-campus interview with Program Faculty and an admissions team is mandatory. Interviews with candidates applying for a Fall semester start will take place on the first Saturday in March. Interviews with candidates applying for a Spring semester start will be held on the first Saturday in November. During this interview, the applicant will be required to participate in a role-play exercise.

Admission into the graduate program does not imply the right to admission into the clinical year. The last three semesters of the program contain clinical experiences. Students are separately reviewed for "readiness" for the clinical experiences after

completion of all first year classes. See Student Advising section.

TRANSFER CREDITS

After admission with regular status (see Admission Status in the general section on Admission Policies), an applicant may submit up to 12 semester hours of graduate credit earned at other accredited post-secondary institutions for consideration of transfer to Edgewood College for application to the degree requirements. If the credits are to be earned after admission to Edgewood College, written approval of the MFT Program Director is required.

To be considered for transfer, a course must have been taken within the past seven years, must have a “B” (3.0) or better grade, and must be equivalent to specific courses in the degree program. Grades from transfer credits are not computed in the Edgewood College grade point average.

RESIDENCY REQUIREMENT

A minimum of 36 graduate credits must be earned at Edgewood College.

BACKGROUND CHECK

All MFT program students must comply with the State of Wisconsin requirement for a Criminal Record Background Check. Students must have had this check successfully completed by the end of the first semester in the program to be allowed to continue in the program.

PROGRAM PREREQUISITE

All students are required to have completed a Research Methods course within five years prior to admission or successfully pass a proficiency exam administered by the program prior to the start of course work.

CREDIT LOAD

Full-time students in the Marriage and Family Therapy Program may carry up to 12 credits per semester.

With the clinical requirement of 12 consecutive months in a placement, the MFT Program is designed for the full-time or half-time student. Individuals who are already professionals in the field and do not need the clinical component but desire advanced education in family therapy, may be admitted on a part-time basis with “non-degree student” classification (see Admission Status in the general section on Admission Policies). Other applicants may be admitted on a part-time basis, if space is available, with the recognition that they will need to complete the clinical

requirement within the prescribed sequence of 12 consecutive months.

REPEATING A COURSE

Marriage and Family Therapy courses may not be repeated for credit.

CLINICAL PLACEMENTS

For their clinical year, students are encouraged to seek placements in agencies that would foster skills in areas of personal interest.

The Family Center is an off-campus certified outpatient mental health center operated by the graduate program as a training facility and an outreach service of Edgewood College. It provides for low-cost, quality mental health services to the people of the greater Madison area and allows interns to experience working with individuals, couples, and families facing a broad range of clinical concerns.

GRADUATION REQUIREMENTS

To receive the Master of Science Degree in Marriage and Family Therapy, students must have:

- Earned 48 credits in prescribed marriage and family therapy courses;
- Fulfilled the institutional interdisciplinary requirements;
- Maintained a 3.0 grade point average in those credits; and
- Successfully completed 500 clinical contact hours and 100 hours of supervision prior to graduation.

MEETING TIME

Marriage and Family Therapy courses meet weekly and are scheduled on evenings and Saturdays.

STUDENT ADVISING

The primary responsibility for assuring proper sequencing of courses and for accurate and timely registration shall be the duty of the student.

Verification of degree requirement completion shall be the duty of the Registrar’s Office.

Program, academic, and career advising shall be the responsibility of the MFT Program Director, the Program Administrator, the Clinical Coordinator, and the faculty of the graduate program. All faculty will make available a schedule of times when students may meet for advising. It shall be the responsibility of all faculty in the MFT Program to monitor and assess student mastery of course material in developing clinical competency, emotional stability, and maturity.

It is the obligation of each faculty member to meet with a student as early as possible in a course or semester if the faculty member has a concern about the student's mastery of coursework or overall aptitude or emotional readiness to be a clinical therapist. Due to the important consideration that needs to be given to the potential clients with whom students would be working in the clinical experience, each student will be evaluated for personal and professional competence and for suitability for clinical placement by the MFT program faculty in the semester before clinical placement. This should be a natural outgrowth of the close contact and communication that has occurred with each faculty member as the student progressed through the semesters.

Admission into the MFT graduate program does not imply a right to admission into the clinical experience. If the student has not demonstrated sufficient mastery of course and clinical skills, or if the student's emotional stability and maturity create a concern about ability to work with clients effectively and professionally, the student will be denied admission to the clinical experience.

Even after the student is admitted to a clinical placement, the on-site supervisors, in communication with the Program Director, may determine that the student does not have sufficient entry-level mastery or stability to work in the agency. In such cases, students would be withdrawn from the clinical experience. The Program Director would then advise the student on the necessary steps for reinstatement into the clinical portion of the program.

Remedial coursework, training experiences, or personal or family therapy are options the Program Director might suggest. All remedial options are the student's responsibility to initiate and verify to the satisfaction of the Program Director, and any expenses incurred are the obligation of the student. Failure to be admitted to and complete the clinical experience necessarily precludes completion of the degree.

COURSE SEQUENCING

(All courses carry 3 graduate credits unless indicated otherwise)

- PSY 600 Introduction to Systems Theories
- PSY 605 Introduction to Marital and Family Therapy
- PSY 610 Marital and Family Therapy II
- PSY 615 Special Issues in System Therapy
- PSY 620 Diversity in Human and Family Development
- PSY 625 Human Sexuality and Sexual Dysfunction
- PSY 630 Psychopathology and Personality
- PSY 635 Assessment in Marital and Family Therapy
- PSY 640 Substance Abuse and Dependence (2 credits)
- PSY 645 Psychopharmacology (2 credits)
- PSY 655 Marital and Couple Therapy
- PSY 700 Research in Family Therapy I (2 credits)
- PSY 715 Research in Family Therapy II (2 credits)
- PSY 730 Introduction to Ethical, Legal and Professional Issues(1 credit)
- PSY 750 Clinical Practicum I
- PSY 760 Clinical Practicum II
- PSY 770 Clinical Practicum III
- PSY 800 Ethical, Legal and Professional Issues

COURSE DESCRIPTIONS

Course descriptions can be found in the "Course Descriptions" section near the end of this catalogue.

MASTER OF SCIENCE IN NURSING

MISSION OF THE PROGRAM

The Master of Science in Nursing is a 36-credit program designed to develop nurses into leaders with advanced knowledge, humanistic values, and the ability to contribute to the changing, diverse health care environment. Advanced practice roles in nursing require further enhancement of critical thinking and decision-making skills as theory is translated into practice. The program provides individuals with the opportunity to pursue professional development within a scholarly environment.

There are two concentration areas within the Master of Science in Nursing program: Nursing Administration and Nursing Education.

The courses in the Nursing Administration concentration area focus on health care policy, nursing delivery systems, resource management, and program evaluation, while business courses provide the administrative foundation and opportunities for collaboration with students from other disciplines.

The courses in the Nursing Education concentration prepare nurses as health care educators, clinical nursing instructors, or nursing education specialists.

ACCREDITATION

The Master of Science in Nursing degree is accredited by the Commission on Collegiate Nursing Education and approved by the Wisconsin Board of Nursing and the North Central Association of Colleges and Schools Commission on Institutions of Higher Education. Graduates are prepared in areas to support preparation for becoming certified through the American Nurses Credentialing Center.

ADMISSION REQUIREMENTS

Applicants for any of the student classifications except non-degree must meet all of the requirements for admission to the graduate programs.

1. Provide evidence of a baccalaureate or more advanced degree from a nursing program accredited by a national nursing accreditation body with a cumulative grade point average of at least 3.0 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit graduate application (including \$25 fee) to the School of Graduate and Professional Studies.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
4. Provide two professional letters of recommendation from nursing supervisors, and/or colleagues who can address on the probability of success in graduate school.
5. Current license as a registered professional nurse.
6. Completion of undergraduate course in research and statistics within the past five years. (Course must be taken prior to NRS 660)

Please see the “Admission to Graduate Programs” section on page 29 for additional international student requirements.

HEALTH REQUIREMENT

Before entering the Nursing Practicum (NRS 735), students must provide evidence of meeting the health requirements for the agency in which they complete the practicum (NRS 735).

BACKGROUND CHECK

Edgewood College’s School of Nursing and all clinical agencies under contract to the School require that every student and faculty member have a background check completed by the Criminal Justice Department of Wisconsin. Students must complete Background Information Disclosure Forms before entry into the Nursing Practicum (NRS 735). This is done at the student’s expense.

COURSE SCHEDULING

All nursing courses are offered every 18 months. Business and interdisciplinary courses are typically offered every semester, including summer.

Students entering at the beginning of an 18-month sequence can complete the program in three years by taking two courses each semester. Students may enter during other semesters, but more than three years may be required to complete the program.

PROGRAM OBJECTIVES

Master of Science in Nursing

This program will prepare advanced practice nurses who will:

- Evidence ethical decision making in research, evaluation, clinical practice, and management.
- Synthesize theories and advanced knowledge from nursing and other disciplines to guide advanced nursing practice roles.
- Develop strategies that are interdisciplinary and population-based to promote health.
- Demonstrate leadership, commitment, and the ability to work collaboratively across disciplines.
- Integrate knowledge of organizations, health policy, and finance to facilitate the delivery of quality, cost-effective care.
- Integrate multiple perspectives to assure delivery of culturally competent care.

Nursing Administration Concentration

- Develop strategies to achieve quality outcomes in care delivery with respect to fiscal and human resources.
- Apply management theory to the design and implementation of services in a health care system.

Nursing Education Concentration

- Develop pedagogical strategies to promote holistic learning in individuals and groups with diverse educational backgrounds and developmental levels.
- Apply teaching/learning theory to the design, implementation, and evaluation of learning processes.

DEGREE AND PROGRAM REQUIREMENTS

A total of 36 credits are required for the graduate degree in nursing.

Required courses for all Master of Science in Nursing students include:

- NRS 600 Assessment and Planning for Aggregates
- NRS 620 Nursing Theories and Frameworks
- NRS 625 Health Systems
- NRS 660 Research Methods in Program Evaluation
- NRS 725 Applied Research in Program Evaluation
- NRS 735 Nursing Practicum
- IC 800 Ethics (Nursing Administration students can take BUS 616 Business Ethics in lieu of IC 800 if they choose)
- IC 850 Studies in Change (Education students only)

Required specialty courses for Master of Science with a concentration in Nursing Administration include:

- NRS 615 Health Care Financing and Management
- NRS 635 Managing the Nursing System
- NRS 645 Roles and Strategies of the Nursing Administrator
- BUS 601 Executive Communication or NRS 636 Promoting Interpersonal Competency
- BUS 603 Organizational Development and Behavior

Required specialty courses for Master of Science with a concentration in Nursing Education include:

- NRS 605 Teaching/Learning Theory in the Context of Nursing
- NRS 636 Promoting Interpersonal Competency
- NRS 640 Curriculum and Instruction in Nursing
- NRS 675 Teaching Methodology in Nursing Education

Secondary Emphasis students may decide to also complete a secondary emphasis in another nursing concentration area. This requires completion of the concentration-specific courses that correspond to the desired emphasis.

COURSE DESCRIPTIONS

Course descriptions can be found in the “Course Descriptions” section near the end of this catalogue.

POST-MASTER'S NURSING GRADUATE CERTIFICATE

NURSING ADMINISTRATION CONCENTRATION

The Nursing Administration certificate program is designed for individuals who are, or are planning on becoming, middle- to executive-level nurse leaders. Courses focus on managing in health systems, health care finance, administrative roles, business communication, and organizational behavior. This certificate requires completion of five (5) three-credit courses and focuses on the following program objectives:

- Develop strategies to achieve quality outcomes in care delivery with respect to fiscal and human resources.
- Apply management theory to the design and implementation of services in a health care system.

NURSING EDUCATION CONCENTRATION

The Nursing Education certificate program is designed for nursing professionals who want to be better prepared to teach clients, staff, and students. It provides students with additional preparation in educational principles and theory to support them in their teaching roles. Courses focus on areas such as planning education programs or courses, teaching strategies, and interpersonal competency in communication with others. This certificate requires completion of five (5) three-credit courses and focuses on the following program objectives:

- Develop pedagogical strategies to promote holistic learning in individuals and groups with diverse educational backgrounds and developmental levels.
- Apply teaching/learning theory to the design, implementation, and evaluation of learning processes.

PROGRAM REQUIREMENTS

- A total of 15 credits are required for the post-masters graduate certificate in nursing.

Required specialty courses for a Post-Masters Certificate in Nursing Administration include:

- NRS 615 Health Care Financing and Management
- NRS 635 Managing the Nursing System
- NRS 645 Roles and Strategies of the Nursing Administrator
- BUS 601 Executive Communication or NRS 636 Promoting Interpersonal
- NRS 735 Nursing Practicum

Required specialty courses for a Post-Masters Certificate in Nursing Education include:

- NRS 605 Teaching/Learning Theory in the Context of Nursing
- NRS 636 Promoting Interpersonal Competency
- NRS 640 Curriculum and Instruction in Nursing
- NRS 675 Teaching Methodology in Nursing Education
- NRS 735 Nursing Practicum

HEALTH REQUIREMENT

Before entering the Nursing Practicum (NRS 735), students must provide evidence of meeting the health requirements for the agency in which they complete the practicum (NRS 735).

BACKGROUND CHECK

Edgewood College's School of Nursing and all clinical agencies under contract to the School require that every student and faculty member have a background check completed by the Criminal Justice Department of Wisconsin. Students must complete Background Information Disclosure Forms before entry into the Nursing Practicum (NRS 735). This is done at the student's expense.

COURSE DESCRIPTIONS

Course descriptions can be found in the "Course Descriptions" section near the end of this catalogue.

DUAL DEGREE MBA/MSN

Please see the "Dual Degree MBS/MSN Program" section on page 45 for additional student requirements.

MASTER OF SCIENCE IN ORGANIZATION DEVELOPMENT

PROGRAM DESCRIPTION

The Master of Science in Organization Development (MSOD) degree will prepare students, through a combination of academic training and practical application, for responsible leadership positions in business, government, human services, and other organizational settings. Graduates will be qualified to fill a variety of challenging and rewarding positions concerned with human resources acquisition, retention, management, education and development. Designed for the experienced professional, the MSOD program will give students the skills and knowledge needed to assume leadership roles in the transformation of their organizations.

Completion of the MSOD program requires a total of 30 credit hours and can be accomplished in less than two years. To accommodate the busy schedules of working professionals, the majority of the coursework will be offered in an online format.

PROGRAM HIGHLIGHTS

- The MSOD program curriculum is designed to meet the needs of working professionals and provides a flexible part-time schedule. Students can finish in as little as two years, or spread their coursework across multiple semesters to accommodate personal schedules and needs.
- Courses are offered in an accelerated format. There are multiple points of entry into the program throughout the year.
- The majority of the coursework is delivered in an online format. To build community and collaboration among students, there will be four face-to-face meetings during the year.
- The MSOD program uses a cohort-based format limited to small groups of no more than 30 students. Students come from a wide variety of backgrounds and experiences, creating a rich and diverse community of learners who support each other in both intellectual and personal growth.
- Classes are highly interactive with appropriate combinations of presentations, discussions, case studies, and group/individual projects. The curriculum is designed with a core of Institutional Interdisciplinary (IC) courses that are integrated across disciplines including business and psychology to cultivate creative, intellectually engaged, and ethical problem solvers.

ADMISSION REQUIREMENTS

1. Provide evidence of a baccalaureate or more advanced degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit graduate application (including \$25 fee) to the School of Graduate and Professional Studies.
3. Request that official transcripts for all undergraduate and graduate academic credits received from each post-secondary institution you attended be sent directly to the School of Graduate and Professional Studies.
4. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the probability of your success in graduate school. Guidelines for submitting Letters of Recommendation.
5. Submit a written statement listing the reasons why you think you will be successful in graduate school; cite how specific background experiences will aid in your success as a student.

Please see the “Admission to Graduate Programs” section on page 29 for additional international student requirements.

COURSE INFORMATION AND SCHEDULE

The majority of the coursework for the Master of Science in Organization Development degree will be delivered in an online format. However, the first two courses offered in the Fall of 2011 will meet in a traditional classroom setting.

Beginning in January, 2012, courses will be offered online. In this online hybrid model, classes will continue to meet face-to-face for three-day Seminars at several times during the year. These events will meet on campus on Thursday evenings, all day on Fridays and conclude on Saturdays at noon. In addition, in August, 2012, students will participate in a week-long Residential Immersion Experience held on the Edgewood College campus.

DEGREE REQUIREMENTS (30 credits)

- PSY 606 Adult Learning and Organization Development
- IC 850 Studies in Change
- BUS 603 Organizational Development and Behavior
- BUS 616 Business Ethics
- PSY 801 Consultation in Organizations
- IC 888 Topics in Organization Development
- IC 871 Research Design
- BUS 732 Developing Self-Directed Work Teams
- IC 872 Research Analysis
- PSY 888 Master's Project – Action Research in Organization Development – Capstone Project

COURSE DESCRIPTIONS

Course descriptions can be found in the “Course Descriptions” section near the end of this catalogue.

MASTER OF ARTS IN RELIGIOUS STUDIES

The Master of Arts in Religious Studies Program is designed for persons who want to develop their personal values, faith, and/or professional ministries through academic inquiry, systematic reflection, and experiential learning.

Rooted firmly in the Catholic and Dominican intellectual traditions, Religious Studies at Edgewood College is a broad-based discipline which encourages students to explore and affirm their own roots and traditions, and to develop intellectual competence in the context of Christian community and service. In addition, students can strengthen their own commitments and grow in respect for and appreciation of the roots, traditions, and commitments of others.

Key elements of the program include:

- Scholarly study and reflection on religious and theological issues
- Respect for the individual within the community
- Responsibility and call to service
- Building of appropriate goals
- Opportunities to realize potential

Students come from many backgrounds and religious traditions and bring to their studies a variety of goals and hopes for the future. Many feel called to ministry or leadership in their communities; some build strong foundations for further graduate study; most experience intellectual stimulation, spiritual growth, and affirmation of the unique gifts they have been given for service.

Faculty members of the Religious Studies Department bring diverse backgrounds, experiences and educational preparation, including academic doctorates from major universities, to their teaching and research. They hold memberships and contribute to leadership in numerous professional societies: the American Academy of Religion, the Society of Biblical Literature, the Catholic Biblical Association, National Association of Professors of Hebrew, Institute of Biblical Research, North American Academy of Liturgy, the College Theology Society, and the Chicago Society of Biblical Researchers.

ADMISSION REQUIREMENTS

1. Provide evidence of a baccalaureate or more advanced degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit graduate application (including \$25 fee) to the School of Graduate and Professional Studies.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
4. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the probability of your success in graduate school.
5. Submit a written statement listing the reasons why you think you will be successful in graduate school; cite how specific background experiences will aid in your success as a student.

Please see the “Admission to Graduate Programs” section on page 29 for additional international student requirements.

CURRICULUM

The curriculum is broad-based with appropriate depth in three areas of study:

- Major Religious Traditions
- Biblical Studies
- Religion in the Human Community

Major Religious Traditions

The course, *Trends in Ministry*, enables students to explore the needs of global and local communities by examining outstanding leaders, systemic and cultural conditions, and possible ways they can respond to present and future needs. *Religious Traditions in the Modern World* focuses on the interplay of religious traditions with cultures, societies, politics, economics, and the humanities.

Biblical Studies

The courses in *Hebrew Scriptures* and *Christian Scriptures* offer opportunities to pursue exegetical studies of selected topics or themes including new developments in the study of scripture.

Religion in the Human Community

Presuming a background in the history of Christianity, *Development of Religious Life and Thought* enables students to see the mutual relationship between cultural/historical contexts and the development of religious ideas. *Sources of Moral Decision-Making in an Ecumenical World* challenges students to apply principles of morality to particular situations which societies face today.

All students must complete each of the above courses. Students who, in addition, are interested in preparing for professional ministry in their faith communities may elect to follow the Ministry/Leadership sequence.

MINISTRY/LEADERSHIP SEQUENCE

The Ministry/Leadership Sequence builds on the core curriculum and includes appropriate electives, portfolios and field experiences.

In the core course, *Trends in Ministry*, students explore needs of global and local communities and possible responses to which they may perceive themselves called. In their other required courses, they continue to explore these needs and responses, choosing research topics and optional readings related to their goals.

Students following this sequence will also develop a portfolio of goals and a record of related activities, including workshops, pre-professional experiences, and internships. If individuals plan to serve as pastoral associates or directors of religious education, for example, they will plan and complete a set of field experiences, which may culminate in a sequence of professional courses such as *Counseling*, *Internship*, and *Religious Leadership*. *Clinical Pastoral Education* in a nearby hospital setting is available, although it may better follow completion of the master's degree.

Other ministerial/leadership career possibilities include pastoral associates, directors of religious education, clinical pastoral education, youth ministry, campus ministry, pastoral music, liturgical ministries, urban ministry, pastoral ministry, hospital chaplaincy, bereavement ministry, family ministry, ministry with minorities, and church administration. Electives may be chosen and a portfolio designed appropriate to these ministries.

CONDUCT AND COMPETENCIES REVIEW

Ministry students should be aware of Conduct and Competencies Review processes.

TRANSFER OF CREDIT

Students may submit up to 12 semester hours of graduate credit from other accredited post-secondary

institutions towards the graduate degree in Religious Studies. A Request for Transfer of Graduate Religious Studies Credit should be completed and filed early in the student's program, or after the credits have been earned.

PREREQUISITES OR PROFICIENCIES

Prerequisites or demonstrated proficiencies ensure a solid base for graduate study. Religious Studies at Edgewood College builds on basic proficiencies in the following areas:

- Hebrew Scriptures
- Christian Scriptures
- World Religions
- History of Christianity
- Ethics or Morality*

The student's transcript is evaluated for prerequisite or equivalent courses at other institutions. If these have not been met, the student may demonstrate proficiency:

- a) by completing the appropriate course at the undergraduate level either at Edgewood College or elsewhere with a grade of "B" or better**

-or-

- b) by passing the proficiency examinations administered by the department in each area. Students may prepare for the proficiency exams by auditing a course and/or using the reading lists and study guides provided by the department

*Proficiency in Ethics or Morality is automatically fulfilled by IC 800 *Ethics*, for which graduate credit is earned.

**Undergraduate credits are earned for these prerequisite courses, but these credits are not counted toward the Master of Arts degree, except for IC 800 *Ethics*.

DEGREE REQUIREMENTS

Each student completes a minimum of 36 credits to complete the Master of Arts in Religious Studies. Courses may not be audited. The curriculum includes:

- Required Courses
- Institutional Requirements
- Elective Courses

Required courses in Religious Studies

Religious Studies students complete six required courses, for a total of 18 credits. All courses except RS 610 require prerequisites or demonstrated proficiencies.

- RS 610 Trends in Ministry
- RS 615 Religious Traditions and the Modern World
- RS 620 Advanced Hebrew Scriptures: Messianism
- RS 630 Advanced Christian Scriptures: Moral Vision of the New Testament
- RS 640 Development of Religious Life and Thought
- RS 650 The Sources of Moral Decision Making in an Ecumenical World

Elective Courses (12 credits; 4 courses)

Elective courses provide the opportunity for each student to explore one or more special areas of interest. Each student selects four courses (12 credits) in consultation with an advisor in the Religious Studies Department.

Students choose a sequence of courses according to personal and professional goals. Opportunities for learning are individual, personal, and oriented within the context of the college, religious, civic, national, and international communities.

Electives are normally taken after completion of three of the Required Courses and with the permission of the instructor.

- RS 605 Religion and Contemporary Studies
- RS 625–629 Topics in Religious Studies
- RS 660 Worship
- RS 670 Counseling Models and Skills in Ministry
- RS 675, 680 Practicum, Internship in a Professional Situation
- RS 700 Themes in Theology
- RS 710 Theology of Ministry/Models of the Church
- RS 720 Sacraments/Liturgy
- RS 730 Spirituality
- RS 790-794 Independent Reading, Research, and/or Project
- RS 795-799 Workshops/Seminars in Religious Studies

Institutional Requirements (6 credits, 2 courses or equivalents)

- IC 800 Ethics
- IC 850 Studies in Change

Portfolio

Also recommended is an on-going portfolio of personal and/or professional goals, activities, and reflections related to the program. The portfolio is normally required in the Ministry/Leadership sequence.

SUSTAINABILITY LEADERSHIP GRADUATE CERTIFICATE

The Sustainability Leadership graduate certificate program serves those who recognize the urgent call to create a more ecologically, economically, and socially sustainable culture.

Sustainability Leadership students develop the transformative ethical leadership skills needed to successfully apply the principles of sustainability for positive change, for yourself and your community. Students gain practical knowledge in ecological design, community participation, change leadership, and social justice, and apply it toward the regeneration of nature's capacity for providing health and prosperity. The Sustainability Leadership curriculum is project based. Students address real-world issues related to their interests and professional goals.

PROGRAM OVERVIEW

- Interdisciplinary, real-world approach framed by three aspects of sustainability: ecological resilience, social justice, and economic vitality.
- A 15-credit, cohort-based program that brings together students from a wide variety of backgrounds and experiences, to create a rich and diverse community of learners.
- Classes scheduled to accommodate working professionals and designed to meet the needs of adult learners.
- Unique structure including an initial 8-day living/learning immersion experience, group projects, bimonthly Saturday classes during the academic year, and an individual integrative sustainability project for your organization or community.
- Courses led by highly qualified Edgewood College faculty and key community partners.
- Developed and implemented in collaboration with partners who share a commitment to a more sustainable community, including MGE, Sustain Dane, Wisconsin Environmental Initiative, Madison Metropolitan School District, REAP Food Group, and many others.

ADMISSION REQUIREMENTS

Admission to the Sustainability Leadership Graduate Certificate Program is determined by an assessment of the candidate's academic qualifications, work experience and interest in the field.

1. Admission to the Graduate Certificate program requires an undergraduate degree (can be any major) and interest in the field.
2. Complete and submit graduate application (including \$25 fee) to the School of Graduate and Professional Studies.
3. Must submit official transcripts demonstrating completion of a bachelor's degree at an accredited post-secondary institution and send them directly to the School of Graduate and Professional Studies.
4. Each applicant must participate in an interview conducted by the Academic Program Director of the Sustainability Leadership Program. This interview may be done in person or over the telephone. The Academic Program Director will contact each applicant to arrange an interview appointment.
5. Submit an essay answering two questions: What do you bring to the Sustainability Leadership Program? What do you hope to take from it? The length of your essay should be the equivalent of 2-3 printed pages. You can write and submit your essay online. You may also submit your essay as an attachment to an email. Email your completed essay to gps@edgewood.edu. Include your full name, email address and telephone number.

FINANCIAL ASSISTANCE

Scholarships are available for select educators, employees of nonprofit organizations and others engaged in community service. Separate scholarship application materials are required. Please contact Jim Lorman at lorman@edgewood.edu or (608) 663-6921 for further information.

PROGRAM REQUIREMENTS/ COURSE SEQUENCING

Semester 1: (4 credits)

- SUST 650 Sustainable Development Leadership

Semester 2: (4 credits)

- SUST 651 Ecological Sustainability

Semester 3: (4 credits)

- SUST 652 Social and Economic Sustainability

Semester 4: (3 credits)

- SUST 659 Sustainability Leadership Capstone

COURSE DESCRIPTIONS

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COURSE DESCRIPTIONS

BUSINESS (BUS)

BUS 500 Algebra for Graduate Business

This course is designed to develop skills necessary for MBA-level courses. The textbook for BUS 500 is the same as that used for BUS 502 'Business Calculus,' and both courses can be completed consecutively during the fall semester. BUS 500 is a 'pre-business-calculus' Algebra course that includes selected material from Finite Mathematics. Specific mathematical topics include: review of the essentials of arithmetic and introductory algebra; factoring; graphing; solving equations; linear, quadratic, exponential and logarithmic functions; combining functions; probability functions and expected values; sequences and summation; and solving simultaneous equations. All mathematical topics are developed within the context of useful MBA applications, including: financial ratios; creating investment portfolios; minimizing cost and maximizing profit; determining the economic order quantity; simple, compound and continuous interest; effective annual interest rates; future and present values of annuities; pricing financial securities; supply and demand and economic equilibrium; measuring investment return and risk; and other applications. Prerequisite: Passed an introductory algebra course in high school or college. (F)

BUS 500A Mathematical Models in Business - Part A

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

BUS 500B Mathematical Models in Business - Part B

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

BUS 501 Financial Accounting

This course explores the role of financial accounting in measuring and communicating business activities to external users. Information is measured through the application of the double entry system of accounting to financial transactions which impacts a company's resources and claims to those resources. Fundamental principles of financial accounting are explored as they relate to accounting systems, internal control, asset, liability and equity accounts. The impact of these transactions on the financial statements, the primary means of communication of information to external users is

explored, as well as the preparation and interpretation of these financial statements. The course also includes an introduction to the time value of money concepts and to the Intuit QuickBooks small business accounting software. Prerequisite: BUS 500 or MBA-Waiver of BUS 500. (F/SS)

BUS 502 Business Calculus

Business Calculus provides mathematical skills and proficiency for better understanding MBA course material and quantitative-applications in business practice. Additionally, working business calculus problems improves critical thinking and creative problem solving skills. The textbook for BUS 502 is the same as that used for BUS 500 'Algebra for Graduate Business' and both courses can be completed consecutively during the fall semester. Specific calculus topics include: limits; derivatives; rules for differentiation; integration; rules for integration; and partial derivatives. Mathematical topics in this course are developed within the context of business applications, including: finding the present value of a perpetuity; pricing a share of preferred stock; financial ratios; marginal costs and marginal revenues; minimizing cost and maximizing profit; determining the economic-order-quantity; consumers and producers surplus; identifying economies-of-scale and diminishing-returns; the present and future value of a continuous annuity; continuous probability distributions; lines of regression and other applications. Prerequisite: BUS 500 or MBA-Waiver of BUS 500. (F)

BUS 503A Introductory Business Statistics - Part I

An introduction to the statistical tools commonly used in professional disciplines. Theory will be explored at a level deep enough to make concepts accessible, but all of the serious computation will be done by computer. Prerequisites: Placement exam or college-level math course. (Graduate students must complete Parts I and II of Bus 503 to receive full credit for Business Statistics). (F/SS)

BUS 503B Introductory Business Statistics - Part II

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

BUS 504 Legal Environments

An overview of the role and methodology of the legal environment within which business must operate. Topics will include a) the essential elements of a contract including mutual assent, consideration, legality, capacity and compliance with the statute of frauds; b) other introductory legal concepts of agency, bailments, sales under the uniform commercial code, negligence and product liability; and c) property law including Wisconsin's Marital Property Law. In addition, the student will use current technology in completing a legal research project involving the operation of our legal system in the context of its relationship to a current social and ethical issue. (F/S)

BUS 505 Macro-Economics

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

BUS 506 Micro-Economics

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

BUS 507 Managerial Accounting

This course defines the role of management accounting in producing information that is relevant in a fast-paced, competitive environment for internal decision makers within business organizations. Alternative methods for the computation of costs for products and services will be explored including job order costing, process costing, activity-based costing and standard costing. The behavior of costs will be analyzed using cost-volume-profit analysis. Cost information will then be utilized for budgetary planning and controlling, capital investment decisions, pricing, variance analysis and decision making activities in organizations. This course also completes the financial topics of BUS 501 through an in-depth analysis of the form and content of the cash flow statement and comprehensive review of the financial statements. Prerequisite: BUS 501 (F/SS) Note: This course is for MS students only. MBA students should register for BUS 602.

BUS 601 Executive Communications

Theoretical and practical concepts underlying effective written and oral business presentations. Topics include key presentation skills, organizing an effective presentation, using audio-visual aids, responding to questions and objections, written reports and analysis, applications of group dynamics and use of the Internet. (F/S/SS)

BUS 602 Accounting for Managers

Review of basic financial accounting. Connections between US financial accounting, international and managerial accounting are developed. Areas of emphasis include: managerial accounting, major cost accounting systems and how they work planning and control systems through budgeting, standard costing and responsibility accounting principles. Use of managerial accounting for decision making and financial statement analysis. A case study and guest instructors from the industry supplement the course content. Prerequisites: BUS 501 (F/S/SS)

BUS 603 Organizational Behavior

Organizational Development and Behavior is the study of human behavior in an organizational setting. Students will be equipped to be leaders with the skills necessary to develop effective interpersonal relationships, build teams, increase productivity, enhance the quality of work life, orchestrate

change, improve employee motivation, and strengthen communication. (F/S)

BUS 604 Operations Management

This course is a study of concepts and techniques relating to operations functions in both manufacturing and service organizations. Topics reviewed are strategy and competitiveness, inventory management and models, project management, process analysis and quality management. Quantitative methods of analysis are used to support decision-making in the various operations management activities. A system approach will show how the functions in an organization are interrelated. Prerequisites: BUS 502, 605 (F/S/SS even years)

BUS 605 Statistics for Managers

This course stresses the need to be cognizant of the quality and applicability of data, as well as taking a cautious approach to inferring practical conclusions. The course reviews ideas behind continuous probability distributions (Normal, t- and F-), Hypothesis Testing, Confidence Intervals and Prediction Intervals. New topics include: Analysis of Variance applied to business problems (e.g. identifying differences in product-quality associated with different production-methods). Regression models will be developed and applied to real-life applications (e.g. predicting 'sales' based on the amount of newspaper-advertising and/or radio-advertising expenditures, as well as identifying the advertising expenditure that most increases sales). Basic time-series models will also be studied and applied (e.g. forecasting product-demand based on product-demand observed in previous periods). Students are required to be proficient in EXCEL, which will be used for statistical applications. Prerequisites: Basic Computer Prerequisite, BUS 500, 502, 503 or MBA-Waivers of these courses. (F/S)

BUS 606 Strategic Marketing

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

BUS 607 Corporate Finance

Financial dimensions of business decision-making; goals of financial management, valuation, financial forecasting, capital budgeting, analysis of operating and financial structures, cost of capital, and dividend policy. Prerequisite: completion of all Foundation Courses and BUS 602 (F/S)

BUS 609 Strategic Management

Develops an understanding of strategy and its formulation, implementation, and evaluation. This is accomplished through the integration of all the fundamental areas of business (organizations, accounting, management information systems, marketing, finance, production, and economics), analyzing the environment the firm works in, and choosing

strategies which enable the firm to meet its performance objectives. Prerequisites: BUS 601-607 (concurrent enrollment in no more than one is allowed); to be taken in the last 12 credits. (F/S)

BUS 610 Managerial Economics

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

BUS 611 International Economics

An advanced seminar designed to examine the following: international trade theory and foreign capital flows; foreign exchange markets and international finance; international monetary systems and macro-economic adjustment mechanisms; and the international finance functions of multi-national corporations. Prerequisites: BUS 601-607 (concurrent enrollment in no more than one is allowed); to be taken in last 12 credits. (S)

BUS 616 Business Ethics

This interdisciplinary course explores and implements the critical thinking, communication, and managerial skills necessary for developing ethical organizations. The objective of this course is to design ethical organizations and create organizations of high integrity. In addition to learning book material about business ethics and social responsibility, students will explore the ethical performance of their own companies. Students actively engaged in the course will improve their communication skills and ability to apply ethical analysis to business situations. (F/S)

BUS 618 Managing Information and Technology

This course is designed to assist students in learning the fundamental importance of information systems in contemporary organizations. Using a variety of case studies, students examine the major information systems theories, concepts and techniques within the context of organizational and managerial considerations involved in designing, developing, implementing and using information systems. Using a variety of case studies, students examine the major information systems theories, concepts and techniques within the context of organizational and managerial considerations involved in designing, developing, implementing and using information systems. Prerequisites: BUS 602, 603, 604, 605. (S)

BUS 631 Introduction to Urban and Rural Economic Development

This course explores market-based economic development strategies aimed at creating significant and sustainable value in urban and rural communities. It examines successful economic development models and a wide range of funding sources to support development initiatives. Students take on the perspective of an Economic Development decision maker as they apply business skills to address community and economic development challenges and opportunities.

BUS 632 Marketing for Economic Development

This course examines the competitive marketplace in which urban and rural regions must operate to develop and grow as well as the critical role marketing plays in growth of communities. Students learn the latest marketing tools and research techniques, including leveraging the internet. They gain valuable experience in critiquing, developing, and implementing effective marketing strategies for economic development initiatives.

BUS 633 Creating Sustainable Businesses in Urban and Rural Communities

This course compares the role of business entrepreneurs and social entrepreneurs in creating sustainable businesses in urban and rural communities within an economy characterized by increasing competition from corporations, dwindling resources, and workforce challenges. Students develop solutions to expand existing businesses and develop new ones. They will weigh decisions about attracting capital, business location, sustainability, and community fit.

BUS 634 Leadership for Economic Development

This course provides an understanding of key leadership and people skills necessary to drive economic development initiatives as an effective change agent. This includes strategies on networking; identifying key community and opinion leaders; building linkages between business, nonprofit, and public institutions; handling conflict and competing interests; and practicing grass-root strategies to involve the poor in economic development initiatives.

BUS 639A Capstone: Economic Development Internship

The Internship Capstone integrates functional knowledge with a strategic management perspective. Interns assume roles as Social Entrepreneurs and Economic Development professionals to work on a well-defined real-world initiative in an urban or rural economic development organization or business. Up to four students may be assigned to an internship site to enable communities to benefit from a team approach.

BUS 639B Capstone: Economic Development Project

The Business Project Capstone integrates functional knowledge with a strategic management perspective. Students assume roles as Social Entrepreneurs and Economic Development professionals to complete a development project, major paper, or business plan allowing a community or agency where the student is currently involved to launch an economic development initiative, address a specific community challenge, or sustainably improve social conditions.

BUS 679 Business Internship

Provides an opportunity for the business student to intern in a professional business organization and to develop an understanding of the practice of business. The practicum will be supervised by the Business Internship Director working with a mentoring member of the organization interning the student. The student, the BID, and the interning organization's mentor will develop a printed contract with stated learning objectives, means of performance evaluation, and expected time commitments. The student is expected to successfully complete all required expectations of the business organization as well as the expectations of the BID. (Prerequisites: consent of the academic advisor.) (F/S/SS)

BUS 703 Intermediate Accounting I

An in-depth study of the theoretical foundations of financial accounting and reporting at the intermediate level. Topics include the accounting conceptual framework, the accounting information system, advanced financial statement preparation (balance sheet, income statement and statement of cash flows), time value of money concepts, accounting for cash, receivables, inventories, property, plant, and equipment, and intangible assets. International accounting convergence issues are covered for main topics. The course includes an introduction to Sage Peachtree accounting software. Application of topics through written case analyses is required. (F/S)

BUS 704 Intermediate Accounting II

A continuation of Intermediate Accounting I. Topics covered include accounting for current and non-current liabilities, contingencies and equity accounts; accounting for leases, investments, income taxes and pensions; dilutive securities and earnings per share; accounting changes, disclosure in financial reporting and revenue recognition. International accounting convergence issues are covered for main topics. Application of topics through written case analysis is required. Prerequisite: 703 (F/S)

BUS 705 Cost Accounting I

Cost accounting is a managerial tool used by business to formulate strategy and its implementation. The course's focus is upon how accounting information can assist managers in controlling the activities for which they are responsible, and how managers use cost information to make better decisions to improve their organization's competitiveness. The course consists of the fundamentals of cost accounting, covering job order, process and estimated cost development and procedures. Prerequisite: BUS 602 (F)

BUS 706 Auditing

Principles of auditing and the audit process. The course describes the foundation for the role of the independent auditor in the American economy, professional standards, planning the audit and designing audit programs, audit working papers, auditing specific financial statement categories, auditors reports and professional ethics. Prerequisites: BUS 704 or concurrent registration (725 is recommended for 706, but not required) (See BUS 481) (S)

BUS 707 Income Tax Accounting I

Tax laws and regulations for corporations and exempt organizations; tax administration and research. (F)

BUS 709 Income Tax Accounting II

Tax laws and regulations for corporations and exempt organizations; tax administration and research. Prerequisites: BUS 707 (S)

BUS 712 Investments

Stocks, bonds, derivatives, portfolio theory, and other aspects of investment theory are considered as time permits. Prerequisite: BUS 607 (F/S)

BUS 713 International Financial Management

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

international capital budgeting and working capital management. Prerequisite: BUS 607 (F)

BUS 714 Cost Accounting II

This course builds upon the foundational concepts and fundamentals of managerial/cost accounting covered in Cost Analysis BUS 705. More advanced topics including strategic cost management, activity-based management, lean accounting, theory of constraints and capital investment techniques as well as using cost information to make pricing and profitability decisions are covered Prerequisite: BUS 705 (S)

BUS 716 Portfolio Management

This class will examine topics relating to security analysis, portfolio construction, management and protection. These topics include diversification, risk, fundamental analysis, technical analysis, psychology, active versus passive, equity and fixed-income portfolios, hedging, futures, forwards, options, swaps, CDSs, alternative investments, portfolio performance measures and evaluation. Parts of this course will be modeled in conjunction with the curriculum of the CFA level 1 exam. Note: Instructor permission is required for this course. (F)

BUS 721 Legal Aspects of Employment

This course focuses on the current body of municipal, state and federal anti-discrimination laws which regulate the employment relationship and provides an overview of the post-Civil War social, economic and legal repression of African Americans, which occurred after the collapse of Reconstruction, along with a description Civil Rights Movement which culminated with the enactment of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Topics include the Americans with Disabilities Act, Family & Medical Leave Act, Sexual Harassment and Sex Discrimination, Religious Discrimination, Age Discrimination, Employee Contracts, Drug and Alcohol Testing, Wrongful Discharge, and Employee References. (SS)

BUS 723 Law II

Commercial paper, real property, secured transactions, bankruptcy, partnerships, corporations, wills and trusts. Case study approach. Prerequisite: BUS 304 or BUS 504 (S)

BUS 725 Accounting Systems

Understanding current information technology. Topics include accounting information system, flow charting, internal control, advanced spreadsheets and database techniques, information system selection, and developing business requirements. Prerequisite: BUS 704 (See BUS 483) (F)

BUS 726 Advanced Accounting I

A study of advanced accounting topics including partnerships, business combinations, equity method of accounting for investments, consolidated financial statements, various intercompany transactions, multinational accounting, foreign currency transactions, and translation of foreign financial statements. Prerequisite: BUS 704 (F)

BUS 727 Governmental and Not-for-Profit Accounting

A study of additional advanced accounting topics, including accounting for governments, colleges and universities, health care, hospital and voluntary health and welfare organizations

and not-for-profit organizations. In addition to the study of accounting methods and procedures, topics such as cost control fund raising are discussed. Prerequisite: BUS 704 (S)

BUS 730 Healthcare Marketing

Marketing is nothing short of critical for healthcare organizations: it provides them with the tools to understand their patients' needs, resist competitive pressures, build referral networks, expand their market share, recruit and retain top-notch staff in a highly competitive labor market, and more. This course will apply fundamental marketing principles to the growing and dynamic field of healthcare, and give students practical tools they can use in improving any healthcare organization, anticipating future challenges, and engaging in ethical, effective healthcare marketing practices. (S)

BUS 732 Developing Self-Directed Work Teams

Coaching self-directed teams enhances both organizational climate and professional productivity. It is up to organizational leaders to create a culture of shared core values and goals, develop relationships through effective communication, assure competency through teaching and mentoring, and build mechanisms for motivation and continuous improvement. This course is presented in a workshop format and will include the introduction of important behavioral concepts and several tools that can be applied to initiate self-directed teams. Prerequisite: BUS 603 (SS of odd-numbered years)

BUS 736 Human Resource Management

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

BUS 738 Entrepreneurship

Entrepreneurship is about taking ideas and turning them into a reality. Through case study analyses and conversations with guest speakers, students will explore how entrepreneurs create businesses by taking risks and marshaling the resources that are necessary to bring an identified opportunity through a strategic plan into implementation, growth, and succession. Topics include identifying and assessing opportunities, strategic planning, forms of ownership, building a powerful marketing plan, managing cash flow, identifying sources of funding and leading a growth enterprise. Prerequisites: BUS 604, 606, & 607. (F)

BUS 739 International Management

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

BUS 751 Marketing Research

This course covers the process of designing and implementing the collection, analysis, and interpretation of data used to make marketing decisions. A mix of theory and application, the course focuses on conducting quantitative

survey research to assess facts, attitudes, and behaviors. Prerequisites: BUS 605, 606 (F)

BUS 752 Advertising and Promotional Strategies

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

BUS 753 International Marketing

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

BUS 754 Graduate Seminar in Marketing Management

Through simulation, the course develops the skills expected of the marketing manager. Product decisions, pricing, promotional plans, and distribution systems are studied. Prerequisite: BUS 605, BUS 606 (SS of even-numbered years)

BUS 755 Consumer Behavior

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

BUS 756 Fraud and Forensic Accounting

This is an introductory course to the field of forensic accounting, or fraud investigation. The course discusses what constitutes fraud and the motivations to commit fraud; both civil and financial. Topics include the impact of fraud on auditing and financial reporting, how to recognize weaknesses in business processes and control systems that make an organization vulnerable to fraud, measures organizations can take to detect and prevent fraud from taking place, and ways allegations of fraud should be investigated and resolved. Prerequisites: BUS 706/481 (F)

BUS 761 Introduction to Quality Improvement

The purpose of this course is to learn the fundamental principles of data analysis for quality improvement; particularly, understanding and managing variation as the fundamental principle. Quality control charts based on the teachings of Walter Shewhart and W. Edwards Deming are used to understand variation. Control charts, distinction between common cause and special cause variation, graphical methods to present data, graphical methods to present process, PDSA Cycle and Operational Definitions are the main topics. Numerous cases and problems from manufacturing and service are examined. Prerequisite: BUS 503 (F)

BUS 762 Quality as a Business Strategy

The primary purpose of this course is to establish quality as a business strategy. Particularly, the course will propose the leadership competencies to lead the organization and the quality efforts as a system. This course is an extension of BUS 761 where the emphasis is on understanding variation. Prerequisite: BUS 761 (S)

BUS 771 Principles of Insurance

Risks (personal and business) that are insurable are discussed to lay the basis for principles of insurance. The fundamental insurance process is covered, including insurance contracts and entities assuming risk. Specific types of insurance are discussed, including property and liability (automotive, homeowners, renters, business and workers compensation), life insurance, annuities, estate planning, health and governmental insurance. (X-listed with BUS 350) (F)

BUS 772 Money and Banking

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

BUS 790 Independent Project

Each independent project involves choosing a topic, conducting research, developing conclusions or hypotheses, and presenting a paper. Goals and objectives are set individually with an instructor to allow exploration of areas of individual interest and to encourage application of unique skills. Students assume major responsibility for their own direction and evaluation. Prerequisite: completion of at least 18 Core credits and consent of instructor

BUS 792 International Study Tour

From time to time the Business Department offers a one- or two-week international business experience. Students travel to another country to learn the business language and practices of that country. Tours of businesses and lectures are part of the itinerary. Prerequisite: BUS 603 (variable)

BUS 798 Strategic Management Accounting

The course is designed to serve as the capstone course for Edgewood College's MS in Accountancy degree. The course creates significant learning opportunities that prepare students to make important contributions as a part of a strategic management team. The course intends to move accounting students beyond debits and credits and into the role of a CFO/Controller primarily through the use of business case studies. The final outcome of the course is a student practiced in the art of making ethical business decisions within a dynamic business environment. Topics covered include: strategy, managing change, motivating employees, ethical leadership, budgeting, financial planning, banking relationships, and capital markets and financial instruments. (S)

EDUCATION (ED)**ED 600 Workshop In Current Trends in Education**

Emerging trends in education. Topics vary.

ED 601 Foundations of Instruction

Research-based study of teaching and learning, including review of instructional models and their use with varied age groups and programs. Practicum required for those seeking initial licensing.

ED 601A Foundations of Instruction

This course is restricted to students enrolled in the Accelerated Secondary Program. This course is a research-

based study of teaching and learning, including a review of instructional models and their use with secondary school students. Practicum required.

ED 602 Curriculum Planning

A study of curriculum planning at the elementary, middle, and secondary levels; topics include purpose, population, scope, sequence, evaluation, and development in curriculum design, including various approaches to curriculum organization and innovation. Practicum required for those seeking initial licensing.

ED 602A Curriculum Planning

This course is restricted to students enrolled in the Accelerated Secondary Program. A study of curriculum planning at the middle and secondary level, the course focuses on the delivery of instruction, assessment techniques, and curriculum development. Use of technology in education will also be a feature of this course.

ED 603 Introduction to Educational Research

A study of the nature of research in relationship to educational practice, with attention to research tools, planning and design, methodologies, modes or reporting, samples and practice. Social conditions and technological developments are examined for their impact on personal, social and institutional situations. Research strategies provide opportunities to strengthen logical thinking, analysis of evidence, and written expression.

ED 604A Language Acquisition in the Content Areas

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

ED 604B Language Acquisition in Math

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

ED 604C Language Acquisition in English

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

ED 604D Language Acquisition in Science

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

additional language. Prerequisite: Permission of the TESOL advisor.

ED 604E Language Acquisition in Social Studies

This course provides a comparative overview of first and second language acquisition theories and practices and explores the factors that influence acquisition. Emphasis is placed on curriculum design, instructional strategies, and cultural considerations in order to engage language learners in academic coursework in Social Studies while they develop an additional language. Prerequisite: Permission of the TESOL advisor.

ED 604F ESL Curriculum Design and Assessment

An historical study of the pedagogy of ESL in the development of oral and literacy skills. We will explore how current knowledge of second language acquisition and learning styles influence the development of effective approaches, methods, and materials for ELL students. Emphasis will also be placed on the complex issues of assessment, testing, and evaluation of ELL students. Prerequisite: ED 604A, B, C, D, or E Practicum required for those seeking initial licensing.

ED 604G Bilingual Curriculum Design and Assessment

An in depth review of the history and politics of bilingual education in the United States will be explored. A rationale for bilingual education will be developed as students reflect individually and collectively on their learning. Students will examine effective bilingual instructional methods in settings across the content areas. Review of current research and curricula will be used to develop practical applications for bilingual settings. Prerequisites: Bilingual Proficiency Exam (see advisor) and ED 604A, B, C, D, or E. Practicum required for those seeking initial licensing.

ED 605A Applied Linguistics for ELL Teachers

An introduction to the study of language from a broadly linguistic and sociolinguistic perspective. We will explore multiple understandings and interpretations of what language is. Emphasis will be placed on learning how to study and investigate language and the pedagogical implications of this inquiry. Focus will also be placed on recognizing linguistic features as they relate to language instruction.

ED 605B Paradigms of ESL/Bilingual Education

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

ED 605C ESL/Bilingual Program Development; Ethics and Advocacy

This course looks at the components of ethical program development and design for dual language learners. Certain state and federal guidelines that govern the development and delivery of program models will be explored. Participants will learn how to advocate for bilingual students and address

policies and attitudes that affect students, programs, and teachers. Emphasis will be placed on developing leadership skills that support participants' role as ESL and bilingual educators.

ED 605D Biliteracy Development

This course will consider the processes of teaching literacy in two languages and the challenges of assessing both primary and target language development. Examination of transfer skills from first to second language will be analyzed conceptually and developmentally. Participants will consider appropriate language use for beginning literacy development. Prerequisite: Bilingual Proficiency Exam (see advisor) and ED 604A, B, C, D, or E.

ED 606 Adult Learning and Org Behavior

The course emphasizes the principles of adult learning and provides an understanding of adult development. Students learn and apply techniques and procedures used in the development of adult learners, including employment settings, in different organizations at all levels.

ED 608 Adult Stages of Learning

This course explores the developmental life stages of adult learning and transformative learning experiences that meet the needs of adult learners.

ED 609 Philosophy and History of Catholic Education

A study of the history and philosophy of Catholic education with particular emphasis on the American context.

ED 610 Selected Topics in Foundations of Education

Research findings from various disciplinary perspectives, which bear important implications for educational practice. (School of Education advisors, appropriate timetables, degree/licensing plans, and online resources at <https://express.edgewood.edu> may be consulted for changing topics.

ED 611 Approaches to Reading and Literacy

This course focuses on major historical developments in the teaching of reading, especially influential literacy paradigms and their impact on teaching and curriculum. Students will develop a critical understanding of different literacy research paradigms, national literacy initiatives, as well as research, public policy, and media opinion as to the future of teaching reading.

ED 612 Issues in Education: The Urban Setting

Social and professional issues which bear significance for urban education. Topics vary.

ED 613 Reading and Writing Across the Curriculum

This course addresses the literacy demands of content areas and the design of curriculum and teaching to optimize student success and promote literacy. It emphasizes creative curriculum design grounded in understanding the structure of expository texts, the dialogical and integrated nature of reading and writing, the role of genre and register, and the use of scaffolded instruction, comprehension and meta-cognitive strategies.

ED 614 Cross Categorical Children and Youth

This course examines the history and ethics of mainstreaming, integration, and inclusion and their effect on both regular and special education teachers and students in the present. It explores different ways of effectively

differentiating instruction to serve the needs of all children and youth. It further proposes ways to evaluate teachers' and parents' concerns about dealing with special need children in multiple settings. Students develop strategies to find a match between the educational, functional, and social-emotional needs of students with special needs and their programming in school and community. A practicum is required.

ED 614A Cross Categorical and Other Youths

This course is restricted to students enrolled in the Accelerated Secondary Program. This course explores how to effectively differentiate instruction to serve the needs of all children and youth, including special education students and English language learners (ELL). The course also explores issues of race and ethical behavior in education.

ED 615 Cross Categorical Assessment and Evaluation

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

ED 616 Cross Categorical Transition, Team and Family Process

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

ED 617 Cross Categorical Literacy in Reading, Writing, and Mathematics

This course examines approaches to teaching pupils with special education needs in literacy areas of reading, writing, and mathematics. Attention to teacher and specialist roles in adapting instruction to facilitate teaching and learning in special education populations. A practicum is required.

ED 618 Diversity, Culture, and Literacy

This course provides a critical review of current thinking in diversity, culture, and literacy grounded in a range of perspectives including ethnography, sociolinguistics, culture studies, and critical discourse analysis. It emphasizes the impact ethnicity, learning English as an additional language, class, gender, urbanization, and popular culture may have on developing multiple literacies and the ethical implications for how these play out in schooling. Prerequisite: ED 611 or consent of instructor or enrollment in TESOL.

ED 619 Topics and Trends in Adult Learning

Under construction. Description will be available at <https://express.edgewood.edu> when available.

ED 620 Introduction to Educational Leadership

This course provides students with opportunities to learn about the many aspects of leadership and facilitation of change in education. The course explores the challenges and rewards that leaders experience, successful practices which enhance student learning, and an opportunity to develop a personal leadership vision. Includes the study of the tasks and climate of leadership at the elementary, middle, and

secondary levels necessary to understand personal, social, and organizational change.

ED 621 School Business Administration

This course includes study of the social policy and operational foundations of public school finance including revenue sources, uniform state accounting system, financial planning, and budgeting at federal, state, and local levels as well as the practical implications at the school building level for planning, budgeting, and resource allocation.

ED 622 The Principalship

This course provides students with an in-depth exploration of the principalship. The course explores the nature and functions of principal leadership in schools. Class readings, presentations, case study analysis, interview with principals, and strategies for creating positive and productive school learning environments will be features of the course.

ED 624 Reading Diagnosis and Intervention I

This course promotes a deep understanding of specialist and general reading diagnosis techniques and language assessment. Students learn to identify key reader behaviors, assess textual demands of emergent and beginner reader materials, and develop practical interventions. There is sustained focus on phonemic awareness, phonics, reading fluency, vocabulary development, and comprehension strategies for young children through to adolescents. Practicum or supervised practicum will be required. Reading certificate students should concurrently enroll in ED 694 for 1 or 2 credits. Prerequisite: ED 611 or consent of instructor.

ED 625 Inclusive School Law

An overview of constitutional, statutory, and administrative code influences on public and private schools and inclusive schooling. The study of federal, state, and local legal frameworks incorporates diversity legislation, the provision of special education, employee and student discipline, safety, tort liability, instructional issues, and the rights of all students examined through case studies and practical applications for school administration.

ED 626 Legal Aspects and Administration of Exceptional Education

Comprehensive study of both law and administration of exceptional education as they relate to the principalship; emphasis is placed on case study, analysis, and implications for staff and student personnel administration in this area.

ED 627 Managing Literacy

This course emphasizes the principles and guidelines behind managing literacy issues at school, community, and district levels. Students survey literacy initiatives at a national and local level and learn to interpret psychometric, sociometric, and qualitative data to establish meaningful school and district profiles of literacy. They produce an actual profile for a local school or district and generate data-driven policy recommendations.

ED 628 Mentoring, Coaching, and Supervising

This field-work intensive course promotes the art of supporting and nurturing educational leaders and teachers who are in the process of reforming their own or their institution's literacy practices. It focuses on critical ways for identifying needs, selecting instructional materials, developing phased implementation plans, and creating an

open accountability culture to productively monitor and nurture multiple literacies. Practicum required.

ED 629 Reading Diagnosis and Intervention II

This course develops observation skills through extensive fieldwork and case studies that capture the student experience of literacy at elementary and adolescent levels. Students develop greater “kid watching” sensitivities and techniques to better understand and appreciate the multiple ways students experience literacy, especially the diverse experiences of ELL students and students at risk. Practicum required.
Prerequisite: ED 624

ED 630 Classroom Decision Making

An introduction to classroom teaching as an enterprise of making decisions; examination of decision-making theory and strategies for improving classroom teaching.

ED 631 Supervision of Instruction

This course provides students with the knowledge and skills that will enable them to be effective supervisors of educational personnel. Class activities will include study of various supervisory models, application of supervisory techniques to relevant case studies/school situations, and formation of a personal supervisory plan applicable to school and other settings.

ED 632 Advanced Methods and Materials

An advanced study of teaching methods, instructional materials, and evaluation techniques in subjects typically taught in elementary, middle, and secondary schools. Topics vary.

ED 633 Seminar in Instructional Analysis

Intensive study of approaches and strategies for analyzing and assessing teaching, with plans for improving classroom teaching.

ED 634 Cross Categorical Classroom Organization and Management

This course examines principles of sound classroom organization and effective teaching strategies for academic success, reduction in behavior problems and conflict resolution. A study of various theories of discipline for individuals and groups of pupils. Evaluation of behavior change programs to manage individuals with special educational needs and other pupils experiencing behavior problems. A supervised practicum is required.

ED 634A Classroom Organization - Management

This course is restricted to students enrolled in the Accelerated Secondary Program. This course explores a variety of classroom management and relationship-building strategies. It examines principles of sound classroom organization and effective teaching strategies for student engagement and conflict resolution. Practicum required.

ED 636 District Administration of Exceptional Education and Pupil Services

This course prepares prospective candidates for district level leadership of Pupil Services and Special Education with a focus on relationships with each of the operational units within the district. Practitioners in area school districts are involved in presenting the variety of models in common use.

ED 637 District Administration of Program Planning, Evaluation, and Staff Development

This course prepares prospective curriculum directors to work effectively at the district level, and to effectively relate this role to various operational and instructional components of the school district. Practitioner Instructional Directors will present models of effective leadership representing role and function in varying sized districts.

ED 638 Foundations of Dual Immersion Instruction

This course will focus on the principles of dual language immersion. Participants will examine program models as they apply to the policies and practices that inform literacy curriculum and pedagogy in dual language-biliteracy settings. The outcome of this course will be for educators to develop ideological clarity about quality dual immersion classroom practices.

ED 639 Language Focused Instruction and Practice

This course will examine the fundamentals of dual language instruction with a special emphasis on culturally relevant instruction. The course will guide educators on how to introduce and develop dual language acquisition from kindergarten through twelfth grade. Focus will be placed on how teachers promote oral and written structures in language to develop dual academic literacy. Prerequisite: ED 638.

ED 640 Technology Curriculum Integration

Technology integration at various levels, software applications emphasizing tools for learning, along with guided practice in computer lab settings for hardware and software experience to develop techniques that can be applied on any platform, are stressed.

ED 643 Desktop Publishing in Education

Study and use of desktop publishing programs applicable to an educational setting, incorporation of computer graphics, and utilization of different formats, printing options, collaborative writing strategies, and editing techniques, are stressed.

ED 645 Instructional Technology: Policy, Planning, and Evaluation

Through readings, simulations, and on line resources, this course focuses on technology planning and policies, providing instructional technology support, staff training issues and evaluation, funding sources and developing grant applications. Artifact preparation for licensing will continue.

ED 646 Educational Media Presentations

This course assists in development of strategies and technologies or organizing information into educational presentations. Use of various hardware and software tools for electronic media presentations will be stressed.

ED 647 Practicum in Instructional Technology Leadership

During this supervised practicum experience, exploration of educational technology of all types, online resources, list serves, web sites, and print material that provide opportunities for collaboration and professional growth, will be stressed.

ED 650 Curriculum Topics in Elementary School Subjects

This course focuses on curriculum content an organization of elementary school subjects. Specific topics vary.

ED 651 Curriculum Development in Interdisciplinary Studies

An integrated study of problems, themes and issues approached from interdisciplinary perspectives. Implications for curriculum planning and organization for instruction. Topics vary.

ED 651A Secondary Education Methods

This course is restricted to students enrolled in the Accelerated Secondary Program. This course offers specific teaching methods in areas of science, math, social studies and English. Practicum required.

ED 652 Seminar in Curriculum Studies

An intensive study of curriculum issues and approaches with applications to classroom teaching. Topics vary.

ED 652A Secondary Literacy

This course is restricted to students enrolled in the Accelerated Secondary Program. The course is an intensive study of curriculum issues related to secondary literacy and approaches with applications to classroom teaching. Practicum required.

ED 654 Special Topics in Instructional Technology

This course provides an emphasis on emerging trends, timely developments, and issues related to instructional technology. Topics vary.

ED 655 Directed Study in Telecommunications and Web Development

This course explores the educational use of telecommunications and the world wide web. Software to design and develop an educational web site will be utilized.

ED 656 Administration and Management of the Instructional Technology Asset

Through readings simulations, community involvement, and on line resources, this class will focus on technology facility design including network topography, the selection, acquisition, and maintenance of technology systems including voice, video, data, and other digital components.

ED 657 Enhancing Adult Motivation to Learn

Under construction. Description will be available at <https://express.edgewood.edu> when available.

ED 658 Tech Enhanced Adult Learning Methods

Under construction. Description will be available at <https://express.edgewood.edu> when available.

ED 659 Design and Implementation of Adult Learning

Under construction. Description will be available at <https://express.edgewood.edu> when available.

ED 660 Seminar: Education Policy Studies

An intensive study of topics in educational policy and their bearing on classroom teaching; strategies for incorporating policy implications into planning for classroom teaching.

ED 660A Seminar: Education Policy Studies

This course is restricted to students enrolled in the Accelerated Secondary Program. This course examines

contemporary issues related to education policy, multiculturalism, and best practices in teaching and learning.

ED 662 Schools as Political and Organizational Systems

This course includes a study of community relations; power structures; political/professional organizations, and interest groups; decision-making and problem solving; educational organizations and educational leadership styles.

ED 663 Cognitive Disabilities

This course examines cognitive disabilities in children and youth. Topics include the nature of cognitive disabilities; the classification and characteristics of cognitive disabilities; the environmental, social, and psychobiological factors related to these disabilities; and educational and therapeutic treatment alternatives. Students will be involved in collaborative group and practicum experiences enabling them to demonstrate their abilities to relate to children and adults with compassion and cooperation. A supervised practicum is required.

ED 664 Diagnosis and Assessment in Cognitive Disabilities

This course examines theory and practice in assessing social, emotional, and functional behavior, learning styles, and curriculum- based skill achievement. Students administer and interpret individual diagnostic tests, design and administer informal tests, and demonstrate observation techniques and interview techniques. Emphasis is on individual diagnosis and written program and treatment decisions for students with cognitive disabilities. Students need to demonstrate they are competent evaluators of pupils with cognitive disabilities. Prerequisite: ED 615. A practicum is required.

ED 665 Methods and Curriculum in Cognitive Disabilities

This course examines multiple educational strategies and teaching techniques for pupils with cognitive disabilities. Materials are evaluated for effectiveness and adaptability to students with cognitive difficulties. Emphasis is on the role and relationship of assessment and evaluation, teacher language and modeling, and performance objectives in programming. A supervised practicum is required.

ED 666 Professional Development

This course examines various topics and issues through instructional formats that are suitable for professional development of educators in practice. Applicability of this credit to graduate degree programs requires approval of the chair of the department.

ED 671 Specific Learning Disabilities

The nature and assessment of learning disabilities together with related educational intervention strategies. An overview of historical perspectives, major theoretical positions, and diagnostic and remedial programming for persons with learning disabilities. A supervised practicum is required.

ED 672 Development and Facilitation of Communication in Children and Adolescents

A study of the development of communication and related differences, focusing on cognitive and social bases of communication acquisition and relating this process to developmental stages. The classification, etiology, and treatment of communicative differences will be covered with a focus on pragmatic, receptive, and expressive functioning. Cultural influences, English as a Second Language, bilingualism, and dialect differences are studied. Exposure to

sign language and augmentative systems is offered. A consideration of the role of parents, teachers, and community in facilitating communication is included. A supervised practicum is required.

ED 673 Behavioral and Emotional Disorders

Introduction to the understanding of behavioral and emotional disorders in children and youth. Topics include the nature of deviance and behavioral variation; the classification and characteristics of behavioral and emotional disorders; environmental, psychobiological, and social factors related to these disorders; and available educational and therapeutic treatment alternatives. A supervised practicum is required.

ED 674 Diagnosis and Assessment of Behavioral and Emotional Disorders

Theory and practice in assessing academic and social emotional behavior, learning style and achievement level. Students administer and interpret individual diagnostic tests, design and administer informal tests, and demonstrate observation techniques, educational evaluation, and Individual Educational Program (IEP) development. Emphasis is on curriculum-based assessment and written program and treatment decisions for students with behavioral and emotional disorders. Prerequisite: ED 615. A supervised practicum is required.

ED 675 Diagnosis and Assessment of Learning Disabilities

Theory and practice in assessing learning disabilities, learning styles, and achievement levels. Students administer and interpret individual diagnostic tests, design and administer informal tests, and curriculum-based assessments. Students develop educational evaluations and Individual Educational Programs (IEPs). Emphasis is on individual diagnosis and written program and treatment decisions for students with learning disabilities. Prerequisite: ED 615.

ED 676 Methods and Curriculum in Learning Disabilities

The comparison and analysis of educational strategies and teaching techniques for learning disabilities. Emphasis on skills development for programming within subject areas, as well as the role and relationship of assessment and evaluation, teacher language and modeling, and performance objectives in programming. A supervised practicum is required.

ED 677 Methods and Curriculum in Behavioral and Emotional Disorders

Comparison and analysis of educational strategies and teaching techniques for pupils with behavioral and emotional disorders. Emphasis on the role and relationship of assessment and evaluation, teacher language and modeling, and performance objectives in programming. A supervised practicum is required.

ED 678 Curriculum for Inclusive Learning

This course is a research based curriculum course where students look at curriculum in special education and evaluate for themselves how the curriculum maximizes students with special needs' abilities to be included in activities in their families, schools, and communities. Ethics in decision making and advocacy for students are interwoven. Practical applications will be emphasized through demonstrations and practicum experiences.

ED 679 Independent Study

This course provides variable credit for supervised projects of readings, research, or practical experience developed in cooperation with a faculty advisor and approved by the Dean of the School of Education.

ED 680 Topics in Private School Administration

Topics within this course vary widely. Civil and Canon Law; Community, Parish, Publics, and Politics; Religious Education; Fundraising and Development; and Theological Trends and private schools are some of the possibilities.

ED 690 Graduate Seminar in Education

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

ED 691 Independent Reading

This course includes a faculty-supervised project for variable credit based on agreed upon readings, and a written report with approved bibliography.

ED 692 Capstone Research Project

Planning and conducting the capstone research project under faculty direction and evaluation. Prerequisite: ED 603 and completion of at least 24 credits.

ED 693 Supervised Field Teaching: Learning Disabilities

A supervised field teaching experience in Learning Disabilities with related portfolio development in a school setting appropriate to level of prospective professional practice. Prerequisite: admission to student teaching.

ED 693A Supervised Field Experience: ESL

A supervised field experience with related portfolio development in a school setting appropriate to the level of prospective practice in teaching English language learners. Prerequisite: Program Approval, Admissions to Field Experience. Programmatic differences for those seeking initial and advanced licensing.

ED 693B Student Teaching: EA-A

This course is restricted to students enrolled in the Accelerated Secondary Program. The course is a supervised field teaching experience with related portfolio development in a secondary school setting. It spans the entire semester and includes student teaching seminars. Prerequisite: admission to student teaching.

ED 693C Supervised Field Teaching Cognitive Disabilities

A supervised field teaching experience in Cognitive Disabilities with related portfolio development in a school setting appropriate to level of prospective professional practice. Prerequisite: admission to student teaching.

ED 693D Supervised Field Teaching Emotional and Behavioral Disorders

A supervised field teaching experience in Emotional and Behavioral Disorders with related portfolio development in a school setting appropriate to level of prospective professional practice. Prerequisite: admission to student teaching.

ED 694 Supervised Field Mentoring Practicum

A supervised field mentoring practicum with related portfolio development in a school setting appropriate to level of

prospective professional practice. Prerequisite: advisor permission.

ED 694A Supervised Field Teaching: Bilingual Education

A supervised field experience with related portfolio development in a school setting appropriate to the level of prospective practice in bilingual education. Prerequisite: Program Approval, Admissions to Field Experience. Programmatic differences for those seeking initial and advanced licensing.

ED 695 Supervised Field Teaching: Cross Categorical Special Education

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

ED 696 Supervised Field Experience: Education Leadership

A supervised educational administration practicum in a school/district setting appropriate to prospective administrative licensing and practice: Principal, Director of Instruction, Director of Special Education & Pupil Services, School Business Manager, Instructional Technology, and leadership certificate programs. This is a capstone experience and must be elected very late in the degree/licensing program. Prerequisite: Admission to the practicum.

ED 701 Proseminar I: Introduction to Doctoral Study

An introduction to doctoral study including a program overview, the foundational values of Edgewood College, the role of educational research, APA style writing requirements, the partnership mentor program, portfolio guidelines, and professional standards in assessment. Institutional research tools and technology along with related information retrieval skills support will be provided by professional librarians at Edgewood College's Oscar Rennebohm Library, preparing students for effective searching of the latest specialized electronic sources in education and leadership, culminating in one-on-one, in-depth exploration of resources available on research topics.

ED 710D District Level Administration - Superintendency

This course is a comprehensive overview of the role of the superintendent and district level administration beginning with a historical and conceptual analysis. This course focuses on the application of leadership theory and self-reflection regarding the criteria set forth in Wisconsin Statutes for those who aspire to leadership roles in Wisconsin public schools: knowing teacher obligations; creating a vision for education; nurturing a school culture of continuous improvement; managing the resources of the organization; collaborating with others; acting with integrity in an ethical manner; and interacting with the larger community politically, socially, legally, and economically to effect educational improvements. Additionally, students will begin the process of identifying their dissertation topic and employ research practices as they perform applied research relevant to their topic and/or their current educational position.

ED 710H Leadership in Higher Education

A comprehensive examination of the role of leadership at the postsecondary education level, grounded in a historical and conceptual analysis. This course is designed to explore organizational theory, models and policies, along with governance, management processes, and leadership from multiple perspectives in higher education. This course integrates current theory, best practices, and opportunities for practical application. Through meaningful dialogue, historical analysis, individual and collaborative research, and engagement with experienced leaders working in the field of higher education, students will develop a firm working concept of leadership theories and principles, and apply these leadership principles and activities in their job. This course provides opportunities for students to gain valuable insights on leading student services and academic departments within community and technical colleges, universities, and other higher education organizations and agencies.

ED 720D Leadership Behavior - Politics, Policy, and Administration

The relationship among politics, educational policy and educational practice is explored in its broadest sense. Particular emphasis is given to political and leadership theories, their practical application and the role of leadership in developing and implementing policy in the political environment within an ethical framework.

ED 720H Leadership Behavior - Politics, Policy, and Administration

The politics of education is explored in its broadest sense. Particular emphasis is given to leadership behavior theory and ethical practice that has emerged in the field of educational administration. Policy and politics are pursued in the context of social justice and equity issues. This course is oriented to the development of leaders who will focus on improving educational opportunity and learning for all students and who will think and act broadly as educators of the next generation of leaders.

ED 725H Inclusion and Diversity in Leadership

This course provides a broad overview of diversity theory, research, policy and practices at both the K-12 and higher educational levels. It is intended to help educational leaders create successful culturally diverse classrooms that will better serve all students. The course examines changing demographics, the academic achievement gap, diverse learning styles, racial, gender and class challenges, and offers strategies for schools to address these issues. The course looks at inclusion as a concept of shared power. It explores the ability of different ethnic and cultural groups to participate in policy, design and decision-making processes in public education. It discusses inclusive excellence and will help students develop a foundation for research-based practices in the area of inclusion and diversity.

ED 730D Curriculum, Instruction, and Learning Environments

Curriculum, instruction, assessment and the learning environment are stressed in a context emphasizing organizational frameworks for management and leadership; leadership roles in staff development; learning theory, human development, and ethical considerations of supporting teaching and learning at the district level. Consideration of

multicultural understanding and responding to individual differences is emphasized in the process of creating professional learning communities. Specific attention is given to emergent research in learning style, cognition, intelligence, constructivism in theory and practice. Candidates are required to research curriculum issues and to apply course content to district and/or department situations in a variety of class experiences and mentoring relationships.

ED 730H Curriculum, Instruction, and Learning Environments

Curriculum, instruction, assessment and the learning environment are stressed in a context emphasizing organizational frameworks for management and leadership; leadership roles in staff development; learning theory, human development, and ethical considerations of supporting teaching and learning at the district level. Consideration of multicultural understanding and responding to individual differences is emphasized in the process of creating professional learning communities. Specific attention is given to emergent research in learning style, cognition, intelligence, constructivism in theory and practice. Candidates are required to research curriculum issues and to apply course content to district and/or department situations in a variety of class experiences and mentoring relationships.

ED 779 Dissertation Preparation A

Dissertation completion.

ED 801 Proseminar II: Research and Leadership

Students will experience research endeavors in education by way of presentations from former students and professional researchers in the field of education. Research paradigms and assessment perspectives will be viewed through the lens of professional inquiry and students will be challenged to begin the process of honing a researchable topic for a dissertation. The first review of the learning portfolio will be done.

ED 810D Budget, Finance, and Resource Allocation

This course will examine state and federal categorical programs in the context of funding, expenditures, legal mandates, and ethical considerations and provide a substantive approach to public school finance at the school district level. This approach will include topical areas in both fiscal and non-fiscal areas, strategic planning and resource allocation, budgeting and finance. A practical understanding of the Wisconsin Uniform Financial Accounting Requirements (WUFAR), an overview of national, state and local funding systems, and a summary property tax impacts as related to Wisconsin school finance will be presented. Technological applications in the framework of district initiatives such as referenda, data management systems, and financial forecasting systems will be discussed.

ED 810H Budget, Finance, and Resource Allocation

This course is designed to introduce students to the basics of institutional budgeting and finance. Students will explore topics in planning, financial models, external trends, and organizational culture as they relate to department, institutional, and system-level budgeting. Ultimately, students will be expected to deliver a persuasive, research-based case for content or process change appropriate to their institutional context.

ED 820D Law and Media

This course offers a case study approach to school law in such areas as staff, student, and personnel law as well as broader categories such as tort liability, civil rights, gender equity, and plant and facility administration. Ethical and leadership implications of legal issues will be explored under the tutelage of experienced and dedicated specialized educational lawyers. Students will interact with media representatives from both print and visual domains regarding public relations strategies for school issues.

ED 820H Law and Media

This course introduces students to common legal issues that challenge academic leaders in higher education. Students will learn how to identify potential legal problems and, to the extent feasible, avoid them. Students will also be exposed to the major media serving the higher educational community and learn tips on working effectively with their local media. The course explores the use of mixed marketing campaigns, including the use of social media, to promote higher educational institutions and provides students with information to enhance their institution's overall marketing efforts.

ED 830 Research Design and Methodology

This course is designed to provide students with a working understanding of the varied methodologies and strategies employed in educational research. These include knowing the definition of different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. Students will be expected to learn the essentials needed to carry out the entire research process from identifying a research problem, to selecting the best methodology to examine that problem, to writing a proposal to study the problem, and ultimately completing the dissertation. In addition, students will be expected to become more critical consumers of educational research, acquiring the knowledge to examine published studies and evaluate the usefulness of the findings and recommendations in relation to their unique professional experience and context.

ED 879 Dissertation Preparation B

Dissertation completion.

ED 901 Proseminar III: Research and Assessment

Program assessments including the written comprehensive examination, the dissertation proposal presentation, and the final portfolio evaluation are completed. Dissertation guidelines, research project development, dissertation reporting and writing, and dissertation advisor assignments are confirmed.

ED 910 Dissertation Preparation

Students are assigned a dissertation advisor to support guided research and dissertation development. Students are further assigned to a dissertation community with other students and advisors for the purpose of support and interaction around the dissertation process. Research data are collected and analyzed.

ED 920 Dissertation Writing

The final two chapters of the dissertation are created, reviewed and prepared for final defense.

ED 930 Dissertation presentation

The final written copy of the dissertation is prepared. A faculty team is assigned to attend the dissertation defense. Students are provided guidelines for final publication of the dissertation.

ED 979 Dissertation Preparation C

Dissertation completion.

EDUCATION PROFESSIONAL DEVELOPMENT (EDP)

(see <https://express.edgewood.edu> course search in “Courses and Registration” for additional EDP offerings)

EDP 803 Administration and Organization of Sport

This course focuses on the organization, administration, and management of athletic coaching and sports programs and intercollegiate athletics, as well as recreation. Course content will emphasize (a) organization and leadership theory and practice; (b) practicalities of program development, management, and supervision; and (c) risk management, professionalism, sports ethics, and philosophy as they relate to organized sports at all levels.

EDP 804 Philosophy, Psychology, and Ethics in Sports

This course will examine ethical principles relating to sport specific issues within the context of managing sports. Areas of focus include concepts of moral reasoning, theories of ethics to sport specific situations, developing a code of ethics and values, explanations of the rights and responsibilities of athletic personnel in relation to professional ethics, and development of personal philosophy.

EDP 805 Prevention and Care of Athletic Injury

In this course the student will develop an understanding of the role of the coach in planning for and preventing sports injuries in relation to physiological training, nutrition education, and maintaining a drug-free environment. Students will develop an understanding of the coach’s responsibilities for providing safe conditions and taking the appropriate actions when emergencies arise.

INSTITUTIONAL COURSES (IC)**IC 800 Ethics**

This course examines ethical issues in the practice of professions in public life. Significant issues such as justice, honesty, and respect for persons are examined in study and dialogue as they emerge in human experience. Philosophical and religious perspectives regarding ethics are considered.

IC 850 Studies in Change

This course is designed to develop an understanding of personal, social, and organizational change. Such issues as personal commitment, social conditions, and technological developments are examined for their impact on personal, social, and institutional situations. Research strategies provide opportunities to strengthen logical thinking, analysis of evidence, and written expression.

NURSING (NRS)**NRS 600 Assessment and Planning for Aggregates**

Study of program planning processes for high risk and underserved aggregates. Methods of population-focused health assessment are emphasized.

NRS 605 Teaching/Learning Theory in the Context of Nursing

The course surveys major teaching/learning theories as the foundation developing effective educational processes in a variety of health care and academic settings. Variations in learning needs and styles across the lifespan and with specific populations are examined.

NRS 615 Health Care Financing and Management

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

NRS 620 Nursing Theories and Frameworks

Examination of the development of knowledge and theory in nursing, including the relationship of theory to practice and research. Selected nursing theories are analyzed and evaluated.

NRS 625 Health Care Systems

Study of organization and financing of health care. Students examine the impact of policies as they influence quality and cost effectiveness of health care.

NRS 635 Managing the Nursing System

Study of the management of comprehensive nursing systems within a collaborative, interdisciplinary environment. Nursing delivery, information, and quality improvement systems are examined.

NRS 636 Promoting Interpersonal Competency

Focuses on the role of the advanced practice nurse as a facilitator of productive human relationships in the workplace. Students examine a variety of leadership models and assess strategies for team building, communicating effectively, conflict management, coaching, self-care, and crisis intervention.

NRS 640 Curriculum and Instruction in Nursing

This course examines the philosophical influences in nursing education and scrutinizes the historical and contemporary context for curricula development in nursing education. Pedagogical frameworks for designing and implementing instructional experiences are addressed. Attention is also given to development of curricular objectives, selection and organization of content and program evaluation.

NRS 645 Roles and Strategies of the Nursing Administrator

Study of the roles of nurse administrators in managing resources within a nursing system to affect care delivery and outcomes. Issues and strategies for effective utilization of fiscal and human resources are emphasized.

NRS 660 Research Methods in Program Evaluation

Research methods applied to program evaluation research are learned. Students analyze selected evaluation studies and develop a proposal for implementation of a program evaluation. IRB application submitted.

NRS 675 Teaching Methodology in Nursing Education

This course emphasizes role development and practical methods for effective teaching. The selection, application and evaluation of teaching tools and strategies in the context of health education, continuing education and staff development, and classroom/clinical instruction will be examined.

NRS 725 Applied Research in Program Evaluation

Research seminar in which individuals and groups of students implement their proposed evaluation of a health care program. Oral and written presentations of the program evaluation are required. Prerequisite: NRS 660.

NRS 735 Nursing Practicum

Application of theory to management or clinical activities, including participation in a multidisciplinary project or proposed self-development plan. Includes individual practica in health related organizations and group seminar.

NRS 790 Independent Study

Supervise projects of readings, or practicum experience developed in cooperation with a faculty advisor and approved by the School Dean. Prerequisite: Consent of the instructor and School Dean.

PSYCHOLOGY (PSY)**PSY 600 Introduction to Systems Theories**

Introduction to macro and micro level systemic and human developmental theories utilized in the foundation and practice of marriage and family therapy. Analysis of how personal reactions and experience impacts the understanding and utilization of theory in conceptualization of individuals, couples, and families within a culturally diverse and changing society.

PSY 605 Introduction to Marital and Family Therapy

Review of the history of marital and family therapy and the clinical approaches of interactional therapies. Focuses on basic counseling concepts and skills.

PSY 606 Adult Learning and Organization Development

This course emphasizes the principles of adult learning and provides an understanding of adult development. Students learn and apply the techniques and procedures used in the development of adult learners, including employment settings in different organizations and at all organizational levels. Cross-listed with ED 606.

PSY 610 Marital and Family Therapy II

Exploration of techniques of major fields of systems therapy, including structural, strategic, systemic, existential, brief, and others. Prerequisite: PSY 605.

PSY 615 Special Issues in Systems Therapy

Examines therapeutic strategies for issues such as blended families, addiction, abuse, and others. Prerequisite: PSY 605.

PSY 620 Diversity and Culture in Marriage and Family Therapy

Examines the concept of diversity and cultural competence across the spectrum of race and ethnicity, class, spirituality, gender, age, and culture; with an emphasis on the implications for marriage and family therapy.

PSY 625 Human Sexuality and Sexual Dysfunction

Review of the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems from a systemic perspective.

PSY 630 Psychopathology and Personality

Review of major theories of personality and psychopathology, emphasizing psychiatric diagnostic classification systems relevant to MFT. Study of the implications for treatment and comparisons with interactional approaches.

PSY 635 Assessment in Marital and Family Therapy

Examination of common relational, assessment, and psychometric instruments used in evaluation, diagnosis, and treatment of relational, mental health, and emotional disorders in the practice of marriage and family therapy and mental health. Discussion of training, experience, and competency factors to consider, including issues of scope of practice and expertise. Analysis of reliability, validity, appropriateness, utility, diversity, and cultural factors influencing the selection and interpretation of assessment and psychometric tools. Prerequisite: PSY 630.

PSY 640 Substance Abuse and Dependence

Overview of chemical and alcohol abuse and dependence, examining the aspect on individuals and families. (SS)

PSY 645 Psychopharmacology

Examines psychoactive medications and their use in the treatment of mental and behavioral disorders. Therapeutic and side effect issues are addressed. (SS)

PSY 655 Marital and Couple Therapy

This course is designed to provide an exploration and application of theories and methods used in marital and couple therapy. Using a systemic perspective, major theoretical approaches will be examined to develop a framework within which the student can understand the nature of intimate relationships and the dynamics of marital and couple therapy.

PSY 700 Research Methods

Brief review of quantitative and qualitative methods of inquiry, examining recent evidence-based research in marriage and family therapy. Development of a research project in the field of marriage and family therapy. (F)

PSY 710 Research in Family Therapy

Continue examination of evidence-based research in marriage and family therapy. Data gathering analysis, and professional presentation of findings for research project in marriage and family therapy. Prerequisite: PSY 700 (S)

PSY 730 Introduction to Ethical, Legal, and Professional Issues

Provides an introduction to ethical, legal, and professional practice issues specifically related to beginning clinical internship experiences, including how and when to utilize clinical supervision.

PSY 750 Clinical Internship I

Supervised practice of marriage and family therapy in a field experience. This course must be followed within a 12-month period by PSY 760 and 770. Prerequisite: completion of all Year 1 courses and approval of the Program Director.

PSY 760 Clinical Internship II

Supervised practice of marriage and family therapy in a field experience. Prerequisite: PSY 750.

PSY 770 Clinical Internship III

Supervised practice of marriage and family therapy in a field experience. Prerequisite: PSY 760.

PSY 800 Ethical, Legal, and Professional Issues

Examination of ethical, legal, and professional expectations, responsibilities, behaviors, and best practice models in relation to being a marriage and family therapist and mental health professional. Analysis of the development, formation, and implementation of personal and professional values, and how these impact making decisions in the best interest of patients, society, and the profession.

RELIGIOUS STUDIES (RS)**RS 605 Religion and Contemporary Studies**

Study of selected aspects of Religious Studies in a contemporary context. Possible topics include: Theology Today, Moral Issues, Communications/Media.

RS 610 Trends in Ministry

Opportunity to explore the needs of global and local communities by examining outstanding leaders, systemic and cultural conditions, and possible ways participants can respond to present and future needs.

RS 615 Religious Traditions and the Modern World

Research into the interplay of religious traditions with contemporary studies of cultures, societies, politics, economics and the humanities. Prerequisite: Demonstrated proficiency in World Religions.

RS 620 Advanced Hebrew Scriptures: Messianism

A detailed exegetical study of messianism in the Hebrew Bible from the perspectives of historical-criticism and reception-history. The course is designed to enable students to develop their exegetical skills and to explore ways that messianic oracles have been interpreted and received in the Jewish and Christian communities from the Second Temple period to the twenty-first century. Prerequisite: Demonstrated Proficiency in Hebrew Scriptures.

RS 630 Advanced Christian Scriptures: Moral Vision of the New Testament

A detailed methodological and exegetical study of the moral demands of the New Testament. Designed to develop hermeneutical and exegetical skills, the course explores ways New Testament writers argue for ethical transformation and ways the message of the New Testament may be appropriated by Christian communities.

RS 640 Development of Religious Life and Thought

An in-depth investigation of specific religious ideas and movements in Christianity and/or other religions, to study the interconnectedness of ideas and movements with one another, especially in the historical context. Prerequisite: Demonstrated Proficiency in History of Christianity.

RS 650 The Sources of Moral Decision Making in an Ecumenical World

A study of the bases of moral decision making (e.g., revelation, reason, custom) in ethical and religious traditions

and an analysis of authoritative texts using models of moral development, reinterpretation, and modernization.

Prerequisite: IC 800 Ethics or Demonstrated Proficiency in Philosophical or Theological Ethics.

RS 660 Worship

A study of ritual and the roles of symbol, myth, imagination, and the arts in contemporary worship. Includes insights from theology, history, faith development theory, and anthropology.

RS 670 Counseling Models and Skills in Ministry

A study of models of counseling and what constitutes skills for effective ministry, with field experience to practice these skills.

RS 700 Themes in Theology

Research into particular areas of Christian theologies, including recent and contemporary theologians, and topics such as God, Christ, Spirit, Community, Liturgy, Morality, and Eschatology.

RS 710 Theology of Ministry/Models of the Church

An investigation of select theologies of ministry in their historical and cultural contexts and in relationship to contemporary models of church.

RS 720 Sacraments/Liturgy

Research into specialized topics that relate to liturgical and sacramental celebrations including their historical, theological, and cultural contexts.

RS 730 Spirituality

A critical examination of some of the ways persons, groups, and/or particular traditions articulate their experiences of the Sacred and express that experience through myths, rituals, music, art, prayer, attitudes, behaviors, moral codes, relationships, with self, others, and creation.

RS 625-629 Topics in Religious Studies

Special study of selected topics and themes in Religious Studies which vary according to the goals and needs of the students. Areas may include: Religion and Science, Psalms, and Gospel of John, among others.

RS 675,680 Practicum, Internship in a Professional Situation

Supervised observation and participation in situations appropriate to the particular goals of the student.

RS 790-794 Independent Reading, Research, and/or Project

Topics, orientation, and bibliography to be developed with the approval of the Religious Studies Department.

RS 795-799 Workshops/Seminars in Religious Studies

Selected topics and themes studied in a focused manner.

SUSTAINABILITY LEADERSHIP (SUST)**SUST 650 Sustainable Development Leadership**

This course provides the foundation for the Sustainability Leadership Program. We introduce major approaches to and measures of sustainability (e.g., ecological design, permaculture, biomimicry, life-cycle costing, triple bottom line, natural capitalism, ecological footprint, bioregionalism, The Natural Step, Transition movement); explore

relationships among sustainability, economic development, and social justice; and apply systems thinking and sustainability principles to specific issues. We also use existing models and team projects to examine how personal values, goals, and communication styles influence our roles as change agents; and we practice a variety of methods (e.g. Scenario Thinking, Appreciative Inquiry, World Cafe, Open Space) that can promote networking, public participation, planning, and group decision-making on sustainability issues. This is a mostly residential course designed to create a community of reflective learners that support each other in becoming effective as social entrepreneurs and sustainability change agents. Prerequisite: Admissions into Sustainability Leadership Program or consent of the instructor.

SUST 651 Ecological Sustainability

In the second course of the Sustainability Leadership Program, we use an ecological framework to explore the scientific basis of sustainable systems and the extension of principles of ecology and natural systems at multiple levels of organization, with emphasis on the fundamental roles of energy flow, nutrient dynamics, and hydrological cycles in ecosystem and biosphere function. We work extensively with principles of ecological design, resilience, and restoration; and we critically analyze key sustainability indicators and reporting frameworks (e.g., ecological and carbon footprints, green building certifications, Global Reporting Initiative, Genuine Progress Indicator). Key related concepts considered in some depth include: ecosystem services; adaptive management; regeneration; permaculture; biomimicry; integral ecology; indigenous knowledge systems; ecospirituality. Prerequisite: SUST 650.

SUST 652 Social and Economic Sustainability

How is public policy made, and how can we best manage for systematic change toward sustainability in our organizations and communities? In this course, we consider the challenges to such change presented by global trends and by traditional socioeconomic and public policy models; and we introduce alternative models provided by ecological economics, sustainable development, and participative democracy aimed at meeting these challenges. We discuss how deeper knowledge of human perception and behavior can help us formulate effective communication and education strategies and practices. Key related concepts considered in some depth include: corporate social responsibility; environmental justice; precautionary principle; voluntary simplicity; new urbanism; Transition movement; conflict transformation; ecopsychology; risk perception; social traps; cultural cognition; social marketing; socially-responsible investing. Prerequisite: SUST 651.

SUST 659 Sustainability Leadership Capstone

Students apply concepts and skills of sustainability leadership to complete directed projects under the supervision of Edgewood faculty and community mentors. Students are expected to synthesize relevant theoretical, practical, and technical content; identify appropriate social change processes; and implement a focused sustainability plan that integrates multiple academic and stakeholder perspectives and generates support for change through the effective use of communication skills. Prerequisite: SUST 652.

INSTITUTIONAL AND FACULTY INFORMATION

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ACCREDITATION AND MEMBERSHIPS

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

AACN - American Association of Colleges of Nursing

AACRAO - American Association of Collegiate Registrars and Admissions Officers

AACSB International - American Assembly of Collegiate Schools of Business

AACTE - American Association of Colleges for Teacher Education

AAC&U - American Association of Colleges and Universities

AAMFT - American Association for Marriage and Family Therapy

ACBSP - Association of Collegiate Business Schools and Programs

AAHE - American Association for Higher Education

ACCU - Association of Catholic Colleges and Universities

AGB - Association of Governing Boards

AILACTE - Association of Independent Liberal Arts Colleges for Teacher Education

AIR - Association for Institutional Research

AIRUM - Association for Institutional Research of the Upper Midwest

CASE - Council for the Advancement and Support of Education

CIC - Council of Independent Colleges

CCNE - Commission on Collegiate Nursing Education

CUR - Council on Undergraduate Research

CHEA - Council for Higher Education Accreditation

COAMFTE - Commission on Accreditation for Marriage and Family Therapy Education

CUPA - College and University Personnel Association

HLC - Higher Learning Commission

NAC - Northern Athletics Conference

NACE - National Association of Colleges and Employees

NACUBO - National Association of College and University Business Officers

NAICU - National Association of Independent Colleges and Universities

NCAA III - National Collegiate Athletic Association

NCATE - National Council for the Accreditation of Teacher Education

WACRAO - Wisconsin Association of Collegiate Registrars Officer and Admissions Officers

WACSN - Wisconsin Association for Collegiate Schools of Nursing

WACTE - Wisconsin Association of Colleges for Teacher Education

WAICU - Wisconsin Association for Independent Colleges and Universities

WIPCS - Wisconsin Institute for Peace and Conflict Studies

WICTE - Wisconsin Independent Colleges of Teacher Education

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

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