



# EDGEWOOD COLLEGE CATALOG



EDGEWOOD COLLEGE

2013 – 2014

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2013 – 2014

*Effective Fall 2013*



**EDGEWOOD COLLEGE**

1000 Edgewood College Dr | Madison, WI 53711-1997

608.663.4861 | 1.800.444.4861 | Fax 608.663.3291

[www.edgewood.edu](http://www.edgewood.edu)

## OFFICIAL NOTICES

This Catalog is effective for students entering the College beginning in the Fall 2013 terms and until a new Catalog is published. The 2013-2014 Catalogs may also be found online at [www.edgewood.edu](http://www.edgewood.edu).

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

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

The State of Wisconsin passed the Wisconsin Caregiver Background Check Law in 1998. This law requires a criminal background check on

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

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

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

## ACCREDITATION AND MEMBERSHIPS

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

**AACN:** American Association of Colleges of Nursing  
**AACRAO:** American Association of Collegiate Registrars and Admissions Officers  
**AACSB International:** American Assembly of Collegiate Schools of Business  
**AACTE:** American Association of Colleges for Teacher Education  
**AAC&U:** Association of American Colleges and Universities  
**AAMFT:** American Association for Marriage and Family Therapy  
**ACBSP:** Association of Collegiate Business Schools and Programs  
**AAHE:** American Association for Higher Education  
**ACCU:** Association of Catholic Colleges and Universities  
**AGB:** Association of Governing Boards  
**AILACTE:** Association of Independent Liberal Arts Colleges for Teacher Education  
**AIR:** Association for Institutional Research  
**AIRUM:** Association for Institutional Research of the Upper Midwest  
**AIS:** Association for Integrative Studies  
**CASE:** Council for the Advancement and Support of Education  
**CIC:** Council of Independent Colleges  
**CCNE:** Commission on Collegiate Nursing Education  
**CHEA:** Council for Higher Education Accreditation  
**COAMFTE:** Commission on Accreditation for Marriage and Family Therapy Education  
**CUPA:** College and University Personnel Association  
**CUR:** Council on Undergraduate Research  
**HLC:** Higher Learning Commission  
**NAC:** Northern Athletics Conference  
**NACE:** National Association of Colleges and Employees

**NACUBO:** National Association of College and University Business Officers  
**NAICU:** National Association of Independent Colleges and Universities  
**NCAA III:** National Collegiate Athletic Association  
**NCATE:** National Council for the Accreditation of Teacher Education  
**WACRAO:** Wisconsin Association of Collegiate Registrars Officer and Admissions Officers  
**WACSN:** Wisconsin Association for Collegiate Schools of Nursing  
**WACTE:** Wisconsin Association of Colleges for Teacher Education  
**WAICU:** Wisconsin Association for Independent Colleges and Universities  
**WIPCS:** Wisconsin Institute for Peace and Conflict Studies  
**WiCC:** Wisconsin Campus Compact  
**WICTE:** Wisconsin Independent Colleges of Teacher Education

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

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

30 North LaSalle Street, Suite 2400  
Chicago, IL 60602-2504

312-263-0456 or 800-621-7440  
[www.ncahlc.org/AboutEdgewoodCollege](http://www.ncahlc.org/AboutEdgewoodCollege)

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**ABOUT  
EDGEWOOD COLLEGE**

# CAMPUS INFORMATION

## COLLEGE OVERVIEW

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

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

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

## 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.

## MISSION

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

## VISION

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

## SINSINAWA SPONSORSHIP

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

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

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

# INSTITUTIONAL POLICIES

## NONDISCRIMINATION ON THE BASIS OF DISABILITY

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

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

## DIVERSITY STATEMENT

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

## EQUAL OPPORTUNITY EMPLOYMENT STATEMENT

It is the basic policy of Edgewood College, in accordance with its long-term commitment to the principles of social justice, to administer its employment practices – including those pertaining to recruitment, hiring, transfers, promotions, tuition remission, compensation, benefits and terminations – in a non-discriminatory manner, without regard to race, religion, color, age, sex, sexual orientation, national origin, handicap/

disability, or any other basis prohibited by applicable federal, state or local fair employment laws or regulations.

## **AFFIRMATIVE ACTION STATEMENT**

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

## **NONDISCRIMINATORY POLICY**

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

## **FERPA**

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

## **STUDENT HANDBOOK/EDGEWOOD COLLEGE STUDENT RIGHTS AND RESPONSIBILITIES**

Edgewood College has as its primary objective, the academic, social and personal development of each student. The College strives to preserve for all of its students an environment that is conducive to academic pursuit, social growth, and individual discipline. All students are expected to act responsibly and within the regulations and standards established by the College and all civil laws and ordinances. As a guide, the College publishes a student handbook, called the Edgewood College Student Rights and Responsibilities, that outlines the College Code of Conduct and the judicial process. The Student Code of Conduct applies to all undergraduates, graduate, and professional students attending Edgewood College. Additionally, all students are responsible for complying with the rules, regulations, policies, and procedures contained in other official College publications including but not limited to the Residence Life Handbook, Parking policies, Student Athlete policies along with program handbooks and announcements which may be issued from time to time. Please contact the Dean of Students for more information related to this document.

## **COLLEGE CLOSURES**

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

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



# ADMISSIONS

# STUDENT CLASSIFICATIONS

## DEFINITION OF UNDERGRADUATE STUDENTS

An undergraduate student is a student who either:

- A. has not earned a bachelor's degree from a regionally accredited post-secondary institution and is registered for an undergraduate degree or certificate program
- B. fulfills requirement A above and meets the qualifications for the Returning Adult Accelerated Degree (RAAD) program.

## DEFINITION OF POST-BACCALAUREATE

A post-baccalaureate student is a student with an earned bachelor's degree from a regionally accredited post-secondary institution who is either

- A. registered for an additional undergraduate degree or certificate program
- B. is taking additional undergraduate-level courses as a non-degree-seeking student.

## DEFINITION OF GRADUATE STUDENTS

A graduate student is a student with an earned bachelor's degree from a Regionally Accredited Institution who is

- A. registered for a graduate-level degree or certificate program
- B. registered for graduate-level courses as a non-degree-seeking student
- C. registered for a doctoral program.

A post-baccalaureate student, as defined above, who also wishes to take graduate-level courses while registered for undergraduate-level courses will be allowed to take up to a total of six (6) graduate-level credits as a post-baccalaureate student.

A post-baccalaureate student interested in pursuing a graduate degree or certificate program at Edgewood College is encouraged to contact their advisor to discuss procedures for admission as a graduate student.

## CHANGE OF STUDENT CLASSIFICATION

To apply for a change in classification, a request must be submitted to the Admission's Office (for undergraduates and post-baccalaureate students) or the School of Graduate and Professional Studies.

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

## GRADUATE ADMISSION STATUS

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

### Regular Status

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

### Provisional Status

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

### Contingent Status

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

# UNDERGRADUATE ADMISSIONS

## UNDERGRADUATE ADMISSIONS

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

608.663.2294 | 800.444.4861  
admissions@edgewood.edu  
[www.edgewood.edu](http://www.edgewood.edu)

Academic documents required for admission consideration can be found online at [www.edgewood.edu](http://www.edgewood.edu).

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

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

## CONSIDERATION FOR ADMISSION FOR FIRST-TIME STUDENTS

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

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

## CONSIDERATION FOR ADMISSION FOR TRANSFER STUDENTS

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

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

## CONSIDERATION FOR ADMISSION FOR POST-BACCALAUREATE STUDENTS

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

## CONSIDERATION FOR ADMISSION FOR INTERNATIONAL STUDENTS

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

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

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

- TOEFL score of 71 or higher on the internet-based test (IBT) or 525 or higher on the paper-based test (PBT) (For more information visit [www.toefl.org](http://www.toefl.org))
- IELTS overall band score of 6.0 or higher (For more information visit [www.ielts.org](http://www.ielts.org))
- Letter of recommendation from an approved ESL instructor (such as WESLI or MESLS).
- A transcript demonstrating successful completion of 1 year of college-level work in English.

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

Students who are seeking an F-1 or J-1 student visa must show sufficient funds on deposit for at least one year of study. Financial documents must be original letters or statements from a financial institution with original ink signatures and stamps, be written in English or accompanied by official English translation, indicate unit of currency, include both the sponsor's name and student's name exactly as it appears on student's application, and be dated within six months of application date. Financial documents must:

- Be original letters or statements from a financial institution with original ink signatures and stamps
- Be written in English or accompanied by official English translation and indicate unit of currency

- Include both the sponsor's name and student's name exactly as it appears on student's application
  - Be dated within six months of application date
3. If college-level work has been completed, applicants are required to present any transcripts, certificates, or diplomas pertaining to this work. To receive transfer credit from international institutions, students must submit a detailed "course-by-course" evaluation of credits from an approved international credential evaluator.

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

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

## CONSIDERATION FOR ADMISSION FOR STUDENTS NOT SEEKING A DEGREE

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

## CONSIDERATION FOR ADMISSION FOR RE-ENTRY STUDENTS

All students interested in returning to Edgewood College must complete the online re-entry form available at [www.edgewood.edu](http://www.edgewood.edu). Re-entering students are expected to present official transcripts from all institutions

attended since taking courses at Edgewood College. Failure to report previously attended institutions in the admission process may result in action, including dismissal, from the College.

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

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

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

## AUDITING COURSES

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

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

# ADULT ACCELERATED AND GRADUATE ADMISSIONS

## RETURNING ADULT ACCELERATED DEGREE (RAAD) ADMISSIONS

RAAD students admitted to Edgewood College are held responsible for meeting all rules and regulations in effect at the time of admission and described in this catalog, the Undergraduate Catalog, Student Handbook, and other College Publications.

## RAAD ADMISSION REQUIREMENTS

Students accepted into the Returning Adult Accelerated Degree (RAAD) program must meet the following requirements:

1. Minimum age of 25
2. Minimum 2 years full-time work experience or equivalent
3. Cumulative Grade Point Average (GPA):
  - First-time college students: High School cumulative GPA of 2.5 or a GED of 278.

- Transfer students: a 2.0 on a 4.0 scale on all undergraduate coursework.

Students who do not meet these requirements, but who can demonstrate experience, achievement, and maturity appropriate to success in an accelerated academic program may be considered on a case-by-case basis. Appeals require an extended application and interview.

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

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

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

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

Students must request these official transcripts to be sent directly to the:

Edgewood College RAAD Admissions Office  
1255 Deming Way  
Madison, WI 53717

**Note: Failure to list on the application and submit transcripts at the time of application from colleges/universities attended is grounds for dismissal from the College.**

## RAAD ADMISSION DEADLINES

ALL admissions materials for degree-seeking and non-degree-seeking students must be in hand 2 weeks before the first day of class for the term in which you would like to begin your studies.

## RAAD RE-ENTRY (ADMISSION OF RE-ENTRY STUDENTS)

If a student re-enters after an absence of five or more years, s/he must complete all requirements in the Student handbook or Catalog in effect at the time of re-entry. Specific guidelines for students wishing to re-enter Edgewood College include the following:

1. Students in good standing who have not attended other institutions since last attending Edgewood College must contact the Admissions Office (either in person or by telephone) to complete a re-entry form.
2. Students in good standing who have attended another institution since last attending Edgewood College must submit official transcripts from each institution in addition to completing (either in person or by telephone) the re-entry form.
3. Students dismissed from Edgewood College who wish to return to the College must submit to the Admissions Office an essay, any transcripts of recent college work, and two letters of recommendation in addition to completing the re-entry form. The Admissions Committee will consider the Student's application.

## GRADUATE ADMISSIONS

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 this catalog, the Graduate Catalog, Student Handbook, and other College publications.

## GRADUATE STUDENT CLASSIFICATION

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

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

## GRADUATE 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 Catalog.

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 application fee.
4. Must submit an official copy of their transcripts that shows completion of a baccalaureate degree.

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

## GRADUATE INTERNATIONAL STUDENTS

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

1. Graduate application to Edgewood College.
  2. Official copies of all college/university transcripts and certified translations into English of all transcripts not originally in English. Transcripts from universities outside the United States must be accompanied by an evaluation of credits from an approved international credential evaluator. Please request a detailed "course-by-course" evaluation from Educational Credential Evaluators. ([www.ece.org](http://www.ece.org))
  3. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the probability of your success in graduate School. Guidelines for submitting Letters of Recommendation. Letters of recommendations must be in English. Go to <http://www.edgewood.edu/academics/graduate/MBA/PDF/Recommendations> for more information.
  4. Submit a written statement in English listing the reasons why you think you will be successful in graduate School; cite how specific background experiences will aid in your success as a student.
  5. For non-native speakers of English, verification of English proficiency through one of the following ways:
    - a. TOEFL score of 80 or higher on the internet-based test (IBT).
    - b. IELTS score of 6.0 or higher ([www.ielts.org](http://www.ielts.org)).
    - c. A transcript demonstrating successful completion of 1 year (24 credits) of college-level work in English (both instruction and textbooks in English).
    - d. Completing coursework at one of Madison's English Language Institutes:
      - Wisconsin ESL Institute ([www.wesli.com](http://www.wesli.com)). Successfully completing WESLI's 700-level requirements.
      - Madison ESL School ([www.mesls.org](http://www.mesls.org)). Successfully completing MESLS Level six (302) core courses.
- Recommendation letters from WESLI and MESLS instructors may be submitted as proof of English proficiency for purposes of admission and will be accepted in lieu of a TOEFL or IELTS score.

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

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

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

Financial documents must:

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

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

1. MBA only-Submit GMAT score of 425 (suggested minimum). See School of Graduate and Professional Studies Admissions Office for specific details.
2. Applicants are encouraged to apply as soon as possible, as it may take weeks or months after the issuance of the I-20 form to receive a visa. General admissions deadlines apply to students who do not need I-20 forms (i.e., they are here on another visa, are permanent residents, etc.) and re-entry students.

## Form I-20

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

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

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

## Health Insurance Requirement

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

# ACADEMIC POLICIES FOR ADMISSION

## ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE EXAMINATIONS

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

## TRANSFER CREDITS FOR UNDERGRADUATE STUDENTS

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

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

A maximum of 64 credits may be transferred from all combined coursework earned at two-year institutions, including two-year UW college campuses and UW Extension coursework.

The Registrar's Office determines acceptability of courses for transfer and fulfillment of General Education requirements in accordance with

policies of the Undergraduate Curriculum Committee and the Faculty Association. Academic departments determine whether transferred courses fulfill requirements in the major or minor.

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

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

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

## TRANSFER CREDITS FOR GRADUATE STUDENTS

At the discretion of the program director or Dean of School to which the applicant is applying, up to twelve (12) graduate-level credits from regionally accredited post-secondary institutions will be considered for transfer to a graduate certificate or degree program at Edgewood College. To consider coursework for transfer, it must have been completed within the acceptable timeframe as defined by the School or Department. See program pages in this catalog for more information. The coursework must

have a “B” or better grade for grades received using an A-F grading system. If the grade is “P”, the equivalency is determined by the appropriate School or Department, and must be relevant to the program to which it is being applied. The credits from these courses cannot be used to fulfill graduate program residency requirements, and the grades from the courses will not be included in the Edgewood College graduate cumulative GPA. The transfer of credits for the Studies in Change or Ethics Interdisciplinary Courses (IC) requires approval of the Graduate Council.

## ARTICULATION AGREEMENTS WITH UW COLLEGES AND MADISON COLLEGE

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

## CURRICULUM REQUIREMENTS FOR POST-BACCALAUREATE STUDENTS

Degree-seeking students who enter Edgewood College with a Bachelor’s Degree from a Regionally Accredited Institution will be considered to have fulfilled all of Edgewood College’s General Education requirements except COR 2 (2), COR 3 (3), World Languages (L), and Religious Studies (R). All requirements except COR 3 may be met by previous coursework. COR 3 (which is typically met in the major) must be taken at Edgewood College.

## CREDIT FOR PRIOR LEARNING

The College offers several ways of obtaining credit for prior college-level learning, as described below. All credit for prior learning for General Education requirements must be completed before the semester in which the Student graduates. This includes proficiency exams, nationally standardized exams and portfolios.

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

### Nationally Standardized Examinations

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

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

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

## Credit for Prior Learning Portfolio Program

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

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

With special Credit for Prior Learning workshop assistance (taken on a Pass/Fail basis), candidates prepare a portfolio that describes, documents, and discusses the candidates’ prior learning as related to the Course or tag for which the Student wished to earn credit. The portfolio is used as part of the assessment process in awarding credit.

Any student registered at Edgewood College may apply for credit through the Credit for Prior Learning Coordinator (contact the Academic Dean’s Office for more information) Awards of credit become part of the Student’s permanent record after the Student has completed at least one semester of full-time study or 16 credit hours of part-time study at Edgewood College.

## Armed Services and Organization-Sponsored Learning

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

## Non-Native English/Heritage

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

## Foreign Language/Retro-Active Credits

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

## UNDERGRADUATE OR POST-BACCALAUREATE STUDENTS IN GRADUATE COURSES

Undergraduate students at the College may register for graduate courses under the following conditions:

1. The Student has a cumulative GPA of 2.75 on a 4.0 scale.
2. The Student holds junior or senior status as an undergraduate.
3. The Student has completed all prerequisites for the graduate course.
4. The Student has completed ENG 110 and COMMS 101, or their equivalents.
5. The Student has the consent of the instructor in the graduate course (for MFT courses, the consent of the director of the Marriage and Family Therapy program).
6. There is space available in the Course after all graduate registrants for the Course have been accommodated.

7. The Student's credit load does not exceed 16 credits during the semester of registration for the graduate course.

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

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

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

## ACADEMIC SUPPORT PROGRAM (PRE-COLLEGE COURSEWORK)

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

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

## COURSE RESTRICTIONS

Some courses in specific programs are restricted to students who have either declared that major or who have applied to that degree/program or by permission of the Course instructor and the director of the program offering the Course.

## ACADEMIC POLICIES FOR STUDENT VETERANS

For more information about policies as they relate to student veterans, please contact Veterans Services at Edgewood College via email at [veterans@edgewood.edu](mailto:veterans@edgewood.edu) or by phone at 608.663.4266.

### Credit Load

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

### Active Duty Policy

If an Edgewood College military/veteran student is activated from reserve status to active duty during a term, session or semester, the student must present a copy of the official orders to the Veterans Services Coordinator. At that time the student will be presented with and need to choose one of two possible options:

1. The student may withdraw from classes immediately.
  - a. Edgewood College will not hold the student accountable for tuition-related expenses for the term, session, or semester.
    - i. Edgewood will return any tuition it has received to the VA as soon as the withdrawal is completed. No payment will be made to the student by Edgewood during this refund.
    - ii. The student will be responsible for the repayment of any funds that the student received from the VA or other entity while enrolled in the current term, session or semester courses, as a result of the withdrawal.
  - b. A "W" will be represented on the student's official transcript to show the withdrawal.
2. The student may request that the course professor award the grade of "incomplete" for the current term, session or semester.
  - a. If the student has completed a substantial portion of the course and required coursework, the professor may approve the student request for an "incomplete" in the course as long as a timeline to complete the work has been established.
    - i. An extension to timeline for completion of the "incomplete" grade may be requested by the student, and if approved by the Instructor/Department, may be granted by the Office of Academic Affairs, if the student's active duty requirement extends beyond the normal time limit for "incomplete" grades to be completed.



# FINANCIAL AID

## FINANCIAL AID

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

## STUDENT ELIGIBILITY

In order to receive financial aid, students must:

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

## APPLYING FOR FINANCIAL AID

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

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

- Visit [www.pin.ed.gov](http://www.pin.ed.gov) to apply for student and parent PINs to electronically sign the FAFSA.
- The College’s Title IV School code is 003848.
- Prior year Federal taxes and W2 forms for both student and
- Parent (if applicable) are needed.

## LEAVE OF ABSENCE POLICY

A student with financial aid may take a leave of absence from Edgewood College for not more than a total of 180 days in any 12-month period. Students must initiate this process through the Student Health Services or Personal Counseling Offices. Leaves of absence will not be treated as a withdrawal by Edgewood Central and no return of Title IV funds will be calculated. If the Student does not return within the expiration of the leave, the College will calculate the amount of Title IV grant and loan assistance that is to be returned according to the Higher Education Act, 34 CFR 668.22 (j) (1) (ii).

## FINANCIAL AID REFUND POLICY

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

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

$$\begin{aligned} & \text{Total Title IV aid disbursed} \\ & \text{(including aid that could have been disbursed)} \\ - & \text{Earned Aid*} \\ \hline = & \text{Aid that must be returned} \\ & \text{[*Title IV Aid Received (excluding Work-Study)} \\ & \text{X \% of Semester Attended = Earned Aid]} \end{aligned}$$

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

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

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

## SATISFACTORY ACADEMIC PROGRESS

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

1. Students must maintain a minimum cumulative grade point average of 2.0 for undergraduate and 3.0 for graduate/doctoral.
2. Students must not exceed the maximum length of time to receive aid. (See Definition of Terms and Conditions below)
3. Students must complete 70% or higher of the number of credits attempted.
  - a. \*Total cumulative credits earned
  - b. \*Total cumulative credits attempted

## PROCEDURES

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

- **Warning:** The first time a student does not meet satisfactory academic progress; the Student will continue to be eligible for aid.
- **Financial Aid Suspension:** The second time a student does not meet SAP consecutively; the Student will be suspended from financial aid and will not be eligible for any future financial aid.
- **Appeal:** Students who are unable to meet SAP due to special circumstances may submit an appeal letter to Edgewood Central.
- **Reinstatement/probation:** After suspension, eligibility can be reinstated by successfully completing the appeal process which may require an academic plan or successfully completing a specified number of credits with the minimum GPA or higher at your own expense (without the use of financial aid).

## DEFINITION OF TERMS AND CONDITIONS

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

# **STUDENT SERVICES**

## ATHLETICS

The Athletic Department sponsors intercollegiate sports for women and men. Women's sports include basketball, golf, cross country, soccer, softball, tennis, indoor/outdoor track, dance, and volleyball. Men's sports include baseball, basketball, golf, cross country, soccer, tennis and indoor/outdoor track. Edgewood College is a member of the National College Athletic Association (NCAA) and Northern Athletics Collegiate Conference (NACC). For information about the athletic program and getting involved in an intercollegiate sport, or for game schedules and locations, located on the Monroe Street Campus in the Edgedome, at 608.663.3249 or go to [www.EdgewoodCollegeEagles.com](http://www.EdgewoodCollegeEagles.com).

## COLLEGE MINISTRIES

### Who am I?

### How can I make a difference?

### Is there something more?

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

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

## CENTER FOR DIVERSITY AND INCLUSION

The Center for Diversity and Inclusion (CDI) provides outreach, support services and programs to ensure the success of students of color and students from traditionally under-served populations. The CDI staff promotes academic and social engagement and a strong sense of community through their work with student organizations, a wide variety of programs and individual support services. The Center for Diversity and Inclusion provides opportunities for students to meet and interact with others from various cultures, as well as to provide support and encouragement to those individuals on a journey toward cultural competence.

## STUDENT DEVELOPMENT STAFF AND DEAN OF STUDENTS

Members of the Student Development Staff engage all students in meaningful experiences in and out of the classroom. We do this by:

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

The Dean of Students works with students to:

- help connect students to appropriate services, programs and resources
- address student concerns and non-academic grievances
- ensure that the services, programs, policies are responsive and supportive of emerging student needs

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

## EDGEWOOD CENTRAL

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

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

To speak with an Edgewood Central Counselor call 608.663.4300 or email at [ecentral@edgewood.edu](mailto:ecentral@edgewood.edu).

## HEALTH SERVICES

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

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

## OSCAR RENNEBOHM LIBRARY

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

### Resources

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

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

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

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

### Staff

Librarians work closely with students to help them develop skills to effectively access, evaluate, and synthesize information. Library staff also

collects, organizes, and preserves relevant materials, and develops services to benefit the Edgewood College community. In addition, librarians are available for one-on-one consultation and to assist in locating materials.

### **Services and Facilities**

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

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

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

### **OFFICE OF STUDENT ACTIVITIES (OSA)**

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

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

### **STUDENT GOVERNMENT ASSOCIATION (SGA)**

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

### **STUDENT ORGANIZATIONS**

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

### **CAMPUS ACTIVITIES BOARD (CAB)**

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

### **STUDENT ACTIVITIES IN THE FINE ARTS**

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

information on getting involved in music activities or for current concert schedules, contact the Music Department.

The Theatre Arts Department produces four major productions and a number of student-directed productions each year. Auditions are open to the campus community and students are welcome to join the production and backstage crews.

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

### **RESIDENCE LIFE**

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

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

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

### **SECURITY**

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

For emergency 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.

### **STUDENT RESOURCE CENTER**

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

## CAREER SERVICES

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

## PERSONAL COUNSELING SERVICES

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

## LEARNING SUPPORT SERVICES

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

Services include:

- Peer tutoring in most introductory undergraduate classes
- Drop-in Math and Chemistry assistance at the Math/Science Lab in Sonderegger Hall on the Monroe Street Campus.
- Study skills and learning strategies assistance, such as test taking, time management and note-taking skills, by appointment through the Student Resource Center.

## STUDENT ACCESSIBILITY AND DISABILITY SERVICES

Our mission is to provide accommodations and accessibility support to students with disabilities that will enable them to fully participate in programs and services that are available at Edgewood College. Information regarding policies and procedures regarding the Disabilities Services Office may be obtained by contacting Lili O'Connell, Director of Student Accessibility Services, at 608.663.8347, or by emailing loconnell@edgewood.edu.

## VETERANS SERVICES

Edgewood College provides Veterans Services to assist military personnel, veterans, and their families who are interested in attending or are taking courses at our institution. At Edgewood College, we appreciate the sacrifice that military service demands, no matter where you are in your career. We are pleased to welcome all veterans to our campuses and outreach locations.

For more information, please feel free to contact Veterans Services at Edgewood College via email at veterans@edgewood.edu or by phone at 608.663.4266.

**ACADEMIC  
INFORMATION & POLICIES**



## ACADEMIC HONESTY POLICY

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

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

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

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

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

- Borrowing, buying, or stealing a paper from elsewhere; lending or selling a paper for another's use as his or her own; using printed material written by someone else as one's own
- Getting so much help on a paper from someone else, including a college tutor, that the Student writer can no longer legitimately claim authorship
- Intentionally using source material improperly, e.g., neither citing nor using quotation marks on borrowed material; supplying an in-

text citation but failing to enclose quoted material within quotation marks; leaving paraphrased material too close to the original version; failing to append a works-cited page when sources have been used

- Unintentional misuse of borrowed sources through ignorance or carelessness

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

## 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.

## ADMINISTRATIVE WITHDRAWAL

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

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

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

# PHILOSOPHY OF GENERAL EDUCATION CURRICULUM

## THE CONTENT

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

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

## THE HERITAGE

Such an education has traditionally been the goal of the liberal arts, which classically emphasized character development, versatility, breadth,

independence, perspective, effective expression, and critical thinking as essential for achieving lives of personal liberation and public service.

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

## THE MISSION

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

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

## THE METHOD

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

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

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

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

# THE GENERAL EDUCATION CURRICULUM

## GOALS

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

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

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

### Cornerstones

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

### Ways of Knowing

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

## Perspectives on the World

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

### The Edgewood COR

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

# GENERAL EDUCATION EXPERIENCE AND TAGS

## CORNERSTONE EXPERIENCES

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

## WAYS OF KNOWING EXPERIENCES

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

## PERSPECTIVES ON THE WORLD EXPERIENCES

|                 |   |
|-----------------|---|
| Environmental   | E |
| Gender          | Q |
| Global          | G |
| World Languages | L |
| Multicultural   | D |

## COR EXPERIENCES

|       |   |
|-------|---|
| COR 1 | 1 |
| COR 2 | 2 |
| COR 3 | 3 |

# NON-RAAD UNDERGRADUATE REQUIREMENTS FOR GENERAL EDUCATION

## CORNERSTONES

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

- Five Initial Experiences, one each from Critical Thinking, Mathematics, Information and Technology Literacy, Oral Communication, and Written Communication.
- Three Enriched Experiences, one each from Critical Thinking, Oral Communication, and Written Communication.

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

## WAYS OF KNOWING

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

- Three Experiences in Experience and Study of the Arts and Literature (A, B and C) with at least one experience in historical and contemporary artistic works (A); one with a studio component (B); and one in literature (C).
- Three Experiences in Reflection On Human Culture, Values and Ideas (R, P and H) with at least one experience in religious studies (R); one in history (H); and one in philosophy (P).
- Four Experiences in Analysis of Human Behavior and Social Structure (J) and Exploration of the Natural World (S = Lab/ Field, V = Non-Lab/Non-Field), including:

- » One Experience in Analysis of Human Behavior and Social Structure (J).
- » Two Experiences in Exploration of the Natural World (S).
- » One additional experience:
  - If the two S Experiences are a science sequence, 1 additional S, V, or J Experience is required.
  - If the two S Experiences are not a sequence, 1 additional S or V Experience is required.

- » completion of two semesters of college/university language, other than one's own, of the same language;
- » demonstration of proficiency through testing.
- Two additional Perspectives Experiences with G, E, D, Q, or L tags.

## PERSPECTIVES ON THE WORLD

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

- One Experience in Global Perspectives (G)
- One Experience in Environmental Perspectives (E)
- One Experience in Multicultural Perspectives (D)
- One Experience in Gender Perspectives (Q)
- Two Experiences in World Language (L)
- The World Language Experiences may be fulfilled by:
  - » completion of two years of the same language in High School with a cumulative average of C (2.0) with no grade lower than a D (best of 4 semesters);

## COR

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

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

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

# INTENDED LEARNING OUTCOMES FOR COR STUDY

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

## COR 1

### Who am I and who could I become?

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

### What are the needs and opportunities of the world?

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

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

Explain contemporary issues and problems from multiple perspectives.

## COR 2

### Who am I and who could I become?

Clarify a sense of self in relation to the world.

### What are the needs and opportunities of the world?

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

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

Integrate knowledge and skills from multiple sources and meaningful experiences.

## COR 3

### Who am I and who could I become?

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

### What are the needs and opportunities of the world?

Demonstrate the skills necessary for engaged, responsible citizenship.

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

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

# COMPONENTS OF THE COR PROGRAM OF GENERAL EDUCATION

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

## STUDY

### Interdisciplinary Inquiry

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

### Skill Development

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

## REFLECT

### Values and Ethical Exploration

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

### Personal Philosophy/Mission Statement

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

## ACT

### Community Engagement

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

## FULLFILLING THE REQUIREMENT

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

### COR 1

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

### Transfer Bridge to COR

In lieu of a COR 1 seminar, transfer sophomores and above must complete a Transfer Bridge to COR session during the first semester at Edgewood College. The two and one-half hour Transfer Bridge to COR sessions provide an introduction to the COR Program, Edgewood College's Dominican tradition, and the community engagement expectations of COR 2 courses. Bridge registration takes place when students register for classes. Most incoming transfer students choose to complete the Bridge on the same day as Transfer Student Orientation, but a limited number of other options are available at the beginning of the semester. Students must complete a Bridge in order to maintain priority registration status for their second and subsequent semesters.

Transfer students who have not yet achieved sophomore standing, or who have sophomore standing due to AP credits or college-level work completed during High School, must register for a COR 1 seminar unless the COR Program allows for the Transfer Bridge alternative.

### COR 2

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

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

### COR 3

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

# RAAD STUDENT REQUIREMENTS FOR GENERAL EDUCATION

## CORNERSTONES

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

- Five Initial Experiences, one each from Critical Thinking, Mathematics, Information and Technology Literacy, Oral Communication, and Written Communication.
- Three Enriched Experiences, one each from Critical Thinking, Oral Communication, and Written Communication.

These experiences will be achieved while completing major requirements.

## WAYS OF KNOWING

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

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

One experience in Religious Studies is required.

## PERSPECTIVES ON THE WORLD

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

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

## COR

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

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

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

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

## COR 2

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

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

## COR 3

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

# ADULT EDUCATION PHILOSOPHY

Edgewood College offers several programs designed to meet the needs of today's adult student. These programs have been expressly designed for those individuals whose responsibilities make attendance at traditional weekday classes difficult. Our faculty and staff understand that School needs to be balanced with family, career, and community priorities. Taking this into consideration, the primary aim of our adult programs is

to capitalize on the motivation, professional experience, life experience, and capacities that adult learners bring to the classroom. Our courses are taught by the same high caliber full- and part-time faculty who teach in our traditional programs.

## ACADEMIC POLICIES RELATED TO DEGREE REQUIREMENTS

Edgewood College officially confers degrees three times each year on January 10, May 25, and August 25. Commencement ceremonies are held in May and December.

Students may participate in the May ceremony if they expect to have all requirements completed by May 25 or August 25, with the exception of Accelerated Post-Baccalaureate Nursing and Doctoral Education students. August graduates participating in the May ceremony will be designated as August candidates in the commencement program. Students may participate in the December ceremony if they expect to have all requirements completed by January 10.

Graduation and commencement information is available online at [www.edgewood.edu](http://www.edgewood.edu). Students may contact the Registrar's Office with questions regarding eligibility.

### GRADUATION REQUIREMENTS

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

#### Undergraduate Student Graduation Requirements

An undergraduate degree is the result of the completion of:

1. Edgewood College's General Education curriculum;
2. At least one major;
3. At least 120 total credits earned (128 total credits earned for Nursing majors);
4. A cumulative grade point average (GPA) of at least 2.00;
5. A minimum of 32 credits earned at Edgewood College.

#### Multiple Majors and Multiple Degrees for Undergraduate and Post-Baccalaureate Students

Undergraduate students who meet graduation requirements for two or more majors will receive multiple majors with one undergraduate degree (BS or BA or BBA). Students majoring in disciplines that qualify for different degrees will receive only one degree through all the majors and minors that are completed; at the time of filing an Application for Degree Form, students will select their degree for graduation.

Post-baccalaureate students entering with degrees from Regionally Accredited Institutions or who have previously received a degree from Edgewood College will be eligible to earn a second degree. In order to earn a second degree, a student must successfully complete 32 additional

credits of coursework at Edgewood College beyond that used to achieve the initial degree.

### GRADUATE STUDENT GRADUATION REQUIREMENTS

#### Degrees

To graduate, a graduate student must have earned the number of credits appropriate to the degree sought. Only credits in courses numbered 600 or above count toward meeting this requirement. The Student must have maintained a 3.00 GPA on those credits and successfully met all School/departmental and general degree requirements. Students must file a formal application for a degree in the Registrar's Office. No degree will be officially conferred by Edgewood College until all defined degree requirements for the Student's academic program(s) have been met.

Once all defined degree requirements for a student's academic program(s) has been met, the degree will be conferred, even if the Student wishes to remain an active student. If the Student is an Undergraduate, s/he would then need to re-apply as a post-baccalaureate student to continue taking classes.

All students expecting to graduate must complete an Intent to Graduate form with the Registrar's Office at the beginning of their final term. A student may not graduate with a grade of "Incomplete" on his/her academic record. Degree requirements must be completed within 5 years of a student's last date of attendance at Edgewood College. After five years, students will be required to fulfill any additional requirements that have been established by the College.

#### Departmental Requirements

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

#### Institutional Courses

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

#### Time Limits for Degree Completion (Seven-Year Rule)

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

## Residency Requirements for Degree Programs

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

## Waiving of Requirements

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

## Graduate Student Dual Degree Options

Approved graduate dual degree programs are MBA/MS in Accountancy and MBA/MS in Nursing.

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

Coursework toward the dual degree may be pursued simultaneously, however, only one degree program will be listed on the student record. 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.

If a student wishes to pursue a second degree program that has not been approved as a dual degree, overlapping credits and how they are to be counted toward the second degree will be reviewed on a case-by-case basis by the department or School.

## RESIDENCY REQUIREMENTS

### Undergraduate Students

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

## Graduate Students

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

## GRADUATION REQUIREMENTS – ALL STUDENTS

No degree will be officially conferred by Edgewood College until all defined degree requirements for the student's academic program(s) have been met. All transcripts for outstanding transfer coursework, including study abroad, needs to be received by the Registrar's Office prior to the conferral date (January 10, May 25, and August 25).

Once all defined degree requirements for a student's academic program(s) have been met, the degree will be conferred as defined above (January 10, May 25, or August 25). If the student wishes to remain an active student, please contact the Registrar's Office for details.

After 5 years, students will be required to fulfill any additional requirements that have been established by the College.

The Intent to Graduate Form

This form is required for four important reasons:

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

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

## GRADUATION AND COMMENCEMENT

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

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

participate in a commencement ceremony at that time may participate in the following semester's ceremony.

Graduation and commencement information is available online or students can contact the Registrar's Office if they have any questions regarding eligibility.



## GRADUATION HONORS FOR UNDERGRADUATE STUDENTS

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

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

Three classes of Latin honors are awarded:

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

## REGISTRATION POLICIES

### DEFINITIONS OF TERMS AND SESSIONS

Students register for courses in a specific term and/or session.

For undergraduate, graduate, and most post-baccalaureate students, a term is generally the standard 15- or 16-week “semester” (Fall or Spring). Winterim and Summer, both shorter than Fall and Spring, are also terms in which courses are offered for undergraduate, graduate, and post-baccalaureate students. A session is a 7- or 8-week course within a Fall or Spring term; there are two sessions per term: Session 1 and Session 2. There are no sessions during the Winterim or summer terms.

For students in the Returning Adult Accelerated Degree (RAAD) Program and students in the Accelerated Post-Baccalaureate Nursing Program, courses are offered in six, eight-week long terms labeled Terms A-F.

### GENERAL REGISTRATION INFORMATION

The Timetable is the list of courses being offered for a given term or session. The Timetable is published on Edgewood Express (<https://express.edgewood.edu/ICS>) twice a year in April and November for all students except RAAD students and Accelerated Post-Baccalaureate Nursing students, who’s Timetables are published three times a year in February, June, and October. The Registration Guide, which outlines detailed information for registering, is available on the Registrar’s Office homepage (<http://registrar.edgewood.edu>). Students register for courses on Edgewood Express. Current students are expected to register in the announced registration periods called Priority Registration. Students are assigned Priority Registration times according to their classification and total number of credits earned.

#### Major Declaration Form – 60 Credit Rule

The 60 Credit Rule applies to degree-seeking undergraduate students (excluding RAAD students) who have earned 60 credits or more (including transfer credits). Students with 60 or more credits need to submit a Declaration of Major form to the Registrar’s Office prior to the priority registration period for the following term. Students with 60 or more credits who have not submitted a Declaration of Major form by the next registration period will lose their priority registration status. Transfer students entering the College with 60 credits or more who have not yet submitted a Declaration of Major form will not be penalized during their

first term at the College, but, will need to submit a Declaration of Major form to receive priority registration for the subsequent term.

### ACADEMIC ADVISING

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

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

Advising is coordinated by the Office of the Academic Dean for non-RAAD undergraduates and by the School of Graduate and Professional Studies for RAAD and graduate students.

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

### CREDIT LOAD

#### Undergraduate Students

Full-time undergraduate students carry a load of 12 to 17 credit hours each term. Term loads exceeding 18 hours are rare and should be considered carefully. Term loads over 18 credits must be approved by the Academic Dean’s Office. In order to graduate in four years, students must earn an average of at least 15 credits per semester. Actual credit loads may vary depending upon the major.

#### Accelerated Undergraduate Students

Half-time RAAD students carry a minimum of three credits per term. Full-time RAAD students carry a minimum of six credits per term. Term loads exceeding eight credits are rare and should be considered carefully. The Graduate and Professional Studies Director of Admissions and Student Services must approve term loads over eight credits.

## **Graduate Students**

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

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

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

## **THE 34 CREDIT RULE**

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

## **COURSE FREQUENCY**

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

## **ADDING AND DROPPING COURSES AND CREDIT CHANGES**

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

### **Fall/Spring Terms and Sessions**

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

### **RAAD Terms, including Accelerated Post-Baccalaureate Nursing Courses**

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

### **Winterim and Summer Terms**

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

## **For all Terms and Sessions, including RAAD, Winterim and Summer**

Every course is offered in a given term or session. The official start date of the term or session is always used to determine all add/drop and tuition refund deadlines, even if the Course starts earlier or later than the term or session within which it is offered.

When paper forms are required to add or drop course(s), it is the Student's responsibility to submit forms to Edgewood Central by the appropriate deadlines, as indicated in the current Registration Guide.

For information regarding tuition refund percentages with add/drop activity, please refer to the Registration Guide.

## **FAILURE TO REGISTER**

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

## **FAILURE TO ATTEND AND/OR FAILURE TO DROP**

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

Individual instructors set attendance policies for their classes. Responsibility for attending class is placed upon the Student in the context of learning and academic achievement. Students are responsible for work missed. Students who must be absent are encouraged to discuss their absence with their instructors, preferably before the absence occurs. Only when an emergency arises will the Academic Dean's Office notify the Student's instructors, if the Student or Dean of Students Office explains the reason for the absence and requests that instructors be informed. Non-attendance does not constitute official withdrawal. See ADDING AND DROPPING COURSES AND CREDIT CHANGES and WITHDRAWAL FROM COLLEGE in this section for withdrawal policies.

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

## **STOPPING OUT IN THE RAAD PROGRAM**

If a student in the RAAD program must stop out (stop taking classes for one or more terms), s/he must contact the School of Graduate and Professional Studies Admission Office. To return to the RAAD program, a student must complete a re-entry form through the School of Graduate and Professional Studies Admission Office. Only when this form is filed will a student be reactivated to receive mailings from the College, including registration information.

## **FAILURE TO PAY**

Students will be administratively withdrawn from all courses if they have not paid or signed up for a payment plan with the Business Office by the last day to add/drop courses on Edgewood Express (seven calendar days after the start of the term or session).

## WITHDRAWAL FROM COLLEGE

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

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

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

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

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

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

# UNDERGRADUATE STUDENT LEVEL DESIGNATIONS

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

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

## COURSE NUMBERING SYSTEM

|           |  |
|-----------|--|
| Below 100 | Pre-college courses do not fulfill degree requirements |
| 100-299   | Introductory courses                                   |
| 300-399   | Intermediate courses                                   |
| 400-499   | Advanced courses                                       |
| 500-599   | Graduate pre-requisite courses                         |
| 600-999   | Graduate courses                                       |

## UNDERGRADUATE PREREQUISITES FOR REGISTERING

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

# AUDITING A COURSE

## UNDERGRADUATE STUDENTS

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

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

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

## ACCELERATED UNDERGRADUATE STUDENTS

RAAD courses cannot be audited.

## GRADUATE STUDENTS

Full-time students may attend 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.

# GRADING SYSTEM

## LETTER GRADES

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

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

## PASS/FAIL GRADING

### Undergraduate Students

Juniors and seniors with a 2.50 cumulative GPA may carry an average of one course each semester on a pass/fail basis. However, General Education requirements must be taken for letter grades. Major and minor departments must authorize pass/fail courses taken within the major/minor. Signed pass/fail forms must be submitted within two weeks from

the first class meeting. Deadlines vary for Summer and Winterim; consult the Registration Guide. Pass/ fail grades, because they do not have grade points, do not affect the GPA of a student. The pass/fail option, once taken, may not be revoked at a later time for a letter grade.

### Accelerated Undergraduate Students

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

### Graduate Students

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

## INCOMPLETE GRADES

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

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

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

## NOT REPORTED GRADE (“NR”)

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

## GRADE REPORTS

Final grades for all courses, including Session 1 & 2 courses, are available at the end of the term. Grades may be viewed online through Edgewood Express (<https://express.edgewood.edu/ICS/Students/>) under “My Grades” once final grades have been posted for the term. If a student has outstanding financial or library obligations to the College, grades will be withheld until the outstanding obligation has been met. Freshmen and sophomores are provided with midterm grades in the Fall & Spring terms to better assess their academic progress. If an instructor or academic office has determined that a student’s successful academic progress is in jeopardy, the Student may be notified and asked to arrange a conference with their advisor, instructor, and/or Learning Support Services staff. For undergraduate students (not in the RAAD program), midterm grades and Academic Alert Notices do not go on a student’s permanent record; they serve as one of the means the College uses for communicating Academic Progress.

## APPEAL OF GRADES AND GRADE CHANGES

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

- The Student should first discuss the matter with the instructor.
- If a resolution cannot be reached, the Student should contact the department chair or Dean of the School in which the Course was taken, who may initiate the Department/School appeal procedures.
- If a resolution is cannot be reached, the Academic Dean’s Office (for non-RAAD undergraduate students) or the Dean of the School of Graduate and Professional Studies (for RAAD and graduate students) should be contacted.

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

## GRADE REPEAT POLICY

Most courses cannot be repeated for additional credit. A student may choose to repeat a course in order to improve a grade. Only the most recent attempt at the Course will be included in the GPA calculation (including situations where the most recent attempt at a course results in a lower grade), and the credits are earned only once, provided at least one of the Courses has a passing grade. All repeated courses and their grades will appear on the transcript in the terms they were taken and the repeated course will be noted as “R” (repeated). In some courses, where the content changes from one term to another, it may be possible to earn credits more than once. Some examples include Independent Study courses, Workshops and Internships, and Special Topics Courses. Contact the Registrar’s Office for specific information about whether a course may be repeated for additional credit.

## TRANSFER REPEAT POLICY

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

## DEAN’S LIST

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

## SEMESTER HONORS

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

# TRANSCRIPTS

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

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

# ACADEMIC STANDING

## SATISFACTORY ACADEMIC PROGRESS

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

### RAAD Students

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

### Graduate Students

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

Full-time doctoral students carry six graduate credit hours each semester. Students registering for more than six semester credit hours must have the approval of the School of Education. Half-time doctoral students carry three to five credit hours each semester. Part-time doctoral students carry from one to two credit hours each semester.

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

## ACADEMIC STANDING

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

### Good Academic Standing for Undergraduate Students

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

### Good Academic Standing for Graduate Students

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

### Probation for Undergraduate Students

A student will be placed on probation if the cumulative GPA is less than 2.00. While on probation, a student who takes an "Incomplete" in any course may not register for the following semester. Undergraduate students have only one term on probation in which to raise their cumulative GPA to at least a 2.0 and return to good academic standing. A student who does not raise his or her GPA in that one term is dismissed (see below).

Non-RAAD undergraduate students on probation are required to meet with Learning Support Services staff for an assessment and information about academic support services.

### Probation for Accelerated Undergraduate Students

A student will be placed on probation if the cumulative GPA is less than 2.00. While on probation, a student who takes an "Incomplete" in any course may not register for the following term.

Accelerated undergraduate students have only twelve (12) credits on probation in which to raise their cumulative GPA to at least a 2.0 and return to good academic standing. A student who does not raise his or her GPA in those 12 credits is dismissed (see below). While on probation, a student who takes an "Incomplete" in any course may not register for the following term.

Accelerated undergraduate students on probation are advised to meet with their advisor for information about academic support services.

Accelerated undergraduate students on probation are also encouraged to utilize campus resources for improving their academic performance.

### **Probation for Graduate Students**

An registered graduate student whose cumulative GPA in graduate courses Falls below 3.00 is placed on probation. Graduate students have nine additional credits in which to raise their cumulative GPA above a 3.0 before facing dismissal.

### **Dismissal for Undergraduate Students**

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

Undergraduate students dismissed from the College may appeal the dismissal decision with the College (if applicable) or re-apply after attending another institution and demonstrating academic success in at least 12 credits of college-transferable courses. For information regarding the appeal process, please contact the Academic Dean's Office (non-RAAD undergraduates) or the Dean for the School of Graduate and Professional Studies (accelerated undergraduates).

### **Dismissal for Accelerated Undergraduate Students**

An accelerated undergraduate student will be dismissed from the College if the cumulative GPA is less than 2.00 for two successive terms, with a minimum of 12 cumulative credits attempted overall.

Accelerated undergraduate students dismissed from the College may appeal the dismissal decision with the College (if applicable) or reapply after attending another institution and demonstrating academic success in at least 12 credits of college-transferable courses. For information regarding the appeal process, please contact the Dean for the School of Graduate and Professional Studies.

### **Dismissal for Graduate Students**

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

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

**ADDITIONAL  
STUDY OPPORTUNITIES**



## COLLABORATIVE PROGRAM WITH UW-MADISON

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

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

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

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

## INDEPENDENT STUDY

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

Instructors recognize that the Student proposing an Independent Study seeks to further their learning in an area that is not provided in the current course offerings. Students are limited to one Independent Study course per semester. Independent Study may be taken for up to four credits per course. General Education requirements may not be

fulfilled through Independent Study. Independent Study courses may not be audited. Students must complete an Independent Study contract (available through the Registrar's website: <http://registrar.edgewood.edu>) with their directing professor and register for the appropriate Independent Study course within an academic Department or School. Departments or Schools may have policies that supersede this policy, so it is recommended that students consult with their directing professor in advance of proposing an Independent Study course. Deadlines for submitting an Independent Study contract to the Registrar's Office should be followed. Registering after these deadlines will require approval from the Academic Dean's Office.

## CENTER OF GLOBAL EDUCATION

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

have the cross-cultural skills to know and esteem others' perspectives, a deep understanding of global interdependence, and acceptance of difference. The Center concerns itself with six areas:

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

The Center's co-directors assist faculty to incorporate a global perspective in the curriculum, plan co-curricular activities that will reinforce what students learn in the classroom, and offer opportunities for students and

faculty to participate directly in a global experience through study abroad and faculty/student exchange.

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

## STUDY ABROAD

Edgewood College strongly encourages its students to study abroad. Experiencing another culture firsthand is a unique opportunity for students to learn about the world and their place in it. Students are given a wide choice of programs that will enhance their liberal arts education with a global perspective. The Center for Global Education staff is available to advise and assist students at all stages of the study abroad experience, from identifying and choosing a suitable program to negotiating the application process; from providing an orientation program for students about to depart the United States to helping returned students use their international experience to bring a global dimension to campus. The Center staff coordinates all Edgewood College programs abroad and also facilitates student participation in study abroad programs offered by other entities, including:

Short-term (one to three weeks) options are available primarily through the COR Program. These are typically semester courses taught by Edgewood College faculty and include an international travel component during Winterim or summer.

- A summer Spanish-language and culture program in Arequipa, Peru
- A summer internship in Germany for Business Majors
- Student teaching program in Cuernavaca, Mexico
- An exchange semester or year abroad at a university in one of 50 countries through the International Student Exchange Program (ISEP). See [www.isep.org](http://www.isep.org).
- An exchange program with Masaryk University in the Czech Republic.
- An exchange semester or year abroad in Northern Ireland through the Irish-American Scholar Program.
- An approved program with an affiliated or nonaffiliated institution or study abroad provider.

### POLICIES

#### Preparation

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

#### GPA

Students must have a 3.0 cumulative GPA to apply for an Edgewood College sponsored program. Some non-Edgewood College sponsored programs may have lower GPA requirements.

#### Status

To participate in a semester or year length program, you must have at least second semester sophomore status during your study abroad term. Freshmen are encouraged to participate in short-term programs and to start the planning process for a semester or year length study abroad program.

#### Credit and Financial Aid

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

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

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

# HONORS PROGRAM

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

## HONORS PROGRAM REQUIREMENTS

Honors Program students are required to complete five Honors courses over four years. Many Honors courses are offered by the School of Arts and Sciences. Completion of these courses will enable students to fulfill General Education course work while meeting the Honors course requirement. Honors students must earn grades of “C” or better in their Honors courses and maintain an overall GPA of 3.3. English 110H is strongly encouraged, but not required, as part of the five courses. In addition to their classroom work, Honors students are expected to participate in extra-curricular activities, and develop an Honors Scholarship project in their junior or senior year.

## HONORS PROGRAM ADMISSIONS

Incoming freshman students are invited to participate in the Honors Program based on three elements:

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

Continuing and transfer students may apply to the Honors Program by submitting:

1. A letter of application that includes a statement describing why he or she feels qualified to be part of the Honors Program and why the Honors Program will be a benefit to his or her program.
2. At least one letter of recommendation from an instructor who can assess the Student’s academic potential.
3. A cumulative GPA of at least 3.3.

## HONORS PROGRAM BENEFITS

A student completing the Honors Program requirements will receive the designation of “Graduate of the Honors Program” on his or her diploma and transcript.

Additional benefits include:

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

# INDIVIDUALIZED MAJORS AND MINORS

The Individualized Major or Minor offers students the opportunity to create a curriculum around their own academic interests and life goals. Students use the Individualized Program to develop integrative majors or minors that Edgewood College does not offer, or they use the program to add a specialized, integrative minor to a current major. The School of Integrated Studies coordinates Individualized Majors and Minors and the Undergraduate Curriculum Committee (UCC) is authorized to approve individualized majors and minors and determines the number of credits that must be earned at Edgewood College. Please refer to the School of Integrative Studies section of this Catalog for more information.

# MAJORS & MINORS

# MAJORS & DEGREES AWARDS

## SCHOOL OF ARTS AND SCIENCES

### **Art**

Bachelor of Arts in Art  
Bachelor of Arts in Art & Design Teaching  
Bachelor of Arts in Art Therapy \*  
Bachelor of Arts in Graphic Design  
Bachelor of Arts in Web Design and Development \*

### **Biological Sciences**

Bachelor of Science in Biology  
Bachelor of Science in Biology Teaching  
Bachelor of Science in Biology Teaching with Environmental Science  
Bachelor of Science in Broad Field Natural Science: Biology Concentration  
Bachelor of Science in Broad Field Science Teaching: Life and Environmental Science including Biology & Environmental Studies  
Bachelor of Science in Cytotechnology

### **Chemistry, Geoscience, Physics**

Bachelor of Science in Broad Field Natural Science: Chemistry Concentration  
Bachelor of Science in Broad Field Natural Science: Geoscience Concentration  
Bachelor of Science in Broad Field Natural Science: Physics Concentration  
Bachelor of Science in Broad Field Science Teaching: Earth and Space Science  
Bachelor of Science in Broad Field Science Teaching: Physical Science including Chemistry  
Bachelor of Science in Broad Field Science Teaching: Physical Science including Physics  
Bachelor of Science in Chemistry: Biochemical Concentration  
Bachelor of Science in Chemistry: Professional Concentration  
Bachelor of Science in Chemistry Teaching  
Bachelor of Science in Natural Science & Mathematics: Pre-Engineering Concentration

### **Communication Studies**

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

### **Computing and Information Sciences**

Bachelor of Arts in Web Design and Development \*  
Bachelor of Science in Computer Information Systems  
Bachelor of Science in Business/Computer Information Systems  
Bachelor of Science in Computer Science Teaching  
Returning Adult Accelerated Bachelor of Science in Computer Information Systems

### **English**

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

### **Foreign Languages**

Bachelor of Arts in French  
Bachelor of Arts in French Teaching  
Bachelor of Arts in Spanish  
Bachelor of Arts in Spanish Teaching  
Bachelor of Science in International Relations \*\*

### **History**

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

## **Mathematics**

Bachelor of Arts or Bachelor of Science in Mathematics  
Bachelor of Arts or Bachelor of Science in Mathematics Teaching

## **Music**

Bachelor of Arts in Music  
Bachelor of Arts in Music with Business Emphasis \*  
Bachelor of Arts in Music Education

## **Psychology**

Bachelor of Science in Psychology  
Bachelor of Science in Psychology: Clinical/Counseling Concentration  
Bachelor of Science in Psychology: Human Services Concentration  
Bachelor of Science in Psychology: Substance Abuse Concentration  
Returning Adult Accelerated Bachelor of Science in Organizational Behavior and Leadership  
Master of Science in Organization Development

## **Religious Studies**

Bachelor of Arts in Religious Studies  
Master of Arts in Religious Studies

## **Social Science**

Bachelor of Science in Broad Field Social Studies: Economics Concentration  
Bachelor of Science in Broad Field Social Studies: Political Science Concentration  
Bachelor of Science in Broad Field Social Studies: Sociology/Anthropology Concentration  
Bachelor of Science in Criminal Justice  
Bachelor of Science in Criminal Justice: Human Services Concentration  
Bachelor of Science in Economics: Applied Economics Concentration  
Bachelor of Science in Economics: Business Economics Concentration  
Bachelor of Science in International Relations \*\*  
Bachelor of Science in Political Science: American Politics Concentration  
Bachelor of Science in Political Science: Comparative/Global Politics Concentration  
Bachelor of Science in Political Science: Law and Politics Concentration  
Bachelor of Science in Political Science: Political Communication Concentration  
Bachelor of Science in Sociology  
Bachelor of Science in Sociology: Human Services Concentration

## **Theatre Arts**

Bachelor of Arts in Theatre Arts with Theatre Studies Emphasis  
Bachelor of Arts in Theatre Arts with Technical/Design Emphasis  
Bachelor of Arts in Theatre Arts with Theatre for Youth Emphasis  
Bachelor of Arts in Theatre Arts with Performance Emphasis  
Bachelor of Arts in Theatre Arts with Musical Theatre Emphasis  
Bachelor of Arts in Theatre Education

## **SCHOOL OF BUSINESS**

Bachelor of Science in Accounting  
Bachelor of Science in Accounting: Finance  
Bachelor of Science in Accounting: Management  
Bachelor of Science in Accounting: Marketing  
Bachelor of Science in Business  
Bachelor of Science in Business: Accounting  
Bachelor of Science in Business: Finance  
Bachelor of Science in Business: Management  
Bachelor of Science in Business: Marketing  
Bachelor of Science in Business and Information Technology Teaching  
Bachelor of Science in Business/Computer Information Systems  
Returning Adult Accelerated Bachelor of Business Administration  
Returning Adult Accelerated Bachelor of Business Administration: Accounting  
Returning Adult Accelerated Bachelor of Business Administration: Management  
Returning Adult Accelerated Bachelor of Business Administration: Marketing  
Returning Adult Accelerated Post Baccalaureate Fundamentals of Accounting Certificate  
Master of Business Administration  
Master of Business Administration: Accounting

Master of Business Administration: Finance  
Master of Business Administration: Management  
Master of Business Administration: Marketing  
Master of Business Administration: Sustainability Leadership  
Master of Business Administration: Project Management  
Master of Science in Accountancy  
Dual Degree: MBA and Master of Science in Accountancy  
Dual Degree: MBA and Master of Science in Nursing  
Graduate Certificate in Accounting  
Graduate Certificate in Applied Finance  
Graduate Certificate in Fraud Risk Management and Detection (newly approved, details available from the School of Business)  
Graduate Certificate in Management  
Graduate Certificate in Marketing  
Graduate Certificate in Sustainability Leadership

## **SCHOOL OF EDUCATION**

Bachelor of Arts in Art and Design Teaching  
Bachelor of Arts in Broad Field Social Science: History Concentration with Teaching Minor  
Bachelor of Arts in English Teaching  
Bachelor of Arts in French Teaching  
Bachelor of Arts in Music Education  
Bachelor of Arts in Spanish Teaching  
Bachelor of Arts in Theatre Education  
Bachelor of Arts or Bachelor of Science in Mathematics Teaching  
Bachelor of Science in Biology Teaching  
Bachelor of Science in Biology Teaching with Environmental Science  
Bachelor of Science in Broad Field Science Teaching: Earth & Space Science  
Bachelor of Science in Broad Field Science Teaching: Life and Environmental Science including Biology & Environmental Studies  
Bachelor of Science in Broad Field Science Teaching: Physical Science including Chemistry  
Bachelor of Science in Broad Field Science Teaching: Physical Science including Physics  
Bachelor of Science in Business and Technology Information Teaching  
Bachelor of Science in Chemistry Teaching  
Bachelor of Science in Child Life  
Bachelor of Science in Computer Science Teaching  
Bachelor of Science in Early Childhood: Special Education  
Bachelor of Science in Early Childhood: Special Education and Regular Education  
Bachelor of Science in Elementary Education  
Bachelor of Science in Studies in Education  
Master of Arts in Education: Adult Learning  
Master of Arts in Education: Bilingual Teaching & Learning  
Master of Arts in Education: Educational Leadership  
Master of Arts in Education: Professional Studies – Bilingual  
Master of Arts in Education: Professional Studies – Educational Leadership  
Master of Arts in Education: Professional Studies – General Professional Development  
Master of Arts in Education: Professional Studies – Special Education  
Master of Arts in Education: Professional Studies – TESOL  
Master of Arts in Education: Reading Administration  
Master of Arts in Education: Special Education  
Master of Arts in Education: Sustainability Leadership  
Master of Arts in Education: TESOL  
Master of Arts in Education: Teaching and Learning  
Doctor of Education in Educational Leadership: K-12  
Doctor of Education in Educational Leadership: Higher Education

## **SCHOOL OF INTEGRATIVE STUDIES**

Bachelor of Arts in Ethnic Studies \*  
Bachelor of Arts or Bachelor of Science in Individualized Major  
Graduate Certificate in Sustainability Leadership

## **SCHOOL OF NURSING**

Bachelor of Science in Nursing  
12 Month Post Baccalaureate Bachelor of Science in Nursing  
Returning Adult Accelerated Post Baccalaureate Bachelor of Science in Nursing

Master of Science in Nursing  
Dual Degree: Master of Science in Nursing/Master of Business Administration  
Post-Master's Graduate Nursing Certificate

## SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

Master of Science in Marriage and Family Therapy

*\*Student may request a BS degree*

*\*\*Student may request a BA degree*

# MINORS

## SCHOOL OF ARTS AND SCIENCES

### **Art**

Art  
Art History  
Photography

### **Biological Sciences**

Biology  
Biology Teaching

### **Chemistry, Geoscience, Physics**

Chemistry  
Earth Science  
Physics  
Chemistry Teaching  
Natural Science Teaching  
Science Education

### **Communication Studies**

Communication Studies

### **Computing and Information Sciences**

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

### **English**

English Literature  
English Writing  
English Teaching

### **Foreign Languages**

French  
French Teaching  
French for Elementary Education  
Spanish  
Spanish Teaching  
Spanish for Elementary Education

### **History**

History  
History Teaching, Elementary/Middle Education  
History Teaching, Middle/Secondary Education

### **Mathematics**

Mathematics



Mathematics Teaching  
Mathematics Teaching for Elementary/Middle School

**Music**  
Music

**Philosophy**  
Philosophy

**Psychology**  
Psychology  
Returning Adult Accelerated Organizational Behavior and Leadership

**Religious Studies**  
Religious Studies

**Social Science**  
Economics  
Political Science  
Sociology  
Social Studies Teaching

**Theatre Arts**  
Theatre Arts  
Theatre Education  
Film Studies

## **SCHOOL OF BUSINESS**

Accounting  
Business  
Returning Adult Accelerated Accounting  
Returning Adult Accelerated Business

## **SCHOOL OF EDUCATION**

Early Childhood  
Secondary Education  
Teaching English Language Learners: ESL  
Teaching English Language Learners: ESL/Bilingual Education

## **SCHOOL OF INTEGRATIVE STUDIES**

Environmental Studies  
Ethnic Studies  
Global Studies  
Individualized Minor  
Latin American Studies  
Women's and Gender Studies

**SCHOOL OF  
ARTS & SCIENCES**

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

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

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

## MISSION

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

# ART

## MAJORS

Art  
Art and Design Teaching  
Art Therapy  
Graphic Design  
Web Design and Development

## MINORS

Art  
Art History  
Photography

## ART MAJOR (BA PROGRAM)

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

Fifty-three to fifty-four credits, to include:

### Required courses:

|         |    |                                       |
|---------|----|---------------------------------------|
| ART 120 | B  | Video Art                             |
| ART 151 | I  | Digital Art and Design for Art Majors |
| ART 200 | B  | Drawing I                             |
| ART 202 |    | Two-Dimensional Design                |
| ART 205 |    | Painting I ART 214 Drawing II         |
| ART 214 |    | Drawing II                            |
| ART 216 |    | Three-Dimensional Design              |
| ART 218 |    | Ceramics I                            |
| ART 316 |    | Sculpture                             |
| ART 318 |    | Ceramics II                           |
| ART 464 | K3 | Art Seminar                           |

### Select two:

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

### Select one:

|         |     |  |
|---------|-----|--|
| ART 250 | AGU | Art of Africa, Americas, and Oceania                 |
| ART 252 | AQX | History of Women Artists in Europe and North America |
| ART 260 | ADX | History of Art in North America                      |
| ART 271 | AG  | History of Photography                               |

# ART

|            |     |                                 |
|------------|-----|---------------------------------|
| ART 275    | AQX | History of Graphic Design       |
| ART 354    | AX  | Contemporary Art                |
| ART 362    | ADX | Native American Art             |
| ART 364    | AG2 | Selected Topics in Art History  |
| GS 370/371 | AG2 | London: Theatre and Art History |

## Select three:

|         |   |                               |
|---------|---|-------------------------------|
| ART 102 | B | Watercolor                    |
| ART 206 |   | Relief Printmaking            |
| ART 207 |   | Darkroom Photography I        |
| ART 208 |   | Advanced Photography          |
| ART 209 |   | Digital Photography           |
| ART 219 |   | Lithography                   |
| ART 289 |   | Studio Workshop               |
| ART 305 |   | Painting II                   |
| ART 308 |   | Etching                       |
| ART 312 |   | Figure Drawing                |
| ART 360 |   | Digital Fine Art              |
| ART 405 |   | Exploring Painting Media      |
| ART 410 |   | Figure and Landscape Painting |

**Residency requirement:** A student majoring in art must complete a minimum of 12 credits in art courses at Edgewood College.

All majors must fulfill the Senior Presentation and Critique requirement in order to obtain Art Department approval for graduation.

## ART AND DESIGN TEACHING MAJOR (BA PROGRAM)

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

The major requires 89-107 credits including completion of the Education professional requirements and the licensing sequence for Early Childhood-Adolescence: Regular Education (see EDUCATION), plus:

### Required courses:

|         |    |                                       |
|---------|----|---------------------------------------|
| ART 126 | AG | Art Survey-Art of the Western World   |
| ART 151 | I  | Digital Art and Design for Art Majors |
| ART 200 | B  | Drawing I                             |
| ART 202 |    | Two-Dimensional Design                |
| ART 205 |    | Painting I                            |
| ART 214 |    | Drawing II                            |
| ART 216 |    | Three-Dimensional Design              |
| ART 218 |    | Ceramics I                            |
| ART 316 |    | Sculpture                             |
| ART 318 | K3 | Ceramics II                           |

# ART

|         |   |
|---------|---|
| ART 464 | Art Seminar   |
| ART 466 | Methods of Teaching Art and Design, Early Childhood-Early Adolescence |
| ART 468 | Methods of Teaching Art and Design, Early Adolescence-Adolescence     |

**Select one:**

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

**Select two:**

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

**Select one:**

|         |                        |
|---------|------------------------|
| ART 207 | Darkroom Photography I |
| ART 209 | Digital Photography    |

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

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

All majors must fulfill the Senior Presentation and Critique requirement in order to obtain Art Department approval for graduation.

# ART

## ART THERAPY MAJOR (BA OR BS PROGRAM)

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

Sixty-one to sixty-two credits, to include:

### Required courses:

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

### Select one:

|         |     |  |
|---------|-----|--|
| ART 101 | A   | Art Matters  |
| ART 126 | AG  | Art Survey: Art of the Western World                 |
| ART 250 | AGU | Art of Africa, the Americas and Oceania              |
| ART 252 | AQX | History of Women Artists in Europe and North America |
| ART 254 | AGX | Modern Art in Europe and the United States           |
| ART 260 | ADX | History of Art in North America                      |
| ART 264 | ADU | Multicultural Art in the USA                         |
| ART 354 | AX  | Contemporary Art                                     |
| ART 362 | ADX | Native American Art                                  |

### Select one:

|         |    |                              |
|---------|----|------------------------------|
| ART 344 | QU | Perspectives in Art Therapy  |
| ART 346 | 2  | Special Topic in Art Therapy |
| ART 392 | E2 | Community Art Practicum      |

# ART

**Select one:**

|         |   |                        |
|---------|---|------------------------|
| ART 102 | B | Watercolor             |
| ART 120 | B | Video                  |
| ART 206 |   | Relief Printmaking     |
| ART 207 |   | Darkroom Photography I |
| ART 208 |   | Advanced Photography   |
| ART 209 |   | Digital Photography    |
| ART 214 |   | Drawing II             |
| ART 217 |   | Studio Portraiture     |
| ART 219 |   | Lithography            |
| ART 289 |   | Studio Workshop        |
| ART 305 |   | Painting II            |
| ART 308 |   | Etching                |
| ART 312 |   | Figure Drawing         |
| ART 316 |   | Sculpture              |
| ART 318 |   | Ceramics II            |
| ART 360 |   | Digital Fine Art       |

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

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

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

Art Therapy majors must pass a background check before declaring the major. Art Therapy majors must have a 2.75 cumulative GPA and fulfill the Senior Portfolio and Critique requirements in order to obtain Art Department approval for graduation.



# ART

## GRAPHIC DESIGN MAJOR (BA PROGRAM)

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

Fifty-nine to sixty-one credits, to include:

### Required courses:

|         |     |                                     |
|---------|-----|-------------------------------------|
| ART 151 | I   | Digital Art & Design for Art Majors |
| ART 200 | B   | Drawing I                           |
| ART 210 |     | Graphic Design                      |
| ART 220 |     | Typography                          |
| ART 275 | AQX | History of Graphic Design           |
| ART 310 |     | Layout Design                       |
| ART 320 | KU  | Video for Graphic Designers         |
| ART 450 |     | Design Concept Development          |
| ART 470 |     | Web Design                          |
| ART 480 |     | Portfolio Development               |
| ART 495 | 3   | Graphic Design Internship Seminar   |

### Select one:

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

### Select one:

|         |   |            |
|---------|---|------------|
| ART 102 | B | Watercolor |
| ART 205 |   | Painting I |

### Select one:

|         |  |                          |
|---------|--|--------------------------|
| ART 202 |  | Two-Dimensional Design   |
| ART 216 |  | Three-Dimensional Design |

### Select one:

|         |  |                        |
|---------|--|------------------------|
| ART 207 |  | Darkroom Photography I |
| ART 209 |  | Digital Photography    |

### Select one:

|         |  |                 |
|---------|--|-----------------|
| ART 214 |  | Drawing II      |
| ART 312 |  | Figure Drawing  |
| ART 460 |  | Motion Graphics |

Transfer students must complete a minimum of 12 credits in art courses at Edgewood College. All Art Department courses listed must be completed with a minimum 2.0 or C grade. All majors must fulfill the Senior Presentation and Critique requirement in order to obtain Art Department approval for graduation.

# ART

## WEB DESIGN AND DEVELOPMENT MAJOR

The requirements for this major were changed in the Catalog on Aug 13, 2013. Please contact your advisor with questions.

The Web Design and Development major is offered jointly by the departments of Art and Computing Information Sciences. This major provides students with a strong foundation in graphic design as well as computing related skills as preparation for jobs in the rapidly growing area of web media design and development.

A total of 65 credits as follows:

### Graphic Design Courses:

|         |     |                                       |
|---------|-----|---------------------------------------|
| ART 151 | I   | Digital Art and Design for Art Majors |
| ART 200 | B   | Drawing I                             |
| ART 209 |     | Digital Photography                   |
| ART 202 |     | Two Dimensional Design<br>OR          |
| ART 216 |     | Three-Dimensional Design              |
| ART 210 |     | Graphic Design                        |
| ART 220 |     | Typography                            |
| ART 275 | AQX | History of Graphic Design             |
| ART 312 |     | Figure Drawing<br>OR                  |
| ART 460 |     | Motion Graphics                       |
| ART 320 | KU  | Digital Video                         |
| ART 470 |     | Web Design                            |
| ART 471 |     | Usability Testing                     |
| ART 475 |     | Web Design II                         |
| ART 480 |     | Portfolio Development                 |
| ART 495 | 3GD | Internship                            |

### Computing and Information Sciences courses:

|        |  |  |
|--------|--|--|
| CS 180 |  | Introduction to Programming                |
| CS 250 |  | IT Project Management                      |
| CS 270 |  | Database Structures                        |
| CS 340 |  | Programming for the Web                    |
| CS 490 |  | Topics in Computer Science: Mobile Devices |

Transfer students must complete a minimum of 12 credits in Art and/or CIS courses at Edgewood College. All Art Department courses listed must be completed with a minimum of 2.0 or C grade. All majors must fulfill the Senior Presentation and Critique requirement in order to obtain Art Department approval for graduation.

# ART

## ART MINOR

Twenty-eight credits, to include:

### Required courses:

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

### Select one:

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

### Select two:

|         |   |                               |
|---------|---|-------------------------------|
| Art 102 | B | Watercolor                    |
| ART 120 | B | Video                         |
| ART 151 | I | Digital Art and Design        |
| ART 205 |   | Painting I                    |
| ART 206 |   | Relief Printmaking            |
| ART 207 |   | Darkroom Photography I        |
| ART 208 |   | Advanced Photography          |
| ART 209 |   | Digital Photography           |
| ART 305 |   | Painting II                   |
| ART 308 |   | Etching                       |
| ART 312 |   | Figure Drawing                |
| ART 360 |   | Digital Fine Art              |
| ART 405 |   | Exploring Painting Media      |
| ART 410 |   | Figure and Landscape Painting |

### Select two:

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

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

# ART

## ART HISTORY MINOR

Twenty-two to twenty-three credits, to include:

### Required courses:

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

### Select two:

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

### Select two:

|            |     |  |
|------------|-----|--|
| ART 250    | AGU | Art of Africa, the Americas and Oceania              |
| ART 252    | AQX | History of Women Artists in Europe and North America |
| ART 260    | ADX | History of Art in North America                      |
| ART 271    | AG  | History of Photography                               |
| ART 275    | AQX | History of Graphic Design                            |
| ART 354    | AX  | Contemporary Art                                     |
| ART 362    | ADX | Native American Art                                  |
| ART 364    | AG2 | Selected Topics in Art History                       |
| GS 370/371 | AG2 | London: Theatre and Art History                      |

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

## PHOTOGRAPHY MINOR

Twenty-four credits, to include:

### Required courses:

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

### Select One:

|         |   |                |
|---------|---|----------------|
| ART 120 | B | Video          |
| ART 210 |   | Graphic Design |

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

# BIOLOGICAL SCIENCES

## MISSION

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

## MAJORS

Biology

Broad Field Natural Science: Biology Concentration

Cytotechnology

## MINORS

Biology

## TEACHING MAJORS AND MINORS

Biology Teaching Major

Biology Teaching Major with Environmental Science

Biology Teaching Minor

Broad Field Science Teaching Major: Life and Environmental

Science Including Biology and Environmental Studies

## BIOLOGY MAJOR (BS PROGRAM)

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

### Biology core courses (24 credits):

|         |     |  |
|---------|-----|--|
| BIO 151 | ESU | General Biology: Cell Biology and Ecology<br>OR            |
| BIO 181 | ESU | Honors General Biology: Cell Biology and Ecology           |
| BIO 152 | S   | General Biology: Genetics and Evolution<br>OR              |
| BIO 182 | S   | Honors General Biology: Information Flow in Living Systems |
| BIO 251 | IX  | Introduction to Biology Research I                         |
| BIO 351 |     | Organismal Botany  |
| BIO 352 |     | Organismal Zoology   |
| BIO 401 |     | Genetics   |
| BIO 480 | 3   | Biology Seminar  |

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

# BIOLOGICAL SCIENCES

## Cell and Molecular Biology:

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

## Ecology and Evolution:

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

## Organismal Biology:

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

## Other Elective Courses:

|         |  |                           |
|---------|--|---------------------------|
| BIO 252 |  | Intro to Bio Research II  |
| BIO 269 |  | Special Topics in Biology |
| BIO 292 |  | Biology Excursions        |
| BIO 369 |  | Special Topics in Biology |
| BIO 445 |  | Biological Psychology     |
| BIO 469 |  | Special Topics in Biology |
| BIO 479 |  | Independent Study         |
| BIO 489 |  | Field/Laboratory Research |

## One of the following Chemistry sequences:

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

## One mathematics course from:

|           |   |   |
|-----------|---|---|
| MATH 114A | M | Precalculus A: Algebra,                 |
| MATH 114B |   | Precalculus B: Accelerated Trigonometry |
| MATH 231  | M | Calculus I (not required)               |

# BIOLOGICAL SCIENCES

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

## POLICIES FOR THE BIOLOGY MAJOR AND MINOR

Students majoring or minoring in Biology should seek assistance in planning their program of study with an advisor in the department. Transfer students must take a minimum of 12 biology credits at Edgewood College for a major and a minimum of 8 biology credits for a minor. Students with specific goals for careers or post-graduate study may be advised to take some courses at the University of Wisconsin-Madison through Edgewood College's Collaborative Program.

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

## BIOLOGY DEPARTMENT COURSE RECOMMENDATIONS

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

## ECOLOGY/CONSERVATION BIOLOGY

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

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

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

### Courses outside of biology:

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

## MEDICAL SCIENCE AND BIOMEDICAL GRADUATE PROGRAMS

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

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

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

# BIOLOGICAL SCIENCES

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

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

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

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

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

# SPORTS SCIENCE

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

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

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

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

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

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

|                |   |  |
|----------------|---|--|
| CHEM 321       |   | Organic Chemistry I                          |
| CHEM 323       |   | Organic Chemistry II                         |
| PHYS 130 & 131 | S | General Physics I & General Physics II<br>OR |
| PHYS 201 & 202 | S | College Physics I & College Physics II       |



# BIOLOGICAL SCIENCES

## GRADUATE SCHOOL

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

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

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

### Additional chemistry and physics courses:

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

### Mathematics courses:

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

## BIOLOGY MINOR

21 credits:

### Biology Core Courses (11 credits):

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

### One of the following courses (4 credits):

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

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

# BIOLOGICAL SCIENCES

## POLICIES FOR THE BIOLOGY MAJOR AND MINOR

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

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

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

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

## CYTOTECHNOLOGY MAJOR (BS PROGRAM)

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

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

### Biology courses (30 credits):

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

### One of the following Chemistry sequences:

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

### One of the following mathematics courses:

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

A one-year internship at State Laboratory of Hygiene, School of Cytotechnology, Madison, WI, or another approved school of Cytotechnology. During the internship, a student earns 38 credits. Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

## POLICIES FOR CYTOTECHNOLOGY MAJOR

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

# BIOLOGICAL SCIENCES

## BIOLOGY TEACHING MAJOR (BS PROGRAM)

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

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

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

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

|         |     |   |
|---------|-----|---|
| BIO 151 | ESU | General Biology: Cell Biology and Ecology |
| BIO 152 | S   | General Biology: Genetics and Evolution   |
| BIO 251 | IX  | Introduction to Biology Research I        |
| BIO 351 |     | Organismal Botany                         |
| BIO 352 |     | Organismal Zoology                        |
| BIO 401 |     | Genetics                                  |
| BIO 480 | 3   | Biology Seminar                           |

### A minimum of 2 credits from the following:

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

### A minimum of 2 credits from the following:

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

### Additional credits from the following:

|         |    |                                  |
|---------|----|----------------------------------|
| BIO 201 |    | Biotechnology                    |
| BIO 206 | EV | Natural Communities of Wisconsin |
| BIO 208 |    | Nutrition                        |
| BIO 210 |    | Anatomy and Physiology I         |
| BIO 211 |    | Anatomy and Physiology II        |
| BIO 275 |    | Dendrology                       |
| BIO 292 |    | Biology Excursions               |
| BIO 312 | S  | Microbiology                     |
| BIO 402 |    | Cell and Molecular Biology       |
| BIO 406 |    | Medical Microbiology             |
| BIO 408 |    | Immunology                       |
| BIO 410 |    | Pathology                        |
| BIO 430 |    | Animal Behavior                  |

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|         |   |                           |
|---------|---|---------------------------|
| BIO 445 |   | Biological Psychology     |
| BIO 450 | E | Ecology                   |
| BIO 469 |   | Special Topics in Biology |
| BIO 479 |   | Independent Study         |
| BIO 489 |   | Field/Laboratory Research |

## Additional requirements

|          |   |                                       |
|----------|---|---------------------------------------|
| PHYS 130 | S | General Physics I OR                  |
| PHYS 201 | S | College Physics I                     |
| GEOS 102 | S | Introduction to Earth Science I<br>OR |
| GEOS 206 | S | Environmental Geology                 |

## A two-semester sequence of chemistry:

|                |   |  |
|----------------|---|--|
| CHEM 110 & 111 | S | Introductory Chemistry & Introductory Organic Chemistry and Biochemistry<br>OR |
| CHEM 120 & 121 | S | General Chemistry I and General Chemistry II                                   |

## One mathematics course from among:

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

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

|           |  |  |
|-----------|--|--|
| NATS 459S |  | Teaching Science in Middle/Secondary Schools |
|-----------|--|--|

Students must be fully admitted to teacher education and have completed their science coursework before being admitted to NATS 459S.

|          |    |                                   |
|----------|----|-----------------------------------|
| NATS 250 | PV | History and Philosophy of Science |
|----------|----|-----------------------------------|

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

# BIOLOGICAL SCIENCES

## BIOLOGY TEACHING MAJOR WITH ENVIRONMENTAL SCIENCE (BS PROGRAM)

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

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

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

|         |     |   |
|---------|-----|---|
| BIO 151 | ESU | General Biology: Cell Biology and Ecology |
| BIO 152 | S   | General Biology: Genetics and Evolution   |
| BIO 206 | EV  | Natural Communities of Wisconsin          |
| BIO 250 | EV  | Environmental Biology                     |
| BIO 351 |     | Organismal Botany                         |
| BIO 352 |     | Organismal Zoology                        |
| BIO 401 |     | Genetics                                  |
| BIO 430 |     | Animal Behavior                           |
| BIO 450 | E   | Ecology                                   |
| BIO 480 | 3   | Biology Seminar                           |

### A minimum of 2 credits from the following:

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

Additional requirements:

### A two-semester sequence in Chemistry:

|                |   |  |
|----------------|---|--|
| CHEM 110 & 111 | S | Introductory Chemistry & Introductory Organic Chemistry & Biochemistry<br>OR |
| CHEM 120 & 121 | S | General Chemistry I & General Chemistry II                                   |
| PHYS 130       | S | General Physics I<br>OR  |
| PHYS 201       |   | College Physics I  |

### One mathematics course from among:

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

### Seven credits of required social science courses:

|        |    |                                  |
|--------|----|----------------------------------|
| PS 351 |    | Selected Issues in Public Policy |
| PS 352 | EJ | Environmental Politics           |

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|          |     |                            |
|----------|-----|----------------------------|
| GEOG 265 | E   | Environmental Conservatism |
| PHIL 110 | EPU | Environmental Ethics       |

## Seven credits of required geoscience courses:

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

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

|           |  |  |
|-----------|--|--|
| NATS 495S |  | Teaching Science in Middle/Secondary Schools |
|-----------|--|--|

Students must be accepted into Emergent Professional Transition and have completed their science coursework before being admitted to NATS 495S.

|          |    |                                 |
|----------|----|---------------------------------|
| NATS 250 | PV | History & Philosophy of Science |
|----------|----|---------------------------------|

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

## BIOLOGY TEACHING MINOR

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

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

Twenty-five credits in biology to include:

### Required courses:

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

### Additional requirements:

|           |  |  |
|-----------|--|--|
| NATS 495S |  | Teaching Science in Middle/Secondary Schools |
|-----------|--|--|

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

# BIOLOGICAL SCIENCES

## BROAD FIELD SCIENCE TEACHING MAJOR: LIFE AND ENVIRONMENTAL SCIENCE INCLUDING BIOLOGY AND ENVIRONMENTAL STUDIES (BS PROGRAM)

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

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

### Fifty-eight credits in natural science to include:

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

### At least six credits in mathematics:

|          |   |            |
|----------|---|------------|
| MATH 121 | M | Statistics |
|----------|---|------------|

### And one of the following:

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

### One of the following social science courses:

|          |  |                                  |
|----------|--|----------------------------------|
| PS 351   |  | Selected Issues in Public Policy |
| PS 352   |  | Environmental Politics           |
| GEOG 265 |  | Environmental Conservatism       |

# BIOLOGICAL SCIENCES

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

NATS 495S      Teaching Science in Middle/Secondary Schools

Students must be accepted into Emergent Professional Transition before being admitted to NATS 459S.

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



# BROAD FIELD SOCIAL SCIENCE

An interdisciplinary major administered by the History and Social Sciences Department

## MAJORS

BFSS History Concentration

BFSS History Concentration with Teaching Minor

BFSS Social Science: Economics Concentration

BFSS Social Science: Political Science Concentration

BFSS Social Science: Sociology/ Anthropology Concentration

## BFSS: HISTORY CONCENTRATION (BA PROGRAM)

Administered by the History Department

Each successful BFSS-History Concentration major will demonstrate:

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

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

### Required Course

|          |  |
|----------|--|
| HIST 295 | Proseminar: Historians, Historiography and Historical Method |
|----------|--|

### One course in each of these areas: A, B and C.

#### Area A: European History

|          |   |   |
|----------|---|---|
| HIST 108 | H | Medieval Europe, 410-1500   |
| HIST 110 | H | Beginnings of Modern Europe, 1500 to the Eve of the French Revolution |
| HIST 115 | H | Europe and the World  |
| HIST 211 | H | History of Modern Germany from Unification to Nazification            |
| HIST 271 | H | Selected Topics   |
| HIST 325 | H | Germany and the Rise of the Nazi Party                                |
| HIST 341 | H | European Holocaust  |
| HIST 375 |   | World War II  |

#### Area B: United States History

|          |    |                                  |
|----------|----|----------------------------------|
| HIST 131 | H  | American History I               |
| HIST 132 | H  | American History II              |
| HIST 204 | DH | Social Movements in U.S. History |
| HIST 207 |    | Recent U.S. History (Since 1945) |
| HIST 238 |    | American Labor History           |
| HIST 271 | H  | Selected Issues                  |
| HIST 342 |    | American Foreign Policy          |
| HIST 359 | D  | African-American History         |

## BROAD FIELD SOCIAL SCIENCE

|          |  |                                       |
|----------|--|---------------------------------------|
| HIST 360 |  | The History of Women in North America |
| HIST 363 |  | Native American History               |

### Area C: East Asian History

|             |     |                                     |
|-------------|-----|-------------------------------------|
| HIST 111    | GH  | East Asian Civilization             |
| HIST 112    |     | Chinese Philosophy                  |
| HIST 117    | GH  | Modern China                        |
| HIST 221    | GH  | Modern Japan                        |
| HIST 249    | GH  | U.S. and East Asia                  |
| HIST 271    | H   | Select Issues                       |
| HIST 284    | GH  | People's Republic of China          |
| HIST 310A&B | 2GH | China: Tradition and Transformation |
| HIST 312    | GHU | China and the West                  |

### One of the HIST 400/401 A, B, or C, Selected Issues/Research Paper

|                |  |  |
|----------------|--|--|
| HIST 400A/401A |  | Selected Issues in European History/Research Paper   |
| HIST 400B/401B |  | Selected Issues in American History/Research Paper   |
| HIST 400C/401C |  | Selected Issues in East Asian History/Research Paper |

- 10-12 credits of electives in History. Confirm with history advisor.
- 20 Credits from at least three of the following social sciences: economics, political science, sociology/anthropology, and psychology.
- Students must earn at least 12 credits in history courses at Edgewood College. At least half of the credits in history should be at the 200 level or above. A minimum cumulative grade point average of 2.75 is required in history courses offered toward the major.
- Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

## BFSS: HISTORY CONCENTRATION WITH TEACHING MINOR (BA PROGRAM)

Administered by the History Department; the major is part of a program leading to a Wisconsin initial educator license to teach Social Studies and History at the early adolescence through adolescence level (ages 10-21).

Students complete an interdisciplinary major of 60-62 credits with 44-46 in history and 16 in the social sciences distributed as follows:

### Required Courses:

|          |    |  |
|----------|----|--|
| HIST 115 | H  | Europe and the World   |
| HIST 131 | H  | American History I   |
| HIST 132 | H  | American History II  |
| HIST 111 | GH | East Asian Civilization                                      |
| HIST 120 | GH | World Civilization since 1500                                |
| HIST 295 |    | Proseminar: Historians, Historiography and Historical Method |

### One additional course from Area A: European History:

|          |   |   |
|----------|---|---|
| HIST 108 | H | Medieval Europe, 410-1500   |
| HIST 110 | H | Beginnings of Modern Europe, 1500 to the Eve of the French Revolution |
| HIST 211 | H | History of Modern Germany from Unification to Nazification            |

## BROAD FIELD SOCIAL SCIENCE

|          |   |  |
|----------|---|--|
| HIST 271 | H | Selected Topics                        |
| HIST 325 | H | Germany and the Rise of the Nazi Party |
| HIST 341 | H | European Holocaust                     |
| HIST 375 |   | World War II                           |

### One Additional course from Area C: East Asian History

|             |     |                                     |
|-------------|-----|-------------------------------------|
| HIST 112    |     | Chinese Philosophy                  |
| HIST 117    | GH  | Modern China                        |
| HIST 221    | GH  | Modern Japan                        |
| HIST 249    | GH  | U.S. and East Asia                  |
| HIST 271    | H   | Select Issues                       |
| HIST 284    | GH  | People's Republic of China          |
| HIST 310A&B | 2GH | China: Tradition and Transformation |
| HIST 312    | GHU | China and the West                  |

### One of the HIST 400/401 A, B, or C, Selected Issues/Research Paper

|                |  |  |
|----------------|--|--|
| HIST 400A/401A |  | Selected Issues in European History/Research Paper   |
| HIST 400B/401B |  | Selected Issues in American History/Research Paper   |
| HIST 400C/401C |  | Selected Issues in East Asian History/Research Paper |

4-6 credits in electives in History, in consultation with an advisor. Confirm with History advisor.

### Sixteen social science credits to include:

|          |    |                                    |
|----------|----|------------------------------------|
| ECON 255 | GJ | Principles of Macroeconomics       |
| ECON 256 | J  | Principles of Microeconomics       |
| SOC 201  | DJ | Introduction to Sociology          |
| PS 262   |    | Intro to American Political Policy |

For the completion of the Education professional requirements and the licensing requirements for teacher education (See EDUCATION). A Broad Fields Social Studies – History Major with a teaching minor must be admitted to teacher education before being admitted to ED 459H; admission to teacher education is recommended as early as possible.

|          |  |                  |
|----------|--|------------------|
| ED 459 H |  | Methods: History |
|----------|--|------------------|

To meet Wisconsin Department of Public Instruction licensing requirements, students should take GEOG 265 E Environmental Conservation which includes coursework in conservation of natural resources and marketing and consumer cooperatives, and GEOG 266 GIS Mapping. Students are advised to check carefully the certification requirements of the state in which they plan to teach.

|          |   |                            |
|----------|---|----------------------------|
| GEOG 265 | E | Environmental Conservation |
| GEOG 266 |   | Mapping Wisconsin          |

- Majors must be adept at writing using a word processing program. They must also be familiar with computer-accessed historical sources. Instruction in researching such sources is begun in HIST 295, and continued in upper division courses. Majors demonstrate proficiency in HIST 401.
- At least half of the credits in history should be at the 200-level or above. Post-baccalaureate and undergraduate students must earn at least 12 credits in history at Edgewood College.
- A minimum cumulative grade point average of 2.75 is required in history and social science courses offered toward the major.
- Post-baccalaureate students must complete a 12 credit residency requirement with the History Department. Consult with an advisor.

# BROAD FIELD SOCIAL SCIENCE

## BFSS: ECONOMICS CONCENTRATION (BS PROGRAM)

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

Required courses:

### Interdisciplinary Sequence in Social Science:

|        |     |                                 |
|--------|-----|---------------------------------|
| SS 368 | U   | Social Science Research Methods |
| SS 369 |     | Social Science Statistics       |
| SS 484 | 3KX | Senior Social Science Seminar   |

### The following courses:

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

Students will take supporting courses from at least two of the following disciplines: geography, history, political science, sociology, anthropology to complete the 56-60 credit requirement.

## BFSS: POLITICAL SCIENCE CONCENTRATION (BS PROGRAM)

### Required courses:

A Broad Fields Social Studies interdisciplinary major of 56-60 credits in history and the social sciences selected by the student in consultation with a Social Science Department advisor, to include 28-36 credits in political science with supporting courses from at least two of the following disciplines: economics, geography, history, and sociology/anthropology. All students in Broad Fields Social Studies with concentrations in Economics, Political Science or Sociology/Anthropology must complete the 13 credit common interdisciplinary sequence in social science.

### Interdisciplinary Sequence in Social Science:

|        |     |                                 |
|--------|-----|---------------------------------|
| SS 368 | U   | Social Science Research Methods |
| SS 369 |     | Social Science Statistics       |
| SS 484 | 3KX | Senior Social Science Seminar   |

### The following courses:

|                                 |    |   |
|---------------------------------|----|---|
| PS 210                          | GJ | Introduction to International Relations<br>OR |
| PS 275                          | GJ | Introduction to Comparative Politics          |
| PS 301                          |    | Political Ideas                               |
| PS Electives to equal 7 Credits |    |   |

Students will take supporting courses from at least two of the following disciplines: geography, history, economics, sociology, anthropology to complete the 56-60 credit requirement.

# BROAD FIELD SOCIAL SCIENCE

## BFSS: SOCIOLOGY/ANTHROPOLOGY CONCENTRATION (BS PROGRAM)

Administered by the Social Science Department; a Broad Fields Social Studies interdisciplinary major of 56-60 credits in history and the social sciences selected by the student in consultation with a Social Science Department advisor, to include 28-36 credits in sociology with supporting courses from at least two of the following disciplines: economics, geography, history, and political science. All students in Broad Fields Social Studies with concentrations in Economics, Political Science or Sociology/Anthropology must complete the common interdisciplinary sequence in social science.

Required Courses:

### Interdisciplinary Sequence in Social Science:

|        |     |                                 |
|--------|-----|---------------------------------|
| SS 368 | U   | Social Science Research Methods |
| SS 369 |     | Social Science Statistics       |
| SS 484 | 3KX | Senior Social Science Seminar   |

### The following courses:

|          |    |                                       |
|----------|----|---------------------------------------|
| SOC 201  | DJ | Introduction to Sociology<br>OR       |
| ANTH 222 | GJ | Introduction to Cultural Anthropology |
| SOC      |    | Theories of Society                   |

### One course from the following:

|         |      |                            |
|---------|------|----------------------------|
| SOC 323 | JDQ  | The Family and Society     |
| SOC 325 | 2 JD | Health Illness and Society |
| SOC 324 |      | Education and Society      |
| SOC 345 |      | Religion and Society       |
| SOC 365 | JQ   | Women and Society          |

### One course from the following:

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

Students will take supporting courses from at least two of the following disciplines: geography, history, economics, and political science to complete the 56-60 credit requirement.

# CHEMISTRY, GEOSCIENCE, AND PHYSICS

## MISSION

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

## MAJORS

Broad Field Natural Science: Chemistry Concentration Geoscience Concentration Physics Concentration

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

## MINORS

Chemistry Earth Science Physics

## TEACHING MAJORS AND MINORS

Broad Field Science Teaching Major: Earth and Space Science

Broad Field Science Teaching Major: Physical Science Including Chemistry

Broad Field Science Teaching Major: Physical Science Including Physics

Chemistry Teaching Major Chemistry Teaching Minor Natural Science Teaching Minor Science Education Minor

## BROAD FIELD NATURAL SCIENCE MAJOR: BIOLOGY CONCENTRATION (BS PROGRAM)

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

### Required core courses:

|                |     |  |
|----------------|-----|--|
| BIO 151        | ESU | General Biology: Cell Biology and Ecology<br>OR            |
| BIO 181        | ESU | Honors General Biology: Cell Biology and Ecology           |
| BIO 152        | S   | General Biology: Genetics and Evolution<br>OR              |
| BIO 182        | S   | Honors General Biology: Information Flow in Living Systems |
| CHEM 120 & 121 | S   | General Chemistry I & General Chemistry II                 |
| GEOS 102       | S   | Introduction to Earth Science I<br>AND                     |
| GEOS 103       | S   | Introduction to Earth Science II                           |
| PHYS 130 & 131 | S   | General Physics I & General Physics II<br>OR               |
| PHYS 201 & 202 | S   | College Physics I & College Physics II                     |

# CHEMISTRY, GEOSCIENCE, AND PHYSICS

## Mathematics requirement:

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

Plus additional electives in biology to equal 16 credits

A student must maintain a cumulative grade point average of at least 2.5 in all required core courses in natural science and mathematics and in all courses taken to complete one of the concentrations. Any natural science or mathematics course in which the student received a grade below “CD” will not be accepted toward the major. Transfer students must take a minimum of 12 natural science credits at Edgewood College. Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

## BROAD FIELD NATURAL SCIENCE MAJOR: CHEMISTRY CONCENTRATION (BS PROGRAM)

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

### Required core courses:

|                |     |  |
|----------------|-----|--|
| BIO 151        | ESU | General Biology: Cell Biology and Ecology                  |
|                |     | OR   |
| BIO 181        | ESU | Honors General Biology: Cell Biology and Ecology           |
| BIO 152        | S   | General Biology: Genetics and Evolution                    |
|                |     | OR   |
| BIO 182        | S   | Honors General Biology: Information Flow in Living Systems |
| CHEM 120 & 121 | S   | General Chemistry I & General Chemistry II                 |
| GEOS 102       | S   | Introduction to Earth Science I                            |
|                |     | AND  |
| GEOS 103       | S   | Introduction to Earth Science II                           |
| PHYS 130 & 131 | S   | General Physics I & General Physics II                     |
|                |     | OR   |
| PHYS 201 & 202 | S   | College Physics I & College Physics II                     |

### Mathematics requirement:

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

Additional electives in chemistry to equal 16 credits

A student must maintain a cumulative grade point average of at least 2.5 in all required core courses in natural science and mathematics and in all courses taken to complete one of the concentrations. Any natural science or mathematics course in which the student received a grade below “CD” will not be accepted toward the major. Transfer students must take a minimum of 12 natural science credits at Edgewood College. Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

# CHEMISTRY, GEOSCIENCE, AND PHYSICS

## BROAD FIELD NATURAL SCIENCE MAJOR: GEOSCIENCE CONCENTRATION (BS PROGRAM)

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

### Required core courses:

|                |     |  |
|----------------|-----|--|
| BIO 151        | ESU | General Biology: Cell Biology and Ecology<br>OR            |
| BIO 181        | ESU | Honors General Biology: Cell Biology and Ecology           |
| BIO 152        | S   | General Biology: Genetics and Evolution<br>OR              |
| BIO 182        | S   | Honors General Biology: Information Flow in Living Systems |
| CHEM 120 & 121 | S   | General Chemistry I & General Chemistry II                 |
| GEOS 102       | S   | Introduction to Earth Science I<br>AND                     |
| GEOS 103       | S   | Introduction to Earth Science II                           |
| PHYS 130 & 131 | S   | General Physics I & General Physics II<br>OR               |
| PHYS 201 & 202 | S   | College Physics I & College Physics II                     |

### Mathematics requirement:

|           |   |                                     |
|-----------|---|-------------------------------------|
| MATH 114A | M | Precalculus A: Algebra<br>OR        |
| MATH 121  | M | Statistics or a higher level course |

Additional electives in geoscience to equal 16 credits

A student must maintain a cumulative grade point average of at least 2.5 in all required core courses in natural science and mathematics and in all courses taken to complete one of the concentrations. Any natural science or mathematics course in which the student received a grade below "CD" will not be accepted toward the major. Transfer students must take a minimum of 12 natural science credits at Edgewood College. Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

## BROAD FIELD NATURAL SCIENCE MAJOR: PHYSICS CONCENTRATION (BS PROGRAM)

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

### Required core courses:

|                |     |  |
|----------------|-----|--|
| BIO 151        | ESU | General Biology: Cell Biology and Ecology<br>OR            |
| BIO 181        | ESU | Honors General Biology: Cell Biology and Ecology           |
| BIO 152        | S   | General Biology: Genetics and Evolution<br>OR              |
| BIO 182        | S   | Honors General Biology: Information Flow in Living Systems |
| CHEM 120 & 121 | S   | General Chemistry I & General Chemistry II                 |



# CHEMISTRY, GEOSCIENCE, AND PHYSICS

|                |   |  |
|----------------|---|--|
| GEOS 102       | S | Introduction to Earth Science I<br>AND       |
| GEOS 103 S     |   | Introduction to Earth Science II             |
| PHYS 130 & 131 | S | General Physics I & General Physics II<br>OR |
| PHYS 201 & 202 | S | College Physics I & College Physics II       |
| PHYS 360       |   | Modern Physics                               |

## Mathematics requirement:

|          |   |                  |
|----------|---|------------------|
| MATH 231 | M | Calculus I<br>OR |
| MATH 232 | M | Calculus II      |

Additional electives in physics to equal 13 credits; some coursework may be completed through the UW-Madison Collaborative Program.

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

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

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

## CHEMISTRY MAJOR

### Requirements for the major: Core courses (23 credits)

|          |   |                       |
|----------|---|-----------------------|
| CHEM 120 | S | General Chemistry I   |
| CHEM 121 | S | General Chemistry II  |
| CHEM 321 |   | Organic Chemistry I   |
| CHEM 323 |   | Organic Chemistry II  |
| CHEM 351 | U | Analytical Chemistry  |
| CHEM 371 |   | Inorganic Chemistry I |
| CHEM 480 | K | Chemistry Seminar     |

## PROFESSIONAL CONCENTRATION (BS PROGRAM)

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

### Additional required courses:

|          |   |  |
|----------|---|--|
| CHEM 361 |   | Physical Chemistry   |
| CHEM 370 |   | Integrated Laboratory  |
| CHEM 471 |   | Inorganic Chemistry II   |
| CHEM 489 |   | Undergraduate Research (4 credits)<br>OR                           |
| CHEM 400 | 3 | Ethics and Responsibility in Scientific Research (1 credit)<br>AND |
| CHEM 489 |   | Undergraduate Research (3 credits)                                 |

# CHEMISTRY, GEOSCIENCE, AND PHYSICS

## Six credits from the following:

|          |    |                                 |
|----------|----|---------------------------------|
| CHEM 200 | 2E | Green and Sustainable Chemistry |
| CHEM 340 |    | Biochemistry                    |
| CHEM 360 |    | Quantum Mechanics               |
| CHEM 420 |    | Advanced Biochemistry           |
| CHEM 431 | X  | Advanced Organic Chemistry      |

## The following mathematics courses:

|          |   |             |
|----------|---|-------------|
| MATH 231 | M | Calculus I  |
| MATH 232 | M | Calculus II |

## One year of physics to include:

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

In order to fulfill the Chemistry Major, a student must attain a cumulative grade point average of 2.0 in chemistry courses taken at Edgewood College. If a course is retaken only the most recent grade is taken into consideration in calculating the cumulative grade point average. Any course in which a student receives a grade below "CD" will not be accepted toward the major or minor. Transfer students must take a minimum of 12 chemistry credits at Edgewood College. All transfer courses must be approved by the department.

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

## CHEMISTRY MAJOR: BIOCHEMICAL CONCENTRATION (BS PROGRAM)

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

### One additional required course:

|          |  |              |
|----------|--|--------------|
| CHEM 340 |  | Biochemistry |
|----------|--|--------------|

### Four credits from the following:

|          |    |  |
|----------|----|--|
| CHEM 200 | 2E | Green and Sustainable Chemistry            |
| CHEM 360 |    | Quantum Mechanics                          |
| CHEM 361 |    | Physical Chemistry                         |
| CHEM 370 |    | Integrated Laboratory                      |
| CHEM 420 |    | Advanced Biochemistry                      |
| CHEM 431 | X  | Advanced Organic Chemistry                 |
| CHEM 471 |    | Inorganic Chemistry II                     |
| CHEM 489 |    | Undergraduate Research (up to two credits) |

### Ten credits from the following:

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

# CHEMISTRY, GEOSCIENCE, AND PHYSICS

|         |     |                           |
|---------|-----|---------------------------|
| BIO 151 | ESU | General Biology I         |
| BIO 152 | S   | General Biology II        |
| BIO 208 |     | Nutrition                 |
| BIO 210 |     | Anatomy and Physiology I  |
| BIO 211 |     | Anatomy and Physiology II |
| BIO 220 | V   | Biomechanics              |
| BIO 312 | S   | Microbiology              |
| BIO 351 |     | Organismal Botany         |
| BIO 352 |     | Organismal Zoology        |
| BIO 401 |     | Genetics                  |
| BIO 402 |     | Cell & Molecular Biology  |
| BIO 410 |     | Pathology                 |
| BIO 415 |     | Exercise Physiology       |
| BIO 425 |     | Animal Physiology         |

## One mathematics course from among:

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

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

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

## CHEMISTRY MINOR

A minimum of 21 credits in chemistry to include:

### Required courses:

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

Three additional credits in chemistry (200 level or above)

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

# CHEMISTRY, GEOSCIENCE, AND PHYSICS

## NATURAL SCIENCE AND MATHEMATICS MAJOR WITH THE PRE-ENGINEERING CONCENTRATION (BS PROGRAM)

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

**Sixty-seven credits to include the following core courses:**

|          |   |  |
|----------|---|--|
| CHEM 120 | S | General Chemistry I                              |
| CHEM 121 | S | General Chemistry II                             |
| MATH 231 | M | Calculus I                                       |
| MATH 232 | M | Calculus II                                      |
| MATH 233 | M | Calculus III                                     |
| MATH 331 |   | Differential Equations                           |
| PHYS 201 | S | College Physics I                                |
| PHYS 202 | S | College Physics II                               |
| PHYS 350 |   | Scientific Computing                             |
| PHYS 360 |   | Modern Physics                                   |
| CHEM 400 | 3 | Ethics and Responsibility in Scientific Research |

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

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

## EARTH SCIENCE MINOR

A minimum of 20 credits in earth science to include:

**Required courses:**

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

Eight additional credits in earth or space science

# CHEMISTRY, GEOSCIENCE, AND PHYSICS

## PHYSICS MINOR

A minimum of 20 credits in physics to include:

### Required courses:

|                     |   |                                |
|---------------------|---|--------------------------------|
| PHYS 130 & PHYS 131 | S | General Physics I and II<br>OR |
| PHYS 201 & PHYS 202 | S | College Physics I and II       |
| PHYS 360            |   | Modern Physics                 |

### At least 9 additional credits from the following:

|              |    |                                 |
|--------------|----|---------------------------------|
| PHYS 220     | V  | Biomechanics                    |
| PHYS 250     | V  | Astronomy                       |
| NATS 250     | PV | History & Philosophy of Science |
| PHYS 300     |    | Mathematical Methods of Physics |
| PHYS 310     |    | Principles of Mechanics         |
| PHYS 320     |    | Electromagnetism                |
| PHYS 350     |    | Scientific Computing            |
| PHYS 361     |    | Thermal Physics                 |
| PHYS 379/479 |    | Independent Study               |
| PHYS 489     |    | Undergraduate Research          |

### Mathematics requirement (these courses are prerequisites for PHYS 360: Modern Physics):

|          |   |             |
|----------|---|-------------|
| MATH 231 | M | Calculus I  |
| MATH 232 | M | Calculus II |

## BROAD FIELD SCIENCE TEACHING MAJOR: EARTH AND SPACE SCIENCE

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

### Fifty-two credits in natural science to include:

|          |     |                                   |
|----------|-----|-----------------------------------|
| GEOS 102 | S   | Introduction to Earth Science I   |
| GEOS 103 | S   | Oceans and Atmosphere             |
| GEOS 203 | S   | Historical Geology                |
| GEOS 206 | EV  | Environmental Geology             |
| GEOS 301 | S   | Weather and Climate               |
| GEOS 479 |     | Independent Study (1 credit)      |
| GEOS 489 |     | Undergraduate Research (1 credit) |
| PHYS 250 | V   | Survey of Astronomy               |
| BIO 151  | ESU | General Biology I                 |

# CHEMISTRY, GEOSCIENCE, AND PHYSICS

|                |    |  |
|----------------|----|--|
| BIO 152        | S  | General Biology II                           |
| CHEM 120       | S  | General Chemistry I                          |
| CHEM 121       | S  | General Chemistry II                         |
| PHYS 130 & 131 | S  | General Physics I & General Physics II<br>OR |
| PHYS 201 & 202 | S  | College Physics I & College Physics II       |
| NATS 250       | PV | History and Philosophy of Science            |

## At least 6 credits in mathematics:

|          |   |            |
|----------|---|------------|
| MATH 121 | M | Statistics |
|----------|---|------------|

## And one of the following:

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

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

|           |   |
|-----------|---|
| NATS 459S | Teaching Science in Middle/ Secondary Schools |
|-----------|---|

Students must be accepted into Emergent Professional Transition before being admitted to NATS 459S.

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

## POLICIES FOR THE BROAD FIELD NATURAL SCIENCE TEACHING MAJOR

Science education students must attain a cumulative grade point average of 3.0 in their natural science courses. If a course is retaken, only the most recent grade is taken into consideration in calculating the cumulative grade point average. Any natural science or mathematics course in which a student receives a grade below "CD" will not be accepted toward the major.

Transfer students must take a minimum of 12 natural science credits (i.e. CHEM, PHYS, GEOS, BIO) at Edgewood College for these majors.

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

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

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

## Fifty-three credits in natural science to include:

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

# CHEMISTRY, GEOSCIENCE, AND PHYSICS

|                |    |  |
|----------------|----|--|
| CHEM 351       | U  | Analytical Chemistry                         |
| CHEM 371       |    | Inorganic Chemistry I                        |
| CHEM 489       |    | Undergraduate Research (1 credit)            |
| PHYS 130 & 131 | S  | General Physics I & General Physics II<br>OR |
| PHYS 201 & 202 | S  | College Physics I & College Physics II       |
| GEOS 102       | S  | Introduction to Earth Science I              |
| GEOS 103       | S  | Oceans and Atmosphere                        |
| BIO 151        |    | ESU General Biology I                        |
| BIO 152        | S  | General Biology II                           |
| GEOS 206       | EV | Environmental Geology                        |
| NATS 250       | PV | History and Philosophy of Science            |

## At least 6 credits in mathematics:

|          |   |            |
|----------|---|------------|
| MATH 121 | M | Statistics |
|----------|---|------------|

## And one of the following:

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

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

|           |  |   |
|-----------|--|---|
| NATS 459S |  | Teaching Science in Middle/ Secondary Schools |
|-----------|--|---|

Students must be accepted into Emergent Professional Transition before being admitted to NATS 459S.

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

## POLICIES FOR THE BROAD FIELD NATURAL SCIENCE TEACHING MAJOR

Science education students must attain a cumulative grade point average of 3.0 in their natural science courses. If a course is retaken, only the most recent grade is taken into consideration in calculating the cumulative grade point average. Any natural science or mathematics course in which a student receives a grade below "CD" will not be accepted toward the major.

Transfer students must take a minimum of 12 natural science credits (i.e. CHEM, PHYS, GEOS, BIO) at Edgewood College for these majors.

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

# CHEMISTRY, GEOSCIENCE, AND PHYSICS

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

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

### Fifty-six credits in natural science to include:

|          |     |                                   |
|----------|-----|-----------------------------------|
| PHYS 201 | S   | College Physics I                 |
| PHYS 202 | S   | College Physics II                |
| PHYS 250 | V   | Survey of Astronomy               |
| PHYS 310 |     | Principles of Mechanics           |
| PHYS 320 |     | Electromagnetism                  |
| PHYS 360 |     | Modern Physics                    |
| PHYS 361 |     | Thermal Physics                   |
| PHYS 479 |     | Independent Study (1 credit)      |
| PHYS 489 |     | Undergraduate Research (1 credit) |
| CHEM 120 | S   | General Chemistry I               |
| CHEM 121 | S   | General Chemistry II              |
| GEOS 102 | S   | Introduction to Earth Science I   |
| GEOS 103 | S   | Oceans and Atmospheres            |
| BIO 151  | ESU | General Biology I                 |
| BIO 152  | S   | General Biology II                |
| BIO 250  | EV  | Environmental Biology             |
|          |     | OR                                |
| GEOS 206 | EV  | Environmental Geology             |
| NATS 250 | PV  | History and Philosophy of Science |

### Twelve credits in mathematics:

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

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

|           |  |   |
|-----------|--|---|
| NATS 459S |  | Teaching Science in Middle/ Secondary Schools |
|-----------|--|---|

Students must be accepted into Emergent Professional Transition before being admitted to NATS 459S.

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

## POLICIES FOR THE BROAD FIELD NATURAL SCIENCE TEACHING MAJOR

Science education students must attain a cumulative grade point average of 3.0 in their natural science courses. If a course is retaken, only the most recent grade is taken into consideration in calculating the cumulative grade point average. Any natural science or mathematics course in which a student



# CHEMISTRY, GEOSCIENCE, AND PHYSICS

receives a grade below "CD" will not be accepted toward the major. Transfer students must take a minimum of 12 natural science credits (i.e. CHEM, PHYS, GEOS, BIO) at Edgewood College for these majors. Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

## CHEMISTRY TEACHING MAJOR

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

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

|          |   |                                   |
|----------|---|-----------------------------------|
| CHEM 120 | S | General Chemistry I               |
| CHEM 121 | S | General Chemistry II              |
| CHEM 321 |   | Organic Chemistry I               |
| CHEM 323 |   | Organic Chemistry II              |
| CHEM 351 | U | Analytical Chemistry              |
| CHEM 370 |   | Integrated Chemistry Lab          |
| CHEM 371 |   | Inorganic Chemistry I             |
| CHEM 480 | K | Chemistry Seminar                 |
| CHEM 489 |   | Undergraduate Research (1 credit) |

### An additional 8 credits from:

|          |   |                            |
|----------|---|----------------------------|
| CHEM 340 |   | Biochemistry               |
| CHEM 360 |   | Quantum Mechanics          |
| CHEM 361 |   | Physical Chemistry         |
| CHEM 420 |   | Advanced Biochemistry      |
| CHEM 431 | X | Advanced Organic Chemistry |
| CHEM 471 |   | Inorganic Chemistry II     |

### One of the following two-semester sequences in physics:

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

### Additional Courses in Biology:

|         |     |                    |
|---------|-----|--------------------|
| BIO 151 | ESU | General Biology I  |
| BIO 152 | S   | General Biology II |

### A one-year sequence in Earth Science:

|          |   |                                 |
|----------|---|---------------------------------|
| GEOS 102 | S | Introduction to Earth Science I |
| GEOS 103 | S | Oceans and Atmospheres          |

# CHEMISTRY, GEOSCIENCE, AND PHYSICS

## One additional course in environmental science:

|          |    |                             |
|----------|----|-----------------------------|
| BIO 250  | EV | Environmental Biology<br>OR |
| GEOS 206 | EV | Environmental Geology       |

## The following mathematics courses:

|           |   |                        |
|-----------|---|------------------------|
| MATH 114A | M | Precalculus A: Algebra |
|-----------|---|------------------------|

## If taking College Physics:

|          |   |             |
|----------|---|-------------|
| MATH 231 | M | Calculus I  |
| MATH 232 | M | Calculus II |

## One additional course in natural science:

|          |    |                                   |
|----------|----|-----------------------------------|
| NATS 250 | PV | History and Philosophy of Science |
|----------|----|-----------------------------------|

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

|           |  |  |
|-----------|--|--|
| NATS 459S |  | Teaching Science in Middle/Secondary Schools |
|-----------|--|--|

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

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

In order to fulfill the Chemistry Teaching Major, a student must attain a cumulative grade point average of 2.5 in science and mathematics courses taken at Edgewood College. If a course is retaken only the most recent grade is taken into consideration in calculating the cumulative grade point average. Any course in which a student receives a grade below “CD” will not be accepted toward the major or minor. Transfer students must take a minimum of 12 chemistry credits at Edgewood College. Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

## CHEMISTRY TEACHING MINOR

This minor is designed for individuals who wish to be certified to teach chemistry at the secondary level (WDPI category Early Adolescence through Adolescence, Ages 10- 21; WDPI license 610). The minor requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see EDUCATION). A teaching minor in Chemistry must be combined with a Biology or Broad Field Science major for licensure to teach science in grades 6, 7, and 8 and general science in grade 9 if the applicant holds middle or middle/secondary science licenses. Chemistry teaching minors seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification.

### A minimum of 22 credits in chemistry to include:

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

### Four additional credits in chemistry (200 level or above)

|           |  |  |
|-----------|--|--|
| NATS 459S |  | Teaching Science in Middle/Secondary Schools |
|-----------|--|--|

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

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

# CHEMISTRY, GEOSCIENCE, AND PHYSICS

## NATURAL SCIENCE TEACHING MINOR

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

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

|                |     |  |
|----------------|-----|--|
| BIO 151        | ESU | General Biology I  |
| BIO 152        | S   | General Biology II   |
| CHEM 110 & 111 | S   | Introductory Chemistry & Introductory Organic Chemistry and Biochemistry<br>OR |
| CHEM 120 & 121 | S   | General Chemistry I & General Chemistry II                                     |
| GEOS 102       | S   | Introduction to Earth Science I  |
| GEOS 103       | S   | Oceans and Atmospheres   |
| GEOS 301       | S   | Weather and Climate  |
| PHYS 250       | V   | Survey of Astronomy  |
| PHYS 130 & 131 | S   | General Physics I & General Physics II<br>OR                                   |
| PHYS 201 & 202 | S   | College Physics I & College Physics II   |

### One course of environmental science:

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

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

|           |  |  |
|-----------|--|--|
| NATS 459S | Teaching Science in Middle/Secondary Schools |  |
|-----------|--|--|

Students must be accepted into Emergent Professional Transition before being admitted to NATS 459S.

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

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

# CHEMISTRY, GEOSCIENCE, AND PHYSICS

## SCIENCE EDUCATION MINOR

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

Credits Include:

### Eight credits of integrated science:

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

### Four credits of physical science from:

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

### Three credits in environmental studies:

|          |    |                             |
|----------|----|-----------------------------|
| BIO 250  | EV | Environmental Biology<br>OR |
| GEOS 206 | EV | Environmental Geology       |

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

|         |   |
|---------|---|
| ED 427A | Methods: Science & Environmental Education I    |
| ED 427B | Methods: Science and Environmental Education II |

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

# COMMUNICATION STUDIES

## MAJORS

Communication Studies

## MINORS

Communication Studies

## POLICIES

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

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

## DEPARTMENT AWARD

The Martie Kaump Award is given to a student who has demonstrated outstanding academic achievement and student leadership. The criteria for this award includes the following: student is able to work independently, uses research tools in academic work, is able to formulate long-range goals, is reasonably successful in mentoring less experienced students, has completed 70 credits and maintained a grade point of 3.2 or higher. This award is given in alternate years by the Communication Studies and the Theatre Arts departments.

## COMMUNICATION STUDIES MAJOR: ORGANIZATIONAL/INTERPERSONAL EMPHASIS (BA PROGRAM)

A minimum of 24 credits must be taken from the core course lists. Core courses taken over the minimum 24 credit hours may count towards an emphasis.

### Required Core Courses:

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

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

|           |    |  |
|-----------|----|--|
| COMMS 241 | J  | Introduction to Organizational Communication |
| COMMS 243 |    | Introduction to Media Studies                |
| COMMS 312 | KU | Argument and Controversy                     |
| COMMS 317 | D  | Intercultural Communication                  |
| COMMS 440 | 3  | Capstone                                     |

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

## ORGANIZATIONAL/INTERPERSONAL EMPHASIS

### Required:

|           |  |                                      |
|-----------|--|--------------------------------------|
| COMMS 320 |  | Group Discussion and Team Leadership |
| COMMS 450 |  | Internship                           |

# COMMUNICATION STUDIES

## Recommended:

|             |     |   |
|-------------|-----|---|
| COMMS 219   |     | Applied Communication                     |
| COMMS 228   | A   | Television Criticism                      |
| COMMS 230   | 2K  | Civic Engagement and the Common Good      |
| COMMS 250   |     | Relational Communications                 |
| COMMS 260   | X   | Writing for the Media                     |
| COMMS 280   |     | Introduction to Public Relations          |
| COMMS 314   |     | Persuasion, Promotion and Advertising     |
| COMMS 319   | 2   | Mass Communication Campaigns              |
| COMMS 318   |     | Advanced Organizational Communication     |
| COMMS 325   | JQK | Gender, Culture and Communication         |
| COMMS 430   |     | Special Topics in Communication           |
| ANTH 222    | GJ  | Introduction to Cultural Anthropology     |
| BUS 301     |     | Marketing Principles                      |
| BUS 302     |     | Management of Human Performance           |
| BUS 340     |     | Management of Organizations               |
| BUS 430     |     | Human Resource Management                 |
| BUS 432     |     | Consumer Behavior                         |
| BUS 435     |     | Professional Selling and Sales Management |
| PHIL 103A   | 1P  | Philosophy of the Person                  |
| PSY 300     |     | Psychology of Personality                 |
| SOC/PSY 349 |     | Social Psychology                         |
| SOC 309     | D   | Race and Ethnicity                        |

## COMMUNICATION STUDIES MAJOR: MEDIA AND MESSAGE EMPHASIS (BA PROGRAM)

A minimum of 24 credits must be taken from the core course lists.

Core courses taken over the minimum 24 credit hours may count towards an emphasis.

### Required Core Courses:

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

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

|           |    |  |
|-----------|----|--|
| COMMS 241 | J  | Introduction to Organizational Communication |
| COMMS 243 |    | Introduction to Media Studies                |
| COMMS 312 | KU | Argument and Controversy                     |
| COMMS 317 | D  | Intercultural Communication                  |
| COMMS 440 | 3  | Capstone                                     |

# COMMUNICATION STUDIES

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

## MEDIA AND MESSAGE EMPHASIS

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

### Required:

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

### Recommended:

|                |     |   |
|----------------|-----|---|
| COMMS 110      | 1   | Sports Talk                               |
| COMMS 228      | A   | Television Criticism                      |
| COMMS 219      |     | Applied Communication                     |
| COMMS 225      |     | Advanced Applied Communication            |
| COMMS 280      |     | Introduction to Public Relations          |
| COMMS 314      |     | Persuasion, Promotion and Advertising     |
| COMMS 318      |     | Advanced Organizational Communication     |
| COMMS 319      | 2   | Mass Communication Campaigns              |
| COMMS 320      |     | Group Discussion and Team Leadership      |
| COMMS 325      | JQK | Gender, Culture and Communication         |
| COMMS 329      | BK  | Radio Production                          |
| COMMS 330      |     | Introduction to Video Production          |
| COMMS 334      |     | Documentary Video Production              |
| COMMS 430      |     | Special Topics in Communication Studies   |
| ART 107 OR 108 | B   | Photography for Non-Art Majors            |
| ART 120        | B   | Video                                     |
| ART 152        | I   | Digital Art and Design for Non-Art Majors |
| ART 210        |     | Graphic Design                            |
| ART 310        |     | Layout Design                             |
| ENG 201        |     | Introduction to Journalism                |
| ENG 202        |     | Journalism Practicum                      |
| ENG 301        |     | Magazine Writing                          |
| ENG 309        |     | The New Journalism                        |
| ENG 312        |     | Topics in Journalism                      |
| ENG 314        |     | Literary Journalism                       |
| ENG 316        | B   | Video Production                          |
| ENG 317        | B   | Photojournalism                           |
| PHIL 104       | P   | Ethics                                    |
| THA 226        | A   |   |
| THA 264        | CK  | Oral Interpretation                       |
| THA 265        | BK  | Acting I                                  |

# COMMUNICATION STUDIES

## COMMUNICATION STUDIES MAJOR: COMMUNICATION AND SOCIAL INFLUENCE EMPHASIS (BA PROGRAM)

A minimum of 24 credits must be taken from the core course lists. Core courses taken over the minimum 24 credit hours may count towards an emphasis.

### Required Core Courses:

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

### Optional Core Classes (must take 4 out of 5):

|           |    |  |
|-----------|----|--|
| COMMS 241 | J  | Introduction to Organizational Communication |
| COMMS 243 |    | Introduction to Media Studies                |
| COMMS 312 | KU | Argument and Controversy                     |
| COMMS 317 | D  | Intercultural Communication                  |
| COMMS 440 | 3  | Senior Capstone                              |

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

## COMMUNICATION AND SOCIAL INFLUENCE EMPHASIS

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

### Recommended:

|           |     |                                       |
|-----------|-----|---------------------------------------|
| COMMS 110 | 1   | Sports Talk                           |
| COMMS 228 | A   | Television Criticism                  |
| COMMS 230 | 2K  | Civic Engagement and the Common Good  |
| COMMS 260 | X   | Writing for the Media                 |
| COMMS 280 |     | Introduction to Public Relations      |
| COMMS 318 |     | Advanced Organizational Communication |
| COMMS 319 | 2   | Mass Communication Campaigns          |
| COMMS 320 |     | Group Discussion and Team Leadership  |
| COMMS 325 | JQK | Gender, Culture and Communication     |
| COMMS 329 | BK  | Radio Production                      |
| COMMS 330 |     | Introduction to Video Production      |
| COMMS 430 |     | Special Topics in Communication Study |
| ANTH 222  | GJ  | Introduction to Cultural Anthropology |
| BUS 301   |     | Marketing Principles                  |
| ENG 201   |     | Introduction to Journalism            |
| FREN 314  |     | Language in the Media                 |
| HIST 204  | DH  | Social Movements in U.S. History      |



# COMMUNICATION STUDIES

|             |    |                                       |
|-------------|----|---------------------------------------|
| PHIL 105    |    | Social and Political Philosophy       |
| PS 350      |    | Public Policy Process                 |
| PS 360      | J  | Political Parties and Interest Groups |
| SOC 309     | D  | Race and Ethnicity                    |
| SOC 322     |    | Class, Social Change and Revolution   |
| SOC 365     | JQ | Women and Society                     |
| SOC 309     | D  | Race and Ethnicity                    |
| SOC 322     |    | Class, Social Change and Revolution   |
| SOC 365     | JQ | Women and Society                     |
| SPAN 314    | G  | Language in the Media                 |
| SOC/PSY 349 |    | Social Psychology                     |
| THA 264     | CK | Oral Interpretation                   |
| THA 265     | BK | Acting I                              |

## COMMUNICATION STUDIES MAJOR: INDIVIDUALLY PLANNED EMPHASIS (BA PROGRAM)

A minimum of 24 credits must be taken from the core course lists. Core courses taken over the minimum 24 credit hours may count towards an emphasis

### Required Core Courses:

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

### Optional Core Classes (must take 4 out of 5):

|           |    |  |
|-----------|----|--|
| COMMS 241 | J  | Introduction to Organizational Communication |
| COMMS 243 |    | Introduction to Media Studies                |
| COMMS 312 | KU | Argument and Controversy                     |
| COMMS 317 | D  | Intercultural Communication                  |
| COMMS 440 | 3  | Senior Capstone                              |

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

## INDIVIDUALLY PLANNED EMPHASIS

### Required:

|           |  |            |
|-----------|--|------------|
| COMMS 450 |  | Internship |
|-----------|--|------------|

Other Electives chosen in consultation with advisor

# COMMUNICATION STUDIES

## COMMUNICATION STUDIES MINOR

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

### Minor core: required courses

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

# COMPUTER AND INFORMATION SYSTEMS

## MAJORS

Computer Information Systems  
Business/Computer Information Systems  
Computer Science Teaching  
Web Design and Development

## MINORS

Computer Information Systems  
Computer Science  
Computer Science Teaching

## COMPUTER INFORMATION SYSTEMS MAJOR (BS PROGRAM)

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

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

### Required Courses:

|         |   |   |
|---------|---|---|
| CS 105  | I | Digital Life through Multimedia (preferred)<br>OR |
| CS150   | I | Computing and Business Applications               |
| CS 180  |   | Introduction to Programming                       |
| CS220   |   | Introduction to Networking Technologies           |
| CS 250  |   | IT Project Management                             |
| CS 270  |   | Database Structures                               |
| CS 301  | X | Information Systems: Analysis and Design          |
| CS 302  |   | Information Systems: Design and Implementation    |
| CS 320  | K | Professional Issues in IS & IT                    |
| CS 340  |   | Programming for the Web                           |
| CS 430  |   | Information Security and Network management       |
| CS 470  |   | Internship in Computer Science                    |
| CS 480  |   | Advanced Web Development                          |
| CS 490  |   | Topics in Computer Science                        |
| CS 492  | 3 | Information Systems Project                       |
| ART 471 |   | Usability for the Web                             |
| MATH121 | M | Statistics  |

# COMPUTER AND INFORMATION SYSTEMS

## Business Courses

|         |   |                                 |
|---------|---|---------------------------------|
| BUS 210 |   | Business Economics              |
| BUS 280 |   | Financial Accounting            |
| BUS 302 |   | Management of Human Performance |
| BUS 304 | U | Law I                           |

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

## BUSINESS/COMPUTER INFORMATION SYSTEMS MAJOR (BS PROGRAM)

The Business/Computer Information Systems Major is offered jointly by the Business School and the department of Computing and Information Sciences. Students graduating with a Business/Computer Information Systems major may need to complete more than 120 credits in order to complete their degree.

## Required Courses:

|        |   |   |
|--------|---|---|
| CS 150 | I | Introduction to Information Systems (preferred)<br>OR |
| CS105  |   | I Digital Life through Multimedia                     |
| CS 180 |   | Introduction to Programming                           |
| CS 220 |   | Introduction to Networking Technologies               |
| CS 250 |   | IT Project Management                                 |
| CS 270 |   | Database Structures                                   |
| CS 301 | X | Information Systems: Analysis and Design              |
| CS 302 |   | Information Systems: Design and Implementation        |
| CS 320 | K | Professional Issues in IS & IT                        |
| CS 340 |   | Programming for the Web                               |
| CS 430 |   | Information Security and Network Management           |
| CS 470 |   | Internship in Computer Science                        |
| CS 480 |   | Advanced Web Development                              |
| CS 490 |   | Topics in Computer Science                            |
| CS 492 | 3 | Information Systems Project                           |

## Supporting Courses

|          |   |             |
|----------|---|-------------|
| MATH 121 | M | Statistics  |
| MATH 122 |   | Finite Math |

## Required Business Courses:

|         |   |                                |
|---------|---|--------------------------------|
| BUS 210 |   | Business Economics             |
| BUS 280 |   | Financial Accounting           |
| BUS 281 |   | Managerial Accounting          |
| BUS 301 |   | Marketing Principles           |
| BUS 302 |   | Organizational Behavior        |
| BUS 304 | U | Law I                          |
| BUS 305 |   | Operations Management          |
| BUS 483 |   | Accounting Information Systems |

# COMPUTER AND INFORMATION SYSTEMS

## WEB DESIGN AND DEVELOPMENT MAJOR (BA PROGRAM OR BS PROGRAM)

The Web Design & Development Major is offered jointly by the departments of Art and Computing Information Sciences. This major provides students with a strong foundation in graphic design as well as computing related skills as preparation for jobs in the rapidly growing area of web media design and development.

A total of 65 credits as follows:

### Computing and Information Sciences courses:

|        |  |
|--------|--|
| CS 180 | Introduction to Programming                |
| CS 250 | IT Project Management                      |
| CS 270 | Database Structures                        |
| CS 340 | Programming for the Web                    |
| CS 490 | Topics in Computer Science: Mobile Devices |

### Graphic Design Courses:

|         |     |                                       |
|---------|-----|---------------------------------------|
| ART 151 | I   | Digital Art and Design for Art Majors |
| ART 200 | B   | Drawing I                             |
| ART 209 |     | Digital Photography                   |
| ART 202 |     | Two Dimensional Design                |
|         |     | OR                                    |
| ART 216 |     | Three-Dimensional Design              |
| ART 210 |     | Graphic Design                        |
| ART 220 |     | Typography                            |
| ART 275 | AQX | History of Graphic Design             |
| ART 312 |     | Figure Drawing                        |
|         |     | OR                                    |
| ART 460 |     | Motion Graphics                       |
| ART 320 | KU  | Digital Video                         |
| ART 470 |     | Web Design                            |
| ART 471 |     | Usability Testing                     |
| ART 475 |     | Web Design II                         |
| ART 480 |     | Portfolio Development                 |
| ART 495 | 3GD | Internship                            |

Transfer students must complete a minimum of 12 credits in Art and/or CIS courses at Edgewood College. All Art Department courses listed must be completed with a minimum of 2.0 or C grade. All majors must fulfill the Senior Presentation and Critique requirement in order to obtain Art Department approval for graduation.

# COMPUTER AND INFORMATION SYSTEMS

## COMPUTER SCIENCE TEACHING MAJOR (BS PROGRAM)

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

### Computing and Information Sciences:

|        |   |  |
|--------|---|--|
| CS 105 | I | Digital Life Through Multimedia                |
| CS 180 |   | Introduction to Programming                    |
| CS 220 |   | Introduction to Networking Technologies        |
| CS 270 |   | Database Structures                            |
| CS 301 | X | Information Systems: Analysis and Design       |
| CS 302 |   | Information Systems: Design and Implementation |
| CS 320 | K | Professional Issues in IS & IT                 |
| CS 340 |   | Programming for the Web                        |
| CS 430 |   | Information Security and Network Management    |
| CS 490 |   | Topics in Computer Science                     |

Plus, two elective courses determined by the department and one elective course in education approved by the department.

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

## COMPUTER INFORMATION SYSTEMS MINOR

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

### A total of 23 credits as follows

|        |   |  |
|--------|---|--|
| CS 105 | I | Digital Life Through Multimedia                |
| CS 180 |   | Introduction to Programming                    |
| CS 220 |   | Introduction to Networking Technologies        |
| CS 270 |   | Database Structures                            |
| CS 301 | X | Information Systems: Analysis and Design       |
| CS 302 |   | Information Systems: Design and Implementation |

## COMPUTER SCIENCE MINOR

The Computer Science minor provides students a 'behind the scenes' exploration of the computing field.

### A total of 19 credits as follows:

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

# COMPUTER AND INFORMATION SYSTEMS

## COMPUTER SCIENCE TEACHING MINOR

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

**A total of 19 credits in Computing and Information Sciences as follows:**

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

Students must complete an additional course on computers in education approved by the department.

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

## DEPARTMENT POLICIES

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

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

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

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

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

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

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

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

## ASSESSMENT

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

### Fundamental Concepts of Information and Computer Technology

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

# COMPUTER AND INFORMATION SYSTEMS

## **Application Development**

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

- Be able to implement those solutions using current Object Oriented programming languages
- Be able to use new application development methods involving Computer Aided Software Engineering (CASE)
- Understand the integration of individual application systems into overall organizational information systems

## **Project Management**

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

- Be able to develop a multi-user system with audit controls and project management techniques
- Be able to use accepted testing strategies
- Be able to plan and implement auditing

## **Information Systems**

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

- Be able to describe the organizational impact of information systems and emerging technologies, as well as ethical issues surrounding the use of information systems

## **Fundamental Business Concepts**

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



# COMPUTER INFORMATION SYSTEMS (RETURNING ADULT ACCELERATED DEGREE)

## MAJORS

Computer Information Systems

## MINORS

Computer Information Systems

## COMPUTER INFORMATION SYSTEMS (BS PROGRAM)

|          |   |                                      |
|----------|---|--------------------------------------|
| RCS 108  |   | Network Fundamentals                 |
| RCS 117  |   | Introduction to Programming          |
| RCS 208  |   | Introduction to Project Management   |
| RCS 217  |   | Introduction to OO Programming       |
| RCS 227  |   | Introduction to Databases            |
| RCS 307  | X | Object Oriented Systems Design       |
| RCS 308  |   | Project Management Tools             |
| RCS 317  |   | Advanced OO Programming              |
| RCS 327  |   | Web Development *                    |
| RCS 337  |   | Database & OO Systems Implement. *   |
| RCS 407  |   | Network Security *                   |
| RCS 408  |   | Network Management *                 |
| RCS 417  |   | Advanced Web Development *           |
| RCS 490  |   | Special Topics in Computer Science * |
| RCS 497  | 3 | Info. Systems Project/Human Issues * |
| RBUS 211 |   | Financial Accounting *               |
| RBUS 311 |   | Marketing Principles                 |
| RBUS 312 | K | Management Concepts *                |
| RBUS 314 | U | Business Law                         |

\*Course has prerequisites

## BACHELOR OF SCIENCE IN BUSINESS/ COMPUTER INFORMATION SYSTEMS (CIS)

In addition to the requirements for General Education, a RAAD student completing the Business/CIS degree in the accelerated format would complete the following modules:

### CIS Coursework

|         |  |                                      |
|---------|--|--------------------------------------|
| RCS 108 |  | Network Fundamentals                 |
| RCS 117 |  | Introduction to Programming          |
| RCS 208 |  | Introduction to Project Management   |
| RCS 217 |  | Introduction to OO Programming       |
| RCS 227 |  | Introduction to Databases            |
| RCS 228 |  | Intro to Professional Communications |

## COMPUTER INFORMATION SYSTEMS (RETURNING ADULT ACCELERATED DEGREE)

|         |   |                                      |
|---------|---|--------------------------------------|
| RCS 307 | X | Object Oriented Systems Design       |
| RCS 308 |   | Project Management Tools             |
| RCS 317 |   | Advanced OO Programming              |
| RCS 327 |   | Web Development *                    |
| RCS 337 |   | Database & OO Systems Implement. *   |
| RCS 417 |   | Advanced Web Development *           |
| RCS 497 | 3 | Info. Systems Project/Human Issues * |

\*Course has prerequisites

### Business Course Work

|               |   |                              |
|---------------|---|------------------------------|
| RMATH 123/124 |   | Mathematical Models I/II *   |
| RMATH 125/126 |   | Statistics I/II *            |
| RCS 157       | I | Computers in the Workplace * |
| RECON 163     | J | Micro-Economics              |
| RECON 164     | J | Macro-Economics              |
| RBUS 211      |   | Financial Accounting         |
| RBUS 212      |   | Managerial Accounting *      |
| RBUS 311      |   | Marketing Principles         |
| RBUS 312      | K | Management Concepts          |
| RBUS 313      |   | Corporate Finance *          |
| RBUS 314      | U | Business Law                 |
| RBUS 315      |   | Operations Management *      |
| RMATH 123/124 |   | Mathematical Models I/II *   |
| RMATH 125/126 |   | Statistics I/II *            |
| RCS 157       | I | Computers in the Workplace * |
| RECON 163     | J | Micro-Economics              |
| RECON 164     | J | Macro-Economics              |
| RBUS 211      |   | Financial Accounting         |
| RBUS 212      |   | Managerial Accounting *      |
| RBUS 311      |   | Marketing Principles         |
| RBUS 312      | K | Management Concepts          |
| RBUS 313      |   | Corporate Finance *          |
| RBUS 314      | U | Business Law                 |
| RBUS 315      |   | Operations Management *      |

### MINOR IN COMPUTER INFORMATION SYSTEMS

|         |   |                                      |
|---------|---|--------------------------------------|
| RCS 108 |   | Networking Fundamentals              |
| RCS 117 |   | Intro to Programming                 |
| RCS 157 | I | Computers in the Workplace           |
| RCS 227 |   | Intro to Databases                   |
| RCS 228 |   | Intro to Professional Communications |

# COMPUTER INFORMATION SYSTEMS (RETURNING ADULT ACCELERATED DEGREE)

RCS 307      X      Intro to OOAD

RCS 337      OOAD & Implementation

## COMPUTER SCIENCE DEPARTMENT REQUIREMENTS:

- A student must have a cumulative 2.5 GPA or higher in the 3 pre-major courses (RCS108, RCS117, RCS227), or written consent to declare a CIS major.
- A student must have a cumulative 2.5 GPA or higher in all computer science courses to earn a major in CIS.
- All 400-level courses are residency courses and MUST be completed through attendance in classes at Edgewood College.
- Courses in computer science taken more than 5 years ago may not be accepted toward the majors in CIS. Such courses are accepted solely at the discretion of the department.
- Once admitted to the RAAD program, all C courses must be completed at Edgewood College.
- Computer science courses may not be audited nor may they be taken pass/fail

# ENGLISH

## MAJORS

English with concentrations in

- Literature
- Writing
- Journalism

English Teaching

## MINORS

English with concentrations in

- Literature
- Writing

English Teaching

## DEPARTMENT POLICIES

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

Transfer students in any English major must earn at least 16 credits at Edgewood College in English at the 300/400 level. Post-baccalaureate students are exempt from this requirement. Transfer students pursuing minors in English–Literature, English–Writing, or English Teaching must fulfill at least 12 credits in English from courses at Edgewood College. Post-baccalaureate students are exempt from this requirement. Students choosing the English Teaching major or minor must consult with an advisor in the. Courses required for the major are offered on a rotating basis. Students are urged to consult with the department chair or their advisors for information regarding this sequence.

## ENGLISH MAJOR WITH A CONCENTRATION IN LITERATURE (BA PROGRAM)

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

**At least two 200-level courses, including:**

ENG 280      CSU      Introduction to Literary Studies

- Twenty-eight credits in literature at the 300/400 level:
- At least two of these courses must be pre-1865 literature.
- Students may substitute one writing course at the 300/400 level for one of the literature courses after 1865.
- One D- or G-tagged English course at the 200/300/400 level
- Other English courses to bring the total number of English credits to at least 44
- Transfer students must earn at least 16 credits in English at Edgewood College from 300/400 courses. Post-baccalaureate students are exempt from this requirement.

# ENGLISH

## ENGLISH MAJOR WITH A CONCENTRATION IN WRITING (BA PROGRAM)

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

### Required courses:

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

### Four courses from the following:

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

- At least four courses in literature, of which three must be at the 300/400 level, and at least one of which must be pre-1865 literature. One must be an English COR3 seminar.
- One D- or G-tagged English course at the 200/300/400 level
- Other English courses to bring the total number of English credits to at least 44
- Transfer students must earn at least 16 credits in English at Edgewood College from 300/400 courses. Post-baccalaureate students are exempt from this requirement.

## ENGLISH MAJOR WITH A CONCENTRATION IN JOURNALISM (BA PROGRAM)

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

### Required courses:

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

### At least three courses from the following:

|         |  |                      |
|---------|--|----------------------|
| ENG 301 |  | Magazine Writing     |
| ENG 309 |  | The New Journalism   |
| ENG 312 |  | Topics in Journalism |
| ENG 314 |  | Literary Journalism  |
| ENG 316 |  | Video Production     |
| ENG 317 |  | Photojournalism      |
| ENG 410 |  | Advanced Journalism  |

# ENGLISH

- One D- or G-tagged English course at the 200/300/400 level
- At least five courses in English at the 300/400 level, of which at least three must be literature courses. One must be an English COR3 seminar.
- Other English courses to bring the total number of English credits to at least 44
- Transfer students must earn at least 16 credits in English at Edgewood College from 300/400 courses. Post-baccalaureate students are exempt from this requirement.

## ENGLISH TEACHING MAJOR (BA PROGRAM)

The major is part of a program leading to a Wisconsin initial educator license to teach English at the Early Adolescence through Adolescence level (Ages 10-21).

This major includes 44 credits beyond ENG 110 W, as follows:

### Required courses:

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

- At least 28 English credits at the 300/400 level. One course must be an English COR3 seminar.
- One D tagged English course at the 200/300/400 level.
- One G tagged English course at the 200/300/400 level.
- Other English courses to bring the total number of English credits to at least 44.
- Students in this major must also complete the professional education requirements and licensing requirements for teaching (see EDUCATION).
- Transfer students must earn at least 16 credits in English at Edgewood College from the 300/400 courses. Post-baccalaureate students are exempt from this requirement.

## ENGLISH MINOR WITH A CONCENTRATION IN LITERATURE

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

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

## ENGLISH MINOR WITH A CONCENTRATION IN WRITING

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

### Four courses from the following:

|         |    |                                  |
|---------|----|----------------------------------|
| ENG 201 |    | Introduction to Journalism       |
| ENG 205 | BX | Introduction to Creative Writing |
| ENG 301 |    | Magazine Writing                 |
| ENG 302 |    | Advanced Writing                 |
| ENG 305 | BX | Fiction Writing                  |
| ENG 306 |    | Poetry Writing                   |
| ENG 312 |    | Topics in Journalism             |

# ENGLISH

|         |                           |
|---------|---------------------------|
| ENG 314 | Literary Journalism       |
| ENG 406 | Advanced Fiction Writing  |
| ENG 410 | Advanced Journalism       |
| ENG 476 | Advanced Writing Workshop |

- Eight credits in literature at the 300/400 level.

## ENGLISH TEACHING MINOR

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach English at the level corresponding to the major.

This minor includes 24 credits beyond ENG 110 W, as follows:

### Required courses:

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

- One additional 300/400-level literature course
- Additional credits in English to bring the total to 24.
- Students in this minor must also complete the Early Adolescence through Adolescence licensing requirements (see EDUCATION).

# FOREIGN LANGUAGE

## MAJORS

French  
French Teaching  
Spanish  
Spanish Teaching

## MINORS

French  
French Teaching  
French for Elementary Education  
Spanish  
Spanish Teaching  
Spanish for Elementary Education

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

## GOALS FOR FOREIGN LANGUAGE PROGRAM

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

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

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

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

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

## FRENCH MAJOR (BA PROGRAM)

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

**Eight credits of intermediate French or transfer course (maximum of 8 credits accepted or 8 retroactive credits):**

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

**Twelve credits of language from the following:**

|          |   |                                       |
|----------|---|---------------------------------------|
| FREN 312 |   | Third Year Conversation & Composition |
| FREN 313 | G | Third Year Conversation & Composition |



## FOREIGN LANGUAGE

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

### Eight credits of literature from the following:

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

### Four credits of culture from the following:

|               |    |                                  |
|---------------|----|----------------------------------|
| FREN 332      | G  | Contemporary Francophone Culture |
| FREN 333      | G  | Film & Society                   |
| FREN 380/480* |    | Special Topics                   |
| FREN 431      | GH | French Civilization              |

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

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

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

## FRENCH TEACHING MAJOR (BA PROGRAM)

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

The major requires 43 credits beyond FREN 101 L and 102 L, to include:

### Eight credits of intermediate French or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

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

### Twelve credits of language from the following:

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

# FOREIGN LANGUAGE

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

## Eight credits of literature from the following:

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

## Four credits of culture from the following:

|               |    |                                  |
|---------------|----|----------------------------------|
| FREN 332      | G  | Contemporary Francophone Culture |
| FREN 333      | G  | Film & Society                   |
| FREN 380/480* |    | Special Topics                   |
| FREN 431      | GH | French Civilization              |

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

## Seven credits in methods and phonetics

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

- Study abroad, variable credit. Students must consult with their academic advisor.
- For the completion of the Education professional requirements and licensing requirements for teacher education (See the EDUCATION listing). A French Teaching Major must be accepted into Emergent Professional Transition before being admitted to French 459F.

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

## FRENCH MINOR

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

### Eight credits of intermediate French or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

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

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

### Four credits of language from the following:

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

## FOREIGN LANGUAGE

|          |   |   |
|----------|---|---|
| FREN 412 |   | Advanced Conversation & Composition       |
| FREN 413 |   | Advanced Conversation & Composition       |
| FREN 414 |   | Advanced Language in the Media            |
| FREN 416 | G | Advanced Language & the Francophone World |
| FREN 430 |   | Phonetics                                 |
| FREN 479 |   | Independent Study                         |

### Four credits of literature or culture from the following:

|               |     |   |
|---------------|-----|---|
| FREN 332      | G   | Contemporary Francophone Culture                              |
| FREN 333      | G   | Film & Society  |
| FREN 380/480* |     | Special Topics  |
| FREN 428      | CG  | Introduction to French Literature - Middle Ages to Revolution |
| FREN 429      | CG  | Introduction to French Literature -19th & 20th Centuries      |
| FREN 437A     | CGQ | Literary Movements of Modern France                           |
| FREN 438      | CG  | Francophone Literature  |
| FREN 431      | GH  | French Civilization   |
| FREN 479      |     | Independent Study   |

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

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

## FOREIGN LANGUAGE MINOR FOR ELEMENTARY EDUCATION MAJORS

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

### Eight credits of intermediate French or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

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

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

### Four credits of language from the following:

|               |   |   |
|---------------|---|---|
| FREN 312      |   | Third Year Conversation & Composition     |
| FREN 313      | G | Third Year Conversation & Composition     |
| FREN 314      | G | Language in the Media                     |
| FREN 316      | G | Language & the Francophone World          |
| FREN 332      | G | Contemporary Francophone Culture          |
| FREN 333      | G | Film & Society                            |
| FREN 380/480* |   | Special Topics                            |
| FREN 412      |   | Advanced Conversation & Composition       |
| FREN 413      |   | Advanced Conversation & Composition       |
| FREN 414      |   | Advanced Language in the Media            |
| FREN 416      | G | Advanced Language & the Francophone World |

# FOREIGN LANGUAGE

|          |  |                   |
|----------|--|-------------------|
| FREN 430 |  | Phonetics         |
| FREN 479 |  | Independent Study |

## Four credits of literature or culture from the following:

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

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

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

## FRENCH TEACHING MINOR

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach French at the level corresponding to the major.

It requires 31 credits beyond FREN 101 L and 102 L, to include:

## Eight credits of intermediate French or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

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

## Eight credits in language from the following:

|               |   |   |
|---------------|---|---|
| FREN 312      |   | Third Year Conversation & Composition     |
| FREN 313      | G | Third Year Conversation & Composition     |
| FREN 314      | G | Language in the Media                     |
| FREN 316      | G | Language & the Francophone World          |
| FREN 332      | G | Contemporary Francophone Culture          |
| FREN 333      | G | Film & Society                            |
| FREN 380/480* |   | Special Topics FOREIGN LANGUAGE 131       |
| FREN 412      |   | Advanced Conversation & Composition       |
| FREN 413      |   | Advanced Conversation & Composition       |
| FREN 414      |   | Advanced Language in the Media            |
| FREN 416      | G | Advanced Language & the Francophone World |
| FREN 479      |   | Independent Study                         |

## Four credits in literature or culture from the following:

|               |    |   |
|---------------|----|---|
| FREN 380/480* |    | Special Topics  |
| FREN 428      | CG | Introduction to French Literature - Middle Ages to Revolution |
| FREN 429      | CG | Introduction to French Literature -19th & 20th Centuries      |

# FOREIGN LANGUAGE

FREN 437A      CGQ      Literary Movements of Modern France

FREN 438      CG      Francophone Literature

FREN 479      Independent Study

FREN 431      GH      French Civilization

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

## Seven credits of phonetics and methods

FREN 430      Phonetics

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

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

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

## FRENCH PROGRAM POLICIES

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

Transfer students who intend to continue in language should consult the Foreign Language Department for assistance in choosing the appropriate level course. All majors, teaching and non-teaching, and all teaching minors must pass with a minimum grade of “B” at least two of the following: FREN 312, 313 G, 314, 316 G, 412 G- 413 G, 414 G, 416 G, 430.

All non-teaching minors must pass with a minimum grade of “B” at least one of the courses listed.

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

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

## STUDY ABROAD

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

## MINIMUM CREDITS AT EDGEWOOD COLLEGE

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

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

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

## RETROACTIVE CREDIT

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

- 4 retroactive credits if B or higher in FREN 102 L

# FOREIGN LANGUAGE

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

## PROFICIENCY TESTS

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

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

## SPANISH MAJOR (BA PROGRAM)

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

### Eight credits of intermediate Spanish (or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

|          |    |                         |
|----------|----|-------------------------|
| SPAN 201 | GL | Third Semester Spanish  |
| SPAN 202 | GL | Fourth Semester Spanish |

### Twelve credits of language from the following:

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

### Eight credits of literature from the following:

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

### Four credits of culture from the following:

|          |   |                             |
|----------|---|-----------------------------|
| SPAN 331 | G | Spanish Civilization        |
| SPAN 332 |   | Latin American Civilization |
| SPAN 336 | G | Film & Society              |

# FOREIGN LANGUAGE

|               |                      |
|---------------|----------------------|
| SPAN 380/480* | Special Topics       |
| SPAN 433      | Contemporary Culture |

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

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

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

## SPANISH TEACHING MAJOR (BA PROGRAM)

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

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

### Eight credits of intermediate Spanish or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):

|          |    |                         |
|----------|----|-------------------------|
| SPAN 201 | GL | Third Semester Spanish  |
| SPAN 202 | GL | Fourth Semester Spanish |

### Twelve credits of language from the following:

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

### Eight credits of literature from the following:

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

### Four credits of culture from the following:

|               |   |                             |
|---------------|---|-----------------------------|
| SPAN 331      | G | Spanish Civilization        |
| SPAN 332      |   | Latin American Civilization |
| SPAN 336      | G | Film & Society              |
| SPAN 380/480* |   | Special Topics              |
| SPAN 433      |   | Contemporary Culture        |

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

# FOREIGN LANGUAGE

## Seven credits of phonetics and methods:

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

- Study abroad, variable credit. Classes taken abroad may fulfill requirements in sections 1–5 above. Students must consult their academic advisor.
- For the completion of the Education professional requirements and the licensing requirements for teacher education (See the EDUCATION listing).

A Spanish Teaching Major must be accepted into Emergent Professional Transition before being admitted to SPAN459F.

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

## SPANISH MINOR

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

### Eight credits of intermediate Spanish or transfer courses, (maximum of 8 credits accepted or 8 retroactive credits):

|          |    |                         |
|----------|----|-------------------------|
| SPAN 201 | GL | Third Semester Spanish  |
| SPAN 202 | GL | Fourth Semester Spanish |

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

### Four credits of language from the following:

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

### Four credits of literature or culture from the following:

|               |    |  |
|---------------|----|--|
| SPAN 331      | G  | Spanish Civilization                   |
| SPAN 332      |    | Latin American Civilization            |
| SPAN 336      | G  | Film & Society                         |
| SPAN 380/480* |    | Special Topics                         |
| SPAN 424      | CG | Topics in Modern Peninsular Literature |
| SPAN 433      |    | Contemporary Culture                   |
| SPAN 437      | CG | Spanish American Literature            |
| SPAN 438      | CG | Contemporary Literature                |

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

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



# FOREIGN LANGUAGE

## SPANISH MINOR OF ELEMENTARY EDUCATION MAJORS

Credits include:

**Eight credits of intermediate Spanish or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):**

|          |    |                         |
|----------|----|-------------------------|
| SPAN 201 | GL | Third Semester Spanish  |
| SPAN 202 | GL | Fourth Semester Spanish |

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

**Four credits of language from the following:**

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

**Four credits of literature or culture from the following:**

|               |    |  |
|---------------|----|--|
| SPAN 331      | G  | Spanish Civilization                   |
| SPAN 332      |    | Latin American Civilization            |
| SPAN 433      |    | Contemporary Culture                   |
| SPAN 435      |    | Film & Society                         |
| SPAN 380/480* |    | Special Topics                         |
| SPAN 424      | CG | Topics in Modern Peninsular Literature |
| SPAN 437      | CG | Spanish American Literature            |
| SPAN 438      | CG | Contemporary Literature                |

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

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

## SPANISH TEACHING MINOR

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach Spanish at the level corresponding to the major.

It requires 31 credits beyond SPAN 101 L and 102 L, to include:

**Eight credits of intermediate Spanish or transfer courses (maximum of 8 credits accepted or 8 retroactive credits):**

|          |    |                         |
|----------|----|-------------------------|
| SPAN 201 | GL | Third Semester Spanish  |
| SPAN 202 | GL | Fourth Semester Spanish |

# FOREIGN LANGUAGE

## Eight credits of language from the following:

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

## Four credits of literature from the following:

|  |    |  |
|--|----|--|
| SPAN 380/480*  |    | Special Topics                         |
| SPAN 424   | CG | Topics in Modern Peninsular Literature |
| SPAN 437   | CG | Spanish American Literature            |
| SPAN 438   | CG | Contemporary Literature                |
| Four credits of Spanish from courses listed above and not already taken. |    |  |

## Seven credits of phonetics and methods:

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

- Study abroad, variable credit. Classes taken abroad may fulfill requirements in sections 1-5 above. Students must consult their academic advisor.
- For the completion of the Education professional requirements and licensing requirements for teacher education (See the EDUCATION listing).

A Spanish Teaching Minor must be accepted into Emergent Professional Transition before being admitted to SPAN 459F.

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

## SPANISH PROGRAM POLICIES

Emphasis is on the use of Spanish in the classroom beginning with first-year classes. Advanced classes are conducted in Spanish. Upper-level courses may be repeated for credit, provided content is different.

Students with three or more years of the same high school language cannot take 101 of that same language for credit at Edgewood College.

Transfer students who intend to continue in language should consult the Foreign Language Department for assistance in choosing the appropriate level course. Admission to the Major program is by consent of the department, which will appoint an advisor to monitor student progress and satisfactory completion of the requirements. All majors, teaching and non-teaching, and all teaching minors must pass with a minimum grade of “B” at least two of the following: SPAN 312, 314 G, 318 G, 412, 414 G, 418, 430. All non-teaching minors must pass with a minimum grade of “B” at least one of the courses listed. All majors, teaching and non-teaching, and all teaching minors must also maintain a 3.0 GPA in Spanish courses, achieve oral proficiency at the intermediate-high level, (ACTFL guidelines), and be approved by the Department. If the department rotation of required 300 and 400 level courses does not permit students in the major or minor to take them at the College, they may take them at UW-Madison through the Collaborative Program.

## STUDY ABROAD

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

# FOREIGN LANGUAGE

## MINIMUM CREDITS AT EDGEWOOD COLLEGE

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

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

The year that prior courses were taken must be considered for determining course acceptability for satisfying major/minor requirement.

Those seeking add-on teaching certification in foreign language must consult with the Foreign Language Department.

## RETROACTIVE CREDIT

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

- 4 retroactive credits if B or higher in SPAN 102 L
- No retroactive credits if BC or C in SPAN 102 L
- 8 retroactive credits if B or higher in SPAN 201 GL
- 4 retroactive credits if BC or C in SPAN 201 GL
- 12 retroactive credits if B or higher in SPAN 202 GL
- 4 retroactive credits if BC or C in SPAN 202 GL
- 16 retroactive credits if B or higher in SPAN 312 or a higher level Spanish Course
- 8 retroactive credits if BC or C in SPAN 312 or higher
- Placement into foreign language classes is determined by the College

## PROFICIENCY TESTS

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

Please consult the Foreign Language Department about all of the above

# HISTORY

## MAJORS

History

BFSS History Concentration (see Broad Field Social Studies for requirements)

BFSS History Concentration with Teaching Minor (see Broad Field Social Studies for requirements)

## MINORS

History

History Teaching, Elementary/Middle Education

History Teaching, Middle/Secondary Education

History programs may be used to fulfill the graduation requirements of the College, to obtain teacher certification, or to prepare for professional (e.g., law school) or graduate school study. In consultation with a History Department advisor, a student will select the most appropriate program and courses to meet the requirements for a major, minor, or concentration in history.

The Department of History has identified three broad goals for the student majoring in History or Broad Fields Social Studies that will be assessed on an on-going basis, but particularly in HIST 400/401. Each successful History and Broad Fields Social Studies major will demonstrate:

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

The History Department administers the Sister Cajetan Spelman History Award which is given annually to upper-class history majors and history concentrations. See History Department Chair for details.

## HISTORY MAJOR (BA PROGRAM)

A minimum of 42-44 credits in history is required as follows:

### Required course:

|          |  |
|----------|--|
| HIST 295 | Proseminar: Historians, Historiography and Historical Method |
|----------|--|

### Two Courses from each area:

#### Area A: European History

|          |   |   |
|----------|---|---|
| HIST 108 | H | Medieval Europe, 410-1500   |
| HIST 110 | H | Beginnings of Modern Europe, 1500 to the Eve of the French Revolution |
| HIST 115 | H | Europe and the World  |
| HIST 211 | H | History of Modern Germany from Unification to Nazification            |
| HIST 271 | H | Selected Topics   |
| HIST 325 | H | Germany and the Rise of the Nazi Party                                |
| HIST 341 | H | European Holocaust  |
| HIST 375 |   | World War II  |

#### Area B: United States History

|          |    |                                  |
|----------|----|----------------------------------|
| HIST 131 | H  | American History I               |
| HIST 132 | H  | American History II              |
| HIST 204 | DH | Social Movements in U.S. History |

# HISTORY

|          |   |                                       |
|----------|---|---------------------------------------|
| HIST 207 | H | Recent U.S. History (Since 1945)      |
| HIST 238 |   | American Labor History                |
| HIST 271 | H | Selected Issues                       |
| HIST 342 |   | American Foreign Policy               |
| HIST 359 | D | African-American History              |
| HIST 360 |   | The History of Women in North America |
| HIST 363 |   | Native American History               |

## Area C: East Asian History

|               |     |                                     |
|---------------|-----|-------------------------------------|
| HIST 111      | GH  | East Asian Civilization             |
| HIST 112      |     | Chinese Philosophy                  |
| HIST 117      | GH  | Modern China                        |
| HIST 221      | GH  | Modern Japan                        |
| HIST 249      | GH  | U.S. and East Asia                  |
| HIST 271      | H   | Select Issues                       |
| HIST 284      | GH  | People's Republic of China          |
| HIST 310A & B | 2GH | China: Tradition and Transformation |
| HIST 312      | GHU | China and the West                  |

## One of the following two-semester sequences:

|                |  |
|----------------|--|
| HIST 400A/401A | Selected Issues in European History/Research Paper   |
| HIST 400B/401B | Selected Issues in American History/Research Paper   |
| HIST 400C/401C | Selected Issues in East Asian History/Research Paper |

- Elective courses in history to complete the 42-44 credit total, to be chosen by the student in consultation with a History Department advisor. Confirm choice with history advisor.
- It is strongly recommended that history majors who plan to attend graduate school take a foreign language. Students should consult with their academic advisor for information.
- Both undergraduate and post-baccalaureate students must earn at least 12 credits in history at Edgewood College.
- Majors must earn 28 credits at the 200-level or above in history. A minimum cumulative grade point average of 2.00 is required in history courses taken toward the major.
- Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

## HISTORY MINOR

### A minimum of 24 credits to include:

|                |  |
|----------------|--|
| HIST 295       | Proseminar: Historians, Historiography and Historical Method |
| HIST 400A/401A | Selected Issues in European History/Research Paper           |
| HIST 400B/401B | Selected Issues in American History/Research Paper           |
| HIST 400C/401C | Selected Issues in East Asian History/Research Paper         |

The other courses will be chosen by the student in consultation with a History Department advisor.

At least 12 credits in history must be earned at Edgewood College.

# HISTORY

## HISTORY TEACHING MINOR; MIDDLE/SECONDARY EDUCATION

A teaching major in some field for middle/secondary education

### A minimum of 28 credits in history, including:

|          |  |  |
|----------|--|--|
| HIST 295 |  | Proseminar: Historians, Historiography and Historical Method |
| ED 459H  |  | History Teaching and Social Studies                          |

### At least one course from each of the areas below:

#### Area A: European History

|          |   |   |
|----------|---|---|
| HIST 108 | H | Medieval Europe, 410-1500   |
| HIST 110 | H | Beginnings of Modern Europe, 1500 to the Eve of the French Revolution |
| HIST 115 | H | Europe and the World  |
| HIST 211 | H | History of Modern Germany from Unification to Nazification            |
| HIST 271 | H | Selected Topics   |
| HIST 325 | H | German and the Rise of the Nazi Party                                 |
| HIST 341 | H | European Holocaust  |
| HIST 375 |   | World War II  |

#### Area B: United States History

|          |    |                                       |
|----------|----|---------------------------------------|
| HIST 131 | H  | American History I                    |
| HIST 132 | H  | American History II                   |
| HIST 204 | DH | Social Movements in U.S. History      |
| HIST 207 | H  | Recent US History (Since 1945)        |
| HIST 238 |    | American Labor History                |
| HIST 271 | H  | Selected Issues                       |
| HIST 342 |    | American Foreign Policy               |
| HIST 359 | D  | African-American History              |
| HIST 360 |    | The History of Women in North America |
| HIST 363 |    | Native American History               |

#### Area C: East Asian History

|             |     |                                     |
|-------------|-----|-------------------------------------|
| HIST 111    | GH  | East Asian Civilization             |
| HIST 112    |     | Chinese Philosophy                  |
| HIST 117    | GH  | Modern China                        |
| HIST 221    | GH  | Modern Japan                        |
| HIST 249    | GH  | U.S. and East Asia                  |
| HIST 271    | H   | Selected Issues                     |
| HIST 284    | GH  | People's Republic of China          |
| HIST 310A&B | 2GH | China: Tradition and Transformation |
| HIST 312    | GHU | China and the West                  |

# HISTORY

## A HIST 400/401 two-semester sequence:

|                |  |
|----------------|--|
| HIST 400A/401A | Selected Issues in European History/Research Paper   |
| HIST 400B/401B | Selected Issues in American History/Research Paper   |
| HIST 400C/401C | Selected Issues in East Asian History/Research Paper |

## Completion of the Education professional requirements and the licensing sequence in either middle/secondary or secondary education:

- A course in national, state, and local government, typically PS 262 J is required (see EDUCATION).
- A History Teaching minor must be accepted into Emergent Professional Transition before being admitted to ED 459H.
- To meet Wisconsin Department of Public Instruction licensing requirements, students should take GEOG 265 E Environmental Conservation, a course in conservation of natural resources and marketing and consumer cooperatives.
- Students are advised to check carefully the certification requirements of the state in which they plan to teach.

Minors must earn at least 12 credits in history at Edgewood College.

Minors must earn at least 16 credits at the 200-level or above in history.

A minimum cumulative grade point average of 2.0 is required in history courses taken toward the minor

## HISTORY TEACHING MINOR: ELEMENTARY/MIDDLE EDUCATION

### A minimum of 28 credits in history including:

HIST 295                      Proseminar: Historians, Historiography and Historical Method

### At least one course from each of the areas below:

#### Area A: European History

|          |   |   |
|----------|---|---|
| HIST 108 | H | Medieval Europe, 410-1500   |
| HIST 110 | H | Beginnings of Modern Europe, 1500 to the Eve of the French Revolution |
| HIST 115 | H | Europe and the World  |
| HIST 211 | H | History of Modern Germany from Unification to Nazification            |
| HIST 271 | H | Selected Topics   |
| HIST 325 | H | German and the Rise of the Nazi Party                                 |
| HIST 341 | H | European Holocaust  |
| HIST 375 |   | World War II  |

#### Area B: United States History

|          |    |                                       |
|----------|----|---------------------------------------|
| HIST 131 | H  | American History I                    |
| HIST 132 | H  | American History II                   |
| HIST 204 | DH | Social Movements in U.S. History      |
| HIST 207 | H  | Recent US History (Since 1945)        |
| HIST 238 |    | American Labor History                |
| HIST 271 | H  | Selected Issues                       |
| HIST 342 |    | American Foreign Policy               |
| HIST 359 | D  | African-American History              |
| HIST 360 |    | The History of Women in North America |
| HIST 363 |    | Native American History               |

# HISTORY

## Area C: East Asian History

|              |     |                                     |
|--------------|-----|-------------------------------------|
| HIST 111     | GH  | East Asian Civilization             |
| HIST 112     |     | Chinese Philosophy                  |
| HIST 117     | GH  | Modern China                        |
| HIST 221     | GH  | Modern Japan                        |
| HIST 249     | GH  | U.S. and East Asia                  |
| HIST 271     | H   | Selected Issues                     |
| HIST 284     | GH  | People's Republic of China          |
| HIST 310 A&B | 2GH | China: Tradition and Transformation |
| HIST 312     | GHU | China and the West                  |

## A HIST 400/401 two-semester sequence:

|                |  |  |
|----------------|--|--|
| HIST 400A/401A |  | Selected Issues in European History/Research Paper   |
| HIST 400B/401B |  | Selected Issues in American History/Research Paper   |
| HIST 400C/401C |  | Selected Issues in East Asian History/Research Paper |

## Completion of the Education professional requirements and the licensing sequence in either elementary or elementary/middle education (see Education):

- To meet Wisconsin Department of Public Instruction licensing requirements, students should take GEOG 265 E Environmental Conservation, a course in conservation of natural resources and marketing and consumer cooperatives.

Students are advised to check carefully the certification requirements of the state in which they plan to teach.



# INTERNATIONAL RELATIONS

## INTERNATIONAL RELATIONS MAJOR (BA PROGRAM OR BS PROGRAM)

Interdisciplinary core of 36-37 credits:

### Political Science:

|        |    |  |
|--------|----|--|
| PS 210 | GJ | Intro to International Relations   |
| PS 275 | GJ | Intro to Comparative Politics (or upper level comparative politics course) |
| PS 342 |    | American Foreign Policy  |

### Economics:

|          |    |                              |
|----------|----|------------------------------|
| ECON 290 | GJ | The Global Economy           |
| ECON 330 | GJ | Comparative Economic Systems |

### Other Social Science:

|          |     |                                       |
|----------|-----|---------------------------------------|
| ANTH 222 | GJ  | Introduction to Cultural Anthropology |
| SS 368   | U   | Social Science Research Methods       |
| SS 484   | 3KX | Senior Social Science Seminar         |

Students will complete one comparative humanities course in art, music, literature, theatre, history, or religious studies as approved by the student's advisor. (Chosen from list below):

|                |     |   |
|----------------|-----|---|
| ART 124        |     | Global Perspectives in the Visual Arts      |
| ART 250        | AGU | Art of Africa, Americas & Oceania           |
| ENG 270        | CG  | Intro to World Literature                   |
| ENG 370B       | CGX | Post-Colonial Literature                    |
| ENG 470        |     | Focused Study of World Literature           |
| FREN 316/4516G |     | (Advanced) Language & the Francophone World |
| FREN 429       | CG  | Intro to French Literature                  |
| FREN 431       | GH  | French Civilization                         |
| FREN 432       |     | Contemporary Culture                        |
| FREN 433       |     | Film and Society                            |
| FREN 437A      | CGQ | Literary Movements of Modern France         |
| FREN 438       | CG  | Francophone Literature                      |
| HIST 111       | GH  | East Asian History                          |
| HIST/PHIL 112  |     | Chinese Philosophy                          |
| HIST 117       | GH  | Modern China                                |
| HIST 221       | GH  | Modern Japan                                |
| HIST 240       | H   | The Middle East                             |
| HIST 284       | GH  | People's Republic of China                  |
| HIST 325       | H   | Germany and the Rise of the Nazi Party      |
| HIST 341       | H   | European Holocaust                          |
| HIST 375       |     | World War II                                |
| HIST 401A      |     | Research Paper in European History          |
| HIST 401C      |     | Research Paper in East Asian History        |
| MUS 155        | AGX | World Music                                 |

# INTERNATIONAL RELATIONS

|          |    |  |
|----------|----|--|
| PHIL 306 |    | Philosophy of Peace and Justice        |
| RS 225   | GR | Intro to Major Religious Traditions    |
| RS 265   |    | Religious Traditions of the East       |
| RS 456   |    | Selected Topics: Islam                 |
| SPAN 424 | CG | Topics in Modern Peninsular Literature |
| SPAN 431 | G  | Spanish Civilization                   |
| SPAN 432 |    | Latin American Civilization            |
| SPAN 433 |    | Contemporary Culture                   |
| SPAN 436 | G  | Film and Society                       |
| SPAN 437 | CG | Latin American Literature              |
| SPAN 438 | CG | Contemporary Literature                |

- Language Proficiency: two years of college-level study of one foreign language (16 credits) or equivalent.
- A Minor in one of the following disciplines: sociology, business, economics, French, history, political science, environmental studies, women's and gender studies or Spanish.
- Courses selected for a minor must meet the requirements of the department or program through which the minor is offered.

## POLICIES

An International Relations major must take a minimum of twelve credits of the interdisciplinary core coursework in residence at Edgewood College or through the Collaborative Program, not including courses taken solely for the minor.

The year that prior courses were taken will be considered in determining the acceptability of transfer courses for satisfying the major requirement.

# MATHEMATICS

Mathematics and Mathematics Teaching majors are designed to prepare students for a wide variety of career trajectories—such as teaching, actuarial science, business, and pre-engineering—as well as graduate school. In addition to preparation in core areas of mathematics, students will develop habits of precision and logical thinking, acquire an appreciation for, and understanding of the aesthetic qualities, and historical development of mathematics, and gain an appreciation for and understanding of mathematical concepts, and techniques that are applicable to areas outside of mathematics.

The department has identified four goals for students majoring in mathematics and mathematics teaching:

## Core Mathematics

Students should demonstrate a broad understanding of core mathematics as defined by the requirements for the major and the department's course goals. These goals include the interplay of mathematics with other disciplines and the history of mathematics.

## Problem-solving

Students should demonstrate competency in problem-solving. This includes the ability to generate special cases, recognize patterns, formulate and test conjectures, reject incorrect solutions, use mathematical tools developed in coursework, and reflect appropriately on the solution.

## Proof

Students should demonstrate the ability to critically examine mathematical arguments and produce proofs that are both mathematically and stylistically correct.

## Communication

Students should be able to communicate mathematics effectively in oral and written form using formal definitions, appropriate mathematical terminology and symbolism.

## MAJORS

Mathematics

Mathematics Teaching

## MINORS

Mathematics

Mathematics Teaching

Mathematics Teaching for Elementary/Middle School

## MATHEMATICS MAJOR (BA PROGRAM OR BS PROGRAM)

Forty-four credits in mathematics, including:

### Required courses:

|          |     |                           |
|----------|-----|---------------------------|
| MATH 231 | M   | Calculus I                |
| MATH 232 | M   | Calculus II               |
| MATH 233 | M   | Calculus III              |
| MATH 301 | U   | Problem Solving and Proof |
| MATH 341 |     | Linear Algebra            |
| MATH 351 |     | Probability               |
| MATH 485 | KX3 | Mathematics Seminar       |

# MATHEMATICS

At least five additional mathematics courses with at least 19 credits from the following list, chosen with the consent of the student's academic advisor, to include at least one from each of the three pairings. Majors planning to go to graduate school should take both courses in all three pairings.

|          |                        |
|----------|------------------------|
| MATH 331 | Differential Equations |
|----------|------------------------|

Analysis Pairing:

|          |               |
|----------|---------------|
| MATH 431 | Real Analysis |
|----------|---------------|

|          |                  |
|----------|------------------|
| MATH 432 | Complex Analysis |
|----------|------------------|

Algebra Pairing:

|          |                    |
|----------|--------------------|
| MATH 441 | Abstract Algebra I |
|----------|--------------------|

|          |                     |
|----------|---------------------|
| MATH 442 | Abstract Algebra II |
|----------|---------------------|

Geometry Pairing:

|          |                  |
|----------|------------------|
| MATH 461 | College Geometry |
|----------|------------------|

|          |          |
|----------|----------|
| MATH 462 | Topology |
|----------|----------|

A minimum GPA of 2.5 in the above mathematics courses is required.

## MATHEMATICS TEACHING MAJOR (BA PROGRAM OR BS PROGRAM)

The major is part of a program leading to a Wisconsin initial educator license to teach mathematics at the Early Adolescent through Adolescent level (Ages 10-21).

Forty-seven credits in mathematics including:

### Required courses:

|          |            |
|----------|------------|
| MATH 121 | Statistics |
|----------|------------|

|          |   |            |
|----------|---|------------|
| MATH 231 | M | Calculus I |
|----------|---|------------|

|          |   |             |
|----------|---|-------------|
| MATH 232 | M | Calculus II |
|----------|---|-------------|

|          |   |              |
|----------|---|--------------|
| MATH 233 | M | Calculus III |
|----------|---|--------------|

|          |   |                           |
|----------|---|---------------------------|
| MATH 301 | U | Problem Solving and Proof |
|----------|---|---------------------------|

|          |                |
|----------|----------------|
| MATH 341 | Linear Algebra |
|----------|----------------|

|          |               |
|----------|---------------|
| MATH 431 | Real Analysis |
|----------|---------------|

|          |                    |
|----------|--------------------|
| MATH 441 | Abstract Algebra I |
|----------|--------------------|

|          |                     |
|----------|---------------------|
| MATH 442 | Abstract Algebra II |
|----------|---------------------|

|          |  |
|----------|--|
| MATH 451 | Explorations in Middle/ Secondary School Mathematics |
|----------|--|

|          |   |
|----------|---|
| MATH 459 | Middle/Secondary Math Methods (Cross-listed with ED 459M) |
|----------|---|

|          |                  |
|----------|------------------|
| MATH 461 | College Geometry |
|----------|------------------|

|          |     |                     |
|----------|-----|---------------------|
| MATH 485 | KX3 | Mathematics Seminar |
|----------|-----|---------------------|

MATH 351 is also highly recommended.

A minimum GPA of 2.5 in the above mathematics courses is required.

See EDUCATION for licensure requirements. Admission to teacher education as early as possible is recommended.

# MATHEMATICS

## MATHEMATICS TEACHING FOR ELEMENTARY/MIDDLE SCHOOL MINOR

The minor, together with a licensing major in Middle Childhood through Early Adolescence, is part of a program leading to a Wisconsin initial educator license to teach mathematics at the level corresponding to the major.

Thirteen credits in mathematics (beyond those required for the education major), including:

### Required courses:

|          |   |   |
|----------|---|---|
| MATH 121 | M | Statistics                                    |
| MATH 451 |   | Explorations in Middle/ Secondary Mathematics |

### At least one of the following courses:

|          |   |                                     |
|----------|---|-------------------------------------|
| MATH 222 | M | Calculus with Business Applications |
| MATH 231 | M | Calculus I                          |

### At least one of the following courses, in consultation with minor advisor:

|          |   |                    |
|----------|---|--------------------|
| MATH 122 |   | Finite Mathematics |
| MATH 232 | M | Calculus II        |

A minimum GPA of 2.5 in the above courses is required.

Completion of the Education professional requirements and licensure requirements for teacher education (see EDUCATION: progress through the transition steps is recommended as early as possible.

## MATHEMATICS MINOR

Twenty-four credits in mathematics including:

### Required courses:

|          |   |                           |
|----------|---|---------------------------|
| MATH 121 | M | Statistics                |
| MATH 231 | M | Calculus I                |
| MATH 232 | M | Calculus II               |
| MATH 301 | U | Problem Solving and Proof |
| MATH 341 |   | Linear Algebra            |

### At least two of the following with at least 7 credits:

|          |   |                        |
|----------|---|------------------------|
| MATH 233 | M | Calculus III           |
| MATH 331 |   | Differential Equations |
| MATH 351 |   | Probability            |
| MATH 431 |   | Real Analysis          |
| MATH 432 |   | Complex Analysis       |
| MATH 441 |   | Abstract Algebra I     |
| MATH 442 |   | Abstract Algebra II    |
| MATH 461 |   | College Geometry       |
| MATH 462 |   | Topology               |

A minimum GPA of 2.5 in the above mathematics courses is required.

# MATHEMATICS

## MATHEMATICS TEACHING MINOR

The minor, together with a licensing major (Early Adolescent through Adolescent), is part of a program leading to a Wisconsin initial educator license to teach mathematics at the Early Adolescent through Adolescent level.

### Twenty-eight credits in mathematics:

|          |   |   |
|----------|---|---|
| MATH 121 | M | Statistics  |
| MATH 231 | M | Calculus I  |
| MATH 232 | M | Calculus II   |
| MATH 301 | U | Problem Solving and Proof                                 |
| MATH 341 |   | Linear Algebra  |
| MATH 451 |   | Explorations in Middle/ Secondary School Mathematics      |
| MATH 459 |   | Middle/Secondary Math Methods (Cross-listed with ED 459M) |
| MATH 461 |   | College Geometry  |

A minimum GPA of 2.5 in the above mathematics courses is required. See EDUCATION for licensure requirements. Admission to teacher education as early as possible is recommended.

## MATHEMATICS POLICIES

All mathematics prerequisites for mathematics courses must be completed with a grade of C or above to satisfy prerequisite requirement.

A student must have a cumulative grade point average of 2.5 or above in courses required for the major or minor.

A student pursuing any major within the Mathematics Department must take at least three mathematics courses at or above the 300 level at Edgewood College. A student pursuing any minor within the Mathematics Department must take at least two mathematics courses approved by the department at Edgewood College.

Students intending to major or minor in mathematics or mathematics teaching should take MATH 301 U Problem Solving and Proof concurrently with or as soon as possible after MATH 232 M Calculus II since it is a prerequisite for most of the mathematics courses at the 300 and 400 levels.

Courses in mathematics may not be audited.

Courses in the department may be taken Pass/Fail only with the consent of both the instructor and the Department Chair.

No student may take a mathematics course Pass/Fail if it is to be used to satisfy any major or minor requirement from any department in the College.

Any course requirement of the mathematics and mathematics teaching majors and minors (with the exception of MATH 485 KX3 and MATH 459) may be satisfied through the proficiency process established by the department. The minimum residency requirement may not be waived.

Students in a math teaching major or minor should not plan to take upper division mathematics courses during the semester in which they are student teaching.

## STUDENT DEVELOPMENT OPPORTUNITIES

The Mathematics Department supports a number of student development opportunities, including participation in the Edgewood College Research Conference, summer research experiences, and St. Norbert's annual Pi Mu Epsilon Conference. Any full-time member of the Department can provide details.

## INTERNSHIPS AND CAREERS IN MATHEMATICS

A number of careers are open to students majoring in mathematics. Some students proceed to graduate school in an advanced mathematical, professional, or technical field; other students move directly into the work force including teaching at the middle or secondary level. The student majoring in mathematics should talk to her/his advisor in the sophomore year to explore internships and career opportunities. Members of the department will work with the student and Edgewood College's Career Services office to help the student successfully chart a path beyond graduation.

# MUSIC

## MAJORS

Music

Music: Business Emphasis

Music Education

- General Music: Early Childhood – Adolescence\*
- Choral Music: Early Adolescence – Adolescence\*
- Instrumental Music: Early Childhood – Adolescence\*

*\*Typically a 5-year program*

## MINOR

Music

## GOALS OF THE MAJOR

The curriculum for the music major is aligned with the standards for the National Association of Schools of Music and the Wisconsin Department of Public Instruction. The comprehensive degree offerings challenge students to reach their highest potential. The development of performing skills, critical thinking, and music literacy are goals of each area of private and class instruction, music appreciation, music theory, music history and performing ensembles. Each semester, the music faculty assesses student achievement using standard test formats, portfolio reviews, rubrics, and juried performance reviews.

## OPPORTUNITIES FOR NON-MUSIC MAJORS

Non-majors are encouraged to take music courses, a number of which require no previous musical experience. Performing ensembles are available to all students regardless of major. Some ensembles and upper-division courses require an audition. Some of the assessment strategies outlined above are also used for non-majors.

The Music Department offers general education courses that cover the following tags: A, B, D, G, I, K, Q, and X.

## MUSIC MAJOR (BA PROGRAM)

**33 credits required in the following courses:**

|          |     |  |
|----------|-----|--|
| MUS 140  | B   | Introduction to the Language of Music (or proficiency) |
| MUS 141B |     | Theory I   |
| MUS 142  |     | Ear Training and Solfege I                             |
| MUS 143  |     | Theory II  |
| MUST 144 |     | Ear Training and Solfege II                            |
| MUS 155  | AGX | World Music  |
| MUS 158  | AQX | Women in Music   |
| MUS 191  | I   | Computer Applications in Music                         |
| MUS 241  |     | Theory III   |
| MUS 242  |     | Ear Training and Solfege III                           |
| MUS 344  |     | Conducting   |
| MUS 355  |     | Music History: Medieval-Baroque                        |
| MUST 356 | U   | Music History: Classical to Modern*                    |
| MUS 440  | 3   | Senior Music Seminar                                   |
| MUS 481  | K   | Senior Recital   |

# MUSIC

## In addition:

Private Lessons: Students must register for private lessons each semester they are enrolled at Edgewood College; at least two semesters must be taken at the 300 level with a grade of “C” or better, and two semesters must be taken at the 400 level with a grade of “C” or better.

|                   |                   |
|-------------------|-------------------|
| 200 Level (Sem 1) | 200 Level (Sem 2) |
| 300 Level (Sem 1) | 300 Level (Sem 2) |
| 400 Level (Sem 1) | 400 Level (Sem 2) |

Performing Organization: Students must be registered for a performing ensemble each semester they are enrolled at Edgewood College. Students should contact the department chair prior to registration for placement information.

|            |            |
|------------|------------|
| Semester 1 | Semester 2 |
| Semester 3 | Semester 4 |
| Semester 5 | Semester 6 |

## Additional Music Major Requirements:

Piano Proficiency (see Music Department for criteria): Students must be enrolled in MUS 103 every semester until the Piano Proficiency is satisfied. Students must register for MUS 104 (with consent of instructor) the semester they complete the requirement.

|         |                   |
|---------|-------------------|
| MUS 104 | Piano Proficiency |
|---------|-------------------|

## Performance Class/Juried Reviews/Portfolio:

All students who study privately will perform each semester in a performance class (MUS 000), and in a juried review during final examination week. Students must pass 6 semesters of MUS 000. Any student failing 3 consecutive semesters of MUS 000 will not be permitted to continue in the program.

|                 |                   |
|-----------------|-------------------|
| MUS 000 (Sem 1) | Music 000 (Sem 2) |
| MUS 000 (Sem 3) | Music 000 (Sem 4) |
| MUS 000 (Sem 5) | Music 000 (Sem 6) |

## Portfolio Review

Students will turn in a portfolio after four semesters of study at Edgewood College. A final portfolio review is required prior to graduation. Music education portfolios fulfill Wisconsin Department of Public Instruction requirements.

Transfer students should see the Department Chair for portfolio deadlines.

## GPA Requirements

Majors need to attain the following GPA requirements by the end of their sophomore year, and must maintain them to remain in good standing and to be approved for graduation. In addition, a music course in which a student receives a grade below “C” will not be accepted toward the major.

Cumulative GPA of 2.75

Music history/theory course GPA of 2.5

All music GPA of 3.0

Following their second semester of study, each music major will be given a performance/progress review by the Music Faculty to determine their potential for success as a Music Major. Students are not officially accepted Music Majors until this review is successfully completed and they have filled out their Declaration of Major form.



# MUSIC

## MUSIC MAJOR WITH BUSINESS EMPHASIS

Please choose: BA Program

BS Program

### 33 credits required in the following

|          |     |  |
|----------|-----|--|
| MUS 140  | B   | Introduction to the Language of Music (or proficiency) |
| MUS 141B |     | Theory I   |
| MUS 142  |     | Ear Training and Solfege I                             |
| MUS 143  |     | Theory II  |
| MUST 144 |     | Ear Training and Solfege II                            |
| MUS 155  | AGX | World Music  |
| MUS 158  | AQX | Women in Music   |
| MUS 191  | I   | Computer Applications in Music                         |
| MUS 241  |     | Theory III   |
| MUS 242  |     | Ear Training and Solfege III                           |
| MUS 344  |     | Conducting   |
| MUS 355  |     | Music History: Medieval-Baroque                        |
| MUST 356 | U   | Music History: Classical to Modern*                    |
| MUS 440  | 3   | Senior Music Seminar                                   |
| MUS 481  | K   | Senior Recital   |

### In addition:

Private Lessons: Students must register for private lessons each semester they are enrolled at Edgewood College; at least two semesters must be taken at the 300 level with a grade of "C" or better, and two semesters must be taken at the 400 level with a grade of "C" or better.

|                   |                   |
|-------------------|-------------------|
| 200 Level (Sem 1) | 200 Level (Sem 2) |
| 300 Level (Sem 1) | 300 Level (Sem 2) |
| 400 Level (Sem 1) | 400 Level (Sem 2) |

Performing Organization: Students must be registered for a performing ensemble each semester they are enrolled at Edgewood College. Students should contact the department chair prior to registration for placement information.

|            |            |
|------------|------------|
| Semester 1 | Semester 2 |
| Semester 3 | Semester 4 |
| Semester 5 | Semester 6 |

### Additional Music Major Requirements:

Piano Proficiency (see Music Department for criteria): Students must be enrolled in MUS 103 every semester until the Piano Proficiency is satisfied. Students must register for MUS 104 (with consent of instructor) the semester they complete the requirement.

|         |                   |
|---------|-------------------|
| MUS 104 | Piano Proficiency |
|---------|-------------------|

### Performance Class/Juried Reviews/Portfolio:

All students who study privately will perform each semester in a performance class (MUS 000), and in a juried review during final examination week. Students must pass 6 semesters of MUS 000. Any student failing 3 consecutive semesters of MUS 000 will not be permitted to continue in the program.

|                 |                 |
|-----------------|-----------------|
| MUS 000 (Sem 1) | MUS 000 (Sem 2) |
|-----------------|-----------------|

# MUSIC

MUS 000 (Sem 3)            MUS 000 (Sem 4)

MUS 000 (Sem 5)            MUS 000 (Sem 6)

## Portfolio Review

Students will turn in a portfolio after four semesters of study at Edgewood College. A final portfolio review is required prior to graduation. Music education portfolios fulfill Wisconsin Department of Public Instruction requirements. Transfer students should see the Department Chair for portfolio deadlines.

**In addition to the core music course requirement detailed above, students selecting a Music Business Emphasis must complete the following:**

Twenty-nine credits, to include:

|          |   |  |
|----------|---|--|
| BUS 280  |   | Financial Accounting                               |
| BUS 281  |   | Managerial Accounting                              |
| BUS 301  |   | Marketing Principles                               |
| BUS 302  |   | Management of Human Performance                    |
| BUS 304  | U | Business Law                                       |
| MATH 121 | M | Statistics   |
| MATH 122 |   | Finite Math  |
| PHIL 104 | P | Ethics   |
| ECON 256 | J | Principles of Microeconomics                       |
| MUS 491  |   | Internship in an approved arts administration area |

## Policies

GPA Requirements: Majors need to attain the following GPA requirements by the end of their sophomore year, and must maintain them to remain in good standing and to be approved for graduation. In addition, a music course in which a student receives a grade below “C” will not be accepted toward the major.

Cumulative GPA of 2.75

Music history/theory course GPA of 2.5

All music GPA of 3.0

Following their second semester of study, each music major will be given a performance/progress review by the Music Faculty to determine their potential for success as a Music Major. Students are not officially accepted Music Majors until this review is successfully completed and they have filled out their Declaration of Major form.

## MUSIC EDUCATION MAJOR WITH CERTIFICATION IN GENERAL MUSIC (BA PROGRAM)

|          |     |  |
|----------|-----|--|
| MUS 140  | B   | Introduction to the Language of Music (or proficiency) |
| MUS 141B |     | Theory I   |
| MUS 142  |     | Ear Training and Solfege I                             |
| MUS 143  |     | Theory II  |
| MUS 144  |     | Ear Training and Solfege II                            |
| MUS 155  | AGX | World Music  |
| MUS 158  | AQX | Women in Music   |
| MUS 191  | I   | Computer Applications in Music                         |

# MUSIC

|                  |   |  |
|------------------|---|--|
| MUS 241          |   | Theory III   |
| MUS 242          |   | Ear Training and Solfege III                                       |
| MUS 275A         |   | Folk Instrument Pedagogy   |
| MUS 275F         |   | Vocal Pedagogy   |
| MUS 344          |   | Conducting   |
| MUS 345          |   | Advanced Conducting  |
| MUS 355          |   | Music History: Medieval Baroque                                    |
| MUST 356         | U | Music History: Classical to Modern*                                |
| MUS 440          | 3 | Senior Music Seminar (or elect to cover COR 3 in Student Teaching) |
| MUS 456          |   | Methods of Teaching Music PK-8                                     |
| MUS 457          |   | Methods of Teaching Music 6-12                                     |
| MUS 481          | K | Senior Recital   |
| MUS 489A/ED 489A |   | Student Teaching: General Music                                    |

\*The U tag was excluded from the 2012-2013 catalog in error.

## In addition:

Private Lessons: Students must register for private lessons each semester they are enrolled at Edgewood College; at least two semesters must be taken at the 300 level with a grade of "C" or better, and two semesters must be taken at the 400 level with a grade of "C" or better.

|                   |                   |
|-------------------|-------------------|
| 200 Level (Sem 1) | 200 Level (Sem 2) |
| 300 Level (Sem 1) | 300 Level (Sem 2) |
| 400 Level (Sem 1) | 400 Level (Sem 2) |

Performing Organization: Students must be registered for a performing ensemble each semester they are enrolled at Edgewood College. Students should contact the department chair prior to registration for placement information. At least two semesters with B tag.

|            |            |
|------------|------------|
| Semester 1 | Semester 2 |
| Semester 3 | Semester 4 |
| Semester 5 | Semester 6 |

## Additional Music Major Requirements:

Piano Proficiency (see Music Department for criteria): Students must be enrolled in MUS 103 every semester until the Piano Proficiency is satisfied. Students must register for MUS 104 (with consent of instructor) the semester they complete the requirement.

|         |                   |
|---------|-------------------|
| MUS 104 | Piano Proficiency |
|---------|-------------------|

## Performance Class/Juried Reviews/Portfolio:

All students who study privately will perform each semester in a performance class (MUS 000), and in a juried review during final examination week. Students must pass 6 semesters of MUS 000. Any student failing 3 consecutive semesters of MUS 000 will not be permitted to continue in the program.

|                 |                 |
|-----------------|-----------------|
| MUS 000 (Sem 1) | MUS 000 (Sem 2) |
| MUS 000 (Sem 3) | MUS 000 (Sem 4) |
| MUS 000 (Sem 5) | MUS 000 (Sem 6) |

Students will turn in a portfolio after four semesters of study at Edgewood College. A final portfolio review is required prior to graduation. Music education portfolios fulfill Wisconsin Department of Public Instruction requirements. Transfer students should see the Department Chair for portfolio deadlines.

# MUSIC

## In the School of Education:

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society        |
| ED 201 |   | Teacher as Inquirer I                     |
| ED 215 | J | Infancy through Young Adulthood           |
| ED 306 |   | Exceptional Children and Youth            |
| ED 307 | K | English Language Learners                 |
| ED 330 | X | Teaching and Learning                     |
| ED 384 | C | Lit for Childhood through Young Adulthood |
| ED 401 | U | Teacher as Inquirer II                    |
| ED 402 | 3 | Reflective Practitioner                   |
| ED 476 |   | Reading and Lit in Content Areas          |
| PS 262 | J | Intro to American Political Process       |

## Policies:

Students must complete the core music course requirements, including the senior recital. Music Education students are not expected to take private lessons or perform in a major performing ensemble during the student-teaching semester.

Music Education majors are required to pass the Praxis I exam and report scores to the Department Chair as a prerequisite for 200-level Music Education courses.

## MUSIC EDUCATION MAJOR WITH CERTIFICATION IN CHORAL MUSIC (BA PROGRAM)

### Required Courses:

|          |     |  |
|----------|-----|--|
| MUS 140  | B   | Introduction to the Language of Music (or proficiency)             |
| MUS 141B |     | Theory I   |
| MUS 142  |     | Ear Training and Solfege I   |
| MUS 143  |     | Theory II  |
| MUS 144  |     | Ear Training and Solfege II  |
| MUS 155  | AGX | World Music  |
| MUS 158  | AQX | Women in Music   |
| MUS 191  | I   | Computer Applications in Music                                     |
| MUS 241  |     | Theory III   |
| MUS 242  |     | Ear Training and Solfege III                                       |
| MUS 275A |     | Folk Instrument Pedagogy   |
| MUS 275F |     | Vocal Pedagogy   |
| MUS 343  |     | Arranging  |
| MUS 344  |     | Conducting   |
| MUS 345  |     | Advanced Conducting  |
| MUS 355  |     | Music History: Medieval-Baroque                                    |
| MUS 356  | U   | Music History: Classical to Modern*                                |
| MUS 440  | 3   | Senior Music Seminar (or elect to cover COR 3 in Student Teaching) |
| MUS 456  |     | Methods of Teaching Music PK-8                                     |
| MUS 457  |     | Methods of Teaching Music 6-12                                     |

# MUSIC

|                  |   |                                |
|------------------|---|--------------------------------|
| MUS 481          | K | Senior Recital                 |
| MUS 489B/ED 489B |   | Student Teaching: Choral Music |

## In addition:

Private Lessons: Students must register for private lessons each semester they are enrolled at Edgewood College; at least two semesters must be taken at the 300 level with a grade of “C” or better, and two semesters must be taken at the 400 level with a grade of “C” or better.

|                   |                   |
|-------------------|-------------------|
| 200 Level (Sem 1) | 200 Level (Sem 2) |
| 300 Level (Sem 1) | 300 Level (Sem 2) |
| 400 Level (Sem 1) | 400 Level (Sem 2) |

Performing Organization: Students must be registered for a performing ensemble each semester they are enrolled at Edgewood College. Students should contact the department chair prior to registration for placement information. At least two semesters with B tag.

|            |            |
|------------|------------|
| Semester 1 | Semester 2 |
| Semester 3 | Semester 4 |
| Semester 5 | Semester 6 |

## Additional Music Major Requirements:

Piano Proficiency (see Music Department for criteria): Students must be enrolled in MUS 103 every semester until the Piano Proficiency is satisfied. Students must register for MUS 104 (with consent of instructor) the semester they complete the requirement.

|         |                   |
|---------|-------------------|
| MUS 104 | Piano Proficiency |
|---------|-------------------|

## Performance Class/Juried Reviews/Portfolio:

All students who study privately will perform each semester in a performance class (MUS 000), and in a juried review during final examination week. Students must pass 6 semesters of MUS 000. Any student failing 3 consecutive semesters of MUS 000 will not be permitted to continue in the program.

|                 |                 |
|-----------------|-----------------|
| MUS 000 (Sem 1) | MUS 000 (Sem2)  |
| MUS 000 (Sem 3) | MUS 000 (Sem 4) |
| MUS 000 (Sem 5) | MUS 000 (Sem 6) |

## Portfolio Review

Students will turn in a portfolio after four semesters of study at Edgewood College. A final portfolio review is required prior to graduation. Music education portfolios fulfill Wisconsin Department of Public Instruction requirements. Transfer students should see the Department Chair for portfolio deadlines.

## In the School of Education:

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society        |
| ED 201 |   | Teacher as Inquirer I                     |
| ED 215 | J | Infancy through Young Adulthood           |
| ED 306 |   | Exceptional Children and Youth            |
| ED 307 | K | English Language Learners                 |
| ED 330 | X | Teaching and Learning                     |
| ED 384 | C | Lit for Childhood through Young Adulthood |
| ED 401 | U | Teacher as Inquirer II                    |
| ED 402 | 3 | Reflective Practitioner                   |

# MUSIC

ED 476 Reading and Lit in Content Areas

PS 262 J Intro to American Political Process

## Policies:

Students must complete the core music course requirements, including the senior recital. Music Education students are not expected to take private lessons or perform in a major performing ensemble during the student-teaching semester.

Music Education majors are required to pass the Praxis I exam and report scores to the Department Chair as a prerequisite for 200-level Music Education courses.

## MUSIC EDUCATION MAJOR WITH CERTIFICATION IN INSTRUMENTAL MUSIC (BA PROGRAM)

|                  |     |  |
|------------------|-----|--|
| MUS 140          | B   | Introduction to the Language of Music (or proficiency)             |
| MUS 141B         |     | Theory I   |
| MUS 142          |     | Ear Training and Solfege I   |
| MUS 143          |     | Theory II  |
| MUS 144          |     | Ear Training and Solfege II  |
| MUS 155          | AGX | World Music  |
| MUS 158          | AQX | Women in Music   |
| MUS 191          | I   | Computer Applications in Music                                     |
| MUS 241          |     | Theory III   |
| MUS 242          |     | Ear Training and Solfege III                                       |
| MUS 275B         |     | Brass Pedagogy   |
| MUS 275C         |     | Woodwind Pedagogy  |
| MUS 275D         |     | String Pedagogy  |
| MUS 275E         |     | Percussion Pedagogy  |
| MUS 343          |     | Arranging  |
| MUS 344          |     | Conducting   |
| MUS 345          |     | Advanced Conducting  |
| MUS 355          |     | Music History: Medieval-Baroque                                    |
| MUS 356          | U   | Music History: Classical to Modern*                                |
| MUS 440          | 3   | Senior Music Seminar (or elect to cover COR 3 in Student Teaching) |
| MUS 456          |     | Methods of Teaching Music PK-8                                     |
| MUS 457          |     | Methods of Teaching Music 6-12                                     |
| MUS 481          | K   | Senior Recital   |
| MUS 489C/ED 489C |     | Student Teaching: Instrumental Music                               |

## In addition:

Private Lessons: Students must register for private lessons each semester they are enrolled at Edgewood College; at least two semesters must be taken at the 300 level with a grade of "C" or better, and two semesters must be taken at the 400 level with a grade of "C" or better.

|                   |                   |
|-------------------|-------------------|
| 200 Level (Sem 1) | 200 Level (Sem 2) |
| 300 Level (Sem 1) | 300 Level (Sem 2) |
| 400 Level (Sem 1) | 400 Level (Sem 2) |

# MUSIC

Performing Organization: Students must be registered for a performing ensemble each semester they are enrolled at Edgewood College. Students should contact the department chair prior to registration for placement information. At least two semesters with B tag.

|            |            |
|------------|------------|
| Semester 1 | Semester 2 |
| Semester 3 | Semester 4 |
| Semester 5 | Semester 6 |

## Additional Music Major Requirements:

Piano Proficiency (see Music Department for criteria): Students must be enrolled in MUS 103 every semester until the Piano Proficiency is satisfied. Students must register for MUS 104 (with consent of instructor) the semester they complete the requirement.

|         |                   |
|---------|-------------------|
| MUS 104 | Piano Proficiency |
|---------|-------------------|

## Performance Class/ Juried Reviews/Portfolio:

All students who study privately will perform each semester in a performance class (MUS 000), and in a juried review during final examination week. Students must pass 6 semesters of MUS 000. Any student failing 3 consecutive semesters of MUS 000 will not be permitted to continue in the program.

|                 |                 |
|-----------------|-----------------|
| MUS 000 (Sem 1) | MUS 000 (Sem 2) |
| MUS 000 (Sem 3) | MUS 000 (Sem 4) |
| MUS 000 (Sem 5) | MUS 000 (Sem 6) |

Students will turn in a portfolio after four semesters of study at Edgewood College. A final portfolio review is required prior to graduation. Music education portfolios fulfill Wisconsin Department of Public Instruction requirements. Transfer students should see the Department Chair for portfolio deadlines.

## In the School of Education:

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society        |
| ED 201 |   | Teacher as Inquirer I                     |
| ED 215 | J | Infancy through Young Adulthood           |
| ED 306 |   | Exceptional Children and Youth            |
| ED 307 | K | English Language Learners                 |
| ED 330 | X | Teaching and Learning                     |
| ED 384 | C | Lit for Childhood through Young Adulthood |
| ED 401 | U | Teacher as Inquirer II                    |
| ED 402 | 3 | Reflective Practitioner                   |
| ED 476 |   | Reading and Lit in Content Areas          |
| PS 262 | J | Intro to American Political Process       |

## Policies:

Students must complete the core music course requirements, including the senior recital. Music Education students are not expected to take private lessons or perform in a major performing ensemble during the student teaching semester.

Music Education majors are required to pass the PRAXIS I exam and report scores to the Department Chair as a prerequisite for 200-level Music Education courses.

# MUSIC

## MUSIC MINOR

Twenty-seven credits, to include 20 in the following required courses:

|          |   |  |
|----------|---|--|
| MUS 140  | B | Introduction to the Language of Music (or proficiency) |
| MUS 141B |   | Theory I   |
| MUS 142  |   | Ear Training and Solfege I                             |
| MUS 143  |   | Theory II  |
| MUS 144  |   | Ear Training and Solfege II                            |
| MUS 344  |   | Conducting   |

One of the following music appreciation courses:

|         |     |                                    |
|---------|-----|------------------------------------|
| MUS 155 | AGX | World Music<br>OR                  |
| MUS 158 | AQX | Women in Music                     |
| MUS 355 |     | Music History<br>OR                |
| MUS 356 | U   | Music History: Classical to Modern |

**In addition:**

Private Lessons (3 credits): Students must complete three credits of private study on a major instrument or voice. At least one credit must be completed at the 300 level with a grade of "C" or better.

|       |       |       |
|-------|-------|-------|
| SEM I | SEM 2 | SEM 3 |
|-------|-------|-------|

Performing Organization (4 credits): Students must complete four credits of performing organizations. Contact the Department Chair prior to registration for placement.

|            |            |
|------------|------------|
| Semester 1 | Semester 2 |
| Semester 3 | Semester 4 |

All students who study privately will concurrently enroll in a performance class (MUS 000), and will participate in a juried review during final examination week.

Music minors must pass 3 semesters of MUS 000. Any music minor failing 2 consecutive semesters of MUS 000 will not be permitted to continue in the program.

|                 |
|-----------------|
| MUS 000 (Sem 1) |
| MUS 000 (Sem 2) |
| MUS 000 (Sem 3) |

## POLICIES

### Computer Competency

Majors must be adept at word processing and Finale software. They must also be familiar with computer-accessed sources and web page development. Skills for these proficiencies are addressed in the music theory and music history/appreciation courses, as well as in MUS 191 I, Computer Applications in Music, which satisfies the general education computer competency requirement.

### Applied Music Private Study

Additional fees are assessed for private lessons. Contact the College Business Office for current rates.

Contact the Department Chair for current information regarding subsidization of lesson fees for music majors, minors, and members of designated



# MUSIC

performing ensembles.

Credits for applied music are granted on the basis of one credit per semester. Lessons falling on days when classes at the College are suspended or when lessons are canceled by the student will not be rescheduled. Lessons canceled by the teacher will be rescheduled.

Lesson material is designed to give the student a foundation in technical development and music literature according to course level. Students are to perform in MUS 000 Performance Class and in a juried performance at the end of each semester. To progress from the 200 level to the 300 level, a student must receive a grade of "C" or better in MUS 141B (if a music major/ minor), be approved by the appropriate applied instructor, and receive official recommendation from the music faculty following the most recent juried performance. Students must be registered at the 300 or 400 level in order to present a recital and must register for MUS 381 K or MUS 481 K.

## **Audit Policy**

Private lessons and performing groups may not be audited.

## **Credit for Prior Learning**

In extraordinary circumstances, students may apply for credit for prior learning experiences. These artistic or professional experiences should parallel music course work and indicate mastery of the knowledge and/or skills in a particular course of study. Decision to award credit will be made after formal application and submission of portfolio and audition/ interview. Contact the Music Department Chair for details.

## **Temporary Suspension of Studies**

To assure a positive learning experience, students returning after a three-year interruption of studies toward the major must take placement exams to determine if theoretical and performance- based skills have been maintained at an appropriate level.

## **Requirements for Transfer Students**

All transfer students are required to audition on their primary instrument or voice before acceptance into the music major. After successful completion of the audition, the student must take the following music qualifying exams: Music Theory, Ear Training/Solfege, Piano Skills, and, if applicable, Music History.

Transfer students must complete a minimum of 20 credits in music courses at Edgewood College. All music majors must register for a major performing ensemble each semester they are enrolled at Edgewood College. For Music Education students, this policy does not include the student-teaching semester. All other requirements for the major must also be satisfied by the transfer student, including the senior recital requirement.

To remain in good standing, transfer students must attain/ maintain a GPA of 3.0 in all music courses taken at Edgewood College.

Transfer students will normally submit a portfolio for review at the end of two semesters of study at Edgewood College and prior to graduation. All transfer students should check with the Department Chair for deadline details. Music Performance Grants and Scholarships

## **Fine Arts Grant in Music**

For first-time freshmen and transfer students. Open to music majors and non-majors. To audition, a student must perform two works in contrasting styles. Award amounts are based on the audition results and need. The grant is renewable for up to four years based on the recommendation of the Music Department, taking into consideration the student's contribution to a performing organization.

## **Sister E. Blackwell Music Scholarship**

Offered on a competitive basis to qualified undergraduate students who attain sophomore status or above and who participate in a performing ensemble and are also taking private lessons. Interested students should contact the Financial Aid Office and the Music Department Chair. The Music Department will supply information regarding audition requirements and deadlines. The award is based on leadership, scholarship and performance in music courses as well as audition results.

## **Ken and Diane Ballweg Music Scholarship**

Offered to an undergraduate student who is a declared music major who intends to make music his or her profession. The audition requires the student to perform intermediate through advanced level works (as determined by the Music Department) for a duration of 10 minutes. The scholarship is not automatically renewable, and is not automatically given each year. Interested students should contact the Financial Aid Office and the Chair of the Music Department.

# MUSIC

## **Battcock Scholarship**

Awarded to qualified students based on potential as a piano student

## **DeEtte Beilfuss-Eager Scholarship**

Restricted to a student who is in good academic standing as a music major, and studying advanced piano or is determined by the Music Department to have a high potential as a piano student.

## **Malmquist Scholarship**

Awarded to qualified students based on academic promise, musical leadership, and contribution to the department and respective ensemble.

## **Vernon and Anja Sell Choral Scholar Endowment**

Awarded each year to one or more qualified students who have been active members of an Edgewood College choir for at least one year; demonstrated continued growth in choral/ chamber singing and musicianship; shown exceptional interpersonal leadership skills; and are in good academic standing with the appropriate GPA. The award is based solely on merit rather than financial need and is awarded yearly. Recipients may receive the award in successive years.

# PHILOSOPHY

## PHILOSOPHY MINOR

Requirements for the minor:

18 credits selected in consultation with the Chair of the department, including PHIL 479.

### Required Course:

|          |  |                   |
|----------|--|-------------------|
| PHIL 479 |  | Independent Study |
|----------|--|-------------------|

### Electives to total 18 credits:

|           |     |  |
|-----------|-----|--|
| PHIL 101  | T   | Logic: the Practice of Critical Thinking is offered every semester and the summer. |
| PHIL 101A | PT  | Critical Thinking: Mass Media and Democracy  |
| PHIL 101B | PT  | Critical Thinking and Popular Culture  |
| PHIL 102  |     | Foundations of Philosophy  |
| PHIL 103  | P   | Philosophy of the Person   |
| PHIL 104  | P   | Ethics   |
| PHIL 104A | PQU | Ethics of Sex, Love and Marriage   |
| PHIL 105  |     | Social and Political Philosophy  |
| PHIL 106  | PQ  | Philosophy and Gender  |
| PHIL 107  |     | Philosophy of the Earth  |
| PHIL 250  | PV  | History and Philosophy of Science  |
| PHIL 305  |     | Philosophy Themes  |
| PHIL 306  | GP  | Philosophy of Peace  |
| PHIL 307  | 2DP | Philosophy of Martin Luther King   |
| PHIL 400  |     | Metaphysics  |
| PHIL 401  |     | Selected Philosophers  |

PHIL 101, 101A, 102 and 104 are offered every semester. PHIL 103 and 106 are usually offered in the Fall.

Courses at the 300 and 400 level are offered according to need and interest. Contact Department Chair for upcoming offerings.

A minimum of 9 credits must be completed at the College.

# PSYCHOLOGY

## MAJORS

Psychology

Psychology with concentrations in:

- Clinical Counseling
- Human Services
- Substance Abuse Counseling

## MINOR

Psychology

## DEPARTMENT POLICIES

### Minimum GPA

For Admission to the Psychology major, students must have at least a C in each of the following three courses and a 2.5 average in all three: PSY 101; BIO 151 (or equivalent); and one of the Foundations of Psychology courses (PSY 230; PSY 300; PSY 349; PSY 388; PSY 430; or specified PSY 285, 385, or 485 Topics courses.) A student may declare the psychology major after completion of the above three courses. For graduation, students must have a 2.5 average in all psychology major requirements, and at least a C in PSY 498, the capstone course. A course in which a student receives a grade below CD will not be counted toward the major or minor. If a student repeats a course, the better grade will be counted toward the GPA for purposes of admission to the major, graduation, and inclusion in the minor. Transfer course grades will be counted toward the GPA for purposes of admission to the major and graduation.

### Residence Requirements for major and minor

A minimum of three courses toward the major and two courses toward the minor must be taken at Edgewood College.

### Required courses for the major and minor

For the psychology major and each psychology major concentration, the courses required are listed in the catalog. There is no minimum number of credits. Students need to complete the required courses for the major or major concentration. For the psychology minor, five courses in psychology are required, which must include General Psychology or equivalent transfer course.

## PSYCHOLOGY MAJOR (BS PROGRAM)

The psychology major seeks to assist students in developing a critical knowledge of psychology as a science and psychology as a means to promote human welfare. These goals reflect the College's mission and identity statements, which promote educating students for meaningful professional lives of service and a lifelong search for truth

Courses include:

### General Education course required by the Psychology Department:

|         |     |   |
|---------|-----|---|
| BIO 151 | ESU | General Biology: Cell Biology and Ecology |
|---------|-----|---|

### Required major courses:

|         |   |                                |
|---------|---|--------------------------------|
| PSY 101 | J | General Psychology             |
| PSY 340 |   | Abnormal Psychology            |
| PSY 369 |   | Social Science Statistics      |
| PSY 375 |   | Research Methods in Psychology |
| PSY 445 | V | Biological Psychology          |
| PSY 495 |   | Guided Experiential Learning   |

# PSYCHOLOGY

|         |     |   |
|---------|-----|---|
| PSY 497 | 3   | Internship Psychology Internship COR 3 Module |
| PSY 498 | UXK | Evaluating Psychological Research             |

## Human Development (at least one from the following):

|         |   |                                   |
|---------|---|-----------------------------------|
| PSY 210 |   | Child Development                 |
| PSY 220 |   | Adolescent Development            |
| PSY 345 |   | Lifespan Development              |
| PSY 440 | 2 | Psychology of Adulthood and Aging |

## Foundations of Psychology (at least two from the following):

|         |   |                                   |
|---------|---|-----------------------------------|
| PSY 230 |   | Psychology of Human Learning      |
| PSY 300 |   | Psychology of Personality         |
| PSY 349 |   | Social Psychology                 |
| PSY 388 |   | Perception, Memory, and Cognition |
| PSY 430 | S | Animal Behavior                   |

## Topics in Culture, Gender, and Relationships (at least one from the following):

|         |    |                                      |
|---------|----|--------------------------------------|
| PSY 287 |    | Psychology of Gender                 |
| PSY 310 |    | Psychology of Intimate Relationships |
| PSY 315 | 2G | Parent-Child Relationships           |
| PSY 382 | D  | Multicultural Counseling             |
| PSY 387 |    | Human Sexuality                      |
| PSY 389 | 2Q | Psychology of Men and Masculinities  |

## Applications of Psychology (at least one from the following):

|         |  |   |
|---------|--|---|
| PSY 350 |  | Substance Use, Abuse, and Dependence        |
| PSY 360 |  | Assessment and Treatment of Substance Abuse |
| PSY 380 |  | Introduction to Psychotherapies             |
| PSY 386 |  | Psychological Assessment                    |
| PSY 390 |  | Group Psychotherapy                         |
| PSY 487 |  | Introduction to Family Therapy              |

This concentration earns 45 credits if all courses for the concentration are taken at Edgewood College. PSY 285, 385, 485 (Topics in Psychology) may fulfill a requirement for one of the areas above if the topic Falls within the subject matter for that area. This would be determined and announced by the Psychology Department.

# PSYCHOLOGY

## PSYCHOLOGY MAJOR WITH A CLINICAL COUNSELING CONCENTRATION (BS PROGRAM)

The Clinical Counseling concentration is for students who want to pursue advanced training and possible career opportunities in clinical and counseling professions.

Courses Include:

### General Education course required by the Psychology Department:

|         |     |   |
|---------|-----|---|
| BIO 151 | ESU | General Biology: Cell Biology and Ecology |
|---------|-----|---|

### Required major courses:

|         |     |  |
|---------|-----|--|
| PSY 101 | J   | General Psychology   |
| PSY 300 |     | Psychology of Personality  |
| PSY 340 |     | Abnormal Psychology  |
| PSY 369 |     | Social Science Statistics  |
| PSY 375 |     | Research Methods in Psychology   |
| PSY 380 |     | Introduction to Psychotherapies  |
| PSY 445 | V   | Biological Psychology  |
| PSY 495 |     | Guided Experiential Learning Internship (a maximum of 6 credits can be counted toward the major) |
| PSY 497 | 3   | Psychology Internship COR 3 Module   |
| PSY 498 | UXK | Evaluating Psychological Research  |

### Human Development (at least one from the following):

|         |   |                                   |
|---------|---|-----------------------------------|
| PSY 210 |   | Child Development                 |
| PSY 220 |   | Adolescent Development            |
| PSY 345 |   | Lifespan Development              |
| PSY 440 | 2 | Psychology of Adulthood and Aging |

### Foundations of Psychology (at least one from the following):

|         |   |                                   |
|---------|---|-----------------------------------|
| PSY 230 |   | Psychology of Human Learning      |
| PSY 349 |   | Social Psychology                 |
| PSY 388 |   | Perception, Memory, and Cognition |
| PSY 430 | S | Animal Behavior                   |

### Topics in Culture, Gender, and Relationships (at least one from the following):

|         |    |                                      |
|---------|----|--------------------------------------|
| PSY 287 |    | Psychology of Gender                 |
| PSY 310 |    | Psychology of Intimate Relationships |
| PSY 315 | 2G | Parent-Child Relationships           |
| PSY 387 |    | Human Sexuality                      |
| PSY 389 | 2Q | Psychology of Men and Masculinities  |

### Applications of Clinical/Counseling Psychology (three from the following; at least two must be higher than PSY 380):

|         |  |   |
|---------|--|---|
| PSY 350 |  | Substance Use, Abuse, and Dependence        |
| PSY 360 |  | Assessment and Treatment of Substance Abuse |

# PSYCHOLOGY

|         |   |                                |
|---------|---|--------------------------------|
| PSY 382 | D | Multicultural Counseling       |
| PSY 386 |   | Psychological Assessment       |
| PSY 390 |   | Group Psychotherapy            |
| PSY 487 |   | Introduction to Family Therapy |

This concentration earns 57 credits if all courses for the concentration are taken at Edgewood College.

PSY 285, 385, 485 (Topics in Psychology) may fulfill a requirement for one of the areas above if the topic Falls within the subject matter for that area.

This would be determined and announced by the Psychology Department.

## PSYCHOLOGY MAJOR WITH A HUMAN SERVICE CONCENTRATION (BS PROGRAM)

Students planning to enter the field of Human Services or graduate school in Human Services, Counseling, or Social Work may choose a psychology major with an interdisciplinary concentration in Human Services.

Completion of this concentration enables students to take the social work certification exam through the Wisconsin Department of Safety and Professional Services. Graduates passing the exam are allowed to hold employment as entry-level social workers in the state of Wisconsin.

Courses include:

### General Education course required by the Psychology Department:

|         |     |   |
|---------|-----|---|
| BIO 151 | ESU | General Biology: Cell Biology and Ecology |
|---------|-----|---|

### Required major courses:

|          |     |                                    |
|----------|-----|------------------------------------|
| PSY 101  | J   | General Psychology                 |
| PSY 340  |     | Abnormal Psychology                |
| PSY 369  |     | Social Science Statistics          |
| PSY 375  |     | Research Methods in Psychology     |
| PSY 445  | V   | Biological Psychology              |
| PSY 495C |     | Human Services Internship          |
| PSY 497  | 3   | Psychology Internship COR 3 Module |
| PSY 498  | UXK | Evaluating Psychological Research  |

### Human Services Professional Courses (all of the following are required):

|         |  |                                       |
|---------|--|---------------------------------------|
| PSY 301 |  | Case Management                       |
| HS 302  |  | Social Welfare and Policy             |
| HS 303  |  | Advanced Social Change Skills         |
| HS 304  |  | Group Methods                         |
| HS 305  |  | Human Behavior and Social Development |

### Foundations of Psychology (at least two from the following):

|         |   |                                   |
|---------|---|-----------------------------------|
| PSY 230 |   | Psychology of Human Learning      |
| PSY 300 |   | Psychology of Personality         |
| PSY 349 |   | Social Psychology                 |
| PSY 388 |   | Perception, Memory, and Cognition |
| PSY 430 | S | Animal Behavior                   |

# PSYCHOLOGY

## Topics in Culture, Gender, and Relationships (at least one from the following):

|         |    |                                      |
|---------|----|--------------------------------------|
| PSY 287 |    | Psychology of Gender                 |
| PSY 310 |    | Psychology of Intimate Relationships |
| PSY 315 | 2G | Parent-Child Relationships           |
| PSY 382 | D  | Multicultural Counseling             |
| PSY 387 |    | Human Sexuality                      |
| PSY 389 | 2Q | Psychology of Men and Masculinities  |

## Applications of Psychology (at least one from the following):

|         |  |   |
|---------|--|---|
| PSY 350 |  | Substance Use, Abuse, and Dependence        |
| PSY 360 |  | Assessment and Treatment of Substance Abuse |
| PSY 380 |  | Introduction to Psychotherapies             |
| PSY 386 |  | Psychological Assessment                    |
| PSY 390 |  | Group Psychotherapy                         |
| PSY 487 |  | Introduction to Family Therapy              |

This concentration earns 64 credits if all courses for the concentration are taken at Edgewood College.

PSY 285, 385, 485 (Topics in Psychology) may fulfill a requirement for one of the areas above if the topic Falls within the subject matter for that area. This would be determined and announced by the Psychology Department.

## PSYCHOLOGY MAJOR WITH A SUBSTANCE ABUSE COUNSELING CONCENTRATION (BS PROGRAM)

The Substance Abuse Counseling Concentration is designed to educate students in the assessment, treatment, and prevention of substance abuse problems utilizing the Biopsychosocial Model of Addiction.

Courses Include:

### General Education course required by the Psychology Department:

|         |     |   |
|---------|-----|---|
| BIO 151 | ESU | General Biology: Cell Biology and Ecology |
|---------|-----|---|

### Required major courses:

|          |     |  |
|----------|-----|--|
| PSY 101  | J   | General Psychology                     |
| PSY 340  |     | Abnormal Psychology                    |
| PSY 369  |     | Social Science Statistics              |
| PSY 375  |     | Research Methods in Psychology         |
| PSY 445  |     | Biological Psychology                  |
| PSY 496G |     | Professional Seminar and Internship I  |
| PSY 496H |     | Professional Seminar and Internship II |
| PSY 497  | 3   | Psychology Internship COR 3 Module     |
| PSY 498  | UXK | Evaluating Psychological Research      |



# PSYCHOLOGY

## Human Development (at least one course from the following):

|         |   |                        |
|---------|---|------------------------|
| PSY 210 |   | Child Development      |
| PSY 220 |   | Adolescent Development |
| PSY 345 |   | Lifespan Development   |
| PSY 440 | 2 | Adulthood and Aging    |

## Foundations of Psychology (at least two from the following):

|         |   |                                   |
|---------|---|-----------------------------------|
| PSY 230 |   | Psychology of Human Learning      |
| PSY 300 |   | Psychology of Personality         |
| PSY 349 |   | Social Psychology                 |
| PSY 388 |   | Perception, Memory, and Cognition |
| PSY 430 | S | Animal Behavior                   |

## Topics in Culture, Gender, and Relationships (at least one from the following):

|         |    |                                      |
|---------|----|--------------------------------------|
| PSY 287 |    | Psychology of Gender                 |
| PSY 310 |    | Psychology of Intimate Relationships |
| PSY 315 | 2G | Parent-Child Relationships           |
| PSY 382 | D  | Multicultural Counseling             |
| PSY 387 |    | Human Sexuality                      |
| PSY 389 | 2Q | Psychology of Men and Masculinities  |

## Substance Abuse Counseling courses (all of the following are required):

|         |  |   |
|---------|--|---|
| PSY 301 |  | Case Management                             |
| PSY 350 |  | Substance Use, Abuse, and Dependence        |
| PSY 360 |  | Assessment and Treatment of Substance Abuse |
| PSY 380 |  | Introduction to Psychotherapies             |
| PSY 386 |  | Psychological Assessment                    |

This concentration earns 61 credits if all courses for the concentration are taken at Edgewood College.

PSY 285, 385, 485 (Topics in Psychology) and may fulfill a requirement for one of the areas above if the topic Falls within the subject matter for that area. This would be determined and announced by the Psychology Department.

The curriculum and internship program in this major meet the state requirements for Alcohol and Drug (AODA) certification.

## PSYCHOLOGY MINOR

Must include PSY 101 (or equivalent if a transfer course)

Five courses in Psychology

|         |   |                    |
|---------|---|--------------------|
| PSY 101 | J | General Psychology |
|---------|---|--------------------|

# ORGANIZATIONAL BEHAVIOR AND LEADERSHIP (RETURNING ADULT ACCELERATED DEGREE)

## MAJORS

Organizational Behavior and Leadership

## MINORS

Organizational Behavior and Leadership

## ORGANIZATIONAL BEHAVIOR AND LEADERSHIP (BS PROGRAM)

### Required Courses:

|               |     |  |
|---------------|-----|--|
| RMATH 125/126 |     | Statistics I/II *                                  |
| RPSY 102      | J   | General Psychology                                 |
| RPSY 242      |     | Psychology of Adulthood & Aging                    |
| RPSY 322      |     | Overview of Organizational Behavior & Leadership * |
| RPSY 403      |     | Testing & Assessment *                             |
| RPSY 476      |     | Research Methods                                   |
| RPSY 477      | KUX | Evaluating Org Behavior Research *                 |
| RPSY 494      | 3   | Ethical Leadership in Org.*                        |

### Choose Three:

|          |  |   |
|----------|--|---|
| RPSY 332 |  | Psych of Management and Leadership            |
| RPSY 333 |  | Human Relations in Organizations              |
| RPSY 384 |  | Topics in Organizational Behavior /Leadership |
| RPSY 387 |  | Managing Diversity in Organizations           |
| RPSY 397 |  | Building High Performance Teams               |
| RPSY 402 |  | Motivation in Organizations                   |
| RPSY 482 |  | Training and Development in Organizations     |
| RPSY 484 |  | Organizational Development                    |
| RPSY 487 |  | Leading Organizational Change                 |

\*Course has prerequisites

## MINOR IN ORGANIZATIONAL BEHAVIOR AND LEADERSHIP

The Minor shall consist of 5 RPSY courses including RPSY 102 General Psychology and four other courses from the list of courses outlined below. The only course that exists in other RAAD majors that can be substituted in the minor is RBUS 312 Principles of Management which is a course substitution for RPSY 322.

### Required Courses:

|          |  |                    |
|----------|--|--------------------|
| RPSY 102 |  | General Psychology |
|----------|--|--------------------|

### Choose Four:

|          |  |  |
|----------|--|--|
| RPSY 322 |  | Overview of Organizational Behavior/Leadership |
| RPSY 332 |  | Psych of Management and Leadership             |

## ORGANIZATIONAL BEHAVIOR AND LEADERSHIP (RETURNING ADULT ACCELERATED DEGREE)

|          |  |
|----------|--|
| RPSY 333 | Human Relations in Organizations             |
| RPSY 384 | Topics in Organizational Behavior/Leadership |
| RPSY 387 | Managing Diversity in Organizations          |
| RPSY 397 | Building High Performance Teams              |
| RPSY 402 | Motivation in Organizations                  |
| RPSY 482 | Training and Development in Organizations    |
| RPSY 484 | Organizational Development                   |
| RPSY 487 | Leading Organizational Change                |

### PSYCHOLOGY DEPARTMENT REQUIREMENTS:

- A minimum of 12 credits toward the Psychology major must be earned at Edgewood College.
- Eighteen credits of the major must be earned in courses at the 300-level or above.
- A student must have a grade point average of 2.5 in major courses in order to graduate with a psychology major. A psychology course in which a student receives a grade below a "C/D" will not be accepted toward the major.

# MASTER OF SCIENCE IN ORGANIZATIONAL DEVELOPMENT

## PROGRAM DESCRIPTION

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

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

## PROGRAM HIGHLIGHTS

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

## ADMISSION REQUIREMENTS

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

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

## ORIENTATION AND ADVISING

The program coordinator will communicate with students regarding program orientation. Orientation to the MSOD program will include information on registering for courses, obtaining ID badges, creating course plans for navigating through the program curriculum, and instructions on utilizing Edgewood Express. . The program coordinator also acts as the program advisor. Because students complete their course plans with the advisor before they begin the program, an advisor’s signature is not necessary for registration.

## COURSE INFORMATION AND SCHEDULE

The majority of the coursework for the Master of Science in Organization Development degree will be delivered in an online format. However, there may be opportunities for students to enroll in on-campus sections of courses. Please speak to your advisor if you have further questions regarding the format of course facilitation. In addition to the course curriculum, several seminars will be offered throughout the year which can be taken for credit. These seminars will meet on campus and are typically held on Fridays. In addition, students will participate in a week-long conference held on the Edgewood College campus sometime in late July or early August. This conference is taken for credit and is considered a required course for completion of the program (PSY 619, Topics in Organization Development).

# MASTER OF SCIENCE IN ORGANIZATIONAL DEVELOPMENT

## DEGREE REQUIREMENTS (30 CREDITS)

|         |  |
|---------|--|
| PSY 606 | Adult Learning and Organization Development                    |
| IC 850  | Studies in Change  |
| PSY 603 | Organizational Interventions                                   |
| BUS 616 | Business Ethics  |
|         | OR   |
| IC 800  | Ethics   |
| PSY 801 | Consultation in Organizations                                  |
| PSY 619 | Topics in Organization Development                             |
| PSY 732 | Individual and Team Interventions                              |
| PSY 871 | Research Design  |
| PSY 872 | Research Analysis  |
| PSY 889 | Master's Project – Action Research in Organization Development |

## MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

Information on this program can be found in the School of Graduate and Professional Studies section.

# RELIGIOUS STUDIES

## MAJORS

Religious Studies

## MINORS

Religious Studies

## MISSION

Rooted in the Catholic and Dominican traditions where “faith seeks understanding,” Religious Studies provides opportunities to examine the religious experience and its multiple expressions. Through academic inquiry, scholarly research, community- based learning, and intellectual reflection, students explore the religious dimensions of human experience, harmonize their own religious commitments and traditions with their intellectual, critical, and cultural development, and deepen their own spiritualities with a vision toward justice and peace. At the same time, all are called to develop a genuine respect and appreciation for the truths and values expressed in the traditions and spiritualities of others.

## POLICIES

Students planning a major or minor in Religious Studies should consult with an advisor in the Religious Studies Department at the beginning of their program. Normally, a minimum of 20 credits for the major or 10 credits for the minor must be taken in Religious Studies at Edgewood College. Any transfer of religious studies credits is subject to evaluation by the department.

## FOCUS AREAS

Students may wish to focus their coursework in one of the following areas: Biblical Studies, Religious Traditions, Eco-Spirituality, Social Justice, or Pre-Theological Studies. An advisor in the Religious Studies department will assist you in choosing appropriate courses.

Students interested in youth, campus, family, pastoral, liturgical, social justice, or other specialized ministries are encouraged to supplement their Religious Studies major with appropriate minors or concentrations in disciplines related to this work. The RS advisor will assist in exploring and choosing among the options.

The Religious Studies curriculum at Edgewood includes three areas of investigation:

- Scriptures and Sacred Texts
- Religious Traditions & Theologies
- Religion in the Human Community

# RELIGIOUS STUDIES

## RELIGIOUS STUDIES MAJOR (BA PROGRAM)

A minimum of 40 credits, to include:

### Scriptures & Sacred Texts (two foundational courses, 8 credits):

|        |    |                                |
|--------|----|--------------------------------|
| RS 210 | RU | Jesus and the Gospels          |
| RS 310 | RU | God and the Hebrew Bible<br>OR |
| RS 314 | RU | New Testament Christianity     |

### Religious Traditions & Theologies (two foundational courses, 8 credits):

|        |      |   |
|--------|------|---|
| RS 225 | GR   | Religious and Spiritual Traditions of the World |
| RS 324 | R XU | Exploring Christian Thought<br>OR               |
| RS 330 | GR   | The Evolution of Global Christianity<br>OR      |
| RS 341 |      | Catholic Theology for the 21st Century          |

### Religion in the Human Community (two courses, 8 credits)

|        |     |                                   |
|--------|-----|-----------------------------------|
| RS 101 | 1ER | Spirituality and Ecology<br>OR    |
| RS 147 | 1R  | Spirituality and Justice<br>OR    |
| RS 248 | 2R  | Spirituality for the 21st Century |
| RS 498 |     | Religious Studies Senior Seminar  |

In addition to these courses, students chose a minimum of 16 additional credits\* selected from the three areas of study:

Scriptures & Sacred Texts (0 to 12 additional credits selected from):

|        |    |                                |
|--------|----|--------------------------------|
| RS 310 | RU | God and the Hebrew Bible       |
| RS 314 | RU | New Testament Christianity     |
| RS 414 |    | Scripture: Advanced Study      |
| RS 416 | K  | Preaching for the 21st Century |

Approved Biblical Courses offered through the UW-Madison Collaborative Program

Religious Traditions & Theologies (0 to 12 additional credits selected from):

|        |      |  |
|--------|------|--|
| RS 220 |      | Jewish Life and Thought                |
| RS 250 |      | Catholicism                            |
| RS 265 |      | Religious Traditions of the East       |
| RS 324 | R UX | Exploring Christian Thought            |
| RS 330 | GR   | The Evolution of Global Christianity   |
| RS 341 |      | Catholic Theology for the 21st Century |

## RELIGIOUS STUDIES

|            |     |                                      |
|------------|-----|--------------------------------------|
| RS 356     | 2GR | Challenge of Islam                   |
| RS 357/358 | 2GR | Christian-Muslim Dialogue            |
| RS 422     |     | Reformation and Counter- Reformation |
| RS 455     |     | Topics in Religious Studies          |

Religion in the Human Community (0 to 12 additional credits selected from):

|            |     |  |
|------------|-----|--|
| RS 201/202 | 2ER | Living Sustainably in a Dominican Studium                |
| RS 218     | CR  | Images of Faith: Story, Screen, and Spirit               |
| RS 240     | RU  | Personal Morality and Social Justice                     |
| RS 248     | 2R  | Spirituality for the 21st Century                        |
| RS 307     | 2GR | Liberation Theologies in Latin America                   |
| RS 308/309 | 2DR | Liberation Theology and the Dismantling of Racism I & II |
| RS 322     | 2QR | Contemporary Jewish Life and Thought: Judaism & Feminism |
| RS 327     |     | Religions and Contemporary Issues                        |
| RS 328     |     | Strong Religion: Fundamentalism                          |
| RS 331     |     | Christian Worship  |
| RS 343     |     | Women and Religion                                       |
| RS 345     |     | Religion and Society                                     |
| RS 406     | 3   | Learning, Beliefs & Action for the Common Good           |
| RS 431     |     | Sacramental Celebrations                                 |
| RS 442     | RU  | Moral Responsibility and Ethics of Health                |
| RS 450     | 3VR | Perspectives on Religion and Science                     |
| RS 452     |     | Topics in Religious Studies                              |

Independent Research & Writing (0 to 6 additional credits from):

|        |  |                                  |
|--------|--|----------------------------------|
| RS 279 |  | Independent Reading and Research |
| RS 379 |  | Independent Reading and Research |
| RS 499 |  | Workshop in Religious Studies    |

\*Note: the total of 40 credits normally includes a minimum of 16 credits in one area, a minimum of 8 in each of the other two areas, including Senior Seminar. The remaining 8 credits are also selected from any of the three areas. Professional courses (for example, teaching methods, practicum, and internships) are taken in addition to the minimum of 40 credits in academic courses. In addition to the 40 credits, all students majoring in Religious Studies will:

- Prepare an Academic Portfolio to be reviewed by the Religious Studies faculty at the end of each academic year.
- Submit at least one major research paper for presentation at an Edgewood College Student Research, Religious Studies, or similar conference during their last 4 semesters.
- Complete the minimum 120 credits required by the College with a cumulative GPA of at least 2.85.
- Please consult with your Religious Studies advisor to learn the details about how you can satisfy your COR 3 requirement.



# RELIGIOUS STUDIES

## RELIGIOUS STUDIES MINOR

A minimum of 20 credits in Religious Studies with a minimum of one 4-credit course chosen from each of the three areas of investigation:

### Scriptures and Sacred Texts, Religious Traditions and Theologies, and Religion in the Human Community

#### Scriptures and Sacred Texts

|        |    |                                |
|--------|----|--------------------------------|
| RS 210 | RU | Jesus and the Gospels          |
| RS 310 | RU | God and the Hebrew Bible       |
| RS 314 | RU | New Testament Christianity     |
| RS 414 |    | Scripture: Advanced Study      |
| RS 416 | K  | Preaching for the 21st Century |

Approved Biblical Courses offered through the UW-Madison Collaborative Program.

#### Religious Traditions & Theologies

|            |     |   |
|------------|-----|---|
| RS 220     |     | Jewish Life and Thought                         |
| RS 225     | GR  | Religious and Spiritual Traditions of the World |
| RRS 250    |     | Catholicism                                     |
| RS 265     |     | Religious Traditions of the East                |
| RS 324     | RUX | Exploring Christian Thought                     |
| RS 330     | GR  | The Evolution of Global Christianity            |
| RS 341     |     | Catholic Theology for the 21st Century          |
| RS 356     | 2GR | Challenge of Islam                              |
| RS 357/358 | 2GR | Christian-Muslim Dialogue                       |
| RS 422     |     | Reformation and Counter-Reformation             |
| RS 455     |     | Topics in Religious Studies                     |

#### Religion in the Human Community

|            |     |  |
|------------|-----|--|
| RS 101     | 1ER | Spirituality and Ecology                                 |
| RS 147     | 1R  | Spirituality and Justice                                 |
| RS 201/202 | 2ER | Living Sustainably in a Dominican Studium                |
| RS 218     | CR  | Images of Faith: Story, Screen and Spirit                |
| RS 240     | RU  | Personally Morality and Social Justice                   |
| RS 248     | 2R  | Spirituality for the 21st Century                        |
| RS 307     | 2GR | Liberation Theology in Latin America                     |
| RS 308/309 | 2DR | Liberation Theology and The Dismantling of Racism I & II |
| RS 322     | 2QR | Contemporary Jewish Life and Thought: Judaism & Feminism |
| RS 327     |     | Religions and Contemporary Issues                        |
| RS 328     |     | Strong Religion: Fundamentalism                          |
| RS 331     |     | Christian Worship  |
| RS 343     |     | Women and Religion                                       |
| RS 345     |     | Religion and Society                                     |
| RS 406     | 3   | Learning, Beliefs & Action for the Common Good           |

# RELIGIOUS STUDIES

|        |     |   |
|--------|-----|---|
| RS 431 |     | Sacramental Celebrations                  |
| RS 442 | RU  | Moral Responsibility and Ethics of Health |
| RS 450 | 3VR | Perspectives on Religion and Science      |
| RS 452 |     | Topics in Religious Studies               |

Remaining courses are to be chosen in consultation with a RS advisor.

# MASTER OF ARTS IN RELIGIOUS STUDIES

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

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

Key elements of the program include:

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

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

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

## ADMISSION REQUIREMENTS

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

## CURRICULUM

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

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

### Major Religious Traditions

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

### Biblical Studies

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

# MASTER OF ARTS IN RELIGIOUS STUDIES

## Religion in the Human Community

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

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

## MINISTRY/LEADERSHIP SEQUENCE

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

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

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

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

## CONDUCT AND COMPETENCIES REVIEW

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

## TRANSFER OF CREDIT

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

## PREREQUISITES OR PROFICIENCIES

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

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

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

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

-or-

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

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

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

# MASTER OF ARTS IN RELIGIOUS STUDIES

## DEGREE REQUIREMENTS

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

- Required Courses
- Institutional Requirements
- Elective Courses

### Required courses in Religious Studies

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

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

### Elective Courses (12 credits; 4 courses)

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

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

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

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

### Institutional Requirements (6 credits, 2 courses or equivalents)

|        |                   |
|--------|-------------------|
| IC 800 | Ethics            |
| IC 850 | Studies in Change |

### Portfolio

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

# SOCIAL SCIENCE

## MAJORS

Criminal Justice

Economics with concentrations in:

- Analytics
- Business Economics
- Political Economy

Human Services Concentration in Criminal Justice

Human Services Concentration in Sociology

International Relations (See Section: International Relations)

Political Science with concentrations in:

- Comparative/Global Politics
- American Politics
- Law and Politics
- Political Communication

Sociology

Broad Field Social Studies (See Section: Broad Field Social Studies)

## MINORS

Economics Political Science

Social Studies Teaching

Sociology

## EXPECTATIONS OF THE SOCIAL SCIENCE SCHOLAR

The Social Science Department offers coursework in diverse programs. However, the Department considers certain goals and objectives common to all majors offered in Social Science.

The Department's mission is to provide an opportunity for students to learn about the historical development of economic, social, political and cultural institutions and gain insight into the underlying assumptions, conflicts and political strategies involved in changing those structures.

Students pursuing a degree in the Social Sciences will understand the influence of and the intersection among various social realms, such as politics, science, religion and technology. They are challenged to a critical reflection on the local and global structuring of relationships with respect to race, class, gender and other social categories.

All Social Science majors are expected to gain experience in the formulation of hypotheses and models to explore social, economic, political and cultural relationships and change. Further, they should gain skills in using and evaluating diverse research methods, including sampling procedures and statistical analysis; census and survey data analysis; questionnaire development and interviewing; field work and participant observation; as well as the use of written documents, research monographs and secondary sources.

With these common goals in mind, all students with majors in Criminal Justice, Economics, Political Science and Sociology are required to complete the following interdisciplinary sequence of courses.

### Social Science Interdisciplinary Sequence (12 credits)

|        |     |                                 |
|--------|-----|---------------------------------|
| SS 368 | U   | Social Science Research Methods |
| SS 369 |     | Social Science Statistics       |
| SS 484 | 3KX | Senior Social Science Seminar   |

# SOCIAL SCIENCE

## POLICIES

Students majoring in the Social Science Department must maintain a cumulative grade point average of 2.0 in courses in their respective major. If a student receives more than one grade below CD in major courses, he/she must repeat one of these courses (or an approved equivalent) and receive a grade of CD or above in order to successfully complete the major.

Courses required for the majors may not be taken Pass/Fail. Twelve credits of the major must be earned at Edgewood College: at least four of those credits must be in the major discipline.

Majors should consult with their advisor about appropriate courses to fulfill their Math (M) and Information and Technological Literacy (I) requirements.

A minimum of four credits of a minor in the department of social science must be completed at Edgewood College.

## CRIMINAL JUSTICE MAJOR (BS PROGRAM)

The interdisciplinary major in criminal justice consists of:

### The Social Science Interdisciplinary Sequence (12 credits)

|        |     |                                 |
|--------|-----|---------------------------------|
| SS 368 | U   | Social Science Research Methods |
| SS 369 |     | Social Science Statistics       |
| SS 484 | 3KX | Senior Social Science Seminar   |

### Additional Required Courses: (19 credits)

|            |    |   |
|------------|----|---|
| SOC 201    | DJ | Introduction to Sociology                   |
| PHIL 104   | P  | Ethics                                      |
| CJ 232     | J  | Introduction to the Criminal Justice System |
| CJ/SOC 340 |    | Theories of Deviance                        |
| CJ 355     |    | Introduction to Criminal Law                |

### A choice of one course of the following: (4 credits)

|         |    |                                     |
|---------|----|-------------------------------------|
| SOC 309 | D  | Race and Ethnicity                  |
| SOC 322 |    | Class, Social Change and Revolution |
| SOC 365 | JQ | Women and Society                   |

### A choice of one of the following: (4 credits)

|            |  |                                    |
|------------|--|------------------------------------|
| CJ/SOC 236 |  | Juvenile Delinquency               |
| CJ 337     |  | Policing in Contemporary Society   |
| CJ 338     |  | Prisons and Corrections in Society |

### A choice of one of the following: (4 credits)

|        |   |                            |
|--------|---|----------------------------|
| CJ 342 |   | Capital Punishment         |
| CJ 343 | Q | Violence and Victimization |

# SOCIAL SCIENCE

## A choice of two of the following: (8 credits)

|          |    |  |
|----------|----|--|
| CJ 372   |    | Ethics in Action                                   |
| ECON 255 | GJ | Principles of Macroeconomics in the Global Economy |
|          |    | OR   |
| ECON 256 | J  | Principles of Microeconomics                       |
| PS 262   | J  | Introduction to the American Political Process     |
| PSY 101  | J  | General Psychology                                 |
| PSY 340  |    | Abnormal Psychology                                |

Field Experience courses (SS 371 COR II, SS 372, SS373, and SS374) provide the opportunity for placement or internships in a variety of criminal justice positions. Field work positions have been available in city and county law enforcement agencies, federal and state correctional institutions, probation and parole programs, the district attorney's office, and in detention, shelter care, and treatment centers. Placements in federal justice agencies in Washington, D.C. are available. Students interested in the Field Experience option are responsible for their own application and placement with an appropriate agency in consultation with the Criminal Justice Program Coordinator. All potential Field Experience opportunities must be approved by the Program Coordinator prior to the student beginning the position with the agency.

The Department of Social Science will accept as equivalent to a supporting minor, a maximum of 18 transfer credits in selected police science, law enforcement and human services technical courses and in addition, will accept seven credits from approved field work sequences as the equivalent of Social Science 372-374

Field Experience: Criminal Justice major transfer students must earn at least 12 credits of coursework in the major program at Edgewood, with at least 4 of those credits from a criminal justice course (those with a CJ prefix).

## CRIMINAL JUSTICE MAJOR: HUMAN SERVICES CONCENTRATION (BS PROGRAM)

Students planning to enter the job market or to attend graduate school in the field of social work or human services may choose a concentration in Human Services.

Completion of this concentration with grades of C or higher within the concentration and a GPA of 2.5 or higher within the major enables students to take the bachelor level social work exam in the state of Wisconsin. Graduates passing this exam are awarded the credential Certified Social Worker and are allowed to hold employment as entry-level social workers in the state of Wisconsin.

The interdisciplinary major in criminal justice consists of:

### The Social Science Interdisciplinary Sequence (12 credits)

|        |     |                                 |
|--------|-----|---------------------------------|
| SS 368 | U   | Social Science Research Methods |
| SS 369 |     | Social Science Statistics       |
| SS 484 | 3KX | Senior Social Science Seminar   |

### Additional Required Courses: (19 credits)

|            |    |   |
|------------|----|---|
| SOC 201    | DJ | Introduction to Sociology                   |
| PHIL 104   | P  | Ethics                                      |
| CJ 232     | J  | Introduction to the Criminal Justice System |
| CJ/SOC 340 |    | Theories of Deviance                        |
| CJ 355     |    | Introduction to Criminal Law                |



# SOCIAL SCIENCE

## A choice of one course of the following: (4 credits)

|         |    |                                     |
|---------|----|-------------------------------------|
| SOC 309 | D  | Race and Ethnicity                  |
| SOC 322 |    | Class, Social Change and Revolution |
| SOC 365 | JQ | Women and Society                   |

## A choice of one of the following: (4 credits)

|            |  |                                    |
|------------|--|------------------------------------|
| CJ/SOC 236 |  | Juvenile Delinquency               |
| CJ 337     |  | Policing in Contemporary Society   |
| CJ 338     |  | Prisons and Corrections in Society |

## A choice of one of the following: (4 credits)

|        |   |                            |
|--------|---|----------------------------|
| CJ 342 |   | Capital Punishment         |
| CJ 343 | Q | Violence and Victimization |

## A choice of two of the following: (8 credits)

|          |    |  |
|----------|----|--|
| CJ 372   |    | Ethics in Action                                   |
| ECON 255 | GJ | Principles of Macroeconomics in the Global Economy |
|          |    | OR   |
| ECON 256 | J  | Principles of Microeconomics                       |
| PS 262   | J  | Introduction to the American Political Process     |
| PSY 101  | J  | General Psychology                                 |
| PSY 340  |    | Abnormal Psychology                                |

Students will take elective courses in sociology, criminal justice or anthropology to complete the 38 credit minimum.

Field Experience courses (SS 371 COR II, SS 372, SS373, and SS374) provide the opportunity for placement or internships in a variety of criminal justice positions. Field work positions have been available in city and county law enforcement agencies, federal and state correctional institutions, probation and parole programs, the district attorney's office, and in detention, shelter care, and treatment centers. Placements in federal justice agencies in Washington, D.C. are available. Students interested in the Field Experience option are responsible for their own application and placement with an appropriate agency in consultation with the Criminal Justice Program Coordinator. All potential Field Experience opportunities must be approved by the Program Coordinator prior to the student beginning the position with the agency.

The Department of Social Science will accept as equivalent to a supporting minor, a maximum of 18 transfer credits in selected police science, law enforcement and human services technical courses and in addition, will accept seven credits from approved field work sequences as the equivalent of Social Science 372-374 Field Experience. Criminal Justice major transfer students must earn at least 12 credits of coursework in the major program at Edgewood, with at least 4 of those credits from a criminal justice course (those with a CJ prefix).

## THE REQUIREMENTS FOR THE HUMAN SERVICES CONCENTRATION ARE:

Major in Sociology or Criminal Justice or Psychology

### Sociology majors must include:

|         |  |                        |
|---------|--|------------------------|
| SOC 220 |  | Alcohol and Drug Abuse |
|---------|--|------------------------|

### A 22-32 credit professional sequence in Human Services courses:

|        |  |                               |
|--------|--|-------------------------------|
| HS 300 |  | Methods of Human Service      |
| HS 302 |  | Social Welfare and Policy     |
| HS 303 |  | Advanced Social Change Skills |

# SOCIAL SCIENCE

|        |  |                                       |
|--------|--|---------------------------------------|
| HS 304 |  | Group Methods                         |
| HS 305 |  | Human Behavior and Social Environment |
| HS 400 |  | Human Services Internship             |

The Department may accept a maximum of 12 transfer credits in state-approved Human Services or Social Work courses. All transfer credit is subject to the approval of the Department of Safety and Professional Services

|          |   |        |
|----------|---|--------|
| PHIL 104 | P | Ethics |
|----------|---|--------|

## ECONOMICS MAJOR: ANALYTICS CONCENTRATION (BS PROGRAM)

This concentration is designed for students who wish to study economics and develop mathematical skills necessary for continued, graduate level study in economics.

### The Social Science Interdisciplinary Sequence (12 credits)

|       |     |                                 |
|-------|-----|---------------------------------|
| SS368 | U   | Social Science Research Methods |
| SS369 |     | Social Science Statistics       |
| SS484 | 3KX | Senior Social Science Seminar   |

### Economics Core

|          |    |   |
|----------|----|---|
| ECON 255 | GJ | Principles of Macroeconomics in the Global Economy  |
| ECON 256 | J  | Principles of Microeconomics                        |
| ECON 350 |    | Economics of Labor, Poverty and Income Distribution |
| ECON 460 |    | Money, Banking and International Capital Markets    |

### Mathematics Based Economics Courses (6 credits)

|         |  |                         |
|---------|--|-------------------------|
| BUS 610 |  | Managerial Economics    |
| BUS 611 |  | International Economics |

### Required Mathematics Courses (9-10 credits)

One of the two following sequences

|           |   |   |
|-----------|---|---|
| MATH 114A | M | Precalculus A: Algebra                  |
| MATH 122  |   | Finite Math                             |
| MATH 222  |   | Calculus with Business Applications     |
|           |   | OR                                      |
| MATH 114B | M | Precalculus B: Accelerated Trigonometry |
| MATH 122  |   | Finite Math                             |
| MATH 222  |   | Calculus I                              |

# SOCIAL SCIENCE

## ECONOMICS MAJOR: BUSINESS ECONOMICS CONCENTRATION (BS PROGRAM)

This concentration is designed for students contemplating direct entry into business and finance related career fields.

### The Social Science Interdisciplinary Sequence (12 credits)

|          |     |                                 |
|----------|-----|---------------------------------|
| SS 368   | U   | Social Science Research Methods |
| SS 369   |     | Social Science Statistics<br>OR |
| MATH 121 | M   | Statistics                      |
| SS 484   | 3KX | Senior Social Science Seminar   |

### Required economics courses (24 credits):

|          |    |   |
|----------|----|---|
| ECON 255 | GJ | Principles of Macroeconomics in the Global Economy  |
| ECON 256 | J  | Principles of Microeconomics  |
| ECON 290 | GJ | The Global Economy<br>OR  |
| ECON 450 |    | International Economics   |
| ECON 350 |    | Economics of Labor, Poverty and Income Distribution   |
| ECON 460 |    | Money, Banking and International Capital Markets, or equivalent intermediate level macro-economics course |

Students will take four additional credits in economics.

### Required business courses (13 credits):

|         |  |                       |
|---------|--|-----------------------|
| BUS 280 |  | Financial Accounting  |
| BUS 281 |  | Managerial Accounting |
| BUS 303 |  | Corporate Finance     |
| BUS 304 |  | Business Law I        |

## ECONOMICS MAJOR: POLITICAL ECONOMY CONCENTRATION (BS PROGRAM)

This concentration is designed for students contemplating continued legal studies or direct entry into public service related career fields.

### The Social Science Interdisciplinary Sequence (12 credits)

|       |     |                                 |
|-------|-----|---------------------------------|
| SS368 | U   | Social Science Research Methods |
| SS369 |     | Social Science Statistics       |
| SS484 | 3KX | Senior Social Science Seminar   |

### Economics Core (16 credits)

|          |    |   |
|----------|----|---|
| ECON 255 | GJ | Principles of Macroeconomics in the Global Economy  |
| ECON 256 | J  | Principles of Microeconomics                        |
| ECON 350 |    | Economics of Labor, Poverty and Income Distribution |
| ECON 460 |    | Money, Banking and International Capital Markets    |

# SOCIAL SCIENCE

## Additional Courses (2-3 credits)

Two additional credits in an ECON course

OR

BUS 304 Business Law

## Required Political Science Courses (18 credits)

PS 210 GJ Introduction to International Relations

PS 343 Constitutional Politics

One of the following:

PS 351 Budget, Taxes, and Deficits

PS 364 State and Local Politics

PS 350 Public Policy Process

One of the following:

PS 262 J Introduction to the American Political Process

PS 343 Constitutional Politics

PS 301 Political Ideas

One of the following:

PS 275 GJ Introduction to Comparative Politics

PS 481A Geopolitics

PS 383 International Law and Organizations

## POLITICAL SCIENCE MAJOR: COMPARATIVE/GLOBAL POLITICS CONCENTRATION (BS PROGRAM)

Forty-one to 50 credits, to include:

### The Social Science Interdisciplinary Sequence (12 credits)

SS 368 U Social Science Research Methods

SS 369 Social Science Statistics

SS 484 3KX Senior Social Science Seminar

### Required courses:

PS 210 GJ Introduction to International Relations

PS 262 J Introduction to the American Process

PS 275 GJ Introduction to Comparative Politics

PS 301 Political Ideas

# SOCIAL SCIENCE

**Any eight credits from the following:**

|        |    |                                    |
|--------|----|------------------------------------|
| PS 342 |    | American Foreign Policy            |
| PS 380 | GJ | Politics of Latin America          |
| PS 381 | GJ | Politics of Europe                 |
| PS 383 |    | International Law and Organization |
| PS 384 | GJ | Politics of the Middle East        |
| PS 481 |    | Seminar in International Relations |

Students will take six additional credits of any political science elective.

## POLITICAL SCIENCE MAJOR: AMERICAN POLITICS CONCENTRATION (BS PROGRAM)

Forty-one to 50 credits, to include:

**The Social Science Interdisciplinary Sequence (12 credits)**

|        |     |                                 |
|--------|-----|---------------------------------|
| SS 368 | U   | Social Science Research Methods |
| SS 369 |     | Social Science Statistics       |
| SS 484 | 3KX | Senior Social Science Seminar   |

**Required courses:**

|        |    |  |
|--------|----|--|
| PS 262 | J  | Introduction to the American Political Process |
| PS 275 | GJ | Introduction to Comparative Politics           |
| PS 301 |    | Political Ideas                                |
| SS 371 | 2  | Society in Action (3 credits)                  |
|        |    | OR   |
| SS 372 |    | Field Experience 1-4 credit                    |

**Any 12 credits from the following:**

|        |    |  |
|--------|----|--|
| PS 342 |    | American Foreign Policy                              |
| PS 343 |    | Constitutional Politics                              |
| PS 350 |    | Public Policy Process                                |
| PS 351 |    | Selected Issues in Public Policy                     |
| PS 352 | EJ | Environmental Politics                               |
| PS 353 | EJ | Politics of Sprawl: Land Use & Transportation Policy |
| PS 360 | J  | Political Parties and Interest Groups                |
| PS 361 | J  | The President and Executive Branch                   |
| PS 362 | J  | Congress and Legislative Politics                    |
| PS 364 |    | State and Local Politics                             |
| PS 460 | J  | Media and Politics                                   |

PS 480 Seminar in Political Science

Four additional credits of any political science electives.

# SOCIAL SCIENCE

## POLITICAL SCIENCE MAJOR: LAW AND POLITICS CONCENTRATION (BS PROGRAM)

Forty-one to 50 credits, to include:

### The Social Science Interdisciplinary Sequence (12 credits):

|        |     |                                 |
|--------|-----|---------------------------------|
| SS 368 | U   | Social Science Research Methods |
| SS 369 |     | Social Science Statistics       |
| SS 484 | 3KX | Senior Social Science Seminar   |

### Required Courses

|        |    |  |
|--------|----|--|
| PS 262 | J  | Introduction to the American Political Process |
| PS 301 |    | Political Ideas                                |
| PS 343 |    | Constitutional Politics                        |
| SS 371 | 2  | Society in Action (3 credits)<br>OR            |
| SS 372 |    | Field Experience 1-4 credit                    |
| PS 210 | GJ | Introduction to International Relations        |

### One course from the following:

|         |   |  |
|---------|---|--|
| CJ 355  |   | Introduction to Criminal Law (or equivalent) |
| BUS 304 | U | Business Law (or equivalent)                 |
| PS 383  |   | International Law and Organization           |

### Any eight credits from the following:

|        |    |  |
|--------|----|--|
| PS 350 |    | Public Policy Process                                |
| PS 351 |    | Selected Issues in Public Policy                     |
| PS 352 | EJ | Environmental Politics                               |
| PS 353 | EJ | Politics of Sprawl: Land Use & Transportation Policy |
| PS 360 | J  | Political Parties and Interest Groups                |
| PS 361 | J  | The President and Executive Branch                   |
| PS 362 | J  | Congress and Legislative Politics                    |
| PS 364 |    | State and Local Politics                             |
| PS 460 | J  | Media and Politics                                   |
| PS 480 |    | Seminar in Political Science                         |

# SOCIAL SCIENCE

## POLITICAL SCIENCE MAJOR: POLITICAL COMMUNICATION CONCENTRATION (BS PROGRAM)

Forty-one to 50 credits, to include:

### The Social Science Interdisciplinary Sequence (12 credits)

|        |     |                                 |
|--------|-----|---------------------------------|
| SS 368 | U   | Social Science Research Methods |
| SS 369 |     | Social Science Statistics       |
| SS 484 | 3KX | Senior Social Science Seminar   |

### Required Courses:

|           |    |  |
|-----------|----|--|
| PS 262    | J  | Introduction to the American Political Process |
| PS 301    |    | Political Ideas                                |
| PS 460    | J  | Media and Politics                             |
| PS 210    | GJ | Introduction to International Relations        |
|           |    | OR   |
| PS 275    | GJ | Introduction to Comparative Politics           |
| SS 371    | 2  | Society in Action (3 credits)                  |
|           |    | OR   |
| SS 372    |    | Field Experience 1-4 credit                    |
| COMMS 314 |    | Persuasion, Promotion and Advertising          |

### One course from the following:

|           |  |                              |
|-----------|--|------------------------------|
| ENG 201   |  | Journalism                   |
| COMMS 319 |  | Mass Communication Campaigns |

Eight additional political science credits.

## SOCIOLOGY MAJOR (BS PROGRAM)

Students majoring in Sociology gain understanding of the ways individuals are affected by each other and the groups to which they belong. They explore the importance of traits such as race, class, gender, and age in the workings of society as well as the possibility of social changes. Sociological knowledge, research and analytical skills are applied in a variety of community business and institutional settings.

Thirty-eight credits in sociology to include:

### The Social Science Interdisciplinary Sequence (12 credits)

|        |     |                                 |
|--------|-----|---------------------------------|
| SS 368 | U   | Social Science Research Methods |
| SS 369 |     | Social Science Statistics       |
| SS 484 | 3KX | Senior Social Science Seminar   |

### Required Sociology courses (8 credits):

|         |   |                     |
|---------|---|---------------------|
| SOC 309 | D | Race and Ethnicity  |
| SOC 402 |   | Theories of Society |

# SOCIAL SCIENCE

## Courses in the following three areas (10 to 12 credits):

One course from the following:

|          |    |                                       |
|----------|----|---------------------------------------|
| SOC 201  | DJ | Introduction to Sociology             |
| ANTH 222 | GJ | Introduction to Cultural Anthropology |

One course from the following:

|         |     |                                |
|---------|-----|--------------------------------|
| SOC 323 | DJQ | The Family and Society         |
| SOC 324 |     | Education and Society          |
| SOC 325 | 2DJ | Health and Illness and Society |
| SOC 365 | JQ  | Women and Society              |

One course from the following:

|            |  |                                     |
|------------|--|-------------------------------------|
| SOC 322    |  | Class, Social Change and Revolution |
| SOC/CJ 340 |  | Theories of Deviance                |
| SOC 349    |  | Social Psychology                   |

**Elective courses in Sociology, Anthropology, Criminal Justice or Social Science selected in consultation with the major advisor to complete the 38 credit minimum.**

## SOCIOLOGY MAJOR: HUMAN SERVICES CONCENTRATION (BS PROGRAM)

Students planning to enter the job market or to attend graduate school in the field of social work or human services may choose a concentration in Human Services.

Completion of this concentration with grades of C or higher within the concentration and a GPA of 2.5 or higher within the major enables students to take the bachelor level social work exam in the state of Wisconsin. Graduates passing this exam are awarded the credential Certified Social Worker and are allowed to hold employment as entry-level social workers in the state of Wisconsin.

Thirty-eight credits in sociology to include:

### The Social Science Interdisciplinary Sequence (12 credits)

|        |     |                                 |
|--------|-----|---------------------------------|
| SS 368 | U   | Social Science Research Methods |
| SS 369 |     | Social Science Statistics       |
| SS 484 | 3KX | Senior Social Science Seminar   |

### Required Sociology Courses (8 credits):

|         |   |                     |
|---------|---|---------------------|
| SOC 309 | D | Race and Ethnicity  |
| SOC 402 |   | Theories of Society |

## Courses in the following three areas (10 to 12 credits)

One course from the following:

|          |    |                                       |
|----------|----|---------------------------------------|
| SOC 201  | DJ | Introduction to Sociology             |
| ANTH 222 | GJ | Introduction to Cultural Anthropology |



## SOCIAL SCIENCE

One course from the following:

|         |     |                             |
|---------|-----|-----------------------------|
| SOC 323 | DJQ | The Family and Society      |
| SOC 324 |     | Education and Society       |
| SOC 325 | 2DJ | Health, Illness and Society |
| SOC 365 | JQ  | Women and Society           |

Once course from the following:

|            |  |                                     |
|------------|--|-------------------------------------|
| SOC 322    |  | Class, Social Change and Revolution |
| SOC/CJ 340 |  | Theories of Deviance                |
| SOC 349    |  | Social Psychology                   |

**Students will take elective courses in sociology, criminal justice or anthropology to complete the 38 credit minimum.**

### THE REQUIREMENTS FOR THE HUMAN SERVICES CONCENTRATION ARE:

A major in Sociology or Criminal Justice or Psychology

**Sociology majors must include:**

|         |  |                        |
|---------|--|------------------------|
| SOC 220 |  | Alcohol and Drug Abuse |
|---------|--|------------------------|

**A 22-32 credit professional sequence\* in Human Services courses:**

|        |  |                                       |
|--------|--|---------------------------------------|
| HS 300 |  | Methods of Human Service              |
| HS 302 |  | Social Welfare and Policy             |
| HS 303 |  | Advanced Social Change Skills         |
| HS 304 |  | Group Methods                         |
| HS 305 |  | Human Behavior and Social Environment |
| HS 400 |  | Human Services Internship             |

The Department may accept a maximum of 12 transfer credits in state-approved Human Services or Social Work courses. All transfer credit is subject to the approval of the Wisconsin Department of Safety and Professional Services.

|          |   |        |
|----------|---|--------|
| PHIL 104 | P | Ethics |
|----------|---|--------|

## ECONOMICS MINOR

**Eighteen credits in economics, to include:**

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

The particular sequence of courses is to be developed by the student in consultation with an advisor in the Social Science Department. Individuals who wish to obtain a minor in Economics along with a major in Business may count ECON 255 GJ and ECON 256 J for their minor and major requirements.

# SOCIAL SCIENCE

## POLITICAL SCIENCE MINOR

Eighteen credits in political science with the particular sequence of courses to be developed by the student in consultation with an advisor in the Social Science Department.

## SOCIOLOGY MINOR

Eighteen credits in sociology, anthropology and/or criminal justice with the particular sequence of courses to be developed by the student in consultation with an advisor in the Social Science Department. Criminal Justice majors minoring in sociology will be required to take at least 12 credits of sociology in addition to the sociology courses required for their major.

## SOCIAL SCIENCE TEACHING MINOR

A major in elementary or elementary/middle level education

### The following courses:

|          |    |  |
|----------|----|--|
| ANTH 222 | GJ | Introduction to Cultural Anthropology          |
| SOC 201  | DJ | Introduction to Sociology                      |
| SOC 309  | D  | Race and Ethnicity                             |
| SOC 324  |    | Education and Society                          |
| PS 262   | J  | Introduction to the American Political Process |
| GEOG 265 | E  | Environmental Conservation                     |

### One of the following:

|          |    |  |
|----------|----|--|
| ECON 255 | GJ | Principles of Macroeconomics in the Global Economy |
| ECON 330 | GJ | Comparative Economic Systems                       |

### One of the following:

|          |   |                     |
|----------|---|---------------------|
| HIST 131 | H | American History I  |
| HIST 132 | H | American History II |

For completion of the Education professional requirements and the licensing requirements or teacher education in elementary or elementary/middle level education (see EDUCATION).

# THEATRE ARTS

## MAJORS

Theatre Arts

Theatre Education

## MINORS

Theatre Arts

Theatre Education Film Studies

All majors will serve as Production Stage Manager and head each of the following crews: costumes, dramaturgy, lights, makeup, props, sets, and sound and theatre management.

1. All majors are required to attend regularly scheduled Theatre Assembly meetings, all theatre productions and studios, and at least one audition per academic year.
2. All majors are required to keep a portfolio of their work, to be reviewed annually after students have earned 30 credits.
3. Courses required for the Theatre Arts majors are regularly offered on a rotating basis, normally within a two-year cycle. Students are urged to consult the Department of Theatre Arts website for information regarding this sequence or their advisor in theatre arts, so that requirements may be fulfilled within the normal pattern.
4. Theatre Arts majors and Theatre Education majors are required to maintain at least a 2.75 GPA in their theatre courses.

## THEATRE ARTS MAJOR: THEATRE STUDIES EMPHASIS (BA PROGRAM)

A minimum of 40 core credits, including

|         |     |  |
|---------|-----|--|
| THA 265 | BK  | Acting I                                 |
| THA 269 | ADU | Script Analysis                          |
| THA 290 |     | Stagecraft I                             |
| THA 292 |     | Theatre Practicum for majors (9 credits) |
| THA 336 | C   | Development of Dramatic Arts I           |
| THA 337 | A   | Development of Dramatic Arts II          |
| THA 338 |     | Modern and Contemporary Drama            |
| THA 370 | BX  | Directing I                              |
| THA 390 | B   | Theatre Design Elements                  |
| THA 470 |     | One-Act Play Production                  |
| THA 499 | B3  | Senior Project                           |

The major includes a minimum of 9 credits beyond the core within one specialized area, to be selected from Theatre Studies Technical/Design, Theatre for Youth, Performance or Musical Theatre emphases.

## THEATRE STUDIES EMPHASIS (9 CREDITS MINIMUM):

Minimum of three courses from the following:

|         |     |                                      |
|---------|-----|--------------------------------------|
| THA 122 | 1AG | Perspectives in Puppetry             |
| THA 239 |     | Survey of History of Musical Theatre |
| THA 264 | CK  | Oral Interpretation                  |
| THA 276 | BG  | Drama in Education                   |
| THA 270 |     | Stage Management                     |

## THEATRE ARTS

|               |     |   |
|---------------|-----|---|
| THA 301A      | BD  | Tap Dance: Technique and Cultural Perspective                 |
| THA 365       |     | Acting II   |
| THA 366       |     | Musical Theatre Performance                                   |
| THA 367       | BK  | Improvisation in Performance                                  |
| THA 376       | 2B  | Theatre for Young Audiences                                   |
| THA 379       |     | Independent Study, Theatre Arts                               |
| THA 385       |     | Special Topics in Theatre                                     |
| THA 391       |     | Tech and Design in Theatre                                    |
| THA 392       |     | Costume Design  |
| THA 393       |     | Lighting Design   |
| THA 394       |     | Scenic Design   |
| THA 395       | B   | Makeup Design   |
| THA 445       |     | Playwriting   |
| THA 465       |     | Acting III  |
| THA 466       |     | Acting IV   |
| ENG 331       | CX  | Literary Figures (Topic option for Theatre: Shakespeare only) |
| GS370 & GS371 | 2AG | London: Theatre, Art and Culture                              |

### THEATRE ARTS MAJOR: TECHNICAL/DESIGN EMPHASIS (BA PROGRAM)

**A minimum of 40 core credits, including**

|         |     |  |
|---------|-----|--|
| THA 265 | BK  | Acting I                                 |
| THA 269 | ADU | Script Analysis                          |
| THA 290 |     | Stagecraft I                             |
| THA 292 |     | Theatre Practicum for majors (9 credits) |
| THA 336 | C   | Development of Dramatic Arts I           |
| THA 337 | A   | Development of Dramatic Arts II          |
| THA 338 |     | Modern and Contemporary Drama            |
| THA 370 | BX  | Directing I                              |
| THA 390 | B   | Theatre Design Elements                  |
| THA 470 |     | One-Act Play Production                  |
| THA 499 | B3  | Senior Project                           |

The major includes a minimum of 9 credits beyond the core within one specialized area, to be selected from Theatre Studies, Technical/Design, and Theatre for Youth, Performance or Musical Theatre emphases.

#### TECHNICAL/DESIGN EMPHASIS (9 CREDITS MINIMUM):

**Minimum of three courses from the following:**

|         |  |                                      |
|---------|--|--------------------------------------|
| THA 270 |  | Stage Management                     |
| THA 385 |  | Special Topics (in Technical Design) |
| THA 391 |  | Tech and Design                      |
| THA 392 |  | Costume Design                       |

# THEATRE ARTS

|         |   |                 |
|---------|---|-----------------|
| THA 393 |   | Lighting Design |
| THA 394 |   | Scenic Design   |
| THA 395 | B | Makeup Design   |
| THA 490 |   | Advanced Design |

## THEATRE ARTS MAJOR: THEATRE FOR YOUTH EMPHASIS (BA PROGRAM)

A minimum of 40 core credits, including:

|         |     |                                       |
|---------|-----|---------------------------------------|
| THA 265 | BK  | Acting I                              |
| THS 269 | ADU | Script Analysis                       |
| THA 290 |     | Stagecraft I                          |
| THA 292 |     | Theatre Practicum for Dramatic Arts I |
| THA 336 | C   | Development of Dramatic Arts I        |
| THA 337 | A   | Development of Dramatic Arts II       |
| THA 338 |     | Modern and Contemporary Drama         |
| THS 370 | BX  | Directing I                           |
| THA 390 | B   | Theatre Design Elements               |
| THA 470 |     | One-Act Play Production               |
| THA 499 | B3  | Senior Project                        |

The major includes a minimum of 9 credits beyond the core within one specialized area, to be selected from Theatre Studies, Technical/Design, and Theatre for Youth, Performance or Musical Theatre emphases.

## THEATRE FOR YOUTH EMPHASIS (10 CREDITS MINIMUM):

Requirements:

|          |    |                                  |
|----------|----|----------------------------------|
| THA 276  | BG | Drama in Education               |
| THA 459P |    | Methods in Teaching Theatre Arts |
| THA 376  | 2B | Theatre for Young Audiences      |

One course from the following

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a pluralistic society      |
| ED 271 | P | Introduction to Philosophy of Education |
| ED 301 |   | Introduction to Child life              |

## THEATRE ARTS MAJOR: PERFORMANCE EMPHASIS (BA PROGRAM)

Minimum of 40 credits, including:

|         |     |  |
|---------|-----|--|
| THA 265 | BK  | Acting I                                 |
| THA 269 | ADU | Script Analysis                          |
| THA 290 |     | Stagecraft I                             |
| THA 292 |     | Theatre Practicum for majors (9 credits) |
| THS 336 | C   | Development of Dramatic Arts I           |

# THEATRE ARTS

|         |    |                                 |
|---------|----|---------------------------------|
| THA 337 | A  | Development of Dramatic Arts II |
| THA 338 |    | Modern and Contemporary Drama   |
| THA 370 | BX | Directing I                     |
| THA 390 | B  | Theatre Design Elements         |
| THA 470 |    | One-Act Play Production         |
| THA 499 | B3 | Senior Project                  |

The major includes a minimum of 9 credits beyond the core within one specialized area, to be selected from Theatre Studies, Technical/Design, and Theatre for Youth, Performance or Musical Theatre emphases.

## PERFORMANCE EMPHASIS \*(9 CREDITS MINIMUM):

### Required course:

|         |  |           |
|---------|--|-----------|
| THA 365 |  | Acting II |
|---------|--|-----------|

### Two courses from the following:

|         |    |                              |
|---------|----|------------------------------|
| THA 367 | BK | Improvisation in Performance |
| THA 385 |    | Special Topics: Performance  |
| THA 465 |    | Acting III                   |
| THA 466 |    | Acting IV                    |

### \*Majors who specialize in Performance or Musical Theatre must include:

A minimum of two credits in Dance, Movement, or the equivalent to be selected from:

|          |    |   |
|----------|----|---|
| THA 266  |    | Introduction to Contemporary Dance            |
|          |    | OR  |
| THA 301A | BD | Tap Dance: Technique and Cultural Perspective |
| THA 368  | BD | Movement for Actors                           |
|          |    | OR  |
| THA 385  |    | Special Topics (in Performance/Movement)      |

A minimum of two credits in Voice or the equivalent to be selected from:

|          |    |  |
|----------|----|--|
| MUS 130A | B* | Women's Choir  |
|          |    | AND/OR   |
| MUS 130B | B* | Women's Choir  |
| MUS 221  |    | Private Voice  |
| MUS 330  |    | Community Chorus   |
| MUS 121  |    | Introductory Voice Class   |
| MUS 122  |    | Advanced Voice Class   |
| THA 264  | CK | Communication and Oral Interpretation of Lit (Performance emphasis only) |
| THA 385  |    | Special Topics (in voice)  |

\*B Tag only awarded if both semesters are taken

# THEATRE ARTS

## THEATRE ARTS MAJOR: PERFORMANCE EMPHASIS (BA PROGRAM)

A minimum of 40 core credits, including:

|         |     |  |
|---------|-----|--|
| THA 265 | BK  | Acting I                                 |
| THA 269 | ADU | Script Analysis                          |
| THA 290 |     | Stagecraft I                             |
| THA 292 |     | Theatre practicum for majors (9 credits) |
| THA 336 | C   | Development of Dramatic Arts I           |
| THA 337 | A   | Development of Dramatic Arts II          |
| THA 338 |     | Modern and Contemporary Drama            |
| THA 370 | BX  | Directing I                              |
| THA 390 | B   | Theatre Design Elements                  |
| THA 470 |     | One-Act Play Production                  |
| THA 499 | B3  | Senior Project                           |

The major includes a minimum of 9 credits beyond the core within one specialized area, to be selected from Theatre Studies, Technical/Design, and Theatre for Youth, Performance or Musical Theatre emphases.

## MUSICAL THEATRE EMPHASIS\* (10 CREDITS MINIMUM)

Required courses:

|          |   |                                      |
|----------|---|--------------------------------------|
| THA 239  |   | Survey of History of Musical Theatre |
| THA 366  |   | Musical Theatre Performance          |
| MUS 141A | B | Music Structures                     |
| MUS 142  |   | Ear Training and Solfege I           |

\*Majors who specialize in Performance or Musical Theatre must include:

A minimum of two credits in Dance, Movement, or the equivalent to be selected from:

|             |  |   |
|-------------|--|---|
| THA 266     |  | Introduction to Contemporary Dance            |
|             |  | OR  |
| THA 301A BD |  | Tap Dance: Technique and Cultural Perspective |
| THA 368     |  | Movement for Actors                           |
|             |  | OR  |
| THA 385     |  | Special Topics (in Performance/ Movement)     |

A minimum of two credits in Voice or the equivalent to be selected from:

|          |    |  |
|----------|----|--|
| MUS 130A | B* | Women's Choir  |
|          |    | AND/OR   |
| MUS 130B | B* | Women's Choir  |
| MUS 221  |    | Private Voice  |
| MUS 330  |    | Community Chorus   |
| MUS 121  |    | Introductory Voice Class   |
| MUS 122  |    | Advanced Voice Class   |
| THA 264  | CK | Communication and Oral Interpretation of Lit (Performance emphasis only) |
| THA 385  |    | Special Topics (in voice)  |

\*B Tag only awarded if both semesters are taken

# THEATRE ARTS

## THEATRE MINOR

A minimum of 21 credits in theatre art courses (excluding film courses) including:

|         |    |          |
|---------|----|----------|
| THA 265 | BK | Acting I |
|---------|----|----------|

One of the following:

|         |   |              |
|---------|---|--------------|
| THA 290 | B | Stagecraft I |
|---------|---|--------------|

|         |   |                         |
|---------|---|-------------------------|
| THA 390 | B | Theatre Design Elements |
|---------|---|-------------------------|

Three credits of:

|         |  |                   |
|---------|--|-------------------|
| THA 292 |  | Theatre Practicum |
|---------|--|-------------------|

## THEATRE EDUCATION MAJOR (BA PROGRAM)

The major is part of a program leading to a Wisconsin initial educator license to teach theatre at the Early Childhood through Adolescence level (Birth –21), and has these requirements:

All the requirements of the Theatre Arts Major and the following requirements in Theatre Education preparation:

|         |    |          |
|---------|----|----------|
| THS 265 | BK | Acting I |
|---------|----|----------|

|         |     |                 |
|---------|-----|-----------------|
| THA 269 | ADU | Script Analysis |
|---------|-----|-----------------|

|         |  |              |
|---------|--|--------------|
| THA 290 |  | Stagecraft I |
|---------|--|--------------|

|         |  |                              |
|---------|--|------------------------------|
| THA 292 |  | Theatre Practicum for majors |
|---------|--|------------------------------|

|         |   |                                |
|---------|---|--------------------------------|
| THS 336 | C | Development of Dramatic Arts I |
|---------|---|--------------------------------|

|         |   |                                 |
|---------|---|---------------------------------|
| THA 337 | A | Development of Dramatic Arts II |
|---------|---|---------------------------------|

|         |  |                               |
|---------|--|-------------------------------|
| THA 338 |  | Modern and Contemporary Drama |
|---------|--|-------------------------------|

|         |    |             |
|---------|----|-------------|
| THA 370 | BX | Directing I |
|---------|----|-------------|

|         |   |                         |
|---------|---|-------------------------|
| THA 390 | B | Theatre Design Elements |
|---------|---|-------------------------|

|         |  |                         |
|---------|--|-------------------------|
| THA 470 |  | One-Act Play Production |
|---------|--|-------------------------|

|         |   |                |
|---------|---|----------------|
| THA 499 | B | Senior Project |
|---------|---|----------------|

The following requirements in Theatre Education preparation:

|         |    |                                       |
|---------|----|---------------------------------------|
| THA 264 | CK | Oral Interpretation and Communication |
|---------|----|---------------------------------------|

|         |    |                    |
|---------|----|--------------------|
| THA 276 | BG | Drama in Education |
|---------|----|--------------------|

|         |    |                             |
|---------|----|-----------------------------|
| THA 376 | 2B | Theatre for Young Audiences |
|---------|----|-----------------------------|

|          |  |                                  |
|----------|--|----------------------------------|
| THA 459P |  | Methods in Teaching Theatre Arts |
|----------|--|----------------------------------|

For certification, students must also complete the Professional Education Core requirements and secondary education requirements. Students choosing the Theatre Education Major must consult with an advisor in the Education Department in order to be informed about admission and licensing requirements. See EDUCATION.



# THEATRE ARTS

## THEATRE EDUCATION MINOR

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach theatre at the level corresponding to the teaching major. It requires:

### A minimum of 24 credits, including:

|          |    |                                       |
|----------|----|---------------------------------------|
| THA 264  | CK | Oral Interpretation and Communication |
| THA 265  | BK | Acting I                              |
| THA 276  |    | Drama in Education                    |
| THA 338  |    | Modern and Contemporary Drama         |
| THA 370  | BX | Directing I                           |
| THA 376  | 2B | Theatre for Young Audiences           |
| THA 459P |    | Methods in Teaching Theatre Arts      |

### Three credits of:

|         |  |                   |
|---------|--|-------------------|
| THA 292 |  | Theatre Practicum |
|---------|--|-------------------|

### One of the following:

|         |   |                         |
|---------|---|-------------------------|
| THA 290 |   | Stagecraft I            |
| THA 390 | B | Theatre Design Elements |

For certification, students must complete a teaching major in another field and Professional Education Core requirements. Students must also fulfill licensing requirements as they apply. Students choosing the Theatre Arts Teaching Minor must consult with an advisor in the Education Department in order to be informed about admission and course requirements. See EDUCATION.

## FILM STUDIES MINOR

The Film Studies minor will require a minimum of 18 credits, to include:

### Required courses:

|         |   |                 |
|---------|---|-----------------|
| THA 226 | A | Film Criticism  |
| THA 326 | A | Film in Society |

### Select one from the following:

|         |    |                         |
|---------|----|-------------------------|
| ART 120 |    | Video                   |
| THA 265 | BK | Acting I                |
| THA 370 | BX | Directing I             |
| THA 290 |    | Stagecraft I            |
| THA 390 | B  | Theatre Design Elements |

### Electives: Select a minimum of 3 courses from the following:

|         |  |   |
|---------|--|---|
| THA 426 |  | Special Topics: Gender and Race in Film |
| THA 385 |  | Special Topics: Acting for Film*        |
| THA 386 |  | Special Topics in Film                  |

# THEATRE ARTS

COMM 330 Introduction to Video Production

COMM 334 Documentary Video Production

ENG 391

ENG 477 Screen Writing

FREN 433 Film and Society

SPAN 436 G Film and Society

*\*prerequisite of THA 265 F3 Acting I*

For the Film Studies Minor, students must complete a minimum of 9 credits in the minor at Edgewood College.

## THEATRE ARTS GRANTS AND SCHOLARSHIPS

### Fine Arts Scholarships in Theatre

Fine Arts Scholarships in Theatre are for first-time freshmen and transfer students not necessarily majoring or minoring in theatre. Grants are for \$500 to \$1500 based on need and are renewable for up to four years based on the recommendation of the Theatre Arts faculty. Recommendation for renewal for the third and fourth year will be limited to majors and minors. For information, contact the Admissions Office and the Chair of the Department of Theatre Arts.

### Mary Frances Green Scholarship

Awarded to a Theatre Arts major who has attained junior standing. The scholarship recipient must have demonstrated all around excellence in several of the following areas: growth in chosen area, breadth of knowledge, a strong academic interest, collaborative working skills, an excellent work ethic, and leadership skills. In addition, the scholarship recipient will demonstrate financial need and exhibit great enthusiasm for and dedication to his/her chosen field.

### Sister Marie Aileen Klein Scholarship

Awarded to a major or minor in Theatre Arts or Theatre Education who demonstrates financial need. This award may be offered to a current student or an underclassman entering Edgewood College. The student must show exceptional achievement or potential for exceptional achievement in some or all of the following areas: collaborative working skills, dependability, and work ethic, growth in knowledge, high academic interest, and classroom work.

### Martie Kaump Award

This is awarded to a student who demonstrates outstanding artistic achievement and student leadership. The criteria for this award includes the following: student is able to work independently, uses research tools in academic work, is able to formulate long-range goals, is reasonably successful in mentoring less experienced students, has completed 70 credits and maintained a grade point of 3.2 or higher.

### The David A. Raagas “Big Kahuna” Memorial Award

The David A. Raagas “Big Kahuna” Memorial Award is to be awarded to students interested in the arts, theatre, film, and/or creative writing. The award is named in memory of David A. Raagas to provide financial support for students who share his love and passion for the arts. The awardee will be determined by the theatre arts department and receive the award at the annual Theatre Department Banquet.

**SCHOOL OF  
BUSINESS**

# SCHOOL OF BUSINESS

As an integral part of Edgewood College, The School of Business, nationally accredited by ACBSP, annually educates approximately 250 undergraduates, plus over 200 returning adult and graduate students. We offer undergraduate majors in accounting; business with concentrations in accounting, finance, management, and marketing; business/computer information systems, and business teaching. Students in other majors can minor in accounting or business.

With a place-based, values-based, and student-centered approach, our vision is to be recognized as a premier business program that prepares students to become successful ethical and entrepreneurial community leaders. We have a proud 62-year history of teaching business principles and best practices, and an alumni base of 3,000 undergraduate and graduate students. Our programs evolve and adapt to a diverse and dynamic global economy. Fifteen full-time and about fifteen executive adjunct faculty teach a broad array of courses relevant to the future demands of business and society, with ethical leadership, entrepreneurship, sustainability, and global perspectives integrated throughout the curriculum.

The College's general education requirements are integral to the business curriculum so that students have a well-rounded educational experience that includes science, mathematics, humanities, and the arts. In addition, the program requires each student to complete a 100-hour internship (this may be up to 400 hours for accounting majors) as an experiential transition from the classroom to the world of business.

Students also have opportunities to participate in professional service organizations such as the Accounting Club, the Entrepreneurship Club, Net Impact, and Edgewood College Rotaract Club (the student division of Rotary International).

## MISSION

Through quality, innovative teaching and scholarship in an intimate, caring environment, students in The School of Business become lifelong learners and exceptional, ethical leaders creating a sustainable global economy.

## MAJORS

Business with concentrations in Accounting, Finance, Management, Marketing or General Business

Accounting with the option of concentrations in Finance, Management or Marketing

Business and Information Technology Teaching

Business/Computer Information Systems

## MINORS

Business

Accounting

## GRADUATE PROGRAMS

The School of Business offers a Master of Business Administration (MBA) with concentrations in Accounting, Finance, Management, Marketing, Project Management, and Sustainability Leadership; an MBA in Health Systems Leadership; a Master of Science in Accountancy (MSA), and graduate certificates. Junior and senior undergraduates may qualify to take a graduate course, although special permission is required. Graduate courses are courses numbered at or above the 500 level; descriptions appear in this catalog.

## PREREQUISITES FOR ADMISSION

Admission to the School of Business requires a GPA of at least 2.0 (a grade letter of C) in each of the following pre-business courses to be completed within the first four semesters:

- Econ 255
- Math 121
- Math 122 (see Prerequisites under Math course descriptions.)
- CS 150
- Comm Studies 100
- Phil 101
- English 110

The pre-business requirement must be satisfied before registering for 300 level business courses (except Bus 301 and Bus 302).

# SCHOOL OF BUSINESS

## POLICIES

- Eighteen credit rule for all Business and Accounting majors: For students earning a major, a minimum of 18 credits in Business courses numbered 300 or above must be earned at Edgewood College.
- Six credit rule for the minor: For students earning a minor, a minimum of 6 credits in Business courses numbered 300 or above must be earned at Edgewood College.
- Business residency rule: Once enrolled at Edgewood College, all coursework to be applied to a Business major or minor must be taken at Edgewood College. Exceptions to this rule will occur only in extreme circumstances and require prior written permission of both the student's academic advisor and the School of Business Dean.
- Specific courses have prerequisites that must be satisfied prior to enrollment. See course descriptions in the catalog.
- During their junior year, students must complete the Declaration of Major form with assistance from their advisor, and submit it to the Registrar.

# BUSINESS

## BUSINESS MAJOR: ACCOUNTING CONCENTRATION (BS PROGRAM)

### Required Courses:

|          |    |  |
|----------|----|--|
| CS 150   | I  | Introduction to Information Systems              |
| MATH 121 | M  | Statistics                                       |
| MATH 122 |    | Finite Mathematics                               |
| MATH 222 | M  | Business Calculus                                |
| ECON 255 | GJ | Principles of Macroeconomics in a Global Economy |
| ECON 256 | J  | Principles of Micro-Economics                    |
| BUS 280  |    | Financial Accounting                             |
| BUS 281  |    | Managerial Accounting                            |
| BUS 301  |    | Marketing Principles                             |
| BUS 302  |    | Organizational Behavior                          |
| BUS 303  |    | Corporate Finance                                |
| BUS 304  | U  | Law I  |
| BUS 305  |    | Operations Management                            |
| BUS 306  | KX | Professional Communication                       |
| BUS 475  |    | Business Internship                              |
| BUS 499  | 3U | Business Capstone                                |

## ACCOUNTING CONCENTRATION

### The following courses are required:

|         |  |                            |
|---------|--|----------------------------|
| BUS 380 |  | Intermediate Accounting I  |
| BUS 381 |  | Intermediate Accounting II |

### Students must take three of the following:

|         |  |                          |
|---------|--|--------------------------|
| BUS 385 |  | Cost Accounting I        |
| BUS 723 |  | Business Law II          |
| BUS 481 |  | Auditing                 |
| BUS 483 |  | Accounting Systems       |
| BUS 485 |  | Income Tax Accounting I  |
| BUS 495 |  | Income Tax Accounting II |

## BUSINESS MAJOR: FINANCE CONCENTRATION (BS PROGRAM)

|          |    |  |
|----------|----|--|
| CS 150   | I  | Introduction to Information Systems              |
| MATH 121 | M  | Statistics                                       |
| MATH 122 |    | Finite Mathematics                               |
| MATH 222 | M  | Business Calculus                                |
| ECON 255 | GJ | Principles of Macroeconomics in a Global Economy |
| ECON 256 | J  | Principles of Micro-Economics                    |
| BUS 280  |    | Financial Accounting                             |
| BUS 281  |    | Managerial Accounting                            |

# BUSINESS

|         |    |                            |
|---------|----|----------------------------|
| BUS 301 |    | Marketing Principles       |
| BUS 302 |    | Organizational Behavior    |
| BUS 303 |    | Corporate Finance          |
| BUS 304 | U  | Law I                      |
| BUS 305 |    | Operations Management      |
| BUS 306 | KX | Professional Communication |
| BUS 475 |    | Business Internship        |
| BUS 499 | 3U | Business Capstone          |

## FINANCE CONCENTRATION

The following courses are required:

|         |  |                                |
|---------|--|--------------------------------|
| BUS 380 |  | Intermediate Accounting I      |
| BUS 381 |  | Intermediate Accounting II     |
| BUS 411 |  | Intermediate Corporate Finance |
| BUS412  |  | Investments                    |
| BUS 414 |  | Money, Banking, Markets        |

## BUSINESS MAJOR: MANAGEMENT CONCENTRATION (BS PROGRAM)

|          |    |  |
|----------|----|--|
| MATH 222 | M  | Business Calculus                                |
| ECON 255 | GJ | Principles of Macroeconomics in a Global Economy |
| ECON 256 | J  | Principles of Micro-Economics                    |
| BUS 280  |    | Financial Accounting                             |
| BUS 281  |    | Managerial Accounting                            |
| BUS 301  |    | Marketing Principles                             |
| BUS 302  |    | Organizational Behavior                          |
| BUS 303  |    | Corporate Finance                                |
| BUS 304  | U  | Law I  |
| BUS 305  |    | Operations Management                            |
| BUS 306  | KX | Professional Communication                       |
| BUS 475  |    | Business Internship                              |
| BUS 499  | EU | Business Capstone                                |

## MANAGEMENT CONCENTRATION

|         |  |  |
|---------|--|--|
| BUS 340 |  | Management of Organizations                |
| BUS 430 |  | Human Resource Management                  |
| BUS 440 |  | Improving Organizational Effectiveness     |
| BUS 455 |  | Organizational Sustainability & Innovation |
| BUS 462 |  | Principles of Leadership                   |

# BUSINESS

## BUSINESS MAJOR: MARKETING CONCENTRATION (BS PROGRAM)

|          |    |  |
|----------|----|--|
| CS 150   | I  | Introduction to Information Systems              |
| MATH 121 | M  | Statistics                                       |
| MATH 122 |    | Finite Mathematics                               |
| MATH 222 | M  | Business Calculus                                |
| ECON 255 | GJ | Principles of Macroeconomics in a Global Economy |
| ECON 256 | J  | Principles of Micro-Economics                    |
| BUS 280  |    | Financial Accounting                             |
| BUS 281  |    | Managerial Accounting                            |
| BUS 301  |    | Marketing Principles                             |
| BUS 302  |    | Organizational Behavior                          |
| BUS 303  |    | Corporate Finance                                |
| BUS 304  | U  | Law I  |
| BUS 305  |    | Operations Management                            |
| BUS 306  | KX | Professional Communication                       |
| BUS 475  |    | Business Internship                              |
| BUS 499  | 3U | Business Capstone                                |

## MARKETING CONCENTRATION

The following courses are required:

|         |  |   |
|---------|--|---|
| BUS 431 |  | Marketing Strategies                      |
| BUS 432 |  | Consumer Behaviors                        |
| BUS 433 |  | Advertising and Promotion Strategy        |
| BUS 434 |  | Market Research and Analysis              |
| BUS 435 |  | Professional Selling and Sales Management |

## BUSINESS MAJOR: GENERAL BUSINESS (BS PROGRAM):

|          |    |  |
|----------|----|--|
| CS 150   | I  | Introduction to Information Systems              |
| MATH 121 | M  | Statistics                                       |
| MATH 122 |    | Finite Mathematics                               |
| MATH 222 | M  | Business Calculus                                |
| ECON 255 | GJ | Principles of Macroeconomics in a Global Economy |
| ECON 256 | J  | Principles of Micro-Economics                    |
| BUS 280  |    | Financial Accounting                             |
| BUS 281  |    | Managerial Accounting                            |
| BUS 301  |    | Marketing Principles                             |
| BUS 302  |    | Organizational Behavior                          |
| BUS 303  |    | Corporate Finance                                |
| BUS 304  | U  | Law I  |
| BUS 305  |    | Operations Management                            |
| BUS 306  | KX | Professional Communication                       |



# BUSINESS

|         |    |                     |
|---------|----|---------------------|
| BUS 475 |    | Business Internship |
| BUS 499 | 3U | Business Capstone   |

## GENERAL BUSINESS

In addition to the required courses, students must complete 12 credits of business courses numbered above BUS 306 KX (excluding BUS 475 and 499 because these courses are required for all business majors). The course plan must be approved by the student's business advisor.

## BUSINESS MINOR

The Business minor requires the completion of four core courses and two elective courses, for a total of 18 credits.

### The following core courses are required:

|         |                         |
|---------|-------------------------|
| BUS 210 | Business Economics      |
| BUS 280 | Financial Accounting    |
| BUS 301 | Marketing Principles    |
| BUS 302 | Organizational Behavior |

In addition to completing the required core courses, students must complete two additional business courses as listed under the business major. Please note you must meet all prerequisites to be eligible to take the course.

# ACCOUNTING

## ACCOUNTING MAJOR (BS PROGRAM)

|          |    |  |
|----------|----|--|
| CS 150   | I  | Introduction to Information Systems              |
| MATH 121 | M  | Statistics                                       |
| MATH 122 |    | Finite Mathematics                               |
| MATH 222 | M  | Business Calculus                                |
| ECON 255 | GJ | Principles of Macroeconomics in a Global Economy |
| ECON 256 | J  | Principles of Micro-Economics                    |
| BUS 280  |    | Financial Accounting                             |
| BUS 281  |    | Managerial Accounting                            |
| BUS 301  |    | Marketing Principles                             |
| BUS 302  |    | Organizational Behavior                          |
| BUS 303  |    | Corporate Finance                                |
| BUS 304  | U  | Law I  |
| BUS 305  |    | Operations Management                            |
| BUS 306  | KX | Professional Communication                       |
| BUS 475  |    | Business Internship                              |
| BUS 499  | 3U | Business Capstone                                |

### The following Accounting Courses:

|         |  |                            |
|---------|--|----------------------------|
| BUS 380 |  | Intermediate Accounting I  |
| BUS 381 |  | Intermediate Accounting II |
| BUS 385 |  | Cost Accounting I          |
| BUS 481 |  | Auditing                   |
| BUS 483 |  | Accounting Systems         |
| BUS 485 |  | Income Tax Accounting I    |
| BUS 495 |  | Income Tax Accounting II   |

### One of the following graduate courses:

|         |  |  |
|---------|--|--|
| BUS 714 |  | Cost Accounting II                       |
| BUS 726 |  | Advanced Accounting                      |
| BUS 727 |  | Government and Not-for-profit Accounting |
| BUS 756 |  | Fraud and Forensic Accounting            |

## ADVISORY NOTES FOR THE ACCOUNTING MAJORS:

### The following two courses are recommended to fulfill the general education requirement of COR 2:

|         |  |                                    |
|---------|--|------------------------------------|
| BUS 307 |  | Volunteer Income Tax Assistance I  |
| BUS 308 |  | Volunteer Income Tax Assistance II |

Most accounting courses are offered only once each year. Planning for the completion of these courses is especially important.

Well-prepared students may complete the Accounting major in 120 credits; others may require more than 120 credits. 150 credits are required to sit for the CPA exam in Wisconsin. Discuss the options and course scheduling with an accounting advisor.

# ACCOUNTING

## ACCOUNTING MAJOR: CONCENTRATION IN FINANCE (BS PROGRAM)

The Accounting major requires the completion of three sets of courses:

|          |    |  |
|----------|----|--|
| CS 150   | I  | Introduction to Information Systems              |
| MATH 121 | M  | Statistics                                       |
| MATH 122 |    | Finite Mathematics                               |
| MATH 222 | M  | Business Calculus                                |
| ECON 255 | GJ | Principles of Macroeconomics in a Global Economy |
| ECON 256 | J  | Principles of Micro-Economics                    |
| BUS 280  |    | Financial Accounting                             |
| BUS 281  |    | Managerial Accounting                            |
| BUS 301  |    | Marketing Principles                             |
| BUS 302  |    | Organizational Behavior                          |
| BUS 303  |    | Corporate Finance                                |
| BUS 304  | U  | Law I  |
| BUS 305  |    | Operations Management                            |
| BUS 306  | KX | Professional Communication                       |
| BUS 475  |    | Business Internship                              |
| BUS 499  | 3U | Business Capstone                                |

The following Accounting Courses:

|         |  |                            |
|---------|--|----------------------------|
| BUS 380 |  | Intermediate Accounting I  |
| BUS 381 |  | Intermediate Accounting II |
| BUS 385 |  | Cost Accounting I          |
| BUS 481 |  | Auditing                   |
| BUS 483 |  | Accounting Systems         |
| BUS 485 |  | Income Tax Accounting I    |
| BUS 495 |  | Income Tax Accounting II   |

One of the following graduate courses:

|         |  |  |
|---------|--|--|
| BUS 714 |  | Cost Accounting II                       |
| BUS 726 |  | Advanced Accounting                      |
| BUS 727 |  | Government and Not-for-Profit Accounting |
| BUS 756 |  | Fraud and Forensic Accounting            |

## FINANCE CONCENTRATION

The following courses are required:

|         |  |                                |
|---------|--|--------------------------------|
| BUS 411 |  | Intermediate Corporate Finance |
| BUS 412 |  | Investments                    |
| BUS 414 |  | Money, Banking, Markets        |

# ACCOUNTING

## ACCOUNTING MAJOR: CONCENTRATION IN MANAGEMENT (BS PROGRAM)

|          |    |  |
|----------|----|--|
| CS 150   | I  | Introduction to Information Systems              |
| MATH 121 | M  | Statistics                                       |
| MATH 122 |    | Finite Mathematics                               |
| MATH 222 | M  | Business Calculus                                |
| ECON 255 | GJ | Principles of Macroeconomics in a Global Economy |
| ECON 256 | J  | Principles of Micro-Economics                    |
| BUS 280  |    | Financial Accounting                             |
| BUS 281  |    | Managerial Accounting                            |
| BUS 301  |    | Marketing Principles                             |
| BUS 302  |    | Organizational Behavior                          |
| BUS 303  |    | Corporate Finance                                |
| BUS 304  | U  | Law I  |
| BUS 305  |    | Operations Management                            |
| BUS 306  | KX | Professional Communication                       |
| BUS 475  |    | Business Internship                              |
| BUS 499  | 3U | Business Capstone                                |

### The following Accounting Courses:

|         |  |                            |
|---------|--|----------------------------|
| BUS 380 |  | Intermediate Accounting I  |
| BUS 381 |  | Intermediate Accounting II |
| BUS 385 |  | Cost Accounting I          |
| BUS 481 |  | Auditing                   |
| BUS 483 |  | Accounting Systems         |
| BUS 485 |  | Income Tax Accounting I    |
| BUS 495 |  | Income Tax Accounting II   |

### One of the following graduate courses:

|         |  |  |
|---------|--|--|
| BUS 714 |  | Cost Accounting II                       |
| BUS 726 |  | Advanced Accounting                      |
| BUS 727 |  | Government and Not-for-Profit Accounting |
| BUS 756 |  | Fraud and Forensic Accounting            |

## MANAGEMENT CONCENTRATION

### The following courses are required:

|         |  |  |
|---------|--|--|
| BUS 340 |  | Management of Organizations                |
| BUS 430 |  | Human Resource Management                  |
| BUS 440 |  | Improving Organizational Effectiveness     |
| BUS 455 |  | Organizational Sustainability & Innovation |
| BUS 462 |  | Principles of Leadership                   |

# ACCOUNTING

## ACCOUNTING MAJOR: CONCENTRATION IN MARKETING (BS PROGRAM)

|          |    |  |
|----------|----|--|
| CS 150   | I  | Introduction to Information Systems              |
| MATH 121 | M  | Statistics                                       |
| MATH 122 |    | Finite Mathematics                               |
| MATH 222 | M  | Business Calculus                                |
| ECON 255 | GJ | Principles of Macroeconomics in a Global Economy |
| ECON 256 | J  | Principles of Microeconomics                     |
| BUS 280  |    | Financial Accounting                             |
| BUS 281  |    | Managerial Accounting                            |
| BUS 301  |    | Marketing Principles                             |
| BUS 302  |    | Organizational Behavior                          |
| BUS 303  |    | Corporate Finance                                |
| BUS 304  | U  | Law I  |
| BUS 305  |    | Operations Management                            |
| BUS 306  | KX | Professional Communication                       |
| BUS 475  |    | Business Internship                              |
| BUS 499  | 3U | Business Capstone                                |

### The following Accounting Courses:

|         |  |                            |
|---------|--|----------------------------|
| BUS 380 |  | Intermediate Accounting I  |
| BUS 381 |  | Intermediate Accounting II |
| BUS 385 |  | Cost Accounting I          |
| BUS 481 |  | Auditing                   |
| BUS 483 |  | Accounting Systems         |
| BUS 485 |  | Income Tax Accounting I    |
| BUS 495 |  | Income Tax Accounting II   |

### One of the following graduate courses:

|         |  |  |
|---------|--|--|
| BUS 714 |  | Cost Accounting II                       |
| BUS 726 |  | Advanced Accounting                      |
| BUS 727 |  | Government and Not-for-Profit Accounting |
| BUS 756 |  | Fraud and Forensic Accounting            |

## MARKETING CONCENTRATION

### The following courses are required:

|         |  |   |
|---------|--|---|
| BUS 431 |  | Marketing Strategies                      |
| BUS 432 |  | Consumer Behaviors                        |
| BUS 433 |  | Advertising and Promotion Strategy        |
| BUS 434 |  | Market Research and Analysis              |
| BUS 435 |  | Professional Selling and Sales Management |

# ACCOUNTING

## ACCOUNTING MINOR

Accounting Minor requires the completion of six courses/18 credits:

### Required Courses:

|         |                            |
|---------|----------------------------|
| BUS 280 | Financial Accounting       |
| BUS 281 | Managerial Accounting      |
| BUS 380 | Intermediate Accounting I  |
| BUS 381 | Intermediate Accounting II |

**In addition to completing the required core courses, students must complete two additional accounting courses listed below:**

|         |                         |
|---------|-------------------------|
| BUS 385 | Cost Accounting I       |
| BUS 481 | Auditing                |
| BUS 485 | Income Tax Accounting I |

# BUSINESS/COMPUTER INFORMATION SYSTEMS

## BUSINESS/COMPUTER INFORMATION SYSTEMS MAJOR (BS PROGRAM)

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

### Required Courses:

|        |      |   |
|--------|------|---|
| CS 150 | I    | Computing and Business Applications (preferred)<br>OR |
| CS105  | I    | Digital Life through Multimedia                       |
| CS 180 |      | Introduction to Programming                           |
| CS 220 |      | Introduction to Networking Technologies               |
| CS 250 |      | IT Project Management                                 |
| CS 270 |      | Database Structures                                   |
| CS 301 | X    | Information Systems: Analysis and Design              |
| CS 302 |      | Information Systems: Design and Implementation        |
| CS 320 | K, 2 | Professional Issues in IS & IT                        |
| CS 340 |      | Programming for the Web                               |
| CS 430 |      | Information Security and Network Management           |
| CS 470 |      | Internship in Computer Science                        |
| CS 480 |      | Advanced Web Development                              |
| CS 490 |      | Topics in Computer Science                            |
| CS 492 | 3    | Information Systems Project                           |

### Supporting Courses

|                      |   |            |
|----------------------|---|------------|
| MATH 121             | M | Statistics |
| MATH 122 Finite Math |   |            |

### Required Business Courses:

|         |   |                                |
|---------|---|--------------------------------|
| BUS 210 |   | Business Economics             |
| BUS 280 |   | Financial Accounting           |
| BUS 281 |   | Managerial Accounting          |
| BUS 301 |   | Marketing Principles           |
| BUS302  |   | Organizational Behavior        |
| BUS 304 | U | Law I                          |
| BUS 305 |   | Operations Management          |
| BUS 483 |   | Accounting Information Systems |

# BUSINESS AND INFORMATION TECHNOLOGY TEACHING

## BUSINESS AND INFORMATION TECHNOLOGY TEACHING (BS PROGRAM)

|          |    |                                     |
|----------|----|-------------------------------------|
| CS 150   | I  | Introduction to Information Systems |
| CS 220   |    | Data Communications Theory          |
| MATH 121 | M  | Statistics                          |
| MATH 122 |    | Finite Mathematics                  |
| ECON 255 | GJ | Principles of Macro-Economics       |
| ECON 256 | J  | Principles of Micro-Economics       |
| BUS 280  |    | Financial Accounting                |
| BUS 281  |    | Managerial Accounting               |
| BUS 301  |    | Marketing Principles                |
| BUS 302  |    | Organizational Behavior             |
| BUS 304  | U  | Law I                               |
| BUS 306  | KX | Professional Communications         |
| BUS 475  |    | Internship                          |
| BUS 499  | 3U | Capstone Course                     |

Teaching majors must complete professional requirements and appropriate licensure requirements in the School of Education for the Secondary Education minor. (See EDUCATION). The Business Teaching major is part of a program leading to a Wisconsin initial educator license to teach business at the early childhood through adolescence level (Birth-age 21).

A Declaration of Major form is to be completed by the student and business advisor, and submitted to the Registrar.



# BUSINESS ADMINISTRATION: RETURNING ADULT ACCELERATED DEGREE

## MAJORS

Business Administration, Concentration in Management

Business Administration, Concentration in Accounting

Business Administration, Concentration in Marketing

## MINORS

Business

## BUSINESS ADMINISTRATION (BBA PROGRAM)

### Required Courses:

|               |   |                                |
|---------------|---|--------------------------------|
| RMATH 123/124 |   | Mathematical Models I/II *     |
| RMATH 125/126 |   | Statistics I/II *              |
| RCS 157       | I | Computers in the Workplace *   |
| RECON 163     | J | Micro-Economics                |
| RECON 164     | J | Macro-Economics                |
| RPHIL 168     | P | Professional Ethics *          |
| RENG 306      | X | Professional Communications    |
| RBUS 211      |   | Financial Accounting           |
| RBUS 212      |   | Managerial Accounting *        |
| RBUS 311      |   | Marketing Principles           |
| RBUS 312      | K | Management Concepts            |
| RBUS 313      |   | Corporate Finance *            |
| RBUS 314      | U | Business Law                   |
| RBUS 315      |   | Operations Management *        |
| RBUS 402      | 3 | Social Resp. of Business *     |
| RBUS 490      |   | Strategic Business Practices * |

*\*Course has prerequisites*

### Choose One Concentration:

### MANAGEMENT:

|          |  |  |
|----------|--|--|
| RBUS 400 |  | Organizational Management *              |
| RBUS 401 |  | Improving Organizational Effectiveness * |

### Choose One:

|          |  |                             |
|----------|--|-----------------------------|
| RBUS 492 |  | International Business Trip |
| RBUS 445 |  | Exploring Entrepreneurship  |

*\*Course has prerequisites*

# BUSINESS ADMINISTRATION: RETURNING ADULT ACCELERATED DEGREE

## ACCOUNTING:

|              |                              |
|--------------|------------------------------|
| RBUS 320/321 | Intermediate Accounting I *  |
| RBUS 322/323 | Intermediate Accounting II * |

### Choose One:

|              |                   |
|--------------|-------------------|
| RBUS 325     | Cost Accounting * |
| RBUS 326/327 | Tax Accounting    |

*\*Course has prerequisites*

## MARKETING:

|          |                     |
|----------|---------------------|
| RBUS 430 | Consumer Behavior * |
| RBUS 431 | Market Research *   |

### Choose One:

|          |                                      |
|----------|--------------------------------------|
| RBUS 429 | Advertising and Promotion Strategy * |
| RBUS 433 | Professional Selling and Sales *     |

*\*Course has prerequisites*

## BACHELOR OF SCIENCE IN BUSINESS/ COMPUTER INFORMATION SYSTEMS (CIS)

In addition to the requirements for General Education, a RAAD student completing the Business/CIS degree in the accelerated format would complete the following modules:

### Business Coursework

|               |   |                              |
|---------------|---|------------------------------|
| RMATH 123/124 |   | Mathematical Models I/II *   |
| RMATH 125/126 |   | Statistics I/II *            |
| RCS 157       | I | Computers in the Workplace * |
| RECON 163     | J | Micro-Economics              |
| RECON 164     | J | Macro-Economics              |
| RBUS 211      |   | Financial Accounting         |
| RBUS 212      |   | Managerial Accounting *      |
| RBUS 311      |   | Marketing Principles         |
| RBUS 312      | K | Management Concepts          |
| RBUS 313      |   | Corporate Finance *          |
| RBUS 314      | U | Business Law                 |
| RBUS 315      |   | Operations Management *      |

*\*Course has prerequisites*

### CIS Coursework

|         |                             |
|---------|-----------------------------|
| RCS 108 | Network Fundamentals        |
| RCS 117 | Introduction to Programming |

# BUSINESS ADMINISTRATION: RETURNING ADULT ACCELERATED DEGREE

|         |   |                                      |
|---------|---|--------------------------------------|
| RCS 208 |   | Introduction to Project Management   |
| RCS 217 |   | Introduction to OO Programming       |
| RCS 227 |   | Introduction to Databases            |
| RCS 228 |   | Intro to Professional Communications |
| RCS 307 | X | Object Oriented Systems Design       |
| RCS 308 |   | Project Management Tools             |
| RCS 317 |   | Advanced OO Programming              |
| RCS 327 |   | Web Development *                    |
| RCS 337 |   | Database & OO Systems Implement. *   |
| RCS 417 |   | Advanced Web Development *           |
| RCS 497 | 3 | Info. Systems Project/Human Issues * |

\*Course has prerequisites

## MINOR IN BUSINESS

### Prerequisite Classes:

|           |   |                 |
|-----------|---|-----------------|
| RECON 164 | J | Macro-Economics |
|           |   | OR              |
| RECON 163 | J | Micro-Economics |

### Core Business Classes:

|          |   |                       |
|----------|---|-----------------------|
| RBUS 211 |   | Financial Accounting  |
| RBUS 212 |   | Managerial Accounting |
| RBUS 311 |   | Marketing Principles  |
| RBUS 312 | K | Management Concepts   |

### Two (2) Elective Courses:

Students can take any two business courses as long as they meet the course prerequisites

## MINOR IN ACCOUNTING

|              |  |                            |
|--------------|--|----------------------------|
| RBUS 211     |  | Financial Accounting       |
| RBUS 212     |  | Managerial Accounting      |
| RBUS 320/321 |  | Intermediate Accounting I  |
| RBUS 322/323 |  | Intermediate Accounting II |
| RBUS 325     |  | Cost Accounting I          |
| RBUS 326/327 |  | Tax I                      |

### BUSINESS DEPARTMENT REQUIREMENTS:

- A minimum of 18 credits in Business numbered 300 or above must be earned at Edgewood College. Note: The 18-credit rule is designed to assure that at least one-half of the credits applied to an Edgewood College Business Major be obtained through actual Edgewood College RBUS coursework. Since there are actually 44 business credits, the 18-credit rule should be 22 credits but we're willing to leave it at 18-credits if GPS feels a change will negatively impact our enrollment.

## BUSINESS ADMINISTRATION: RETURNING ADULT ACCELERATED DEGREE

- Once admitted to the RAAD program, all Business courses must be completed at Edgewood College.
- For the purpose of this residency, credit by examination and credit through prior learning portfolio are counted as Edgewood College credits as long as no less than 32 credits in a student's entire program are taken directly through Edgewood College courses. This applies to residency and not to the 18-credit rule. Exceptions to this rule will occur only in extreme circumstances and require prior written permission of both the student's academic advisor and the Dean of the School of Business.
- A student will be required to complete a Major Area Test in Business during his/her final semester. This examination is for program assessment purposes and scores will not be used to determine eligibility for graduation.
- All Business courses numbered 300 or above have the following pre-requisites:
  - » R-ENG 151 Research Paper Writing
  - » Prior completion of 40 credits. (Accounting courses are exempt from the 40-credit rule.)

## FUNDAMENTALS OF ACCOUNTING POST-BACCALAUREATE CERTIFICATE

**Admission Requirements:** Students must hold a bachelor's degree in any field from an accredited college or university.

**Courses and Credits Required:** The Accounting Certificate requires a total of 32 credits including 24 credits in accounting and 8 credits of non-accounting courses as outlined below. The Accounting Certificate has a residency requirement of 24 credits. NOTE: Undergraduate or graduate credits earned while completing another program (certificate or degree) do not apply toward the 24 Accounting Certificate residency requirement.

**Prerequisites for Courses:** All prerequisites for the required and elective courses remain the same for the Accounting Certificate program.

**Program Requirements:** Completion of the Accounting Certificate requires the following:

### 24 accounting credits:

|          |                                     |
|----------|-------------------------------------|
| RBUS 211 | Financial Accounting (4 cr.)        |
| RBUS 212 | Managerial Accounting (4 cr.)       |
| RBUS 320 | Intermediate Accounting I (2 cr.)   |
| RBUS 321 | Intermediate Accounting II (2 cr.)  |
| RBUS 322 | Intermediate Accounting III (2 cr.) |
| RBUS 323 | Intermediate Accounting IV (4 cr.)  |
| RBUS 325 | Cost Accounting                     |
| RBUS 485 | Tax Accounting I (4 cr.)            |

### 8 Non-Accounting Elective Credits (minimum) from the following options:

|           |                                    |
|-----------|------------------------------------|
| RECON 163 | Micro-Economics (4 cr.)            |
| RECON 164 | Macro-Economics (4 cr.)            |
| RMATH 125 | Statistics I (2 cr.)               |
| RMATH 126 | Statistics II* (2 cr.)             |
| RMATH 123 | Math Models I (2 cr.)              |
| RMATH 124 | Math Models II* (2 cr.)            |
| RCS 157   | Computers in the Workplace (4 cr.) |
| RBUS 313  | Corporate Finance* (4 cr.)         |
| RBUS 314  | Business Law I (4 cr.)             |
| RBUS 315  | Operations Management* (4 cr.)     |
| RBUS 311  | Marketing Principles (4 cr.)       |

\* Course has prerequisites.

# BUSINESS ADMINISTRATION: RETURNING ADULT ACCELERATED DEGREE

## ACCOUNTING CERTIFICATE PROGRAM POLICIES

### **Waiver Policy:**

Up to 8 credit hours may be waived for the introductory financial and managerial courses taken at Edgewood College or other colleges and universities, provided that the courses are equivalent to those specified in the Accounting Certificate Program.

### **Residency Requirement:**

24 credits must be taken at Edgewood College while enrolled in the Accounting Certificate program. .

### **Certificate Courses Applied to the BBA:**

Courses taken as part of the Certificate Program may later be applied to satisfy a BBA course requirement, provided:

1. The student has applied and has been accepted to the BBA Program.
2. A grade of C or better has been received in the Accounting Certificate program course.
3. The course is considered relevant to the BBA, at the time the student is admitted to the BBA Program.

# MASTER OF BUSINESS ADMINISTRATION

## PROGRAM HIGHLIGHTS

- Small Class sizes – Highly interactive and personal classroom setting.
- Eight week concentrated course format.
- Classes taught in the evening.
- Flexible time to completion.
- Net Impact--The School of Business Graduate student Association.
- Executive Speaker Series – The School of Business offers graduate students an opportunity to attend and network at executive speaker events throughout the year. Guest speakers include CEOs, CFOs, and Senior Executives of prestigious area firms.

## ACCREDITATION

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

## ADMISSION REQUIREMENTS

Graduate Programs in The School of Business at Edgewood College offer students exceptional and varied learning opportunities from faculty and peers alike. Applicants are therefore assessed for their potential for academic success, what they bring to the classroom, and their capacity to reflect the quality of an Edgewood College degree.

To be considered for admission, applicants must provide the following to the School of Graduate and Professional Studies:

1. Completed **graduate application**: <https://www.edgewood.edu/Apply/Graduate.aspx>. (Application fee is waived for graduates of Edgewood College and veterans.)
2. **Official transcripts**. Please request that official transcripts for all undergraduate and graduate academic credits received from a United States regionally accredited or equivalent post-secondary institution, with a cumulative grade point average of at least 2.75 on a 4.0 scale be sent to Edgewood College. The cumulative grade point average is computed on the highest degree held at the time of application to The School of Business graduate program.
3. **Two letters of recommendation** from college or university professors, supervisors, and/or professional colleagues who can speak to the applicant's potential for success in The School of Business graduate program selected. Additional guidelines for submitting letters of recommendation may be found here.
4. A **written statement** explaining what you hope to gain from your participation in the program, what you bring to the program, and how specific background experiences will aid in your success as a student.
5. A **detailed resume** evidencing at least 2 years of relevant professional experience.
6. **Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE)** (with score converted to comparable GMAT) score of at least 430.\*

Items requested in #2 thru #6 may be sent to:

Edgewood College  
Attn: Admission Manager  
1255 Deming Way  
Madison, WI 53717

The entirety of the application materials above are considered in evaluating candidates. Preference will be given to applicants who meet the following criteria:

- A. Five or more years of relevant professional experience AND a GPA of at least 3.25 overall or on the last 60 credits
- B. A Bachelor of Business Administration or Bachelor of Science degree in Business from Edgewood College AND a GPA overall or on the last 60 credits of at least 3.25
- C. A score in the 40th percentile or better on the GMAT or GRE (with score converted to comparable GMAT)\*

\*The GMAT or GRE requirement may be waived if the applicant meets the following criteria:

- A or B above, or Current, active military or former military personnel, or veteran, honorably discharged
- Veterans are considered those who have served at least 180 days of active duty (not including training) or who have been injured and determined to have a disability before 180 days. (Does not include those who served the length of their term in the National Guard or Reserves without being activated at any time)

# MASTER OF BUSINESS ADMINISTRATION

## The Graduate Management Admission Test (GMAT)

For review and study assistance, visit: [www.princetonreview.com](http://www.princetonreview.com) or [www.kaplan.com](http://www.kaplan.com). Students must call 1-800-717-4628 (GMAT) or go online at <http://www.mba.com> to register for the test. Enter the name of the school and city.

## Madison Testing Center

Pearson Professional Center  
8517 Excelsior Drive  
Madison, WI 53717  
608-833-3991

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

## DEGREE REQUIREMENTS MBA COURSEWORK

MBA coursework is separated into the five categories described below.

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

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

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

### 1) Program Prerequisites and Foundations

A high quality educational experience is a driving force of our MBA program. All courses are taught under the assumption that students have the necessary background and preparation. General knowledge preparation includes a minimum of college algebra (Bus 500 or equivalent) and basic knowledge of Microsoft Word, Excel, PowerPoint and internet search (CS 150 or equivalent). Business knowledge preparation includes an understanding of and demonstrated competency in financial accounting (Bus 501 or equivalent), statistics (BUS 503 or equivalent), calculus (Bus 502 or equivalent) business law (Bus 504 or equivalent), macroeconomics (Bus 505 or equivalent) and microeconomics (Bus 506 or equivalent). Competency can be demonstrated in multiple ways, including completion of undergraduate or foundation courses in the five areas, or CLEP examinations. The program advisor will help prospective students explore these options.

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. Edgewood College offers the following courses for students to meet the prerequisites. Satisfactory completion (C or better) of a similar course at a regionally accredited post-secondary institution may be considered as equivalent satisfaction of these requirements.

#### Foundation Courses

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

### 2) Institutional Courses

Institutional requirements involve study in two areas: Studies in Change and Ethics. Studies in Change subject matter is integrated in Business courses (for details see Policies Specific to the MBA Program—Studies in Change). The Ethics requirement is satisfied by BUS616 Business Ethics. If BUS 601 or BUS 604 is waived, IC 850 is required.

# MASTER OF BUSINESS ADMINISTRATION

## 3) Core Courses

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

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

A maximum of two core courses may be waived.

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

## 4) Integrating Core Courses

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

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

|         |                         |
|---------|-------------------------|
| BUS 609 | Strategic Management    |
| BUS 610 | Managerial Economics    |
|         | OR                      |
| BUS 611 | International Economics |

## 5) Elective Requirements (9-16 credits)

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.



# MASTER OF BUSINESS ADMINISTRATION

## CONCENTRATIONS

In addition to the above degree requirements, MBA students have the option to add a concentration. All concentrations require the completion of 12-16 elective credits. Multiple concentrations are permitted, requiring the completion of the requirements of each certificate and a minimum of 12 additional credits in the second concentration.

Concentrations require the completion of a minimum of 12-16 pre-approved elective credits with a focus on developing an area of expertise. The concentrations available are: accounting, finance, management, marketing, project management, health care management and sustainability leadership. 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.

To be considered a candidate for the MBA program with a concentration, a Concentration Agreement form must be submitted and approved by the School of Business Dean and Graduate Advisor.

### 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: Prof. Pat Hallinan: Graduate Advisor, at 608.663.2283 (or Prof. Amie Dragoo, Chair, Accounting Dept., at 608.663.2323).

**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 718/19 | VITA   |
| 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: Prof. Pat Hallinan, Graduate Advisor, at 608.663.2283 (or Prof. Gary Schroeder, Chair, Finance Dept., at 608.663.3374).

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

|         |                             |
|---------|-----------------------------|
| BUS 711 | Topics in Corporate Finance |
| BUS 712 | Investments                 |
| BUS 716 | Portfolio Management        |

# MASTER OF BUSINESS ADMINISTRATION

And at least two of the following three courses:

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

## Health Management

This concentration is designed for aspiring managers and leaders from the large array of health delivery organizations (hospitals, medical and dental clinics, pharmacies, nursing homes), financing organizations (insurers, government payers), and other professionals. Students pursuing a health systems management concentration may wish to discuss their academic and professional plans with a management advisor: Prof. Pat Hallinan, Graduate Advisor, at 608.663.2283 or Dean Marty Preizler, at 608.663.2898.

|         |                                      |
|---------|--------------------------------------|
| BUS 775 | Managerial Health Economics          |
| BUS 784 | Health Finance                       |
| BUS 785 | Health Policy and Law                |
| BUS 786 | Health System Operations             |
| BUS 794 | Healthcare Executive Speaker Seminar |

Choose 1 Elective from the following:

|         |   |
|---------|---|
| BUS 730 | Strategic Marketing for Healthcare      |
| BUS 786 | ERP in Health Systems                   |
| BUS 788 | Health Insurance Principles             |
| BUS 784 | Healthcare Service and Clinical Quality |

## 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: Prof. Pat Hallinan, Graduate Advisor, at 608.663.2283 (or Prof. Denis Collins, Chair, Management Dept., at 608.663.2878).

The concentration requires 15 elective credits selected from the following:

|            |                                     |
|------------|-------------------------------------|
| BUS 732    | Developing Self-Directed Work Teams |
| BUS 736    | Human Resource Management           |
| BUS 738    | Entrepreneurship                    |
| BUS 739    | International Management            |
| BUS 761    | Quality Improvement Methods         |
| BUS 762    | Quality as a Business Strategy      |
| BUS 792/93 | International Study Tour            |

## Marketing

Students pursuing a marketing concentration may wish to discuss their academic and professional goals with a marketing advisor: Prof. Pat Hallinan 608.663.2283 or (Prof. Moses Altsech, Chair, Marketing Dept., at 608.663.2221).

The marketing concentration requires 15 elective credits selected from the following:

|         |                      |
|---------|----------------------|
| BUS 730 | Healthcare Marketing |
| BUS 738 | Entrepreneurship     |
| BUS 751 | Marketing Research   |

# MASTER OF BUSINESS ADMINISTRATION

BUS 752 Advertising and Promotional Strategies

BUS 753 International Marketing

BUS 755 Consumer Behavior

BUS 792/93 International Study Tour

## Project Management

This concentration allows students to select coursework to focus on a specific project management specialty. Students pursuing a management concentration may wish to discuss their academic and professional plans with a project management advisor: Prof. Pat Hallinan 608.663.2283 (or Prof. Raj Kamal, Program Champion at 608.576.0442.) The project management concentration requires 15 credits selected from the following:

### Required courses:

BUS 757 Project Management 1 Foundations

BUS 758 Project Management 2 Advanced Concepts

### Additional Courses (Choose three):

BUS 759 Project Management 3, Practicum/Independent Project

BUS 764 Project Management 4, Business Requirements

BUS 766 Project Management 5, Analysis and Decision Making

BUS 761 Quality Improvement Methods

BUS 762 Quality as a Business Strategy

## Sustainability Leadership

This concentration allows students to select coursework to focus on sustainability leadership. Students pursuing a management concentration may wish to discuss their academic and professional plans with the graduate advisor: Prof. Pat Hallinan 608.663.2283 (or Prof. Kathryne Auerback, at 608.663.2895).

### This concentration requires 12 credits selected from the following:

SUST 650 Sustainable Development Leadership

SUST 651 Ecological Sustainability

SUST 652 Social and Economic Sustainability

SUST 659 Sustainability Leadership Capstone

Please also refer to the Sustainability Leadership program description in the School of Integrative Studies section of the catalog.

## Elective 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 711 Topics in Corporate Finance

BUS 712 Investments

# MASTER OF BUSINESS ADMINISTRATION

|          |   |
|----------|---|
| BUS 713  | International Financial Management                    |
| BUS 714  | Cost Accounting II                                    |
| BUS 721  | Legal Aspects of Employment                           |
| BUS 723  | Business Law II                                       |
| BUS 725  | Accounting Information Systems                        |
| BUS 726  | Advanced Accounting                                   |
| BUS 727  | Government and Not-for-Profit Accounting              |
| BUS 730  | Healthcare Marketing                                  |
| BUS 732  | Developing Self-Directed Work Teams                   |
| BUS 736  | Human Resource Management                             |
| BUS 738  | Entrepreneurship                                      |
| BUS 739  | International Management                              |
| BUS 751  | Marketing Research                                    |
| BUS 752  | Advertising and Promotional Strategies                |
| BUS 753  | International Marketing                               |
| BUS 755  | Consumer Behavior                                     |
| BUS 756  | Fraud and Forensic Accounting                         |
| BUS 757  | Project Management 1 Foundations                      |
| BUS 758  | Project Management 2 Advanced Concepts                |
| BUS 759  | Project Management 3, Practicum / Independent Project |
| BUS 763  | Foundations of Fraud                                  |
| BUS 764  | Project Management 4, Business Requirements           |
| BUS 766  | Project Management 5, Analysis and Decision Making    |
| BUS 761  | Quality Improvement Methods                           |
| BUS 762  | Quality as a Business Strategy                        |
| BUS 772  | Money and Banking                                     |
| BUS 790  | Independent Project (1–3 credits)                     |
| BUS 792  | International Study Tour                              |
| B US 798 | Strategic Financial Accounting (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
- Finance
- Fraud Risk Management and Detection (newly approved, details available from the School of Business)
- Marketing
- Management
- Project Management
- Sustainability Leadership (offered through the School of Integrative Studies)
- Health Systems Management

For more details, visit <http://www.edgewood.edu/Academics/Graduate/GraduateCertificates.aspx>

# MASTER OF BUSINESS ADMINISTRATION

## POLICIES SPECIFIC TO THE MBA PROGRAM

### Studies in Change

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

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

For more information about transfers consult Business School graduate advisor.

### Requirements for Waiver of Foundation Courses

Waivers of foundation courses must be approved by the School of Business. Waivers reflect a specific set of requirements and are based on coursework described on certified copies of student transcripts. Waivers are part of the normal admission process. A grade of C or better is required for any course used to satisfy the minimum requirement for a waiver of a Prerequisite Course. For more information about waivers consult Business School graduate advisor.

### Requirements for Waiver of Core Courses

Up to six (6) credits of relevant graduate coursework may be waived from the Edgewood College MBA program. Waivers of core courses must be approved by the School of Business. Waivers reflect a specific set of requirements and are based on coursework described on certified copies of student transcripts. Waivers are part of the normal admission process. A grade of B or better is required for any course used to satisfy the minimum requirement for a waiver of a prerequisite course. For more information about waivers consult Business School graduate advisor.

### Appealing a Foundation or Core Requirement

A student who wishes to appeal the requirement to take a particular foundation or core course may do so by completing an Appeal of Foundation or Core Course Requirement. For more information about appeals consult Business School graduate advisor.

### Core Course Substitution

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

### Taking Coursework at Edgewood College

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

### Timely Completion of Foundation Courses (18 credit rule)

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

# MASTER OF BUSINESS ADMINISTRATION

## **Credit Load**

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

## **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.

# MASTER OF SCIENCE IN ACCOUNTANCY

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

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

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

## PROGRAM HIGHLIGHTS

- Executive Speaker Series – Edgewood College’s School of Business offers graduate students an opportunity to attend and network at executive speaker events throughout the year. Guest speakers include CEOs, CFOs, and senior executives of prestigious area firms.
- CPA Exam Foundation – By completing the program, students will have earned the prerequisite 150 credits to sit for the CPA Exam. Edgewood College students receive a \$400 discount to the leading CPA review program in the country (Becker CPA Review) through our business partnership.
- Designed for Working Professionals – The MS Accountancy program allows students to advance their business education without interrupting their careers. Classes (including prerequisites) are held in the evening, year-round, allowing students to enter the program in the Spring, summer, or Fall sessions and take zero to five (0-5) classes per semester.
- Accounting Club – This student-led organization serves to expand the experiences of accounting majors outside the classroom. Accounting Club events include speaker meetings, field trips to regional firms in both public and private practice, networking events with professional organizations such as the WICPA and with local firms in a career fair format.
- Internship Opportunities – Our network with firms in the area gives students unparalleled access to relevant internship opportunities.

## ADMISSION REQUIREMENTS

1. Provide evidence of a bachelor’s degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit a graduate application and application fee to the School of Graduate and Professional Studies. The fee does not apply to students who have received a bachelor’s degree from Edgewood College.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
4. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the probability of your success in graduate school.
5. Submit a written statement listing the reasons why you think you will be successful in graduate school; cite how specific background experiences will aid in your success as a student.
6. Complete the Graduate Management Admission Test (GMAT) prior to admission with a minimum score of 425. Applicants with an undergraduate degree from the Edgewood College School of Business within the past 5 years and a cumulative grade point average of 3.25 or higher are not required to complete the GMAT exam.

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

## COURSEWORK

### Program Prerequisites

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

# MASTER OF SCIENCE IN ACCOUNTANCY

## Accounting and Law Courses

- Microeconomics or Macroeconomics
- Statistics
- Finite Math
- Finance
- Financial Accounting
- Intermediate Accounting I
- Intermediate Accounting II
- Cost Accounting
- Business Law I
- Tax I

## Other Prerequisite Requirement

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

<sup>1</sup>Prerequisites must be taken at an accredited 4-year college or university.

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

## DEGREE AND PROGRAM REQUIREMENTS

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

## Business and Interdisciplinary Courses

**A minimum of 12 credits is required including:**

|         |                          |
|---------|--------------------------|
| BUS 601 | Executive Communications |
| BUS 616 | Business Ethics          |
| BUS 723 | Business Law II          |

**Elective(s) from the following Business courses:**

|            |   |
|------------|---|
| BUS 603    | Organizational Development and Behavior |
| BUS 604    | Operations Management                   |
| BUS 605    | Statistics for Managers                 |
| BUS 606    | Strategic Marketing                     |
| BUS 607    | Corporate Finance                       |
| BUS 711    | Advanced Corporate Finance              |
| BUS 712    | Investment                              |
| BUS 739    | International Management                |
| BUS 761    | Quality Improvement Methods             |
| BUS 762    | Quality as Business Strategy            |
| BUS 792/93 | International Tour                      |



# MASTER OF SCIENCE IN ACCOUNTANCY

## Accounting Courses

A minimum of 15 credits is required including:

|         |  |
|---------|--|
| BUS 714 | Cost Accounting 2                                |
| BUS 726 | Advanced Accounting                              |
| BUS 727 | Government and Not-for-Profit Accounting         |
| BUS 756 | Fraud and Forensic Accounting I                  |
| BUS 798 | Strategic Financial Management (capstone course) |

Possible electives from the following Accounting courses:

|            |                          |
|------------|--------------------------|
| BUS 709    | Income Tax Accounting II |
| BUS 725    | Accounting Systems       |
| BUS 763    | Foundations of Fraud     |
| BUS 718/19 | VITA                     |

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

## POLICIES SPECIFIC TO THE MS ACCOUNTANCY PROGRAM

### Studies in Change

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

### Transfer of Credits in to MS Accountancy Program

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

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

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

### Requirements for Waiver of Prerequisite Courses

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

### Requirements for Waiver of Core Courses

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

### Appealing a Prerequisite or Core Requirement

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

# MASTER OF SCIENCE IN ACCOUNTANCY

## **Core Course Substitution**

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

## **Taking Coursework at Edgewood College**

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

## **Credit Load**

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

## **Tuition Reduction For MS Accountancy Alumni**

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

## **Program Electives**

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

# MBA IN HEALTH SYSTEMS LEADERSHIP

There is an expected demand for highly trained and experienced leaderships in this region's health care organizations ---health systems, insurance companies, government programs, and other ancillary professions.

The programs are designed for aspiring managers and leaders from the large array of health delivery organizations (hospitals, medical and dental clinics, pharmacies, nursing homes), financing organizations (insurers, government payers), and other professionals (insurance agents, consultants, accountants, attorneys).

## PROGRAM HIGHLIGHTS

- The program requirements are based upon the CAHME (Commission on Accreditation of HealthCare Management Education) competency criteria.
- This is an evening Executive program taught at dates and times convenient to student needs and requirements.
- Each course is taught in an eight week intensive format with most students completing four to five courses per year.
- The courses taught by current Business School faculty and adjuncts drawn from the regional health care industry.

## ADMISSION REQUIREMENTS

1. Provide evidence of a bachelor's degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 2.75 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit a graduate application and application fee to the School of Graduate and Professional Studies. The fee does not apply to students who have received a bachelor's degree from Edgewood College.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
4. Provide two letters of recommendation from college or university professors, supervisors, and/or professional colleagues who can focus on the probability of your success in graduate school.
5. Submit a written statement listing the reasons why you think you will be successful in graduate school; cite how specific background experiences will aid in your success as a student.
6. Complete the Graduate Management Admission Test (GMAT) prior to admission with a minimum score of 425. Applicants with an undergraduate degree from the Edgewood College School of Business within the past 5 years and a cumulative grade point average of 3.25 or higher are not required to complete the GMAT exam.

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

## COURSEWORK

The program consists of 43 credits: six core courses, eight concentration courses plus one elective are required for the degree. Coursework is separated into the five categories described below. Many courses have prerequisites. Students should not register for courses until they have completed the necessary prerequisites. All courses are three (3) credits unless otherwise indicated.

### 1) Program Prerequisites

A high quality educational experience is a driving force of our graduate program. All courses are taught under the assumption that students have the necessary background and preparation. General knowledge preparation includes a minimum of college algebra (Bus 500 or equivalent) and basic knowledge of Microsoft Word, Excel, PowerPoint and internet search (CS 150 or equivalent). Business knowledge preparation includes an understanding of and demonstrated competency in financial accounting (Bus 501 or equivalent), statistics (BUS 503 or equivalent), calculus (Bus 502 or equivalent) business law (Bus 504 or equivalent), macroeconomics (Bus 505 or equivalent) and microeconomics (Bus 506 or equivalent). Competency can be demonstrated in multiple ways, including completion of undergraduate, foundation courses in the five areas, DANTES or CLEP examinations. The program advisor will help prospective students explore these options.

#### Foundation courses:

|         |                      |
|---------|----------------------|
| BUS 501 | Financial Accounting |
| BUS 502 | Business Calculus    |

# MBA IN HEALTH SYSTEMS LEADERSHIP

|         |  |
|---------|--|
| BUS 503 | Introductory Business Statistics parts A and B |
| BUS 505 | Macroeconomics                                 |
| BUS 506 | Microeconomics                                 |

## 2) Institutional Courses

Institutional requirements involve study in two areas: Studies in Change and Ethics. Studies in Change subject matter is integrated in Business courses. The Ethics requirement is satisfied by BUS616 Business Ethics. If BUS 601 or BUS 787 is waived, IC 850 is required.

## 3) Common Core Courses

This group of courses is common to both the MBA and MBA HSL programs, developing substantive background and abilities in the functional areas of business. Students with substantial undergraduate preparation in the subject of a particular core course may have that course waived at the time of admission to the 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 605 | Statistics for Managers                 |
| BUS 606 | Strategic Marketing                     |
| BUS 616 | Business Ethics                         |

## 4) Specialized Healthcare courses

These are courses in the areas of operations, ERP, quality economics and law tailored to include healthcare content in addition to business program content.

|         |   |
|---------|---|
| BUS 775 | Healthcare Economics                              |
| BUS 784 | Healthcare Finance                                |
| BUS 785 | Health Policy and Law                             |
| BUS 786 | ERP in Health Systems                             |
| BUS 787 | Health Systems operations                         |
| BUS 789 | Healthcare Service and Quality                    |
| BUS 794 | Healthcare Executive Speaker Seminar              |
| BUS 796 | Strategic Management of Health Systems (capstone) |

## 5) Elective Component

Choose one of the following:

|         |                             |
|---------|-----------------------------|
| BUS 730 | Healthcare Marketing        |
| BUS 788 | Health Insurance Principles |

# MBA/MSA DUAL DEGREE

## MASTER OF BUSINESS ADMINISTRATION AND MASTER OF SCIENCE IN ACCOUNTANCY

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

### The four (4) overlap courses are:

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

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

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

## POLICIES SPECIFIC TO THE MBA/MSA DUAL DEGREE PROGRAM

### MBA and MSA Degrees

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

### Seven-Year-Rule

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

### Degree Residency Credits

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

**SCHOOL OF  
EDUCATION**

# SCHOOL OF EDUCATION

## EARLY CHILDHOOD THROUGH MIDDLE CHILDHOOD TEACHING MAJORS

Early Childhood: Special Education

Early Childhood: Special and Regular Education

Elementary Education with Early Childhood Minor

## MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE

Elementary Education

## EARLY CHILDHOOD THROUGH ADOLESCENCE TEACHING MAJORS

Art and Design Teaching

Business and Technology Information Teaching

French Teaching/Spanish Teaching

Music Education

Theatre Education

## EARLY ADOLESCENCE THROUGH ADOLESCENCE TEACHING MAJORS

(Requirements for these Teaching Majors are listed in the Departments)

Biology Teaching

Biology Teaching with Environmental Science

Broad Field Science Teaching

Broad Field Science Teaching with Earth & Space Science

Broad Field Science Teaching with Life & Environmental Science including Biology and Environmental Science

Broad Field Science Teaching with Physical Science including Chemistry

Broad Field Science Teaching with Physical Science including Physics

Broad Fields Social Studies: History Concentration with Teaching Minor

Chemistry Teaching

Computer Science Teaching

English Teaching

Mathematics Teaching

## NON-LICENSING MAJORS

Child Life

Studies in Education

## MINORS

Teaching English Language Learners: ESL

Teaching English Language Learners: ESL/Bilingual Education

Early Childhood

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## MISSION

It is the mission of the School of Education to prepare reflective practitioners for effective schools with an emphasis on leadership at the classroom, school, district, and system levels.

## VISION

The School of Education envisions that candidates for licensing as initial educators should be both reflective and effective practitioners committed to student learning and continuing professional development in a dynamic world. Candidates will bring to their positions an informed view of the world, a solid grounding in content for teaching, a grasp of the principles and conditions of establishing a positive learning environment, a functional understanding of the diverse backgrounds and learning styles which children and youth represent, an appreciation of the value of parental involvement in student learning, sensitivity to the need for positive community relations, a specialized expertise for their level and area of preparation, and are assessed under professional quality standards for initial educators.

## PURPOSE AND BELIEFS

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

In such a context, the central purpose of the teacher education program is based on four core beliefs:

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

## THE SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education's Conceptual Framework can be thought of as expressing our commitment to three interdependent components: (I) Critical Lenses, (II) Professional Socialization and Practice, and (III) Effective Tools and Techniques.

In the spirit of the Mission and Vision of Edgewood College, the School of Education's Conceptual Framework commits its programs to provide (I) Critical Lenses that involve inquiry into the historical, social, and philosophical roots of existing practice in order to engage with it and press ahead into innovative and creative practices working toward a multi-cultural and socially just vision of what education can be. School of Education programs will involve (II) Professional Socialization and Practice incorporating field work, practicum, and immersion experiences in partnership communities and socially diverse settings where candidates will acquire (III) Effective Tools and Techniques involving best practices that promote the science and art of teaching, research, and administration.

## STANDARDS AND OBJECTIVES

Full implementation of the Wisconsin Department of Public Instruction administrative rules, Chapter PI 34 for teacher and administrator licensing in Wisconsin took effect September 1, 2004. All candidates completing programs for licensing after August 31, 2004, must meet new licensing and license-renewal rules applicable to the respective programs, including PRAXIS I and II testing and a performance-based portfolio assessment. The Teacher Education Program Approval and Licensing rules that structure teacher education, educator licenses, and professional development for practicing educators in Wisconsin are based on the ten Wisconsin Teacher Standards with related knowledge, skills and dispositions. To receive a license to teach in Wisconsin, the candidate must complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the following ten standards:

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



# SCHOOL OF EDUCATION

children's development of critical thinking, problem solving, and performance skills.

5. Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner. These standards serve as objectives for all teacher education programs with adaptations appropriate to the respective licenses sought.

## ASSESSMENT AND TRANSITIONS

The Transition Step Assessment System is designed to track candidates' pathways through the undergraduate teacher license degree programs in order to realize the conceptual framework and ensure key professional and legal DPI standards are met in the areas of teaching performance, subject matter, dispositional commitment, and level of academic accomplishment. To do this, various tools are used in order to assess and monitor proficiency and adequacy. These can be divided into (I) formally set standards and criteria and (II) the program opportunities for candidate teachers to show their knowledge, skill and disposition:

| I. Formally Set Standards and Criteria of Proficiency or Adequacy       | II. Program Opportunities for Demonstrating Knowledge Skill and Disposition |
|---|---|
| DPI Teaching Standards of Knowledge, skills and dispositions            | Student Portfolio System  |
| Other educational standards from appropriate professional organizations | Course Assignments  |
| DPI informed standards of background criminality                        | Practicum and diverse community experience                                  |
| DPI set Praxis I and II target levels                                   | Student Teaching  |
| Language Proficiency test target level                                  | GPA Targets   |

The Transition Step System integrates instructor reviews of the candidate portfolio, course assessments, cooperating teacher and candidate student teaching supervisor assessments, and on the ten Wisconsin Teacher Standards and structured to take place along five transitional steps that are designed to comprise a developmentally sensitive sequence. All candidates in licensing programs leading to the initial educator license follow the same five transition steps in the teacher education admission process.

Candidate performance is assessed in relation to the standards through multiple measures over time and with developmental expectations over the five transition steps. Rubrics guide the assessment process at each step. Results of the assessments are shared with each candidate and serve as the basis for decisions regarding continuation in the respective licensing sequences. Aggregated assessment results of student performance during program enrollment and after entry into the profession as an initial educator are the basis for program assessment and development.

A critical part of admission as a candidate into the School of Education is the assignment of a professional advisor. In close consultation with advisors and faculty, the path to full licensure endorsement, there are five transition points for continued admission to the School of Education. There are separate application forms for each transition point and each has several assessments based on evidence gathered in a portfolio maintained by the candidate. An approved application for each respective transition point is required for continuation in the program.

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The five transition steps are:

- **Preliminary Entry** follows admission as a candidate teacher and an initial course experience. Candidates maintain contact with advisors to receive timely notice of program requirements and developments.
- **Aspiring Professional Transition** is required in order to take courses beyond ED 330 and for continued admission to teacher education. This transition requires PRAXIS I testing, a portfolio record of various initial endorsements based on the Wisconsin Teacher Standards and copies of reflective papers and other artifacts which a candidate prepares during passage through the program.
- **Emergent Professional Transition** is required in order to take methods courses and for admission to student teaching.

Advance planning is particularly important for this transition step which includes PRAXIS II testing and content assessments, as well as other advanced assessments. This transition requires a portfolio record of various advanced endorsements based on the Wisconsin Teacher Standards and copies of reflective papers and other artifacts which a student prepares during passage through the program.

- **Preparation for Student Teaching Transition** is required in order to be admitted to student teaching and ED 402.
- **Licensure Endorsement Transition** is required for program completion and for the college to certify and recommend your application for licensure by the Wisconsin Department of Public Instruction. Assessment activities related to this transition occur during the final student teaching or internship semester. This transition requires a portfolio record of all endorsements based on the Wisconsin Teacher Standards and legislative requirements, professional practice endorsements, copies of reflective papers, initial educator development statements, and other artifacts which the student prepares during passage through the program.

Each transition step is designed to raise the level of professional accomplishment and commitment toward being licensed as an Initial Educator. The Aspiring Professional step is required for continued admission to teacher education; and the Emergent Professional and Preparation for Student Teaching steps for admission to student teaching.

The chart below lays out the Transition Step System showing the relationship between (1) courses, (2) field experiences (3) portfolio, and (4) advising. In addition, there is another component not represented on the table, (5) a Transition Step Committee (TSC), that oversees the maintenance of the whole system, handles candidate teacher anomalous cases and waivers, and directs and archives special interventions.

The following acronyms stand for categories of course work undertaken at Edgewood College. CS = Communication Skills, GE = General Education, CK = Content Knowledge, and TE = Teacher Education.

*\*Course sequence may vary slightly according to specific licensing programs.*

Students will take ED 210, ED 215 or ED 220 depending on their program.

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| Courses*   |   | Transition Step Assessment System                     |   |  |  |
|--|---|---|---|--|--|
| <i>SOE Professional Core Courses</i>   | <i>SOE Non-Core Courses</i>   | <i>Clinical Experience</i>                            |   | <i>Portfolio Instructor Reviews</i>  | <i>Advisor Approvals</i>   |
| <b>ED 200:</b> Education in a Pluralistic Society* <i>D Tag</i>  |   | Community Experience                                  |   | Beginning the Portfolio:<br><b>Portraying the Educator</b>   |  |
| <b>ED 201:</b> Teacher as Inquirer I   | <b>ED 271:</b> Philosophy of Education <i>P Tag</i>   | Initial Level Practicum                               | <b>Step 1: Preliminary (Blue)</b>                       | Portfolio Content Review<br>Portfolio Discussion Reflective Paper: Who am I? Who am I now?<br>Practicum Reflection | <ul style="list-style-type: none"> <li>• Background Check</li> <li>• Portfolio Structure Review</li> <li>• Handbooks /Program Requirements received</li> <li>• Overall GPA</li> <li>• Program or Degree Plan</li> </ul>                            |
| <b>ED 302:</b> Instructional Resources and Media <i>I Tag</i><br><b>ED 330:</b> Teaching and Learning I <i>X Tag</i> |   | Orientation Experience                                | <b>Step 2: Aspiring (Gold)</b>                          | Portraiture Review 1:<br><b>Educator as Researcher</b>   | <ul style="list-style-type: none"> <li>• Portfolio Structure Review</li> <li>• Practicum Evaluations</li> <li>• Practicum Initial Endorsement</li> <li>• GPA: CS, GE, CK, TE</li> <li>• Praxis I</li> </ul>  |
|  | <b>ED 210:</b> Infancy and Childhood <i>J Tag</i><br><b>ED 215:</b> Infancy through Young Adulthood <i>J Tag</i><br><b>ED 220:</b> Preadolescence, Adolescence and Young Adulthood <i>J Tag</i> | Intermediate Level Practicums                         |   | Practicum Reflection Review  |  |
| <b>ED 306:</b> Exceptional Children and Youth <i>K Tag</i><br><b>ED 307:</b> ELL in the Mainstream <i>K Tag</i>      |   | Intermediate Level Practicums<br>Community Experience | <b>Step 3: Emergent (Pink)</b>                          | Portraiture Review 2:<br><b>Educator as Advocate</b>   | <ul style="list-style-type: none"> <li>• Portfolio Structure Review</li> <li>• Practicum Endorsement</li> <li>• Human Relations Endorsement</li> <li>• GPA: CS, GE, CK, TE</li> <li>• Initial Content Endorsement</li> <li>• Praxis II</li> </ul>  |
| <b>ED 401:</b> Teacher as Inquirer II  | <b>License Specific Methods Courses</b>   | Advanced Level Practicums<br>Community Experience     | <b>Step 4: Preparation of Student Teaching (Purple)</b> | Portraiture Review 3:<br><b>Educator as Craftsperson</b>   | <ul style="list-style-type: none"> <li>• Application for Student Teaching (Deadlines Fall: 2/1; Spring: 9/15; Summer: 4/1)</li> <li>• Background Check</li> </ul>  |
|  |   |   |   | Portraiture Review 4:<br><b>Educator as Professional</b> (Researcher, Advocate, Craftsperson)                      |  |
| <b>ED 402</b> <i>COR 3*</i>  |   | Student Teaching                                      | <b>Step 5: Lincensure (Green)</b>                       | Final Portfolio Assemblage   | <ul style="list-style-type: none"> <li>• Cooperating Teacher Evaluation</li> <li>• Practicum Advanced Endorsements</li> <li>• Faculty Supervisor Evaluation</li> <li>• Portfolio Structure Review</li> <li>• Initial Educator Statement</li> </ul> |

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## PORTFOLIO AND RESOURCES FOR LEARNING

As a candidate passes through the five stages of the assessment system, formal evidence of learning and accomplishment is documented in a portfolio. Since each stage represents developmental growth toward initial educator licensing, candidates should challenge themselves to show evidence with increasing indications of what they know and are able to do as a result of what they have learned through courses, field experiences, standardized tests, and other opportunities for professional growth they encounter. A review of a candidate's portfolio is required at each of the five stages of transition. Courses, field experiences, standardized tests, and other opportunities for professional growth and enrichment are, thereby, resources for learning and accomplishment. While the ten Wisconsin Teacher Standards guide the systematic assessment of what a candidate knows and is able to do there are key areas of assessment that have varying influence on a student's preparation depending on the stage in the preparation program. The key areas are: Communication Skills, General Education, Human Relations, Professional Dispositions, Content Knowledge, Pedagogical Knowledge, and Teaching Practice. These all offer opportunities for learning and reflection and integration with the ten Wisconsin Teacher Standards. More specific information can be obtained by contacting the School of Education.

## LICENSING SEQUENCES

### **Early Childhood: Special Education**

This license enables students to teach infants and very young children with special educational needs from birth to age eight.

### **Early Childhood: Regular Education**

For licensure in early childhood education, students complete either the Early Childhood: Special and Regular Education Major, or the Early Childhood Education minor and a major in Elementary Education.

### **Early Childhood–Middle Childhood: Regular Education**

To teach children ages birth through eleven, students must complete the Elementary Education major with the Early Childhood minor.

### **Early Childhood-Adolescence: Regular Education**

To teach at the early childhood through adolescence level, birth through age 21, must complete a teaching major in one of the following areas, as well as the Professional Core and specialized professional studies requirements for teaching students in a wide range of ages.

- Art and Design Teaching
- Business and Information Technology Teaching
- French Teaching/Spanish Teaching
- Music Education
- Theatre Education

### **Middle Childhood – Early Adolescence: Regular Education**

To teach children and youth ages six through thirteen, students must complete the Elementary Education major with a minor. The minor may be a licensing minor or a non-licensing minor.

### **Middle Childhood – Early Adolescence: Special Education**

To teach children and youth ages six through thirteen in special education populations, students must complete a graduate program in cross-categorical special education. Undergraduate licensing programs are excellent foundations on which to build a graduate program in special education.

### **Early Adolescence – Adolescence: Special Education**

To teach children and youth ages ten through 21 in special education populations, students complete the graduate program in cross-categorical special education. Undergraduate licensing programs are excellent foundations on which to build a graduate program in special education.

### **Early Adolescence – Adolescence: Regular Education**

To teach at the early adolescence through adolescence level, ages ten through 21, students must complete a teaching major and a minor in Middle/

# SCHOOL OF EDUCATION

Secondary Education. Teaching majors include:

- Biology Teaching
- Broad Field Science Teaching
- Broad Fields Social Studies: History Concentration with Teaching Minor
- Computer Science Education
- English Teaching
- Mathematics Teaching

Additional teaching minors are also available in Biology, Chemistry, English, History, Teaching English Language Learners (TESOL), French, Mathematics Teaching, Theatre Education, and Spanish. Minors must be accompanied by a teaching major, and minors in science may be taken only in combination with a science teaching major.

## Teaching English Language Learners: ESL

This English as a Second Language license is an add-on license and must be attached to a content area license in Early Childhood: Regular Education; Middle Childhood-Early Adolescence: Regular Education; Early Adolescence -Adolescence: Regular Education. The license enables students to teach English language learners in either a mainstream or pullout classroom. Proficiency in a second language beyond Edgewood College's minimum degree requirements is not required as the language of instruction is in English.

## Teaching English Language Learners: ESL/ Bilingual License

This English as a Second Language/Bilingual license is an add-on license and must be attached to a content area license in Early Childhood: Regular Education or Middle Childhood – Early Adolescence: Regular Education. The license enables candidates to apply to teach English language learners in a bilingual classroom. Proficiency in a second language is required as the language of instruction is in English and a language other than English.

## DEGREE PLANS

The following degree plans point out the normal means to satisfy requirements. The School of Education may approve equivalents or substitutions for requirements listed. Students should consult a School of Education advisor.

### Professional Core Requirements:

All candidates in initial licensing programs must complete the set of courses that comprise the professional core:

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society: Connecting Past and Present |
| ED 201 |   | Teacher as Inquirer I: Reflective Practitioner                  |
| ED 302 | I | Instructional Resources and Media                               |
| ED 303 |   | Teaching and Learning I   |
| ED 304 |   | Teaching and Learning II  |
| ED 401 | U | Teacher as Inquirer II  |
| ED 402 | 3 | Reflective Practitioner   |

# EARLY CHILDHOOD THROUGH MIDDLE CHILDHOOD

## EARLY CHILDHOOD: SPECIAL EDUCATION MAJOR

License: Early Childhood: Special Education (Birth-Age 8)

Within the General Education Curriculum the following courses are required or recommended, as noted.

- MATH 101 M Introduction to Problem Solving is required.
- A course in art fundamentals, typically ART 106 B Art Structure
- A course in basic concepts of music theory and application, typically MUS 141A 141B Music Structure
- A course in national, state, and local government, typically PS 262 J Introduction to the American Political Process is recommended
- Coursework in biological and physical science: NATS 108 ES/109 ES is recommended
- Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
- ED 271 P Philosophy of Education is recommended

### Professional Core Requirements:

All candidates in initial licensing programs must complete the set of courses that comprise the Professional Core

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society: Connecting Past and Present |
| ED 201 |   | Teacher as Inquirer I: Reflective Practitioner                  |
| ED 302 | I | Instructional Resources and Media                               |
| ED 303 |   | Teaching and Learning I   |
| ED 304 |   | Teaching and Learning II  |
| ED 401 | U | Teacher as Inquirer II  |
| ED 402 | 3 | Reflective Practitioner   |

### Requirements for the Major:

|        |   |  |
|--------|---|--|
| ED 210 | J | Infancy and Childhood  |
| ED 381 |   | Pre-Reading and Literature for the Young Child                                   |
| ED 340 |   | Language Development and Disorders   |
| ED 381 |   | Pre-Reading and Literature for the Young Child                                   |
| ED 418 |   | Developing and Facilitating Laughter and Play                                    |
| ED 419 |   | Introduction to Infants and Young Children Who are Differently Able              |
| ED 420 |   | Assessment of Infants and Young Children Who are Differently Able                |
| ED 424 |   | Methods of Teaching Nursery School and Kindergarten                              |
| ED 434 |   | Methods of Discovery, Quantity and Creativity in Nursery School and Kindergarten |
| ED 435 |   | Literacy Methods I   |
| ED 436 |   | Literacy Methods II  |
| ED 438 |   | Curriculum and Programming for the Young Exceptional Child                       |
| ED 480 |   | Student Teaching: Nursery  |
| ED 486 |   | Student Teaching: EC:SE  |

### Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. (See Chart of Progression). In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code 0014 or 5014; Passing Score: 147

# EARLY CHILDHOOD THROUGH MIDDLE CHILDHOOD

- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

## EARLY CHILDHOOD: SPECIAL AND REGULAR EDUCATION MAJOR

License: Early Childhood Special and Regular Education (Birth-Age 8)

Within the General Education Curriculum the following courses are required or recommended, as noted.

|          |   |  |
|----------|---|--|
| MATH 101 | M | Introduction to Problem Solving is required. |
|----------|---|--|

A course in art fundamentals, typically

|         |   |               |
|---------|---|---------------|
| ART 106 | B | Art Structure |
|---------|---|---------------|

A course in basic concepts of music theory and application, typically

|          |   |                 |
|----------|---|-----------------|
| MUS 141A | B | Music Structure |
|----------|---|-----------------|

A course in national, state, and local government, typically

|        |   |  |
|--------|---|--|
| PS 262 | J | Introduction to the American Political Process |
|--------|---|--|

Coursework in biological and physical science: NATS 108 ES /109 ES is recommended

Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements

|        |   |  |
|--------|---|--|
| ED 271 | P | Philosophy of Education is recommended |
|--------|---|--|

### Professional Core Requirements:

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society: Connecting Past and Present |
|--------|---|---|

|        |  |  |
|--------|--|--|
| ED 201 |  | Teacher as Inquirer I: Reflective Practitioner |
|--------|--|--|

|        |   |                                   |
|--------|---|-----------------------------------|
| ED 302 | I | Instructional Resources and Media |
|--------|---|-----------------------------------|

|        |  |                         |
|--------|--|-------------------------|
| ED 303 |  | Teaching and Learning I |
|--------|--|-------------------------|

|        |  |                          |
|--------|--|--------------------------|
| ED 304 |  | Teaching and Learning II |
|--------|--|--------------------------|

|        |   |                        |
|--------|---|------------------------|
| ED 401 | U | Teacher as Inquirer II |
|--------|---|------------------------|

|        |   |                         |
|--------|---|-------------------------|
| ED 402 | 3 | Reflective Practitioner |
|--------|---|-------------------------|

### Requirements for the Major

|        |   |                       |
|--------|---|-----------------------|
| ED 210 | J | Infancy and Childhood |
|--------|---|-----------------------|

|        |  |                                    |
|--------|--|------------------------------------|
| ED 340 |  | Language Development and Disorders |
|--------|--|------------------------------------|

|        |  |  |
|--------|--|--|
| ED 381 |  | Pre-Reading and Literature for the Young Child |
|--------|--|--|

|        |   |  |
|--------|---|--|
| ED 382 | C | Literature for Childhood Through Early Adolescence |
|--------|---|--|

|        |  |   |
|--------|--|---|
| ED 418 |  | Developing and Facilitating Laughter and Play |
|--------|--|---|

|        |  |   |
|--------|--|---|
| ED 419 |  | Introduction to Infants and Young Children Who Are Differently Able |
|--------|--|---|

# EARLY CHILDHOOD THROUGH MIDDLE CHILDHOOD

|        |  |
|--------|--|
| ED 420 | Assessment of Infants and Young Children Who Are Differently Abled               |
| ED 424 | Methods of Teaching Nursery School and Kindergarten                              |
| ED 425 | Methods of Teaching Reading and Language Arts                                    |
| ED 434 | Methods of Discovery, Quantity and Creativity in Nursery School and Kindergarten |
| ED 438 | Curriculum and Programming for the Young Exceptional Child                       |
| ED 480 | Student Teaching: Nursery  |
| ED 481 | Student Teaching: Kindergarten   |
| ED 482 | Student Teaching: Grades 1-3   |
| ED 486 | Student Teaching: EC: SE   |

## Licensing Transition Steps:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code: 0014 or 5014; Passing Score: 147
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

## ELEMENTARY EDUCATION MAJOR WITH EARLY CHILDHOOD MINOR

License: Early Childhood To Middle Childhood: Regular Education (Birth-Age 11)

- Within the General Education Curriculum the following courses are required, as noted.
- MATH 101 M Introduction to Problem Solving is required
- Math 102 Arithmetic Structures is required
- Math 103 Geometric Structures is required.
- A course in art fundamentals, typically ART 106 B Art Structure
- A course in basic concepts of music theory and application, typically MUS 141A B Music Structure
- A course in national, state, and local government, PS 262 J Introduction to the American Political Process is recommended
- Coursework in biological and physical science: typically NATS 104/105 ES is required
- Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
- ED 271 P Philosophy of Education is recommended

## Professional Core Requirements:

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society: Connecting Past and Present |
| ED 201 |   | Teacher as Inquirer I: Reflective Practitioner                  |
| ED 302 | I | Instructional Resources and Media                               |
| ED 303 |   | Teaching and Learning I   |
| ED 304 |   | Teaching and Learning II  |
| ED 401 | U | Teacher as Inquirer II  |
| ED 402 | 3 | Reflective Practitioner   |



# EARLY CHILDHOOD THROUGH MIDDLE CHILDHOOD

## Requirements for the Major:

|         |   |  |
|---------|---|--|
| ED 210  | J | Infancy and Childhood                              |
| ED 311  |   | Wellness in Education                              |
| ED 382  | C | Literature for Childhood through Early Adolescence |
| ED 422  |   | Methods of Teaching Fine Arts                      |
| ED 423  |   | Methods of Teaching Social Studies                 |
| ED 427A |   | Methods of Science and Environmental Education I   |
| ED 427B |   | Methods of Science and Environmental Education II  |
| ED 428  |   | Methods of Teaching Mathematics                    |
| ED 435  |   | Literacy Methods I                                 |
| ED 436  |   | Literacy Methods II                                |
| ED 483  |   | Student Teaching: 1-9<br>OR                        |
| ED 485A |   | Student Teaching Internship- Elementary            |

## Requirements for the Minor:

|        |  |  |
|--------|--|--|
| ED 340 |  | Language Development and Disorders   |
| ED 381 |  | Pre-Reading and Literature for the Young Child                                   |
| ED 418 |  | Developing and Facilitating Laughter and Play                                    |
| ED 419 |  | Introduction To Infants and Young Children Who Are Differently Abled             |
| ED 420 |  | Assessment of the Young Exceptional Child  |
| ED 424 |  | Methods of Teaching Nursery School and Kindergarten                              |
| ED 434 |  | Methods of Discovery, Quantity and Creativity in Nursery School and Kindergarten |
| ED 480 |  | Student Teaching: Nursery  |
| ED 481 |  | Student Teaching: Kindergarten   |

## Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps.

In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code: 0014 or 5014; Passing Score: 147
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

# MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE

## ELEMENTARY EDUCATION MAJOR

License: Middle Childhood through Early Adolescence: Regular Education (Ages 6-13)

Within the General Education Curriculum the following courses are required, as noted.

|          |   |   |
|----------|---|---|
| MATH 101 | M | Introduction to Problem Solving                             |
| MATH 102 |   | Arithmetic Structures                                       |
| MATH 103 |   | Geometric Structures  |
| NATS 104 |   | Introduction to Natural Science for Elementary Education I  |
| NATS 105 |   | Introduction to Natural Science for Elementary Education II |

A course in art fundamentals, typically:

|         |   |               |
|---------|---|---------------|
| ART 106 | B | Art Structure |
|---------|---|---------------|

A course in basic concepts of music theory and application, typically:

|          |   |                 |
|----------|---|-----------------|
| MUS 141A | B | Music Structure |
|----------|---|-----------------|

A course in national, state, and local government, typically:

|        |   |  |
|--------|---|--|
| PS 262 | J | Introduction to the American Political Process |
|--------|---|--|

Coursework in biological and physical science: NATS 104/105 ES

Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements.

|        |   |  |
|--------|---|--|
| ED 271 | P | Philosophy of Education is recommended |
|--------|---|--|

### Professional Core Requirements:

All candidates in initial licensing programs must complete the set of courses that comprise the Professional Core.

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society: Connecting Past and Present |
| ED 201 |   | Teacher as Inquirer I: Reflective Practitioner                  |
| ED 302 | I | Instructional Resources and Media                               |
| ED 303 |   | Teaching and Learning I   |
| ED 304 |   | Teaching and Learning II  |
| ED 401 | U | Teacher as Inquirer II  |
| ED 402 | 3 | Reflective Practitioner   |

### Requirements for the Major:

|         |   |  |
|---------|---|--|
| ED 210  | J | Infancy and Childhood                              |
| ED 311  |   | Wellness in Education                              |
| ED 382  | C | Literature for Childhood through Early Adolescence |
| ED 422  |   | Methods of Teaching Fine Arts                      |
| ED 423  |   | Methods of Teaching Social Studies                 |
| ED 425  |   | Methods of Teaching Reading and Language Arts      |
| ED 427A |   | Methods Science and Environmental Education I      |
| ED 427B |   | Methods Science and Environmental Education II     |

# MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE

|         |   |
|---------|---|
| ED 428  | Methods of Teaching Mathematics         |
| ED 483  | Student Teaching: 1-9<br>OR             |
| ED 485A | Student Teaching Internship- Elementary |

A teaching minor or a minor in a field of study is required. See SCHOOLS, DEPARTMENTS AND PROGRAMS

## Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code 0146 or 5146; Passing Score: 146
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

# EARLY CHILDHOOD THROUGH ADOLESCENCE

## ART AND DESIGN TEACHING MAJOR

License: Early Childhood through Adolescence: Regular Education (Birth - Age 21)

**Requirements for the Art and Design Teaching Major: See ART DEPARTMENT**

**Within the General Education Curriculum the following courses are required or recommended, as noted.**

A course in national, state, and local government, typically:

|        |   |  |
|--------|---|--|
| PS 262 | J | Introduction to the American Political Process |
|--------|---|--|

Coursework in biological and physical science: NATS 108 ES/109 ES is recommended

Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements:

|        |   |  |
|--------|---|--|
| ED 271 | P | Philosophy of Education is recommended |
|--------|---|--|

### Professional Core Prerequisites:

All candidates in initial licensing programs must complete the set of courses that comprise the Profession Core.

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society: Connecting Past and Present |
|--------|---|---|

|        |  |  |
|--------|--|--|
| ED 201 |  | Teacher as Inquirer I: Reflective Practitioner |
|--------|--|--|

|        |   |                                   |
|--------|---|-----------------------------------|
| ED 302 | I | Instructional Resources and Media |
|--------|---|-----------------------------------|

|        |  |                         |
|--------|--|-------------------------|
| ED 303 |  | Teaching and Learning I |
|--------|--|-------------------------|

|        |  |                          |
|--------|--|--------------------------|
| ED 304 |  | Teaching and Learning II |
|--------|--|--------------------------|

|        |   |                        |
|--------|---|------------------------|
| ED 401 | U | Teacher as Inquirer II |
|--------|---|------------------------|

|        |   |                         |
|--------|---|-------------------------|
| ED 402 | 3 | Reflective Practitioner |
|--------|---|-------------------------|

### Requirements for the Specialization in Early Childhood - Adolescence:

|        |   |   |
|--------|---|---|
| ED 215 | J | Infancy through Young Adulthood (recommended)<br>OR |
|--------|---|---|

|              |   |   |
|--------------|---|---|
| ED 210 & 220 | J | Infancy and Childhood & Preadolescence, Adolescence and Young Adulthood |
|--------------|---|---|

|        |   |  |
|--------|---|--|
| ED 384 | C | Literature for Childhood through Young Adulthood (recommended)<br>OR |
|--------|---|--|

|              |   |   |
|--------------|---|---|
| ED 382 & 383 | C | Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood |
|--------------|---|---|

|        |  |  |
|--------|--|--|
| ED 453 |  | Methods of Teaching Art and Design: Early Childhood-Early Adolescence/ Art 466 |
|--------|--|--|

|        |  |   |
|--------|--|---|
| ED 458 |  | Methods of Teaching Art and Design: Early Adolescence – Adolescence/Art 468 |
|--------|--|---|

|        |  |   |
|--------|--|---|
| ED 476 |  | Reading and Literacy Development in the Content Areas |
|--------|--|---|

|        |  |                                     |
|--------|--|-------------------------------------|
| ED 488 |  | Student Teaching: Art & Design EC-A |
|--------|--|-------------------------------------|

### Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code: 0133; Wisconsin Passing Score: 155
- Exit GPA

# EARLY CHILDHOOD THROUGH ADOLESCENCE

## BUSINESS AND TECHNOLOGY INFORMATION TEACHING MAJOR

License: Early Childhood through Adolescence: Regular Education (Birth - Age 21)

1. Requirements for the Business Teaching Major. See SCHOOL OF BUSINESS.
2. Within Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
  - A course in national, state, and local government, typically PS 262 J Introduction to the American Political Process
  - Coursework in biological and physical science: NATS 108 ES/109 ES is recommended.
  - Courses work in western and non-western studies” courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
  - Ed 271 P Philosophy of Education is recommended

### Professional Core Requirements

All candidates in initial licensing programs must complete the set of courses that comprise the Profession Core.

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society: Connecting Past and Present |
| ED 201 |   | Teacher as Inquirer I: Reflective Practitioner                  |
| ED 302 | I | Instructional Resources and Media                               |
| ED 303 |   | Teaching and Learning I   |
| ED 304 |   | Teaching and Learning II  |
| ED 401 | U | Teacher as Inquirer II  |
| ED 402 | 3 | Reflective Practitioner   |

### Requirements for the Specialization in Early Childhood - Adolescence:

|              |   |   |
|--------------|---|---|
| ED 215       | J | Infancy through Young Adulthood (recommended)<br>OR   |
| ED 210 & 220 | J | Infancy and Childhood & Preadolescence, Adolescence and Young Adulthood                                 |
| ED 384       | C | Literature for Childhood through Young Adulthood (recommended)<br>OR                                    |
| ED 382 & 383 | C | Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood |
| ED 454       |   | Business Methods I  |
| ED 455       |   | Business Methods II   |
| ED 476       |   | Reading and Literacy Development in the Content Areas   |
| ED 484       |   | Student Teaching: Business-Early Childhood-Adolescence  |

### Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See Chart of Progression. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code 0101; Wisconsin Passing Score: 580
- Exit GPA

# EARLY CHILDHOOD THROUGH ADOLESCENCE

## FRENCH AND SPANISH TEACHING MAJORS

License: Early Childhood through Adolescence: Regular Education (Birth - Age 21)

1. Requirements for a major in French Teaching or Spanish Teaching (See FOREIGN LANGUAGE DEPT.)
2. Within Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
  - A course in national, state, and local government, typically PS 262 J Introduction to the American Political Process
  - Coursework in biological and physical science: NATS 108 ES/109 ES is recommended.
  - Courses work in western and non-western studies” courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
  - Ed 271 P Philosophy of Education is recommended

### Professional Core Requirements

All candidates in initial licensing programs must complete the set of courses that comprise the Profession Core.

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society: Connecting Past and Present |
| ED 201 |   | Teacher as Inquirer I: Reflective Practitioner                  |
| ED 302 | I | Instructional Resources and Media                               |
| ED 303 |   | Teaching and Learning I   |
| ED 304 |   | Teaching and Learning II  |
| ED 401 | U | Teacher as Inquirer II  |
| ED 402 | 3 | Reflective Practitioner   |

### Requirements for the Specialization in Early Childhood - Adolescence:

|              |   |   |
|--------------|---|---|
| ED 215       | J | Childhood to Young Adulthood<br>OR  |
| ED 210 & 220 | J | Infancy and Childhood & Preadolescence, Adolescence and Young Adulthood                                 |
| ED 384       | C | Literature for Childhood through Young Adulthood (recommended)<br>OR                                    |
| ED 382 & 383 | C | Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood |
| ED 459F FREN |   | Methods of Teaching Foreign Language<br>OR  |
| ED 459F SPAN |   | Methods of Teaching Foreign Language  |
| ED 476       |   | Reading and Literacy Development in the Content Areas   |
| ED 490       |   | Student Teaching: Business- Foreign Language Early Childhood-Adolescence                                |

### Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- WPT, OPI
- Exit GPA

# EARLY CHILDHOOD THROUGH ADOLESCENCE

## MUSIC EDUCATION MAJOR

License: Early Childhood through Adolescence: Regular Education (Birth - Age 21)

1. Requirements for the Music Education Major (See MUSIC DEPT)
2. Within Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
  - A course in national, state, and local government, typically PS 262 J Introduction to the American Political Process
  - Coursework in biological and physical science: NATS 108 ES/109 ES is recommended.
  - Courses work in western and non-western studies” courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
  - Ed 271 P Philosophy of Education is recommended

### Professional Core Requirements:

All candidates in initial licensing programs must complete the set of courses that comprise the Profession Core.

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society: Connecting Past and Present |
| ED 201 |   | Teacher as Inquirer I: Reflective Practitioner                  |
| ED 306 |   | Exceptional Children and Youth                                  |
| ED 307 | K | English Language Learners                                       |
| ED 330 | X | Teaching and Learning   |
| ED 401 | U | Teacher as Inquirer II  |
| ED 402 | 3 | Reflective Practitioner   |

Music majors do not need to take ED 302.

### 1. Requirements for the Specialization in Early Childhood - Adolescence:

|                |   |   |
|----------------|---|---|
| ED 215         | J | Childhood to Young Adulthood  |
| ED 384         | C | Literature for Childhood through Young Adulthood (recommended)  |
| ED 275/MUS 275 |   | Topics In Pedagogy for the Music Specialist (as appropriate) <ul style="list-style-type: none"><li>A. Folk Instrument Pedagogy</li><li>B. Brass Pedagogy</li><li>C. Woodwind Pedagogy</li><li>D. Percussion Pedagogy</li><li>E. String Pedagogy</li><li>F. Vocal Pedagogy</li></ul> |
| MUS/ED 456     |   | Methods of Teaching Music K-8/ MUS 456  |
| MUS/ED 457     |   | Methods of Teaching Music 6-12/ MUS 457   |
| ED 476         |   | Reading and Literacy Development in Content Areas   |
| MUS/ED 489     |   | Student Teaching: Music <ul style="list-style-type: none"><li>A. General Music</li><li>B. Choral Music</li><li>C. Instrumental</li></ul>  |

# EARLY CHILDHOOD THROUGH ADOLESCENCE

## Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II
- Exit GPA

## THEATRE EDUCATION MAJOR

License: Early Childhood through Adolescence: Regular Education (Birth - Age 21)

1. Requirements for a Theatre Education Major (See THEATRE ARTS DEPT.)
2. Within Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
  - A course in national, state, and local government, typically PS 262 J Introduction to the American Political Process
  - Coursework in biological and physical science: NATS 108 ES/109 ES is recommended.
  - Courses work in western and non-western studies” courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
  - Ed 271 P Philosophy of Education is recommended

## Professional Core Requirements

All candidates in initial licensing programs must complete the set of courses that comprise the Profession Core.

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society: Connecting Past and Present |
| ED 201 |   | Teacher as Inquirer I: Reflective Practitioner                  |
| ED 302 | I | Instructional Resources and Media                               |
| ED 303 |   | Teaching and Learning I   |
| ED 304 |   | Teaching and Learning II  |
| ED 401 | U | Teacher as Inquirer II  |
| ED 402 | 3 | Reflective Practitioner   |

## 1. Requirements for the Specialization in Early Childhood - Adolescence:

|              |     |   |
|--------------|-----|---|
| ED 215       | J   | Childhood to Young Adulthood<br>OR  |
| ED 210 & 220 | J   | Infancy and Childhood & Preadolescence, Adolescence and Young Adulthood                                 |
| ED 384       | C   | Literature for Childhood through Young Adulthood (recommended)<br>OR                                    |
| ED 382 & 383 | C   | Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood |
| ED 476       |     | Reading and Literacy Development in Content Areas   |
| ED/THA 459   | P/Q | Methods   |
| ED 493       |     | Student Teaching: Theatre-Early Childhood-Adolescence   |

## Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps.. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code: 0640; Wisconsin Passing Score: 600
- Exit GPA



# NON-LICENSING

## CHILD LIFE MAJOR

This major prepares students for the psychosocial care of children and youth in hospitals and other health care settings. The program provides a strong teaching and learning component together with a core of specialized child life courses. Satisfactory completion of the major provides access to the profession of Child Life. The program and degree prepare the candidate for an entry level position in the field of child life. To become a Certified Child Life Specialist (CCLS), one year of successful employment and the successful completion of the child life exam are required.

The rotation of child life courses is based on the semester of enrollment in the Child Life program. Please consult with an advisor in Child Life for the most current information.

### 1. Course requirements for the major:

|              |   |   |
|--------------|---|---|
| ED 210       | J | Infancy and Childhood   |
| ED 220       | J | Preadolescence, Adolescence and Young Adulthood   |
| ED 301       |   | Introduction to Child Life  |
| ED 302       | I | Technology Literacy and Education Applications  |
| ED 306       |   | Exceptional Children and Youth  |
| ED 311       |   | Wellness in Education   |
| ED 360       |   | Medical Terminology for Child Life  |
| ED 370       |   | Psychosocial Care of Hospitalized Children and Adolescents  |
| ED 372       |   | Materials and Methodology for Child Life  |
| ED 375       |   | Pediatric Conditions  |
| ED 376       |   | Crisis Intervention in Child Life   |
| ED 384       | C | Literature for Childhood through Young Adulthood<br>OR  |
| ED 382 & 383 | C | Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood |
| ED 418       |   | Experiencing Laughter and Play  |
| ED 475       | 3 | Child Life Field Experience   |

### Recommended courses:

|          |   |   |
|----------|---|---|
| ART 240  | G | Introduction to Art Therapy,              |
| BUS 302  |   | Management of Human Performance           |
| ECON 315 |   | Health Care Economics                     |
| ED 324   |   | The Helping Relationship                  |
| ED 422   |   | Curricular Integration of Arts Elementary |

### Transition Steps:

Child Life student should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- Admission to the Child Life program
- Admission to Child Life internship
- 100 hours of pre-internship practicum experiences
- Exit GPA: minimum of a 3.0

# NON-LICENSING

## STUDIES IN EDUCATION MAJOR

This major offers students the opportunity to study education without committing to a licensing program. Students who enter a licensing program and decide later not to complete the licensing program may also use this major to complete their degree.

20 credits at or about 300-level, including the following:

### 1. A minimum of two courses in psychological foundations:

|        |   |   |
|--------|---|---|
| ED 210 | J | Infancy and Childhood<br>OR                           |
| ED 220 | J | Preadolescence, Adolescence and Young Adulthood<br>OR |
| ED 215 | J | Infancy through Young Adulthood<br>AND                |
| ED 306 |   | Exceptional Children and Youth                        |

### 2. A minimum of two courses in social policy foundations:

|         |   |   |
|---------|---|---|
| ED 200  | D | Education in a Pluralistic Society: Connecting Past and Present<br>OR |
| SOC 309 | D | Race and Ethnicity  |
| ED 201  |   | Teacher as Inquirer I: Reflective Practitioner                        |

### Additional credits from:

|         |   |                                |
|---------|---|--------------------------------|
| ED 271  | P | Philosophy of Education<br>AND |
| SOC 324 |   | Education and Society<br>OR    |
| ED 307  | K | English Language Learners      |

### 3. Minimum of two courses in teaching and learning foundations:

|        |   |                                   |
|--------|---|-----------------------------------|
| ED 302 | I | Instructional Resources and Media |
| ED 330 | X | Teaching and Learning             |

### 4. Electives to include:

- 8 credits of education courses
- 12 additional credits in education, appropriate psychology or social science courses, as approved by major advisor
- Minimum of 20 credits at 300/400 level

# MINORS

## SECONDARY EDUCATION MINOR

License: Early Adolescence through Adolescence: Regular Education (Ages 10–21)

A teaching major: Biology Teaching, Broad Field Science Teaching, Broad Fields Social Studies–History Teaching, Computer Science Education, English Teaching, History Teaching, Mathematics Teaching. See individual schools and programs.

### Professional Core Prerequisites:

All candidates in initial licensing programs must complete the set of courses that comprise the Professional Core.

|        |   |   |
|--------|---|---|
| ED 200 | D | Education in a Pluralistic Society: Connecting Past and Present |
| ED 201 |   | Teacher as Inquirer I: Reflective Practitioner                  |
| ED 302 | I | Instructional Resources and Media                               |
| ED 303 |   | Teaching and Learning I   |
| ED 304 |   | Teaching and Learning II  |
| ED 401 | U | Teacher as Inquirer II  |
| ED 402 | 3 | Reflective Practitioner   |

Within Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.

- A course in national, state, and local government, typically PS 262 J Introduction to the American Political Process
- Coursework in biological and physical science: NATS 108 ES/109 ES is recommended.
- Courses work in western and non-western studies” courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
- ED 271 P Philosophy of Education is recommended

### Requirements for the Secondary Education Minor:

|        |         |   |
|--------|---------|---|
| ED 220 | J       | Preadolescence, Adolescence and Young Adulthood       |
| ED 383 |         | Literature for Adolescence through Young Adulthood    |
| ED 459 | H/E/S/M | Methods   |
| ED 476 |         | Reading and Literacy Development in the Content Areas |
| ED 487 | A       | Student Teaching: Middle- Secondary                   |

### Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. . In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- Passing score on the appropriate content PRAXIS II

## TEACHING ENGLISH LANGUAGE LEARNERS: ESL MINOR

This minor is designed to prepare students for licensing to teach English language learners and is attached to a licensing program such as Early Childhood: Special and Regular Education or Middle-Childhood Through Early Adolescence: Regular Education. For other combinations, consult a School of Education advisor. There is no requirement for second language proficiency in the minor. Please note that these courses may change.

### 1. Twenty-four credits, as follows:

|        |                                   |
|--------|-----------------------------------|
| ED 260 | Study of Language and Linguistics |
| ED 261 | Second Language Acquisition       |

# MINORS

|        |  |
|--------|--|
| ED 262 | Foundations of ESL/Bilingual Education |
| ED 432 | Content Based Literacy Development     |
| ED 450 | ESL Methods                            |
| ED 451 | ESL/Bilingual Assessment               |
| ED 472 | ESL Practicum                          |

Students will also complete three additional credits in approved elective to support the minor.

## 2. English Language Proficiency:

- “C” or better grades in ENG 110 W and COMMS 100 O, or approved equivalency

## 3. Target Language Proficiency:

- “C” or better grades in one year of a language at the College level or two years of a language in high school, or approved equivalency.

## Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See Chart of Progression. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code: 0361; Wisconsin Passing Score: 143
- Exit GPA

## TEACHING ENGLISH LANGUAGE LEARNERS: ESL/BILINGUAL MINOR

This minor is designed to prepare students for licensing to teach English Language learners and is attached to a licensing program such as Early Childhood: Regular Education or Middle Childhood through Adolescence: Regular Education. For other combinations, consult a School of Education Advisor.

### 1. Twenty-four credits, as follows:

|        |                                       |
|--------|---------------------------------------|
| ED 260 | Study of Language and Linguistics     |
| ED 261 | Second Language Acquisition           |
| ED 262 | Principles of ESL/Bilingual Education |
| ED 432 | Content Based Literacy Development    |
| ED 450 | ESL Methods                           |
| ED 451 | ESL/Bilingual Assessment              |
| ED 473 | Methods of Bilingual Education        |
| ED 474 | Bilingual Practicum                   |

Students will also complete three additional credits in approved elective to support the minor.

## 2. English Language Proficiency: “C” or better grades in ENG 110 W and COMMS 100 O, or approved equivalency.

## 3. Target Language Proficiency (ACTFL “advanced-low” level)

# MINORS

## Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See Chart of Progression. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 174
- PRAXIS II: Test Code: 0361; Wisconsin Passing Score: 143
- Exit GPA

## TITLE II COMPLIANCE REPORT

Section 207 of Title II of the Higher Education Act mandates that the United States Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. Data from institutions with teacher preparation programs are due to states annually for use by states in preparing annual report cards to the Secretary. The full report may be obtained through the Dean of the School of Education or the full report for the State of Wisconsin may be accessed at the following website: <https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>

# SCHOOL OF EDUCATION

## GRADUATE DEGREES

### MASTER OF ARTS IN EDUCATION WITH CONCENTRATIONS IN:

- Educational Leadership
- Special Education
- Professional Studies
- Reading Administration: Reading Specialist
- Teaching English to Speakers of Other Languages
- Bilingual Teaching and Learning
- Sustainability Leadership
- Adult Learning
- Accelerated Certification Elementary
- Accelerated Secondary Program

### DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP WITH CONCENTRATIONS IN:

- District Administration with Superintendent License
- Higher Education Administration

## LICENSE AND CERTIFICATE PROGRAMS

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

### LICENSE COMPLETION PROGRAMS:

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

# SCHOOL OF EDUCATION

## INSTITUTIONAL CERTIFICATES:

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

## ACCREDITATION

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

## CANDIDATE PORTFOLIO, ASSESSMENTS, AND TRANSITIONS

The Candidate Portfolio is a demonstration and presentation of the candidate's growing understanding of four critical aspects of life as an educator. Using the process of portraiture, candidates describe themselves as researcher, advocate, craftsperson and professional. Candidates' critical reflection around their developmental learning throughout the preparation program is captured in four portraits. The Researcher Portrait is foundational and ensures that candidates are developing the habits of mind necessary to think critically through a variety of diverse lenses. The Craftsperson and Advocate Portraits build further skills and dispositions as candidates expand their knowledge and performance base and engage in inquiry around critical issues facing education today. The Professional Portrait ensures that candidates as emerging professionals reflect upon their learning and make meaningful understanding of who they are becoming.

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

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

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

Portfolio entries are assessed in relation to the standards through multiple measures over time and with developmental expectations over the four transition steps. Rubrics guide the assessment process at each step. Results of the assessments are shared with each candidate and serve as the basis for decisions regarding continuation in the respective licensing sequences. Aggregated assessment results of candidate performance during program enrollment and after entry into the profession as an initial educator are the basis for program assessment and development.

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

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

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

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

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

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

# SCHOOL OF EDUCATION

## PROGRAM OFFERINGS

Students entering the graduate program in education may seek:

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

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

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

The following programs lead to educator licenses in Wisconsin:

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

The following programs lead to an institutional certificate:

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

## BACKGROUND CHECK

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

## ADVISING

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

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



# MASTER OF ARTS IN EDUCATION

## ADMISSION REQUIREMENTS

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

Please see the “Admission to Graduate Programs” section for additional international student requirements. See page 273 for Ed.D. requirements.

## MA EDUCATION: PROFESSIONAL STUDIES

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

## ADVANCED CERTIFICATION ELEMENTARY (ACE)

Advanced Certification Elementary admissions requirements include points 1-5 of the ‘MA Education: Professional Studies’ section above, plus:

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

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

## ACCELERATED SECONDARY EDUCATION LICENSE COHORT: BROAD FIELD SOCIAL STUDIES-HISTORY, SCIENCE, MATH AND ENGLISH

Secondary Education License Cohort admissions requirements include points 1-5 of the ‘MA Education: Professional Studies’ section above, plus:

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

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

## BILINGUAL EDUCATION

Bilingual Education admissions requirements include points 1-5 of the ‘MA Education: Professional Studies’ section above, plus:

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

## EDUCATIONAL LEADERSHIP

Educational Administration admissions requirements include points 1-5 of the ‘MA Education: Professional Studies’ section above, plus:

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

## READING TEACHER

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

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

# MASTER OF ARTS IN EDUCATION

## READING SPECIALIST

Reading Teacher and Reading Specialist admissions requirements include points 1-5 of the 'MA Education: Professional Studies' section above, plus:

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

## SPECIAL EDUCATION

Special Education requires include points 1-5 of the 'MA Education: Professional Studies' section above.

## TESOL

TESOL admissions requirements include points 1-5 of the 'MA Education: Professional Studies' section above, plus:

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

## DEGREE PREREQUISITES

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

## DEGREE REQUIREMENTS

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

The curriculum includes:

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

## LICENSING PROGRAM SEQUENCES

Licensing Program Sequences are offered in teacher education and in educational leadership. Specific requirements are provided in each candidate's program plan. Sample plans may be requested; each plan is tailored to the candidate's background and goals to meet licensing requirements. Licensing Program Sequences may also be the foundation for a Master of Arts in Education degree when paired with one of the concentration areas noted on page 268. The coursework in the planned program including a successful practicum, passing PRAXIS Exam scores, and an acceptable portfolio lead to a licensure recommendation to the Wisconsin Department of Public Instruction.

### **Teacher Education: Bilingual Education**

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

### **Teacher Education: Early Adolescence-Adolescence: Regular Education**

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

### **Teach Education: Elementary-Middle Childhood**

Candidates pursuing professional goals and licensure to teach children and youth ages 6 through 13 with the option to earn a Master of Arts in Education degree.

# MASTER OF ARTS IN EDUCATION

## **Teacher Education: Early Adolescence-Adolescence: Special Education**

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

## **Teacher Education: English As A Second Language**

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

## **Teacher Education: Middle Childhood-Early Adolescence: Special Education**

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

## **Teacher Education: Reading Teacher**

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

## **Educational Leadership: Director of Instruction**

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

## **Educational Leadership: Director of Special Education and Pupil Services**

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

## **Educational Leadership: Instructional Technology Coordinator**

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

## **Educational Leadership: Principal**

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

## **Educational Leadership: Program Coordinator**

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

## **Educational Leadership Reading Specialist**

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

## **Educational Leadership: School Business Administrator**

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

# MASTER OF ARTS IN EDUCATION

## **Educational Leadership: School District Administrator or Superintendent**

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

## **INSTITUTIONAL CERTIFICATES**

Institutional Certificates are offered in areas that enhance credentials of an already licensed educator. Institutional Certificate sequences may also be paired with Licensing Program Sequences resulting in additional licensure endorsement. Institutional Certificates may also be the foundation for a Master of Arts in Education degree when paired with one of the concentration areas noted on page 268. The following Institutional Certificates are stand-alone certificates comprised of specifically designed set of courses totaling twelve graduate credits. The certificates may also be paired with degree requirements for a Master of Arts in Education with a concentration in the certificate area.

### **Dual Language Immersion**

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

### **Educational Leadership: Athletic Administration**

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

### **Educational Leadership: Sustainability Leadership**

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

### **Teacher Education: Adult Learning**

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

### **Teacher Education: Coaching**

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

## **EDUCATION GRADUATE PROGRAM COURSE REQUIREMENTS**

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

### **DUAL LANGUAGE IMMERSION CERTIFICATE (NON-LICENSING UNLESS COMBINED WITH BILINGUAL EDUCATION OR PROFESSIONAL STUDIES MASTER'S DEGREE)**

#### **Institutional Certificate or Program Requirements**

|         |   |
|---------|---|
| ED 605C | ESL/Bilingual Program Development         |
| ED 605D | Bi-literacy Development                   |
| ED 638  | Foundations of Dual Immersion             |
| ED 639  | Language Focused Instruction and Practice |

#### **Core Degree Experiences**

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

# MASTER OF ARTS IN EDUCATION

## PROGRAM COORDINATOR ATHLETICS (NON-LICENSING, CERTIFICATE ONLY)

### Institutional Certificate or Program Requirements

|         |                                      |
|---------|--------------------------------------|
| EPD 803 | Organization and Admin. of Sport     |
| EPD 804 | Philosophy, Psych. & Ethic of Sport  |
| EPD 805 | Prevention & Care of Athletic Injury |
| EDP 809 | Legal Aspects of Coaching            |
| EDP 810 | Practicum: Field Experience          |

### Core Degree Experiences

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

## MA IN EDUCATION: ADULT LEARNING CONCENTRATION, NON-LICENSING

### Institutional Certificate or Program Requirements

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

### Core Degree Experiences

#### Curriculum:

|        |  |
|--------|--|
| ED 659 | Designing and Implementing Adult Education |
|--------|--|

#### Instruction:

|        |  |
|--------|--|
| ED 658 | Technology Enhanced Adult Learning Methods |
|--------|--|

#### Ethics:

#### One from:

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

#### Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

#### Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

# MASTER OF ARTS IN EDUCATION

## Additional Requirements

Electives in School of Education: 6 credits

ED 623 Adult Learning Foundations and Leadership

OR

ED 618A Diversity in Adult Learning

ED 600 and above

EDP 700 and above

## MA IN EDUCATION: BILINGUAL EDUCATION CONCENTRATION

LICENSING PROGRAM: BILINGUAL EDUCATION (ADD-ON LICENSE)

### Institutional Certificate or Program Requirements

ED 604A Language Acquisition in the Content Areas

ED 604G Bilingual Curriculum Design and Assessment

ED 605A Applied Linguistics for the ELL Teacher

ED 605B Paradigms in Bilingual/Bicultural Education

ED 605C Bilingual Program Development: Ethics and Advocacy

ED 605D Bi-literacy Development

ED 694A Bilingual Field Mentoring

### Core Degree Experiences

Curriculum:

ED 639 Language Focused Instruction and Practice

Instruction:

ED 638 Foundations of Dual Immersion

Ethics:

ED 605C Bilingual Program Development: Ethics and Advocacy

Research:

ED 603 Intro to Educational Research

Research and Studies in Change:

ED 692 Research Capstone Project

# MASTER OF ARTS IN EDUCATION

## MA IN EDUCATION: EDUCATIONAL LEADERSHIP CONCENTRATION (FORMERLY EDUCATIONAL ADMINISTRATION)

### LICENSING PROGRAM: PRINCIPAL

#### Institutional Certificate or Program Requirements

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

#### Core Degree Experiences

##### Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

##### Instruction:

|        |                             |
|--------|-----------------------------|
| ED 620 | Leadership and Organization |
|--------|-----------------------------|

##### Ethics:

|        |                            |
|--------|----------------------------|
| ED 631 | Supervision of Instruction |
|--------|----------------------------|

##### Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

##### Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

#### Additional Requirements

Elective in School of Education: 2-3 credits

|                   |
|-------------------|
| ED 600 and above  |
| EDP 700 and above |

### LICENSING PROGRAM: DIRECTOR OF INSTRUCTION

#### Institutional Certificate or Program Requirements

|        |                             |
|--------|-----------------------------|
| ED 602 | Curriculum Planning         |
| ED 620 | Leadership and Organization |
| ED 621 | Business Administration     |
| ED 622 | The Principalship           |
| ED 625 | Inclusive School Law        |
| ED 631 | Supervision of Instruction  |

# MASTER OF ARTS IN EDUCATION

|        |  |
|--------|--|
| ED 637 | District Administration of Program Planning, Evaluation, and Staff Development |
| ED 662 | Schools as Political Systems   |
| ED 696 | Supervised Field Experience: Education Leadership                              |

## Core Degree Experiences

### Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

### Instruction:

|        |                             |
|--------|-----------------------------|
| ED 620 | Leadership and Organization |
|--------|-----------------------------|

### Ethics:

|        |                            |
|--------|----------------------------|
| ED 631 | Supervision of Instruction |
|--------|----------------------------|

### Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

### Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## LICENSING PROGRAM: DIRECTOR OF SPECIAL EDUCATION AND PUPIL SERVICES

### Institutional Certificate or Program Requirements

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

## Core Degree Experiences

### Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

### Instruction:

|        |                             |
|--------|-----------------------------|
| ED 620 | Leadership and Organization |
|--------|-----------------------------|

### Ethics:

|        |                            |
|--------|----------------------------|
| ED 631 | Supervision of Instruction |
|--------|----------------------------|



# MASTER OF ARTS IN EDUCATION

## Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

## Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## LICENSING PROGRAM: SCHOOL BUSINESS ADMINISTRATOR

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

### Institutional Certificate or Program Requirements

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

### Core Degree Experiences

#### Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

#### Instruction:

|        |                             |
|--------|-----------------------------|
| ED 620 | Leadership and Organization |
|--------|-----------------------------|

#### Ethics:

|        |                            |
|--------|----------------------------|
| ED 631 | Supervision of Instruction |
|--------|----------------------------|

#### Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

#### Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

### Additional Requirements

Elective in School of Education: 2-3 credits

ED 600 and above

EDP 700 and above

## LICENSING PROGRAM: INSTRUCTIONAL TECHNOLOGY COORDINATOR

### Institutional Certificate or Program Requirements

|        |                             |
|--------|-----------------------------|
| ED 602 | Curriculum Planning         |
| ED 620 | Leadership and Organization |

# MASTER OF ARTS IN EDUCATION

|        |   |
|--------|---|
| ED 640 | Technology Curriculum Integration                                   |
| ED 645 | Instructional Technology: Policy, Planning, and Evaluation          |
| ED 647 | Practicum in Instructional Technology Leadership                    |
| ED 656 | Administration and Management of the Instructional Technology Asset |
| ED 696 | Supervised Field Experience: Education Leadership                   |

## One elective from:

|        |  |
|--------|--|
| ED 643 | Desktop Publishing in Education                          |
| ED 646 | Educational Media Presentations                          |
| ED 654 | Special Topics in Instructional Technology               |
| ED 655 | Directed Study in Telecommunications and Web Development |

## Core Degree Experiences

### Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

### Instruction:

|        |                             |
|--------|-----------------------------|
| ED 620 | Leadership and Organization |
|--------|-----------------------------|

### Ethics:

|        |                            |
|--------|----------------------------|
| ED 631 | Supervision of Instruction |
|--------|----------------------------|

### Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

### Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## LICENSING PROGRAM: PROGRAM COORDINATOR ATHLETIC ADMINISTRATION

### Institutional Certificate or Program Requirements

|         |   |
|---------|---|
| ED 620  | Leadership and Organization                       |
| ED 625  | Inclusive School Law                              |
|         | OR  |
| EDP 809 | Legal Aspects of Coaching                         |
| ED 631  | Supervision of Instruction                        |
| ED 696  | Supervised Field Experience: Education Leadership |
|         | OR  |
| EDP 810 | Practicum Field Experience                        |
| EDP 803 | Organization and Administration of Sport          |
| EDP 804 | Philosophy, Psychology and Ethics in Sports       |
| EDP 805 | Prevention and Care of Athletic Injury            |

# MASTER OF ARTS IN EDUCATION

## Core Degree Experiences

### Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

### Instruction:

|        |                             |
|--------|-----------------------------|
| ED 620 | Leadership and Organization |
|--------|-----------------------------|

### Ethics:

|        |                            |
|--------|----------------------------|
| ED 631 | Supervision of Instruction |
|--------|----------------------------|

### Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

### Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## Additional Requirements

Elective in School of Education: 2-3 credits

ED 600 and above

EDP 700 and above

## MA IN EDUCATION: PROFESSIONAL STUDIES CONCENTRATION

### GENERAL PROFESSIONAL DEVELOPMENT: NON-LICENSING, NON-CERTIFICATE

#### Institutional Certificate or Program Requirements

Two (2) of the following courses:

|        |                            |
|--------|----------------------------|
| ED 601 | Foundations of Instruction |
|--------|----------------------------|

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

|        |                            |
|--------|----------------------------|
| ED 617 | Cross Categorical Literacy |
|--------|----------------------------|

|        |                             |
|--------|-----------------------------|
| ED 620 | Leadership and Organization |
|--------|-----------------------------|

|        |                            |
|--------|----------------------------|
| ED 629 | Diagnosis and Intervention |
|--------|----------------------------|

|        |                                |
|--------|--------------------------------|
| ED 638 | Foundations and Dual Immersion |
|--------|--------------------------------|

|        |  |
|--------|--|
| ED 658 | Technology Enhanced Adult Learning Methods |
|--------|--|

|        |   |
|--------|---|
| ED 659 | Designing and Implementing Adult Learning |
|--------|---|

|        |                                    |
|--------|------------------------------------|
| ED 661 | Integrative Classroom Environments |
|--------|------------------------------------|

#### And 18 Credits approved from School of Education or equivalent

ED 600 and above or

EDP 700 and above

# MASTER OF ARTS IN EDUCATION

## Core Degree Experiences

### Curriculum:

#### One from:

|        |   |
|--------|---|
| ED 602 | Curriculum Planning                       |
| ED 659 | Designing and Implementing Adult Learning |
| ED 661 | Integrative Classroom Environments        |
| ED 617 | Cross Categorical Literacy                |

### Instruction:

#### One from:

|        |  |
|--------|--|
| ED 601 | Foundations of Instruction                 |
| ED 620 | Introduction to Educational Leadership     |
| ED 629 | Diagnosis and Intervention                 |
| ED 638 | Foundations of Dual Immersion Instruction  |
| ED 658 | Technology Enhanced Adult Learning Methods |

### Ethics:

#### One from:

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

### Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

### Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## PROGRAM COORDINATOR ATHLETICS (NON-LICENSING)

### Institutional Certificate or Program Requirements

|         |                                      |
|---------|--------------------------------------|
| EPD 803 | Organization and Admin. of Sport     |
| EPD 804 | Philosophy, Psych. & Ethic of Sport  |
| EPD 805 | Prevention & Care of Athletic Injury |
| EDP 809 | Legal Aspects of Coaching            |
| EDP 810 | Practicum: Field Experience          |

### Core Experiences

#### Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

# MASTER OF ARTS IN EDUCATION

## Instruction:

ED 620 Leadership and Organization

## Ethics:

ED 631 Supervision of Instruction

## Research:

ED 603 Intro to Educational Research

## Research and Studies in Change:

ED 692 Research Capstone Project

## BILINGUAL EDUCATION (NON-LICENSING)

### Institutional Certificate or Program Requirements

ED 604A Language Acquisition in the Content Areas

ED 604G Bilingual Curriculum Design and Assessment

ED 605A Applied Linguistics for the ELL Teacher

ED 605B Paradigms in Bilingual/Bicultural Education

ED 605C Bilingual Program Development: Ethics and Advocacy

ED 605D Bi-literacy Development

### Core Degree Experiences

#### Curriculum:

ED 639 Language Focused Instruction and Practice

#### Instruction:

ED 638 Foundations of Dual Immersion

#### Ethics:

ED 605C ESL/Bilingual Program Development

#### Research:

ED 603 Intro to Educational Research

#### Research and Studies in Change:

ED 692 Research Capstone Project

### Additional Requirements

Elective in School of Education: 3 credits

ED 600 and above

EDP 700 and above

# MASTER OF ARTS IN EDUCATION

## TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) (NON-LICENSING)

### Institutional Certificate or Program Requirements

|         |  |
|---------|--|
| ED 604A | Language Acquisition in the Content Areas          |
| ED 604F | ESL Curriculum Design and Assessment               |
| ED 605A | Applied Linguistics for the ELL Teacher            |
| ED 605B | Paradigms in Bilingual/Bicultural Education        |
| ED 605C | Bilingual Program Development: Ethics and Advocacy |

### Core Degree Experiences

#### Curriculum:

|        |                              |
|--------|------------------------------|
| ED 602 | Curriculum Planning<br>OR    |
| ED 624 | Diagnosis and Intervention I |

#### Instruction:

|        |                                  |
|--------|----------------------------------|
| ED 601 | Foundations of Instruction<br>OR |
| ED 689 | Mentoring, Coaching, Leadership  |

#### Ethics:

|         |                                   |
|---------|-----------------------------------|
| ED 605C | ESL/Bilingual Program Development |
|---------|-----------------------------------|

#### Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

#### Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

### Additional Requirements

Elective in School of Education: 6 credits

ED 600 and above

EDP 700 and above

## DUAL LANGUAGE IMMERSION (NON-LICENSING)

### Institutional Certificate or Program Requirements

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

### Core Degree Experiences

#### Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

# MASTER OF ARTS IN EDUCATION

Instruction:

One from:

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

Ethics:

One from:

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

Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## Additional Requirements

Elective in School of Education: 9 credits

ED 600 and above

EDP 700 and above

## EDUCATIONAL LEADERSHIP (NON-LICENSING)

### Institutional Certificate or Program Requirements

|        |                              |
|--------|------------------------------|
| ED 602 | Curriculum Planning          |
| ED 620 | Leadership and Organization  |
| ED 621 | Business Administration      |
| ED 622 | The Principalship            |
| ED 625 | Inclusive School Law         |
| ED 631 | Supervision of Instruction   |
| ED 662 | Schools as Political Systems |

### Core Degree Experiences

Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

Instruction:

|        |                             |
|--------|-----------------------------|
| ED 620 | Leadership and Organization |
|--------|-----------------------------|

# MASTER OF ARTS IN EDUCATION

## Ethics:

|        |                            |
|--------|----------------------------|
| ED 631 | Supervision of Instruction |
|--------|----------------------------|

## Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

## Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## Additional Requirements

Elective in School of Education: 6 credits

ED 600 and above

EDP 700 and above

## SPECIAL EDUCATION: NON-LICENSING, NON-CERTIFICATE

### Institutional Certificate or Program Requirements

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

|        |                                      |
|--------|--------------------------------------|
| ED 614 | Cross Categorical Children and Youth |
|--------|--------------------------------------|

|        |                              |
|--------|------------------------------|
| ED 615 | Cross Categorical Assessment |
|--------|------------------------------|

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

|        |   |
|--------|---|
| ED 634 | Cross Categorical Classroom Organization and Management |
|--------|---|

|        |                                      |
|--------|--------------------------------------|
| ED 663 | Cognitive Disabilities – (Practicum) |
|--------|--------------------------------------|

|        |  |
|--------|--|
| ED 664 | Diagnosis and Assessment in Cognitive Disabilities |
|--------|--|

|        |   |
|--------|---|
| ED 665 | Methods and Materials in Cognitive Disabilities – (Practicum) |
|--------|---|

|        |  |
|--------|--|
| ED 671 | Specific Learning Disabilities – (Practicum) |
|--------|--|

|        |   |
|--------|---|
| ED 672 | Development and Facilitation of Communication in Children and Adolescents – (Practicum) |
|--------|---|

|        |                                    |
|--------|------------------------------------|
| ED 673 | Behavioral and Emotional Disorders |
|--------|------------------------------------|

|        |  |
|--------|--|
| ED 674 | Diagnosis and Assessment in Behavioral and Emotional Disorders |
|--------|--|

|        |   |
|--------|---|
| ED 675 | Diagnosis and Assessment of Learning Disabilities |
|--------|---|

|        |   |
|--------|---|
| ED 676 | Methods and Curriculum in Learning Disabilities – (Practicum) |
|--------|---|

|        |  |
|--------|--|
| ED 677 | Methods and Curriculum in Behavioral and Emotional Disorders – (Practicum) |
|--------|--|

### Core Degree Experiences

#### Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

OR

|        |                                   |
|--------|-----------------------------------|
| ED 678 | Curriculum for Inclusive Learning |
|--------|-----------------------------------|

#### Instruction:

#### One from:

|        |                            |
|--------|----------------------------|
| ED 601 | Foundations of Instruction |
|--------|----------------------------|

|        |   |
|--------|---|
| ED 613 | Reading and Writing Across the Curriculum |
|--------|---|



# MASTER OF ARTS IN EDUCATION

|        |   |
|--------|---|
| ED 617 | Cross Categorical Literacy in Reading, Writing, and Mathematics |
| ED 620 | Introduction to Educational Leadership                          |
| ED 638 | Foundations of Dual Immersion Instruction                       |

## Ethics:

### One from:

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

## Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

## Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## MA IN EDUCATION: MIDDLE/SECONDARY CONCENTRATION

### NON-CERTIFICATE: ACCELERATED SECONDARY PROGRAM (ASP)

#### License Institutional Certificate Or Program Requirements

|          |  |
|----------|--|
| ED 601   | Foundations of Instruction   |
| ED 602 A | Curriculum Planning  |
| ED 635B  | Diversity in Schools: Mid/Secondary  |
| ED 640A  | Technology Curriculum Integration  |
| ED 640E  | Technology Curriculum Integration: Intro to English Teaching                 |
| ED 640S  | Technology Curriculum Integration: Science Explorations                      |
| ED 640M  | Technology Curriculum Integration: Intro to Math Teaching                    |
| ED 640H  | Technology Curriculum Integration: Social Studies History Teaching           |
| ED 651E  | Curriculum Methods: English Teaching – Middle Secondary                      |
| ED 651M  | Curriculum Methods: Math Teaching – Middle Secondary                         |
| ED 651S  | Curriculum Methods: Science Teaching – Middle Secondary                      |
| ED 651H  | Curriculum Methods: Studies Teaching and History Teaching – Middle Secondary |
| ED 652   | Seminar in Curriculum Methods: Secondary Literacy                            |
| ED 660   | Education Policy Studies and edTPA   |
| ED 693B  | Student Teaching   |

#### Core Degree Experiences

##### Curriculum:

|         |                               |
|---------|-------------------------------|
| ED 602A | Inclusive Curriculum Planning |
|---------|-------------------------------|

# MASTER OF ARTS IN EDUCATION

## Instruction:

|         |                            |
|---------|----------------------------|
| ED 601A | Foundations of Instruction |
|---------|----------------------------|

## Ethics:

### One from:

|        |                                  |
|--------|----------------------------------|
| ED 618 | Diversity, Culture, and Literacy |
|--------|----------------------------------|

|        |        |
|--------|--------|
| IC 800 | Ethics |
|--------|--------|

|         |                             |
|---------|-----------------------------|
| ED 604A | Second Language Acquisition |
|---------|-----------------------------|

## Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

## Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## LICENSING PROGRAM: REGULAR EDUCATION (777) AND MIDDLE CHILDHOOD-EARLY ADOLESCENCE (72)

## NON-CERTIFICATE: ADVANCED CERTIFICATION ELEMENTARY (ACE) ELEMENTARY AND MIDDLE SCHOOL (AGES 6-13) LICENSE

### Institutional Certificate or Program Requirements

|        |                                    |
|--------|------------------------------------|
| ED 661 | Integrative Classroom Environments |
|--------|------------------------------------|

|        |                            |
|--------|----------------------------|
| ED 635 | Diversity in the Classroom |
|--------|----------------------------|

|        |                   |
|--------|-------------------|
| ED 681 | Child Development |
|--------|-------------------|

|        |                       |
|--------|-----------------------|
| ED 682 | Children's Literature |
|--------|-----------------------|

|                   |                          |
|-------------------|--------------------------|
| MTH 101 + ED 428A | Math Content and Methods |
|-------------------|--------------------------|

|                   |                          |
|-------------------|--------------------------|
| MTH 102 + ED 428B | Math Content and Methods |
|-------------------|--------------------------|

|                   |                          |
|-------------------|--------------------------|
| MTH 103 + ED 428C | Math Content and Methods |
|-------------------|--------------------------|

|         |                      |
|---------|----------------------|
| ED 667A | Science Explorations |
|---------|----------------------|

|         |                 |
|---------|-----------------|
| ED 667B | Science Methods |
|---------|-----------------|

|        |   |
|--------|---|
| ED 685 | Integrating the Arts in Elementary Curriculum |
|--------|---|

|         |                                     |
|---------|-------------------------------------|
| ED 683A | Reading and Language Arts Methods I |
|---------|-------------------------------------|

|         |                                      |
|---------|--------------------------------------|
| ED 683B | Reading and Language Arts Methods II |
|---------|--------------------------------------|

|        |                        |
|--------|------------------------|
| ED 684 | Social Studies Methods |
|--------|------------------------|

|        |                        |
|--------|------------------------|
| ED 697 | Student Teaching MC-EA |
|--------|------------------------|

### Core Degree Experiences

#### Curriculum:

|        |                                    |
|--------|------------------------------------|
| ED 661 | Integrative Classroom Environments |
|--------|------------------------------------|

|        |                       |
|--------|-----------------------|
| ED 682 | Children's Literature |
|--------|-----------------------|

|         |                      |
|---------|----------------------|
| ED 667A | Science Explorations |
|---------|----------------------|

|        |   |
|--------|---|
| ED 685 | Integrating the Arts in Elementary Curriculum |
|--------|---|

|                 |              |
|-----------------|--------------|
| MTH 101/102/103 | Math Content |
|-----------------|--------------|

# MASTER OF ARTS IN EDUCATION

## Instruction:

|             |                                   |
|-------------|-----------------------------------|
| ED 428A/B/C | Math Methods                      |
| ED 6671B    | Science Methods                   |
| ED 683A/B   | Reading and Language Arts Methods |
| ED 684      | Social Studies Methods            |

## Ethics:

### One from:

|         |  |
|---------|--|
| ED 605C | ESL/Bilingual Program Development; Ethics and Advocacy |
| ED 614  | Cross Categorical and other Youth                      |
| ED 618  | Diversity/Culture/ Literacy                            |
| ED 631  | Supervision of Instruction                             |
| IC 800  | Ethics   |

## Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

## Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## Additional Requirements

### PI-34 licensure Prerequisites:

- Written and oral communication
- Mathematics
- Fine arts
- Social studies
- Biological and physical sciences.
- The humanities, including literature
- Western and non-western history or contemporary culture

## LICENSING PROGRAM: ESL STAND-ALONE K-12

**Pre-requisites:** ED 601, ED 602, ED 614, ED 624, ED 652, or equivalent

## Institutional Certificate or Program Requirements

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

# MASTER OF ARTS IN EDUCATION

## Core Degree Experiences

### Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

### Instruction:

|        |                            |
|--------|----------------------------|
| ED 601 | Foundations of Instruction |
|--------|----------------------------|

### Ethics:

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

### Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

### Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## LICENSING PROGRAM: ESL (ADD-ON LICENSE)

### Institutional Certificate or Program Requirements

|         |   |
|---------|---|
| ED 604A | Language Acquisition in the Content Areas |
|---------|---|

|         |                                      |
|---------|--------------------------------------|
| ED 604F | ESL Curriculum Design and Assessment |
|---------|--------------------------------------|

|         |                                      |
|---------|--------------------------------------|
| ED 605A | Applied Linguistics for ELL Teachers |
|---------|--------------------------------------|

|         |                                      |
|---------|--------------------------------------|
| ED 605B | Paradigms of ESL/Bilingual Education |
|---------|--------------------------------------|

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

|         |                                  |
|---------|----------------------------------|
| ED 693A | Supervised Field Experience: ESL |
|---------|----------------------------------|

## Core Degree Experiences

### Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

### Instruction:

|        |                            |
|--------|----------------------------|
| ED 601 | Foundations of Instruction |
|--------|----------------------------|

### Ethics:

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

### Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

### Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

# MASTER OF ARTS IN EDUCATION

## LICENSING PROGRAM: READING SPECIALIST: ADMINISTRATION

### Institutional Certificate or Program Requirements

|         |   |
|---------|---|
| ED 604A | Language Acquisition in the Content Areas |
| ED 611  | Approaches to Reading and Literacy        |
| ED 613  | Reading and Writing Across the Curriculum |
| ED 618  | Diversity, Culture, and Literacy          |
| ED 624  | Reading Diagnosis and Intervention I      |
| ED 627  | Managing Literacy                         |
| ED 686  | Writing and Reading Literature            |
| ED 689  | Mentoring, Coaching, and Leadership       |
| ED 694  | Supervised Field Mentoring Practicum      |

### Core Degree Experiences

#### Curriculum:

|        |                                      |
|--------|--------------------------------------|
| ED 624 | Reading Diagnosis and Intervention I |
|--------|--------------------------------------|

#### Instruction:

|        |                                       |
|--------|---------------------------------------|
| ED 629 | Reading Diagnosis and Intervention II |
|--------|---------------------------------------|

#### Ethics:

|        |                                  |
|--------|----------------------------------|
| ED 618 | Diversity, Culture, and Literacy |
|--------|----------------------------------|

#### Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

#### Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## LICENSING PROGRAM: READING TEACHER

### Institutional Certificate or Program Requirements

|        |   |
|--------|---|
| ED 611 | Approaches to Reading and Literacy        |
| ED 613 | Reading and Writing Across the Curriculum |
| ED 618 | Diversity, Culture, and Literacy          |
| ED 624 | Reading Diagnosis and Intervention I      |
| ED 686 | Writing and Reading Literature            |
| ED 694 | Supervised Field Mentoring Practicum      |

### Core Degree Experiences

#### Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

# MASTER OF ARTS IN EDUCATION

## Instruction:

|        |                            |
|--------|----------------------------|
| ED 601 | Foundations of Instruction |
|--------|----------------------------|

## Ethics:

|        |                                  |
|--------|----------------------------------|
| ED 618 | Diversity, Culture, and Literacy |
|--------|----------------------------------|

## Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

## Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## Additional Requirements

Elective in School of Education: 3 credits

ED 600 and above

EDP 700 and above

## MA IN EDUCATION: SPECIAL EDUCATION CONCENTRATION

### LICENSING PROGRAM: INITIAL LICENSURE (FOR STUDENTS WHO DO NOT HAVE A TEACHING LICENSE)

#### Institutional Certificate or Program Requirements

|        |                            |
|--------|----------------------------|
| ED 601 | Foundations of Instruction |
|--------|----------------------------|

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

|         |  |
|---------|--|
| ED 604I | Second Language Acquisition in Special Education |
|---------|--|

|        |  |
|--------|--|
| ED 613 | Literacy Across the Curriculum or ED 624: Reading Diagnosis and Intervention |
|--------|--|

|        |                                      |
|--------|--------------------------------------|
| ED 614 | Cross-Categorical Children and Youth |
|--------|--------------------------------------|

### LICENSING PROGRAM: CROSS CATEGORICAL: COGNITIVE DISABILITIES (MC-EA OR EA-A)

#### Institutional Certificate or Program Requirements

|        |                                      |
|--------|--------------------------------------|
| ED 614 | Cross Categorical Children and Youth |
|--------|--------------------------------------|

|        |                              |
|--------|------------------------------|
| ED 615 | Cross Categorical Assessment |
|--------|------------------------------|

|        |  |
|--------|--|
| ED 616 | Cross Categorical Transition, Team, and Family Process |
|--------|--|

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

|        |   |
|--------|---|
| ED 634 | Cross Categorical Classroom Organization and Management |
|--------|---|

|        |   |
|--------|---|
| ED 672 | Development and Facilitation of Communication in Children and Adolescents |
|--------|---|

|        |                        |
|--------|------------------------|
| ED 663 | Cognitive Disabilities |
|--------|------------------------|

|        |  |
|--------|--|
| ED 664 | Diagnosis and Assessment in Cognitive Disabilities |
|--------|--|

|        |  |
|--------|--|
| ED 665 | Methods and Curriculum in Cognitive Disabilities |
|--------|--|

|        |  |
|--------|--|
| ED 695 | Supervised Field Teaching: Cross Categorical Special Education |
|--------|--|

# MASTER OF ARTS IN EDUCATION

## Core Degree Experiences

### Curriculum:

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

### Instruction:

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

### Ethics:

#### One from:

|         |  |
|---------|--|
| ED 605C | ESL/Bilingual Program Development                      |
| ED 616  | Cross Categorical Transition, Team, and Family Process |
| ED 618  | Diversity, Culture, and Literacy                       |
| ED 631  | Supervision of Instruction                             |
| IC 800  | Ethics   |

### Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

### Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## LICENSING PROGRAM: CROSS CATEGORICAL: EMOTIONAL DISTURBANCE (MC-EA OR EA-A)

### Institutional Certificate or Program Requirements

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

## Core Degree Experiences

### Curriculum:

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

### Instruction:

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

# MASTER OF ARTS IN EDUCATION

Ethics:

One from:

|         |  |
|---------|--|
| ED 605C | ESL/Bilingual Program Development                      |
| ED 616  | Cross Categorical Transition, Team, and Family Process |
| ED 618  | Diversity, Culture, and Literacy                       |
| ED 631  | Supervision of Instruction                             |
| IC 800  | Ethics   |

Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## LICENSING PROGRAM: CROSS CATEGORICAL: LEARNING DISABILITIES (MC-EA OR EA-A)

### Institutional Certificate or Program Requirements

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

### Core Degree Experiences

Curriculum:

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

Instruction:

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

Ethics:

One from:

|         |  |
|---------|--|
| ED 605C | ESL/Bilingual Program Development                      |
| ED 616  | Cross Categorical Transition, Team, and Family Process |
| ED 618  | Diversity, Culture, and Literacy                       |
| ED 631  | Supervision of Instruction                             |
| IC 800  | Ethics   |



# MASTER OF ARTS IN EDUCATION

## Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

## Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## MA IN EDUCATION: SUSTAINABILITY LEADERSHIP CONCENTRATION NON-LICENSING

### Institutional Certificate or Program Requirements

|          |                                    |
|----------|------------------------------------|
| SUST 650 | Sustainable Development Leadership |
|----------|------------------------------------|

|          |                           |
|----------|---------------------------|
| SUST 651 | Ecological Sustainability |
|----------|---------------------------|

|          |                                    |
|----------|------------------------------------|
| SUST 652 | Social and Economic Sustainability |
|----------|------------------------------------|

|          |                                    |
|----------|------------------------------------|
| SUST 659 | Sustainability Leadership Capstone |
|----------|------------------------------------|

### Core Degree Experiences

#### Curriculum:

|        |                     |
|--------|---------------------|
| ED 602 | Curriculum Planning |
|--------|---------------------|

#### Instruction:

##### One from:

|        |                            |
|--------|----------------------------|
| ED 601 | Foundations of Instruction |
|--------|----------------------------|

|        |   |
|--------|---|
| ED 613 | Reading and Writing Across the Curriculum |
|--------|---|

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

|        |                             |
|--------|-----------------------------|
| ED 620 | Leadership and Organization |
|--------|-----------------------------|

|        |   |
|--------|---|
| ED 638 | Foundations of Dual Immersion Instruction |
|--------|---|

|        |  |
|--------|--|
| ED 658 | Technology Enhanced Adult Learning Methods |
|--------|--|

#### Ethics:

##### One from:

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

|        |                                      |
|--------|--------------------------------------|
| ED 614 | Cross Categorical Children and Youth |
|--------|--------------------------------------|

|        |  |
|--------|--|
| ED 616 | Cross Categorical Transition, Team, and Family Process |
|--------|--|

|        |                                  |
|--------|----------------------------------|
| ED 618 | Diversity, Culture, and Literacy |
|--------|----------------------------------|

|        |                            |
|--------|----------------------------|
| ED 631 | Supervision of Instruction |
|--------|----------------------------|

## Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

## Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

# MASTER OF ARTS IN EDUCATION

## Additional Requirements

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

600-Level and above

EDP 700 and above

## MA IN EDUCATION: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CONCENTRATION

LICENSING PROGRAM: ENGLISH AS A SECOND LANGUAGE ADD-ON (PRIOR LICENSE REQUIRED)

### Institutional Certificate or Program Requirements

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

### Core Degree Experiences

#### Curriculum:

|        |                                      |
|--------|--------------------------------------|
| ED 624 | Reading Diagnosis and Intervention I |
|--------|--------------------------------------|

#### Instruction:

|        |                                     |
|--------|-------------------------------------|
| ED 689 | Mentoring, Coaching, and Leadership |
|--------|-------------------------------------|

#### Ethics:

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

#### Research:

|        |                               |
|--------|-------------------------------|
| ED 603 | Intro to Educational Research |
|--------|-------------------------------|

#### Research and Studies in Change:

|        |                           |
|--------|---------------------------|
| ED 692 | Research Capstone Project |
|--------|---------------------------|

## Additional Requirements

Elective in School of Education: 3 credits

ED 600 and above

EDP 700 and above

# DOCTOR OF EDUCATION

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

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

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

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

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

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

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

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

## ADMISSION REQUIREMENTS

1. Provide evidence of a master's degree from a United States regionally accredited or equivalent post-secondary institution with a cumulative grade point average of at least 3.0 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. To qualify for the superintendent license, supply evidence of eligibility to hold a teacher or pupil services license in Wisconsin and appropriate experience.
3. Complete and submit application and application fee to the School of Graduate and Professional Studies.
4. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
5. Provide two letters of recommendation. One of the letters must attest to the applicant's ability to be successful as a doctoral student. The second letter should give evidence of the applicant's ability to collaborate with colleagues and demonstrate strength in leadership.
6. Submit a letter of intent including a brief statement of the reason for pursuing the doctoral degree in educational leadership, and a brief discussion about how the program can help the applicant reach personal and professional goals.
7. Provide a resume or a curriculum vita that includes but is not limited to the areas listed below:
  - Education: Major(s), schools attended, degrees obtained and dates of attendance
  - Professional positions held

# DOCTOR OF EDUCATION

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

## DEGREE REQUIREMENTS

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

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

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

## DOCTORAL EDUCATION PROGRAM REQUIREMENTS

The courses required for each program are listed below.

### EDUCATION DOCTORATE IN EDUCATIONAL LEADERSHIP: K-12 EDUCATIONAL ADMINISTRATION

#### Licensing Program: Superintendent

#### Institutional Certificate Requirements

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

#### Core Degree Experiences

|        |                                   |
|--------|-----------------------------------|
| ED 830 | Research Methods                  |
| ED 901 | Program Assessment                |
|        | Comprehensive Written Examination |
|        | Portfolio Assessment              |
| ED 910 | Dissertation Preparation          |
| ED 920 | Dissertation Writing              |
| ED 930 | Dissertation Presentation         |
|        | Dissertation Defense              |

# DOCTOR OF EDUCATION

## EDUCATION DOCTORATE IN EDUCATIONAL LEADERSHIP: HIGHER EDUCATION

### Non-Licensing

#### Institutional Certificate Requirements

|         |  |
|---------|--|
| ED 701H | Proseminar I: Introduction to Doctoral Study with Assessment |
| ED 715H | Faculty, Programs and Assessment                             |
| ED 725H | Inclusion and Diversity in higher education                  |
| ED 735H | Communication: Law, Media & Marketing                        |
| ED 745H | Finance of higher education and an assessment                |
| ED 755H | Policy, Governance and higher education leadership           |
| ED 790H | Assessment   |

#### Core Degree Experiences

|        |                                   |
|--------|-----------------------------------|
| ED 830 | Research Methods                  |
| ED 901 | Program Assessment                |
|        | Comprehensive Written Examination |
|        | Portfolio Assessment              |
| ED 910 | Dissertation Preparation          |
| ED 920 | Dissertation Writing              |
| ED 930 | Dissertation Presentation         |
|        | Dissertation Defense              |

**SCHOOL OF  
INTEGRATIVE STUDIES**

# SCHOOL OF INTEGRATIVE STUDIES

The School of Integrative Studies (SoIS) is home to many of Edgewood College's interdisciplinary, experiential, and community-based academic programs. In all its programs, SoIS seeks to develop creative, intellectually-engaged, and ethical problem-solvers through inquiry and action for social justice and the public good. Considering issues from multiple perspectives, learning to thrive in cross-cultural contexts, and linking ideas and action to important issues facing our world today are among the experiences and skills that students can expect from SoIS programs.

SoIS offers a variety of programs aimed at providing relevant and rigorous academic experiences for students. Currently, SoIS offers majors/minors in the following areas:

- Environmental Studies (minor)
- Ethnic Studies (major and minor)
- Global Studies (minor)
- Latin American Studies (minor)
- Women's and Gender Studies (minor)

Because some students are interested in academic areas for which the college does not have a major or minor, Edgewood College offers a process for students to design their own academic program. SoIS coordinates this process for students:

- Individualized Major (student-designed)
- Individualized Minor (student-designed)

The Individualized Major/Minor Program offers students the opportunity to create an academic program plan around their own academic interests and goals. Students use the Individualized Program to develop integrative majors or minors that Edgewood College does not offer, or they use the program to add a specialized, integrative minor to a current major. Students interested in this opportunity should contact the Dean of the School of Integrative Studies for more information.

In addition to these minor and major options for students, a number of other SoIS programs exist that enrich students' education. The COR Program (component of General Education), the Honors Program, Study Abroad, a number of civic leadership programs, the Writing Center, and institutional courses (IC) all represent pathways that students choose to deepen and personalize their college education.

Employers and experts agree – success in the future will require the abilities to integrate and synthesize ideas from different perspectives; to identify and clarify real problems and questions; and to engage with and appreciate differences among others. Majors, minors, and experiences in SoIS programs offer students numerous opportunities to develop and apply those abilities essential to meaningful personal and professional lives: critical thinking, ethical reasoning, problem-solving, interdisciplinary analysis, communication, reflective practice, and leadership and community engagement.

# ENVIRONMENTAL STUDIES PROGRAM

Part of the School of Integrative Studies; the Environmental Studies program offers a minor that complements any of the majors on campus. Students in the program combine coursework from departments across the curriculum with involvement in the local and global community to gain a broad interdisciplinary perspective on environmental issues and the experience necessary to work toward a sustainable future. The minor prepares students for meaningful, collaborative work in areas such as environmental education, research, consulting, policy, writing, or activism. An individualized major in Environmental Studies is also available. Students who wish to pursue a minor or major in Environmental Studies should contact the Director of the program.

The interdisciplinary Environmental Studies minor has three components: interdisciplinary coursework, service activities, and an integrative capstone experience.

## ENVIRONMENTAL STUDIES MINOR

A minimum of 20 credits is required, including:

### 1. Required core courses (10 credits):

|              |    |                                  |
|--------------|----|----------------------------------|
| ENVS/PHIL110 |    | EPU Environmental Ethics (3 cr.) |
| ENVS/BIO 250 | EV | Environmental Biology (3 cr.)    |
| ENVS/PS 352  | EJ | Environmental Politics (4 cr.)   |

### 2. An additional 10 credits from the following courses, with at least 3 credits in the natural sciences (courses with BIO, GEOS, or NATS prefixes)

|                   |     |   |
|-------------------|-----|---|
| ENVS 301          | 2   | Roots and Shoots (3 cr.)  |
| ENVS 330          | 2EG | Sustainability: Global-Local Connections (3 cr.)                |
| ENVS/BIO 206      | EV  | Natural Communities of Wisconsin (3 cr.)                        |
| ENVS/BIO 275      | E   | Dendrology: Trees & Shrubs of Wisconsin (2 cr.)                 |
| ENVS/BIO 333      | E   | Ecological History of Civilization (3 cr.)                      |
| ENVS/BIO 450      | E   | Ecology (4 cr.)   |
| ENVS/ECON 325     |     | Environmental Economics (2 cr.)                                 |
| ENVS GEOG 265     | E   | Environmental Conservation (2 cr.)                              |
| ENVS/GEOS 206     | EV  | Environmental Geology (3 cr.)                                   |
| ENVS/PS 201       | E   | Debating the Earth (4 cr.)                                      |
| ENVS/PS 353       | EJ  | Politics of Sprawl: Land Use and Transportation Policy (2 cr.)  |
| ENG 250           | CEX | Wilderness & Literature of the American West (4 cr.)            |
| ENG 395           | CEX | Environmental Literature (4 cr.)                                |
| NATS 105          | ES  | Introduction to Natural Science for Education II (4 cr.)        |
| NATS 109          | ES  | More Real World Science (4 cr.)                                 |
| ENVS/RS 101       | 1ER | Spirituality and Ecology (4 cr.)                                |
| ENVS/RS 201/202   | 2ER | Living Sustainably in a Dominican Studium (2 cr. each semester) |
| BUS 455           |     | Organizational Sustainability & Innovation (3 cr.)              |
| BIO 102           | 1E  | Food: You Are What You Eat (3 cr.)                              |
| GEOG 266          |     | Mapping Wisconsin (2 cr.)                                       |
| BIO/GEOS/NATS 292 |     | Excursions (1 cr.)  |

Additional elective courses from future or current course offerings, transfer credits from other institutions, or credit for independent study may be approved by the Environmental Studies Steering Committee for inclusion in the minor.



# ENVIRONMENTAL STUDIES PROGRAM

## SERVICE ACTIVITIES

All students in the minor are required to participate in three campus or local service activities related to environmental studies. Service activities are approved by a student's minor advisor.

## CAPSTONE EXPERIENCE

The program's core courses encourage interdisciplinary perspectives and approaches to problem solving. Toward the end of their program, usually in their final year, students integrate and apply their coursework in a capstone experience. Capstone experiences must be approved by the Environmental Studies Steering Committee and may be fulfilled as follows:

- COR III courses or projects with an environmental focus
- Senior seminar projects with an emphasis on environmental studies
- Capstone projects associated with independent research, field courses, or study abroad.

# ETHNIC STUDIES PROGRAM

Ethnic Studies at Edgewood College integrates multiple perspectives and disciplines to study the historical and contemporary experiences of African American, Latino American, Asian and Pacific American, and Native American peoples and other historically marginalized racial and ethnic groups in the United States within a global and postcolonial context. Our curriculum promotes critical thinking, creative analysis, and civic engagement by examining issues of race and ethnicity as they intersect with class, gender, sexuality, religion, and nationality.

Combining academic excellence with a commitment to social justice, our interdisciplinary undergraduate major and minor prepare students for ethical leadership and personal fulfillment in an increasingly multicultural, transnational, and globalized society.

The program offers a number of courses that fulfill both Multicultural Perspectives and many other General Education requirements. Ethnic Studies courses also complement many majors in the humanities, social sciences, the arts, and education, such as English, History, Religious Studies, Psychology, Sociology, Art, Communication Studies, and various Education or Teaching majors. It is often possible to pair an Ethnic Studies major with a more traditional major or minor represented in the program.

A background in ethnic studies provides a strong foundation for a career in the fields of diversity and inclusion, education, health care services, business, advertising and marketing, advocacy, journalism, community organizing, social services, psychology, counseling, and a wide variety of civil service positions in all levels of government, as well as graduate study in a number of disciplines.

The program is administered by the Center for Multicultural Education in the School of Integrative Studies.

The goals of the program are for students to:

- Develop knowledge and understanding of the historically marginalized racial and ethnic groups in the U.S. in their historical and cultural contexts, and their contributions to society
- Articulate the ways in which racial categories and racialized experiences shape U.S. social life
- Critically examine the intersections of race and ethnicity with class, gender, sexuality, religion, and nation in identity constructions
- Understand and apply different conceptual approaches to race and ethnicity, including historical, literary, cultural, sociological, and other approaches
- Integrate academic inquiry and civic engagement, and reflect on one's own role in building just, compassionate communities
- Develop multicultural competence for lifelong learning.

## ETHNIC STUDIES MAJOR (BA PROGRAM OR BS PROGRAM)

A minimum of 40 credits are required and must include:

### Required Courses:

|           |    |   |
|-----------|----|---|
| ETHS 201  | DJ | Introduction to Ethnic Studies (4 cr)         |
| ETHS 390  | UK | Theories and Methods in Ethnic Studies (4 cr) |
| ETHS 490  | X  | Senior Seminar in Ethnic Studies (4 cr)       |
| ETHS 495A | 3  | Ethnic Studies Internship Seminar (1 cr)      |
| ETHS 495B |    | Ethnic Studies Internship (3 cr)              |

To declare an Ethnic Studies major, students must have completed or be currently enrolled in ETHS 201.

For a student who double majors in Ethnic Studies and another disciplinary field that also requires a senior seminar, she/he may choose to complete the same research project for both majors if all of the following conditions are met:

1. The student must be concurrently enrolled in ETHS 490 and the senior seminar in the other major, and
2. The research project must meet the ETHS 490 requirements.

Students (non-double majors) must be concurrently enrolled in ETHS 495A and ETHS 495B.

For a student who double majors in Ethnic Studies and another disciplinary field that also requires an internship course or experience, she/he may choose to complete ETHS 495B through the internship course (3-4 credits) in the other major when all of the following conditions are met:

1. The internship experience must fulfill the course objectives for ETHS 495B, and
2. The student must be concurrently enrolled in ETHS 495A and an approved internship course (3 credits minimum) in the other major.

## ETHNIC STUDIES PROGRAM

### A minimum of 24 additional credits in approved electives:

|                           |     |   |
|---------------------------|-----|---|
| ETHS 150A                 | 1D  | Diverse Landscapes in U.S. Culture (4 cr)   |
| ETHS 150B                 | 1D  | Rethinking the Border: Racial Fault Lines in the History of U.S. Immigration (3 cr) |
| ETHS/ED 200               | D   | Education and Identity in a Pluralistic Society (3 cr)                              |
| ETHS/ HIST 204            | DH  | History of American Social Movements (4 cr)   |
| ETHS/ANTH 222             | GJ  | Introduction to Cultural Anthropology (4 cr)  |
| ETHS /ENG 242             | CDX | Literature of American Minorities (4 cr)  |
| ETHS 250B/ENG 260A        | CDX | Themes: American Slave Narratives (4 cr)  |
| ETHS /ENG 250D            | CDX | Themes: Multi-Ethnic American Graphic Novel (4 cr)                                  |
| ETHS/ED 262               |     | Foundations of Bilingual/ Bicultural Education (3 cr)                               |
| ETHS/ART 264              | ADU | Multicultural Art in the U.S.A. (4 cr)  |
| ETHS 271/HIST 251         | 2DH | Asian American Experience (4 cr)  |
| ETHS 301/THA 301A         | BD  | Tap Dance: Technique and Multicultural Perspectives (3 cr)                          |
| ETHS/SOC 309              | D   | Race and Ethnicity (4 cr)   |
| ETHS/COMMS 317            | D   | Intercultural Communication (3 cr)  |
| ETHS/ ENG 325A            | CDQ | Asian American Writers (4 cr)   |
| ETHS/HIST 359             | D   | African American History (4 cr)   |
| ETHS /ART 362             | ADX | Native American Art (4 cr)  |
| ETHS 401A/ED 307          | K   | Topics: English Language Learners (3 cr)  |
| ETHS 401B/PSY 382         |     | Multicultural Counseling (4 cr)   |
| ETHS/ENG/WS 415A          | CDQ | Black Women Writers (4 cr)  |
| ETHS/COMMS 430B           |     | Comm. in Afro American Communities (3 cr)   |
| ETHS/ENG 443A             | CDQ | The Passing Narrative in Ethnic American Literature                                 |
| ETHS 479                  |     | Independent Study (1-4 cr)*   |
| ETHS 480A/COR 380         | 2DC | Immigrant Narratives: Migration, Border, and Identities (4 cr)                      |
| ETHS 480B/HIST 361        | 3D  | Freedom Rides: The Civil Rights Era (4 cr)  |
| ETHS 480C/PHIL 307        | 2DP | Philosophy of Martin Luther King, Jr. (4 cr)  |
| ETHS 480D/RS 356          | 2GR | The Challenge of Islam (4 cr)   |
| ETHS 480E/SOC 377         |     | Sem 1: Bridging Borders: US/Mexican Immigration (3 cr)                              |
| ETHS 480F/SOC 378         | 2DG | Sem 2: Bridging Borders: US/Mexican Immigration (1 cr)                              |
| ETHS 480G/ART 352/MUS 352 | 2DG | Mexican and Mexican Am. Art Music & Culture (4 cr)                                  |
| ETHS 480H/RS 308          |     | Sem 1: Liberation Theology and the Dismantling of Racism (2 cr)                     |
| ETHS 480I/RS 309          | 2DR | Sem 2: Liberation Theology and the Dismantling of Racism (2 cr)                     |
| ETHS 481/ENG 480A/WS 480  | CGQ | Contemporary Global Feminisms (4 cr)  |

Other Approved Course\*

\*Independent Study projects and unlisted electives must be approved by the Ethnic Studies Program Director.

\*\*The electives should be chosen from two or more disciplinary fields cross-listed with Ethnic Studies, with no more than four courses from one of these fields. At least 12 credits of the electives must be at the 300-400 level.

# ETHNIC STUDIES PROGRAM

## NOTES ON THE MAJOR:

1. Ethnic Studies majors are required to maintain at least a 2.5 GPA in Ethnic Studies courses. An Ethnic Studies course in which a student receives below a "CD" will not be accepted toward the major.
2. Transfer students must earn at least 12 credits in Ethnic Studies at Edgewood College. Documentation, such as catalog descriptions and/or syllabi, may be required for transfer credit approval.

For more information about the Ethnic Studies major, please contact:

Huining Ouyang, Ph.D.  
Director of the Center for Multicultural Education and the Ethnic Studies Program  
houyang@edgewood.edu  
(608) 663-3437  
<http://multicultural.edgewood.edu>

## ETHNIC STUDIES MINOR

A minimum of 20 credits are required and must include:

### Required Courses:

|          |    |   |
|----------|----|---|
| ETHS 201 | DJ | Introduction to Ethnic Studies (4 cr)         |
| ETHS 390 | UK | Theories and Methods in Ethnic Studies (4 cr) |

### A minimum of 12 additional credits in approved electives:

|                    |     |   |
|--------------------|-----|---|
| ETHS 150A          | 1D  | Diverse Landscapes in U.S. Culture (4 cr)   |
| ETHS 150B          | 1D  | Rethinking the Border: Racial Fault Lines in the History of US Immigration (3 cr) |
| ETHS/ED 200        | D   | Education and Identity in a Pluralistic Society (3 cr)                            |
| ETHS/ HIST 204     | DH  | History of American Social Movements (4 cr)                                       |
| ETHS/ANTH 222      | GJ  | Introduction to Cultural Anthropology (4 cr)                                      |
| ETHS /ENG 242      | CDX | Literature of American Minorities (4 cr)  |
| ETHS 250B/ENG 260A | CDX | Themes: American Slave Narratives (4 cr)  |
| ETHS/ENG 250D      | CDX | Themes: Multi-Ethnic American Graphic Novel (4 cr)                                |
| ETHS/ED 262        |     | Foundations of Bilingual/ Bicultural Education (3 cr)                             |
| ETHS/ART 264       | ADU | Multicultural Art in the U.S.A. (4 cr)  |
| ETHS 271/HIST 251  | 2DH | Asian American Experience (4 cr)  |
| ETHS 301/THA 301A  | BD  | Tap Dance: Technique and Multicultural Perspectives (3 cr)                        |
| ETHS/SOC 309       | D   | Race and Ethnicity (4 cr)   |
| ETHS/COMMS 317D    |     | Intercultural Communication (3 cr)  |
| ETHS/ ENG 325A     | CDQ | Asian American Writers (4 cr)   |
| ETHS/HIST 359      | D   | African American History (4 cr)   |
| ETHS /ART 362      | ADX | Native American Art (4 cr)  |
| ETHS 401A/ED 307   | K   | Topics: English Language Learners (3 cr)  |
| ETHS 401B/PSY 382  |     | Multicultural Counseling (4 cr)   |
| ETHS/ENG/WS 415A   | CDQ | Black Women Writers (4 cr)  |
| ETHS/COMMS 430B    |     | Comm. in Afro American Communities (3 cr)   |
| ETHS/ENG 443A      | CDQ | The Passing Narrative in Ethnic American Literature                               |

## ETHNIC STUDIES PROGRAM

|                           |     |   |
|---------------------------|-----|---|
| ETHS 479                  |     | Independent Study (1-4 cr)*                                     |
| ETHS 480A/COR 380         | 2DC | Immigrant Narratives: Migration, Border, and Identities (4 cr)  |
| ETHS 480B/HIST 361        | 3D  | Freedom Rides: The Civil Rights Era (4 cr)                      |
| ETHS 480C/PHIL 307        | 2DP | Philosophy of Martin Luther King, Jr. (4 cr)                    |
| ETHS 480D/RS 356          | 2GR | The Challenge of Islam (4 cr)                                   |
| ETHS 480E/SOC 377         |     | Sem 1: Bridging Borders: US/Mexican Immigration (3 cr)          |
| ETHS 480F/SOC 378         | 2DG | Sem 2: Bridging Borders: US/Mexican Immigration (1 cr)          |
| ETHS 480G/ART 352/MUS 352 | 2DG | Mexican and Mexican Am. Art Music & Culture (4 cr)              |
| ETHS 480H/RS 308          |     | Sem 1: Liberation Theology and the Dismantling of Racism (2 cr) |
| ETHS 480I/RS 309          | 2DR | Sem 2: Liberation Theology and the Dismantling of Racism (2 cr) |
| ETHS 481/ENG 480A/WS 480  | CGQ | Contemporary Global Feminisms (4 cr)                            |
| ETHS 495A                 | 3   | Ethnic Studies Internship Seminar (1 cr)**                      |
| ETHS 495B                 |     | Ethnic Studies Internship (1-3 cr)**                            |
| Other Approved Course*    |     |   |

\*Independent Study projects and unlisted electives must be approved by the Ethnic Studies Program Director.

\*\* Students must be concurrently enrolled in ETHS 495A and ETHS 495B.

\*\*\*At least 3 credits of the electives must be at the 300-400 level.

### NOTES ON THE MINOR:

1. Ethnic Studies minors are required to maintain at least a 2.5 GPA in Ethnic Studies courses. An Ethnic Studies course in which a student receives below a "CD" will not be accepted toward the minor.
2. Transfer students must earn at least 12 credits in Ethnic Studies at Edgewood College. Documentation, such as catalog descriptions and/or syllabi, may be required for transfer credit approval.

For more information about the Ethnic Studies minor, please contact:

Huining Ouyang, Ph.D.  
 Director of the Center for Multicultural Education and the Ethnic Studies Program  
 houyang@edgewood.edu  
 (608) 663-3437  
<http://multicultural.edgewood.edu>

# GLOBAL STUDIES PROGRAM

The Global Studies Minor is an interdisciplinary program that analyzes global issues and cultures, societies, histories, and political and economic systems in a comparative, global context. It is designed to enhance students' understanding of diverse cultures, global issues, and other languages. It seeks to prepare students to live in and contribute to the complex, interconnected world of the 21st century by providing them with the knowledge, skills, and attitudes to understand and serve others. To meet this objective, the minor will integrate language competency and global/intercultural studies to give students the tools they need to become engaged citizens in the local/national/global communities they enter after graduation. This minor adds an international perspective to any major.

## GLOBAL STUDIES MINOR

A minimum of 23 credits is required.

### Required Courses (8 credits)

|                                     |    |  |
|-------------------------------------|----|--|
| GS 101                              | GU | Introduction to Global Studies World Language            |
| Language 201 (like French, Spanish) | GL | Third semester or higher; or show equivalent proficiency |

**A minimum of 4 courses in at least 3 of these thematic areas (minimum 15 credits, chosen with advisor):**

#### Global Culture & Arts:

|                 |     |  |
|-----------------|-----|--|
| ART 126         | AG  | Art of the Western World   |
| ART 250         | AGU | The Arts of Africa, Oceania, & the Americas  |
| ART 254         | AGX | Modern Art   |
| ART 271         | AG  | History of Photography   |
| ART 352/MUS 352 | 2DG | Mexican & Mexican-American Art, Music, & Culture: The Development of Ethnic Identities |
| ENG 270         | CGX | Introduction to World Literature   |
| ENG 270A        | CGX | World Literatures in English: Studies in the Epic                                      |
| ENG 370A        | CGX | World Literatures in English: Modern Irish Literature                                  |
| ENG 370B        | CGX | World Literatures in English: Postcolonial Fiction                                     |
| ENG 470         |     | Focused Study of World Literature  |
| FREN 429        | CG  | Introduction to French Literature (19th & 20th C.)                                     |
| FREN 332        | Q   | Contemporary Francophone Culture   |
| FREN 437A       | CGQ | Literary Movements of Modern France  |
| FREN 438        | CG  | Francophone Literature   |
| GS/WS 235       | G   | Women in World Cinema  |
| GS 370, 371     | 2G  | London: Theater & Art History  |
| MUS 155         | AGX | World Music  |
| SPAN 433        |     | Contemporary Culture   |
| SPAN 437        | CG  | Latin American Literature  |
| SPAN 438        | CG  | Contemporary Literature  |
| SPAN 480        | CGQ | Special Topics: Women Writers of Spain   |

Other approved courses

#### Global Society & Tradition:

|          |    |                                       |
|----------|----|---------------------------------------|
| ANTH 222 | GJ | Introduction to Cultural Anthropology |
| ANTH 346 |    | Myth and Shamanism                    |
| ANTH 366 |    | Anthropology of Sex and Gender        |

# GLOBAL STUDIES PROGRAM

|                |     |  |
|----------------|-----|--|
| FREN 314/414   |     | (Advanced) Language in the Media                               |
| FREN 316/416   | G   | (Advanced) Language & the Francophone World                    |
| FREN 333       |     | Film and Society   |
| FREN 431       | GH  | French Civilization  |
| GS 211         |     | Latin American Women   |
| HIST 111       | GH  | East Asian History   |
| HIST 112       |     | Foundation of Chinese Philosophy                               |
| HIST 115       | H   | Europe and the World   |
| HIST 117       | GH  | Modern China   |
| HIST 120       | GH  | World Civilization   |
| HIST 221       | GH  | Modern Japan   |
| HIST 240       | H   | The Middle East  |
| HIST 284       | GH  | People's Republic of China                                     |
| HIST 310A      |     | China: Tradition & Transformation                              |
| HIST 312       |     | GHU China and the West   |
| HIST 375       |     | World War II   |
| RS 225         | GR  | Religious & Spiritual Traditions of the World                  |
| RS 330         | GR  | The Evolution of Global Christianity                           |
| RS 356         | 2GR | Challenge of Islam   |
| RS 365         |     | Religions of the East  |
| SPAN 314 G/414 | G   | (Advanced) Language in the Media                               |
| SPAN 318 G/418 |     | (Advanced) Language & the Hispanic World                       |
| SPAN 331       | G   | Spanish Civilization   |
| SPAN 332       |     | Latin American Civilization                                    |
| SPAN 336       | G   | Film and Society   |
| SPAN 380       | G   | Special Topics: México ayer y hoy                              |
| SPAN 480       | DG  | Special Topics: Immigration & Social Change                    |
| WS 480         | GQ  | Senior Seminar: Women & Gender (Contemporary Global Feminisms) |

Other approved courses

## Global Economy & Politics:

|                 |    |  |
|-----------------|----|--|
| ECON 255        | G  | Principles of Economics in a Global Economy                  |
| ECON 290        | GJ | The Global Economy   |
| ECON 310A       | G  | Special Topics: Development & Social Policy in Modern Mexico |
| ECON 325        |    | Environmental Economics                                      |
| ECON 330        | GJ | Comparative Economics  |
| ECON 450        |    | International Economics                                      |
| ECON 460        |    | Money, Banking, & Capital Markets                            |
| GS 115          | 1G | Many Mexicos   |
| GS/LAS 380, 381 | 2G | El Salvador: The Land and The People                         |
| PHIL 109        | GP | Human Rights: The Global Struggle                            |
| PHIL 306        |    | Philosophy of Peace and Justice                              |

## GLOBAL STUDIES PROGRAM

|                           |     |  |
|---------------------------|-----|--|
| PS 210                    | GJ  | Introduction to International Relations                        |
| PS 275                    | GJ  | Introduction to Comparative Politics                           |
| PS 342                    |     | American Foreign Policy  |
| PS 380                    | GJ  | Politics of Latin America                                      |
| PS 381                    | GJ  | Politics of Europe   |
| PS 384                    | GJ  | Politics of the Middle East                                    |
| PS 481                    |     | Seminar in International Relations                             |
| RS 307                    | 2GR | Liberation Theologies in Latin America                         |
| SOC 377/HI 308/ ETHS 480E | 2G  | Bridging Borders: U.S./Mexican Immigration and Interdependence |
| SOC 378/ETHS 480F         | 2DG | Sem 2: Bridging Borders: U.S./Mexican Immigration              |
| Other approved courses    |     |  |

### Global Science & Sustainability:

|                        |     |   |
|------------------------|-----|---|
| BIO 333                |     | Ecological History of Civilization                    |
| BIO 369                | 2EG | Special Topics: Galapagos                             |
| ENVS 330               | 2EG | Sustainability: Global-Local Connections              |
| GEOS 102               | S   | Introduction to Earth Science                         |
| GEOS 103               | S   | Oceans and Atmosphere                                 |
| GEOS 206               | EV  | Environmental Geology                                 |
| NRS 415-416            | G   | Transcultural Communication in Health Care: Guatemala |
| Other approved courses |     |   |

With pre-approval, students are encouraged to use study abroad courses to partially fulfill the Minor.

Students may also take pre-approved UW courses through the Collaborative Program.

## POLICIES

The Global Studies Minor requires that students take a minimum of eight credits at Edgewood College.

## INFORMATION

For more information, contact Andrea Byrum in the Center for Global Education: [byrum@edgewood.edu](mailto:byrum@edgewood.edu) , telephone 608 663-2261.

## LATIN AMERICAN STUDIES MINOR

### Required Courses (8 credits):

|        |   |  |
|--------|---|--|
| GS 111 | G | Introduction to Latin American Studies |
|--------|---|--|

Intermediate Spanish/Portuguese Language 4 credits (Spanish 202 GL Fourth Semester Spanish or show equivalent proficiency. Since Edgewood College doesn't offer Portuguese, students must transfer in a fourth semester college course or show equivalent proficiency. Spanish majors/minors need one 300-level language class)

### Interdisciplinary Electives:

A minimum of 3 courses (12 credits minimum\*) chosen from the following:

|                 |     |   |
|-----------------|-----|---|
| ART 352/MUS 352 | 2DG | Mexican and Mexican-American Art, Music & Culture: The Development of Ethnic Identities |
| BIO 369         | 2EG | Special Topics: Galapagos   |



# GLOBAL STUDIES PROGRAM

|                    |     |   |
|--------------------|-----|---|
| ECON 310A          | G   | Special Topics: Development and Social Policy in Modern Mexico        |
| ENVS 330           | 2EG | Sustainability: Global – Local Connections                            |
| ETHS 480E/SOC 377  |     | Sem 1: Bridging Borders: U.S./Mexican Immigration and Interdependency |
| ETHS 480F/ SOC 378 | 2DG | Sem 2: Bridging Borders: U.S./Mexican Immigration and Interdependency |
| GS 115             | 1G  | Many Mexicos  |
| GS 211             |     | Latin American Women  |
| LAS/GS 380-381     | 2G  | El Salvador: The Land & the People                                    |
| NRS 415-416        | G   | Transcultural Communication in Health Care: Guatemala                 |
| PS 380             | GJ  | Politics of Latin America   |
| RS 307             | 2GR | Liberation Theologies in Latin America                                |

\*Students (e.g., native or heritage speakers) who show language proficiency without ever taking a language class at Edgewood will need 16 credits of elective.

Spanish majors/minors can take one of the following courses in the Spanish Program, to count as an Interdisciplinary Elective for the Latin American Studies Minor:

|           |    |   |
|-----------|----|---|
| SPAN 332  |    | Latin American Civilization                   |
| SPAN 336  | G  | Film and Society                              |
| SPAN 380  |    | Special Topics: México ayer y hoy             |
| SPAN 437  | CG | Latin American Literature                     |
| SPAN 433  |    | Contemporary Culture (depending on topic)     |
| SPAN 438  | CG | Contemporary Literature (depending on topic). |
| SPAN 480B | DG | Special Topics: Immigration and Social Change |

Other approved courses

With pre-approval, students may use study abroad courses to partially fulfill the Minor.

Students may also take pre-approved UW courses through the Collaborative Program.

## POLICIES

The Latin American Studies Minor requires that students take a minimum of eight credits at Edgewood College.

## INFORMATION

For more information, contact Andrea Byrum in the Center for Global Education at [byrum@edgewood.edu](mailto:byrum@edgewood.edu) or 608.663.2261.

# WOMEN'S AND GENDER STUDIES PROGRAM

The Women's and Gender Studies Program is administered in the School of Integrative Studies.

Women's and Gender Studies is an interdisciplinary program developed to study the history, experiences, and contributions of women to various fields of learning, feminist theoretical perspectives, and the critical role of gender in human life.

The Women's and Gender Studies program is both interdisciplinary and integrative, engaging students, faculty, and staff through coursework, community-based learning, and campus-wide programming. Each March, the program offers a range of programming and activities in celebration of Women's History Month. In addition, the Women's and Gender Studies Program promotes various year-round co-curricular initiatives, sometimes in conjunction with other departments and programs.

Women's and Gender Studies offers a minor consisting of designated courses in several departments and within the program.

The program enables students to demonstrate knowledge of:

1. Roles, contributions, experiences, and perspectives of diverse women.
2. Theories of gender and ways that gender shapes human experience.
3. Ways in which race, class, ethnicity, sexual orientation, and other social positions affect how gender is experienced.

## WOMEN'S AND GENDER STUDIES MINOR

Twenty credits, to include:

1. WS 201 or WS 202 or WS 203 or WS 204 Q Introduction to Women's and Gender Studies
2. WS 480 GQ Senior Seminar
3. Twelve additional credits selected in consultation with an advisor.

Students earning the minor must earn a minimum of six credits in the Women's and Gender Studies program at Edgewood College.

# SUSTAINABILITY LEADERSHIP GRADUATE CERTIFICATE

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

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

## PROGRAM OVERVIEW

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

## ADMISSION REQUIREMENTS

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

1. Complete and submit graduate application and fee to the School of Graduate and Professional Studies.
2. Submit official transcripts demonstrating completion of a bachelor's degree (any major) at an accredited post-secondary institution to the School of Graduate and Professional Studies.
3. Each applicant must participate in an interview conducted by the Academic Program Director of the Sustainability Leadership Program. This interview may be done in person or over the telephone. The Academic Program Director will contact each applicant to arrange an interview appointment.
4. Submit a 2-3 page essay answering two questions: What do you bring to the Sustainability Leadership Program? What do you hope to take from it? You can write and submit your essay online, or you can submit your essay as an attachment to an email. Email your completed essay to [gps@edgewood.edu](mailto:gps@edgewood.edu). Include your full name, email address and telephone number.

## FINANCIAL ASSISTANCE

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

## ADVISING

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

## PROGRAM REQUIREMENTS/COURSE SEQUENCING

### Semester 1: (4 Credits)

|          |                                    |
|----------|------------------------------------|
| SUST 650 | Sustainable Development Leadership |
|----------|------------------------------------|

### Semester 2: (4 Credits)

|          |                           |
|----------|---------------------------|
| SUST 651 | Ecological Sustainability |
|----------|---------------------------|

# SUSTAINABILITY LEADERSHIP GRADUATE CERTIFICATE

## Semester 3: (4 Credits)

|          |                                    |
|----------|------------------------------------|
| SUST 652 | Social and Economic Sustainability |
|----------|------------------------------------|

## Semester 4: (3 Credits)

|          |                                    |
|----------|------------------------------------|
| SUST 659 | Sustainability Leadership Capstone |
|----------|------------------------------------|

**SCHOOL OF  
NURSING**

# SCHOOL OF NURSING

The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Wisconsin Board of Nursing. The School of Nursing at Edgewood College offers a variety of programs ranging from a BS degree that prepares individuals for entrance into the nursing profession to a terminal degree (DNP) designed for current nursing leaders. The following degrees and certificates are offered by the School of Nursing:

- Traditional Bachelor of Science in Nursing (BS)
- 12-Month Post-Baccalaureate Bachelor of Science in Nursing (BS)
- Bachelor of Science in Nursing (BS) Completion
- Master of Science in Nursing (MSN)- Nursing Administration Concentration
- Master of Science in Nursing (MSN)-Nursing Education Concentration (no longer accepting new students after Spring of 2013)
- Post-Masters Graduate Nursing Certificate-Nursing Administration Concentration
- Post-Masters Graduate Nursing Certificate-Nursing Education Concentration
- Master of Science in Nursing (MSN) and Master of Business Administration (MBA) Dual Degree Program

## MISSION OF BACHELOR OF SCIENCE IN NURSING PROGRAMS

The School of Nursing reflects the Mission Statement of Edgewood College by locating professional nursing within the context of a Catholic, liberal arts college with a Dominican heritage. The mission of the College is to develop intellectual competence and a sense of responsibility for service and to further personal development.

Nursing is a profession built on knowledge from nursing theory, research and practice, the humanities, and the natural and behavioral sciences. Nursing values the systematic and purposeful application of the nursing process to promote the optimal health of clients. Caring is essential to professional nursing practice and includes appreciation of human diversity and respect for the rights of others.

Students are unique individuals who enter nursing with diverse characteristics and experiences. It is the responsibility of the student to actively pursue knowledge and experience and to develop intellectual curiosity with a spirit of inquiry as a basis for lifelong learning.

The faculty develops implements and evaluates the curriculum to provide a broad and rich foundation for nursing practice. Faculty foster the professional development of students by offering learning challenges, promoting opportunities to think critically and creatively and exhibiting collegiality in the teaching-learning relationship.

Teaching and learning is a dynamic and interactive process designed to integrate knowledge and research with professional nursing practice. Teaching and learning are facilitated when both students and faculty are actively engaged in the process.

The nursing graduates of Edgewood College are knowledgeable, accountable, responsible, ethical and culturally sensitive as they provide quality nursing care. Undergraduate education provides the knowledge and experience to practice as professional nurses. Graduate education builds on undergraduate education and prepares nurse leaders committed to improving nursing practice.

# TRADITIONAL BS IN NURSING PROGRAM

The School of Nursing offers an undergraduate major leading to the BS degree. There are 128 credits required for graduation, of which 52 are in the Nursing major.

## PREREQUISITES FOR ADMISSION

Admission to the Traditional BS program requires a cumulative GPA of at least 2.75 in all courses that satisfy Edgewood College degree requirements and at least a 2.75 GPA in all required science and math courses. Required science and math courses must have been taken within 5 years of admission to the first nursing course for credit in the nursing major, unless they were part of a degree earned within the past 5 years. A grade of C or better is necessary in each required science and math course.

Students are admitted to the Traditional BS program in both Fall and Spring semesters. Students anticipating admission to the Traditional BS program for the Spring Semester must complete their application between August 15 and October 1. Students anticipating admission to the Traditional BS program for the Fall Semester must complete their application between November 15 and February 1. Candidates for admission are required to submit applications through the Nursing Centralized Application Service (NursingCAS) at <http://nursingcas.org/>. Students must submit all official transcripts and reference information to NursingCAS directly.

Applicants must have either completed or be in the process of completing at least 45 college credits in the semester they apply to the Traditional BS program.

These 45 credits must include the courses (or their transfer equivalent):

- ENG 110 College Writing
- MATH 121 Statistics
- Two semesters of college level foreign language or two years of high school foreign language (evaluated by Registrar)
- PSY 101, General Psychology

Four of the following science courses (or their transfer equivalent):

- CHEM 110 Introductory Chemistry or equivalent (this course must be completed at time of application)
- BIO 155 Human Cell Biology and Genetics, or equivalent (this course must be completed or in progress at time of application)
- BIO 210 Anatomy & Physiology I
- BIO 211 Anatomy & Physiology II
- BIO 312 Microbiology, including lab component

Students who possess a baccalaureate degree in another field from a regionally-accredited institution are considered to have fulfilled all of Edgewood College's General Education requirements, except foreign language, religious studies, COR 2, and COR 3. Post-baccalaureate students entering the Traditional BS program must meet all School of Nursing requirements for support courses in the major.

## POLICIES FOR ADMISSION

Students apply for full admission to the School of Nursing's Traditional BS program following the completion of certain prerequisite courses. Admission to the College does not imply or guarantee admission to the Traditional BS program.

The Nursing Admission Committee will review student records after applications are received. The Committee will admit the most qualified students based on cumulative GPA, science/ math GPA, previous academic records, credits completed at Edgewood College and the strength of supplemental admission criteria (faculty interviews/entrance exams/written statements).

Students may be disqualified from entering the Traditional BS program if their cumulative or science/math GPA drops below the required minimum in the semester before admission.

All students who are admitted to the Traditional BS program must have successfully completed a certified nursing assistant (CNA) course, passed the certification examination, and hold a current CNA license in order to begin nursing courses. Students must also hold CPR/AED certification, first aid certification, complete a Certified Background Check, and meet health requirements prior to beginning nursing courses.

Admission to the Traditional BS program is competitive; even students who meet the minimum requirements may not be admitted. Because of enrollment limits in the major, the School of Nursing may deny admission to qualified students.

Applicants who are not admitted may reapply in a subsequent semester or pursue a major in another field of study. Students who have applied in the past are not given special consideration and their records will be reviewed as a member of the current applicant pool. Individuals who reapply must be currently enrolled at Edgewood College.

# TRADITIONAL BS IN NURSING PROGRAM

## ADMISSION TO THE TRADITIONAL BS PROGRAM IN NURSING FOR STUDENTS ADMITTED TO EDGEWOOD COLLEGE AS FRESHMEN

Students who are admitted as freshmen nursing majors will be given priority for full admission to the Traditional BS program if they meet the following criteria:

- Maintain at least a 2.75 GPA in college courses
- Maintain at least a 2.75 GPA in required science and math courses. A minimum grade of C is required in all requisite math and science courses
- Complete certified nursing assistant requirements
- Apply for full admission to the Traditional BS program the semester before they are eligible to begin nursing studies. Students are admitted to the Traditional BS program in both Fall and Spring semesters. Students anticipating to the Traditional BS program for the Spring Semester must complete their application between August 15 and October 1. Students anticipating admission to the Traditional BS program for the Fall Semester must complete their application between November 15 and February 1. Candidates for admission are required to submit applications through the Nursing Centralized Application Service (NursingCAS) at <http://nursingcas.org/> Students must submit all official college transcripts and reference information to NursingCAS directly.

## ADMISSION TO THE TRADITIONAL BS PROGRAM IN NURSING FOR STUDENTS ADMITTED TO EDGEWOOD COLLEGE AS TRANSFER STUDENTS

Students apply for full admission to the Traditional BS program the semester before they intend to begin nursing studies. Students are admitted to the Traditional BS program in both Fall and Spring semesters. Students anticipating admission to the Traditional BS program for the Spring Semester must complete their application between August 15 and October 1. Students anticipating admission to the Traditional BS program for the Fall Semester must complete their application between November 15 and February 1. Candidates for admission are required to submit applications through the Nursing Centralized Application Service (NursingCAS) at <http://nursingcas.org/>. Students must submit all official college transcripts and reference information to NursingCAS directly. Admitted transfer students must submit high school transcripts to Edgewood College Admissions in order to register for courses.

## PROGRESSION IN THE TRADITIONAL BS PROGRAM

In order to progress in the Traditional BS program, students must maintain an academic cumulative GPA of 2.5, a cumulative GPA of 2.5 in all nursing courses, and a cumulative GPA of 2.5 in the required science and math courses. A grade of “C” or better is required in each nursing, math and science course. A grade of Pass in each clinical course is required for progression into the next nursing course. If these requirements are not met, the student is not eligible to progress in the Traditional BS program.

Current CPR/AED certification, first aid certification, physical exam, and health data are required before entering any clinical course. Students are responsible for their own transportation to clinical sites. See the Nursing Student Handbook for specific health requirements.

Edgewood College’s School of Nursing and all clinical agencies under contract to the School require that every student and faculty member have a background check completed by the Criminal Justice Department of Wisconsin. Background Information Disclosure forms must be completed by students before entry into the Traditional BS program. Students are responsible for notifying the School of Nursing of any criminal charges or convictions that occur while they are progressing through the Traditional BS program. Students who have been convicted of certain types of offenses may not be able to participate in clinical placements and therefore will not be eligible to earn a degree in nursing. It is also possible that a student may not be eligible for licensure by the State of Wisconsin or another state licensing authority if certain types of criminal offenses are identified in the background check.

Random alcohol and drug checks may be done in clinical agencies at the discretion of faculty members throughout the duration of a student’s clinical experiences.

## POLICIES FOR REPEATING COURSES

In accordance with college policy, a student may choose to repeat a course taken at Edgewood College to improve a poor or failing grade. Both earned grades are included in the GPA computation by the College and both appear on the student’s transcript. Repeated courses are counted only once in total credits earned.

If a nursing or “nursing interest” student repeats a required math, nursing, or science course, the most recent grade will be used to compute the science/math/nursing GPA for entrance or progression in the Traditional BS program. A cumulative GPA of 2.75 and 2.75 GPA in required science and math courses are required for admission. A 2.5 in both nursing and math/science GPA categories is required for progression in the Traditional BS program.

In accordance with college policy, if a student repeats a course at Edgewood College that was previously accepted for credit at the time of transfer, the transferred credits are removed from the student’s record. The repeated course grade is used to compute the GPA for the Traditional BS program. A course required for the Traditional BS program may be repeated only once for GPA calculation in the nursing GPA.

Individuals may appeal to the School of Nursing any decisions affecting their progression in the Traditional BS program.



# TRADITIONAL BS IN NURSING PROGRAM

## ASSESSMENT

The School of Nursing participates in an assessment process that compares Edgewood College nursing students with other nursing students across the country using a standardized exam. The computerized examinations, completed at regular intervals throughout the curriculum, provide benchmarks for student performance in critical thinking, nursing process, and therapeutic communication. The results are useful in preparing students to take the national licensing examination after graduation. An additional fee for the assessments is added to the tuition bill for each nursing theory course. Student abilities in meeting other program objectives are evaluated throughout the program of study.

## GOALS FOR THE NURSING MAJOR

Upon completion of the program, graduates will:

- Integrate the liberal arts into the practice of nursing.
- Apply skills in leadership, quality improvement, and patient safety to provide high quality health care in a systems environment.
- Translate current evidence into the practice of nursing.
- Demonstrate knowledge and skills in information management and patient care technology.
- Integrate knowledge of health care policies, including financial and regulatory influences, on the health care system as they relate to quality care.
- Perform communication and collaboration skills consistent with professional standards when working in inter-professional setting to improve health services.
- Assimilate health promotion and disease prevention strategies at the individual and population level.
- Integrate professional standards or moral, ethical and legal conduct in nursing practice.
- Formulate a personal professional practice model that addresses accountability, continuous professional engagement and lifelong learning.
- Demonstrate knowledge and skills in the care of patients, including individuals, families, groups, communities and populations across the lifespan and across the continuum of health care environments.

## TRADITIONAL BS IN NURSING DEGREE AND PROGRAM REQUIREMENTS

### Courses that support the major:

|          |    |   |
|----------|----|---|
| MATH 121 | M  | Statistics  |
| CHEM 110 | S  | Introductory Chemistry  |
| BIO 155  | SU | Human Cell Biology and Genetics   |
| BIO 210  |    | Anatomy & Physiology I  |
| BIO 211  |    | Anatomy & Physiology II (Must be completed concurrently with or prior to NRS 210/211) |
| BIO 312  | S  | Microbiology with Lab (Must be completed concurrently with or prior to NRS 210/211)   |

### Additionally, the following:

|         |   |  |
|---------|---|--|
| BIO 410 |   | Pathology (Must be completed concurrently with or prior to NRS 310/311)            |
| PSY 101 | J | General Psychology (Prerequisite for NRS 210/211)                                  |
| PSY 345 |   | Lifespan Development (Must be completed concurrently with or prior to NRS 340/341) |

### Nursing courses in the major:

|         |   |   |
|---------|---|---|
| NRS 210 | I | Foundations of Professional Nursing       |
| NRS 211 | U | Caring: Nursing Assessment & Intervention |
| NRS 310 |   | Professional Nursing: Adult Health        |
| NRS 311 |   | Caring: Adult Health Nursing              |
| NRS 312 |   | Pharmacology                              |
| NRS 315 |   | Caring: Nursing Skills                    |

## TRADITIONAL BS IN NURSING PROGRAM

NRS 340 Professional Nursing: Long Term Health Issues

NRS 341 Collaborative Practice in Long Term Care

NRS 342 DQ Professional Nursing: Older Adult

NRS 390 Research in Professional Nursing

NRS 410 Professional Nursing: Families in Transition

NRS 411 Caring: Families in Transition

NRS 412 X Leadership within the Health Care System

NRS 440 Adult Health: Advanced Concepts in Acute Care

NRS 460 Professional Nursing: Health of Communities

NRS 461 3 Nursing Care with Aggregates

NRS 470 Strategies for Success

# 12-MONTH POST-BACCALAUREATE BS IN NURSING PROGRAM

The School of Nursing offers a 55 credit post-baccalaureate program leading to a BS degree.

## PREREQUISITES FOR ADMISSION

Admission to the 12-Month Post-Baccalaureate BS program requires an earned Bachelor's Degree from an accredited institution as well as a cumulative GPA of at least 2.75 in all college-level coursework and at least a 2.75 GPA in all required science and math courses. Required science and math courses must have been taken within 5 years of admission to the 12-Month Post-Baccalaureate BS program unless they were part of a degree earned within the past 5 years. A grade of C or better is necessary in each required science and math course.

Students are admitted to the 12-Month Post-Baccalaureate BS program using a rolling admissions format. Eligible candidates successfully applying by January 15 are ensured consideration for admission. Any applications received after January 15th will be considered on a space-availability basis. If space permits after the January 15 deadline, eligible applicants will be reviewed in a timely manner (typically notified of admission decision within one month of the School of Nursing receiving the completed application). Any applications received after June 15th will be considered for the following year's program.

Admission to the 12-Month Post-Baccalaureate BS program is competitive; even students who meet the minimum requirements may not be admitted. Because of enrollment limits in the major, the School of Nursing may deny admission to qualified students.

Candidates for admission are required to submit applications through the Nursing Centralized Application Service (NursingCAS) at <http://nursingcas.org/>. Students must submit all official transcripts and reference information to NursingCAS directly.

In addition to holding a Bachelor's Degree, applicants must have either completed or be currently enrolled in the following courses (or transfer equivalent) at the time of application:

- MATH 121 Statistics
- PSY 101 General Psychology
- PSY 345 Lifespan Psychology
- A Religious Studies Course that fulfills Edgewood College degree requirements
- Two semesters of college level foreign language (or two years of high school foreign language with a C average)

The following science courses (or their transfer equivalent):

- 5 or more credits of college-level, lab-based Chemistry
- BIO 210 Anatomy & Physiology I
- BIO 211 Anatomy & Physiology II
- BIO 312 Microbiology, including lab component

## POLICIES FOR ADMISSION

The Nursing Admission Committee will review student records after applications are received. The Committee will admit the most qualified students based on cumulative GPA, science/ math GPA, previous academic records, credits completed at Edgewood College and the strength of supplemental admission criteria (faculty interviews/entrance exams/written statements).

All students who are admitted to the 12-Month Post-Baccalaureate BS program must have successfully completed a certified nursing assistant (CNA) course, passed the certification examination, and hold a current CNA license before the start date of the program. Students must also hold CPR/AED certification, first aid certification, complete a Certified Background Check, and meet health requirements prior to beginning nursing courses.

## PROGRESSION IN THE 12-MONTH POST-BACCALAUREATE BS IN NURSING PROGRAM

In order to progress in the 12-Month Post-Baccalaureate BS program, students must maintain an academic cumulative GPA of 2.5, a cumulative GPA of 2.5 in all nursing courses, and a cumulative GPA of 2.5 in the required science and math courses. A grade of "C" or better is required in each nursing, math and science course. A grade of Pass in each clinical course is required for progression into the next nursing course. If these requirements are not met, the student is not eligible to progress in the 12-Month Post-Baccalaureate BS program.

Students are responsible for their own transportation to clinical sites. See the Nursing Student Handbook for specific health requirements.

Edgewood College's School of Nursing and all clinical agencies under contract to the School require that every student and faculty member have a background check completed by the Criminal Justice Department of Wisconsin. Background Information Disclosure forms must be completed by students before entry into the 12-Month Post-Baccalaureate BS program. Students are responsible for notifying the School of Nursing of any criminal charges or convictions that occur while they are progressing through the 12-Month Post-Baccalaureate BS program. Students who have been convicted

# 12-MONTH POST-BACCALAUREATE BS IN NURSING PROGRAM

of certain types of offenses may not be able to participate in clinical placements and therefore will not be eligible to earn a degree in nursing. It is also possible that a student may not be eligible for licensure by the State of Wisconsin or another state licensing authority if certain types of criminal offenses are identified in the background check.

Random alcohol and drug checks may be done in clinical agencies at the discretion of faculty members throughout the duration of a student's clinical experiences.

## ASSESSMENT

The School of Nursing participates in an assessment process that compares Edgewood College nursing students with other nursing students across the country using a standardized exam. The computerized examinations, completed at regular intervals throughout the curriculum, provide benchmarks for student performance in critical thinking, nursing process, and therapeutic communication. The results are useful in preparing students to take the national licensing examination after graduation. Student abilities in meeting other program objectives are evaluated throughout the program of study.

## GOALS FOR THE NURSING MAJOR

Upon completion of the program, graduates will:

- Integrate the liberal arts into the practice of nursing.
- Apply skills in leadership, quality improvement, and patient safety to provide high quality health care in a systems environment.
- Translate current evidence into the practice of nursing.
- Demonstrate knowledge and skills in information management and patient care technology.
- Integrate knowledge of health care policies, including financial and regulatory influences, on the health care system as they relate to quality care.
- Perform communication and collaboration skills consistent with professional standards when working in inter-professional setting to improve health services.
- Assimilate health promotion and disease prevention strategies at the individual and population level.
- Integrate professional standards or moral, ethical and legal conduct in nursing practice.
- Formulate a personal professional practice model that addresses accountability, continuous professional engagement and lifelong learning.
- Demonstrate knowledge and skills in the care of patients, including individuals, families, groups, communities and populations across the lifespan and across the continuum of health care environments.

## 12-MONTH POST-BACCALAUREATE BS IN NURSING DEGREE AND PROGRAM REQUIREMENTS

|          |   |
|----------|---|
| RNRS 210 | Foundations of Professional Nursing           |
| RNRS 211 | Caring: Nursing Assessment & Intervention     |
| RNRS 310 | Professional Nursing: Adult Health            |
| RNRS 311 | Caring: Adult Health Nursing                  |
| RNRS 312 | Pharmacology                                  |
| RNRS 315 | Caring: Nursing Skills                        |
| RNRS 340 | Professional Nursing: Long Term Health Issues |
| RNRS 341 | Collaborative Practice in Long Term Care      |
| RNRS 342 | Professional Nursing: Older Adult             |
| RNRS 390 | Research in Professional Nursing              |
| RBIO 410 | Pathology                                     |
| RNRS 410 | Professional Nursing: Families in Transition  |
| RNRS 411 | Caring: Families in Transition                |
| RNRS 412 | Leadership within the Health Care System      |

# 12-MONTH POST-BACCALAUREATE BS IN NURSING PROGRAM

|          |     |   |
|----------|-----|---|
| RNRS 440 |     | Adult Health: Advanced Concepts in Acute Care |
| RNRS 460 |     | Professional Nursing: Health of Communities   |
| RNRS 461 | 2,3 | Nursing Care with Aggregates                  |

# ADVANCED DEGREE PROGRAMS AND POST-MASTER CERTIFICATES

The School of Nursing offers masters-level graduate education options that lead to an MSN degree, MSN-MBA dual degree, or Post-Master Certificate.

## MISSION OF MASTER IN SCIENCE IN NURSING AND POST-MASTER CERTIFICATE PROGRAMS

The Master of Science in Nursing programs are 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.

## MSN PROGRAMS

There are two concentration areas within the Master of Science in Nursing program: Nursing Administration and Nursing Education. Each program is 36 credits and leads to an MSN degree.

The courses in the Nursing Administration concentration area focus on managing healthcare systems, roles of the executive in a health setting, business communication, organizational behavior, and healthcare finance. Offerings include MBA courses through the School of Business. Application of this degree is often seen in healthcare management roles, executive administration, as well as in program planning and evaluation. In addition, the graduate nursing programs at Edgewood College offer a practicum opportunity that expose students in a concentrated experience of interest.

The courses in the Nursing Education concentration focus on planning and delivering education programs, curriculum design, teaching strategies and interpersonal competency. Individuals who are interested in this program often apply their degree in the areas of patient/family education, staff development, clinical instruction, community health education, as well as preparing and delivering lectures and courses in a college setting.

## POLICIES FOR ADMISSION

Applicants seeking admission to the School of Nursing MSN programs must fulfill the graduate program admission requirements, with the following additional stipulations:

1. Provide evidence of a baccalaureate or more advanced degree from a nursing program accredited by a national nursing accreditation body with a cumulative grade point average of at least 3.0 on a 4.0 scale for regular admission status (The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program).
2. Complete and submit graduate application to the School of Graduate Studies.
3. Request official transcripts for all undergraduate and graduate academic credits are sent directly to the School of Graduate and Professional Studies.
4. Provide two letters of recommendation from nursing supervisors and/or colleagues who can focus on your qualifications for success in graduate school.
5. Hold a current license as a registered professional nurse.
6. Completion of undergraduate course in statistics within the past three years (If longer, course may be taken prior to NRS 660).
7. Completion of an undergraduate course in nursing research (preferred).
8. Submit a written statement of no more than 500 words, addressing your ambition to be admitted specifically into Edgewood College's MSN program. Please also comment on your past educational and professional experiences that will foster your growth and success in this program.

## HEALTH REQUIREMENT

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

## BACKGROUND CHECK

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

# ADVANCED DEGREE PROGRAMS AND POST-MASTER CERTIFICATES

## COURSE SCHEDULING

All nursing courses are offered every 12 to 18 months. Business and interdisciplinary courses are typically offered every semester, including the summer semester.

Students may be able to complete the program in two to three years by taking two courses each semester. Students can enter the program at the beginning of any semester. Although students do meet with an advisor to plan out their course sequences, these plans may change during the students' time in the program. The time to complete this degree program depends on the number of courses taken per semester and communicating with the advisor regarding any changes in the course plan.

## GOALS FOR THE MSN DEGREE

Each MSN program will prepare advanced practice nurses who will:

- Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
- Evidence leadership skills needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.
- Articulate methods, tools, performance measures, and standards related to quality, as well as apply quality principles within an organization.
- Apply research outcomes within the practice setting, resolve practice problems, work as change agent, and disseminate results.
- Use patient-care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.
- Intervene at the system level through the policy development process and employ advocacy strategies to influence health, health care and health policy.
- Act as a member and leader of inter-professional teams, communicate, collaborate, and consult with other health professionals to manage and coordinate care for individuals and populations.
- Apply and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
- Apply an advanced level of understanding of nursing and relevant sciences in direct and indirect care components as appropriate.

## MSN IN ADMINISTRATION CONCENTRATION

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

## MSN IN 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.

## MSN DEGREE AND PROGRAM REQUIREMENTS

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

### Required Courses for all MSN Students Include:

|         |  |
|---------|--|
| NRS 600 | Clinical Prevention: Assessment and Planning for Aggregates  |
| NRS 620 | Integrated Theory & Knowledge Development  |
| NRS 625 | Healthcare Systems and Policy  |
| NRS 660 | Translational Scholarship for Evidence-Based Practice  |
| NRS 725 | Applied Translational Scholarship for Evidence-Based Practice  |
| NRS 735 | Nursing Practicum  |
| IC 800  | Ethics (Nursing Administration students can take BUS 616 Business Ethics in lieu of IC 800 if they choose) |

# ADVANCED DEGREE PROGRAMS AND POST-MASTER CERTIFICATES

## Required Specialty Courses for Master of Science with a Concentration in Nursing Administration Include:

|         |  |
|---------|--|
| NRS 615 | Health Care Financing & Regulatory Environments    |
| NRS 635 | Foundations of the Healthcare System               |
| NRS 645 | Advanced Leadership Roles in the Healthcare System |
| 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                  |
| NRS 636 | Promoting Interpersonal Competency        |
| NRS 640 | Curriculum and Instruction in Nursing     |
| NRS 675 | Teaching Methodology in Nursing Education |
| IC 850  | Studies in Change                         |

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.

## POST-MASTERS NURSING GRADUATE CERTIFICATE PROGRAMS

There are two Post-Masters Nursing Graduate Certificate options: Nursing Administration and Nursing Education. A total of 15 credits are required for each certificate.

### NURSING ADMINISTRATION CERTIFICATE PROGRAM

The Nursing Administration certificate program is designed for individuals who are, or are planning on becoming, middle- to executive-level nurse leaders. Courses focus on managing in health systems, healthcare finance, administrative roles, business communication, and organizational behavior.

This certificate requires completion of five (5) three-credit courses and focuses on the following program objectives:

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

### NURSING EDUCATION CERTIFICATE PROGRAM

The Nursing Education certificate program is designed for nursing professionals who want to be better prepared to teach clients, staff, and students. It provides students with additional preparation in educational principles and theory to support them in their teaching roles. Courses focus on areas such as planning education programs or courses, teaching strategies, and interpersonal competency in communication with others.

This certificate requires completion of five (5) three-credit courses and focuses on the following program objectives:

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



# ADVANCED DEGREE PROGRAMS AND POST-MASTER CERTIFICATES

## POST-MASTERS CERTIFICATE PROGRAM REQUIREMENTS

### Required Specialty Courses for a Post-Masters Certificate in Nursing Administration Include:

|         |  |
|---------|--|
| NRS 615 | Health Care Financing & Regulatory Environments    |
| NRS 635 | Foundations of the Healthcare System               |
| NRS 645 | Advanced Leadership Roles in the Healthcare System |
| NRS 636 | Promoting Interpersonal Competency                 |
| NRS 735 | Nursing Practicum                                  |

### Required Specialty Courses For A Post-Masters Certificate In Nursing Education Include:

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

## HEALTH REQUIREMENT

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

## BACKGROUND CHECK

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

## MASTER OF SCIENCE IN NURSING (MSN) AND MASTER OF BUSINESS ADMINISTRATION (MBA) AND DUAL DEGREE PROGRAM

The Master of Science in Nursing (Administration Concentration) - Master of Business Administration - Dual Degree Program is 21 courses (63 credits). The target student for this concentration is a nurse (RN licensed) who is interested in management or executive level administration in health services.

Separate MBA and MSN degrees are conferred, and can be conferred at different times. The first degree may be conferred when all the requirements of that degree (when viewed as a stand-alone degree) are satisfied. Each degree must be completed within 7 years of the start of the respective program course sequence.

## MSN/MBA DUAL DEGREE PROGRAM REQUIREMENTS

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

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

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

|         |  |
|---------|--|
| BUS 616 | Business Ethics or IC 800 Ethics (Required course in both separate programs) |
| BUS 601 | Executive Communications (Required course in both separate programs)         |
| BUS 603 | Organizational Behavior (Required course in both separate programs)          |

# ADVANCED DEGREE PROGRAMS AND POST-MASTER CERTIFICATES

NRS 635 Foundations of the Healthcare System (MSN Required course – MBA Elective)

NRS 645 Advanced Leadership Roles in the Healthcare System (MSN Required Course – MBA Elective)

## POLICIES SPECIFIC TO THE MSN/MBA DUAL DEGREE PROGRAM

### **MBA and MSN Degrees**

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

### **Seven-Year-Rule**

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

### **Degree Residency Credits**

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

**SCHOOL OF  
GRADUATE &  
PROFESSIONAL STUDIES**

# SCHOOL OF GRADUATE & PROFESSIONAL STUDIES

The School of Graduate and Professional Studies (GPS) strives to prepare students for a life of responsible service to society in their chosen professions. The programs offered through the School of GPS nurture leaders in the professions within an intellectual environment that encourages ethical and spiritual reflection as well as professional and technical growth. Our graduate programming and undergraduate accelerated degree options are designed to provide professionals with the practical skills needed for career transitions and leadership growth.

The Deming Way Campus, an adult-friendly facility located on Madison's west side, serves as the primary location for the School of Graduate and Professional Studies. The adult accelerated undergraduate programs are housed at this location, as are a number of graduate courses in Business, Education, and Nursing. Our graduate programs also offer courses at the College's Monroe Street campus.

Flexible scheduling is a hallmark of the programs offered in the School of Graduate and Professional Studies. Our courses are offered on evenings and weekends to accommodate the busy schedules of working adults. Small class sizes promote a sense of community and facilitate individualized instruction.

## PHILOSOPHY SUPPORTING EDGEWOOD COLLEGE GRADUATE PROGRAMS

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

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

To be recognized regionally as graduate programs that anticipates and serves 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.

## ACCELERATED BACHELOR'S DEGREE COMPLETION PROGRAM

The School of GPS offers top-quality accelerated degree programs and certificates designed for working adults. Courses are taught by an experienced and energetic faculty who blend fundamental principles with practical workplace experience. They are experts in their fields and are recognized for their ability to create classroom environments that meet the unique needs of adult learners. Skills learned in the classroom can immediately be put to use in the professional environment.

## GRADUATE DEGREE PROGRAMS

Excellence in teaching, enhanced by scholarship, service, and research, has always been the first priority for the graduate programs offered at Edgewood College. The curriculum in each of our graduate programs emphasizes the role of research as a strong theoretical basis for professional practice. Coursework in ethics and the integration of ethics issues into the curriculum provide a foundation for future leaders in each graduate program. Every course is taught by an experienced, highly-qualified professor or instructor and small classes create an atmosphere of personal attention and instruction.

## PROFESSIONAL DEVELOPMENT

Edgewood College is actively interested in meeting the educational needs of working professionals. Faculty members are available to develop specific learning experiences to meet a group's needs, and they are always willing to work with many school districts bringing district-requested experiences to the teachers in their home school. These professional development experiences can be offered for graduate credit. Additionally, school district professional development offerings may be offered for graduate credit. School officials are encouraged to contact Jennie Allen, the Coordinator of Professional Development at 608.663.4253 for information about, and proposal forms for, this unique opportunity.

For information about professional development offerings in business-related areas, contact the School of Graduate and Professional Studies at 608.663.4243.

# MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

## MISSION OF THE PROGRAM

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

## PROGRAM DESCRIPTION

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

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

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

## ACCREDITATION

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

## 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 2.753.0 on a 4.0 scale for regular admission status. The cumulative grade point average is computed on the highest degree held at the time of application to the Edgewood College graduate program.
2. Complete and submit graduate application and application fee to the School of Graduate and Professional Studies.
3. Request that official transcripts for all undergraduate and graduate academic credits received from any post-secondary institutions be sent directly to the School of Graduate and Professional Studies.
4. The MFT program reference form, available from the School of Graduate and Professional Studies, must accompany two letters of recommendation from individuals qualified to comment on the candidate's potential for success as a therapist.
5. The MFT program requires a two-page typewritten statement indicating motives and professional goals for pursuing a degree in MFT. The written statement should include:
  - Interests and motivation for wanting to be a therapist
  - Ability to succeed in graduate school
  - What preparation, either through coursework, internship, volunteer work, or job experience, has been undertaken that provides basic therapy skills?
6. Submission of a resume
7. The completed admission application and fee must be submitted prior to the February 15 deadline for Fall entries or October 15 for Spring entries.
8. International students must contact the School of Graduate and Professional Studies regarding additional admission requirements.
9. Additional international student requirement information is available in the "Admission to Graduate Programs" section.
10. Attendance at an on-campus interview with Program Faculty and an admissions team is mandatory. Interviews with candidates applying for a Fall semester start will take place on the first Saturday in March. Interviews with candidates applying for a Spring semester start will be held on the first Saturday in November. During this interview, the applicant will be required to participate in a role-play exercise.

Admission into the graduate program does not imply the right to admission into the clinical year. The last three semesters of the program contain clinical experiences. Students are separately reviewed for "readiness" for the clinical experiences after completion of all first year classes. See Student Advising section.

# MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

## TRANSFER CREDITS

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

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

## RESIDENCY REQUIREMENT

A minimum of 36 graduate credits must be earned at Edgewood College.

## BACKGROUND CHECK

All MFT program students must comply with the State of Wisconsin requirement for a Criminal Record Background Check. Students must have had this check successfully completed by the end of the first semester in the program to be allowed to continue in the program.

## PROGRAM PREREQUISITE

As a requirement for admission into the research courses, all students need to satisfy a Research Methods course prerequisite. A student is required to have taken a research methods class (undergraduate or graduate) in the immediate past 5 years before enrolling in PSY 700 and received a C+ or higher in the class. Courses in statistics or psychometrics do not count towards this requirement. If you do not meet this requirement, you may take or audit a research methods course or successfully pass a proficiency exam.

## CREDIT LOAD

Full-time students in the Marriage and Family Therapy Program may carry up to 12 credits per semester.

With the clinical requirement of 12 consecutive months in a placement, the MFT Program is designed for the full-time or half-time student. Individuals who are already professionals in the field and do not need the clinical component but desire advanced education in family therapy, may be admitted on a part-time basis with “non-degree student” classification (see Admission Status in the general section on Admission Policies). Other applicants may be admitted on a part-time basis, if space is available, with the recognition that they will need to complete the clinical requirement within the prescribed sequence of 12 consecutive months.

## REPEATING A COURSE

Marriage and Family Therapy courses may not be repeated for credit.

## CLINICAL PLACEMENTS

For their clinical year, students are encouraged to seek placements in agencies that would foster skills in areas of personal interest.

The Family Center is an off-campus certified outpatient mental health center operated by the graduate program as a training facility and an outreach service of Edgewood College. It provides for low-cost, quality mental health services to the people of the greater Madison area and allows interns to experience working with individuals, couples, and families facing a broad range of clinical concerns.

## GRADUATION REQUIREMENTS

To receive the Master of Science Degree in Marriage and Family Therapy, students must have:

- Earned 48 credits in prescribed marriage and family therapy courses;
- Fulfilled the institutional interdisciplinary requirements;
- Maintained a 3.0 grade point average in those credits; and
- Successfully completed 500 clinical contact hours and 100 hours of supervision prior to graduation.

# MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

## MEETING TIME

Marriage and Family Therapy courses meet weekly and are scheduled on evenings, except PSY 730, which meets on one Saturday.

## STUDENT ADVISING

The primary responsibility for assuring proper sequencing of courses and for accurate and timely registration shall be the duty of the student.

Verification of degree requirement completion shall be the duty of the Registrar's Office.

Program, academic, and career advising shall be the responsibility of the MFT Program Director, the Program Administrator, the Clinical Coordinator, and the faculty of the graduate program. All faculty will make available a schedule of times when students may meet for advising. It shall be the responsibility of all faculty in the MFT Program to monitor and assess student mastery of course material in developing clinical competency, emotional stability, and maturity.

It is the obligation of each faculty member to meet with a student as early as possible in a course or semester if the faculty member has a concern about the student's mastery of coursework or overall aptitude or emotional readiness to be a clinical therapist.

Due to the important consideration that needs to be given to the potential clients with whom students would be working in the clinical experience, each student will be evaluated for personal and professional competence and for suitability for clinical placement by the MFT program faculty in the semester before clinical placement. This should be a natural outgrowth of the close contact and communication that has occurred with each faculty member as the student progressed through the semesters.

Admission into the MFT graduate program does not imply a right to admission into the clinical experience. If the student has not demonstrated sufficient mastery of course and clinical skills, or if the student's emotional stability and maturity create a concern about ability to work with clients effectively and professionally, the student will be denied admission to the clinical experience.

Even after the student is admitted to a clinical placement, the on-site supervisors, in communication with the Program Director, may determine that the student does not have sufficient entry-level mastery or stability to work in the agency. In such cases, students would be withdrawn from the clinical experience. The Program Director would then advise the student on the necessary steps for reinstatement into the clinical portion of the program.

Remedial coursework, training experiences, or personal or family therapy are options the Program Director might suggest. All remedial options are the student's responsibility to initiate and verify to the satisfaction of the Program Director, and any expenses incurred are the obligation of the student. Failure to be admitted to and complete the clinical experience necessarily precludes completion of the degree.

## COURSE SEQUENCING

(All courses carry 3 graduate credits unless indicated otherwise)

|         |  |
|---------|--|
| PSY 600 | Introduction to Systems Theories                                 |
| PSY 605 | Introduction to Marital and Family Therapy                       |
| PSY 610 | Marital and Family Therapy II                                    |
| PSY 615 | Special Issues in System Therapy                                 |
| PSY 620 | Diversity in Human and Family Development                        |
| PSY 625 | Human Sexuality and Sexual Dysfunction                           |
| PSY 630 | Psychopathology and Personality                                  |
| PSY 635 | Assessment in Marital and Family Therapy                         |
| PSY 640 | Substance Abuse and Dependence (2 credits)                       |
| PSY 645 | Psychopharmacology (2 credits)                                   |
| PSY 655 | Marital and Couple Therapy                                       |
| PSY 700 | Research in Family Therapy I (2 credits)                         |
| PSY 715 | Research in Family Therapy II (2 credits)                        |
| PSY 730 | Introduction to Ethical, Legal and Professional Issues(1 credit) |
| PSY 750 | Clinical Practicum I   |
| PSY 760 | Clinical Practicum II  |
| PSY 770 | Clinical Practicum III   |
| PSY 800 | Ethical, Legal and Professional Issues                           |



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