

# EDGEWOOD COLLEGE

→ GRADUATE CATALOGUE

2005–2007



Doctor of Education in  
EDUCATIONAL  
LEADERSHIP

Master in  
BUSINESS  
ADMINISTRATION

Master of Arts in  
EDUCATION

Master of Science in  
MARRIAGE AND FAMILY  
THERAPY

Master of Science in  
NURSING

Master of Arts in  
RELIGIOUS STUDIES

Courses in  
MUSIC EDUCATION

## OFFICIAL NOTICES

This catalogue is effective for students entering the college beginning in the Fall 2005 semester and until a new catalog is published.

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.

The content of this document is provided for the information of the student. It is accurate at the time of printing 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 otherwise 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.

**Effective January 2005**



**EDGEWOOD COLLEGE**

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## MISSION STATEMENTS

### EDGEWOOD COLLEGE MISSION

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.

### PHILOSOPHY SUPPORTING EDGEWOOD 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.

### VISION GUIDING EDGEWOOD'S GRADUATE PROGRAMS

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

### MISSION OF GRADUATE PROGRAMS AT EDGEWOOD COLLEGE

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.

## MISSION STATEMENTS

- Innovators who command global perspectives and an appreciation of cultural diversity.
- Decision-makers who critically integrate multiple perspectives in their work activities

### DIVERSITY STATEMENT

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

### AFFIRMATIVE ACTION POLICY

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 Vietnam Era 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.

### 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 text taping and brailing may require more notice. Services for students with disabilities are coordinated through the Student Resource Center, Room 206, DeRicci Hall.

## GRADUATE STUDIES AT EDGEWOOD COLLEGE

Graduate studies at Edgewood College flow from the 800-year Dominican Catholic tradition of liberal and professional education. For over 75 years, Edgewood College has prepared students for a life of responsible service to society in their chosen professions. Edgewood College takes pride in being a community of experienced educators, dedicated scholars, and motivated students.

The graduate programs nurture leaders in the professions within an intellectual environment that encourages ethical and spiritual reflection as well as professional and technical growth.

A liberal arts heritage is reflected by two interdisciplinary requirements common to all of the graduate programs: Ethics and Studies in Change. Through these requirements, students gain an increased awareness of the process of change, interrelationships, and ethical issues in the context of personal and professional environments.

The graduate programs at Edgewood College are designed to provide professionals with the practitioner skills needed for career transitions and leadership growth. Each curriculum emphasizes the role of research as a strong theoretical basis for professional practice. Excellence in teaching, enhanced by scholarship, service, and research, has always been the first priority at Edgewood College. Every course is taught by an experienced, highly qualified professor or instructor. Small classes create an atmosphere of personal attention and instruction.

Flexible scheduling is a hallmark of the graduate programs at Edgewood College. To best serve working people, most courses are scheduled on weekends, weekday evenings, or in the late afternoon. Graduate courses are also offered during summer session.

The location of the college in Madison, the state's capital and a leading university city, guarantees rich opportunities for outside-of-classroom learning in business, education, religious studies, nursing, and counseling.

In addition to a thriving base of local and regional organizations, a number of national and international corporations are headquartered in Madison. The city is home to insurance and financial institutions and draws large numbers of conventions each year.

Madison is home to music, theater, and dance performances of every description. The Elvehjem Museum of Art and the Overture Center for the Arts have distinguished collections and bring national shows to the city.

## GRADUATE STUDIES

Madison is a city that thrives on volunteer energy. In keeping with the tradition of service, many of the professors at Edgewood College become involved in direct service to the community, frequently inspiring students to pursue volunteer work of their own.

Edgewood College welcomes students who wish to join a vital community dedicated to the liberal arts and professional education. A supportive environment, a superior education, and the opportunity to explore the personal values that generate enlightened professional performance are offered. Please contact our Admissions Office for assistance with admission and answers to questions.

Telephone (608) 663-2294

Fax (608) 663-2214

Email: [admissions@edgewood.edu](mailto:admissions@edgewood.edu)

## COLLEGE RESOURCES AND SERVICES FOR STUDENTS

Edgewood College recognizes the particular needs of adult students for resources and services that are available during the times they are on campus. Offices and services try to accommodate the weekend and evening hours that most graduate students have for taking classes and studying.

### MAILBOXES

All Edgewood College students are assigned mail boxes including Graduate students. The student mail boxes are located in Room 124, first floor, DeRicci Hall. A directory of all mail box numbers is located in the Student Mail Room, the campus Mail Center (Room 126A), and on Edgenet. Contact the Mail Center staff (663-2210) if you have any questions. Students are responsible for regularly checking and emptying their mail boxes.

### STUDENT ID CARDS

All students must have a validated student ID card. Students may obtain their ID and have their card validated or replaced for a fee at the Technology Assistance Center in the library. 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 at the Business Office and use it at the Wingra Café, the cafeteria, and the bookstore.

### BUS SERVICE

Students are encouraged to use public transportation. Student fees help to pay for an arrangement whereby students, faculty, and staff with an Edgewood College ID may ride the Madison Metropolitan buses at no charge during the academic school year.

### LIBRARY

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

### Resources

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



## COLLEGE RESOURCES AND SERVICES

curriculum materials. The library webpage ([library.edgewood.edu](http://library.edgewood.edu)) serves as a gateway to library resources such as the online catalog (EdgeCat), access to over 7,500 full-text journals, citation style guides, electronic book collections, and other online article databases. 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. Students may also apply for a Madison Public Library card with proof of residence.

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

### Staff

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

### Services and Facilities

Library facilities include over 25 computer workstations offering access to a variety of online information resources as well as word processing, electronic mail, printers, wireless capabilities throughout the library, copiers, video players, and other equipment. Three large group study rooms are available for student use. The College Archives, containing the college's historical publications, documents, and memorabilia, are housed in the library. The Technology Assistance Center serves as the help desk for computer network, one-card, and telephone questions and circulates the audiovisual equipment.

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, [library.edgewood.edu](http://library.edgewood.edu).

### BOOKSTORE

The campus bookstore, located at 121 DeRicci Hall, stocks textbooks, school supplies, gifts, New York Times bestsellers, and much more. The bookstore can also order computer software at academically discounted prices. Hours are posted outside the bookstore and extended hours are usually available at the beginning of the semester. Call (608) 663-2213 with questions.

## DINING FACILITIES

Students may purchase meals or snacks at the Regina Hall cafeteria or at the Wingra Café in the Predolin Commons. There are also a variety of vending machines on campus.

## COMPUTER LABS

Edgewood College offers a number of computing facilities equipped with the current technology needed by students to successfully achieve their academic goals.

The Nicolet Computer and Instructional Technology Center, located in the lower level of Regina Hall, is the main general-use open computing lab available to all students. This lab features both Windows-based PCs and Macintosh computers. Printers, scanners, and CD-ROM writers are also available for use. Lab hours are posted outside of the lab entrance and are published on the Computer & Information Services EdgeTech website, [edgetech.edgewood.edu](http://edgetech.edgewood.edu). Students may also contact the Technology Assistance Center (TAC) to inquire about lab hours.

The Oscar Rennebohm Library also features computers available for student use. For more information (including hours), visit the library's website at [library.edgewood.edu](http://library.edgewood.edu) or call 663-3278.

Technology classrooms with multiple computer workstations are available throughout campus. DeRicci 318 features Macintosh computers, and Predolin 121 features Windows-based PCs. However, their use is usually limited for classes in specific academic areas and special events.

The campus Technology Assistance Center (TAC) is available to assist with any questions students might have regarding campus computer use. The TAC is located on the main floor of the library, and can be reached at 663-6900 or via email at [technology-assistance@edgewood.edu](mailto:technology-assistance@edgewood.edu).

For the latest detailed information on the Nicolet Computer and Instructional Technology Center (including lists of available equipment and software), existing technology classrooms, Technology Assistance Center hours, or other useful student technology information such as instructions for using campus email and the Blackboard/EdgeCMS system, please visit the EdgeTech website, [edgetech.edgewood.edu](http://edgetech.edgewood.edu).

## Computer Lab Policies

- Computer labs are for scholarly and educational use only.
- Lab users must store their files on their own disks or CDs.
- Equipment should be left in the same configuration as it is found. Equipment is not to be moved.

## COLLEGE RESOURCES AND SERVICES

- Students may not install software on lab computers. Any installation of files or software must be performed by Computing & Information Services staff. Any files that are not specifically approved by Computing & Information Services 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 and diskettes.
- 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 [edgetech.edgewood.edu](http://edgetech.edgewood.edu).)

### 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.

### 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 663-2212.

### CAMPUS MINISTRY

Campus Ministry at Edgewood College provides leadership for community building, public worship, spiritual inquiry, and faith development among students, staff, and faculty. Persons of all religious traditions are welcome to participate in activities sponsored by campus and peer ministers, including the Cor ad Cor student organization, Bible Study, Habitat for Humanity, the Luke House meal program, Alternative Spring Break trips, and School of Americas Vigil. St. Joseph Chapel, located in Regina Hall, is available for public prayer and quiet reflection. The Eucharist is celebrated regularly when school is in session. The inspiration for Campus Ministry arises from our Catholic Dominican identity and the Gospel values of truth, justice, compassion, partnership, and community in the tradition of St. Dominic, St. Catherine of Siena, and Fr. Samuel Mazzuchelli.

### CAREER SERVICES

Career Development Services include aptitude testing and individual career counseling, job vacancy bulletins, resume writing assistance, an information center with current resource materials, and job search information from the Internet. To schedule an appointment for individual career assistance, see the administrative assistant at DeRicci 206 or call 663-2281. Evening and weekend sessions are available by appointment.

Personal Counseling Services help foster self-direction and assist students in dealing with issues that may interfere with their personal development and

## COLLEGE RESOURCES AND SERVICES

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 or by calling 663-2281.

### HEALTH CENTER

The Edgewood College Health Center is staffed by a certified nurse practitioner. The major goal of the Health Center is to encourage a program of health promotion and disease prevention. The Health Center provides basic 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 the Health Center as an informational resource in completing classroom assignments. To schedule an appointment, call 663-8334. Same-day appointments are usually available.

### 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 nutrition-related concerns. Nutrition-related workshops and classes are also available. Call the Health Center for additional information or to schedule an appointment.

### CENTER FOR DIVERSITY

The Center for Diversity focuses on the special needs of an ethnically diverse student population and acts as a campus-wide catalyst, promoting the celebration of diversity. The center offers faculty, staff, and students an opportunity to be linked with one another as representatives of various ethnicities in healthy and realistic ways. This link helps to make Edgewood College an enriching place for everyone.

The Director of the Center offers cultural enrichment opportunities, academic skill builders, personal counseling, and social activities for all students, with special attention to the needs of students of color.

Through the programming efforts coordinated by the Director and students, the center promotes an appreciation of the richness that the history and culture of a diverse population bring to Edgewood College.

## COLLEGE RESOURCES AND SERVICES

### 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, 7 days a week. The Security Department is located in Weber Hall. You can contact the Security Department by calling (608) 663-4321.

Edgewood College’s crime statistics report and campus safety policies are available at [www.edgewood.edu/parentsfamily/safetySecurity](http://www.edgewood.edu/parentsfamily/safetySecurity). A paper copy is available at the Dean of Students Office.

### ATHLETICS

The Athletic Department sponsors 12 intercollegiate sports for women and men. Women’s sports include basketball, cross country, golf, soccer, softball, tennis, and volleyball. Men’s sports include baseball, basketball, cross country, golf and soccer. Edgewood is a member of the National College Athletic Association and Lake Michigan Conference. 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 Director.

### 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.

### STUDENT RESOURCE CENTER

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

## Counseling

The Career Counseling staff facilitate students' exploration of fields of study and career paths, giving guidance on a wide range of resources and decision-making techniques.

Assistance is given to students and alumni in search of part-time jobs, summer jobs, and full-time jobs upon graduation. Assistance is also given in resume preparation and review, as well as interviewing practice.

The Personal Counseling staff provide individual counseling, comprehensive alcohol/drug counseling, and various support groups to students in a respectful, confidential manner.

## Learning Support Services (LSS)

The Learning Support staff provide academic services that promote independent and cooperative learning in order for students to perform effectively and efficiently in the classroom. The LSS staff offers students the following:

- Services for students with disabilities
- Study skills and learning strategies

## Services for Students with Disabilities

Services for students with disabilities are coordinated through Learning Support Services. Interested students should contact that office 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.

## HOUSING

Graduate students interested in on-campus housing should contact the Office of Residence Life at 663-3228 for further information.

## 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 departmental program pages in this catalogue.

# GRADUATE, ADULT AND PROFESSIONAL STUDIES

## 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 the 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.

## GRADUATE PROGRAMS

### Master's Degree Programs

Programs for Master's degrees are offered in Business (MBA with concentrations in Accounting, Finance, International Business, Management, Marketing, Total Quality Management), Education (MA with concentrations in Special Education, Educational Administration, or General Professional Development), Marriage & Family Therapy (MS), Nursing, (MS with concentrations in Nursing Administration, Nursing Education, Nursing as a Health Ministry), and Religious Studies (MA).

### Doctoral Degree Programs

The Education Department offers the Doctorate of Education Degree (Ed.D.). This degree program includes a sequence of study in educational leadership that leads to DPI certification as School District Superintendent. An additional sequence of study in the field of Education includes a broad view PK-16 System Leadership focus that studies leadership responsibilities and interaction at the primary, intermediate, middle, high school, technical college, and four-year college levels.

## RETURNING ADULT ACCELERATED DEGREE (RAAD)

Currently we offer a Bachelor in Business Administration degree (BBA) in our RAAD Program. This degree can be completed in as little as 36 months without any transfer coursework. Classes are held weeknights, Monday through Thursday, and meet once a week for seven weeks. New classes begin six times per year, allowing students to start and stop as their schedule permits. Technology is integrated through a web-based course management system



## GRADUATE, ADULT AND PROFESSIONAL STUDIES

(Blackboard) to electronically distribute readings and assignments, as well as to facilitate dialogue between classmates and instructors in an efficient timeframe. A new RAAD program in Computer Information System will begin academic year 2005–2006.

### PROFESSIONAL STUDIES

Edgewood College is committed to working with professionals in our communities by providing experiences that help individuals meet their ever-expanding learning needs.

#### Professional Development Courses

Edgewood College is actively interested in meeting the educational needs of working professionals. We will develop specific learning experiences to meet a group's needs. Groups with whom we have worked include the John Muir Academy, the Wisconsin Institute for Economic Education, and the Technology, Media, and Design Conference. We have also worked with many school districts bringing district-requested experiences to the teachers in their home school. These professional development experiences can be from three hours to three weeks to as long as needed. Credit, CEUs (Continuing Education Units) are available. For information about professional development offerings in Business-related areas, contact the Corporate Learning Center at 608-663-3497. For Education-related areas, contact the Department of Education at 608-663-2293.

#### Continuing Education

Continuing Education offers a diverse selection of short-term courses in a variety of formats for personal development and enrichment. Topics cover many areas from art history to financial management to spirituality to nature and more.

#### Education for Parish Services (EPS)

Education for Parish Service is a non-credit program that provides classes for adults in theology, scripture, and spirituality in an atmosphere of study, prayer, and group interaction. Courses are offered in two-year cycles. New students may enter in September, January, March, or June.

Further information on our Professional Studies Programs can be obtained through the Graduate, Adult and Professional Studies Office by calling 608-663-2270 or through the Edgewood College homepage, [www.edgewood.edu](http://www.edgewood.edu).

## STUDY ABROAD

### 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, contact Larry Laffrey, Co-Director, William H. Young Center for Global Education, Predolin 340, at 608-663-2277.

# INTERDISCIPLINARY COMPONENTS: 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 compliment 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.

## INTERDISCIPLINARY COMPONENTS

Interdisciplinary components 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.

The Ethics component involves the study of the role of reason in judgment, reasoned judgment in relation to conventional wisdom, and the relationship of

## INTERDISCIPLINARY COMPONENTS

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.

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.

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.

The MBA program has integrated the Studies in Change component into some of its courses. See the Business Administration section for details.

The Marriage and Family Therapy program has integrated the Ethics component into its PSY 800 course. See the Marriage and Family Therapy section for details.

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

### **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.

# 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 student, must meet all of the requirements for admission to the graduate programs. Non-degree students only need to meet admission requirements 1, 2, and 3.

In addition to the seven general admission requirements, departments may have additional requirements or prerequisites for their specific programs. Contact the Departmental Office or Office of Admissions or review the appropriate section in the Graduate Catalogue for more information.

1. The applicant must hold and provide evidence of a baccalaureate or more advanced degree from a United States regionally accredited (or equivalent\*) post-secondary institution. A cumulative grade point average (GPA) of at least 2.75 on a 4.00 scale is required for admission under Regular Status. (Nursing requires a GPA of 3.0 on a 4.0 scale.) The cumulative GPA is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. The applicant has completed and submitted a graduate application to the Office of Admissions.
3. The applicant has paid the \$25 non-refundable application fee. (The application fee is \$50 for the Ed.D.)
4. Official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions have been sent directly to and received by the Office of Admissions.
5. Two letters of recommendation from college or university professors, supervisors, or professional colleagues who can focus on the probability of success in graduate school and cite specific reasons.
6. A written statement listing the reasons why the applicant thinks he or she will be successful in graduate school. Cite how specific background experiences will help make you a successful student.
7. Non-native English language speakers must give evidence of English language proficiency by meeting one of the following conditions:
  - Having received a baccalaureate or more advanced degree from an institution where English is the language of instruction.
  - Obtaining a minimum score of 550 (213 computer-based) on the Test of English as a Foreign Language (TOEFL).

## ADMISSION TO GRADUATE PROGRAMS

- Completing the Wisconsin English as a Second Language Institute's (WESLI's) 700-level requirements (includes 700RW and 700 SL courses) with a rating of "very good" or higher (3, 3+, or 4). These requirements include academic reading and writing and academic listening and speaking skills. Students must arrange to have these results and a recommendation from WESLI forwarded to the Graduate Admissions Office at Edgewood College.
  - Completing the Madison English as a Second Language School's (MESLS') Level Six (103B) core courses in reading, writing, grammar, and communication with at least an AB average overall in that level and no grade lower than a B in any course. Students must arrange to have these results and a recommendation from MESLS forwarded to the Graduate Admissions Office at Edgewood College.
- \* If the applicant's highest degree is from a post-secondary institution that is not a United States regionally accredited post-secondary institution, the equivalency to a regionally accredited post-secondary institution must be determined by a credential evaluation service that is a member of the National Association of Credential Evaluation Services.

## 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. Certificate/license candidates are applicants seeking a license through an Education Department program approved by the Wisconsin Department of Public Instruction or Department of Education.
3. Degree and certificate/license candidates are applicants seeking both a graduate degree from Edgewood and a DPI license.
4. 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 written request must be submitted to the Admissions Office.

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 TO GRADUATE PROGRAMS

## 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 on 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 above criteria, except that one or more original pieces of admission information (items #2 through #7 on page 21; or specific 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.

## INTERNATIONAL 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 normally available to international students, and employment opportunities are limited. Students should not expect either scholarship or employment to pay for educational expenses.

# ADMISSION TO GRADUATE PROGRAMS

## 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.

## UNDERGRADUATE STUDENTS IN GRADUATE COURSES

Undergraduate students enrolled at Edgewood College may be admitted to graduate courses under the following conditions:

1. The student has a cumulative GPA of 2.75 on a 4.00 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 102 or 103, and CA 101, or their equivalents.
5. The student has the consent of the instructor in the graduate course (and 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.

Undergraduate students wishing to take a graduate course can obtain the Request to Take Graduate Course form from the graduate departmental office for the graduate course to be taken, the Registrar's Office, or the Graduate, Adult, and Professional Studies Office. The student fills out the form and obtains the advisor's signature (and if necessary the signature of the Departmental Chair of the graduate course to be taken). The form is turned into the Registrar's Office after all signatures have been obtained.

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

Post-baccalaureate students have already earned an undergraduate degree and are enrolling in the college to receive undergraduate credit toward an initial license in teacher education, another undergraduate major, or another undergraduate degree. For post-baccalaureate students, conditions #1 and #3 above apply; conditions #2, #4, #5, #6, and #7 above do not apply. Post-



## ADMISSION TO GRADUATE PROGRAMS

baccalaureate students wishing to take graduate course can obtain the Request to Take Graduate Course form from the graduate departmental office for the graduate course to be taken, the Registrar's office, or the Graduate, Adult, and Professional Studies Office. The student fills out the form and obtains the advisor's signature (and if necessary the signature of the Departmental Chair of the graduate course to be taken). The form is turned into the Registrar's Office after all signatures have been obtained. Graduate credits taken while a post-baccalaureate student may be applied to a graduate degree at Edgewood College. Approval of the respective department is required.

# ACADEMIC POLICIES AND PROCEDURES

## 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 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 interdisciplinary components requires approval of the Graduate Council IC Subcommittee.

## 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 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.

Summer credit loads may be different. Please refer to the Summer Session timetable.

## 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.

## ACADEMIC ADVISING

Each of the graduate programs makes departmental advisors available to graduate students.

# ACADEMIC POLICIES AND PROCEDURES

## Business

Business students should contact a 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

Students seeking a cross categorical license with an emphasis in CD, ED, or LD are encouraged 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 ED 690 or ED 692 must have departmental approval. Students in the doctorate program receive advising with their cohort group. (See the Ed.D. section for details.)

## Nursing

Nursing students are assigned a departmental advisor upon admission and following an initial interview with the department chair. A program plan is established in that initial meeting. Students in nursing should consult with their departmental advisor every semester before registering for courses. 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.

## 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.

## 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 after which there will be an additional processing fee assessed for those who want to register (see the timetable).

Web (or on-line) registration is available to new and continuing students.

## ACADEMIC POLICIES AND PROCEDURES

Information on using on-line registration is mailed to continuing students and is in the course timetable.

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 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.

### 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 timetables.

Withdrawal during summer session is governed by policies described in the summer session timetable.

Students who wish to drop their entire academic load should obtain a Withdrawal Form from the Office of the Registrar or the Graduate, Adult, and Professional Studies Office.

# ACADEMIC POLICIES AND PROCEDURES

## 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.

## CHANGE OF SCHEDULE AND ADD/DROP PROCEDURES

Continuing students may use the on-line registration system to add or drop courses until the deadline has been reached. New and re-entry students must use the official Course Change Form obtained from the advisor, the Office of the Registrar, or the Graduate, Adult, 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).

## 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 "C" is applicable for meeting requirements for a graduate degree.

# ACADEMIC POLICIES AND PROCEDURES

## 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 course work, 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.

## PASS/FAIL

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

## GRADE REPORTS

Grade reports are sent to students at their home addresses at the close of each semester and may be viewed on-line. If a student has not met financial and library obligations to the college, or admissions credentials are not on file, this report is withheld.

Only graduate courses numbered 600 or above are used to determine a student's cumulative and semester GPA.

# ACADEMIC POLICIES AND PROCEDURES

## 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 3.0 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.

## ACADEMIC HONESTY

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 efforts in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize standards for academic honesty, the following policy has been adopted:

### Violations of Standards of Academic Honesty

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

- Cheating on examinations.
- Submitting collaborative work as ones own.
- Falsifying records, achievements, field or laboratory data, or other course work.

## ACADEMIC POLICIES AND PROCEDURES

- Stealing examinations or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Plagiarizing, i.e., submitting the ideas, words, or works of another person as ones own.
- Aiding another student in any of the above.

### Academic Sanctions

Since cheating occurs in a specific context, penalties for specific violations of standards for academic honesty are difficult to stipulate in advance. Certain violations, such as stealing and plagiarizing, involve legal as well as ethical concerns, and sanctions for these therefore will be generally more severe. The instructor will need to judge the extent to which a violation represents careless scholarship versus purposeful deception. Sanctions enforced by the instructor may include:

- Reducing a grade on a particular assignment.
- Reducing a course grade.
- Assigning additional work.
- Referring the violation to the Associate Dean for Graduate Programs for appropriate action.

### 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 chair of the department (interdisciplinary course grade appeals should be directed to the chair of the graduate council). Departmental policy appeals may be made to the department. If the appeal is not resolved at the departmental level, written appeals may be made to the Associate Dean of Graduate, Adult and Professional Studies. Dismissal appeals may be made directly with the Associate Dean of Graduate, Adult and Professional Studies. Each department and the Associate Dean of Graduate, Adult and Professional Studies have copies of the specific appeal procedures used by their offices.

### 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 departmental and general degree requirements. Students must file a formal application for a degree and an approval for graduation in the Registrar's Office.



# ACADEMIC POLICIES AND PROCEDURES

## Departmental Requirements

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

## Interdisciplinary Components

All graduate students must satisfy the Ethics and Studies in Change components.

## Time Limits for Degree Completion

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- of 2/3 of the coursework credits presented for a graduate degree must be taken at Edgewood College.

## 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.

# FINANCIAL INFORMATION

## FINANCIAL AID

Students who are accepted into the graduate program and who enroll for a minimum of four graduate credits per semester may be eligible for federal Stafford Loans. Please inquire in the Financial Aid Office for forms and instructions.

Funds from a tuition grant program may be available to some students who are enrolled in graduate programs in religious studies or education. The grant provides partial tuition coverage for professionals currently employed as full-time or part-time personnel by a place of worship. For further information, please contact the Financial Aid Office.

Alumni of Edgewood College's MBA program may be eligible for partial tuition reductions. See the MBA program policies section in this catalogue for details.

All students are responsible for being informed about the implications of program changes on their financial aid, government benefits, and other programs with credit-load stipulations.

Financial aid and scholarship reference books and materials may be found in the Financial Aid Office, the Edgewood College Library, and the University of Wisconsin Memorial Library.

Financial Aid is not available for foreign nationals.

## TUITION AND FEES

Tuition and fees are reported in the timetable for each session.

## PAYMENT SCHEDULES

The deadline for payment of fees is published in the timetable for each session. Students should carefully note deadlines for payments due. For special fee arrangements, students must contact the Business Office and should do so well in advance of the payment deadline.



→ PROGRAM AND COURSE DESCRIPTION

# MUSIC

## WORKSHOPS FOR GRADUATE CREDIT

The Department of Music offers a limited number of courses for graduate credit during the academic year and summer session.

**MUS 600** (2-3 cr)

### **Music Educators' Workshops**

These workshops are designed to assist music teachers to continue to grow in their profession by presenting outstanding faculty in the areas of choral, general, and instrumental music.

## MASTER IN BUSINESS ADMINISTRATION

The Master in Business Administration program is designed to prepare students for careers in management and administration. It is especially useful to mid-career professionals who are pursuing careers in management and to those who recently have completed undergraduate programs and wish to accelerate their careers with a focus on business skills.

MBA coursework provides students with a broad-based understanding of the functional areas of business, an opportunity to develop problem-solving skills extending across functional areas, and an option to study a specific area (determined by the student) in greater depth.

Two versions of the MBA, differing only in their elective components, are available. Students admitted to the MBA program are considered to be pursuing the general MBA, but may elect to obtain the MBA with a concentration. These two options are discussed in more detail under the Elective Component heading of this section.

### ADMISSION REQUIREMENTS

- General admission criteria #1-6 as listed on pages 21 and 22, plus:
- Two years of full-time relevant professional work experience.

- Graduate Management Admissions Test (GMAT)

GMAT scores are required prior to admission to the MBA program with “regular” status. The scores are also useful in establishing individual Prerequisite and Foundation course requirements.

### OTHER INFORMATION

Courses meet every other week unless otherwise indicated. Courses are offered in the Fall (F), Spring (S), and Summer Session (SS).

#### **Prior to the first meeting of each class:**

- Obtain (and read) a copy of the course syllabus at <http://business.edgewood.edu/MBA>
- Check Edgereg for last minute changes (e.g. room changes) at <http://edgereg.edgewood.edu>

Note: Graduate business program and course information (e.g. special forms, course syllabi) is available at <http://business.edgewood.edu/MBA>.

### DEGREE REQUIREMENTS

#### **Program Prerequisites**

Most 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 and trigonometry. Students requiring a course in this area may take BUS 500,

# MASTER IN BUSINESS ADMINISTRATION

Algebra Review for Graduate Business, during the summer session.

## **Basic Computer Skills**

Requires computer proficiency to include basic systems operation, word processing, Excel spreadsheet, powerpoint, and internet research. Students requiring a course to satisfy this requirement may take CS 150. Those students who believe they have achieved the required knowledge through a means other than undergraduate course work may submit a “Computer Skills Waiver Form” (available at <http://business.edgewood.edu/MBA>) detailing the experience to the MBA Office. This information will be considered in determining whether additional computer course work 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 prerequisites.

MBA students admitted with Contingent Status (see catalogue section on Admission Policies) must have their course schedule approved by the MBA Office.

All courses are 3 credits unless otherwise indicated.

### **1) FOUNDATION COURSES**

These are skill and experience broadening courses providing the foundation for the MBA program. 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 Business Concepts
- BUS 502 Business Analysis
- BUS 503 Introductory Business Statistics
- BUS 504 Legal Environments
- BUS 505 Macro-Economics
- BUS 506 Micro-Economics

### **2) INTERDISCIPLINARY COMPONENT**

Interdisciplinary 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 the Ethics course.

The Ethics requirement is fulfilled only by completion of IC 800 Ethics (offered **F, S, SS**); 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. This course appears under “Institutional Courses” in Edgereg.

# MASTER IN BUSINESS ADMINISTRATION

## 3) CORE COURSES

As the name implies, this group of eight 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 will 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 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 at the end (during the last 12 credits) of the MBA program.

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

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

## 5) ELECTIVE COMPONENT (9-15 credits)

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

- 1) The general MBA requires 9 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.
- 2) The MBA with a Concentration requires the completion of a minimum of 15 pre-approved elective credits\* with a focus on developing an area of expertise. The concentration areas 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 concentration.

## CONCENTRATION AREAS

In addition to the above Degree Requirements, MBA Students have the option to add a concentration area. All concentration areas require the completion of 15 elective credits, although some allow the selection of 1-2 courses from outside the area of

# MASTER IN BUSINESS ADMINISTRATION

concentration. To be considered a candidate for the MBA with a concentration, a Concentration Area Agreement (available at <http://business.edgewood.edu/MBA>) must be submitted and approved.

## Accounting

The accounting concentration 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 (Bruce Roberts : 663-6761 or Ken Macur: 663-4216) as soon as possible.

The accounting concentration 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
- BUS 706 Auditing
- BUS 707 Income Tax Accounting I
- BUS 709 Income Tax Accounting II
- BUS 723 Law II
- BUS 725 Accounting Systems
- BUS 726 Advanced Accounting I
- BUS 727 Advanced Accounting II

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

## Finance

The finance concentration 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 (Dan Gerland, 663-2252) as soon as possible.

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

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

And at least two of the following three courses:

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

## International Business

The international business concentration requires 15 elective credits including the following courses:

- BUS 713 International Finance
- BUS 739 International Management
- BUS 753 International Marketing
- BUS 772 Money and Banking

Additionally, BUS 611 International Economics is a required elective if not taken to satisfy the Integrating Core economics requirement.



# MASTER IN BUSINESS ADMINISTRATION

## Management

This concentration allows students to select coursework to focus on a specific management specialty (e.g. Human Resource or Quality Management). Students pursuing a management concentration may wish to discuss their academic and professional plans with a management advisor (Mark Barnard: 663-3419).

The concentration requires 15 elective credits with at least 12 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 Introduction to Quality Improvement
- BUS 762 Planning for Total Quality
- IC 850 Studies in Change (F, S, SS)

## Marketing

Students pursuing a marketing concentration may wish to discuss their academic and professional goals with a marketing advisor (Moses Altsech: 663-2221)

The marketing concentration requires 15 elective credits with 12 credits of marketing and marketing-related coursework selected from the following:

- BUS 751 Marketing Research
- BUS 752 Promotional Strategies
- BUS 753 International Marketing
- BUS 754 Graduate Seminar in Marketing Management
- BUS 755 Consumer Behavior
- BUS 761 Introduction to Quality Improvement

## GRADUATE CERTIFICATE PROGRAMS

The Business Department offers weekday evening programs for people to earn a Graduate Business Certificate in

- Total Quality Management
- Accounting

Visit:

<http://business.edgewood.edu/MBA> for more details.

## COURSE DESCRIPTIONS

All of the following courses are offered for 3 credits unless otherwise noted.

### Program prerequisites

#### CS 150 Introduction to Information Systems

This Course is intended to provide the students an opportunity to study advanced features and functions of an integrated office productivity software suite. Using Office 2000, the students will explore the integration features, the use of databases reference sources and web publishing functions. Using macros and VBA the students will experience in-depth, aspects of personal computer systems design, integration requirements and the benefits of personal productivity tools. (F)

# MASTER IN BUSINESS ADMINISTRATION

## **BUS 500 Algebra Review for Graduate Business**

This course provides the graduate business student with those essentials of college algebra and trigonometry required for the MBA program. The successful completion of this course satisfies the prerequisite requirement for BUS 501, 502, 505 and 506. Prerequisite: a previous course in algebra (**Meets weekly, SS**)

## **Foundation courses**

### **BUS 501 Business Concepts**

This course provides an introduction to financial accounting, mathematics of finance, linear programming, and discrete probability theory. It serves the dual role of developing critical problem-solving skills and providing the necessary background in certain of the more quantitative functional areas. Prerequisite: BUS 500 or equivalent (**Meets weekly, F**)

### **BUS 502 Business Analysis**

This course provides an introduction to concepts used in managerial accounting, marketing research, finance, business statistics, and economics courses. Business calculus and probability theory are developed with the dual purpose of providing background in quantitative methods and developing useful problem-solving skills. Prerequisite: BUS 500 or equivalent (**Meets weekly, S**)

### **BUS 503 Introductory Business Statistics**

This course serves to acquaint business students with fundamental statistical ideas and techniques that will be useful throughout their MBA program as well as their business careers. Topics include geometric data displays, summary statistics, normal distribution, t-distribution, binomial distribution, confidence and prediction intervals, hypothesis testing, and use of Excel software. Prerequisite: BUS 502 (F)

### **BUS 504 Legal Environments**

Managers of an organization need to understand how legal, political, and ethical principles impact businesses. By examining social and legal philosophy, a manager will be better prepared to resolve the apparent conflicts of interest that can arise between owners, suppliers, employees, customers, government officials, local communities, and other interest groups. (S)

### **BUS 505 Macro-Economics (2cr)**

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 (**Meets weekly, 1/2 F semester**)

### **BUS 506 Micro-Economics (2cr)**

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 organization's micro-economic design. Prerequisite: BUS 500 or equivalent (**Meets weekly, 1/2 F semester**)

## **Interdisciplinary**

### **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. (F, S, SS)

# MASTER IN BUSINESS ADMINISTRATION

## **IC 850 Studies in Change**

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

## **Core courses**

### **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. Prerequisite: BUS 501, 502, 503 (concurrent registration in Bus 501 or BUS 502 is allowed) (F, S)

### **BUS 603 Organizational Development and Behavior**

Organizational Development and Behavior is the study of both the human behavior in an organizational setting and the operations related to organizational design and

development. The purpose of this kind of study is to equip organizational leaders with the insight necessary to develop interpersonal relationships that build teams, increase productivity, enhance the quality of work life, orchestrate change, improve employee retention, and augment communication. Topics include: Perception, Personality and Attitudes, Group Process: Building Teams, Communication, Orchestrating Change, Motivation, Empowerment, Leadership, Organizational Development, Quality Assurance, Performance Appraisals and Business Ethics. Prerequisite BUS 601 or concurrent registration. (F, S, SS)

### **BUS 604 Operations Management**

This course is a comprehensive study of concepts and techniques relating to operations functions in both manufacturing and service organizations. The topics such as strategy and competitiveness, inventory management and models, project planning and management, aggregate planning, scheduling, process capacity and layout, facility design and quality are reviewed. 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. Prerequisite: BUS 501, BUS 502, and BUS 503 (Concurrent registration in BUS 502 or BUS 503 is allowed) (F, S, SS of even-numbered years)

### **BUS 605 Statistics for Managers**

This course will cover application of basic ANOVA methodology to study common business problems. The major emphasis of the course will be development of regression models, linking the theory to real-life applications. Basic time series and forecasting models will also be reviewed. Students are required to be proficient in EXCEL, which will be used for statistical applications. Prerequisite: BUS 501-503 (F, S)

# MASTER IN BUSINESS ADMINISTRATION

## **BUS 606 Strategic Marketing**

This course integrates Marketing knowledge and applies 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 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. Prerequisite: BUS 602,603, 604 (F, S)

## **Integrating core courses**

### **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. Prerequisite: BUS 601-607 (or concurrent enrollment in no more than one is allowed); to be taken in last 12 credits (F, S, SS)

### **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 analysis will provide the student with the opportunity to apply these concepts to real world situations. Prerequisite: BUS 601-607 (concurrent enrollment in no more than one is allowed); to be taken in 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. Prerequisite: BUS 601-607 (concurrent enrollment in no more than one is allowed); to be taken in last 12 credits (S)

## **ELECTIVE COURSES**

### **Bus 703 Intermediate Accounting I**

A study of the theoretical foundations of financial accounting and reporting at the intermediate level, including a review of the income statement, balance sheet, and statement of changes in financial position. Topics covered include concepts of cash, present value, price-level changes, short-term investments in equity securities, accounting for bonds as long-term

# MASTER IN BUSINESS ADMINISTRATION

liabilities and investments, and accounting for inventory, operational assets, and depreciation. Prerequisite: BUS 602 or equivalent. (Meets weekly, F)

## **BUS 704 Intermediate Accounting II**

A continuation of Intermediate Accounting I. Topics covered include liabilities and income taxes, intangibles, stock rights and options, the corporate equity accounts, pension costs, leases, statement of changes in financial position, and accounting changes. Prerequisite: BUS 703 (Meets weekly, S)

## **BUS 705 Cost Accounting**

The course consists of the fundamentals of cost accounting, covering job order, process and estimated cost development and procedures. It emphasizes current practices in cost control through reports to management, applied to relatively small and medium size establishments. Prerequisite: BUS 602 (Meets weekly, 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. Prerequisite: BUS 704 or concurrent registration, Bus 725 (Meets weekly, S)

## **BUS 707 Income Tax Accounting I**

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

## **BUS 709 Income Tax Accounting II**

Tax laws and regulations for partnerships and corporations; tax administration and

research. Prerequisite: BUS 707, (Meets weekly, S)

## **BUS 711 Topics in Corporate Finance**

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

## **BUS 712 Investments**

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

## **BUS 713 International Finance**

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

## **BUS 721 Legal Aspects of Employment**

This course focuses upon 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 the Civil Rights Movement which culminated with the enactment of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Topics include Americans with Disability Act, Family and Medical Leave Act, Sexual Harassment and Sex Discrimination, Religious Discrimination, Age Discrimination, Employee Contracts, Drug and Alcohol Testing, Wrongful Discharge, and Employee References. Prerequisite: Bus 504 (SS)

# MASTER IN BUSINESS ADMINISTRATION

## **BUS 723 Law II**

Commercial paper, real property, secured transactions, bankruptcy, partnerships, corporations, wills and trusts. Case study approach. Prerequisite: BUS 320 or BUS 504 (Meets weekly, S)

## **BUS 725 Accounting Systems**

In-depth training in accounting systems. Understanding current information technology. Topics include accounting information system, flow charting, internal control, advanced spreadsheets and database techniques, information system selection, developing business requirements. Prerequisites: BUS 704 (Meets weekly, 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 (Meets weekly F)

## **BUS 727 Advanced Accounting II**

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 (Meets weekly, S)

## **BUS 732 Developing Self-Directed Work Teams**

As American organizations move toward the use of self-directed work teams to improve work processes, special emphasis needs to be placed on the knowledge and skills associated with small group processes and leadership. This course, conducted in

an experiential format, emphasizes application to real-life situations faced by managers. Prerequisite: BUS 603 (SS)

## **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**

An entrepreneur creates business by assuming risk and marshalling the resources necessary to take an identified opportunity through a strategic plan. The planning process considers 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 growing enterprise. Prerequisites: BUS 602, 603, 604, and 606. (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 741 Managing the Information Asset**

Information is a business asset that is expected to provide a return on investment. Students are presented with the real-world impact that the information asset will have on their organizations. Students will be involved in small group projects that emphasize information and applications. Prerequisites: BUS 602, BUS 603, BUS 605 (S)

# MASTER IN BUSINESS ADMINISTRATION

## **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 in conducting quantitative survey research to assess facts, attitudes and behaviors. Prerequisite: BUS 605, BUS 606 (F)

## **BUS 752 Promotional Strategies**

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

## **BUS 753 International Marketing**

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

## **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 (Winter 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 761 Introduction to Quality Improvement**

The purpose of this course is to learn the fundamental principles of Total Quality Management, including management methods for continuous improvement, analytical techniques for analyzing and controlling a process, data-based decision-making, total organization involvement, and employee empowerment. Students will gain practical experience by joining a team of participating organizations to support their efforts to improve a process. Prerequisite: BUS 503 (F)

## **BUS 762 Planning for Total Quality**

**Part I:** Students will learn methods for collecting and profiling customer needs, and the principles and methods of the QFD process. Topics include customer need identification, prioritization and profiling, Total Quality Creation, bench-marking, competitive analysis, development and design of products and services.

**Part II:** Emphasis will be focused on the concepts, methods, and techniques, including policy deployment, associated planning tools and the related components, processes and structure of Total Quality, and cross-functional deployment. Participants will join a team to learn how to improve their organizations' transformation strategy and planning. Prerequisite: BUS 761 (S)

## **BUS 772 Money and Banking**

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

# MASTER IN BUSINESS ADMINISTRATION

## **BUS 790 Independent Project (1-3cr)**

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 Graduate Seminar in International Business**

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 799 Independent Study**

### **IC 850 Studies in Change**

This course is designed to develop an understanding of personal, social and organizational change. Such issues as personal commitment, social conditions and technological developments are examined as they impact on personal, social, and institutional situations. Research strategies provide opportunities to strengthen logical thinking, analysis of evidence, and written expression. (F, S, SS)

## **POLICIES SPECIFIC TO THE MBA PROGRAM**

### **Studies in Change**

All graduate students at Edgewood College are required to complete a 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, 604, and at least two of BUS 603, 606, 609 and 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 MBA. Transfer of credit must be approved by the Business Department 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 MBA program.
- 3) A Request for Transfer of Graduate Business Credit from Another Institution form must be completed and filed. This form is available at <http://business.edgewood.edu/MBA>

### **Appealing a foundation or core course requirement**

Waivers of Foundation or Core courses must be approved by the Business Department. 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. Students may review the specific requirements at <http://business.edgewood.edu/MBA>.

A student who wishes to appeal the requirement to take a particular



# MASTER IN BUSINESS ADMINISTRATION

Foundation or Core course may do so by completing an Appeal of Foundation or Core Course Requirement form, available at <http://business.edgewood.edu/MBA>.

## 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. This may be done by completing a Core Course Substitution Request form, available at <http://business.edgewood.edu/MBA>. It should be noted that the number of credits required to complete the MBA is not reduced as a result of the granting of a Core course substitution.

## 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 Business Department Chairperson. 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 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 Graduate Business Program may carry up to 15 credits a semester without seeking written permission from the Department.

## Tuition reduction for MBA alumni

Following completion of an Edgewood College MBA, alumni will be eligible to take up to 6 credits of graduate business courses with a 50% reduction in tuition cost.

## EDUCATION

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

### GRADUATE DEGREES

#### **Master of Arts in Education with concentrations in**

- Educational Administration
- General Professional Development
- Instructional Technology
- Special Education

#### **Doctor of Education in Educational Leadership with concentrations in**

- District Administration
- Higher Education Administration
- System Administration

## DOCTOR OF EDUCATION

The Doctor of Education (Ed.D.) degree program in Educational Leadership at Edgewood College draws deeply and broadly on the college's roots in its tradition, mission, and profession. 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 Doctor of Education (Ed.D.) program in Educational Leadership.

The program is a cohort partnership of doctoral faculty, doctoral students,

and collaborating mentors in area school districts for the purpose of preparing educational leaders. Candidates are versed in the research knowledge base of educational leadership and its application to school improvement, undergo rigorous scrutiny in an assessment system driven by educational leadership standards and academic achievement, and receive substantive mentoring in authentic situations, with both experience in support of emerging technologies that enhance leadership.

The Educational Leadership program expands and strengthens ties between institutions of higher education and P-12 school districts to the benefit of both. Grounded in a strong knowledge base, research directed at school improvement, and professional practice is assessed in authentic work design settings. Educational Leadership is infused with content mastery, collaborative experience integrated in school district needs, and the ethical foundations of change that benefit teaching and learning.

Designed to be completed in nine terms within a three-year time frame, the doctoral program in educational leadership at the district level draws on the synergy of a committed cohort of carefully selected candidates who already hold a master's degree and licensure in educational administration. Supportive advising, carefully guided mentoring in the field, and a continuous system of assessment will reinforce program content.

In sum, the Doctor of Education degree program in educational

## EDUCATION

leadership provides a supportive system of orientation, advising, and assessment, a standard of excellence for the preparation of educational leaders at the district level, enhances the College's mission, and promotes school improvement initiatives within a cohort partnership mentoring arrangement.

### ADMISSION CRITERIA

- 1) Applicant must hold a master's degree from a regionally accredited college or university.
  - 2) Applicant must hold or be eligible to hold a license in educational administration at some level, i.e. principal, director of instruction, director of special education and pupil services, assistant superintendent, or similar positions.
  - 3) Two letters of recommendation must include one attesting to the current status of the candidate in the educational administration or related professional assignment; and another must be from a current employing school official giving evidence of a partnership commitment between the applicant and the school district at the district administration level or other appropriate administrative setting.
  - 4) A written statement by the applicant must be a letter of intent outlining the applicant's plan to commit to the Doctor of Education Program as proposed for May, 2006 to May, 2009 or May, 2007 to May, 2010.
- 5) The applicant must submit a curriculum vitae that includes, but is not limited to, the areas listed below:
    - Education: major(s), schools attended, degrees obtained and dates of attendance
    - Professional positions held
    - Presentations made to organizations, groups, and professional associations
    - Honors/awards received
    - Memberships in professional and other organizations
    - Community service: name(s) of the organizations, description of activities, position held.
  - 6) The applicant will participate in an oral admissions interview, a structured writing activity, and other entry assessments as determined by the Doctor of Education faculty. Applicants will be advised of the schedule of activities after application for admission to the Doctor of Education degree program.

### PREREQUISITES

- A master's degree from a regionally-accredited college or university
- A license in educational administration at some level (principalship, director of instruction, director of special education and pupil services, school business administrator) or eligibility to hold such a license or similar position
- References including a commitment to a partnership

## EDUCATION

- A letter of intent
- A curriculum vitae
- An interview including a structured writing task and other entry assessments.

### DEGREE REQUIREMENTS

- Completion of all courses in the cohort format
- Comprehensive Examination: Oral and Written
- Dissertation and Oral Defense
- Educational Leadership Portfolio

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 three years from initial entry. Failure to do so will require a new application and admission process and complete enrollment in a new partnership group.

## MASTER OF ARTS IN EDUCATION

Students entering the graduate program in education may seek: a) the master's degree, b) DPI certification and license, c) both an MA degree and a license, and/or d) enroll as a non-degree student - taking courses that match individual educational needs for professional development.

The master's program is designed to prepare students for advancement in classroom teaching, educational administration, special education, and other aspects of the education profession in schools and other organizations and agencies with educational programs.

With a view to developing reflective practitioners for effective schools, the program includes coursework in educational leadership, curriculum design, instructional implementation, and action research, with specializations in educational administration, instructional technology, special education, and general professional development.

Students will develop skills in curriculum development and evaluation, administration, connecting theory and practice, instructional effectiveness, creative use of research findings, and promoting educational achievement. Programs leading to licensure are guided by the appropriate Wisconsin Teacher Standards or Administrator Standards.

The programs in educational administration (program coordinator, principalship, director of instruction, director of special education and pupil services, instructional technology coordinator, and school business administrator) and special education (cross-categorical with concentrations in cognitive disabilities, emotional disturbance, or learning disabilities) lead to licenses in Wisconsin.

## ADMISSIONS CRITERIA

Points 1- 7 from the section on Admissions Policies, plus: Teaching license for school administration programs (submit a copy of your license with your application)

## 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.

# MASTER OF ARTS IN EDUCATION

## DEGREE REQUIREMENTS

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

### The curriculum includes:

- Professional Education Core Requirements  
nine credits
- Interdisciplinary Requirements  
six credits
- Concentration Requirements  
eighteen credits
- Guided Research Studies  
three credits
- Supervised Field Experience, as appropriate
- Specialized Professional Studies Electives

## PROFESSIONAL EDUCATION CORE REQUIREMENTS

(9 credits; 3 courses)

Provide advanced studies in instruction, curriculum planning, educational administration, and research

One (as appropriate for specialized studies) of:

- ED 601 Foundations of Instruction
- ED 620 Introduction to Educational Administration and Organization
- ED 640 Technology Curriculum Integration
- ED 663 Cognitive Disabilities
- ED 671 Specific Learning Disabilities

- ED 673 Behavioral and Emotional Disorders

-and-

- ED 602 Curriculum Planning
- ED 603 Introduction to Educational Research

## INTERDISCIPLINARY REQUIREMENTS

(6 credits; 2 courses or equivalents)

- IC 800 Ethics
- IC 850 Studies in Change

## GUIDED RESEARCH STUDIES

(1 course, appropriate to area of specialization)

- ED 690 or 692

## SPECIALIZED PROFESSIONAL STUDIES

(18 credits; 5-7 courses)

Are elective courses which develop knowledge and skills in areas of specialization. Students may choose to fulfill a general professional development program or may choose one of the particular concentrations. Students who meet all the requirements in one of these concentration areas may, if desired, have the words "with a concentration in (name of area)" added to their transcripts at the time of graduation. Each of the areas requires specific professional education core courses. Consult an advisor to ensure that appropriate courses are taken. Concentrations are offered in: Educational Administration,

# MASTER OF ARTS IN EDUCATION

Instructional Technology, Special Education, Private School Administration, and General Professional Development.

## LICENSING SEQUENCES

Licensing sequences are offered in teacher education and in administrator education. Specific requirements are provided in each candidate's program plan. Sample plan may be requested; each plan is tailored to the candidate's background and goals to meet licensing requirements.

### **Middle Childhood-Early**

#### **Adolescence: Special Education.**

Candidates pursuing professional goals and licensure to teach children and youth ages six through thirteen 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.

### **Early Adolescence-Adolescence:**

**Special Education.** Candidates pursuing professional goals and licensure to teach children and youth ages ten through twenty-one 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.

### **Educational Administration:**

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

### **Educational Administration:**

#### **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 Administration:**

**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 Administration: 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 Administration:**

**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.

# MASTER OF ARTS IN EDUCATION

**Educational Administration: Director of Special Education and Pupil Services.** 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 Administration: 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.

## MISSION

It is the mission of the Department of Education to prepare reflective practitioners for effective schools with an emphasis on leadership at the classroom, school, district, and system levels. This departmental mission derives from and supports the college mission which views Edgewood College as a “community of learners . . . committed to excellence in teaching and learning.”

## VISION

The Department of Education envisions that candidates for licensure 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 or administration, 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 program preparation, and are assessed under professional quality standards appropriate to their area of licensing.

## PURPOSE AND BELIEFS

Influenced by the concept of a professional educator as a reflective practitioner, the Department of Education has as a central purpose the preparation of teachers and administrators who have a solid general education, who develop an awareness and functional understanding of the methods and content of inquiry in recognized fields of the arts and sciences, who acquire effective professional knowledge and skills, who receive professionally appropriate experience for teaching and administration to advance learning for children and youth, who value a commitment to service, and who are assessed against appropriate professional standards.

In such a context, that central purpose of the teacher and administrator education programs is based on four basic beliefs:

- *belief in the intellectual personal uniqueness and value of every human person;*



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- *belief in the efficacy of education as a force in promoting the dignity, freedom, and responsibility of each person, and understanding of the basic unity and equality of all human persons;*
- *belief in the liberating dimension of education through reflective action and critical analysis; and*
- *belief in the potential of Christian humanism as a dynamic reality in nurturing qualities of respect, care, genuineness, and understanding.*

Those beliefs and the basic purpose of teacher and administrator education relate directly to the college goals and purposes of intellectual competence, personal development, Christian community, and a sense of responsibility for service. Together, they serve as the basis for more specific objectives in each of the professional preparation sequences for teachers and administrators.

## STANDARDS AND OBJECTIVES

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

The new Teacher Education Program Approval and Licensing rules have restructured teacher and administrator education, educator

licenses, and professional development for practicing educators in Wisconsin. The new system is based on the ten Wisconsin Teacher Standards and seven Wisconsin Administrator Standards with related knowledge, skills, and dispositions.

To receive a license to teach in Wisconsin, the candidate shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the following standards:

1. Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to

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- encourage children's development of critical thinking, problem solving, and performance skills.
5. Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
  6. Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
  7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
  8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
  9. Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
  10. Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.
- These standards serve as objectives for all teacher education programs with adaptations appropriate to the respective licenses sought.
- To receive a license as a school administrator in Wisconsin, the candidate shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the following standards:
1. The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.
  2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
  3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
  4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

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5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

These standards serve as objectives for all administrator education programs with adaptations appropriate to the respective licenses sought.

### ASSESSMENTS AND TRANSITIONS

Based on the ten Wisconsin Teacher Standards and seven Wisconsin Administrator Standards, each of the preparation licensing sequences shares a set of four common transition points with related assessments outlined below. Candidate performance is assessed in relation to the standards through multiple measures over time and with developmental expectations over the four transition steps. Rubrics guide the assessment process at each step. Results of the assessments are shared with each candidate and serve as the basis for decisions regarding continuation in the respective licensing sequences. Aggregated assessment results of candidate performance during program enrollment and after entry into the

profession as an initial educator are the basis for program assessment and development.

There are four transition points of admission to teacher education and administrator education at Edgewood College: **Preliminary Entry, Aspiring Professional, Emerging Professional, and Licensure Endorsement**. Each transition point has several assessments based on evidence gathered in a portfolio maintained by the candidate. The four transition steps are:

**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

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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.

## PORTFOLIO AND RESOURCES FOR LEARNING

As a candidate passes through the four stages of the assessment system (Preliminary Entry, Aspiring Professional Transition, Emergent Professional Transition, and Licensure Endorsement), formal evidence of learning and accomplishment is documented in a portfolio. Since each stage represents developmental growth toward educator licensing, candidates are challenging themselves to show evidence with increasing indications of what they know and are able to do as a result of what they have learned through courses, field experiences, standardized tests, and other opportunities for professional growth they encounter. A review of a candidate's portfolio is required at each of the four stages of transition.

Courses, field experiences, standardized tests, and other opportunities for professional growth and enrichment are, thereby, resources for learning and accomplishment. While the ten Wisconsin Teacher Standards or seven Wisconsin Administrator Standards will guide the systematic assessment of what a candidate knows and is able to do during passage through the program, there are key areas of assessment that have varying influence on a candidate's preparation depending on the stage in the preparation program. These key areas of assessment all offer opportunities for learning, reflection, and integration with the ten Wisconsin Teacher Standards or

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seven Wisconsin Administrator Standards.

So, early in one's preparation, a candidate may be enrolled in introductory teacher or administrator education courses and related field experiences. These courses and experiences will provide a candidate with opportunities to learn and reflect on how they relate to the ten Wisconsin Teacher Standards or seven Wisconsin Administrator Standards, how they may impact the knowledge, skills, and attitudes to be developed in preparing to teach or administer, and how they may provide evidence of a candidate's accomplishments in teaching or administration. Later in one's program, a candidate will find that the resources for learning and reflection are drawn from a dedicated engagement in professional teacher or administrator education courses and experiences directly related to the candidate's area of preparation; and still later, a supervised responsibility for student teaching or administrative practicum. Wherever a candidate is in the respective program, there are opportunities to learn and reflect on one's preparation for teacher education or administrator education and to record evidence of increasing awareness of and performance in courses and other activities of preparation for assessment in relation to the ten Wisconsin Teacher Standards or seven Wisconsin Administrator Standards.

## COURSE OFFERINGS

Graduate education courses carry three credits, except as noted in course descriptions. Some courses are offered only during the semesters as noted in parentheses: Fall, Spring, or Summer Session.

**ED 600 Workshop in Current Trends in Education** (1-4 cr)  
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. (F)

**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. (F)

**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 of reporting, samples, and practice. (S)

**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** (1-4 cr)  
Research findings from various disciplinary perspectives, which bear important implications for educational practice.

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## **ED 612 Issues in Education:**

### **The Urban Setting**

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

## **ED 614 Cross Categorical Children and Youth (3 cr)**

This course examines the historical theories of mainstreaming, integration, and inclusion and their effect on both regular and special education teachers and students in the present. It explores different ways of effectively differentiating instruction to serve the needs of all children and youth. It further proposes ways to evaluate teachers' and parents' concerns about dealing with special need children in multiple settings. Students develop strategies to find a match between the educational, functional, and social-emotional needs of students with special needs and their programming in school and community. A practicum is required in this course.

## **ED 615 Cross Categorical Assessment and Evaluation (3 cr)**

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. Prerequisite: ED 210, 220, 230 or approved equivalence; Aspiring Professional Transition is required for licensing sequence.

## **ED 616 Cross Categorical Transition, Team and Family Process (3 cr)**

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

disabilities. A practicum is required in this course. Prerequisite: ED 210, 220, 230 or approved equivalence; Aspiring Professional Transition is required for licensing sequence.

## **ED 617 Cross Categorical Literacy in Reading, Writing, and Mathematics (3 cr)**

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 in this course. Prerequisite: ED 210, 220, 230 or approved equivalence; Aspiring Professional Transition is required for licensing sequence.

## **ED 634: Cross Categorical Classroom Organization and Management (3 cr)**

This course examines principles of sound classroom organization and effective teaching strategies for academic success and reduction in behavior problems. 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. Prerequisites: ED 615 or consent of the Department of Education; Emergent Professional Transition is required for licensing sequence.

## **ED 620 Introduction to Educational Administration and Organization**

Philosophical, historical, social, and legal foundations of educational administration at the federal, state, and local levels of American education; includes study of the theory and tasks of educational administration as well as an overview of the conceptual, organizational, and political influences affecting educational administration in American schools.

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## **ED 621 School Business Administration**

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

## **ED 622 Educational Administration: The Principalship**

A study of the tasks and climate of the school principalship at the elementary, middle, and secondary levels, including the building unit perspective on community relations, staff development, discipline, instructional leadership, extracurricular activities, emerging diversity in school populations; and organizational arrangements for education. (F)

## **ED 625 School Law**

An overview of constitutional, statutory, and administrative code influences on schools and schooling; study of federal, state, and local legal frameworks affecting education; case studies and practical applications in school settings. (SS)

## **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. (SS)

## **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**

A study of purpose, setting, skills, and uses of supervision in educational settings, practical applications in supervision. (S)

## **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 636 District Administration of Exceptional Education and Pupil Services**

A study of administration and supervision of exceptional education and pupils services at the district level, including assessment, planning, and coordination responsibilities. (S)

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

A study of the role and functions of administration as it relates specifically to curriculum and instruction at the district level, including assessment, staff development, and program coordination. (F)

## **ED 640 Technology Curriculum Integration**

Develop ways of integrating technology across the curriculum to meet identified academic standards. Evaluate software applications with an emphasis on tools for learning. Discuss copyright, fair use a privacy issues related to the use of technology. Receive guided practice in a networked computer lab setting with both hardware and software. The technology integration concepts and techniques presented in this course can easily apply in a Windows or Macintosh environment.

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This course provides opportunities to develop artifacts for use in meeting licensing assessments for instructional technology coordinator content standards 7, 8, 14, 16.

## **ED 643 Desktop Publishing in Education**

Study and use desktop publishing programs applicable to an educational setting. Incorporate computer graphics. Utilize different formats, printing options, collaborative writing strategies, editing techniques and spell check.

## **ED 645 Instructional Technology: Policy, Planning and Evaluation**

Through readings, simulations and online resources this class will focus on technology planning an policies, providing instructional technology support, staff training issues and evaluation, funding sources and developing grant applications. This course provides opportunities to develop artifacts for use in meeting licensing assessments for instructional technology coordinator content standards 4, 10, 13, 15.

## **ED 646 Educational Media Presentations**

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

## **ED 647 Practicum in Instructional Technology Leadership**

Supervised practicum experience in the use of educational technology. Explore online resources, list serves, web sites and print material that provide opportunities for collaboration and professional growth. Survey educational technology resources available through various organizations and consortium. This course provides opportunities to develop artifacts for use in meeting licensing assessments for instructional technology coordinator content standards 11, 12, 17.

## **ED 648 Spreadsheet and Database Applications in Education**

Study and use of spread sheet and database software applicable to an educational setting. Develop strategies for the organizational, transfer and retrieval of information. Merge information from database and Incorporate information from a spread sheet into a word processing document.

## **ED 649 Seminar in Educational Technology**

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

## **ED 650 Curriculum Topics in Elementary School Subjects**

This course focuses on curriculum content and organization of elementary school subjects. 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 652 Seminar in Curriculum Studies**

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

## **ED 654 Special Topics in Instructional Technology**

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

## **ED 655 Directed Study in Telecommunications and Web Development**

Explore the educational use of telecommunications and the world wide web. Use software to design and develop an educational web site.



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## **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, maintenance of technology systems including voice, video, data, and other digital components. This course provides opportunities to develop artifacts for use in meeting licensing assessments for instructional technology coordinator content standards 4, 5, 6, 9, 10.

## **ED 660 Seminar in Policy Studies in Education**

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

## **ED 662 Schools as Political and Organizational Systems**

A study of community relations; power structures; political, professional organizations, and interest groups; decision-making and problem solving; educational organizations and educational leadership styles. (S)

## **ED 663 Cognitive Disabilities (3 cr)**

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 practicum is required in this course.

## **ED 664 Diagnosis and Assessment in Cognitive Disabilities (3 cr)**

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. A practicum is required for this class. Prerequisites: ED 615 and ED 663 or consent of the Department of Education; Aspiring Professional Transition is required for licensing sequence.

## **ED 665 Methods and Curriculum in Cognitive Disabilities (3 cr)**

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 practicum is required in this course. Prerequisites: ED 615, ED 663, ED 664 or consent of the Department of Education; Emergent Professional Transition is required for licensing sequence.

## **ED 666 Professional Development (Variable Credit)**

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 of Education.

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## **ED 670 Teachers In-Service Workshop (Variable credit)**

An opportunity for teachers to register for variable credit in courses and workshops on varying topics and issues. Applicability of this credit to graduate degree programs requires approval of the Chair of the Department of Education.

## **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 practicum is required. (S)

## **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. Prerequisites: ED 210, 230, and 310. (F)

## **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. Practicum is required. (S)

## **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. (S)

## **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. (S)

## **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. Practicum experience in a learning disabilities educational program is required. (F)

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## **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. Practicum experience in a behavioral and emotional disorders educational program is required. (F)

## **ED 678 Management of Behavioral and Emotional Disorders**

A study of diverse management techniques for use with students who have behavioral and emotional disorders. Techniques discussed include cognitive behavior management, social skills training, reality therapy, and counseling techniques. Practical applications will be emphasized through demonstrations and practicum experiences. (F)

## **ED 679 Independent Study**

### **(Variable credit)**

Supervised projects of readings, research, or practicum experience developed in cooperation with a faculty advisor and approved by the Chairperson of the Department of Education. (F, S, SS)

## **ED 680 Topics in Private School Administration**

### **a. Civil and Canon Law**

Study of the legal aspects of private school administration with special emphasis on unique civil and canon law applications, legal character of private schools, and their special needs. Prerequisite: ED 625 or consent of the Chair of the Department of Education

### **b. Community Issues: Parish,**

#### **Publics, Politics**

History, philosophy, mission of private schools; study of community relations in

the private school setting with special emphasis on unique features of parental, benefactor, board member, volunteer, and other interested person involvement in school mission and program. Prerequisite: ED 620 or ED 662 or consent of the Chair of the Department of Education

### **c. Religious Education**

Study of the private school's role in faith, ethical, and moral development for faculty, staff, students, and others in the school community; emphasis on unique features of school's role.

### **d. Fundraising and Development**

Study of the special financial planning, management, and evaluation needs of private schools; special attention to issues of fundraising and stewardship of resources. Prerequisite: ED 621 or consent of the Chair of the Department of Education

### **e. Theological Trends and Private Schools**

Study of emerging theological issues of significance for private religious education; special emphasis on the principal's role in addressing emerging needs.

## **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 (1-4 cr)**

A faculty-supervised project based on an approved bibliography and written assignment.

## **ED 692 Action Research Project**

Planning and conducting an action research project under faculty direction and evaluation. Prerequisite: completion of at least 27 credits toward degree. (F, S, SS)

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### **ED 693 Supervised Field Teaching: Learning Disabilities**

A supervised field teaching experience in learning disabilities with related action research in a school setting appropriate to the level of prospective professional practice. Prerequisite: admission to student teaching. (F, S)

### **ED 694 Supervised Field Teaching: Behavioral and Emotional Disorders**

A supervised field teaching experience in emotional disturbance with related action research in a school setting appropriate to the level of prospective professional practice. Prerequisite: admission to student teaching. (F, S)

### **ED 695 Supervised Field Teaching: Cross Categorical Special Education (3 cr)**

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.

# DOCTOR OF EDUCATION

## DOCTOR OF EDUCATION COURSE OFFERINGS

### **ED 701 Proseminar I: Introduction to Doctoral Study (3 cr)**

An Introduction to Doctoral Study; Doctoral Program Overview; Education Research Role; Doctoral Program Advisor and Advising System; Partnership Mentor Program and Roles; Portfolio Guidelines and Professional Standards in Assessment; Institutional Research Tools and Technology Support; and ethical use of resources. Professional librarians at Edgewood College's Oscar Rennebohm Library will offer related information retrieval skills sessions including 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. Prerequisites: Admission to Doctoral Program

### **ED 710 District Level Administration - Superintendency (6 cr)**

A comprehensive examination of the role of the superintendent and district level administration beginning with a historical and conceptual analysis. Role expectations, professional and ethical obligations of the role, board and community relations and local, state and federal politics and policy serve as the basis of content. Competencies in technology application and strategic planning emphases are also included. A variety of experiences are validated via portfolio assessments and research related to the superintendency and district level administration. Prerequisites: Admission to Doctoral Program

### **ED 720 Leadership Behavior; Politics, Policy and Administration (6 cr)**

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 at the district

level. Policy and politics are pursued in the context of social justice and equity issues, community power, board dynamics and legislative functions intrinsic to the role of a district administrator. Module content will continue to be applied in a variety of class experiences, mentoring activities, and related field assignments. Prerequisites: Admission to Doctoral Program

### **ED 730 Curriculum, Instruction and Learning Environments (6 cr)**

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. Specific attention is given to emergent research in learning style, cognition, intelligence, constructivism in theory and practice; and cultural information and individual differences creation of learning communities. Candidates are required to research curriculum models and to apply course content to district situations in a variety of class experiences and mentoring relationships. Prerequisites: Admission to Doctoral Program

### **ED 779 Independent Study - Post-Masters (Variable Credit)**

Supervised post-masters projects of readings, research, portfolio development, mentorship, or practicum experiences developed in cooperation with a graduate faculty advisor and approved by the Chair of the Department of Education. (E,S,SS,W)

### **ED 801 Proseminar II: Research and Leadership for School Improvement (3 cr)**

Survey of research; research paradigms and assessment perspectives; dimensions of learning and assessment for school improvement; Style Manual role in research

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reporting; portfolio and partnership assessment for district level leadership. Professional librarians at Edgewood College's Oscar Rennebohm Library will offer related information retrieval skills sessions including exploration of the latest electronic resources available on selected school improvement research topics and style manual resources. Prerequisites: Admission to Doctoral Program; ED 701

### **ED 810 Budget, Finance and Resource Allocation (6 cr)**

A substantive approach to public school finance at the district level that includes topical areas in both fiscal and non-fiscal areas, strategic planning and resource allocation, budgeting and finance. Technological applications are stressed in the framework of district initiatives such as referenda, data management systems and district objectives in the overall instructional program. Categorical programs are examined in the context of funding, expenditures, legal mandates, and ethical considerations. Prerequisites: Admission to Doctoral Program; ED 701

### **ED 820 Legal Foundations of District Administration (6 cr)**

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 also be explored. Candidates will draw heavily from a variety of resources in print and media form that will be demonstrated in portfolio evidence and written expectations. Prerequisites: Admission to Doctoral Program; ED 701

### **ED 830 Research Design and Methodology (6 cr)**

Research design; quantitative, qualitative, mixed methodologies; research applications and school improvement; leadership roles

and research; research foundations of doctoral dissertation. Prerequisites: Admission to Doctoral Program; ED 701

### **ED 879 Independent Study - Doctoral (Variable Credit)**

Supervised doctoral-level projects of readings, research, portfolio development, mentorship, or practicum experiences developed in cooperation with a graduate faculty advisor and approved by the Chair of the Department of Education. (E,S,SS,W)

### **ED 901 Proseminar III Research and Dissertation Proposal (3 cr)**

Dissertation guidelines; research and dissertation proposal; research project development; reporting and writing; dissertation proposal preparation. Professional librarians at Edgewood College's Oscar Rennebohm Library will offer related information retrieval sessions on latest electronic sources for dissertation research and related topics. Prerequisites: Admission to Dissertation)

### **ED 910 Dissertation Preparation (3 cr)**

Guided research and dissertation development. Prerequisites: Admission to Dissertation

### **ED 920 Dissertation Writing (3 cr)**

Dissertation draft. Prerequisites: Admission to Dissertation

### **ED 930 Dissertation Presentation (3 cr)**

Dissertation final written copy preparation. Prerequisites: Admission to Dissertation

### **ED 979 Independent Study - Doctoral (Variable Credit)**

Supervised doctoral-level projects of readings, research, portfolio development, mentorship, or practicum experiences developed in cooperation with a graduate faculty advisor and approved by the Chair of the Department of Education. (E,S,SS,W)

# MASTER OF SCIENCE IN MARRIAGE & FAMILY THERAPY

With its roots in the mission statement of Edgewood College, the Master's in Marriage and Family Therapy is designed to advance professional competency in the field in a manner that fosters leadership, 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 100 hours of supervision and 500 clinical contact hours 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.

## ADMISSION INFORMATION

Applicants seeking admission to the Marriage and Family Therapy Program must fulfill graduate program admission requirements #1-6 listed in pages 21–22 of this catalogue, with the following stipulations:

- 1) The completed admission application and fee must be submitted prior to the March 1st deadline for fall entry. Due to course sequencing, applications are accepted only for fall admission with the exception of those received from applicants-usually practicing therapist-taking courses for continuing professional development and not pursuing a degree.
- 2) The MFT Program Reference Form, available from the Admissions Office, must accompany two letters of recommendation from individuals qualified to comment on the candidate's potential for success as a therapist.
- 3) Attendance at an on-campus interview with the Program Director and an admissions team is mandatory; during this interview,

## MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

the applicant will be required to participate in a role-play exercise.

- 4) The essay component must be a two-page statement indicating motives and professional goals for pursuing a degree in MFT with preparations that have already been undertaken, and how the applicant has prepared for success in graduate school.

Enrollment is limited and decision to admit will primarily be based on:

- Experience already gained from job, internship, or volunteer opportunities;
- Ability to succeed academically at the graduate level;
- Preparation for becoming a therapist through previous coursework and experience; and
- Demonstration of therapeutic skill during the role-play exercise conducted during the interview.

Admission into the graduate program does not imply the right to admission into the clinical year. The 3rd, 4th, and 5th semesters of the program contain clinical experiences. Students are separately reviewed for “readiness” for the clinical experiences after completion of semesters 1 and 2. See Student Advising section.

### TRANSFER CREDITS

After admission with regular status (see page 23), 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, 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 33 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

As a requirement for admission into the research courses, all students need to satisfy a statistics prerequisite. This requirement may be satisfied by having taken a 3 credit statistics course prior to admission, taking a statistics course offered by the College after admission but prior to the first research course, or by successfully passing the statistics proficiency exam offered by the MFT Program.



## CREDIT LOAD

Full time students in the Marriage and Family Therapy Program carry 12 credits a semester for the first two semesters. For the remaining three semesters, the credit load will be 8 credits per semester with an additional 15–20 hour per week clinical internship.

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 in a part-time basis with “non-degree student” classification (see page 22). 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.

Additionally, all students will participate in clinical services and supervision offered at the Family Center.

The Family Center is an off-campus mental health center operated by the graduate program as an outreach service of Edgewood College. It provides for low cost, quality mental health services to the people of the greater Madison area and serves as a training site for MFT students.

## GRADUATION REQUIREMENTS

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

- Earned 45 credits in prescribed marriage and family therapy courses;
- Earned 3 credits in interdisciplinary courses;
- Maintained a 3.00 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 weekends.

## 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 Graduate Programs Office.

Program, academic, and career advising shall be the responsibility of

## MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

the MFT Program Director, 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 as to suitability for clinical placement by the Program Director and the MFT Program faculty in the spring 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 DESCRIPTIONS

The following sequence of courses has been established for appropriate progress through the program. All courses carry 3 graduate credits unless indicated otherwise. An Independent Study course is available when arranged with the Director of the Program.

# MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

## SEMESTER 1 (FALL, YEAR 1)

### PSY 600 Introduction to

#### Systems Theories

Overview of theories that use metaphors of system, pattern, interaction, and communication to describe human behavior and relationships.

### 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 620 Diversity in Human and Family Development

Focuses on the diversity of psychosocial development across ethnicity, class, gender, and culture, from childhood through old age. Discusses the implications for interactional therapies.

### 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.

## SEMESTER 2 (SPRING, YEAR 2)

### 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 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 635 Assessment in Marital and Family Therapy

Overview of methods and instruments used to define problems and indicate solutions. Comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisite: PSY 630.

## SEMESTER 3 (SUMMER, YEAR 1)

### 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 (2cr)

Review of quantitative and qualitative methods of inquiry, examining recent marriage and family therapy research studies.

### PSY 750 Clinical Practicum 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.

## SEMESTER 4 (FALL, YEAR 2)

### PSY 710 Research in Family Therapy (2cr)

Development of and work on a research project in the field of marriage and family therapy. Prerequisite: PSY 700.

### PSY 760 Clinical Practicum II (3-4 cr)

Supervised practice of marriage and family therapy in a field experience. Prerequisite: PSY 750.

**IC 850 Studies in Change**

Develops an understanding of personal, social, and organizational change. Research strategies provide opportunities to strengthen logical thinking, analysis of evidence, and written expression.

**SEMESTER 5 (SPRING, YEAR 2)**

**PSY 715 Research in Family**

**Therapy II (2cr)**

Continuation of data gathering and analysis of findings for research project in marriage and family therapy. Prerequisite: PSY 710.

**PSY 770 Clinical Practicum III (3-4 cr)**

Supervised practice of marriage and family therapy in a field experience. Prerequisite: PSY 760.

**PSY 800 Ethical, Legal, and Professional Issues (3cr)**

This course examines ethical and legal practices and dialogue about ethical issues in professional practice. It discusses legal requirements and accountability for the profession and the relationship of ethical practices that relate to global and local resource allocations. The course explores how one's belief system impacts on justice, honesty, and respect in dealing with colleagues and clients in the ethical conduct of the profession. The course may be used to fulfill interdisciplinary required component in ethics (IC-800). Details of these requirements for MFT students may be found in the Graduate Catalog.

## 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 three concentration areas within the **Master of Science in Nursing program: Nursing Administration, Nursing Education and Nursing as a Health Ministry.**

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 educators or clinical nursing instructors or to work in the context of staff development.

The courses in the nursing as a health ministry concentration focus on human relationships, program planning and evaluation and health care policy as they relate to providing holistic care in faith communities. They are designed, in combination with the religious studies courses, to prepare students for a variety of advanced practice roles in health ministry, including parish nursing.

### ACCREDITATION

The Master of Science 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.

### ADMISSION INFORMATION

Applicants seeking admission to the Nursing Program must fulfill the graduate program requirements with the following additional stipulations:

- Baccalaureate degree with a minimum cumulative GPA of 3.0 (4.0 scale) from a nursing program accredited by a national nursing accreditation body
- Current licensure as a registered professional nurse
- Minimum of one year full-time experience as a registered nurse or equivalent
- Completion of undergraduate course in research or statistics within the past three years (course may be

# MASTER OF SCIENCE IN NURSING

taken concurrently with first semester coursework)

- Two page type written essay identifying:
- the key issues facing the nursing profession today,
- How nursing will have to change in the next 10–15 years to address these issues, and
- In what ways you hope your graduate education will prepare you to address these issues.

## 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 (NRS735).

## BACKGROUND CHECK

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

## COURSE SCHEDULING

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

every two years. Students entering at the beginning of an 18-month sequence can complete the program in 3 years by taking 2 courses each semester. Students may enter during other semesters, but more than 3 years may be required to complete the program.

### **Program objectives: Master of Science in Nursing**

- Conceptualize a vision for nursing in the changing health care environment
- Synthesize theories and advanced knowledge from nursing and other disciplines for effective program design, implementation, and evaluation
- Develop collaborative relationships and partnerships that are interdisciplinary and aggregate-focused to improve the health care of populations
- Demonstrate leadership, accountability and commitment to assure quality health care programs
- Incorporate ethical considerations into the advanced practice of professional nursing

### **Program Objectives: 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

# MASTER OF SCIENCE IN NURSING

## **Program Objectives: 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

## **Program Objectives: Nursing as a Health Ministry Concentration**

- Develop health promotion and disease prevention strategies that recognize spirituality as an essential aspect of human experience at both the individual and community levels
- Apply theological theories, as well as those in nursing and other sciences, to develop, implement and evaluate community-based programs focused on holistic health and healing

## **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 Program Evaluation
- NRS 725 Health Care Program Evaluation

- NRS 735 Nursing Practicum
- IC 800 Ethics
- IC 850 Studies in Change (Education and Health Ministry 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
- BUS 603 Organizational Development and Behavior

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

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

Required specialty courses for Master of Science with a concentration in Nursing as a Health Ministry include:

- NRS 636 Promoting Interpersonal Competency

Three courses from the following section:

# MASTER OF SCIENCE IN NURSING

- RS 610 Trends in Ministry
- RS 615 Religious Traditions and the Modern World
- RS 640 Development of Religious Life and Thought
- RS 650 The Sources of Moral-Decision-Making in an Ecumenical World
- RS 660 Worship
- RS 700 Themes in Theology
- RS 730 Spirituality

Students may need to complete prerequisite religious studies courses and must consult with their advisor when considering an appropriate course of study.

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

The following sequence of courses has been established for appropriate progress through the program. All courses carry 3 graduate credits unless indicated otherwise.

### Nursing Courses

#### **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**

For Nursing Education students only. Survey of major teaching/learning theories

as the foundation for developing effective educational processes in a variety of health care and academic settings. Variations in learning needs and styles across the lifespan and with specific populations are addressed.

#### **NRS 615 Health Care Financing and Management**

Required for Nursing Administration students. 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**

For Nursing Administration students only. Study of the management of comprehensive nursing systems within a collaborative, interdisciplinary environment. Nursing delivery, information, and quality improvement systems are examined. Prerequisites: NRS 600, 620, 625, BUS 601, IC 800

#### **NRS 636 Promoting Interpersonal Competency**

Required for Nursing Education and Health Ministry students. Focuses on the role of the advanced practice nurse as a facilitator of productive human relationships in the workplace. Students examine a variety of



# MASTER OF SCIENCE IN NURSING

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**

For Nursing Education students only. Examination of the philosophical and historical influences in nursing education within a contemporary context for curricula development. Pedagogical frameworks for designing and implementing instructional experiences are used to develop curricular objectives, select and organize content, and plan program evaluation strategies.

## **NRS 645 Roles and Strategies of the Nurse Administrator**

For Nursing Administration students only. 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. Prerequisite NRS 635; prerequisite or concurrent: BUS 603

## **NRS 660 Program Evaluation**

Survey of program evaluation, beginning with program planning through the evaluation of program outcomes. Students analyze selected evaluation studies and develop an initial proposal for implementation. Prerequisite or concurrent for Nursing Administration students: NRS 635; for Nursing Education students: NRS 600, 620, 625, IC 800, NRS 675 or NRS 605; for Health Ministry students: NRS 600, 620, 625, IC 800 and one RS course.

## **NRS 675 Teaching Methodology in Nursing Education**

For Nursing Education Students only. Study of role development and practical methods for effective teaching. The selection, application, and evaluation of

teaching tools and strategies in the context of health education, continuing education, staff development, and classroom/clinical instruction is examined.

## **NRS 725 Health Care 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 specialty area, including participation in a multidisciplinary project. Includes individual practica in health related organizations and group seminar. Prerequisites for Nursing Administration students: NRS 645; for Nursing Education students: NRS 605, NRS 640, NRS 675, NRS 636; for Health Ministry students: NRS 636, 3 required RS courses.

## **Interdisciplinary courses**

### **IC 800 Ethics**

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**

For Nursing Education and Nursing as Health Ministry Students. 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.

# MASTER OF SCIENCE IN NURSING

## Business Courses: Nursing Administration Concentration

### **BUS 601 Executive Communication**

Topics include the theoretical and practical concepts underlying effective written and oral business presentations. Topics include key presentation skills, organizing and effective presentation, using audio visual aids, responding to questions and objectives, written reports and analysis and application of group dynamics.

### **BUS 603 Organizational Development and Behavior**

The purpose of this course is to provide the student with a sound knowledge of human behavior necessary to accomplish good human resource utilization in organizations. Prerequisite or concurrent: BUS 601

## Religious Studies Courses: Nursing as a Health Ministry Concentration

In collaboration with an advisor, students will select three of the following courses:

### **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: RS 520 or RS 225 or recent survey course in world religions.

### **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: RS530 or 230 or course in history of Christianity or equivalent.

### **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: RS 240/242 or IC 800 Ethics or course 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 700 Themes in Theology**

Research into particular areas of western Christian theologies, including recent and contemporary theologians, and topics such as God, Christ, Spirit, Community, and Eschatology.

### **RS 730 Spirituality**

A critical examination of some of the ways persons, groups and/or particular traditions articulate their experiences of prayer, spirit and community.

## MASTER OF ARTS IN RELIGIOUS STUDIES

The Master of Arts in the 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 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 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, the North American Academy of Liturgy, the College Theology Society, the Chicago Society of Biblical Researchers and the Madison Biblical Archaeological Society.

## 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

# MASTER OF ARTS IN RELIGIOUS STUDIES

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.

# MASTER OF ARTS IN RELIGIOUS STUDIES

## CONDUCT AND COMPETENCIES REVIEW

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

## ADMISSIONS CRITERIA

Points 1-7 on page 21

## TRANSFER OF CREDIT

A Request for Transfer of Graduate Religious Studies Credit from another institution must be completed and filed early in the student program.

## PREREQUISITES

Prerequisites ensure a solid base for graduate study. The student's transcript is evaluated for prerequisite or equivalent courses at other institutions. If these have not been met, the student may meet these prerequisites by taking the appropriate course at the undergraduate or graduate level either at Edgewood or elsewhere and receive a grade of "B" or better, or by passing a proficiency examination administered by the department.

Prerequisites include 12-16 credits in Religious Studies or equivalent, including background in:

- Biblical Studies: Hebrew Scriptures (RS 510A or 210A)
- Biblical Studies: Christian Scriptures (RS 510B or 210B)
- World Religions (RS 520 or 225)
- Christianity in Historical Context (RS 530 or 230)

- Foundations in Morality (RS 240/242 or IC 800 Ethics)

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
- Interdisciplinary Requirements
- Elective Courses

### Required courses

(18 credits; 6 courses)

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

## 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.

# MASTER OF ARTS IN RELIGIOUS STUDIES

## INTERDISCIPLINARY REQUIREMENTS

(6 credits; 2 courses or equivalents)

### 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.

## Elective courses

(12 credits; 4 courses)

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 3 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 Church
- RS 720 Sacraments/Liturgy
- RS 730 Spirituality
- RS 790-794 Topics in Religious Studies, Independent Reading and/or Research
- RS 795-799 Workshops/Seminars in Religious Studies

## COURSE DESCRIPTIONS

The following sequence of courses has been established for appropriate progress through the program. All courses carry 3 graduate credits unless indicated otherwise.

### Prerequisite courses

#### RS 510A Biblical Studies: Hebrew Scriptures

A survey of the Hebrew Bible from an historical perspective. Special attention is given to the nature of scriptural texts and methods of interpretation.

#### RS 510B Biblical Studies: Christian Scriptures

A survey of the Christian Scriptures with special attention to the Gospels and the beginnings of Christianity.

#### RS 520 World Religions

A study of the phenomena of religion, search, belief, community, and ritual as

# MASTER OF ARTS IN RELIGIOUS STUDIES

exemplified in some of the major religious traditions including East and West.

## **RS 530 Christianity in Historical Context**

A survey of some of the major developments in the history of Christianity, emphasizing cultural factors, leaders, and documents.

Additional introductory course

## **RS 545 Introductory Level Topics**

Special studies related to Summer Institutes or other topics as needed.

## **Required courses in religious studies**

Religious Studies students complete 6 required courses, for a total of 18 credits. Courses are 3 credits each. All courses except RS 610 have prerequisites.

## **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: RS 520 or 225 or recent survey course in world religions)

## **RS 620 Hebrew Scriptures - Advanced Course**

An advanced, detailed exegetical study of specific books or themes of the Hebrew Scriptures. (Prerequisite: RS 510A or 210A or recent course in Hebrew Scriptures.)

## **RS 630 Christian Scriptures - Advanced Course**

An advanced, detailed exegetical study of specific books or themes of the Christian

Scriptures. (Prerequisite: RS 510B or 210B or recent course in Christian Scriptures.)

## **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: RS 530 or 230 or course in history of Christianity or the equivalent.)

## **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: RS 240/242 or IC 800 Ethics or course in philosophical or theological ethics.)

## **Elective courses**

Elective courses provide the opportunity for each student to explore one or more special areas of interest. Each student selects 4 courses (12 credits) in consultation with an advisor in the Religious Studies Department.

## **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 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: Religious Literature, Psalms, Gospel of John among others.

# MASTER OF SCIENCE IN RELIGIOUS STUDIES

## **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 675, 680 Practicum, Internship in a Professional Situation**

Supervised observation and participation in situations appropriate to the particular goals of the student.

## **RS 700 Themes in Theology**

Research into particular areas of western Christian theologies, including recent and contemporary theologians, and topics such as God, Christ, Spirit, Community, 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 prayer, spirit, and community.

## **RS 790-794 Independent Reading, Research, and/or Project**

Topics, orientation, and bibliography to be developed with the approval of the Religious Studies Department. (Variable Credit.)

## **RS 795-799 Workshops/Seminars in Religious Studies**

Selected topics and themes studied in a focused manner. (Variable Credit.)





→ INSTITUTIONAL AND FACULTY INFORMATION

# INSTITUTIONAL AND FACULTY INFORMATION

## ACCREDITATION AND MEMBERSHIPS

Edgewood College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools\*, and the Commission on Collegiate Nursing Education (CCNE); the College is also approved by the Wisconsin State Board of Nursing and the Wisconsin Department of Public Instruction.

Among the associations in which the College holds membership are the following:

- AACN** American Association of Colleges of Nursing
- AACRAO** American Association of Collegiate Registrars and Admissions Officers
- AACSB** American Assembly of Collegiate Schools of Business
- AACTE** American Association of Colleges for Teacher Education
- ACBSP** Association of Collegiate Business Schools and Programs
- ACCU** Association of Catholic Colleges and Universities
- AILACTE** Association of Independent Liberal Arts Colleges for Teacher Education
- CASE** Council for Advancement and Support of Education
- CIC** Council of Independent Colleges
- CUPA** College and University Personnel Association
- 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** National Collegiate Athletic Association
- NCATE** National Council for the Accreditation of Teacher Education
- NCEA** National Catholic Educational Association
- WACRAO** Wisconsin Association of Collegiate Registrars and Admissions Officer
- WACSN** Wisconsin Association for Collegiate Schools of Nursing
- WACTE** Wisconsin Association of Colleges for Teacher Education
- WAICU** Wisconsin Association for Independent Colleges and Universities
- WICTE** Wisconsin Independent Colleges of Teacher Education

\*NCACS, 30 N LaSalle St, Suite 2400, Chicago, IL 60602-2504; 312-263-0456

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### GRADUATE FACULTY

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# ACADEMIC CALENDAR

## ACADEMIC CALENDAR

### FALL SEMESTER 2005

Classes begin	Wednesday	August 31
Labor Day (no classes)	Monday	September 5
Last day to add a class	Wednesday	September 7
Fall Break	Monday-Tuesday	October 17–October 18
Last day to withdraw from classes	Wednesday	November 9
Thanksgiving vacation	Wednesday–Sunday	November 23 noon– November 27
Classes resume	Monday	November 28
Last class day	Friday	December 16
Commencement	Sunday	December 18
Evaluation week	Monday–Friday	December 19–December 23
Grades out by	Monday	January 9, 2006
Session I	August 31–October 17	
Session II	October 18–December 16	

Alternate-week classes meet during the following weeks:

August 22, September 5\*, September 19, October 3, October 17, October 31,  
November 14, November 28, December 12

*\*Alternative date for September 5 should be arranged during first class meeting.*

### WINTERIM 2006

Monday, January 2–Friday, January 13

### SPRING SEMESTER 2006

Martin Luther King, Jr. Day	Monday	January 16 (college closed)
Classes begin	Tuesday	January 17
Last day to add a class	Tuesday	January 24
Spring Recess	Monday–Friday	March 13–March 17
Classes resume	Monday	March 20
Last day to withdraw from classes	Tuesday	April 4
Good Friday (no classes)	Friday	April 14
Easter	Sunday	April 16
Classes resume	Tuesday	April 18
Last class day	Friday	May 5

# ACADEMIC CALENDAR

Evaluation Week	Monday–Friday	May 8–May 12
Commencement	Sunday	May 14
Grades out by	Monday	May 22

Session I	January 17–March 13
Session II	March 14–May 5

Alternate–week classes meet during the following weeks:

January 9, January 23, February 6, February 20, March 6, March 20, April 3, April 17\*, May 1

*\*Alternative date for April 17 should be arranged during first class meeting.*

## SUMMER SESSION 2006

Monday, May 22–Friday, August 4

## FALL SEMESTER 2006

Classes begin	Wednesday	August 30
Labor Day (no classes)	Monday	September 4
Last day to add a class	Wednesday	September 6
Fall Break	Monday–Tuesday	October 16–October 17
Last day to withdraw from Classes	Wednesday	November 8
Thanksgiving vacation	Wednesday	November 22 noon
Classes Resume	Monday	November 27
Last class day	Friday	December 15
Commencement	Sunday	December 17
Evaluation Week	Monday–Friday	December 18–December 22
Grades out by:	Monday	January 8

Session I	August 30–October 20
Session II	October 23–December 15

Alternate–week classes meet during the following weeks:

August 21, September 4\*, September 18, October 2, October 30, November 13, November 27, December 11

*\*Alternative date for September 4 should be arranged during first class meeting.*

## WINTERIM 2007

Monday, January 8–January 19

No class on Monday, January 15, Martin Luther King Jr. Day





# ACADEMIC CALENDAR

Alternate-week classes meet during the following weeks:

August 20, September 3\*, September 17, October 1, October 15, October 29, November 12, November 26, December 10

*\*Alternative date for September 3 should be arranged at the first class meeting.*

## WINTERIM 2008

Monday, January 7–Friday, January 18

## SPRING SEMESTER 2008

Martin Luther

King Jr. Day	Monday	January 21 (college closed)
Classes begin	Tuesday	January 22
Last day to add a class	Tuesday	January 29
Spring Recess	Monday	March 17
Good Friday	Friday	March 21
Easter	Sunday	March 23
Classes resume	Tuesday	March 25
Last day to withdraw from classes		April 8
Last class day	Friday	May 9
Evaluation Week	Monday–Friday	May 12–May 16
Commencement	Sunday	May 18
Grades out by	Tuesday	May 27

Session I January 22–March 14

Session II March 24–May 9

Alternate-week classes meet during the following weeks:

January 14, January 28, February 11, February 25, March 10, March 24\*, April 7, April 21, May 5

*\*Alternative date for March 24 should be arranged at the first class meeting.*

## SUMMER SESSION 2008

Tuesday, May 27–Friday, August 8

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