EDGEWOOD COLLEGE

GRADUATE

CATALOGUE

2009-2011

EDGEWOOD COLLEGE

OFFICIAL NOTICES

This catalogue is effective for students entering the College beginning fall 2009 semester and until a new catalogue is published. The most current version of the catalogue may be found online at https://express.edgewood.edu.

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

All students are reminded to read carefully the sections of the catalogue pertaining to them. Lack of awareness of policies or requirements will not serve as a justifiable excuse at a later date.

Edgewood College's liability to any student for any reason and upon any cause of action related to the statements made in this catalogue of the policies or procedures set forth herein, shall be limited to the amount of tuition actually paid to Edgewood College by the student making the claim in the year which any action giving rise to the claim occurs.

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

EDGEWOOD COLLEGE

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www.edgewood.edu

CONTENTS

MISSION

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

VISION

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

IDENTITY

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

SINSINAWA SPONSORSHIP

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

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

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

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

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

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

Graduates of Edgewood College's graduate programs will be known by their peers, colleagues, employers, and employees as:
- Leaders who promote ethical and humane work relationships.
- Persons whose actions and decisions integrate theoretical knowledge and best practices.
- Innovators who command global perspectives and an appreciation of cultural diversity.
- Decision makers who critically integrate multiple perspectives in their work activities.

PHILOSOPHY SUPPORTING EDGEWOOD COLLEGE GRADUATE PROGRAMS

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DIVERSITY

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 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 alternative textbook formats and sensory impairment accommodations may require more notice. Services for students with disabilities are coordinated through the Student Resource Center, Room 206, DeRicci Hall, Monroe Street Campus.

EQUAL OPPORTUNITY EMPLOYMENT STATEMENT

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

ABOUT 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 80 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 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. Edgewood College and the University of Wisconsin-Madison offer a collaborative program that allows for course opportunities and shared use of libraries.

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 a large number 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. 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.

In July 2006, Edgewood College restructured its academic departments into six Schools: the School of Arts and Sciences, School of Business, School of Education, School of Graduate and Professional Studies, School of Integrative Studies, and School of Nursing.

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.

The Monroe Street Campus of Edgewood College is located on Lake Wingra in Madison and shares the campus with the Edgewood Grade School and High School.

In 2005, Edgewood College opened a West Side location: the Deming Way Campus, located at 1255 Deming Way on Madison's far west side. The Deming Way Campus is the primary location for the School of Graduate and Professional Studies. A number of graduate courses in Business, Education, and Nursing are also held at this location, as are many corporate and professional development offerings.

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.

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 School of Graduate and Professional Studies Admissions Office for assistance with admission and answers to questions.

Telephone: (608) 663-4243

Fax: (608) 663-3496

E-mail: gps@edgewood.edu

COLLEGE RESOURCES AND SERVICES

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 our campuses. Offices and services try to accommodate the weekend and evening hours when most graduate students take classes and study.

ALTERNATIVE TRANSPORTATION: MADISON METRO BUS SERVICE AND SHUTTLE SERVICE

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

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

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

ATHLETICS

The Athletic Department sponsors 14 intercollegiate sports for women and men. Women's sports include basketball, cross country, golf, soccer, softball, tennis, track, and volleyball. Men's sports include baseball, basketball, cross country, golf, soccer, and track. Edgewood College is a member of the National College Athletic Association and Northern Athletics 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 Office, located on the Monroe Street Campus in the Edgedome, at (608) 663-3249 or go to www.EdgewoodCollegeEagles.com.

BOOKSTORE

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

Textbooks will be available for purchase approximately 2–3 weeks before each term begins. Textbook buyback takes place several times per year. Buyback on the Monroe Street Campus occurs at the beginning of each semester and during finals week. Buyback on the Deming Way Campus occurs at the end of every other Returning Adult Accelerated Degree (RAAD) term. Exact dates for

textbook buyback will be posted in-store and online approximately 9–12 months in advance of each buyback. Dates will also be posted around each campus a few weeks prior to each buyback.

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

DEAN OF STUDENTS

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

CAREER SERVICES

Career Development Services include aptitude testing and individual career counseling, job postings on our Website through "Career Connect," résumé writing assistance, an information center with current resource materials, job search, and career and salary information from the Internet on our Website. To schedule an appointment for individual career assistance, see the administrative assistant in DeRicci 206 on the Monroe Street Campus or call (608) 663-2281. Evening and weekend sessions are available by appointment.

CENTER FOR DIVERSITY AND INCLUSION

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

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

Services, resources, and activities include:
- opportunities to create an inclusive environment which is attractive to and welcoming of all people, regardless of race, age, religion, sexual orientation, ability, nationality, or gender.
- opportunities to meet other people from various cultures.
- opportunities to plan and take part in multicultural programs.
- opportunities to advocate for social justice through the lens of culture and ethnicity.
- opportunities to receive pre-counseling services in the areas of academic advice, financial aid, personal and career counseling.

- opportunities to participate in leadership seminars and anti-racism workshops.
- opportunities to receive information about and/or an advisor for cultural-specific student organizations.
- access to reference materials and magazines on the topics of writing college essays, spirituality, sexual orientation, race, and ethnicity.
- use of the Center space (to study, to read, or to meet friends).

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

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

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

COLLEGE MINISTRIES

Who am I? How can I make a difference? Is there something more? Edgewood College Ministries supports people in their ongoing exploration of these questions of identity and meaning. Rooted in the Dominican tradition, professional staff and student leaders offer programming for personal, spiritual and ethical development: education and action for justice; alternative break trips, community service and civic engagement; student-led prayer and discussion groups; chapel worship services; and individual appointments.

Saint Joseph Chapel in Regina Hall is available for quiet reflection and public prayer. Eucharist is celebrated regularly when school is in session.

College Ministries welcomes opportunities to partner with others committed to building a just and compassion world, and to promote greater respect and understanding of the diverse faith traditions represented on campus and within the human family.

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

CRIMINAL RECORD BACKGROUND CHECK

State of Wisconsin laws require background Criminal History Record Searches before individuals will be allowed to provide educational, health care, or

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

DINING FACILITIES

Students may purchase commuter meal plans, put EdgeDollars on their IDs, or pay cash for meals or snacks at Phil's in Regina Hall or at Wingra Café in the Predolin Commons on the Monroe Street Campus. There are a variety of vending machines on both the Monroe Street and Deming Way Campuses. The Deming Way Campus provides use of a microwave and toaster to students, as well as complimentary coffee. For questions, or to purchase a commuter meal plan or EdgeDollars, contact Dining Services at (608) 663-4276 or the Dining Service Director at (608) 663-4169.

DIRECTORY INFORMATION

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

EDGEWOOD CENTRAL

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

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

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

Edgewood Central is located on the 2nd floor of De Ricci, Room 210, at the Monroe Street campus.

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

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

HEALTH SERVICES

Edgewood College Health Services located in Predolin 208 on the Monroe Street Campus, is staffed by a certified nurse practitioner. The major goal of Health Services is to encourage a program of health promotion and disease prevention. Health Services provides health assessments, care for acute illness and injuries, immunizations, health counseling, educational programming and referrals as necessary. Prescription medication may be prescribed if it is clinically indicated. Students are welcome to use Health Services as an informational resource in completing classroom assignments.

Additional services available in the Health Center
A registered dietician provides nutrition counseling services for students, faculty and staff. Services may include:
• counseling for weight management,
• high cholesterol,
• high blood pressure,
• eating disorders, and
• other nutrient-related concerns.

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

HOUSING

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

LIBRARY

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

Resources

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

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

Students, faculty, and staff may request material from other libraries throughout

the state and country via InterLibrary Loan (http://library.edgewood.edu/ill.htm). Edgewood College is part of a statewide delivery service and generally receives items in about one week. The library will send materials or interlibrary loans to the Deming Way Campus as requested.

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

Services and Facilities
Library facilities include networked printers and over 30 computer workstations offering access to a variety of online information resources as well as word processing, e-mail, and other applications. Laptop users can connect to the wireless network throughout the library. Copiers, video players, and other equipment are also available. Three large group study rooms are available for student use. The College Archives (http://library.edgewood.edu/archives/), containing the College's historical publications, documents, and memorabilia, are housed in the library. The Technology Assistance Center serves as the help desk for computer network, onecard, and telephone questions, and circulates 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 (http://library.edgewood.edu/).

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

NEW GRADUATE STUDENT ORIENTATIONS
School of Graduate and Professional Studies' new graduate student orientations are held twice annually, before the spring and fall semesters. Marriage and Family Therapy (MFT) and the Ed.D. program have their own, separate new student orientations and are not required to attend the School of Graduate and Professional Studies' orientation. For more information on new student orientations, contact the School of Graduate and Professional Studies at (608) 663-4243.

PARKING
All students parking on campus must display a valid parking permit. Students taking a majority of their classes at the Monroe Street Campus should pick up their permit in person at the Security Office located in the Weber Hall Lobby. Students taking most of their classes at the Deming Way Campus should pick up their permit in person at the reception desk on the Deming Way Campus. Please bring your student ID and vehicle information (make, model, year, color, plate number) with you when applying for a permit.

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

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

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

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

SMOKING POLICY
Wisconsin's Clean Indoor Air Act of 1984 and the City of Madison's Ordinance 23.05 regulate smoking in certain public areas.
- Smoking is prohibited in all campus facilities and buildings.
- Smoking is prohibited within 25 feet of all buildings.
- All building entrances are to be smoke-free.
- It is unlawful to remove or destroy any "No Smoking" signs or to smoke in any "No Smoking" areas.

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

STUDENT ID CARDS

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

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

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

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

STUDENT MAILBOXES

Students that reside off-campus, or commuter students, may request an "open style" personal student mailbox at any time during the academic year. Commuter mailboxes are located in the Campus Mail Room, DeRicci Hall (Room 124) on the Monroe Street Campus. These mailboxes are intended only for the receipt of Edgewood College departmental, faculty/staff, and student generated mail items. Since commuter mailboxes are not secure, they cannot be used for the receipt of U.S. mail. Students are responsible for regularly checking and emptying their mailboxes. To request a commuter mailbox, please stop by the Mail Center located in Room 126A, DeRicci Hall on the Monroe Street Campus. If you have any questions, contact the Mail Center staff at (608) 663-2210.

STUDENT RESOURCE CENTER

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

To accomplish this mission the staff:
- Promotes independent learning, self-empowerment, and personal growth by assisting students to develop abilities, behaviors, and strategies transferable to many environments.

- Offers collaborative programming for students by employing the expertise of the SRC staff.
- Allows students to assist one another through structured peer-support programs.
- Collaborates with students, faculty, and staff members of the community on student success issues by sharing their expertise in the fields of academic advising, developmental education, career services personal counseling and student development, and employment transitions.

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

Learning Support Services

The Learning Support Services (LSS) staff offers academic services that provide independent and cooperative learning strategies to improve student academic success. Those services include:
- Study skills and learning strategies assistance.
- Writing tutoring – Graduate students are welcome to work on their writing in the Writing Center, DeRicci 206 on the Monroe Street Campus. Trained student tutors can help writers with issues such as organization, clarity, scope of project, research, appropriate scholarly voice, managing time, managing multiple sources, citation and referencing. Drop-in or by appointment.
- Services for students with documented disabilities – Interested students should contact the office of Disabilities Services for assistance. It is recommended that all information, including disability documentation, be submitted at least 30 days prior to the beginning of the semester for which services are being requested. Requests for some services such as alternative textbook formats and sensory impairment accommodations may require more notice.

Support Services for Students with Disabilities

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

Career Services

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 résumé preparation and review, as well as interviewing practice.

Personal Counseling Services

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

TECHNOLOGY ON CAMPUS

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

The Technology Assistance Center

The campus Technology Assistance Center (TAC) is located on the main floor of the Oscar Rennebohm Library on the Monroe Street Campus. The Technology Assistance Center's support staff can assist you with questions about on-campus Web access, using your campus e-mail, residence hall cable TV/Internet/network connections, and other campus computer-related issues. You may also contact TAC for assistance with your campus telephone/voice mail, for checkout of AV equipment (such as digital still or video cameras), or if you have questions about your student ID card. To contact the Technology Assistance Center:

Telephone: (608) 663-6900
E-mail: technology-assitance@edgewood.edu
Website: http://my.edgewood.edu/sites/services/itso

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

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

Computer Labs on the Monroe Street Campus

The Nicolet computer lab, located in the lower level of Regina Hall, is the main general-use computing lab available to all students. This lab features Windows based PCs and Macintosh computers equipped with CD and DVD writers. There are also scanners and color laser printers, including a larger color laser printer configured for 11x17 prints. Lab hours are posted outside of the lab and are also published on the Technology Assistance Center (TAC) MyEdgewood site at http://my.edgewood.edu/sites/services/itso/tss. Please note that you may need to use your Edgewood e-mail address and password to log into and view portions of this site from off-campus computers. Students may also contact the Technology Assistance Center (TAC) directly at (608) 663-6900 to inquire about lab hours.

The Oscar Rennebohm Library provides service to the students, faculty, and staff of Edgewood College. Besides housing regular library materials, it also contains numerous computers for general use to the Edgewood College community. Hardware includes Windows-based PCs and Macintosh computers, CD/DVD writers, color printers, and a student-use copier. Students can pay for copies either with coins or money from their ID cards. For information on all of the library's services, visit their website at http://library.edgewood.edu.

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

Computer Labs on the Deming Way Campus

Deming Way has one student computer lab and one computer classroom. Deming Way's computer lab (Deming 147) houses 10 Windows-based PCs. This is the only student-use computer lab at Deming Way. Deming Way's computer classroom (Deming 113) houses 24 Windows-based PCs for students and one PC for the instructor. However, use of this room is usually limited to classes in specific academic areas and special events.

Seven other general-use computers are also available for student use in the Deming Way reception area. Deming Way also features a wireless network connection throughout the building.

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

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

Computer Lab Policies
- Computer labs are for scholarly and educational use only.
- Lab users must store their files on their own disks, CDs, or drives.
- Equipment should be left in the same configuration as it is found. Equipment is not to be moved.
- Students may not install software on lab computers. Any installation of files or software must be performed by Technology Assistance Center (TAC) staff. Any files that are not approved by the Computing and Information Services Department will be removed.
- The printers in the computing labs are not to be used for mass printing. Any user wishing to have multiple copies of a document should use a copy machine.
- A valid Edgewood College login is mandatory to use computers in labs and technology classrooms.

- Computers must be used for College-related or occupational-search purposes. Using computers for profit-making activities (such as running a word processing service) is not permitted.
- Students enrolled in Continuing Education classes are permitted to use facilities when equipment is available. In place of a current College ID card, they should provide proof of enrollment in a Continuing Education class and valid photo identification.
- The computer labs and technology classrooms are places of studious activity. Deliberately making loud noise or annoying others with or without the use of the computer is not allowed. Violators will be asked to leave the lab.
- Files and printouts are the property of their author. Changing, moving, or examining them without the author's permission is not permitted. Lab staff will gather abandoned printouts, disks, and flash drives.
- There is no smoking, eating, or drinking in the computer labs or technology classrooms. Food and drink is to be left at the lab monitor desk.
- Shoes must be worn in the computer labs and technology classrooms.

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

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

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

Discounted Personal Computers and Software
Members of the Edgewood College community are eligible for discounts on both software and hardware through JourneyEd, Dell, and WAICU. Although purchases are made directly from the vendor, your status as an Edgewood College faculty, staff or student is required to obtain these discounts. For more information on the purchasing program, please visit http://my.edgewood.edu/ sites/services/itso and select "Technology Purchases" from the left-hand menu bar.

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

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

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

SCHOOL OF GRADUATE 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, and Marketing), Accountancy, Education (MA with concentrations in ESL, Special Education, Educational Administration, General Professional Development, and Reading), Marriage and Family Therapy (MS), Nursing (MS with concentrations in Nursing Administration and Nursing Education), and Religious Studies (MA). Concentrations within the MA Education program may also be taken as stand-alone licensures, with the exception of General Professional Development.

License Completion + Degree Programs

The Secondary Education License Completion program is offered through the School of Education.

Graduate Certificate Programs

Edgewood College currently offers a master's certificate programs in Urban and Rural Economic Development (URED) and a post-master's certificate in Nursing.

Doctoral Degree Programs

The School of Education offers the Doctorate of Education (Ed.D.) for education leaders in K-12 schools, higher education, or agencies. The K-12 program includes a sequence of study in educational leadership that leads to DPI certification as a school district superintendent. An integrated sequence of study in the field of education includes a broad view PK–16 System Leadership focus emphasizing leadership responsibilities and interaction with the primary, intermediate, middle, high school, technical college, and four-year college levels. A cohort is also available in the Wausau area.

RETURNING ADULT ACCELERATED DEGREE (RAAD)

Our returning adult accelerated degree programs capitalize on combining an accelerated program structure and adult teaching styles with motivated, experienced students to craft a high quality degree that prepares professionals to advance in their careers. Classes are held weeknights Monday through Thursday,

and meet once per week for eight week terms. New classes begin six times per year, allowing students to start and stop as their schedules permit. Technology is integrated through a Web-based course management system (Blackboard) to electronically distribute readings and assignments, as well as to facilitate dialogue between classmates and instructors in an efficient timeframe.

We currently offer a Bachelor of Business Administration (BBA), Bachelor of Science in Computer Information Systems (CIS), and Bachelor of Science in Organizational Behavior and Leadership. A Post-Baccalaureate Nursing degree is also being offered in an accelerated format.

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.

Continuing Professional Education

Edgewood College is actively interested in meeting the educational needs of working professionals. Faculty are available to develop specific learning experiences to meet a group's needs, and they are always willing to work with many school districts bringing district-requested experiences to the teachers in their home school. These professional development experiences can be offered for graduate credit.

For information about professional development offerings in business-related areas, contact the School of Graduate and Professional Studies at (608) 663-4243. For education-related areas, contact the School of Education at (608) 663-2293.

Education for Parish Services (EPS)

Education for Parish Service is a non-credit certificate program that provides classes for adults in theology, scripture, spirituality, and pastoral formation in an atmosphere of study, prayer, and group interaction. Courses are offered in two-year cycles. New students may enter at the beginning of any course. For more information, contact the Dominican Mission office at (608) 663-3328.

MUSIC
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, including music educator's 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.

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

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

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

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

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 a School of Education program approved by the Wisconsin Department of Public Instruction or School of Education.
3. Degree and certificate/license candidates are applicants seeking both a graduate degree from Edgewood College 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 request must be submitted to the School of Graduate and Professional Studies 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 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
An applicant may be admitted with provisional status if their cumulative entering GPA (computed on the highest degree held at the time of admission) is less than what is required for admission to their program of choice.

• A minimum of a 3.00 cumulative entering GPA on a 4.00 scale is required for the Master of Science in Nursing.
• All other graduate degree programs require at least a 2.75 on a 4.00 point scale.

If granted provisional status, the student must attain a 3.00 GPA for the first nine credits in courses numbered 600 and above taken at Edgewood College, or the student will be dismissed from the College.

Contingent Status

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

INTERNATIONAL STUDENTS

International students seeking admission to Edgewood College for the first time must submit the following in addition to individual program requirements:
1. Graduate application to Edgewood College.
2. Official copies of all college/university transcripts and certified translations into English of all transcripts not originally in English.
3. Transcripts must be reviewed by an educational credential evaluation (ECE) service recognized by the college for a course-by-course review. For more information visit www.ece.org.
4. For non-native speakers of English, verification of English proficiency through one of four ways:
   a. TOEFL test with an internet-based score of 80 or a computer-based score of 213. For more information visit www.toefl.org.
   b. Completing the Wisconsin English as a Second Language institute's (WESLI's) 700 level requirements (includes 700 RW 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 speaking and listening skills. Students must arrange to have these results and a letter of recommendation from WESLI forwarded to the School of Graduate and Professional Studies Admissions Office at Edgewood College.
   c. Completing the Madison English as a Second Language School's (MESLS) Level six (302) core courses in Speaking and Grammar, Reading and Writing and Speaking and Listening 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 letter of recommendation from MESLS forwarded to the School of Graduate and Professional Studies Admissions Office at Edgewood College.
   d. Successfully completing at least 1 yr (24 credits) of college-level academic work at another college or university in the United States
5. Verification of ability to pay $23,750 for the cost of attendance (both direct

costs, such as tuition, fees, and books and indirect costs like insurance, transportation, etc.). This figure is determined annually. Ability to pay can be documented through a combination of assets and income.
6. If educational expenses will be paid by a sponsor, a notarized affidavit of support signed by that sponsor is required.
7. Applicants are encouraged to apply as soon as possible, as it may take weeks or months after the issuance of the I-20 form to receive a visa. General admissions deadlines apply to students who do not need I-20 forms (i.e., they are here on another visa, are permanent residents, etc.) and re-entry students.

Language Requirement

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.
• Successful completion of a bachelor's degree from an accredited post-secondary institution within the United States.*
• TOEFL test with an Internet-based score of 80 or computer-based score of 213 (for more information, visit www.toefel.org).
• Completing the Wisconsin English as a Second Language Institute's (WESLI's) 700-level requirements (includes 700 RW 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 School of Graduate and Professional Studies 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 School of Graduate and Professional Studies 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.

Form I-20

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

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

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

Health Insurance Requirement

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

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 ENG 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 Registrar's Office for the graduate course to be taken. The student fills out the form and obtains the advisor's signature (and if necessary the signature of the School Dean or Departmental Chair of the graduate course to be taken). The form is turned in to 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 (listed above in "Undergraduate Students in Graduate Courses" section) apply; conditions #2, #4, #5, #6, and #7 do not apply. Post-baccalaureate students wishing to take a graduate course can obtain the Request to Take Graduate Course Form from the Registrar's Office for the graduate course to be taken. The student fills out the form and obtains the advisor's signature (and if necessary the signature of the School Dean or Departmental Chair of the graduate course to be taken). The form is turned in to 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 school or department is required.

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC ADVISING
Each of the graduate programs makes school or departmental advisors available to graduate students.

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

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

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

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.

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

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

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 one's own.
- Falsifying records, achievements, field or laboratory data, or other course work.
- Stealing examinations or course materials.
- Submitting work previously submitted in another course, unless specifically approved by the present instructor.
- Plagiarizing, i.e., submitting the ideas, words, or works of another person as one's own.
- Aiding another student in any of the above.

Plagiarism, which is defined as the deliberate use of another's ideas or words as if they were one's own, can take many forms, from the egregious to the mild. Instances most commonly seen in written work by students in order from most to least serious are:
- Borrowing, buying or stealing a paper from elsewhere; lending or selling a paper for another's use as his or her own; using printed material written by someone else as one's own.
- Getting so much help on a paper from someone else, including a college tutor, that the student writer can no longer legitimately claim authorship.
- Intentionally using source material improperly, e.g., neither citing nor using quotation marks on borrowed material; supplying an in-text citation but failing to enclose quoted material within quotation marks; leaving paraphrased material too close to the original version; failing to append a works-cited page when sources have been used.
- Unintentional misuse of borrowed sources through ignorance or carelessness.

Sanctions recommended for dishonesty are an "F" on the assignment and/or an "F" in the course. More serious violations may be referred to the School of Graduate and Professional Studies Dean for appropriate action.

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

Good Standing

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

Probation

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

Dismissed

A student on probation is dismissed if his or her cumulative GPA remains below 3.0 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.

AUDITS

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

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

CHANGE OF SCHEDULE AND ADD/DROP PROCEDURES

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

CREDIT LOAD

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

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

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

DUAL DEGREES

A dual degree program is a combination of two separate approved degree programs at the graduate level, with a maximum overlap between the two sets of program requirement of 15 credits (or 18 credits if the total number of credits for both programs equals or exceeds 75). The maximum overlap includes any courses that are waived for both programs.

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

Dual Degree Options

1. Consecutive Degrees: Consecutive dual degrees may occur when a student has completed the requirements for a first graduate degree at Edgewood College and then is accepted into and enrolls in a second graduate degree program at Edgewood College. A student may apply up to a maximum of 15 credits from the completed degree program to the second graduate degree program if the credits are approved as appropriate by the director/dean/advisor of the new program. Thesis, final research project, and capstone credits from the first program may not be counted toward the requirements of the second program.

2. Concurrent Degrees: Consecutive dual degrees may occur when a student pursues two graduate degree programs simultaneously. A student may not be enrolled in more than two graduate programs (degree-based, licensing, or certificate) simultaneously. The student must apply and be admitted to both programs and must have the approval of the dean/chair/director of each program to pursue dual degrees. With approval of the student's advisor from each program, a student may apply up to 15 credits in either graduate degree toward the total requirements for both degrees.

3. Joint/Integrated Dual Degrees: Some units may choose to formalize consecutive or concurrent dual degrees which create an integrated program linking two disciplines, while continuing to award separate degrees. These dual degree programs follow the rules outlined in 1 and 2 above. These joint or dual degrees are set in agreement with the existing programs.

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

for review and approval to ensure conformance to the principles described above. If a single thesis/culminating activity is proposed, these hours must be included in the 15 hours of overlapping credit.

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

DUE PROCESS

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

FAILURE TO REGISTER

Students may not attend courses for which they are not registered. The last day to add or register for a course is the end of the first week of classes in a semester. Add deadlines appear in the online timetable (https://express. edgewood.edu). A student who attends a class for which he or she is not registered and has not paid tuition will not be allowed to add the course after the first week of classes or at a later date.

GRADE REPORTS

Grades may be viewed online.

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

GRADING SYSTEM

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

A	Excellent	4.0 grade points
AB		3.5 grade points
B	Good	3.0 grade points
BC		2.5 grade points
C	Satisfactory	2.0 grade points
CD		1.5 grade points
D	Poor	1.0 grade points
F	Failure	0.0 grade points
F*	Failure in a Pass/Fail Course	
P	Pass in a Pass/Fail Course	
I	Incomplete	
PR	Progress	
NR	Not reported	

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

GRADUATE CERTIFICATE POLICY

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

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

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

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

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

GRADUATION REQUIREMENTS

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

Departmental Requirements

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

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.

INCOMPLETE GRADES

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

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

NON-DEGREE STUDENTS

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

Admission Requirements

Non-degree students must meet the following admission requirements:

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

PASS/FAIL

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

REGISTRATION

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

Registration takes place from about the middle of the fall or spring semester to a specified date (see the timetable).

Web (or online) registration is available to new and continuing students. Information on using online registration 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.

SPECIAL RESTRICTIONS

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

STOP-OUT STUDENTS

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

Return Requirements

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

STUDENT RECORDS

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

Privacy of Student Records

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

TRANSFER CREDITS

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

WITHDRAWAL

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

Student Withdrawal

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

Withdrawal does not remove the costs incurred that may apply for the semester in question. Refund schedules are published in the semester and summer session 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.

Administrative Withdrawal

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

FINANCIAL INFORMATION

FINANCIAL AID

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

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

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

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

License Only (LD/ED/CD or Educational Administration Certification)
Students admitted as license- or certificate-only are eligible for up to $12,500 in Federal Stafford Loans. In order to receive aid, you must be enrolled for a minimum of six credits at Edgewood College each semester. Twelve credits is considered full-time.

TYPES OF AID
Federal Stafford Loan
A low interest loan program. Origination and disbursement fees up to 3% may be deducted. Repayment begins six months after you graduate, leave school, or drop below half-time status. (Half-time status is considered the minimum amount of credits needed to receive aid as discussed earlier.) Available in two forms:
- Subsidized: This is awarded based on financial need. The federal government "subsidizes" the interest while you attend school.
- Unsubsidized: This is available to students without financial need. You'll be charged interest from the time the loan is disbursed until it is paid in full.

Graduate Education/Religious Studies Tuition Grant
This grant provides partial tuition coverage for professionals currently employed by a place of worship. Forms are available through the Financial Aid Office.

Tuition Reduction for MBA Alumni
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.

Outside Scholarship Information and Other Resources
Outside scholarship information may be found on Edgewood Express > My Financial Aid.

TUITION AND FEES
Tuition and fees information is available at www.Express.Edgewood.edu.

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

ACADEMIC PROGRAM INFORMATION

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 complement the accessibility and character of other graduate programs in the regional service area.
- Each graduate degree program also shares several common objectives:
- To prepare adult learners, especially those interested in leadership roles.
- To prepare persons with professional skills as well as ethical and historical perspectives for responsible leadership.
- To adapt graduate education services and programs to adult learners.
- To strengthen the undergraduate programs at the College.

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

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

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

The School of Education has integrated the Studies in Change component into some of its graduate courses. See the Education 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.

MASTER OF BUSINESS ADMINISTRATION

The Master of 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

1. Provide evidence of a baccalaureate or more advanced degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit graduate application (including $25 fee) to the School of Graduate and Professional Studies.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
4. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the probability of your success in graduate school.
5. Submit a written statement listing the reasons why you think you will be successful in graduate school; cite how specific background experiences will aid in your success as a student.
6. Suggested: Two years of relevant professional work experience.
7. The Graduate Management Admission Test (GMAT) is required prior to admission. The minimum score for admission consideration is 425.

Please see the "Admission to Graduate Programs" section on page 27 for additional international student requirements.

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. Students requiring a course in this area may take BUS 500, Algebra for Graduate Business, during the fall semester.

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 Introduction to Information Systems.

Those students who believe they have achieved the required knowledge through a means other than undergraduate coursework may submit a Computer Skills Waiver Form (available at http://business.edgewood.edu/MBA) detailing the experience to the School of Business. This information will be considered in determining whether additional computer coursework is required.

MBA COURSEWORK
MBA coursework is separated into the six 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 School of Business.

All courses are three credits unless otherwise indicated.

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

Although an integral part of the program, one or more of these courses may be waived during the admission process. Waivers are based on previous academic experience as indicated by student transcripts. All foundation courses that are not waived are expected to be taken as soon as possible.
- BUS 501 Financial Accounting (3 cr)
- BUS 502 Business Calculus (3 cr)
- BUS 503 Introductory Business Statistics (3 cr)
- BUS 504 Legal Environments (3 cr)
- BUS 505 Macroeconomics (3 cr)
- BUS 506 Microeconomics (3 cr)

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 Business Ethics course.

IC 850 Studies in Change is required if BUS 601 or BUS 604 are waived.

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 616 Business Ethics
• BUS 618 Managing Information and Technology

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

Students are required to take BUS 609 and either BUS 610 or BUS 611.
• BUS 609 Strategic Management
• BUS 610 Managerial Economics
- or -
• BUS 611 International Economics

5) Elective Component (9–15 cr)
Students may pursue one of two versions of the MBA, which differ only in their elective component:
• The general MBA requires nine credits of elective coursework selected from the full list of approved business electives. The general MBA is especially suited for those who have previously established areas of expertise.
• 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.

6) Executive Speaker Series
Students are required to attend a minimum of four Executive Speaker Series events during the course of the MBA program in order to graduate.

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 one to two courses from outside the area of concentration. Multiple concentrations are permitted, requiring the completion of the requirements of each concentration area and a minimum of 12 additional credits in the second area of 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 (Pat Hallinan (608) 663-2283) 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 I
• BUS 706 Auditing
• BUS 707 Income Tax Accounting I
• BUS 709 Income Tax Accounting II
• BUS 714 Cost Accounting II
• BUS 723 Business Law II
• BUS 725 Accounting Information Systems
• BUS 726 Advanced Accounting
• BUS 727 Government and Not-for-Profit Accounting
• BUS 756 Fraud and Forensic Accounting
• BUS 766 International Accounting
• BUS 798 Strategic Financial Management (capstone course)
Note: Some accounting courses alternate annually between day and evening schedules.

Finance
The finance 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 (Pat Hallinan (608) 663-2283) as soon as possible.

The finance concentration requires15 credits, including the following three courses:

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

And at least two of the following three courses:

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

International Business

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

- BUS 713 International Financial Management
- BUS 739 International Management
- BUS 753 International Marketing

And one of the following courses:

- BUS 772 Money and Banking
- BUS 792 International Study Tour

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

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: (608) 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 Quality Improvement Methods
- BUS 762 Quality as a Business Strategy
- BUS 771 Principles of Insurance
- BUS 773 Topics in Insurance
- BUS 792 International Study Tour
- IC 850 Studies in Change

Marketing

Students pursuing a marketing concentration may wish to discuss their academic and professional goals with a marketing advisor (Pat Hallinan (608) 663-2283)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 Advertising and Promotional Strategies

- BUS 753 International Marketing
- BUS 754 Graduate Seminar in Marketing Management
- BUS 755 Consumer Behavior
- BUS 792 International Study Tour

ELECTIVE COURSES

- BUS 631 Introduction to Urban and Rural Economic Development
- BUS 632 Creative Marketing for Economic Development
- BUS 633 Creating Sustainable Businesses in Urban and Rural Communities
- BUS 634 Effective Change Agent Strategies for Economic Development
- BUS 703 Intermediate Accounting I
- BUS 704 Intermediate Accounting II
- BUS 705 Cost Accounting I
- BUS 706 Auditing
- BUS 707 Income Tax Accounting I
- BUS 709 Income Tax Accounting II
- BUS 711 Topics in Corporate Finance
- BUS 712 Investments
- BUS 713 International Financial Management
- BUS 714 Cost Accounting II
- BUS 721 Legal Aspects of Employment
- BUS 723 Business Law II
- BUS 725 Accounting Information Systems
- BUS 726 Advanced Accounting
- BUS 727 Government and Not-for-Profit Accounting
- BUS 732 Developing Self-Directed Work Teams
- BUS 736 Human Resource Management
- BUS 738 Entrepreneurship
- BUS 739 International Management
- BUS 741 Managing the Information Asset
- BUS 751 Marketing Research
- BUS 752 Advertising and Promotional Strategies
- BUS 753 International Marketing
- BUS 754 Graduate Seminar in Marketing Management
- BUS 755 Consumer Behavior
- BUS 756 Fraud and Forensic Accounting
- BUS 761 Quality Improvement Methods
- BUS 762 Quality as a Business Strategy
- BUS 766 International Accounting
- BUS 771 Principles of Insurance
- BUS 772 Money and Banking
- BUS 773 Topics in Insurance
- BUS 790 Independent Project (1–3 credits)
- BUS 792 International Study Tour
- B US 798 Strategic Financial Management (capstone course)
- BUS 799 Independent Study
- IC 850 Studies in Change

GRADUATE CERTIFICATE PROGRAMS

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

• Accounting
• Urban and Rural Economic Development (URED)
For more details, visit http://business.edgewood.edu/MBA.

POLICIES SPECIFIC TO THE MBA PROGRAM
Studies in Change
All graduate students at Edgewood College are required to complete Studies in Change component as part of the degree requirements. MBA students satisfy the Studies in Change component in one of two ways:
1. By taking the following courses in the MBA program where Studies in Change themes and assignments are integrated into the core and integrating core courses: BUS 601, BUS 604; and at least two of BUS 603, BUS 606, BUS 609, and BUS 618.
2. By taking IC 850 Studies in Change.

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

Transfer of Credit
Up to 12 credits of relevant graduate coursework may be transferred to the Edgewood College MBA. Transfer of credit must be approved by the School of Business and consideration is subject to the following:
1. A minimum grade of B (3.0) is required.
2. Work must be clearly identified as graduate coursework and must have been completed within three years prior to acceptance into the Edgewood College MBA program.
3. A Request for Transfer of Graduate Business Credit from Another Institution Form 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 School of Business. Waivers reflect a specific set of requirements and are based on coursework described on certified copies of student transcripts. Waivers are part of the normal admission process. Students may review the specific requirements at http://business.edgewood.edu/MBA.
A student who wishes to appeal the requirement to take a particular foundation or core course may do so by completing an Appeal of Foundation or Core Course Requirement Form, available at http://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 Dean of the School of Business. Requests for such approval must be submitted in writing with details of coursework involved and reason for the request. Under no circumstances will an exception to the prior approval portion of this policy be made.

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

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

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

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

MASTER OF SCIENCE IN ACCOUNTANCY

If you aspire to a leadership position at the executive level, the MS-Accountancy degree can be your ticket to success. The program is designed for individuals who seek to begin their careers in positions where the CPA credential is required and highly valued.

This program is geared to knowledge-seeking learners who aspire to executive leadership in the region's best middle market firms. The program offers a rigorous and thorough experienced-based curriculum with the best opportunity to succeed because we integrate critical thinking, real-world experience and values-based management throughout the entire curriculum.

PROGRAM HIGHLIGHTS
• Internships – Our network with firms in the area gives students unparalleled access to relevant internship opportunities.
• CPA Exam – By completing the program, students will have earned the prerequisite 150 credits to sit for the CPA Exam. Edgewood students receive a discount to the leading CPA review program in the country (Becker CPA Review) through our business partnership.
• Executive Speaker Series – Edgewood College offers MS in Accountancy students an opportunity to attend and network at executive speaker events throughout the year. Guest speakers include CEOs, CFOs, and senior executives of prestigious area firms.
• Accounting Club – This student-led organization serves to expand the experiences of accounting majors outside the classroom. Accounting Club events include speaker meetings, field trips to regional firms in both public and private practice, networking events with professional organizations such as the WICPA and with local firms in a career fair format.

ADMISSION REQUIREMENTS
1. Provide evidence of a business degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit graduate application (including $25 fee) to the School of Graduate and Professional Studies.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
4. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the probability of your success in graduate school.
5. Submit a written statement listing the reasons why you think you will be successful in graduate school; cite how specific background experiences will aid in your success as a student.
6. Complete the Graduate Management Admission Test (GMAT) prior to admission with a minimum score of 425.

Please see the "Admission to Graduate Programs" section on page 27 for additional international student requirements.

COURSEWORK
As prerequisite work, students complete 21 credits of undergraduate accounting and 9 credits of business courses. Students obtain their master's degree by completing 15 credits of graduate level business courses plus 15 credits of graduate-level accounting courses.

DEGREE REQUIREMENTS
Program Prerequisites
Accounting and Business Courses:
• BUS 304 Business Law I
• BUS 481/706 Auditing
• BUS 483/725 Accounting Systems
• BUS 380/703 Intermediate Accounting I
• BUS 381/704 Intermediate Accounting II
• BUS 485/707 Income Tax Accounting I
• BUS 495/709 Income Tax Accounting II
• BUS 385/705 Cost Accounting I
• BUS 421/723 Business Law II
• BUS 121/503 Statistics

Degree and Program Requirements
MS in Accountancy coursework is divided into two categories described below. Integrated throughout the courses are topics related to change and innovation, international business, and social responsibility.
Business and Interdisciplinary Courses
• BUS 616 Business Ethics
• BUS 601 Executive Communications
• BUS 603 Organizational Development and Behavior
• BUS 604 Operations Management
• BUS 606 Strategic Marketing

Accounting Courses
• Bus 714 Cost Accounting II
• Bus 726 Advanced Accounting
• Bus 727 Government and Not-for-Profit Accounting
• Bus 756 Fraud and Forensic Accounting
• Bus 798 Strategic Financial Management (capstone course)

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

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

EDUCATION

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

GRADUATE DEGREES

Master of Arts in Education with concentrations in
- License Completion
- Early Adolescence–Adolescence: Regular Education
- TESOL (ESL/Bilingual Education)
- Educational Administration
- Program Coordinator
- Principal
- Director of Instruction
- Director of Special Education and Pupil Services
- School Business Administrator
- Instructional Technology Coordinator
- General Professional Development
- Instructional Technology
- Special Education
- Cross Categorical: Cognitive Disability
- Cross Categorical: Emotional/ Behavioral Disability
- Cross Categorical: Learning Disability
- Reading Teacher
- Reading Specialist

Doctor of Education in Educational Leadership with concentrations in
- District Administration
- Higher Education Administration
- System Administration
- Classroom Leadership

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 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 or training programs.

Initial educators should consider ways the master's degree and licensing programs may be used to advance their professional development plans; professional educators should consider ways in which degree and licensing programs may be used to enhance their professional and career options. The doctoral program also offers the opportunities to strengthen classroom instructional capacity, advance to central office positions, or prepare for positions in higher educational institutions.

With a view to developing reflective practitioners for effective schools, the programs include 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, promoting educational achievement, and school improvement. Programs leading to licensure are guided by the appropriate Wisconsin Teacher Standards or Administrator Standards.

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

ADMISSION REQUIREMENTS

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

MA Education/General Professional Development and Special Education

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

Secondary Education License Cohort

Secondary Education License Cohort admissions requirements include points 1-5 above, plus:
  • Submit passing Praxis I and Praxis II scores prior to start of classes. Study materials and registration assistance available at: www.ets.org/praxis.

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

ESL/Bilingual for Experienced Teachers and Reading Teacher

ESL/Bilingual for Experienced Teachers and Reading Teacher/Reading Specialist admissions requirements include points 1-5 above, plus:
  • Provide evidence of a WDPI initial educator, professional educator or master educator license (or the equivalent).

Educational Administration and Reading Specialist

Educational Administration admissions requirements include points 1-5 above, plus:
  • Provide evidence of three years full-time relevant professional work experience.

Please see the "Admission to Graduate Programs" section on page 27 for additional international student requirements.

PREREQUISITES

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

DEGREE REQUIREMENTS

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

The Curriculum Includes:
  • Professional education core requirements (12 cr)
  • Concentration requirements (18 cr)
  • Guided research studies (3 cr)
  • Supervised field experience, as appropriate
  • Specialized professional studies electives

PROFESSIONAL EDUCATION CORE REQUIREMENTS

(12 credits; 4 courses)
Provide advanced studies in instruction, curriculum planning, educational administration, and research.
  • ED 602 Curriculum Planning
  • ED 603 Introduction to Educational Research
  • IC 800 Ethics
-and-

One (as appropriate for specialized studies) of:
  • ED 601 Foundations of Instruction
  • ED 620 Introduction to Educational Leadership and Organization
  • ED 640 Technology Curriculum Integration
  • ED 663 Cognitive Disabilities
  • ED 671 Specific Learning Disabilities
  • ED 673 Behavioral and Emotional Disorders
-or other approved courses

GUIDED RESEARCH STUDIES

(one course, appropriate to area of specialization)
  • ED 690 or ED 692

SPECIALIZED PROFESSIONAL STUDIES

(18 credits; 5–7 courses)
Elective courses develop knowledge and skills in selected 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 area requires specific professional education core courses. Consult an advisor to ensure that appropriate courses are taken. Concentrations are offered in: Educational Administration, 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 plans may be requested; each plan is tailored to the candidate's background and goals to meet licensing requirements.

Teacher Education: Early Adolescence-Adolescence: Regular Education

Candidates pursuing professional goals and licensure to teach children and youth ages 10-21 in regular education populations complete the accelerated secondary education licensing program with an emphasis in one of the following content areas: English, Math, Broad Field Social Studies, and Science.

Teacher Education: Middle Childhood-Early Adolescence: Special Education

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

Teacher Education: Early Adolescence-Adolescence: Special Education

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

Teacher Education: TESOL English as a Second Language

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

Teacher Education: TESOL Bilingual Education

Candidates pursuing professional goals and add on licensure to teach bilingual students with the grade range of an initial regular education license complete the ESL/Bilingual licensing program.

Teacher Education: Reading Teacher

Candidates pursuing professional goals of strengthening their teaching, becoming a reading teacher and literacy coach in a K-12 setting and pursuing the WDPI license "Reading Teacher" (Code 316) K-12 complete a reading teacher certificate following the Reading Teacher Program.

Educational Administration: Program Coordinator

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

Educational Administration: Instructional Technology Coordinator

Candidates pursuing professional goals and licensure for Instructional Technology Coordinator P–12complete 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.

Educational Administration: Director of Special Education and Pupil Services

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

Educational Administration: Reading Specialist

Candidates already holding the Reading Teacher license (Code 316) and pursuing the WDPI license "Reading Specialist" (Code 317) complete a master's degree (unless one is already earned) following the Reading Specialist 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 School of Education to prepare reflective practitioners for effective schools with an emphasis on leadership at the classroom, school, district, and system levels. This School 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 School of Education envisions that candidates for licensing 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 School 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;
- 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 ten Wisconsin Teacher Standards:

1. Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. Teachers are able to evaluate themselves. The teacher is a reflective

practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community, and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness, and in an ethical manner.

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

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 seven Wisconsin Administrator 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.
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 10 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
- Licensure Endorsement

Each transition point has several assessments based on evidence gathered in a portfolio maintained by the candidate.

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

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

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

Advance planning is particularly important for this transition step which includes PRAXIS II testing, where applicable, as well as other advanced assessments. In support of the commitment to developing reflective practitioners for effective schools, this transition requires a portfolio record of various advanced endorsements based on the Wisconsin Teacher Standards or Wisconsin Administrator Standards and copies of reflective papers and other artifacts which a candidate prepares during passage through the program.

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

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

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 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 DESCRIPTIONS

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

DOCTOR OF EDUCATION

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

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

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

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

In sum, the Doctor of Education degree program in educational leadership provides a supportive system of orientation, advising, and assessment, a standard of excellence for the preparation of educational leaders, enhances the College's mission, and promotes school improvement initiatives within a cohort partnership mentoring arrangement.

ADMISSION REQUIREMENTS

1. Provide evidence of a master's degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 3.0 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. To qualify for the superintendent license, supply evidence of eligibility to hold a teacher or pupil services license in Wisconsin and appropriate experience.
3. Complete and submit application (including $50 fee) to the School of Graduate and Professional Studies.
4. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
5. Provide two letters of recommendation. One of the letters must attest to the applicant's ability to be successful as a doctoral student. The second letter should give evidence of the applicant's ability to collaborate with colleagues and demonstrate strength in leadership.
   • *Edgewood College employees who wish to apply for tuition remission must submit one of the letters of recommendation from his or her supervisor indicating approval and support of doctoral study.*
6. Submit a letter of intent including a brief statement of the reason for pursuing the doctoral degree in educational leadership, and a brief discussion about how the program can help the applicant reach personal and professional goals.
7. Provide a resume or 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 organizations, description of activities and positions held

The applicant must participate in an oral admissions interview, including a structured writing activity conducted at the time of the interview, with a panel of partnership members representing the Doctor of Education program. Interviews will be conducted through April. Applicants are advised of the interview schedule after application for admission to the Doctor of Education program.

PREREQUISITES

• A master's degree from a regionally accredited college or university
• For District Administrator licensing candidates, a license in teaching or pupil services and three years of experience in the license area. Additional administrative licenses may be added to the program.
• References including a commitment to a partnership
• 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 seven years from initial entry. Failure to do so will require a new application and admission process, and complete enrollment in a new partnership group.

COURSE DESCRIPTIONS

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

MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

MISSION

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

PROGRAM DESCRIPTION

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

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

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

ADMISSION REQUIREMENTS

1. Provide evidence of a baccalaureate or more advanced degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit graduate application (including $25 fee) to the School of Graduate and Professional Studies.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
4. The MFT program reference form, available from the School of Graduate and Professional Studies, must accompany two letters of recommendation from individuals qualified to comment on the candidate's potential for success as a therapist.
5. The MFT program requires a two-page typewritten statement indicating motives and professional goals for pursing a degree in MFT. The written statement should include:
   • Interests and motivation for wanting to be a therapist
   • Ability to succeed in graduate school
   • What preparation, either through coursework, internship, volunteer work, or job experience, has been undertaken that provides basic therapy skills.
6. The completed admission application and fee must be submitted prior to the March 1 deadline for fall entries. Due to course sequencing, applications are accepted for fall admission only with the exception of those received from applicants - usually practicing therapists - taking courses for continuing professional development and not pursuing a degree.
7. Attendance at an on-campus interview during a weekend in March with the Program Director and an admissions team is mandatory. During this interview, the applicant will be required to participate in a role-play exercise.

Admission into the graduate program does not imply the right to admission into the clinical year. The third, fourth, and fifth semesters of the program contain clinical experiences. Students are separately reviewed for "readiness" for the clinical experiences after completion of semesters one and two. See Student Advising section.

Please see the "Admission to Graduate Programs" section on page 27 for additional international student requirements.

TRANSFER CREDITS

After admission with regular status (see Admission Status in the general section on Admission Policies), an applicant may submit up to 12 semester hours of graduate credit earned at other accredited post-secondary institutions for consideration of transfer to Edgewood College for application to the degree requirements. If the credits are to be earned after admission to Edgewood, 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 research methods prerequisite. This requirement may be satisfied by having taken a three-credit research methods course prior to admission or by taking the course either at Edgewood College or another institution after admission but prior to the first research course.

CREDIT LOAD

Full-time students in the Marriage and Family Therapy Program carry 12 credits per semester for the first two semesters. For the remaining three semesters, the credit load will be eight 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 on a part-time basis with "non-degree student" classification (see Admission Status in the general section on Admission Policies). Other applicants may be admitted on a part-time basis, if space is available, with the recognition that they will need to complete the clinical requirement within the prescribed sequence of 12 consecutive months.

REPEATING A COURSE

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

CLINICAL PLACEMENTS

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

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 Master of Science Degree in Marriage and Family Therapy, students must have:
- Earned 48 credits in prescribed marriage and family therapy courses;
- Fulfilled the institutional interdisciplinary requirements;
- Maintained a 3.0 grade point average in those credits; and
- Successfully completed 500 clinical contact hours and 100 hours of supervision prior to graduation.

MEETING TIME

Marriage and Family Therapy courses meet weekly and are scheduled on evenings and 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 Registrar's Office.

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

The following sequence of courses has been established for appropriate progress through the program. An Independent Study course is available when arranged with the MFT Program Director.

Semester 1 (fall, year 1)
• PSY 600 Introduction to Systems Theories (3 cr)
• PSY 605 Introduction to Marital and Family Therapy (3 cr)
• PSY 620 Diversity in Human and Family Development (3 cr)
• PSY 630 Psychopathology and Personality (3 cr)

Semester 2 (spring, year 1)
• PSY 610 Marital and Family Therapy II (3 cr)
• PSY 615 Special Issues in Systems Therapy (3 cr)
• PSY 625 Human Sexuality and Sexual Dysfunction (3 cr)
• PSY 635 Assessment in Marital and Family Therapy (3 cr)

Semester 3 (summer, year 1)
• PSY 640 Substance Abuse and Dependence (2 cr)
• PSY 645 Psychopharmacology (2 cr)
• PSY 730 Introduction to Ethical, Legal, and Professional Issues (1 cr)
• PSY 750 Clinical Internship I (3 cr)

Semester 4 (fall, year 2)
• PSY 655 Marital and Couple Therapy (3 cr)
• PSY 700 Research Methods (2 cr)
• PSY 760 Clinical Internship II (3–4 cr)

Semester 5 (spring, year 2)
• PSY 710 Research in Family Therapy (2 cr)
• PSY 770 Clinical Internship III (3–4 cr)
• PSY 800 Ethical, Legal, and Professional Issues (3 cr)

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

MASTER OF SCIENCE IN NURSING

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

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

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

The courses in the Nursing Education concentration prepare nurses as health educators or clinical nursing instructors or to work in the context of staff development.

ACCREDITATION
The Master of Science in Nursing degree is accredited by the Commission on Collegiate Nursing Education and approved by the Wisconsin Board of Nursing and the North Central Association of Colleges and Schools Commission on Institutions of Higher Education.

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

Please see the "Admission to Graduate Programs" section on page 27 for additional international student requirements.

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

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

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

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

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

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.

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.

DEGREE AND PROGRAM REQUIREMENTS
A total of 36 credits are required for the graduate degree in nursing.

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

Required specialty courses for Master of Science with a concentration in Nursing Administration include:
- NRS 615 Health Care Financing and Management
- NRS 635 Managing the Nursing System
- NRS 645 Roles and Strategies of the Nursing Administrator
- BUS 601 Executive Communication or NRS 636 Promoting Interpersonal Competency
- BUS 603 Organizational Development and Behavior

Required specialty courses for Master of Science with a concentration in Nursing Education include:
- NRS 605 Teaching/Learning Theory in the Context of Nursing
- NRS 636 Promoting Interpersonal Competency
- NRS 640 Curriculum and Instruction in Nursing
- NRS 675 Teaching Methodology in Nursing Education

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

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

MASTER OF ARTS IN RELIGIOUS STUDIES

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

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

Key elements of the program include:
• Scholarly study and reflection on religious and theological issues
• Respect for the individual within the community
• Responsibility and call to service
• Building of appropriate goals
• Opportunities to realize potential

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

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

CURRICULUM

The curriculum is broad-based with appropriate depth in three areas of study:
• Major Religious Traditions
• Biblical Studies
• Religion in the Human Community

Major Religious Traditions

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

Biblical Studies

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

Religion in the Human Community

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

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

MINISTRY/LEADERSHIP SEQUENCE

The Ministry/Leadership Sequence builds on the core curriculum and includes appropriate electives, portfolios and field experiences.
In the core course, Trends in Ministry, students explore needs of global and local communities and possible responses to which they may perceive themselves called. In their other required courses, they continue to explore these needs and responses, choosing research topics and optional readings related to their goals.

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

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

CONDUCT AND COMPETENCIES REVIEW

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

ADMISSION REQUIREMENTS

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

highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit graduate application (including $25 fee) to the School of Graduate and Professional Studies.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
4. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the probability of your success in graduate school.
5. Submit a written statement listing the reasons why you think you will be successful in graduate school; cite how specific background experiences will aid in your success as a student.

Please see the "Admission to Graduate Programs" section on page 27 for additional international student requirements.

TRANSFER OF CREDIT
Students may submit up to 12 semester hours of graduate credit from other accredited post-secondary institutions towards the graduate degree in Religious Studies. A Request for Transfer of Graduate Religious Studies Credit should be completed and filed early in the student's program, or after the credits have been earned.

PREREQUISITES OR PROFICIENCIES
Prerequisites or demonstrated proficiencies ensure a solid base for graduate study. Religious Studies at Edgewood College builds on basic proficiencies in the following areas:
• Hebrew Scriptures
• Christian Scriptures
• World Religions
• History of Christianity
• Ethics or Morality*

The student's transcript is evaluated for prerequisite or equivalent courses at other institutions. If these have not been met, the student may demonstrate proficiency:
   a) by completing the appropriate course at the undergraduate level either at Edgewood College or elsewhere with a grade of "B" or better**
-or-
   b) by passing the proficiency examinations administered by the department in each area. Students may prepare for the proficiency exams by auditing a course and/or using the reading lists and study guides provided by the department

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

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

DEGREE REQUIREMENTS
Each student completes a minimum of 36 credits to complete the Master of Arts in Religious Studies. Courses may not be audited. The curriculum includes:
• Required Courses
• Interdisciplinary Requirements
• Elective Courses

Required courses in Religious Studies
Religious Studies students complete six required courses, for a total of 18 credits. All courses except RS 610 require prerequisites or demonstrated proficiencies.
   • RS 610 Trends in Ministry
   • RS 615 Religious Traditions and the Modern World
   • RS 620 Advanced Hebrew Scriptures: Messianism
   • RS 630 Advanced Christian Scriptures: Moral Vision of the New Testament
   • RS 640 Development of Religious Life and Thought
   • RS 650 The Sources of Moral Decision Making in an Ecumenical World

Elective courses
Elective courses provide the opportunity for each student to explore one or more special areas of interest. Each student selects four courses (12 credits) in consultation with an advisor in the Religious Studies Department.
   • RS 605 Religion and Contemporary Studies
   • RS 625–629 Topics in Religious Studies
   • RS 625–629 Topics in Religious Studies
   • RS 660 Worship
   • RS 670 Counseling Models and Skills in Ministry
   • RS 675, 680 Practicum, Internship in a Professional Situation
   • RS 700 Themes in Theology
   • RS 710 Theology of Ministry/Models of the Church
   • RS 720 Sacraments/Liturgy
   • RS 730 Spirituality
   • RS 790-794 Independent Reading, Research, and/or Project
   • RS 795-799 Workshops/Seminars in Religious Studies

Interdisciplinary Requirements (6 credits, 2 courses or equivalents)
   • IC 800 Ethics
   • IC 850 Studies in Change

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 three of the Required Courses and with the permission of the instructor.
   • RS 605 Religion and Contemporary Studies
   • RS 625–629 Topics in Religious Studies
   • RS 660 Worship
   • RS 670 Counseling Models and Skills in Ministry

- RS 675, 680 Practicum, Internship in a Professional Situation
- RS 700 Themes in Theology
- RS 710 Theology of Ministry/Models of 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

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.

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

GRADUATE CERTIFICATE IN URBAN AND RURAL ECONOMIC DEVELOPMENT

The Urban and Rural Economic Development certificate program provides graduate-level courses for both experienced professionals and newcomers to the field of economic and community development. This program provides a solid foundation on the processes, systems, challenges, trends and factors that define and impact successful and sustainable economic initiatives. Professionals who attain this Graduate Certificate will:

- Be uniquely qualified to address a broad range of issues in neighborhoods, towns, cities, and rural regions.
- Gain an understanding of critical economic development issues and learn how to balance growth strategies with environmental and government regulations.
- Learn ways to bring together business leaders, government officials, non-profit and faith-based leaders, philanthropists and community activists to launch economic development programs.
- Discover how to obtain financial resources like Tax Incremental Financing, New Market Tax Credits, planning grants and more.

PROGRAM HIGHLIGHTS
URED graduates will acquire new skills in fundraising, marketing, communications, community building, sustainability, and economic development. Furthermore, students will be exposed to experts and case studies in every course. Other highlights include:

- Flexible 5-course, 15-credit schedule
- Program can be completed in one year
- Classes taught in the evenings
- Highly interactive and personal classroom setting
- Access to Edgewood College's academic resources
- A balance of theory and practical application
- Students will be able to choose between an internship and a capstone project in their final course. URED represents an excellent opportunity to establish peer relationships and strong professional networks. You'll be able to share ideas, experiences, and strategies.

ADMISSION REQUIREMENTS
Admission to the Graduate Certificate in the Urban and Rural Economic Development program is determined by an assessment of the candidate's academic qualifications, work experience and interest in the field. Those who wish to take individual courses only will be able to register on a space-available basis.

General Admission Requirements
1. Admission to the URED Graduate Certificate program requires an undergraduate degree (can be any major) and interest in the field.
2. Complete and submit graduate application (including $25 fee) to the School of Graduate and Professional Studies.
3. Must submit official transcripts demonstrating completion of a bachelor's

degree at an accredited post-secondary institution and send them directly to the School of Graduate and Professional Studies.

4. Submit a one-page 250-word essay answering the question "Why are you interested in enrolling the Urban and Rural Economic Development Program at Edgewood College?" You can write and submit your essay online. After we receive your essay it will be added to the file containing your application and transcripts.

Please see the "Admission to Graduate Programs" section on page 27 for additional international student requirements.

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

CERTIFICATE REQUIREMENTS
The Graduate Certificate in Urban and Rural Economic Development requires successful completion of five core courses, which includes the completion of the capstone project. Courses are scheduled so that participants can complete the full Certificate within one year. After all the requirements have been completed, the student is issued an official Edgewood College Certificate. All Certificate courses carry full academic credit and may be applied towards the Edgewood College MBA program.

- BUS 631 Intro to Urban and Rural Economic Development
- BUS 632 Creative Marketing for Economic Development
- BUS 633 Creating Sustainable Businesses in Urban and Rural Communities
- BUS 634 Effective Change Agent Strategies for Economic Development
- BUS 639A Capstone: Economic Development Internship
- or -
- BUS 639B Capstone: Economic Development Business Project

COURSE DESCRIPTIONS

COURSE DESCRIPTIONS

Some courses are offered only during the semesters as noted in parentheses: Fall (F), Spring (S), or Summer Session (SS).

Computing and Information Sciences (CS)

CS 150 Introduction to Information Systems (3 cr)
This course is intended to provide students an opportunity to study advanced features and functions of an integrated office productivity software suite. Using Office 2003, 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)

Business (BUS)

BUS 304 Business Law I (3 cr)
Introduces students to the court system, the legal process, contract formulation and performance, remedies, agency relationships, sales, product liability, and the Uniform Commercial Code. Provide students with (1) an understanding of how the law affects business operations, (2) an understanding of the principle of "stare decisis" and the ability to apply the rule of precedent to case studies, (3) skills to use current technology in completing a legal research project involving a current ethical issue, and (4) a thorough understanding of basic contract law principles. (Prerequisites: ENG 110, completion of 40 credits.) (F, S)

BUS 380 Intermediate Accounting I (3 cr)
An in-depth study of the theoretical foundations of financial accounting and reporting at the intermediate level. Topics include financial statement construction (income statement, balance sheet, and statement of cash flows); accounting for cash; accounts receivable; inventory; property, plant, and equipment; and intangibles. Prerequisite: BUS 281 or equivalent. (F, S)

BUS 381 Intermediate Accounting II (3 cr)
A continuation of Intermediate Accounting I. Topics covered include: current and non-current liabilities; leases; equity accounts; accounting for investments, including stock options and other derivatives; accounting for income taxes, pensions, accounting changes, and revenue recognition. Prerequisite: BUS 380. (F, S)

BUS 385 Cost Accounting I (3 cr)
The course consists of the fundamentals of cost accounting, covering terminology, job order, process and estimated cost development, and procedures. It emphasizes current practices in cost management and managerial decision making. Prerequisite: BUS 281. (F)

BUS 421 Business Law II (3 cr)
Commercial paper, real property, secured transactions, bankruptcy, partnerships, corporations, wills, and trusts. Case study approach. Prerequisite: BUS 320 or BUS 504. (S)

BUS 481 Auditing (3 cr)
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. Cross-listed with BUS 706. (Prerequisites: BUS 381 or concurrent registration, MATH 121,122, or consent of the instructor; ENG 110; CS 150) (S)

BUS 483 Accounting Systems (3 cr)
Covers current information technology. Topics include accounting information systems, flow charts, internal controls, advanced spreadsheets and database techniques, information system selection, and developing business requirements. (Prerequisites: BUS 381 or concurrent registration, CS 150, MATH 121, 122, or consent of instructor; ENG 110) (F)

BUS 485 Income Tax Accounting I (3 cr)
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 281. (F)

BUS 495 Income Tax Accounting II (3 cr)
Tax laws and regulations for partnerships and corporations; tax administration, and research. Prerequisite: BUS 485. (S)

BUS 500 Algebra Review (3 cr)
This course provides the graduate business student with some essentials of college algebra and finite mathematics required for the MBA program. Topics include a review of arithmetic and algebraic operations, solving equations and inequalities, absolute value, summation, graphing, functions and inverse functions, systems of equations, exponential and logarithmic functions, an introduction to the mathematics of finance, and applications to business. The successful completion of this course satisfies the prerequisite requirement for BUS 501, BUS 502, BUS 505, and BUS 506. Prerequisite: A previous course in algebra. (F)

BUS 501 Financial Accounting for Graduate Students (3 cr)
The topics in this course include: an introduction to the fundamental principles of financial accounting as they relate to accounting systems, internal control, assets, liabilities and equity; application of the double entry system of accounting to financial transactions and examination of the impact on the accounting equation; preparation and interpretation of financial statements; and an introduction of present value concepts. Prerequisite: An ability to create Excel spreadsheets and BUS 500 or equivalent. (F)

BUS 502 Business Calculus (3 cr)
Business calculus and probability theory are developed with the dual purpose of providing background in quantitative methods and developing problem-solving skills. Topics include limits, differentiation of functions of one and several variables, integration, continuous probability theory, and applications. Concepts and methods used in managerial accounting, economics, finance, business statistics, and marketing research courses are developed. Prerequisite: BUS 500 or equivalent. (F)

BUS 503 Introductory Business Statistics (3 cr)
This course serves to introduce business students to fundamental statistical ideas and techniques that will be useful throughout their MBA program as well as their business careers. Topics include data displays, descriptive summary statistics, normal distribution, t-distribution, binomial distribution, confidence intervals, hypothesis testing, and use of Excel software. Prerequisite: BUS 500 or equivalent. (F)

BUS 504 Legal Environments (3 cr)
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, SS)

BUS 505 Macroeconomics (3 cr)
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. Macroeconomics looks at an overview of the economy and the relationships among the many aggregates that can be measured and compared over time. The class will include: models to explain GDP, inflation, and unemployment, as well as current data and issues related to the macroeconomy. Organizational planning should take place only after studying the macroeconomic environment. Prerequisite: BUS 500 or equivalent. (S)

BUS 506 Microeconomics (3 cr)
Microeconomics is concerned with specific economic units and makes a detailed appraisal of these units' economic functions. The purpose of studying microeconomics is to more intelligently make decisions. The class will include: models for different types of industrial organizations, the role of marginal analysis in management decisions, as well as the shortcomings of simple profit maximization decisions. Strategic planning should only take place after there is a thorough understanding of the organization's

microeconomic design. Prerequisite: BUS 500 or equivalent. (S)

BUS 601 Executive Communications (3 cr)

Communication concepts and practices essential to effective leadership in contemporary business organizations. Topics include managing information, cultivating corporate culture, performance evaluation, team leadership, communication assessment, and managing innovative change. This course includes case studies, practical applications, and theoretical explanations. (F, S)

BUS 602 Accounting for Managers (3 cr)

As an introduction, a basic financial accounting review is provided. US financial accounting is related to IFRS. Financial ratio analysis is covered. The course shifts to managerial accounting, which is defined and contrasted with financial accounting. The process of managerial accounting and its use by managers in an organization is described. Major cost accounting systems and how they work in our modern technological environment are reviewed. Planning and control systems in current organizations are covered through budgeting, standard costing and responsibility accounting principles. Cost behavior and cost-volume-profit analysis are discussed. Case studies are used in many of the functional areas.

BUS 603 Organizational Development and Behavior (3 cr)

Organizational development and behavior is the study of human behavior in organizational settings and the operations related to organizational development. The purpose of the course 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: managing yourself, organizational change, managing conflict, project management, problem solving, motivation, leadership, effective human resource management, communication processes, business ethics, managing effective teams, and work-life balance. (F, S)

BUS 604 Operations Management (3 cr)

This course is a study of concepts and techniques relating to operations in both manufacturing and service organizations. Topics such as operations strategy and competitiveness, operations viewed as a system process, optimization, flow management, inventory models, project planning and management, capacity planning, process layout and quality are reviewed. Quantitative methods 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 502 and BUS 605 or equivalent. (F, S, SS of even-numbered years)

BUS 605 Statistics for Managers (3 cr)

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 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, BUS 502, and BUS 503. (F, S)

BUS 606 Strategic Marketing (3 cr)

This course integrates marketing knowledge and applies it in addressing strategic decision-making situations. Entirely focused on 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, which may include real-world problems related to branding, global advertising, strategic selling, sales management, new product introduction, franchising, marketing research, or other areas of marketing. It is intended to help students apply critical thinking skills in making better decisions using strategic criteria. Prerequisite: BUS 601. (F, S, SS odd numbered year)

BUS 607 Corporate Finance (3 cr)

Topics covered include: the role of financial management, the financial environment, time value of money, financial statement analysis, cash flow analysis, required returns and cost of capital, capital budgeting, common stock valuation, market efficiency, dividend policy, the capital market, mergers, corporate restructuring, and failure. Prerequisite: Completion of all foundation courses and BUS 602. (F, S)

BUS 609 Strategic Management (3 cr)

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 (concurrent enrollment in no more than one is allowed); to be taken in last 12 credits. (F, S, SS)

BUS 610 Managerial Economics (3 cr)

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 (3 cr)

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 macroeconomic 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)

BUS 616 Business Ethics (3 cr)

This course explores and implements the critical thinking, communication, and managerial skills necessary for developing ethical organizations. The objective of this course is to design ethical organizations and create organizations of high integrity. Topics include ethical decision making, screening job candidates for their ethics, codes of ethics and conduct, ethics and diversity training workshops, ethics reporting systems, environmental management, and community involvement. (F, S)

BUS 618 Managing Information and Technology (3 cr)

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, BUS 603, and BUS 604. (F, S)

BUS 631 Introduction to Urban and Rural Economic Development (3 cr)

This course explores the development and implementation of market-based economic development strategies aimed at creating significant and sustainable value in urban and rural communities. It examines effective economic development models that have been used successfully in urban and rural areas as well as the wide range of funding sources used to support economic development initiatives. The course focuses on real world economic development issues and uses best practice case studies and guest speakers to provide students with a solid foundation in Economic Development strategic planning and analysis. Students take on the perspective of an Economic Development decision-maker as they apply business skills to address community and economic development challenges and opportunities. (F)

BUS 632 Creative Marketing for Economic Development (3 cr)
This course examines the very competitive marketplace in which urban and rural regions must operate in order to develop and grow. It examines the critical role that marketing plays in the development and growth of communities. Students will critique successful and unsuccessful marketing campaigns. Through case studies, group work, and expert speakers, students gain valuable experience in developing and implementing effective marketing strategies for economic development initiatives. Students are exposed to the latest marketing tools and research techniques and learn how to leverage the power of the internet. (F)

BUS 633 Creating Sustainable Businesses in Urban and Rural Communities (3 cr)
This course compares the role of the traditional business entrepreneur and the emerging social entrepreneur in creating sustainable businesses in urban and rural communities. It focuses on the "New Economy," one in the midst of a recession characterized by increasing competition from large corporations, dwindling resources, and workforce challenges. Through the analysis of case studies, business plans, financial plans, site visits, and guest speakers, students will be expected to recommend business solutions related to the expansion of existing businesses and attracting new businesses. Students will learn to weigh decisions regarding: Where to locate the business? How to attract capital? What type of businesses would be both sustainable and a good fit in a particular community? (S)

BUS 634 Effective Change Agent Strategies for Economic Development (3 cr)
This course provides students with an understanding of key leadership and people skills necessary to drive economic development initiatives as an effective change agent. Students learn how to bring all the right people and stakeholders to the table. They will practice grass-root strategies intended to involve the poor in economic development initiatives. Students will learn strategies on networking, learn how to identify key community and opinion leaders, and build linkages between business, nonprofit and public institutions. They will learn how to handle conflict and competing interests. Students will engage in strategic planning and study regional clusters. Students will also be exposed to case studies, economic and community leaders, and expert speakers in this class. (S)

BUS 639A Capstone: Economic Development Internship (3 cr)
Students electing the internship option will use all of the skills/knowledge learned in the previous courses to work on a well-defined real-world economic development initiative in either an urban or rural economic development organization or business. Up to four students may be assigned to a business or community organization internship site to enable communities to benefit from a team approach. (SS)

BUS 639B Capstone: Economic Development Project (3 cr)
Students electing the development project option will use all of the skills/knowledge learned in the previous courses to complete either an economic development project, a business plan, a major paper that will allow a community or the agency where the student currently works/volunteers to launch an economic development initiative, address a specific community challenge, and/or improve social conditions in a sustainable way. (F)

BUS 703 Intermediate Accounting I (3 cr)
An in-depth study of the theoretical foundations of financial accounting and reporting at the intermediate level. Topics include financial statement construction (income statement, balance sheet, and statement of cash flows); accounting for cash; accounts receivable; inventory; property, plant, and equipment; and intangibles. Prerequisite: BUS 602 or equivalent. (F, S)

BUS 704 Intermediate Accounting II (3 cr)
A continuation of Intermediate Accounting I. Topics covered include: current and non-current liabilities; leases; equity accounts; accounting for investments, including stock options and other derivatives; accounting for income taxes, pensions, accounting changes, and revenue recognition. Prerequisite: BUS 703. (F, S)

BUS 705 Cost Accounting I (3 cr)
The course consists of the fundamentals of cost accounting, covering terminology, job order, process and estimated cost development, and procedures. It emphasizes current practices in cost management and managerial decision making. Prerequisite: BUS 602. (F)

BUS 706 Auditing (3 cr)
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. (S)

BUS 707 Income Tax Accounting I (3 cr)
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. (F)

BUS 709 Income Tax Accounting II (3 cr)
Tax laws and regulations for partnerships and corporations; tax administration, and research. Prerequisite: BUS 707. (S)

BUS 711 Topics in Corporate Finance (3 cr)
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 (3 cr)
Topics covered include investment alternatives, indirect investing, securities markets and trading, portfolio theory and selection, CAPM and APT, common stock valuation and analysis, market efficiency, sector analysis, fundamental analysis, technical analysis, mergers, IPOs, derivatives, and portfolio management. Prerequisite: BUS 607. (S)

BUS 713 International Financial Management (3 cr)
Relates the principles of business finance to the operations of international firms. Topics include the international financial environment, international credit institutions, capital markets and trends in international monetary affairs, management of foreign exchange positions and hedging strategies, international capital budgeting, and working capital management. Prerequisite: BUS 607. (F)

BUS 714 Cost Accounting II (3 cr)
An advanced course in cost and managerial accounting from a decision-making perspective. Topics include understanding variation, control charts, cost allocations, and financial statement analysis. Prerequisite: BUS 385/705. (S)

BUS 721 Legal Aspects of Employment (3 cr)
This course focuses upon the current body of municipal, state, and federal anti-discrimination laws which regulate the employment relationship. BUS 721 provides an overview of the body of anti-discrimination laws that were enacted in the post-Civil War era and the laws enacted as a result of the Civil Rights Movement. These include the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Topics covered in the seminar are: Title VII, 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)

BUS 723 Business Law II (3 cr)
Commercial paper, real property, secured transactions, bankruptcy, partnerships, corporations, wills, and trusts. Case study approach. Prerequisite: BUS 320 or BUS 504. (S)

BUS 725 Accounting Information Systems (3 cr)

A hands-on study of general ledger accounting systems, control systems, flowcharting, advanced spreadsheet modeling, and relational database systems. Tools used include Peachtree Accounting Software, Great Plains Accounting Software, MS Excel, Visio, and Access. The course uses a laboratory approach to developing technology competencies. Prerequisites: BUS 704. (F)

BUS 726 Advanced Accounting I (3 cr)

A study of advanced accounting topics including: partnerships, business combinations, consolidated financial statements, intercompany transactions, international accounting, foreign currency transactions and translation of foreign financial statements, segment reporting, and intraperiod tax allocation. Prerequisite: BUS 381/704. (F)

BUS 727 Governmental and Not-for-Profit Accounting (3 cr)

A study of government and not-for-profit accounting including budgeting, financial statement construction, transaction analysis and recording, and financial statement analysis. Prerequisite: BUS 381/704. (S)

BUS 732 Developing Self-Directed Work Teams (3 cr)

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 of odd-numbered year)

BUS 736 Human Resource Management (3 cr)

This course is a survey of the field of human resource management and an overview of the process of managing the people who work for organizations. Since the mid-1970s U.S. companies have operated within a business environment of increased international competition and deregulation, accompanied by lower levels of productivity. As a result of these competitive pressures, many of the post-World War II models of human resource management fail to address the challenges of the requirements of the current social organization of production. New managerial models are being developed and companies are adopting a wide range of methods to confront these competitive challenges. The objective of this course is to discuss human resource management within the current institutional environment. Prerequisite: BUS 603. (S)

BUS 738 Entrepreneurship (3 cr)

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, BUS 603, BUS 604, and BUS 606. (F)

BUS 739 International Management (3 cr)

The primary purpose of this course is to expose students to critical issues of international management and business, and help cultivate an understanding of management in a multicultural environment. Topics include: dimensions of culture and cultural influences on management and communication, managing people in an international context, macro-environmental issues impacting international business, and managing international operations. Prerequisite: BUS 603. (SS)

BUS 741 Managing the Information Asset (3 cr)

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, and BUS 605.

BUS 751 Marketing Research (3 cr)

This course covers the process of designing and implementing the collection, analysis, and interpretation of data used to make marketing decisions. A mix of theory and application, the course focuses on conducting quantitative survey research to assess facts, attitudes, and behaviors, as well as data collection, analysis, interpretation, and reporting. Prerequisite: BUS 605, BUS 606. (F)

BUS 752 Advertising and Promotional Strategies (3 cr)

This course examines integrated marketing communications as related to all aspects of the Promotion Mix, including elements of advertising, sales promotion, public relations, advertising, and personal selling. Current trends, ethical issues, and a global perspective are integrated in the course material. Prerequisite: BUS 606. (SS)

BUS 753 International Marketing (3 cr)

At a time when all marketing is truly international in nature, this course considers how global differences in history; geography; culture; demographics; political, legal, and socioeconomic influences; differences in the nature of competition and sales negotiations all affect trade between countries and companies, present opportunities in spite of barriers to entry, and shape decisions about product planning, pricing, distribution, and promotion. The course also tackles the challenge of successfully introducing an American firm to an overseas market. Prerequisite: BUS 606. (S)

BUS 754 Graduate Seminar in Marketing Management (3 cr)

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

BUS 755 Consumer Behavior (3 cr)

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

BUS 756 Fraud and Forensic Accounting (3 cr)

This course provides an introduction to the skills and thinking necessary to execute a fraud/forensic accounting engagement. Emphasis on control systems and control weaknesses. Prerequisites: BUS 706/781 (F)

BUS 761 Quality Improvement Methods (3 cr)

The main focus of this course is to seek knowledge about variation and to manage variation. Although many methods of data analysis will be presented in this course, quality control charts are used to understand and manage the variation in a process. A research project is an integral component of this course. Prerequisite: BUS 503. (F)

BUS 762 Quality as a Business Strategy (3 cr)

The purpose of this course is to establish quality as a business strategy. The aim is to facilitate learning new competencies to lead the organization into the future. The relevant topics include viewing the organization as a system with the customer as the most important component of that system, optimization of the system, the relationship between quality and productivity, innovation and improvement, and management of people. A research project is an integral component of this course. Prerequisite: BUS 761. (S)

BUS 766 International Accounting (1-3 cr)

This course examines accounting issues unique to multinational enterprises and international business activities. Specific course topics include International Financial Reporting Standards (IFRS); audit of the global firm; global financial statement analysis, financial reporting outside of the U.S.; international financial disclosure issues including segmental, social, and environmental; accounting harmonization; ethics; taxation; foreign currency

translations, international transfer pricing issues and cultural issues.

BUS 771 Principles of Insurance (3 cr)
Business and personal risks that are insurable are discussed to lay the basis for principles of insurance. The fundamental insurance process is covered, including insurance contracts and entities assuming risk. Specific types of insurance covered include property and liability (automobile, homeowners and renters, business, and workers' compensation), life (basic term and ordinary life, annuities, estate planning), and health and governmental (social security, Medicare, and special programs). (S)

BUS 772 Money and Banking (3 cr)
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. Prerequisite: completion of foundation courses. (F of even-numbered years)

BUS 773 Topics in Insurance (3 cr)
This course is a follow-up of Principles of Insurance (or for people with insurance experience). Special topics are selected to focus on current issues in the industry, along with continued areas of special interest. Sample topics are the health insurance crisis, underwriting issues, impact of hurricanes on the insurance market, the claim adjusting function, changes in life and annuity insurance, and the investment function and its impact on insurance. Topics are handled by knowledgeable personnel from the insurance industry. Prerequisite: BUS 771 or consent of instructor. (F)

BUS 790 Independent Project (1–3 cr)
Each independent project involves choosing a topic, conducting research, developing conclusions or hypotheses, and presenting a paper. Goals and objectives are set individually with an instructor to allow exploration of areas of individual interest and to encourage application of unique skills. Students assume major responsibility for their own

direction and evaluation. Prerequisite: Completion of at least 18 core credits and consent of instructor.

BUS 792 International Study Tour (Variable credit)
An approximately 10-day international trip, this course is designed for graduate business students to provide critical insight and valuable real-world experience with global business processes and foreign business culture in various emerging markets. Pre-trip coursework is required. Prerequisite: BUS 601, BUS 602, BUS 603, BUS 604, BUS 606. (S)

BUS 798 Strategic Financial Management (3 cr)
A course in critical thinking from the perspective of a chief financial officer. Case studies will be used extensively to explore social responsibility and ethical leadership from an accounting and financial point of view. Prerequisites: all other requirements for MS-Accountancy degree. (S)

BUS 799 Independent Study (1-3 cr)

EDUCATION (ED)
ED 600 Workshop in Current Trends in Education (1–4 cr)
Emerging trends in education. Topics vary. (School of Education advisors, appropriate timetables, degree/licensing plans, and online resources at https://express. edgewood.edu may be consulted for changing topics.)

ED 601 Foundations of Instruction (3 cr)
Research-based study of teaching and learning, including review of instructional models and their use with varied age groups and programs. (F)

ED 601A Foundations of Instruction (3 cr)
Research-based study of teaching and learning, including review of instructional models and their use with varied age groups and programs. Available to Accelerated Secondary Education Program students only. (S)

ED 602 Curriculum Planning (3 cr)
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. Considerations of leadership to support change in teaching and learning at the school, department and district levels are examined. (F)

ED 603 Introduction to Educational Research (3 cr)
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. 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. (S)

ED 604A Second Language Acquisition in the Content Areas (3 cr)
This course provides a comparative overview of first and second language acquisition theories and practices and explores the factors that influence acquisition. Emphasis is placed on curriculum design, instructional strategies, and cultural considerations in order to engage language learners in academic coursework while they develop a second language. Prerequisite: By permission ESL advisor.

ED 604B Second Language Acquisition in Math (3 cr)
This course provides a comparative overview of first and second language acquisition theories and practices and explores the factors that influence acquisition. Emphasis is placed on curriculum design, instructional strategies, and cultural considerations in order to engage language learners in academic coursework in math while they develop a second language. Prerequisite: By permission of ESL advisor.

ED 604C Second Language Acquisition in English (3 cr)
This course provides a comparative

overview of first and second language acquisition theories and practices and explores the factors that influence acquisition. Emphasis is placed on curriculum design, instructional strategies, and cultural considerations in order to engage language learners in academic coursework in English while they develop a second language. Prerequisite: By permission of ESL advisor.

ED 604D Second Language Acquisition in Science (3 cr)
This course provides a comparative overview of first and second language acquisition theories and practices and explores the factors that influence acquisition. Emphasis is placed on curriculum design, instructional strategies, and cultural considerations in order to engage language learners in academic coursework in Science while they develop a second language. Prerequisite: By permission of ESL advisor.

ED 604E Second Language Acquisition in Social Studies (3 cr)
This course provides a comparative overview of first and second language acquisition theories and practices and explores the factors that influence acquisition. Emphasis is placed on curriculum design, instructional strategies, and cultural considerations in order to engage language learners in academic coursework in Social Studies while they develop a second language. Prerequisite: Prerequisite: By permission of ESL advisor.

ED 604F ESL Curriculum Design and Assessment (3 cr)
This course will offer a historical study of the pedagogy of ESL in the development of oral and literacy skills. We will explore how current knowledge of second language acquisition and learning styles influence the development of effective approaches, methods, and materials for ELL students. Emphasis will also be placed on the complex issues of assessment, testing, and evaluation of ELL students. Prerequisite: Prerequisite: By permission of ESL advisor.

ED 604G Bilingual Education Curriculum Design and Assessment (3 cr)
This course will provide an in-depth review

of the history and politics of bilingual education in the United States. A rationale for bilingual education will be developed as students reflect individually and collectively on their learning. Students will examine effective bilingual instructional methods in settings across the content areas. Review of current research and curricula will be used to develop practical applications for bilingual settings. Prerequisite: By permission of ESL advisor.

ED 605A Applied Linguistics for ELL Teachers (3 cr)

This course is designed to introduce the study of language from a broadly linguistic and sociolinguistic perspective, exploring multiple understandings and interpretations of what language is. Emphasis will be on learning how to study and investigate language, on pedagogical implications, and on recognizing linguistic features as they relate to language instruction. Prerequisite: By permission of ESL advisor.

ED 605B Paradigms of ESL/Bilingual Education (3 cr)

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

ED 605C ESL/Bilingual Program Development and Advocacy (3 cr)

This course looks at the components of effective ESL program development and design. Certain state and federal guidelines that govern the development and delivery of programs will also be explored. Participants will learn how to advocate for ELL students and address policies and attitudes that affect ELL students, programs, and teachers. Strong emphasis will be placed on exploring effective ways of collaborating with general education

teachers. Prerequisite: Prerequisite: By permission of ESL advisor.

ED 609 Philosophy and History of Catholic Education (3 cr)

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. (School of Education advisors, appropriate timetables, degree/licensing plans, and online resources at https://express. edgewood.edu may be consulted for changing topics.)

ED 611 Approaches to Teaching Reading (2 cr)

This course focuses on major historical developments in the teaching of reading, especially influential literacy paradigms and their impact on curriculum. Students will develop a critical understanding of national literacy initiatives, including No Child Left Behind, as well as research, public policy, and media opinion as to the future of teaching reading.

ED 612 Issues in Education: The Urban Setting (3 cr)

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

ED 613 Promoting Literacy: Reading and Writing across the Curriculum (3 cr)

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

ED 614 Cross Categorical Children and Youth (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 needs 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 614A 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 needs 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. Available to Accelerated Secondary Education Program students only. (SS)

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, ED 303, ED 304 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, ED 303, ED 304 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, ED 303, ED 304 or approved equivalency; Aspiring Professional Transition is required for licensing sequence.

ED 618 Diversity, Culture, and Literacy (3 cr)

This course provides a thorough review of current thinking in diversity, culture, and literacy from an ethnographic perspective, drawing from sociolinguistics, culture studies, and discourse analysis. It emphasizes the impact ethnicity, learning English as an additional language, class, gender, urbanization, and popular culture may have on developing multiple literacies and how these play out in schooling.

ED 620 Introduction to Educational Leadership and Organization (3 cr)

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

ED 621 School Business Administration (3 cr)
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 The Principalship (3 cr)
This course provides students with an in-depth exploration of the principalship. The course explores the nature and functions of principal leadership in schools. Class readings, presentations, case study analysis, interviews with principals, and strategies for creating positive and productive school learning environments will be features of the course. (F)

ED 624 Reading: Diagnosis, Assessment, and Programmatic Intervention I (3 cr)
This course promotes a deep understanding of specialist and general reading diagnosis techniques and language assessment. Students learn to identify key reader behaviors, assess textual demands of emergent and beginner reader materials, and develop practical interventions. There is sustained focus on phonemic awareness, phonics, reading fluency, vocabulary development, and comprehension strategies for young children through to adolescents.

ED 625 School Law (3 cr)
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 (3 cr)
Comprehensive study of both law and administration of exceptional education as they relate to school administration; emphasis is placed on case study, analysis, and implications for staff and student personnel administration in this area. (SS)

ED 627 Managing Literacy (3 cr)
This course emphasizes the principles and guidelines behind managing literacy issues at school, community, and district levels. Students survey literacy initiatives worldwide and learn to interpret psychometric, sociometric, and qualitative data to establish meaningful school and district profiles of literacy challenges and conditions. They produce an actual profile for a local school or district and generate data-driven policy recommendations.

ED 628 Mentoring, Coaching, and Supervising (3 cr)
This field-work intensive course promotes the art of supporting and nurturing educational leaders and teachers who are in the process of reforming their own or their institution's literacy practices. It focuses on critical ways for identifying needs, selecting instructional materials, developing phased implementation plans, and creating an open accountability culture to productively monitor effectiveness.

ED 629 Reading: Diagnosis, Assessment, and Programmatic Intervention II (3 cr)
This course develops ethnographic skills through extensive fieldwork and case studies to capturing the student experience of literacy at elementary and adolescent levels. Students develop greater "kid watching" sensitivities and techniques to better understand and appreciate the multiple ways students experience literacy, especially the diverse experiences of ELL students and students at risk.

ED 630 Classroom Decision Making (3 cr)
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 (3 cr)
This course provides students with the knowledge and skills that will enable them to be effective supervisors of educational personnel. Class activities will include study of various supervisory models, application of supervisory techniques to relevant case studies/school situations, and the formation of personal supervisory plan applicable to a school setting. (S)

ED 632 Advanced Methods and Materials (3 cr)
An advanced study of teaching methods, instructional materials, and evaluation techniques in subjects typically taught in elementary, middle, and secondary schools. Topics vary. (School of Education advisors, appropriate timetables, degree/ licensing plans, and online resources at https:// express.edgewood.edu may be consulted for changing topics.)

ED 633 Seminar in Instructional Analysis (3 cr)
Intensive study of approaches and strategies for analyzing and assessing teaching, with plans for improving classroom teaching.

ED 634 Cross Categorical Classroom Organization and Management (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 School of Education; Emergent Professional Transition is required for licensing sequence.

ED 634A 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 School of Education; Emergent Professional Transition is required for licensing sequence. Available to Accelerated Secondary Education Program students only. (SS)

ED 636 District Administration of Exceptional Education and Pupil Services (3 cr)
A study of administration and supervision of exceptional education and pupil services at the district level, including assessment, planning, and coordination responsibilities. (S)

ED 637 District Administration of Program Planning, Evaluation, and Staff Development (3 cr)
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 (3 cr)
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, and 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. This course provides opportunities to develop artifacts for use in meeting licensing assessments for Instructional Technology Coordinator content standards 7, 8, 14, and 16.

ED 640A Technology Curriculum Integration (3 cr)
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, and 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. This course provides opportunities to develop artifacts for use in meeting licensing assessments for Instructional Technology

Coordinator content standards 7, 8, 14, and 16. Available to Accelerated Secondary Education Program students only. (F)

ED 643 Desktop Publishing in Education (3 cr)
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 (3 cr)
Through readings, simulations, and online resources this class will focus on technology planning and 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, and 15.

ED 646 Educational Media Presentations (3 cr)
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 (3 cr)
Supervised practicum experience in the use of educational technology. Explore online resources, list serves, Websites 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, and 17.

ED 650 Curriculum Topics in Elementary School Subjects (3 cr)
This course focuses on curriculum content and organization of elementary school subjects. Topics vary. (School of Education

advisors, appropriate timetables, degree/licensing plans, and online resources at https://express.edgewood.edu may be consulted for changing topics.)

ED 651 Curriculum Development in Interdisciplinary Studies (3 cr)
An integrated study of problems, themes, and issues approached from interdisciplinary perspectives. Implications for curriculum planning and organization for instruction. Topics vary. (School of Education advisors, appropriate timetables, degree/licensing plans, and online resources at https://express.edgewood.edu may be consulted for changing topics.)

ED 651A Curriculum Development in Interdisciplinary Studies (3 cr)
An integrated study of problems, themes, and issues approached from interdisciplinary perspectives. Implications for curriculum planning and organization for instruction. Topics vary. (School of Education advisors, appropriate timetables, degree/licensing plans, and online resources at https://express.edgewood.edu may be consulted for changing topics.) Available to Accelerated Secondary Education Program students only. (F)

ED 652 Seminar in Curriculum Studies (3 cr)
An intensive study of curriculum issues and approaches with applications to classroom teaching. Topics vary. (School of Education advisors, appropriate timetables, degree/licensing plans, and online resources at https://express.edgewood.edu may be consulted for changing topics.)

ED 652A Seminar in Curriculum Studies (3 cr)
An intensive study of curriculum issues and approaches with applications to classroom teaching. Topics vary. Available to Accelerated Secondary Education Program students only. (F)

ED 654 Special Topics in Instructional Technology (3 cr)
This course provides an emphasis on emerging trends, timely developments, and issues related to instructional technology. Topics will vary. (School of Education

advisors, appropriate timetables, degree/licensing plans, and online resources at https://express.edgewood.edu may be consulted for changing topics.)

ED 655 Directed Study in Telecommunications and Web Development (3 cr)
Explore the educational use of telecommunications and the World Wide Web. Use software to design and develop an educational Website.

ED 656 Administration and Management of the Instructional Technology Asset (3 cr)
Through readings, simulations, community involvement, and online 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, and 10.

ED 660 Seminar in Policy Studies in Education (3 cr)
An intensive study of topics in educational policy and their bearing on classroom teaching; strategies for incorporating policy implications into planning for classroom teaching.

ED 660A Seminar in Policy Studies in Education (3 cr)
An intensive study of topics in educational policy and their bearing on classroom teaching; strategies for incorporating policy implications into planning for classroom teaching. Available to Accelerated Secondary Education Program students only. (S)

ED 662 Schools as Political and Organizational Systems (3 cr)
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 School 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 School 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 Dean of the School of Education.

ED 671 Specific Learning Disabilities (3 cr)

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 (3 cr)

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, ED 230, and ED 310. (F)

ED 673 Behavioral and Emotional Disorders (3 cr)

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 (3 cr)

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 (3 cr)

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 (3 cr)

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)

ED 677 Methods and Curriculum in Behavioral and Emotional Disorders (3 cr)

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 (3 cr)

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 Dean of the School of Education. (F, S, SS)

ED 680 Topics in Private School Administration (3 cr)

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 Dean of the School 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 Dean of the School of Education.

c. Religious Education Study of the private school's role in faith, ethical, and moral development for students, faculty, and staff, 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 Dean of the School 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 (3 cr)

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 (3 cr)

Planning and conducting an action research project under faculty direction and evaluation. Prerequisite: completion of at least 24 credits toward degree. (F, S, SS)

ED 693 Supervised Field Teaching: Learning Disabilities (3 cr)

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/permission only. (F, S)

ED 693A Supervised Field Teaching: English as a Second Language (3 cr)

A supervised field teaching experience in ESL with related portfolio development in a school setting appropriate to the level of prospective professional practice. Prerequisite: admission to student teaching/permission only. (F, S, SS)

ED 693B Supervised Field Teaching: Secondary Education Grades 7-12 (3 cr)

A supervised field teaching experience in secondary education with related portfolio development in a school setting appropriate to the level of prospective professional practice. Prerequisite: admission to student teaching/permission only. (S)

ED 694 Supervised Field Mentoring (3 cr)

A supervised field mentoring practicum with related portfolio development in a school setting appropriate to level of prospective professional practice. Prerequisite: admission to student teaching. (F, S)

ED 694A Supervised Field Mentoring: Bilingual Education (3 cr)

A supervised field mentoring practicum with related portfolio development in a bilingual education setting appropriate to level of prospective professional practice. Prerequisite: admission to student teaching. (F, S, SS)

ED 694B Supervised Field Mentoring: Secondary Education (3 cr)

A supervised field mentoring practicum with related portfolio development in a secondary education setting. Prerequisite: admission to student teaching. (F, S, SS)

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. (F, S, SS)

ED 696 Supervised Field Teaching: Education Administration (3 cr)

A supervised field mentoring practicum with related portfolio development in an education administration setting appropriate to the level of prospective administrative practice. Prerequisite: near completion of the program requirements and admission into the practicum.

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

An introduction to doctoral study including a program overview, the foundational values of Edgewood College, the role of educational research, APA style writing requirements, the partnership mentor program, portfolio guidelines, and professional standards in assessment.

Institutional research tools and technology along with related information retrieval skills support will be provided by professional librarians at Edgewood College's Oscar Rennebohm Library, preparing students for effective searching of the latest specialized electronic sources in education and leadership, culminating in one-on-one, in-depth exploration of resources available on research topics.

ED 710: Foundations of Educational Leadership (6 cr)

This course is a comprehensive overview of leadership at the superintendent, district, and postsecondary education levels. Grounded in historical and conceptual analysis, this course focuses on the application of leadership theory, models and policies, along with governance, management processes, and leadership from multiple perspectives. For those who aspire to leadership roles in Wisconsin public schools, the course will use criteria set forth in the Wisconsin Statutes: knowing teacher obligations; creating a vision for education; nurturing a school culture of continuous improvement; managing the resources of the organization; collaborating with others; acting with integrity in an ethical manner; and interacting with the larger community politically, socially, legally, and economically to affect educational improvements. For those who aspire to leadership roles in higher education, the course will provide meaningful dialogue, historical analysis, individual and collaborative research, and engagement with experienced leaders working in the field of higher education. Students will develop a firm working concept of leadership theories and principles, and apply these leadership principles and activities in their job. This course provides opportunities for students to gain valuable insights on leading student services and academic departments within community and technical colleges, universities, and other higher education organizations and agencies. Additionally, students will begin the process of identifying their dissertation topic and employ research practices as they perform applied research relevant to their topic and/or their current educational position.

ED 720 Politics, Policy and Administration (6 cr)

The relationship among politics, educational policy and educational practice is explored in its broadest sense. Particular emphasis is given to political and leadership theories, their practical application and the role of leadership in developing and implementing policy in the political environment within and outside of educational organizations. Politics and policy are discussed in within an ethical framework of social justice and equity. Content will be applied in a variety of class experiences, mentoring activities, and related field assignments.

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 leadership roles in management, staff development, learning theory, human development, and ethical considerations of supporting teaching and learning at the department and district levels. Specific attention is given to emergent research in learning style, cognition, intelligence, constructivism in theory and practice, cultural information, individual differences, and the creation of learning communities. Candidates are required to research curriculum models and to apply course content to work site situations in a variety of experiences.

ED 801 Proseminar II: Research and Leadership (6 cr)

Students will experience research endeavors in education by way of presentations from former students and professional researchers in the field of education. Research paradigms and assessment perspectives will be viewed through the lens of professional inquiry and students will be challenged to begin the process of honing a researchable topic for a dissertation. The first review of the learning portfolio will be done.

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

This course will provide a substantive approach both to public school finance at the school district level, and an examination of finance and management

at the higher education level. For those who aspire to leadership roles in Wisconsin public schools, this approach will include topical areas in both fiscal and non-fiscal areas, strategic planning and resource allocation, budgeting and finance. This course will present a practical understanding of the Wisconsin Uniform Financial Accounting Requirements (WUFAR), an overview of national, state and local funding systems, and a summary property tax impacts as related to Wisconsin school finance. This course will also demonstrate technological applications in the framework of district initiatives such as referenda, data management systems, and financial forecasting systems. This course will examine state and federal categorical programs in the context of funding, expenditures, legal mandates, and ethical considerations. For those who are aspiring to leadership roles in higher education, this course will include topical areas in both fiscal and non-fiscal areas, strategic planning and resource allocation, budgeting, finance, and technology planning. This course will present a practical and theoretical understanding of funding systems, and will demonstrate technological applications in the framework of higher education. This course will also examine contemporary issues in higher education within the context of funding, mandates, ethical considerations, and management techniques.

ED 820 Law, Media Relations, and Marketing (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 be explored under the tutelage of experienced and dedicated specialized educational lawyers. Students will interact with media representatives from both print and visual domains regarding public relations strategies for school and campus issues, including an on-site, interactive, live field-based experience with a commercial broadcast television station.

ED 830 Research Design and Methodology (6 cr)
Topics include research design; quantitative, qualitative, mixed methodologies; research applications and school improvement; leadership roles and research; and the research foundations of doctoral dissertation. Students are expected to create a dissertation proposal as the culminating project for this class.

ED 901 Proseminar III Research and Assessment (3 cr)
Program assessments including the written comprehensive examination, the dissertation proposal presentation, and the final portfolio evaluation are completed. Dissertation guidelines, research project development, dissertation reporting and writing, and dissertation advisor assignments are confirmed.

ED 910 Dissertation Preparation (3 cr)
Guided research and dissertation development.

ED 920 Dissertation Writing (3 cr)
Dissertation draft.

ED 930 Dissertation Presentation (3 cr)
Dissertation final written copy preparation.

Institutional Courses (IC)
IC 800 Ethics (3 cr)
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 (3 cr)
This course is designed to develop an understanding of personal, social, and organizational change. Such issues as personal commitment, social conditions, and technological developments are examined for their impact on personal, social, and institutional situations. Research strategies provide opportunities to strengthen logical thinking, analysis of evidence, and written expression.

NURSING (NRS)
NRS 600 Assessment and Planning for Aggregates (3 cr)
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 (3 cr)
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 (3 cr)
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 (3 cr)
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 (3 cr)
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 (3 cr)
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.

NRS 636 Promoting Interpersonal Competency (3 cr)
Required for Nursing Education 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 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 (3 cr)
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 (3 cr)
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.

NRS 660 Research Methods in Program Evaluation (3 cr)
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, NRS 620, NRS 625, IC 800, NRS 675 or NRS 605.

NRS 675 Teaching Methodology in Nursing Education (3 cr)
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 Applied Research in Program Evaluation (3 cr)
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 (3 cr)
This combined seminar and practicum is intended to bridge theory and research with actual practice. Students will collaborate with instructors and preceptors to design practicum experiences that further their professional development as advance practice nurses. Prerequisites: All; may be taken concurrently with one course final semester.

NRS 790 Independent Study (Variable credit)
Supervised graduate-level project of readings, research, mentorship, or additional practicum experiences developed in cooperation with a graduate faculty advisor and approved by the Dean of the School of Nursing.

PSYCHOLOGY (PSY)
PSY 600 Introduction to Systems Theories (3 cr)
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 (3 cr)
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 (3 cr)
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 (3 cr)
Review of major theories of personality and psychopathology, emphasizing

psychiatric diagnostic classification systems relevant to MFT. Study of the implications for treatment and comparisons with interactional approaches.

PSY 610 Marital and Family Therapy II (3 cr)

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 (3 cr)

Examines therapeutic strategies for issues such as blended families, addiction, abuse, and others. Prerequisite: PSY 605.

PSY 625 Human Sexuality and Sexual Dysfunction (3 cr)

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 (3 cr)

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.

PSY 640 Substance Abuse and Dependence (2 cr)

Overview of chemical and alcohol abuse and dependence, examining the effect on individuals and families.

PSY 645 Psychopharmacology (2 cr)

Examines psychoactive medications and their use in the treatment of mental and behavioral disorders. Therapeutic and side effect issues are addressed.

PSY 730 Introduction to Ethical, Legal, and Professional Issues (1 cr)

Provides an overview of the ethical, legal, and professional mandates, laws, and guidelines that regulate the practice of marriage and family therapy.

PSY 750 Clinical Internship I (3 cr)

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 PSY 770. Prerequisite: completion of all Year 1 courses and approval of the Program Director.

PSY 655 Marital and Couple Therapy (3 cr)

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 (2 cr)

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

PSY 760 Clinical Internship II (3–4 cr)

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

PSY 710 Research in Family Therapy (2 cr)

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

PSY 770 Clinical Internship 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 (3 cr)

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 Catalogue.

RELIGIOUS STUDIES (RS)

RS 610 Trends in Ministry (3 cr)

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 (3 cr)

Research into the interplay of religious traditions with contemporary studies of cultures, societies, politics, economics and the humanities. Prerequisite: Demonstrated proficiency in World Religions.

RS 620 Advanced Hebrew Scriptures: Messianism (3 cr)

A detailed exegetical study of messianism in the Hebrew Bible from the perspectives of historical-criticism and reception-history. The course is designed to enable students to develop their exegetical skills and to explore ways that messianic oracles have been interpreted and received in the Jewish and Christian communities from the Second Temple period to the twenty-first century. Prerequisite: Demonstrated Proficiency in Hebrew Scriptures.

RS 630 Advanced Christian Scriptures: Moral Vision of the New Testament (3 cr)

A detailed methodological and exegetical study of the moral demands of the New Testament. Designed to develop hermeneutical and exegetical skills, the course explores ways New Testament writers argue for ethical transformation and ways the message of the New Testament may be appropriated by Christian communities.

RS 640 Development of Religious Life and Thought (3 cr)

An in-depth investigation of specific religious ideas and movements in Christianity and/or other religions, to study the interconnectedness of ideas and movements with one another, especially in the historical context. Prerequisite:

Demonstrated Proficiency in History of Christianity.

RS 650 The Sources of Moral Decision Making in an Ecumenical World (3 cr)

A study of the bases of moral decision making (e.g., revelation, reason, custom) in ethical and religious traditions and an analysis of authoritative texts using models of moral development, reinterpretation, and modernization. Prerequisite: IC 800 Ethics or Demonstrated Proficiency in Philosophical or Theological Ethics.

RS 605 Religion and Contemporary Studies (3 cr)

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 (3 cr)

Special study of selected topics and themes in Religious Studies which vary according to the goals and needs of the students. Areas may include: Religion and Science, Psalms, and Gospel of John, among others.

RS 660 Worship (3 cr)

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 (3 cr)

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 (3 cr)

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

RS 700 Themes in Theology (3 cr)

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

RS 710 Theology of Ministry/Models of the Church (3 cr)
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 (3 cr)
Research into specialized topics that relate to liturgical and sacramental celebrations including their historical, theological, and cultural contexts.

RS 730 Spirituality (3 cr)
A critical examination of some of the ways persons, groups, and/or particular traditions articulate their experiences of the Sacred and express that experience through myths, rituals, music, art, prayer, attitudes, behaviors, moral codes, relationships, with self, others, and creation.

RS 790-794 Independent Reading, Research, and/or Project (Variable credit)
Topics, orientation, and bibliography to be developed with the approval of the Religious Studies Department.

RS 795-799 Workshops/Seminars in Religious Studies (Variable credit)
Selected topics and themes studied in a focused manner.

INSTITUTIONAL AND FACULTY INFORMATION

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ACCREDITATION AND MEMBERSHIPS

Edgewood College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

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

Among the associations in which the College holds membership are:

AACN	American Association of Colleges of Nursing
AACRAO	American Association of Collegiate Registrars and Admissions Officers
AACSB Int'l	American Assembly of Collegiate Schools of Business International
AACTE	American Association of Colleges for Teacher Education
AAC&U	American Association of Colleges and Universities
AAHE	American Association for Higher Education
ACCU	Association of Catholic Colleges and Universities
AGB	Association of Governing Boards
AILACTE	Association of Independent Liberal Arts Colleges for Teacher Education
AIR	Association for Institutional Research
AIRUM	Association for Institutional Research of the Upper Midwest
CASE	Council for the Advancement and Support of Education
CIC	Council of Independent Colleges
CCNE	Commission on Collegiate Nursing Education
CUR	Council on Undergraduate Research
CHEA	Council for Higher Education Accreditation
CUPA	College and University Personnel Association
HLC	Higher Learning Commission
NAC	Northern Athletics Conference
NACE	National Association of Colleges and Employees
NACUBO	National Association of College and University Business Officers
NAICU	National Association of Independent Colleges and Universities
NCAA III	National Collegiate Athletic Association
NCATE	National Council for the Accreditation of Teacher Education
WACRAO	Wisconsin Association of Collegiate Registrars Officer
WACSN	Wisconsin Association for Collegiate Schools of Nursing
WACTE	Wisconsin Association of Colleges for Teacher Education
WAICU	Wisconsin Association for Independent Colleges and Universities
WFIC	Wisconsin Foundation of Independent Colleges
WIPCS	Wisconsin Institute for Peace and Conflict Studies
WICTE	Wisconsin Independent Colleges of Teacher Education

EDGEWOOD COLLEGE BOARD OF TRUSTEES

GRADUATE FACULTY

Judy Adrian
Lecturer, Institutional
Courses
BA, Luther College;
MA, Winona State
University;
PhD, UW-Madison

Beatriz Aguilar
Professor, Music
BA, National Autonomous
University of Mexico;
MS, PhD, University of
North Texas

Kevin Allemagne
Adjunct, Psychology
BS, MFCS, Iowa State
University;
PhD, Capella University

Moses Altsech
Professor, Marketing
BBA, University of
Cincinnati;
PhD, Penn State University

Rebecca Anderson
Lecturer, Psychology
BS, MS, University of
Central Arkansas;
PhD, Marquette University

Catherine Andrews
Professor, Nursing
BS, University of San
Francisco;
MS, PhD, UW-Madison

Donald Ashbaugh
Lecturer, Business
BA, University of Northern
Iowa;
MS, University of Oregon;
PhD, University of
Kentucky

Melinda Bailey
Lecturer, Psychology
BA, PhD, Indiana University

Mark Barnard
Associate Professor,
Business
BA, Biola University (La
Mirada, CA);
MA, University of Hawaii-
Manoa;
MS, PhD, National
University of Singapore

Maria Helena Barroqueiro
Juergens
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Psychology;
MA, State University of
New York at Buffalo;
PhD, UW-Madison

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MS, PhD, UW-Madison

Richard Barrows
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Mary E. Bathum
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ACADEMIC CALENDAR

Fall Semester 2009

Session I .... August 26-October 16
Session II .... October 19-December 11

August Seminar .... August 17-20
Classes Begin .... August 26
Last Day to Add a Class .... September 2
Labor Day (no classes) .... September 7 (College closed)
Fall Break .... October 12-13
Last Day to Withdraw from a Class .... November 4
Thanksgiving Holiday .... November 25 (classes end at noon)
Thanksgiving Vacation .... November 26-29 (College closed)
Classes Resume .... November 30
Last Class Day .... December 11
Evaluation Week .... December 14-18
Commencement .... December 20
Grades Out By .... January 8, 2010
Holiday Break .... December 24, 2009 – January 3, 2010
                                                    (College closed)

Alternate week and graduate courses begin on Monday, August 24. Due to Monday holidays during the semester, specific dates for alternate week courses are:

Monday, August 24 .... Sunday, August 30
Tuesday, September 8 .... Monday, September 14
Monday, September 21 .... Sunday, September 27
Monday, October 5 .... Sunday, October 11
Monday, October 19 .... Sunday, October 25
Monday, November 2 .... Sunday, November 8
Monday, November 16 .... Sunday, November 22
Monday, November 30 .... Sunday, December 6
Monday, December 14 .... Sunday, December 20

Winterim 2010 | January 4-15

Spring Semester 2010

Session I .... January 19-March 12
Session II .... March 15-May 7

MLK Day .... January 18 (College closed)
Classes Begin .... January 19
Last Day to Add a Class .... January 26
Spring Recess .... March 29-April 1
Easter Holiday .... April 2-5 (College closed)
Classes Resume .... April 6
Last Day to Withdraw from a Class .... April 6
Last Class Day .... May 7
Evaluation Week .... May 10-14

Commencement .... May 16
Grades Out By .... May 28
Memorial Day .... May 31 (College closed)

Alternate week and graduate courses begin on Monday, January 11. Due to
a Monday holiday during the semester, specific dates for alternate week courses are:

Monday, January 11 .... Sunday, January 17
Monday, January 25 .... Sunday, January 31
Monday, February 8............................... Sunday, February 14
Monday, February 22............................ Sunday, February 28
Monday, March 8 .... Sunday, March 14
Monday, March 22 .... Sunday, March 28
Tuesday, April 6.................................... Monday, April 12
Monday, April 19................................... Sunday, April 25
Monday, May 3 .... Sunday, May 9

Summer Session 2010
Summer College Office Hours
Monday - Thursday, 7:30am - 4:30pm; Friday, 7:30am - 12:30pm

Summer Hours Begin:............................ May 17
Summer Hours End:............................... August 13

Classes Begin... May 24
Memorial Day .... May 31 (College closed)
4th of July Holiday................................. July 5 (College closed)
Classes Resume .... July 6
Last Class Day.. August 6

Fall Semester 2010
Session I .... August 25-October 15
Session II.. October 18-December 10

August Seminar .... August 16-19
Classes Begin... August 25
Last Day to Add a Class .... September 1
Labor Day (no classes)........................... September 6 (College closed)
Fall Break .... October 11-12
Last Day to Withdraw from a Class......... November 3
Thanksgiving Holiday .... November 24 (classes end at noon)
Thanksgiving Vacation .... November 25-28 (College closed)
Classes Resume .... November 29
Last Class Day.. December 10
Evaluation Week..................................... December 13-17
Commencement..................................... December 19
Grades Out By .... January 7, 2011
Holiday Break ....December 24, 2010 – January 2, 2011
(College closed)

Alternate week and graduate courses begin on Monday, August 24. Due to
Monday holidays during the semester, specific dates for alternate week courses are:

Monday, August 23................................ Sunday, August 29
Tuesday, September 7 .... Monday, September 13
Monday, September 20 .... Sunday, September 26
Monday, October 4 .... Sunday, October 10
Monday, October 18 .... Sunday, October 24
Monday, November 1 .... Sunday, November 7
Monday, November 15 .... Sunday, November 21
Monday, November 29........................... Sunday, December 5
Monday, December 13 .... Sunday, December 19

Winterim 2011 | January 3-14

Spring Semester 2011
Session I .... January 18-March 11
Session II.. March 14-May 6

MLK Day.. January 17 (College closed)
Classes Begin... January 18
Last Day to Add a Class .... January 25
Spring Recess... March 14-18
Last Day to Withdraw from a Class......... April 5
Easter Holiday .... April 22-25 (College closed)
Classes Resume .... April 26
Last Class Day.. May 6
Evaluation Week..................................... May 9-13
Commencement .... May 15
Grades Out By .... May 27
Memorial Day .... May 30 (College closed)

Alternate week and graduate courses begin on Monday, January 10.

Monday, January 10 .... Sunday, January 16
Monday, January 24 .... Sunday, January 30
Monday, February 7............................... Sunday, February 13
Monday, February 21............................. Sunday, February 27
Monday, March 7 .... Sunday, March 13
Monday, March 21 .... Sunday, March 27
Monday, April 4 .... Sunday, April 10
Monday, April 18................................... Sunday, April 24
Monday, May 2 .... Sunday, May 8

For additional academic calendar information, go to www.edgewood.edu.

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