

EDGEWOOD COLLEGE

UNDERGRADUATE
CATALOGUE

2007-2008

Effective Fall 2007

1000 EDGEWOOD COLLEGE DRIVE
MADISON, WISCONSIN 53711-1997

(608) 663-4861
1-800-444-4861
Fax (608) 663-3291
www.edgewood.edu

OFFICIAL NOTICES

This catalogue is effective for students entering the college beginning in the Fall 2007 semester and until a new catalogue is published.

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

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

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

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

Edgewood College's crime statistics report and campus safety policies are available at www.edgewood.edu. A paper copy is available at 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 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 on 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** - American Association of Colleges and Universities
- **ACBSP** - Association of Collegiate Business Schools and Programs
- **AAHE** - American Association for Higher Education
- **ACCU** - Association of Catholic Colleges and Universities
- **AGB** - Association of Governing Boards
- **AILACTE** - Association of Independent Liberal Arts Colleges for Teacher Education
- **AIR** - Association for Institutional Research
- **AIRUM** - Association for Institutional Research of the Upper Midwest
- **CASE** - Council for the Advancement and Support of Education
- **CIC** - Council of Independent Colleges
- **CCNE** - Commission on Collegiate Nursing Education
- **CUR** - Council on Undergraduate Research
- **CHEA** - Council for Higher Education Accreditation
- **CUPA** - College and University Personnel Association
- **HLC** - Higher Learning Commission
- **NAC** - Northern Athletics Conference
- **NACE** - National Association of Colleges and Employees
- **NACUBO** - National Association of College and University Business Officers
- **NAICU** - National Association of Independent Colleges and Universities
- **NCAA III** - National Collegiate Athletic Association
- **NCATE** - National Council for the Accreditation of Teacher Education
- **WACRAO** - Wisconsin Association of Collegiate Registrars Officer
- **WACSN** - Wisconsin Association for Collegiate Schools of Nursing
- **WACTE** - Wisconsin Association of Colleges for Teacher Education
- **WAICU** - Wisconsin Association for Independent Colleges and Universities
- **WFIC** - Wisconsin Foundation of Independent Colleges
- **WIPCS** - Wisconsin Institute for Peace and Conflict Studies
- **WICTE** - Wisconsin Independent Colleges of Teacher Education

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

Higher Learning Commission of the North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Phone: 312-263-0456 or 800-621-7440
<http://www.ncahlc.org/>

2007-2008 Academic Calendar

Summer Semester 2007

Tuesday, May 29 – Friday, August 10

Fall Semester 2007

Session I August 29-October 19
Session II October 22-December 14

Classes Begin	August 29
Labor Day	September 3 (college closed)
Last Day to Add a Class	September 5
Fall Break	October 15-16
Last Day to Withdraw from Class	November 7
Thanksgiving Vacation	November 21 (noon) - 25 (College Closed)
Classes Resume	November 26
Last Class Day	December 14
Commencement	December 16
Grades Out By	January 7, 2008
Evaluation Week	December 17 – December 21
Holiday Break	December 24 - January 1 (College Closed)
Grades Out By	January 7

Alternative Week Classes Meet During the Following Weeks

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

*Alternative date for September 3 should be arranged during 1st class meeting.

Winterim 2008

January 7-January 18

Spring Semester 2008

Session I January 22-March 14
Session II March 24-May 9

MLK Day	January 21 (College Closed)
Classes Begin	January 22
Last Day to Add a Class	January 29
Spring Recess	March 17-March 24
Good Friday	March 21(College Closed)
Easter	March 23
Easter Monday	March 24 (College Closed)
Classes Resume	March 25
Last Day to Withdraw from a Class	April 8
Last Class Day	May 9
Evaluation Week	May 12-May 16
Commencement	May 18
Grades Out By	May 27

Alternative Week Classes Meet During the Following Weeks

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

*Alternative date for March 24 should be arranged during 1st class meeting.

Summer Session 2008
May 27-August 8

2008-2009 Academic Calendar

Summer Session 2008
May 27-August 8

Classes Begin	May 27
4th of July Holiday	July 3 (College closes at 12:30)
Classes Resume	July 7
Last Class Day	August 8

Fall Semester 2008

Session I	August 27-October 17
Session II	October 20-December 12

August Seminar	August 18-21
Classes Begin	August 27
Labor Day (no classes)	September 1 (college closed)
Last Day to Add a Class	September 3
Fall Break	October 13-14
Last Day to Withdraw from Class	November 5
Thanksgiving Holiday	November 26 classes end at noon
Thanksgiving Vacation	November 27-30 (college closed)
Classes Resume	December 1
Last Class Day	December 12
Evaluation Week	December 15-December 19
Commencement	December 21
Grades Out By	January 9, 2009
Holiday Break	December 24 - January 2 (college closed)

Alternate Week and Graduate courses begin on Monday, August 25. Due to Monday holidays during the semester, specific dates for alternate week courses are:

Monday, August 25	–	Sunday, August 31
Monday, September 8	–	Sunday, September 14
Monday, September 22	–	Sunday, September 29
Monday, October 6	–	Sunday, October 12
Monday, October 20	–	Sunday, October 26
Monday, November 3	–	Sunday, November 9
Monday, November 17	–	Sunday, November 23
Monday, December 1	–	Sunday, December 7
Monday, December 15	–	Sunday, December 21

Winterim 2009
January 5-January 16

Spring Semester 2009

Session I January 20-March 13
Session II March 23-May 8

MLK Day	January 19 (college closed)
Classes Begin	January 20
Last Day to Add a Class	January 27
Spring Recess	March 16-20
Classes Resume	March 23
Last Day to Withdraw from a Class	April 7
Good Friday	April 10 (college closed)
Easter	April 12
Easter Monday	April 13 (college closed)
Classes Resume	April 14
Last Class Day	May 8
Evaluation Week	May 11-May 15
Commencement	May 17
Memorial Day	May 25 (college closed)
Grades Out By	May 26

Alternate week and graduate courses begin on Tuesday, January 20. Due to two Monday holidays during the semester, specific dates for alternate week courses are:

Tuesday, January 20	–	Monday, January 26
Monday, February 2	–	Sunday, February 8
Monday, February 16	–	Sunday, February 22
Monday, March 20	–	Sunday, February 8
Monday, March 16	–	Sunday, March 22
Monday, March 30	–	Sunday, April 5
Tuesday, April 14	–	Monday, April 20
Monday, April 27	–	Sunday, May 3
Monday, May 11	–	Sunday, May 17

COLLEGE OVERVIEW

MISSION STATEMENT

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

IDENTITY STATEMENT

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

VISION STATEMENT

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

SINSINAWA SPONSORSHIP

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

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

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

ABOUT THE COLLEGE

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 is about 2,400 students.

Edgewood 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 which encompasses course opportunities and shared use of libraries. The college offers personalized educational services and close interaction of students, faculty and staff.

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

The college is governed by a Board of Trustees composed of members of the Sinsinawa Dominican Congregation and laypersons, with faculty and alumni representatives. Students, faculty, and administrators serve in an advisory capacity on the various subcommittees of the Board.

DEGREES AWARDED

Associate of Arts, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Master in Business Administration, Master of Arts in Education, Master of Arts in Religious Studies, Master of Science in Nursing, Master of Science in Marriage and Family Therapy, Doctor of Education.

PHILOSOPHY OF THE CURRICULUM

Edgewood is a Catholic liberal arts college founded on the 900-year Dominican tradition of educating through Study, Contemplation and Action. The college's Dominican Catholic tradition fosters a value-oriented education for lifelong personal development and growth for responsible citizenship in the global community. Recognizing our place in the global community, we are committed to education that leads students to understanding and respect. Out of these traditions and aims, we require a General Education curriculum that consists of coursework in Foundations of Communications, Foundations of Human Learning and Human Issues Study, in addition to scholarship in a chosen area of study. Through the curriculum, students are encouraged to situate their education, whether in the humanities or a professional program, within a broad context of human intellectual inquiry and responsibility.

NONDISCRIMINATION ON THE BASIS OF DISABILITY

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

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

DIVERSITY STATEMENT

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

EQUAL OPPORTUNITY EMPLOYMENT STATEMENT

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

or regulations.

AFFIRMATIVE ACTION STATEMENT

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

CAMPUS INFORMATION DIRECTORY

Academic Dean's Office

Academic policies and procedures
(608) 663-2200

Admissions

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

Athletics

Intercollegiate and intramural sports
(608) 663-3249

Business Office

Billing, payment of tuition and room and board fees
(608) 663-2203

Campus Assistance Center

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

Dean of Students Office

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

Development and Public Relations

News and publications, special events, fundraising and college advancement
(608) 663-2851

Financial Aid

Scholarships, loans, grants and work opportunities
(608) 663-2206
financialaid@edgewood.edu

Graduate and Professional Studies (GPS) Office

Graduate programs
(608) 663-3297

Learning Support Services

Tutoring, Writing Center, Math/Science Lab, disability services for students
(608) 663-2281

Oscar Rennebohm Library

(608) 663-3278

<http://library.edgewood.edu>

Registrar

Registration, transcript requests and degree audits
(608) 663-2202

Residence Life

Residence hall accommodations
(608) 663-3228

Returning Adult Accelerated Program (RAAD)

Information about program and admission
(608) 663-4248

Student Resource Center

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

Technology Assistance Center

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

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

Address inquiries to:**EDGEWOOD COLLEGE**

1000 Edgewood College Drive
Madison, WI 53711- 1997
Telephone (608) 663-4861
Fax (608) 663-3291

Admissions Policies and Procedures

Consideration for Admission

Edgewood College seeks to enroll students who are prepared to have a successful college experience. Grades from high school or previous colleges, test scores, course content, and life experiences may be considered in making an admission decision. The Admissions Committee may grant admission to students whose past performance does not meet normal admissions standards if there is sufficient evidence of academic potential. Priority admission deadlines are established each semester. Check www.edgewood.edu/studetns/deadlines.htm, 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

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

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

Shortly after an applicant's file has been completed, the applicant will be notified in writing regarding admission to the college. Applying early is encouraged as course selection becomes limited and extra fees may be incurred near the deadline.

Admission of First-Time Students

Applicants must submit the following to the Office of Admissions:

1. The Application for Undergraduate Admission, fully completed and signed by the applicant
2. A high school transcript, sent directly from the high school. This transcript should include a list of courses, a statement of rank in class, and a cumulative grade point average.
3. Official ACT or SAT scores, sent directly from ACT, the College Board (SAT), or as part of a high school transcript. Students who have been out of high school for more than one year are not required to submit ACT or SAT scores.
4. GED scores and a transcript from the last high school attended are required for students who did not graduate from a high school.
5. A non-refundable application fee of \$25.

Once these credentials have been submitted, they become the property of Edgewood College and cannot be released for any reason.

Candidates for admission to Edgewood College are expected to present a 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 composite score of 18 ACT or 850 SAT. GED students are expected to achieve a minimum composite score

of 2740. There may be additional entrance requirements for certain majors (e.g., Nursing). 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.

First-time students who do not meet normal admission standards may be invited to interview for a conditional admission student support program. A personal essay, letters of recommendation, and an on-campus interview may be requested by the Office of Admissions if there is any question regarding a candidate's admissibility to the college.

After admission, students must complete the following steps:

1. Remit a \$100 tuition deposit by May 1. The fee is non-refundable.
2. Attend one Advising/Registration day during the spring or summer prior to the start of the Fall semester.
3. Prior to the start of classes, submit final high school transcripts, including the student's date of high school graduation.

Admission of Transfer Students

Applicants must submit the following to the Office of Admissions:

1. The Application for Undergraduate Admission, fully completed and signed by the applicant.
2. Official transcripts from each college or university attended. Transcripts must be sent directly from the previous institution to the Office of Admissions. Failure to provide transcripts from all institutions attended may be cause for withdrawal from the college.
3. A high school transcript, sent directly from the high school to the Office of Admissions. This transcript should include a list of courses, a statement of rank in class and a cumulative grade point average. Transfer students who have been out of high school less than one year and who have not taken the ACT test may be required to take an ACT at Edgewood.
4. GED scores and transcripts from the last high school attended are required for students who did not graduate from a high school.
5. A non-refundable application fee of \$25.

Students are expected to present a minimum cumulative college grade point average of 2.0 (on a 4.0 scale) in academic-level credits from an accredited institution. Students who do not meet a 12 credit minimum will be reviewed based on their high school standing as well. Students dismissed from a previous college must wait one full year prior to applying to Edgewood. After that time, the student must submit additional materials (personal statement, letters of recommendation) for review by the Admissions Committee.

Transfer of Credits

1. An official evaluation of credits is made after the student is admitted to the college.
2. Courses in which a student receives a "D" grade or lower do not transfer.
3. Any transfer student who has not fulfilled Edgewood's English composition and mathematics requirements must take placement tests upon entry.

4. A maximum of 60 semester hours can be transferred from all junior colleges or two-year campuses attended.
5. Students who receive an Associate of Arts and Science Degree in Liberal Studies from one of the University of Wisconsin Colleges or who have received an Associate of Arts or Science Degree from Madison Area Technical College will be considered to have fulfilled all of Edgewood College's General Education requirements except Foreign Language, Religious Studies, Human Issues, and computer proficiency. This policy does not apply to students who were enrolled at Edgewood College prior to attending these institutions or who start taking courses at Edgewood College prior to finishing their Associate Degree.
6. Courses that are repeated are counted only once in total credits earned. If a student repeats a course at Edgewood which was previously accepted for credit at the time of transfer, the transferred credits will be removed from the student's record.
7. To earn a degree, a minimum of 32 semester hours must be earned at Edgewood College, including required work in the major. Each department determines the number of credits that must be earned at Edgewood by those who apply for advanced study in that department.
8. Some departments have admission requirements beyond those needed for general admission. See requirements for individual schools and departments.
9. All records of transcripts received by the college become the property of the college and will not be released to the student, nor will copies be made.
10. Failure to submit complete and official copies of all previous academic credentials constitutes academic misrepresentation and will cause an offer of admission to be revoked

Admission of Re-Entry Students

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 Office of Admissions (either in person or by telephone) to complete a Re-entry form.
2. Any student who has 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. Re-entry students must continue to meet admission requirements in order to re-enter.
3. Students dismissed from Edgewood College who wish to return must follow the eligibility requirements specified in the [ACADEMIC STANDING](#) section of the catalogue. During that time the student should meet with an admissions counselor and submit an essay, any transcripts of recent college work, and two letters of recommendation, in addition to completing the Re-entry form. The student's application will be considered by the Admissions Committee.
4. Initial matriculation carries a five-year statute of limitations. If a student re-enters after an absence of five or more years, he or she will be responsible for completing all requirements in the catalogue in effect at the time of re-entry.

Admission of International Students

International students seeking admission to Edgewood College for the first time must submit the following, in addition to the information necessary for domestic first-time and transfer students:

1. Official copies of high/secondary school and all college/university transcripts and certified translations into English of all transcripts not originally in English.
2. For non-native speakers of English, verification of English proficiency through one of three ways:
 - a. TOEFL of 71 internet-based; 197 computer-based; 525 paper-based.
 - b. Letter of recommendation from an ESL school recognized by Edgewood College.
 - c. Successfully completing at least 12 credits of college-level academic work at another college or university in the United States.

3. Transfer students must submit their transcripts to an educational credential evaluation service recognized by the college for a course-by-course review so that credit transfer may be determined.
4. Verification of ability to pay for the cost of attendance (both direct costs, such as tuition, fees, and books and indirect costs like insurance, transportation, etc.). This figure is determined annually. Ability to pay can be documented through a combination of assets and income.
5. If educational expenses will be paid by a sponsor, a notarized affidavit of support signed by that sponsor is required.
6. Applications will not be considered after July 15 for the start of the Fall semester or November 15 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.

Admission of Post-Baccalaureates

Students who have earned a Bachelor's degree and who wish to be admitted to Edgewood College in the Teacher Education Program to work toward certification or to earn a second major or second baccalaureate degree must apply under this status. To apply, a student must submit:

1. The Application for Undergraduate Admission, fully completed and signed by the applicant.
2. Official transcripts from each college or university attended, showing the degree earned. Transcripts must be sent directly from the previous institution to the Office of Admissions.
3. Students seeking a second baccalaureate degree must submit an official high school transcript.
4. A non-refundable application fee of \$25.

Admission of 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. Whether a student will be eligible to enroll will be determined by overall institutional enrollment. Note that instructor approval to take a specific course does not constitute permission to enroll in courses at the college and will not influence a student's admission to the college. Students may be admitted as:

Limited status and may take a maximum of two undergraduate courses. Such students must submit the Application for Undergraduate Admission, the \$25 non-refundable application fee, and must meet with an admissions counselor to determine eligibility for this status. No transcripts are necessary for Limited Status students.

Non-degree and may take an unlimited number of courses for college credit. Such students must submit the Application for Undergraduate Admission, the \$25 non-refundable application fee, and must submit one official transcript from a previously attended high school or college.

High school students and may enroll at the college by completing the Application for Undergraduate Admission and by submitting the \$25 non-refundable application fee and their most recent high school transcript. Students must carry a minimum of a 3.0 (on a 4.0 scale) high school grade point average in order to be considered for admission, and may take a maximum of two courses per semester. Students must reapply each semester to be eligible for early admission programs.

Auditing Courses

Students who wish to audit courses offered for credit are required to complete a short application form available in the Undergraduate Admissions Office. Whether a student will be eligible to enroll as an auditor will be determined by overall institutional enrollment. Note that instructor approval to take a specific course does not constitute permission to enroll in courses at the college and will not influence a student's admission to the college.

Admission of Graduate Students

Students interested in taking graduate level courses at Edgewood College should consult the Graduate Catalogue regarding admission to the following programs: Master in Business Administration, Master of Arts in Education, Master of Science in Marriage and Family Therapy, Master of Science in Nursing, Master of Arts in Religious Studies, and Doctor of Education.

Interviews and Campus Visits

Many students find that a visit to campus is helpful in the admissions process. The Admissions Office is open Monday–Friday, 8:00 a.m.–5:00 p.m. and some Saturdays. Appointments with admissions counselors are available during those hours, and evening appointments are available by request. Contact the Office of Admissions at 608-663-2294, 800-444-4861, or admissions@edgewood.edu to arrange a visit.

Tuition and Fees

The information presented here is valid at the time of printing, but may be subject to change. Inquire at the Business Office for current information or see the current Timetable online on EdgeReg at <http://edgereg.edgewood.edu>.

UNDERGRADUATE TUITION AND FEES

Application Fee.....	\$ 25
Matriculation Fee, payable upon entrance.....	10
Tuition for full-time students, per year.....	19,080
Tuition for full-time (12-17 credits students, per semester*.....	9,540
Each additional credit over 17.....	601
Tuition for part-time students, per credit hour.....	601
Non-Credit Attendance Fee for part-time students (per course).....	601
Auditing Fee for part-time students (per credit).....	75
Nursing clinical Surcharge, per clinical course.....	601
Graduate Alumni and Senior Citizens over 62 (per credit).....	25
Science Lab Fee (per course).....	50

Books are not included in college fees.

*A student who is full time for two semesters in an academic year is permitted to take a maximum of 34 credits during the two semesters and Winterim of that year.

GRADUATE TUITION AND FEES

Application Fee.....	\$ 25
Tuition per credit.....	623
Non-Credit Attendance Fee.....	623

ANNUAL ROOM AND BOARD FEES

Double room and board: Marie Stephen Reges Hall.....	\$6580
 New Residence Hall.....	6,876
Single room and board: Regina or Marshall Hall.....	6,286
 Two-student apartment, per student (apartment only).....	4,046

All students must pay tuition, room and board and fees or sign a payment plan agreement on or before the final payment day.

A service charge of 1% per month, or 12% per year, will be imposed on any unpaid balance remaining 30 days after Final Payment Deadline. This service charge rate is subject to change.

No student will be allowed to register unless all bills from the previous semester have been paid. No transcripts or degrees will be issued until all financial obligations have been met.

Student accounts that are placed with a collection agency or attorney for collection are subject to additional charges equal to the cost of the collection, including collection agency and attorney fees and court costs incurred.

SPECIAL SERVICES FEES

Reinstatement Fee.....	\$50
Transcript Fee.....	3
Proficiency Test (fee must be taken prior to taking the exam).....	50
Credit Award Fee: 40% of the prevailing per credit tuition fee, less the fee paid for the test.	
Credit for Prior Learning Workshop Fee.....	50
Credit Award Fee: 40% of the prevailing per credit tuition fee, less the fee paid for CPL Workshop.	
Late Payment Fee.....	50

PRIVATE MUSIC LESSON FEES

A student may take private or class lessons for credit or for no credit with the additional lesson fee as follows:

Fourteen forty-five minute private lessons in piano or voice.....	\$601
Private lessons taken for credit are also subject to a charge of \$601 per credit.	

INSTITUTIONAL REFUNDS

No refund is given for unauthorized withdrawal. Students are billed and graded for courses unless an official withdrawal is filed in the Registrar's Office. Refer to the Timetable for specific deadline dates for withdrawals. Refund of tuition will be granted on the following scale:

For withdrawal within the first week:	100%
For withdrawal within the second week:	80%
For withdrawal within the third week:	60%
For withdrawal within the fourth week:	40%
For withdrawal within the fifth week:	20%
For withdrawal after the fifth week:	NO REFUND

If a student living in residence withdraws from the college, he/she is entitled to a refund for the amount paid for board for the period beginning Monday of the week following official withdrawal and ending on the date to which advance payment has been made. This will be a prorated refund based on the number of weeks that board is available for the year. Room fees are not refundable.

INSURANCE

The insurance policies of Edgewood College do not provide for care, custody or control of personal property of the students while on our premises. Therefore, recovery losses cannot be made from the college or its insurers.

Oscar Rennebohm Library

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

Resources

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

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

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

Materials may also be borrowed from libraries throughout the state and country via interlibrary loan. Edgewood 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

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

The Technology Assistance Center serves as the Help Desk for computer network, one-card and telephone questions, and circulates audiovisual equipment.

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.

FINANCIAL AID

The Office of Financial Aid is committed to helping students and their family finance the cost of an Edgewood College Education.

Financial Aid consists of:

- *Scholarships based on merit (academic, talent, special skill).*
- *Grants based on need, as determined by a student's aid application.*
- *Employment that allows students to work and earn money to help pay for school.*
- *Loan money that is often repaid after school at a low interest rate.*

Student Eligibility

In order to receive aid from the student aid programs discussed in this section, 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.
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

In order to apply for aid at Edgewood, students must complete a Free Application for Federal Student Aid (FAFSA). 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 15.

Applying for aid and completing the Free Application for Federal Student Aid (FAFSA) is fast, easy and costs nothing at www.fafsa.ed.gov. Use the following information to apply, then print the confirmation page and completed application for your records.

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

Contact the Financial Aid office for assistance or a paper FAFSA form.

Information reported to FAFSA is applied to a formula established by the U.S. Congress. The formula determines the Expected Family Contribution (EFC). This is a figure that assists in determining which type and how much financial aid a student may qualify for.

Financial Need

The Financial Aid Office first calculates the estimated cost of attending Edgewood for an academic year. This amount includes tuition, fees, books, room, transportation, and any other miscellaneous personal expenses a student may incur. The EFC is then subtracted from the cost of attendance. If there is anything left over, the student has financial need.

Awarding Process

The Financial Aid Office then puts together a financial aid package that comes as close as possible to meeting the student's need. However, because funds are limited, the amount awarded may fall short of the amount of need demonstrated.

An award letter will be sent indicating the types and amounts of aid, how it will be disbursed, and any other conditions of the award. To indicate acceptance and to assure the availability of the awards offered, students must sign the award letter and return it by the specified date.

Verification

Some students may be randomly selected for a process called "verification" by the federal processing agency or by the Financial Aid Office. This requires the submission of prior year federal taxes and W2 forms for the student and parent (if applicable) along with a verification worksheet. These must be submitted before any financial aid can be released. Timelines for submitting required documentation will be included. Failure to provide the material may jeopardize further eligibility. If no changes in aid occur after this process is completed, students can expect the same aid they were originally offered. If changes result, the office will submit corrections to the FAFSA processing center which will result in a new Student Aid Report (SAR) and possibly a revised award letter.

Federal and State Grants

Federal Pell Grant

A federal Pell Grant does not get repaid. This grant is awarded only to undergraduate students who have not yet earned a bachelor's degree. Students do not need to be full-time to qualify. Less than half-time students can qualify if they demonstrate financial need. Students must complete a Free Application for Student Financial Aid (FAFSA) to be considered for a Pell Grant and must reapply each academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Awarded first to students who show exceptional financial need, with priority given to Pell Grant recipients who have not yet completed a bachelor's or first degree. Funds for this program are allocated to the college on a limited basis. Apply early for consideration.

Wisconsin Tuition Grant (WTG)

Grant assistance for eligible Wisconsin resident undergraduates based on enrollment status and financial need. Award amounts vary annually and eligibility cannot exceed ten semesters. Apply early for consideration.

Wisconsin Talent Incentive Program (TIP)

A State of Wisconsin grant for low-income students and/or students who traditionally might not attend college. Students must be a freshmen to receive the grant initially and must be enrolled consecutive terms and continue to show financial need for renewal consideration. Eligibility cannot exceed ten semesters.

Wisconsin Minority Student Grant

A State of Wisconsin grant for African American, American Indian, Latino/Latina, or Southeast Asian from Laos, Cambodia, or Vietnam admitted to the U.S. after December 31, 1975 who are sophomores, juniors and seniors and who demonstrate financial need. Edgewood receives an allocation annually from the Higher Education Aids Board. Funds are limited each academic year and eligibility cannot exceed eight semesters.

Department of Vocational Rehabilitation (DVR)

DVR provides state grant funds for undergraduate students who have financial need and have some type of physical, psychological or emotional disadvantage that impedes the student from obtaining a degree. The student must contact the local DVR office to apply. The student is then assigned a DVR counselor and must maintain close contact with the counselor throughout the student's academic career.

Bureau of Indian Affairs (BIA) and The State Indian Grant Program

Provides state and federal grant funds for American Indians. Application must be made through the BIA office. State Indian Grant Funds are available to Wisconsin residents who are at least 25% Native American. Awards are based on financial need and eligibility cannot exceed ten semesters.

Wisconsin Hearing & Visually Handicapped Student Grant Program

Provides funding for undergraduate Wisconsin residents who show financial need and have a severe or profound hearing or visual impairment. Eligibility cannot exceed ten semesters.

Military Programs

The U.S. Armed Forces and Veterans Administration offer financial aid opportunities through grants and loans. For more information, contact a local recruiting office, the Wisconsin National Guard, or Department of Veterans Affairs. Information is also available at www.gibill.va.gov.

Edgewood College Scholarships and Grants

The following awards for first time freshmen or transfers do not require repayment. They are based on full-time continuous enrollment and may require a specific cumulative grade point average (GPA) to renew. Full time continuous enrollment must begin the first semester attending Edgewood for consideration.

First Time Full Time Freshmen Awards

Presidential Honor Scholarship

Edgewood's most prestigious academic scholarship for first-time freshmen based on a combination of high school grade point average and ACT score. The average grade point for recipients is a 3.85 with an average ACT score of 27.

Dominican Scholarship

Awarded to first-time freshmen for academic achievement based on a combination of high school grade point average and ACT score. The average grade point for recipients is a 3.7 with an average ACT score of 25.

Founders Scholarship

Awarded to first-time freshmen for academic achievement based on a combination of high school grade point average and ACT score. The average grade point for recipients is a 3.4 with an average ACT score of 23.

Heritage Scholarship

Awarded to first-time freshmen for academic achievement based on a combination of high school grade point average and ACT score. The average grade point for recipients is a 3.0 with an average ACT score of 20.

Mazzuchelli Award

Awarded to first-time freshmen who embody the values of Edgewood College. Applicants will be asked to share information about how their past experiences and/or future goals exemplify the College's mission and identity.

Cor ad Cor Award

Qualified first-time freshmen students for this award will demonstrate the potential for success given unique backgrounds or life experiences. This award is not based on ACT scores or high school GPA. For consideration, the Cor Ad Cor application must be completed by March 15.

Community Scholars Award

Qualified first-time freshmen for this award will be academically motivated Dane County residents who demonstrate financial need. Students with a strong interest in serving the civic needs of Dane County during college and after graduation are encouraged to apply. For consideration, the Community Scholars Award application must be completed by March 15.

Alumni Scholarship

Students with financial need who are the dependents of Edgewood College alumni, as determined by FAFSA, are eligible for this award.

Full-Time Transfer Student Awards

Transfer Student Honor Scholarship

Awarded to students with a transfer GPA of at least a 3.0 and a minimum of 15 transferable credits, this scholarship is based on full-time continuous enrollment and may require a specific cumulative grade point average to renew.

First-Time Full-Time Freshmen and Transfer Student Awards

Fine Arts Grants: Art, Music, Theatre, Creative Writing, Foreign Language

For talented first-time freshmen and transfer students who are interested in music, art, theatre, foreign language or creative writing and who plan to continue participation in these areas. To access all forms and criteria, go to: www.edgewood.edu/financial/freshman/finearts/.

Edgewood Grant

An institutional grant with preference given to students with financial need.

Designated Scholarships

The college awards various named and endowed scholarships in addition to other aid to help offset students' financial need. These awards may also be based on talent, religious preference, unique backgrounds or extracurricular involvement. Information is available at the Financial Aid Office.

Loan Programs

Federal Family Education Loan (FFEL) Program

Includes the Federal Stafford Loan (subsidized and unsubsidized) and the Federal PLUS (Parent Loan to Undergraduate Students). The source of funds for these programs is from banks, credit unions, and other similar types of lending institutions.

Lenders send the borrower's loan funds directly to the Edgewood College Business Office. Net loan proceed amounts are credited to the student's account. If total financial aid exceeds charges, excess funds are returned to the student in the form of a refund. This refund is available as indicated in the semester Timetable.

First-time federal Stafford borrowers must complete a Master Promissory Note (MPN) and loan entrance counseling session prior to receiving the first disbursement of their loan proceeds. This can be done in person or online at www.edgewood.edu/financial. All students are limited in the total amount they can borrow from the Federal Stafford Loan Program during their undergraduate and graduate academic careers.

Maximum annual amounts that may be borrowed beginning July 1, 2007 are:

Annual Maximums	Freshman	Sophomore	Junior/ Senior	Graduate
Credit Levels	0-27 credits	28-59 credits	60+ credits	
Stafford Subsidized/ Unsubsidized for Dependent Students	\$3,500	\$4,500	\$5,500	\$8,500
Additional Unsubsidized for Independent Students	\$4,000	\$4,000	\$5,000	\$10,000

Aggregate loan limits are:

Aggregate Borrowing Amounts		
Dependent	Independent	Graduate
\$23,000	\$46,000	\$138,500

The Graduate aggregate amount includes Stafford Loans received for Undergraduate Study.

Interest Rates

Beginning July 1, 2006, the fixed annual rate is 6.8% for Subsidized and Unsubsidized loans.

Origination Fees

Lenders are authorized to charge borrowers an up-front origination and guarantee fee of up to 4%. These fees are deducted from each disbursement of the student's or parent's loan.

Repayment

Repayment with interest begins six (6) months after graduation or termination of enrollment status of at least a half-time basis. Students may be allowed up to ten years to repay based upon the amount they have borrowed. Students are eligible for deferment of repayment under specified conditions.

Federal Plus Parent Loan

This loan is available for the parents of dependent undergraduate students. Parents may borrow the difference of the student's cost of attendance less financial aid. Lenders require that parents meet "credit-worthiness" standards. Beginning July 1, 2006 the fixed annual rate is 8.5% for PLUS loans. The length of repayment is ten years. The minimum monthly repayment is \$50, beginning 60 days after the second disbursement of funds is applied to the student's account. In certain exceptional circumstances, payments may be postponed while the student is enrolled. Contact the lender for further details.

Graduate Plus Loan

This loan is available for graduate students. They may borrow the difference of their cost of attendance less financial aid. Lenders require that students meet "credit-worthiness" standards. Beginning July 1, 2006 the fixed annual rate is 8.5% for PLUS loans. The length of repayment is ten years. The minimum monthly repayment is \$50, beginning 60 days after the second disbursement of funds is applied to the student's account. In certain exceptional circumstances, payments may be postponed while the student is enrolled. Contact the lender for further details.

Alternative Student Loan Programs

Several private lenders offer alternative student loans. To obtain information regarding lenders, terms and amounts available, go to <http://www.edgewood.edu/financial/current/loans/alternative.htm> or contact the Financial Aid Office.

Louis Garttner Loans

Based on student need and administered by Edgewood College, these loans are provided to nursing majors for up to \$1,000 per year at 5% interest.

Bing Crosby Loan

A limited fund providing loans of \$500 or less for students who have financial need. Interest charged is 3.0%. Edgewood College administers this loan program.

Student Employment

A variety of work-study jobs, mostly on campus, are available to students. Preference in awarding these positions is given to full-time students who demonstrate financial need. There are a limited number of positions available to domestic and international students who have not applied for or are not eligible for financial aid. Students are limited to earning the amount listed on their financial aid award and are paid monthly. Students are responsible for finding their job placements on campus. Information about available positions can be found at <http://employment.edgewood.edu>.

Outside Sources

Students are encouraged to research the possibilities of outside scholarship funds in their local communities or with employers. Public libraries offer books listing private scholarship possibilities. Some sources of outside scholarship funding opportunities can be found at: <http://edgenet.edgewood.edu/scholarships/>

Study Abroad

Edgewood students participating in a study abroad program are eligible to apply for student financial assistance, regardless of whether the program is required for the student's program of study. The type of aid available varies depending upon the program. A consortium agreement may be required. Students should contact the Financial Aid office to discuss their individual circumstances and options.

Leave of Absence Policy

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

Financial Aid Refund Policy

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

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

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

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

At the time of withdrawal, Edgewood 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 Edgewood's Return of Title IV Funds policy is available from the Financial Aid Office.

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 Edgewood tuition refund policy.

Other General Policies

Errors and inconsistencies in the documents provided to the Financial Aid Office may require further clarification. False claims of independent student status, citizenship, false identities, forgery of signatures or certifications and false income statements will be referred to the Office of Inspector General of the U.S. Department of Education.

Changes to federal, state, or Edgewood College policies, as well as unintended errors, subject all financial aid information to modification without notice. Edgewood College reserves the right to change any provisions or requirement at any time.

Satisfactory Academic Progress (SAP)

All financial aid recipients are required to meet the satisfactory academic progress standards established by Edgewood College, per federal regulations (34 CFR 668.16 and 668.34). These standards apply to all students receiving assistance from any aid program administered by the Financial Aid Office at the college. The standards were established to encourage students to complete courses for which aid is received and to progress at a reasonable rate toward the completion of their degree or certificate. This policy is separate from Edgewood's academic standing policy and is monitored each semester the student is enrolled.

Full-time students must complete a minimum of 12 credits each semester.

Three-quarter-time students enrolled in 9-11 credits must complete a minimum of 9 credits each semester.

Half-time time students enrolled in 6-8 credits must complete a minimum of 6 credits each semester.

Successful completion is defined as receiving a grade of P, A, AB, B, BC, C, CD, or D. Grades of F, F*, W, NR or I are not considered successful completion.

Maximum Number of Semesters of Eligibility

Full-time students: 12 semesters

Three-quarter-time students: 15 semesters

Half-time students: 20 semesters

Minimum Grade Point Average

Undergraduates must maintain a 2.0 cumulative GPA. Each semester, students are required to complete all credits they are enrolled in through the 100% drop/add period, as indicated in the Timetable.

Dropping credits changes a student's cost of attendance and will result in a violation. Students will receive a warning letter for the first violation. A second occurrence results in termination of financial aid eligibility. Appeals may be made for extenuating circumstances. For further information about this policy, go to http://www.edgewood.edu/financial/current/academic_progress.htm

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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.

The William H. Young Center for Global Education

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

As part of its core mission and liberal arts foundation, Edgewood College aspires to promote in students 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, Edgewood 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 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 into 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 Edgewood's mission of "building a just and compassionate world."

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

STUDY ABROAD

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

The Center staff is available to advise and assist students at all stages of the study abroad experience, from identifying and choosing a suitable program to negotiating the application process; from providing an orientation program for students about to depart the United States to helping returned students use their international experience to bring a global dimension to campus. The Center staff administers all Edgewood College programs abroad and also coordinates Edgewood student participation in non-Edgewood study abroad programs, including:

- An exchange semester or year abroad at a university in one of 37 countries through the International Student Exchange Program (ISEP). [See www.isep.org](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;
- A semester in Rome, Italy led by an Edgewood College faculty member;
- A summer Spanish-language program in Guanajuato, Mexico;
- Short term study abroad experiences, generally 10 to 21 days, which offer college credit;
- An approved program with an affiliated or non-affiliated institution.

The college is also part of a collaborative project with other schools in the Wisconsin Association of Independent Colleges and Universities, whereby Edgewood students may participate in programs abroad run by these schools while remaining enrolled at Edgewood.

Policies

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

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

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

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

Ministry

Professional campus ministers and student leaders promote personal, spiritual and ethical development and provide support and pastoral care for students, staff and faculty of all faiths on their lifelong search for truth.

Inspired by the college's Dominican Catholic identity and core values of truth, justice, compassion, partnership and community, campus ministry programming includes public worship, retreats, community service and civic engagement, exploration of religious and ethical issues. Specific activities include Habitat for Humanity work days, the Luke House meal program, Saint Vincent DePaul food pantry, Alternative Break trips for service and reflection, a student organization and other faith sharing opportunities.

St. Joseph Chapel in Regina Hall is available for public prayer and quiet reflection, as well as individual pastoral care. The Eucharist is celebrated regularly when school is in session. Extensive information about other area worship opportunities is also provided.

Center for Diversity & Inclusion

The Center for Diversity and Inclusion, located in Predolin Hall, is a resource designed to inspire curiosity and involvement in multiculturalism with the intention of preparing students to serve as builders of a just and compassionate world.

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

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

Dean of Students Office

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

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

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

Health Services

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

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

Office of Student Activities (OSA)

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

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

Student 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.

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.

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. Instrumental offerings include: Wind Ensemble, Campus-Community Concert Band, Jazz Ensemble, Pep Band and Chamber Symphony. Choral offerings include a concert choir and Campus-Community Choir. For information on getting involved in music activities or for current concert schedules, contact the Music Department.

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

The English Department sponsors two campus publications, *On the Edge*, the campus newspaper, and *The Cerebral Café*, 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

Edgewood College has several options for community living during the school year in six residence halls and apartment buildings, including Regina Hall (female), Marshall Hall (co-ed), Marie Stephen Reges "Stevie" Hall (co-ed), Weber Apartments (co-ed) and Siena Apartments (co-ed), and a new co-ed residence hall opening in August 2007. The residence life staff includes the Director, Assistant Director, Hall Director, Assistant Director of Student Activities and 21 student staff members who provide counseling, student development opportunities and community-building experiences for residents. Staff members also serve as liaisons with other offices and services and enforce college policies pertaining to residence life. Some summer residence opportunities are available.

In order to promote strong student development and academic success, freshmen 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 who is over the age of 25 and within commuting distance of the college. Students who sign a contract and move in to the halls their freshman year, are held to the residency requirement for their freshman and sophomore years, i.e., they may not move home after one year.

Residents are encouraged to make the most of their residence hall experience. One of the ways to meet other residents is to take part in the many activities that are sponsored in the residence halls. Student Resident Assistants (RAs) organize activities throughout the school year and tailor programs to meet residents' interests. Another way to take part in residence hall life is through the Residence Life Association (RLAB), which is the student governing body for the residence halls.

Security

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

Student Resource Center

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

Career Services

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

Personal Counseling Services

Personal Counseling Services staff offers free, confidential counseling and psychological services. Services are aimed at enhancing the emotional and mental health of students and supporting to students to reach their personal and academic goals. Meeting with a personal counselor can assist students to grow personally, gain decision-making and problem-solving skills, and improve interpersonal relationships. Services include short-term personal counseling, support groups, consultation, and educational workshops. Referrals to community mental health care providers are available when appropriate or requested.

Learning Support Services (LSS)

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.

LSS offers:

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

Other academic support information for students may be found on the Learning Support Services website at <http://edgenet.edgewood.edu/lss/>

Services for Students with Disabilities

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

New Student Services

New Student Services staff members coordinate the freshman Advising/Registration Days during spring and summer, the First-Year Forum orientation to college course and the Outreach Advising program for freshmen.

Staff members work with students in their freshman year helping them explore fields of study and decide on a major. New student services staff also work one-on-one with students to develop an academic plan for their major and with students in the process of changing their major. Advising resources for students can be found at the Virtual Advising Center: <http://edgenet.edgewood.edu/advising>.

The Admissions Office and Academic Advising staff sponsor Student Transfer Advising/Registration (STAR) Days for new transfer students in the fields of Business, Education and Nursing.

The Office of Student Activities coordinates the campus Orientation programs for new freshmen and transfers that are held shortly before the beginning of each semester.

ACADEMIC INFORMATION

Academic Policies

ACADEMIC ADVISING

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

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

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

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

ACADEMIC HONESTY POLICY

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

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

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

- Borrowing, buying or stealing a paper from elsewhere; lending or selling a paper for another's use as his or her own; using printed material written by someone else as one's own
- Getting so much help on a paper from someone else, including a college tutor, that the student writer can no longer legitimately claim authorship
- Intentionally using source material improperly, e.g., neither citing nor using quotation marks on borrowed material; supplying an in-text citation but failing to enclose quoted material within quotation marks; leaving paraphrased material too close to the original version; failing to append a works-cited page when sources have been used
- Unintentional misuse of borrowed sources through ignorance or carelessness

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

ACADEMIC SUPPORT PROGRAM

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

ADMINISTRATIVE WITHDRAWAL

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

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

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

ATTENDANCE

Individual instructors set attendance policies for their classes. Responsibility for attending class is placed upon the student in the context of learning and academic achievement. Students are responsible for work missed. Students who must be absent are encouraged to discuss their absence with their instructors, preferably before the absence occurs. Only when an emergency arises that will result in prolonged absence will the Academic Dean's Office notify the student's instructors, if the student explains the reason for the absence and requests that instructors be informed. Non-attendance does not constitute official withdrawal. See [CHANGE OF SCHEDULE](#) and [WITHDRAWAL FROM COLLEGE](#) information in this section for withdrawal policies.

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

FERPA

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

PRE-COLLEGE SKILL DEVELOPMENT COURSES

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

Registration Policies and Procedures

REGISTRATION

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

CHANGE OF SCHEDULE: ADDING OR DROPPING

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

Course drops are not permitted after the fifth week of a session course or after the tenth week of a semester course. Students who are dropping all their courses or their only course must use a Withdrawal form. Students are fully responsible for submitting forms to the Registrar by the appropriate deadlines.

PAYMENT OF FEES

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

FAILURE TO REGISTER

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

WITHDRAWAL FROM COLLEGE

A student who wishes to withdraw from the college during the semester (i.e., drop all courses), must submit a completed and signed Withdrawal form to the Registrar's Office. Failure to meet the drop deadline can result in grades of "F" and/or financial consequences. Non-attendance does not constitute withdrawal; failure to withdraw officially will result in liability for all tuition and fees and grades of "F" for each course enrollment. See the refund policy under [TUITION AND FEE INFORMATION](#).

CREDIT LOADS

Full-time students carry a load of 12 to 17 semester hours each semester. Semester loads exceeding 18 hours are rare and should be considered carefully. Semester loads over 18 credits must be approved by the Academic Dean's Office. In order to graduate in four years, students must earn an average of at least 15 credits per semester. Actual credit loads may vary depending upon the major. See tuition for overloads under [TUITION AND FEE INFORMATION](#).

CLASSIFICATION OF STUDENTS

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

COURSE FREQUENCY

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

COURSE NUMBERING SYSTEM

Below 100	Pre-college courses do not fulfill degree requirements
100-299	Introductory Courses
300-399	Intermediate Courses
400-499	Advanced Courses
500-800	Graduate Courses
F1-F8	Foundations of Human Learning courses
HNR	Honors course

AUDITING A COURSE

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

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

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

TRANSFER CREDITS

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

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

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

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

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

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

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

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

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

TRANSCRIPTS

A transcript of credits is an official document issued by the Registrar's Office. Requests for Edgewood College transcripts must be in writing, including the student's signature, or on a Transcript Request form. The fee is \$3.00, which should accompany the request. No request will be honored if any outstanding financial obligations to the college have not been met. There is a three- to ten-day processing period for transcript requests.

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 office hours.

REGISTRAR'S OFFICE FORMS

Forms mentioned in the above sections may be obtained at the Office of the Registrar, or online at www.edgewood.edu/registrar/forms.htm.

Grading System

LETTER GRADES

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

A	Excellent	4.0 grade points/semester hour
AB		3.5 grade points/semester hour
B	Good	3.0 grade points/semester hour
BC		2.5 grade points/semester hour
C	Satisfactory	2.0 grade points/semester hour
CD		1.5 grade points/semester hour
D	Poor	1.0 grade points/semester hour
F	Failure	0.0 grade points/semester hour

F*	Failure in Pass/Fail course
P	Pass in a Pass/Fail course (equivalent of D or better)
I	Incomplete (a temporary grade; must be changed to a letter grade)
NR	Not reported by instructor

CALCULATION OF GRADE POINT AVERAGE

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

PASS/FAIL GRADING

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

INCOMPLETE GRADES

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

"Incomplete" is a temporary grade and must be removed ten weeks after the semester or term in which the grade of "Incomplete" was given. If the work is not made up within the specified time, whether or not the student continues at the college, the grade becomes an "F."

UNREPORTED GRADE ("NR")

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

GRADE REPORTS

Grade reports are sent to students at their designated mailing addresses at the close of each term. Final grades are also posted on EdgeReg under "My Grades." If the student has not met his/her financial and library obligations to the college or his/her credentials are not on file, this report is withheld.

Freshmen are provided with mid-semester grades in Fall and Spring to better assess their academic progress; sophomores receive mid-semester grades in the Fall. Students who are doing less than average work at the midpoint of the course may be notified and asked to arrange a conference with their advisor, instructor and/or Learning Support Services staff. Mid-semester grades do not go on a student's permanent record.

APPEAL OF GRADES AND GRADE CHANGES

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

REPEATING A COURSE

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

DEAN'S LIST

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

SEMESTER HONORS

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

Academic Standing

Good Academic Standing

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

Warned: Incomplete

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

Probation

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

Dismissal

A student will be dismissed from the college if the cumulative GPA is less than 2.00 for two successive

terms, including Summer Session (but excluding Winterim), with a minimum of 12 cumulative credits attempted overall.

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

Satisfactory Academic Progress

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

Other Study Opportunities

COLLABORATIVE PROGRAM WITH THE UNIVERSITY OF WISCONSIN

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

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

The Collaborative Program application form may be obtained from the Registrar's Office; deadlines for applying are August 1 for the Fall semester and December 15 for the Spring semester. **Approval to participate in the program does not guarantee enrollment, which is subject to available space in the course, according to UW's policies.** As part of the application process, students also apply to the UW Guest and Special Student program and follow UW registration procedures. Fees are deferred to Edgewood when students register at UW.

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

CREDIT FOR PRIOR LEARNING

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

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

Advanced Placement and International Baccalaureate Examinations

A high school senior who has completed one or more Advanced Placement (AP) or International Baccalaureate (IB) courses in high school and has taken the corresponding exams is encouraged to forward

the results of the tests to the Academic Dean's Office. Edgewood College grants college credit to students who have successfully completed AP and IB exams.

Nationally Standardized Examinations

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

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

Edgewood College Examination Program

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

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

Credit for Prior Learning Portfolio Program

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

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

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

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

Armed Services and Organization-Sponsored Learning

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

Credits for Non-Native Speakers of English

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

Retroactive Credit for Foreign Language Learning

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

GRADUATE COURSES

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

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

Undergraduate students wishing to take a graduate course must submit a completed Request to Take Graduate Course form to the Registrar. If a graduate course is taken for undergraduate credit, the student may not later use this course to meet the credit, residency, or GPA requirement for the Master's Degree at Edgewood College.

For post-baccalaureate students, conditions #1 and #3 above apply. Conditions #2, #4, #5, #6, and #7 above do not apply. Post-baccalaureate students wishing to take a graduate course must complete a Request to Take Graduate Course form. These graduate credits may be applied to a graduate degree at Edgewood College. Approval of the respective department is required.

HONORS PROGRAM

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

Requirements of the Honors Program

Students are required to take Honors courses, participate in certain extra-curricular activities and develop their own Honors Scholarship project in their senior year.

Several courses designated "Honors" are offered each semester according to a two-year rotation. These specially-designed and innovative courses fulfill the Foundations of Human Learning degree requirements. Students also participate in one event or activity each semester, such as a cultural event at the Madison Overture Center, a campus speaker, concert or film, or a field trip.

Student who complete the Honors program will have:

- Completed at least five courses designated "Honors."
- Taken an advanced section of ENG 110 College Writing.
- Participated in an approved extra-curricular event during each semester and written a reflective report.
- Completed an Honors Scholarship contract in an upper-level course in their major.
- Maintained a cumulative GPA of at least 3.3.

Admission to Honors

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

New freshmen are placed into the program based on these requirements:

1. A minimum high school GPA of 3.5.

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

Continuing and transfer students may apply to the program with:

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

Benefits of Honors

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

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

INDEPENDENT STUDY

Once students have earned at least 48 credits toward the degree, they are eligible to take an independent study course on a selected topic for which they develop their own curriculum. Such courses are based on individualized and independent learning, and are developed with a directing professor with specific learning goals that include meeting with the professor regularly. They are limited to one course per semester and are not to exceed three credits per course.

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

DEGREE REQUIREMENTS

Goals of the Foundations Curriculum

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

The goal of the college's General Education Foundations curriculum is to educate students in the liberal arts tradition by providing a strong foundation in skills and learning in the disciplines.

Foundations of Communication courses provide students the knowledge and ability to use logic and language effectively. Foundations of Human Learning courses provide students the foundational understanding necessary for the development of literacy and critical ability in the arts, sciences and humanities essential to career advancement, self-knowledge, a sense of personal responsibility and moral direction.

These goals, objectives and requirements were created and approved by the faculty in May of 1994 and revised in December of 2004.

Foundations of Communications

English Composition: to articulate and support clear, intelligent ideas in written essays that demonstrate the student's concern for subject, audience, and purpose.

Mathematics: to acquire the ability to approach problems in a systematic way and to have a basic understanding of mathematical language and ways of thinking.

Speech: to develop an authentic and articulate public voice, i.e., to develop a student's capacity to say what he/she means when speaking in public and to say it cogently, coherently, clearly, intelligibly, and in a manner appropriate to the occasion.

Logic and Critical Thinking: to acquire the ability to clarify ideas, form well-grounded judgments, and unite judgments in an orderly manner, so as to reason to a valid conclusion.

Computer Competency: to provide an understanding of the operation and use of computers and basic information literacy.

Foreign Language: to acquire in a cultural context an introductory knowledge of the structure and vocabulary of a foreign language.

Foundations of Human Learning

F1 Literature: to develop skills of interpretation and critical evaluation of literature and to develop one's ability to experience literature with thoughtful enjoyment.

F2 History and Appreciation of the Fine Arts: to express aesthetic awareness and critical judgments of creative works.

F3 Fine Arts Studio Experience: to enable the student to express personal ideas, thoughts, and feelings in an original and creative manner, to explore a variety of media and to foster perceptual, creative, and aesthetic awareness.

F4 Social Sciences: to gain the ability to search in a disciplined way for answers to questions about human social behavior and societal changes and to examine the link between the individual's experiences and larger social processes and public issues.

F5 Natural Sciences: to see the natural sciences as a human activity that, in part, deals with a variety of problems that societies face when interacting with the environment.

F6 History: to investigate the complexity of the human condition in time, the dynamic and global nature of history and historians' approaches to the past.

F7 Philosophy: to stimulate consideration of the ultimate human questions, such as the nature of the universe, the cause of the universe, the purpose of existence, and the criteria for genuine human living within the context of the search for goodness, truth, beauty, and happiness.

F8 Religious Studies: to reflect and critically study faith, spirituality, and religious traditions as an integral part of the human experience.

Degree Requirements for the Bachelor of Science Degree

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

A minimum of 120 credits (several majors may require additional credits), and a minimum cumulative GPA of 2.0 are required. The college residency requirement is 32 credits; departments may specify other residency requirements for their majors and minors.

I. Foundations of Communication

- English Composition
ENG 110 College Writing 4 credits
- Mathematics
MATH 101 or other course* 3 credits
- Speech
COMMS 101 Speech 3 credits
- Critical Thinking
PHIL 101 Logic: The Practice of Critical Thinking 3 credits
- Foreign Language
One foreign language† 6 credits
- Computer competency
As determined by the student's major

* The math requirement may be satisfied by completing one of MATH 101, 111, 112, 122, 131 or 231 with a passing grade, or demonstrating proficiency. The following courses do not satisfy the requirement: MATH 98, 99, 102, 103 or 121. Some majors require students to take a specific Foundations math course. See specific Schools and Departments.

† A student may fulfill the Foundations foreign language requirement with a minimum of two years of the same foreign language in high school (grades 9-12) with a minimum of C (2.0) in each semester. Foreign language taken in seventh or eighth grade is not counted. No credit is awarded for language courses taken in high school, unless the student wishes to earn retroactive credits for high school work. Students for whom English is a second language satisfy this requirement by successful completion of English Composition and an Edgewood F1 literature course (i.e., a literature course taken in English). Contact the Associate Academic Dean for determination of the foreign language requirement for non-native speakers.

II. Foundations of Human Learning

- An F1 course in literature (minimum of 3 credits)
- An F2 course in the history and/or appreciation of one of the following arts: visual art, music, film or theatre (minimum of 3 credits)
- An F3 studio experience in one of the following arts: visual art, creative writing, dance, music or theatre (minimum of 2 credits)
- An F4 course in one of the following social sciences: anthropology, economics, psychology, sociology, political science (minimum of 3 credits)
- An F5 two-semester sequence in one of the natural sciences, including experimental studies (minimum of 6 credits with lab components)
- An F6 course in history (minimum of 3 credits)
- An F7 course in philosophy other than PHIL 101 Logic (minimum of 3 credits)
- An F8 course in religious studies (minimum of 3 credits)

These courses are indicated under course offerings in the catalogue and in each Timetable using the "F" and area number 1-8. Approved interdisciplinary studies courses may be substituted for other Foundations

courses as noted in the semester Timetable. These courses will be designed to fulfill the objectives of specific Foundations areas.

Acceptance of transfer courses as equivalents in the Foundations curriculum will be based on catalogue descriptions and/or syllabi. It is the responsibility of the transfer student to provide this documentation. Decisions will be made by the Registrar and Associate Academic Dean.

III. Human Issues Study

All degree candidates must complete a minimum of 3 credits in an approved Human Issues Study. See [HUMAN ISSUES](#) for further details.

IV. Major

Students are required to complete all the requirements for a major, as listed in the catalogue under the specific Schools and Departments.

Degree Requirements for the Bachelor of Arts Degree

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

All degree requirements for the Bachelor of Arts degree are the same as for the Bachelor of Science degree except for the foreign language requirement. The foreign language requirement for a B.A. consists of 16 credits in one language, or 14 in one and 8 in a second. The equivalent of these credits may be earned in high school with a minimum grade of C in both semesters of the final year.

Bachelor of Arts Requirements for Non-Native Speakers of English

1. Previous Education
 - The student must have completed three years of high school in which instruction occurred in his or her first language.
 - The student must have completed ENG 110 and an F1 literature course (i.e., a literature course taken in English).
 - The student must complete a minimum of 32 credits at Edgewood College.
2. For students who did not receive high school instruction in their first language, the college will accept proficiency (through the Academic Dean's Office) or CLEP exams in place of high school instruction. Then, items b) and c) listed above.
3. Students may complete 16 credits in a language other than their first language or English, or 14 credits in one language and 8 credits in a second.

Degree Requirements for the Associate of Arts Degree

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

A minimum of 60 credits, to include:

- i. Foundations of Communication
 - Same as for a B.S. except for computer competency requirement

- ii. Foundations of Human Learning
Same as for a B.S.
- iii. Human Issues Study
Same as for a B.S.

Majors and Minors

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

Majors and minors may be selected from the following list or the student may design an individualized major. Generally, minors are not required, except for some programs, as described in the sections of the catalogue for schools and departments.

MAJORS

Accounting
Art
Art and Design Teaching
Art Therapy
Biology
Biology Teaching
Biology Teaching with Environmental Science
Broad Field Natural Science
Broad Field Science Teaching
Broad Fields Social Studies
Business
Business Teaching
Business/Computer
Information Systems
Chemistry
Chemistry Teaching
Child Life
Communication Studies
Computer Information Systems
Computer Science Teaching
Criminal Justice
Cytotechnology
Early Childhood: Exceptional
Educational Needs
Economics
Elementary Education

English
English Teaching
French
French Teaching
Graphic Design
History
Individualized Major
International Relations
Mathematics
Mathematics Teaching
Music
Music: Business
Music Education
Natural Science and Mathematics with a concentration in preengineering
Nursing
Performing Arts
Performing Arts Teaching
Political Science
Psychology
Religious Studies
Sociology
Sociology: Human Services
Spanish
Spanish Teaching
Studies in Education
Theatre

Individual Programs

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

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

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

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

Requirements for Graduation

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

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

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

Waiving of Requirements

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

Graduation and Commencement

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

Commencement ceremonies are held in May and December. Students may participate in the May ceremony if they expect to have all requirements completed by May 25, or if they have fewer than two courses outstanding and it is anticipated that these requirements will be completed by August 25 (evidence of registration is required). Students may participate in the December ceremony only if they expect to have **all** requirements completed by January 10. Student who complete their degree and do not participate in a Commencement ceremony at that time may participate in the following semester's ceremony.

Graduation Honors

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

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

To be eligible for graduation honors, a student must have earned a minimum of 60 credits (Bachelor's degree) or 48 credits (Associate degree) from Edgewood College at the time of graduation. The GPA calculation for Graduation Honors includes all transfer credits, as well as all credits earned at Edgewood. Graduation honors are not the same as departmental honors or 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

SCHOOLS, DEPARTMENTS AND FIELDS OF STUDY

ART DEPARTMENT

MAJORS

Art
Art and Design Teaching
Art Therapy
Graphic Design

MINOR

Art

MISSION STATEMENT

The mission of the Art Department is to promote and maintain the highest possible degree of quality instruction in art in order to facilitate students' work toward the attainment of their highest potential in the visual arts.

The Art Department offers a program of instruction that includes the study of aesthetics, art criticism, art history, art production, graphic design, art and design teaching, and art therapy. At the core of a liberal arts education, art contributes to the development of creativity, self-expression, human wholeness, and global vision.

ART DEPARTMENT GOALS

The goals of the Art Department are to help students:

1. Demonstrate fluency in the history, theories, principles, and skills of visual art.
2. Articulate how art contributes to the development of intellectual, aesthetic, spiritual and emotional awareness in oneself and others.
3. Develop multicultural awareness and global perspective through the study of historical and contemporary arts.
4. Explore art as a means of communicating with and serving the broader community; explore art-making as a collaborative process.
5. Develop an integrative approach to art in relation to other disciplines.
6. Prepare for a career and/or continued study in the visual arts, including art education, art history, art therapy, graphic design and studio.

POLICIES

It is important for all art majors and minors to begin taking art courses as a freshmen.

Students should complete a declaration of major/minor form during their freshman or sophomore year with the assistance of their advisor.

At the end of the sophomore year, each potential or declared major/minor will present a portfolio of their best work from each studio course completed. At this time the student and Art Department faculty will have the opportunity to review the work.

Participation in a senior presentation is a requirement for all majors. Options for senior presentations include: an art exhibition, a slide presentation, or, for Graphic Design majors, presentation of a professional quality portfolio. During this presentation, the student will arrange a final critique with Art Department faculty.

In the Spring semester, each major/minor is encouraged to participate in the Edgewood College Student Art Exhibit.

Field trips to local and regional art galleries, museums, and artists' studios may be required as partial fulfillment of any particular art course. Studio fees may be required for certain courses to cover basic material expenses.

Auditors are accepted by consent of the instructor into studio art classes.

THE PAINTED FOREST AND ART STUDIO AND STUDY CENTER

In October 2004, the Kohler Foundation, Inc. gifted the Painted Forest historical site in Valton, Wisconsin, with its wall to ceiling murals, to Edgewood College. The college continues the site's role to educate students, artists, researchers, and other visitors, and to preserve this unique Wisconsin "outsider" art treasure for the future. The Edgewood College Art Studio and Study Center is close to the Painted Forest in Valton. Recently constructed by the Kohler Foundation, Inc., it is used for workshops, lectures, exhibits, performances, seminars, retreats, and artist residencies.

ART MAJOR

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

Forty-five credits, to include:

1. Required Courses

- ART 200F3 Drawing I
- ART 202 Two-Dimensional Design
- ART 214 Drawing II
- ART 216 Three-Dimensional Design
- ART 150 Computer Graphics
- ART 464 Art Seminar

2. Two of the following

- ART 124F2
 - ART 144F2
 - ART 146F2
 - ART 254F2
 - ART 264F2
- art history courses:
- Global Perspectives in the Visual Arts
 - Art Survey – Ancient to Medieval Art
 - Art Survey – Renaissance to Impressionism
 - Modern Art in Europe and the United States
 - Multicultural Art in the USA

3. One of the following

- ART 250
 - ART 252
 - ART 260
 - ART 354
 - ART 362
 - ART 364
- courses:
- Art of Africa, Americas, and Oceania
 - History of Women Artists in Europe and North America
 - History of Art in North America
 - Contemporary Art
 - Native American Art
 - Selected Topics in Art History

4. Four of the following

- ART 102F3
 - ART 205
 - ART 208
 - ART 206
 - ART 312
 - ART 360 64
- courses:
- Watercolor
 - Painting I or ART 305 Painting II
 - Advanced Photography
 - Relief Printing or ART 308 Etching
 - Figure Drawing
 - Digital Fine Art

5. The following three courses:

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

A student majoring in art must complete a minimum of 12 credits in art courses at Edgewood.

ART 150 Computer Graphics fulfills the General Education computer competency requirement.

ART AND DESIGN TEACHING MAJOR

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

1. The major requires 63 credits, to include the requirements for an Art major and completion of the Education professional requirements and the licensing sequence for Early Childhood-Adolescence: Regular Education (see [EDUCATION](#)), plus:
 - ART 104F3 Fibers
 - ART 120F3 Video
 - ART 207 Photography I
 - ART 150 Computer Graphics
 - ART 466 Methods of Teaching Art and Design, Early Childhood-Early Adolescence
 - ART 468 Methods of Teaching Art and Design, Early Adolescence-Adolescence
2. An Art and Design Teaching major student must be admitted to teacher education before being admitted to ART 466 and 468; admission to teacher education is recommended as early as possible.

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

ART 150 Computer Graphics fulfills the General Education computer competency requirement.

ART THERAPY MAJOR

The art therapy major includes courses in studio art, art therapy, and psychology, and 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.

1. Required courses:
 - ART 102F3 Watercolor or ART 305 Painting II
 - ART 200F3 Drawing I
 - ART 202 Two-Dimensional Design
 - ART 205 Painting I
 - ART 216 Three-Dimensional Design
 - ART 218 Ceramics I
 - ART 240 Introduction to Art Therapy
 - ART 316 Sculpture
 - ART 342 Adapted Art Media and Methods
 - ART 344 The History and Foundation of Art Therapy
 - ART 150 Computer Graphics
 - ART 345 Applications of Adapted Art
 - ART 492 Art Therapy Internship
 - PSY 101F4 General Psychology
 - PSY 340 Abnormal Psychology
 - PSY 345 Lifespan Development

- PSY 380 Introduction to Psychotherapies or PSY 300 Psychology of Personality
2. One of the following art history courses:
 - ART 144F2 Art Survey – Ancient to Medieval Art
 - ART 146F2 Art Survey – Renaissance to Impressionism
 - ART 254F2 Modern Art in Europe and the United States

A student majoring in art therapy must complete at least 12 credits in art and art therapy at Edgewood College.

ART 350 Computer Graphics fulfills the General Education computer proficiency requirement.

GRAPHIC DESIGN MAJOR

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

Fifty-one credits, to include:

1. Required courses
 - ART 200F3 Drawing I
 - ART 120F3 Video
 - ART 202 Two-Dimensional Design
 - ART 205 Painting I
 - ART 207 Photography I
 - ART 210 Graphic Design
 - ART 214 Drawing II
 - ART 220 Typography
 - ART 310 Advanced Graphic Design
 - ART 312 Figure Drawing
 - ART 150 Computer Graphics
 - ART 450 Advanced Computer Graphics
 - ART 470 Web Media and Design
 - BUS 301 Marketing Principles
 - BUS 433 Advertising and Promotion Strategy
2. Two of the following art history courses:
 - ART 124F2 Global Perspectives in the Visual Arts
 - ART 144F2 Art Survey – Ancient to Medieval Art
 - ART 146F2 Art Survey – Renaissance to Impressionism
 - ART 254F2 Modern Art in Europe and the United States
 - ART 264F2 Multicultural Art in USA
3. ART 150 Computer Graphics to fulfill the general education computer proficiency requirement.

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

Students are encouraged to participate in an internship to gain practical experience.

ART MINOR

Thirty credits, to include:

1. Required courses
 - ART 200F3 Drawing I
 - ART 202 Two-Dimensional Design
 - ART 214 Drawing II
 - ART 216 Three-Dimensional Design

2. Two of the following art history courses:
 - ART 124F2 Global Perspectives in the Visual Arts
 - ART 144F2 Art Survey – Ancient to Medieval Art
 - ART 146F2 Art Survey – Renaissance to Impressionism
 - ART 254F2 Modern Art in Europe and the United States
 - ART 264F2 Multicultural Art in the USA

3. Two of the following courses:
 - ART 102F3 Watercolor
 - ART 205 Painting I or 305 Painting II
 - ART 450 Advanced Computer Graphics
 - ART 206 Relief Printmaking or ART 308 Etching
 - ART 208 Advanced Photography
 - ART 312 Figure Drawing
 - ART 360 Digital Fine Art

4. Two of the following courses:
 - ART 218 Ceramics I
 - RT 318 Ceramics II
 - RT 316 Sculpture

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

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

BROAD FIELDS SOCIAL STUDIES

An interdisciplinary major administered by the History and Social Science Departments

HISTORY CONCENTRATION

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

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

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

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

Each successful BFSS-History Concentration major will demonstrate:

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

HISTORY CONCENTRATION WITH TEACHING MINOR

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

1. The required courses in history are:
 - o HIST 115 F6 plus one elective from Area A in HISTORY
 - o HIST 131F6 and HIST 132F6 plus one elective from Area B in HISTORY (12 cr)
 - o HIST 111F6 plus one elective from Area C in HISTORY
 - o HIST 295 Pro-Seminar
 - o HIST 400/401 A, B, or C Selected Issues/Research Paper
 - o 6-8 credits in electives from any department that offers a "history of" course, e.g. history of religion; history of music; history of art, etc., or HIST 120F6 World Civilization and one 3 or 4 credit course in any department that offers a "history of" course.
 - o Twelve social science credits to be chosen from sociology and economics. Confirm choices with an advisor from the Department of History.
2. Completion of the Education professional requirements and the licensing requirements for teacher education (See EDUCATION). A Broad Fields Social Studies - History Major with a teaching minor must be admitted to teacher education before being admitted to HIST 459H; admission to teacher education 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. Students completing 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.

3. To meet Wisconsin Department of Public Instruction licensing requirements, students should take coursework in conservation of natural resources and marketing and consumer cooperatives, GEOG 265 Environmental Conservation. Students are advised to check carefully the certification requirements of the state in which they plan to teach.
4. Majors must be adept at using a word processing program. They must also be familiar with computer-accessed historical sources. Instruction in researching such sources is begun in HIST 295, and continued in upper division courses. Majors demonstrate proficiency in HIST 401.

At least half of the credits in history should be at the 200-level or above. A minimum cumulative grade point average of 3.0 is required in history and social science courses offered toward the major with at least a 3.5 in the senior seminar. Post-baccalaureate and undergraduate students must earn at least 12 credits in history at Edgewood College.

CONCENTRATIONS IN SOCIAL SCIENCE: ECONOMICS, POLITICAL SCIENCE, SOCIOLOGY/ANTHROPOLOGY

(Administered by the Social Science Department)

All majors 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:

- SS 200 Data Analysis and Software for the Social Sciences
- SS 368 Social Science Research Methods
- SS 369 Social Science Statistics
- SS 484 Senior Social Science Seminar

ECONOMICS

An 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 and the required social science sequence with supporting courses from at least two of the following disciplines: geography, history, political science, sociology, anthropology.

Required courses:

- The Social Science Interdisciplinary Sequence (see above) (13 credits)
- ECON 255F4 Principles of Macroeconomics
- ECON 256F4 Principles of Microeconomics
- ECON 350 Economics of Labor, Poverty and Income Distribution

POLITICAL SCIENCE

An 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 and the required social science sequence with supporting courses from at least two of the following disciplines: economics, geography, history, and sociology/anthropology.

Required courses:

- The Social Science Interdisciplinary Sequence (see above) (13 credits)
- PS 210 Introduction to International Relations or PS 275 Introduction to Comparative Politics
- PS 301 Political Ideas

SOCIOLOGY AND ANTHROPOLOGY

An 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 and anthropology and the required social science sequence, with supporting courses from at least two of the following disciplines: economics, geography, history, and political science.

Required courses:

- The Social Science Interdisciplinary Sequence (see above) (13 credits)
- SOC 201 F4 Introduction to Sociology or ANTH 222 F4 Introduction to Cultural Anthropology
- SOC 402 Theories of Society

One course from the following:

- SOC 323 The Family and Society
- SOC 324 Education and Society
- SOC 345 Religion and Society
- SOC 365 Women and Society

One course from the following:

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

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

BUSINESS

MAJORS

Business with concentrations in Accounting, Finance, Management, Marketing or General Business

Accounting

Business Teaching

Business/Computer Information Systems

MINOR

Business

GRADUATE PROGRAMS

The School of Business offers a Masters in Business Administration (MBA) degree and a number of graduate certificates. Junior and senior undergraduates may qualify to take a graduate course, although special permission is required. Graduate courses are courses numbered at or above the 500 level; descriptions appear in the Graduate catalogue.

Mission Statement of the School of Business

Changing business through education, one student at a time.

POLICIES

18 Credit Rule for Majors

For students earning a major, a minimum of 18 credits in Business courses numbered 300 or above must be earned at Edgewood College.

12 Credit Rule for Minors

For students earning a minor, a minimum of 12 credits in Business courses must be earned at Edgewood College.

Business Residency Rule

Once enrolled at Edgewood College, all coursework to be applied to a Business major or minor must be taken at Edgewood College. Exceptions to this rule will occur only in extreme circumstances and require prior written permission of both the student's academic advisor and the School of Business Dean.

Prerequisites for Courses

All Business courses numbered above 300 have the following prerequisites:

- ENG 110 College Writing
- Prior completion of 40 credits Note: Accounting courses are exempt from the 40- credit prerequisite

Specific courses have prerequisites that must be satisfied prior to enrollment. See course descriptions.

Certified Public Accountant (CPA) Exam

The requirements to sit for the CPA exam include the completion of 150 credits of college coursework. At Edgewood, this requirement can be met in either of two ways:

1. Well-prepared and motivated students may satisfy the requirements to sit for the CPA exam by completing both an undergraduate Business major and a Masters in Business Administration (MBA) degree; or
2. Students complete the requirements to sit for the CPA exam by completing an undergraduate Accounting major and additional coursework.

Graduate School

Most graduate programs require a course in business calculus prior to beginning graduate study. It is recommended that students who may apply to graduate school take the graduate course BUS 502 Business Analysis in either their junior or senior year. Taking the BUS 502 course as an undergraduate will avoid delaying a graduate program.

BUSINESS MAJOR

The Business major requires completion of two sets of courses:

- I. Required Courses
- II. One Concentration Area (student selected)

Required Courses

- CS 150 Introduction to Information Systems
- PHIL 104F7 Ethics
- MATH 121 Statistics
- MATH 122 Finite Mathematics
- ECON 255F4 Principles of Macro-Economics
- ECON 256F4 Principles of Micro-Economics
- BUS 280 Financial Accounting
- BUS 281 Managerial Accounting
- BUS 301 Marketing Principles
- BUS 302 Management of Human Performance
- BUS 303 Corporate Finance
- BUS 304 Law I
- BUS 305 Operations Management
- BUS 306 Professional Communication
- BUS 475 Business Internship
- BUS 498 Business Strategy

Notes on Required Courses:

- MATH 121 and MATH 122 are prerequisites for a number of business courses.
- ECON 255F4 and 256F4 satisfy the Foundations F4 requirement.
- PHIL 104F7 satisfies the Foundations F7 requirement. PHIL 101 Logic is a prerequisite for PHIL 104F7.
- BUS 306 is a prerequisite for BUS 475.
- Freshman and sophomore years focus on completing prerequisites for BUS 301-305, the top half of the Required Courses list and the college's Foundations requirements.
- The Declaration of Major form is to be completed by the student, with assistance from his/her advisor, and submitted to the Registrar during the junior year.

Concentration Areas

In addition to completing the Required Courses, each Business major completes the courses in one of the following Concentration Areas:

Accounting Concentration

The following courses are required:

- BUS 380 Intermediate Accounting I (Fall)
- BUS 381 Intermediate Accounting II (Spring)

And three of the following:

- BUS 385 Cost Accounting (Fall)

- BUS 421 Business Law II (Spring)
- BUS 481 Auditing (Spring)
- BUS 483 Accounting Systems (Fall)
- BUS 485 Income Tax Accounting I (Fall)
- BUS 495 Income Tax Accounting II (Spring)

Finance Concentration

The following courses are required:

- BUS 380 Intermediate Accounting I (Fall)
- BUS 381 Intermediate Accounting II (Spring)
- BUS 411 Topics in Corporate Finance (Spring)
- BUS 412 Investments (Spring)
- BUS 413 International Finance (Fall)

Note: ECON 460 Money, Banking and International Capital Markets, is a recommended elective for the Finance Concentration.

Management Concentration

The following courses are required:

- BUS 340 Management of Organizations (Fall)
- BUS 430 Human Resource Management (Spring)
- BUS 445 Entrepreneurship (Fall)
- BUS 440 Improving Organizational Effectiveness (Spring)
- BUS 465 Social Responsibility of Business

Marketing Concentration

The following courses are required:

- BUS 431 Marketing Policy and Management (Fall)
- BUS 432 Consumer Behavior (Spring)
- BUS 433 Advertising and Promotion Strategy (Spring)
- BUS 434 Market Research and Analysis (Fall)
- BUS 435 Professional Selling and Sales Management (Fall)

General Business

In addition to the required courses, students must complete 12 credits of business courses numbered above BUS 306. The course plan must be approved by the student's business advisor.

Sample Four-Year Business Major Course Sequence

	Fall Semester ⁷	Spring Semester ⁷
Freshman	ECON 255F4 or 256F4 MATH 111 (if required) ¹ CS 150 ENG 110 ³ COMMS 101	ECON 256F4 or 255F4 MATH 121 ¹ PHIL 101 ² ENG 110 ³
Sophomore	MATH 122 ¹ BUS 280	BUS 281 BUS 301 ⁵

	PHIL 104F7 ¹	
Junior	BUS 302 ⁵ BUS 303 ⁵ C1 ⁶	BUS 304 ⁵ BUS 305 ⁵ C2 ⁶ BUS 306 ⁴
Senior	BUS 475 ⁴ C3 ⁶ C4 ⁶	BUS 498 C5 ⁶

Notes:

1. MATH 121 and MATH 122 are prerequisites for many required business courses. It is important that they are completed before the end of the sophomore year. MATH 121 has a prerequisite of MATH 101 or 111. MATH 122 has a prerequisite of MATH 111. MATH 122 satisfies the college's Foundations mathematics requirement.
2. PHIL 101 Logic is a prerequisite for PHIL 104F7 Ethics.
3. ENG 110 is the college's Foundations writing requirement and is to be completed prior to the end of the sophomore year.
4. BUS 306 is a prerequisite for BUS 475
5. ENG 110 and the prior completion of 40 credits are prerequisites for BUS 301-306.
6. C1-C5: Concentration area courses generally offered once annually. These courses should be sequenced with prerequisite considerations in mind. The rotation may vary with concentration.
7. College General Education requirements not on table:
 - o Foreign Language
 - o F1, F2, F3, F5, F6, F8
 - o Human Issues Study

ACCOUNTING MAJOR

The Accounting major requires the completion of two sets of courses:

- I. Required Courses as indicated under the Business major
- II. The following Accounting Courses:
 - o BUS 380 Intermediate Accounting I (Fall)
 - o BUS 381 Intermediate Accounting II (Spring)
 - o BUS 385 Cost Accounting (Fall)
 - o BUS 421 Business Law II (Spring)
 - o BUS 481 Auditing (Spring)
 - o BUS 483 Accounting Systems (Fall)
 - o BUS 485 Income Tax Accounting I (Fall)
 - o BUS 495 Income Tax Accounting II (Spring)
 - o BUS 726 Advanced Accounting I (Fall)
 - o BUS 727 Advanced Accounting II (Spring)

Notes on Accounting Major:

- See "Notes on Required Courses" under **BUSINESS MAJOR**
- Accounting major courses are offered only once each year. Planning for the completion of these courses is especially important.
- Accounting major courses have prerequisites that need to be planned for when developing course schedules.
- BUS 726 and 727: A Permission to Register for a Graduate Course form must be completed to register for these courses. Course descriptions appear in the Graduate Catalogue.
- 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.

- The Declaration of Major form is to be completed by the student, with the assistance of an advisor, and submitted to the Registrar's Office during the junior year.

BUSINESS/COMPUTER INFORMATION SYSTEMS MAJOR

1. All required courses for the [Business minor](#)
2. All specific courses listed for the [Computer Information Systems major](#)

BUSINESS TEACHING MAJOR

1. All required courses for the [Business minor](#).
2. Proficiency in information concepts, keyboarding, 180 hours of work experience in a commercial field.
3. Teaching majors must complete professional requirements and appropriate license requirements (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-21).

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.

BUSINESS MINOR

The Business minor requires the completion of the following 35 credits of coursework:

- MATH 121 Statistics
- MATH 122 Finite Mathematics
- ECON 255F4 Principles of Macro- Economics
- ECON 256F4 Principles of Micro- Economics
- BUS 280 Financial Accounting
- BUS 281 Managerial Accounting
- BUS 301 Marketing Principles
- BUS 302 Management of Human Performance
- BUS 303 Corporate Finance
- BUS 304 Law I
- BUS 305 Operations Management

Notes on Business Minor:

- MATH 121 and MATH 122 are prerequisites for several business courses within the minor. MATH 121 has a prerequisite of MATH 101 or 111. MATH 122 has a prerequisite of MATH 111.
- BUS 301-305 prerequisites: Prior completion of 40 credits; ENG 110 College Writing;
- See course descriptions for additional prerequisites.
- A Declaration of Minor form is to be completed by the student and business advisor, and submitted to the Registrar.

Courses Offered

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

COMMUNICATION STUDIES

MAJORS

Communication Studies

MINORS

Communication Studies
Interdisciplinary English/Communication Studies/Theatre Arts

POLICIES

Courses required for the Communication Studies majors are regularly offered on a rotating basis, normally within a two-year cycle. Students are urged to consult the Communication Studies website for information regarding this sequence, so that requirements may be fulfilled within the normal pattern.

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

COMMUNICATION STUDIES AWARD

Martie Kaump Award Awarded to a student who has demonstrated outstanding artistic achievement and student leadership. The criteria for this award includes the following: student is able to work independently, uses research tools in academic work, is able to formulate long-range goals, is reasonably successful in mentoring less experienced students, has completed 70 credits and maintained a grade point of 3.2 or higher. This award is given in alternate years by the Communication Studies Department and the Theatre Arts Department.

COMMUNICATION STUDIES MAJOR

A minimum of 45 credits in the following; 20 of these credits need to be at or above 300-level.

1. Major core, minimum 24 credits:
 - COMMS 201 Communication and Civilization
 - COMMS 240 Introduction to Interpersonal Communication
 - COMMS 241 Introduction to Organizational Communication
 - COMMS 243 Introduction to Media Studies
 - COMMS 311 Communication Criticism
 - COMMS 312 Argument and Controversy
 - COMMS 313 Communication Research Methods
 - COMMS 317 Intercultural Communication
 - COMMS 316 Mass Media and Communication
 - COMMS 440 Senior Capstone

Note: Core classes taken over the minimum 24 credit hours can count towards an emphasis.

2. Areas of Emphasis, minimum 21 credits.

Organizational/Interpersonal Emphasis

- Required: COMMS 450 Internship
- Recommended:
 - COMMS 314 Persuasion, Promotion and Advertising
 - COMMS 310 Advanced Communication Theory
 - COMMS 318 Challenges to Organizational Communication
 - ENG 302 Professional Communication
 - SOC/PSY 349 Social Psychology
 - PHIL 103F7 Philosophy of the Person
 - BUS 301 Marketing Principles

BUS 302 Management of Human Performance
BUS 340 Management of Organization
BUS 434 Consumer Behavior
ANTH 222F4 Introduction to Cultural Anthropology
SOC 309 Race and Ethnicity

Media and Message Emphasis

- Required: COMMS 450 Internship
- Recommended: COMMS 226F2 Film Criticism
COMMS 228F2 Television Criticism
THA 264F3 Oral Interpretation
THA 265F3 Acting I
COMMS 310 Advanced Communication Theory
COMMS 314 Persuasion, Promotion and Advertising
COMMS 316 Mass Media and Communication
COMMS 318 Challenges to Organizational Communication
ENG 201 Introduction to Journalism
ENG 202 Journalism Practicum
ENG 300 Advanced Composition
ENG 301 Magazine Writing
ENG 303 Introduction to the Study of Language
ENG 307 Advanced Reporting
ENG 380 Literary Criticism
ART 120F3 Video
ART 210 Graphic Design
ART 310 Advanced Graphic Design
ART 350 Computer Graphics
BUS 306 Professional Communications
- Students in this emphasis should develop a coherent body of media and message skills

Communication and Social Influence Emphasis

- Required: COMMS 450 Internship
- Recommended: THA 264F3 Oral Interpretation
THA 265F3 Acting I
COMMS 310 Advanced Communication Theory
COMMS 314 Persuasion, Promotion and Advertising
COMMS 318 Challenges to Organizational Communication
PHIL 105F7 Social and Political Philosophy
BUS 301 Marketing Principles
SOC/PSY 349 Social Psychology
PS 350 Public Policy Process
PS 360 Political Parties and Interest Groups
ANTH 222F: Introduction to Cultural Anthropology
SOC 322 Class, Social Change and Revolution
SOC 365 Women and Society
ENG 201 Introduction to Journalism
ENG 276F1 Mythology
FREN 314 Language in the Media
SPAN 314 Language in the Media

Individually Planned Emphasis

- Required: COMMS 450 Internship

COMMUNICATION STUDIES MINOR

1. Minimum of 24 credits in communication studies courses, 12 of these credits need to be at or above 300-level.
2. Minor core: COMMS 201 Communication and Civilization, and COMMS 240 Interpersonal Communication

Interdisciplinary Options

- ANTH 222F4 Introduction to Cultural Anthropology
- ART 120F3 Video
- ART 210 Graphic Design
- ART 220 Typography
- ART 310 Advanced Graphic Design
- ART 350 Computer Graphics
- ART 470 Web Media & Design
- BIO 250 Environmental Biology
- BIO 301 Biotechnology
- BUS 301 Marketing Principles
- BUS 302 Management of Human Performance
- BUS 306 Professional Communications
- BUS 340 Management of Organizations
- BUS 432 Consumer Behavior
- ENG 201 Introduction to Journalism
- ENG 202 Journalism Practicum
- ENG 276 Mythology
- ENG 300 Advanced Composition
- ENG 301 Magazine Writing
- ENG 303 Introduction to the Study of Language
- ENG 307 Advanced Reporting
- ENG 380 Literary Criticism
- ENG 475 Special Topics in Professional Writing
- FREN 314/414 Language in the Media
- FREN 433 Film and Society
- HIST 204F6 Social Movements in U.S. History
- PHIL 103F7 Philosophy of the Person
- PHIL 104F7 Ethics
- PHIL 105F7 Social and Political Philosophy
- PS 350 Public Policy Process
- PS 360 Political Parties and Interest Groups
- PS 460 Mass Media and Politics
- SOC 309 Race and Ethnicity
- SOC 322 Class, Social Change and Revolution
- SOC 349 Social Psychology
- SOC 365 Women and Society
- SPAN 314/414 Language in the Media
- SPAN 436 Film and Society

INTERDISCIPLINARY MINOR IN ENGLISH/COMMUNICATION
STUDIES/THEATRE ARTS

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 English language arts at the level corresponding to the licensing major.

The minor is also useful for Elementary Education majors.

Contact the Chair of the Communication Studies Department for the specific course requirements and policies.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

COMPUTER SCIENCE

MAJORS

Computer Information Systems
Business/Computer Information Systems
Computer Science Teaching

MINORS

Computer Information Systems
Computer Science
Computer Science Teaching

COMPUTER INFORMATION SYSTEMS MAJOR

The Computer Information Systems major is structured to provide students with the theoretical frameworks 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 and related areas of study, preparing students for the practical application of various information sciences and related technologies and engaging students in sharpening their abilities to think critically and to work in teams. It incorporates both individual and team projects, and a senior capstone experience, which provides the opportunity to integrate all previous learning and experiences.

A total of 64 credits as follows:

1. Computer Science
 - CS 150 Introduction to Information Systems
 - CS 180 Introduction to Programming
 - CS 220 Data Communications: Theory and Applications
 - CS 270 Database Structures
 - CS 301 Information Systems: Analysis and Design
 - CS 302 Information Systems: Design and Implementation
 - CS 333 Programming in Visual Basic
 - CS 334 Programming in JAVA
 - CS 340 Programming for the Web
 - CS 350 Operating Systems
 - CS 430 Information Security and Network Management
 - CS 480 Web and E-Commerce Development
 - CS 492 Information Systems Project
2. Business
 - BUS 280 Financial Accounting
 - BUS 281 Managerial Accounting
 - BUS 302 Management of Human Performance
 - BUS 304 Law I

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

The General Education computer competency requirement for Computer Information Systems major is satisfied by the requirements for the major.

BUSINESS/COMPUTER INFORMATION SYSTEMS MAJOR

1. All courses listed for the [Business minor](#).
2. All courses listed for the [Computer Information Systems major](#).

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

The General Education computer competency requirement for Business/Computer Information Systems majors is satisfied by the requirements for the major.

COMPUTER SCIENCE TEACHING MAJOR

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

1. Computer Science
 - CS 150 Introduction to Information Systems
 - CS 180 Introduction to Programming
 - CS 220 Data Communications: Theory and Applications
 - CS 333 Programming in Visual Basic
 - CS 334 Programming in Java
 - CS 340 Programming for the Web
 - CS 350 Operating Systems
2. A course on computers in education approved by the department.
3. Two elective courses to be determined by the department.
4. Completion of the Education professional requirements and licensure requirements for early adolescence through adolescence (see [EDUCATION](#)).

A Computer Science Teaching major must be admitted to teacher education before being admitted to ED 459U; admission to teacher education is recommended as early as possible.

The General Education computer competency requirement for Computer Science Teaching major is satisfied by the requirements for the major.

COMPUTER INFORMATION SYSTEMS MINOR

This minor is designed for students majoring in Business or Graphic Design.
Required courses:

- CS 150 Introduction to Information Systems
- CS 180 Introduction to Programming
- CS 220 Data Communications: Theory and Applications
- CS 270 Database Structures
- CS 301 Information Systems: Analysis and Design
- CS 302 Information Systems: Design and Implementation

COMPUTER SCIENCE MINOR

Required courses:

- CS 150 Introduction to Information Systems
- CS 180 Introduction to Programming
- CS 220 Data Communications: Theory and Applications
- CS 333 Programming in Visual Basic
- CS 340 Programming for the Web

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.

1. A teaching major in some field for middle/secondary or secondary education.
2. Computer Science
 - CS 150 Introduction to Information Systems
 - CS 180 Introduction to Programming
 - CS 220 Data Communications: Theory and Applications
 - CS 333 Programming in Visual Basic
 - CS 340 Programming for the Web
3. A course on computers in education approved by the department.
4. Completion of the education professional requirements and licensure requirements for Early Adolescence through Adolescence (see [EDUCATION](#)). A Computer Science Teaching minor must be admitted to teacher education before being admitted to ED 459U; admission to teacher education is recommended as early as possible.

Computer Science Policies

Due to the interactive nature of the CS and CIS curriculum, all students in the major and minor degree programs are required to use a laptop computer throughout the duration of the degree program. The first course to require the use of a laptop computer is CS180 (Introduction to Programming).

To obtain specific information on the laptop computer configuration, please contact the Computer Science Department.

A student must have an a cumulative grade point average of 2.5 or higher in the three courses CS 180, CS 270 and CS 333, 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 Computer Science 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.

Courses in computer science may not be audited.

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

No computer science course may be taken Pass/Fail.

For the teaching major and minor: Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect September 1, 2004. All students completing programs for licensing after August 31, 2004, must meet new licensing and license-renewal rules applicable to their respective programs, including PRAXIS I/PRAXIS II testing and performance-based portfolio assessment. See [EDUCATION](#).

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 system professionals in the roles of system and network analysts, database administrators, programmers, or provide solid grounding that can serve as a basis for further study in computer science. The department identifies the following five goals:

1. **Fundamental Concepts of Information and Computer Technology**
 - Students should demonstrate ability to efficiently use computers with end-user software to solve real life problems
2. **Application Development**
 - Students should demonstrate ability to solve application problems of limited complexity
 - Be able to implement those solutions using current Object Oriented programming languages
 - Be able to use new application development methods involving Computer Aided System Execution (CASE)
 - Understand the integration of individual application systems into the overall organizational information system
3. **Project Management**
 - Students should demonstrate ability to participate as a member of a project team in 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 apply the project management techniques
 - Be able to use accepted testing strategies
 - Be able to plan and implement auditing
4. **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
5. **Fundamental Business Concepts**
 - Students should demonstrate comprehension of fundamental business concepts in management, accounting, finance, law and economics (to be done in cooperation with the Business Department)

Course Sequence for Computer Information Systems Major

The normal sequence of computer science courses for majors in Computer Information Systems is:

Year	Fall Semester	Spring Semester
Freshman ¹	CS 150 ²	CS 180
Sophomore	CS 333 CS 220 BUS 280	CS 334 CS 270 BUS 281
Junior	CS 301 CS 340	CS 302 CS 350

Senior	BUS 302 ³	or BUS 302 ³
	CS 430	CS 492
	CS 480	
	BUS 304 ⁴	or BUS 304 ⁴

1. The student with no prior computer experience should take CS 100.
2. The student must take or test out of CS 150.
3. BUS 302 Management of Human Performance could be taken either first or second semester.
4. BUS 304 Business Law could be taken either first or second semester.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

EDUCATION

MAJORS

Child Life - non-licensing
Early Childhood: Exceptional Educational Needs - licensing
Elementary Education - licensing
Art and Design Teaching
Business Teaching
French Teaching/Spanish Teaching
Music Education
Theatre Arts Teaching
Studies in Education - non-licensing

MINORS

Early Childhood Education - licensing and non-licensing
Secondary Education - licensing
Teaching English Language Learners - licensing for TESOL

Licensing Sequences

All licensing programs have General Education requirements and Professional Core Prerequisites. All students in licensing programs leading to the initial educator license follow the same four transition steps in the teacher education admission process.

Information about requirements is available from School of Education advisors or from the School of Education Office, 224 DeRicci Hall.

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: Exceptional Educational Needs-PK/3 Major or the Early Childhood Education minor and a major in Elementary Education.

Early Childhood through Middle Childhood: Regular Education To teach children ages birth through 11, students must complete the Elementary Education major with the Early Childhood minor.

Middle Childhood-Early Adolescence: Regular Education To teach children and youth, ages 6-13, students must complete the Elementary Education major with a minor. The minor may be a licensing minor or a non-licensing minor. The following are typical minors:

- English/Communication Arts
- English
- Teaching English Language Learners (TESOL)
- French
- History
- Mathematics/Computer Science
- Natural Science Teaching
- Science Education
- Social Science
- Spanish

Middle Childhood-Early Adolescence: Special Education To teach children and youth ages six through thirteen in special education populations, students must complete a graduate program in cross categorical special education. Under-graduate 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 twenty-one 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 (Ages 10-21) To teach at the early adolescence through adolescence level, ages 10 through 21, students must complete a teaching major and a minor in Secondary Education. Teaching majors include:

- Biology
- Broad Field Science
- Broad Fields Social Studies - history concentration
- Computer Science Education
- English
- History
- Mathematics

Teaching minors are also available in Biology, Chemistry, Computer Science teaching, economics, English, Teaching English Language Learners (TESOL), French, Mathematics, Theatre Arts, 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.

Early Childhood - Adolescence: Regular Education (Birth - Age 21) To teach at the early childhood through adolescence level, birth through age 21, students 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 Teaching
- French Teaching/Spanish Teaching
- Music Education
- Teaching of Theatre Arts

MISSION

The mission of the School of Education is to prepare reflective practitioners for effective schools with an emphasis on leadership at the classroom, school, district, and system levels.

VISION

The School of Education envisions that candidates for licensing as initial educators should be reflective practitioners committed to student learning and continuing professional development in a dynamic world. Students should bring to their positions an informed view of the world, a solid grounding in content for teaching, a grasp of the principles and conditions of establishing a positive learning environment, a functional understanding of the diverse backgrounds and learning styles which children and youth represent, an appreciation of the value of parental involvement in student learning, sensitivity to the need for positive community relations, a specialized expertise for their level and area of preparation, and are assessed under professional quality standards for initial educators.

PURPOSE AND BELIEFS

Influenced by the concept of a professional educator as a reflective practitioner, the School of Education has as a central purpose the preparation of teachers who have a solid general education, who develop an awareness and functional understanding of the methods and content of inquiry in recognized fields of the arts and sciences, who acquire effective professional knowledge and skills, who receive professionally

appropriate experience for teaching 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.*

Standards and Objectives

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

The new Teacher Education Program Approval and Licensing rules have restructured teacher education, educator licenses, and professional development for practicing educators in Wisconsin. The new system is based on the ten Wisconsin Teacher Standards with related knowledge, skills and dispositions.

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

1. Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

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

Assessments and Transitions

Based on the ten Wisconsin Teacher Standards, each of the initial educator preparation licensing sequences shares a set of four common transition points with related assessments outlined below. Student performance is assessed in relation to the standards through multiple measures over time and with developmental expectations over the four transition steps. Rubrics guide the assessment process at each step. Results of the assessments are shared with each student 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.

There are four transition points of admission to teacher 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 student. An approved application for each respective transition point is required for continuation in the program. The four transition steps are:

1. Preliminary Entry to teacher education is encouraged as soon as a student is eligible in order to receive proper advising and timely notice of program requirements and developments.
2. Aspiring Professional Transition is required in order to take courses beyond ED 310 and for full admission to teacher education, except that ED 382 and ED 383 may be taken when ENG 110 and ENG F1 requirements have been fulfilled. 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 student prepares during passage through the program.
3. 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.
4. 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 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 statement, and other artifacts which the student prepares during passage through the program.

Portfolio and Resources for Learning

As a student passes through the four stages of the assessment system, formal evidence of learning and accomplishment is documented in a portfolio. Since each stage represents developmental growth toward initial educator licensing, students 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 student's portfolio is required at each of the four stages of transition.

Courses, field experiences, standardized tests, and other opportunities for professional growth and enrichment are, thereby, resources for learning and accomplishment. While the ten Wisconsin Teacher Standards guide the systematic assessment of what a student 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. Details of the requirements are published in the Candidate Handbook.

CHILD LIFE MAJOR

This major prepares students for the psychosocial care of children and youth in hospitals and other healthcare 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. After graduation, licensing follows a required one year of successful employment and national testing.

1. Requirements for the major
 - ED 210 Infancy and Childhood
 - ED 211 Health Education
 - ED 220 Preadolescence, Adolescence and Young Adulthood
 - ED 250 Instructional Resources and Media
 - ED 301 Introduction to Child Life (Spring 2008/2010)
 - ED 310 Exceptional Children and Youth
 - ED 324 The Helping Relationship
 - ED 337 Topics in Early Childhood Education
 - ED 360 Medical Terminology for Child Life (Spring 2009/2011)
 - ED 370 Psychosocial Care of Hospitalized Children and Adolescents (Fall 2008/2010)
 - ED 372 Materials and Methodology for Child Life (Spring 2009/2011)
 - ED 375 Pediatric Conditions (Fall 2008/2010)
 - ED 376 Crisis Intervention in Child Life (Spring 2009/2011)
 - ED 382 Literature for Middle Childhood through Adolescence
 - ED 383 Literature for Adolescence through Young Adulthood
 - ED 475 Child Life Field Experience
2. Art 240 Introduction to Art Therapy is a recommended elective.
3. Additional electives are necessary to meet the 120-credit degree requirement.
4. Transition Steps
 - PRAXIS I
 - Admission to the Child Life program
 - Admission to Child Life internship
 - 100 hours of pre-internship practicum experiences
 - Exit GPA

EARLY CHILDHOOD: EXCEPTIONAL EDUCATIONAL NEEDS MAJOR

Early Childhood: Special Education License (Birth–Age 8)

1. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
 - MATH 101 Intro. to Problem Solving is preferred
 - A course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 106F5/107F5 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 271F7 Philosophy of Education is recommended
2. Professional Core Prerequisites
 - ED 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
3. Requirements for the Major
 - ED 210 Infancy and Childhood
 - ED 324 The Helping Relationship
 - ED 337 Topics in Early Childhood Education
 - 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 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 486 Student Teaching: EC: EEN
4. Licensing Transition Steps
 - PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
 - PRAXIS II: Test Code 0014; Passing Score: 147
 - Preliminary Entry
 - Aspiring Professional
 - Emergent Professional
 - Licensure Endorsement
 - Exit GPA

Early Childhood: Regular Education License (Birth–Age 8)

Students pursuing professional goals and licensure in early childhood education complete either the Early Childhood: Exceptional Educational Needs, PK/3 Major, which prepares students for licensing in both regular education and special education, or the Elementary Education Major with an Early Childhood Education Minor, which prepares students for licensing in regular education only, as follows.

EARLY CHILDHOOD: EXCEPTIONAL EDUCATIONAL NEEDS WITH PK/3 MAJOR

1. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
 - MATH 101 Intro. to Problem Solving is preferred
 - A course in art fundamentals, typically ART 106F3 Art Structure
 - A course in basic concepts of music theory and application, typically MUS 141F3 Music Structure
 - A course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 106F5/107F5 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 271F7 Philosophy of Education is recommended
2. Professional Core Prerequisites
 - ED 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
3. Requirements for the Major
 - ED 210 Infancy and Childhood
 - ED 324 The Helping Relationship
 - ED 337 Topics in Early Childhood Education
 - ED 340 Language Development and Disorders
 - ED 381 Pre-Reading and Literature for the Young Child
 - ED 382 Literature for Childhood Through Early Adolescence
 - ED 418 Developing and Facilitating Laughter and Play
 - ED 419 Introduction to Infants and Young Children Who Are Differently Able
 - ED 420 Assessment of Infants and Young Children Who Are Differently Able
 - ED 424 Methods of Teaching Nursery School and Kindergarten
 - ED 425 Methods of Teaching Reading and Language Arts
 - ED 434 Methods of Discovery, Quantity and Creativity in Nursery School and Kindergarten
 - ED 438 Curriculum and Programming for the Young Exceptional Child
 - ED 480 Student Teaching: Nursery
 - ED 481 Student Teaching: Kindergarten
 - ED 482 Student Teaching: Grades 1-3
 - ED 486 Student Teaching: EC: EEN
4. Licensing Transition Steps
 - PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
 - PRAXIS II: Test Code: 0014; Passing Score: 147
 - Preliminary Entry
 - Aspiring Professional
 - Emergent Professional
 - Licensure Endorsement
 - Exit GPA

ELEMENTARY EDUCATION MAJOR WITH EARLY CHILDHOOD MINOR (Birth–Age 11)

(Birth–Age 11)

1. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
 - MATH 101 Intro. to Problem Solving
 - MATH 102 Arithmetic Structures
 - MATH 103 Geometric Structures
 - A course in art fundamentals, typically ART 106F3 Art Structures
 - A course in basic concepts of music theory and application, typically MUS 141F3 Music Structures
 - A course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 104F5/105F5 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 271F7 Philosophy of Education is recommended
2. Professional Core Prerequisites
 - ED 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
3. Requirements for the Major
 - ED 210 Infancy And Childhood
 - ED 211 Health Education
 - ED 212 Physical Education
 - ED 337 Topics in Early Childhood Education
 - ED 382 Literature for Childhood through Early Adolescence
 - ED 422 Methods of Teaching Fine Arts
 - ED 423 Methods of Teaching Social Studies
 - ED 425 Methods of Teaching Reading And Language Arts
 - ED 427A Methods of Science and Environmental Education I
 - ED 427B Methods of Science and Environmental Education II
 - ED 428 Methods of Teaching Mathematics
 - ED 483 Student Teaching: 1-6 or ED 485A Student Teaching Internship-Elementary
4. 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
5. Licensing Transition Steps
 - RAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
 - PRAXIS II: Test Code: 0014; Passing Score: 147
 - Preliminary Entry
 - Aspiring Professional
 - Emergent Professional
 - Licensure Endorsement
 - Exit GPA

ELEMENTARY EDUCATION MAJOR

Middle Childhood-Early Adolescence: Regular Education License (Ages 6-13)

1. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
 - MATH 101 Intro. to Problem Solving
 - MATH 102 Arithmetic Structures
 - MATH 103 Geometric Structures
 - A course in art fundamentals, typically ART 106F3 Art Structure
 - A course in basic concepts of music theory and application, typically MUS 141F3 Music Structure
 - A course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 104F5/105F5
 - 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 271F7 Philosophy of Education is recommended
2. Professional Core Prerequisites
 - ED 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
3. Requirements for the Major
 - ED 210 Infancy and Childhood
 - ED 211 Health Education
 - ED 212 Physical Education
 - ED 337 Topics in Early Childhood Education
 - ED 382 Literature for Childhood through Early Adolescence
 - ED 422 Methods of Teaching Fine Arts
 - ED 423 Methods of Teaching Social Studies
 - ED 425 Methods of Teaching Reading and Language Arts
 - ED 427a Methods Science and Environmental Education I
 - ED 427b Methods Science and Environmental Education II
 - ED 428 Methods of Teaching Mathematics
 - ED 483 Student Teaching: 1-9 or ED 485A Student Teaching Internship-Elementary
4. A teaching minor or a minor in a field of study. Consult a School of Education advisor for this requirement.
5. Licensing Transition Steps
 - PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
 - PRAXIS II: Test Code 0146; Passing Score: 146
 - Preliminary Entry
 - Aspiring Professional
 - Emergent Professional
 - Licensure Endorsement
 - Exit GPA

TEACHING ENGLISH LANGUAGE LEARNERS MINOR

This minor is designed to prepare students for licensing to teach English to speakers of other languages (TESOL) 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 Bilingual/Bicultural Education
 - ED 432 Content Based Literacy Development
 - ED 450 ESL Methods
 - ED 451 ESL/Bilingual Assessment
 - ED 472 ESL Practicum

Three additional credits in approved electives to support the minor.

2. English Language Proficiency: "C" or better grades in Eng 110 and CA 101, 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.

Additional courses and language proficiency requirements to add a bilingual license:

- Target Language Proficiency (ACTFL "advanced-low" level)
- ED 473 Methods of Bilingual Education
- ED 474 Bilingual Practicum

4. **Licensing Transition Steps**
 - PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
 - PRAXIS II: Test Code: 0360; Wisconsin Passing Score: 530
 - Preliminary Entry
 - Aspiring Professional
 - Emergent Professional
 - Licensure Endorsement
 - Exit GPA

SECONDARY EDUCATION MINOR

Early Adolescence-Adolescence: Regular Education License (Ages 10–21)

1. A teaching major. Teaching majors include [Biology](#), [Broad Field Science](#), [Broad Fields Social Studies– History](#), [Computer Science Education](#), [English](#), [French](#), [History](#), [Mathematics](#), [Theatre Arts](#), and [Spanish](#)
2. Within the 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 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 106F5/107F5 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 271F7 Philosophy of Education is recommended

ART AND DESIGN TEACHING MAJOR

Early Childhood-Adolescence: Regular Education License (Birth - Age 21)

1. Requirements for the [Art and Design Teaching Major](#)
2. Within the 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 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 106F5/107F5 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 271F7 Philosophy of Education is recommended
3. Professional Core Prerequisites
 - ED 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
4. Requirements for the Specialization in Early Childhood - Adolescence
 - ED 210 Infancy and Childhood
 - ED 220 Preadolescence, Adolescence and Young Adulthood
 - ED 240 Introduction to Secondary Education
 - ED 382 Literature for Childhood through Early Adolescence
 - ED 383 Literature for Adolescence through Young Adulthood
 - ED 431 Secondary Teaching: Principles and Practices
 - ED 453 Methods of Teaching Art and Design: Early Childhood-Early Adolescence
 - ED 458 Methods of Teaching Art and Design: Early Adolescence - Adolescence
 - ED 476 Reading and Literacy Development in the Content Areas
 - ED 488 Student Teaching: Art
 - Elementary
 - Middle/Junior High
 - Secondary
5. Licensing Transition Steps
 - PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
 - PRAXIS II: Test Code: 0133; Wisconsin Passing Score: 155
 - Preliminary Entry
 - Aspiring Professional
 - Emergent Professional
 - Licensure Endorsement
 - Exit GPA

BUSINESS TEACHING MAJOR

Early Childhood-Adolescence: Regular Education License (Birth - Age 21)

1. Requirements for the [Business Teaching Major](#).
2. Within the 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 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 106F5/107F5 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 271F7 Philosophy of Education is recommended
3. Professional Core Prerequisites
 - ED 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
 4. Requirements for the Specialization in Early Childhood - Adolescence
 - ED 210 Infancy and Childhood
 - ED 220 Preadolescence, Adolescence and Young Adulthood
 - ED 240 Introduction to Secondary Education
 - ED 382 Literature for Childhood through Early Adolescence
 - ED 383 Literature for Adolescence through Young Adulthood
 - ED 452 Business Education Practicum
 - ED 454 Business Methods I
 - ED 455 Business Methods II
 - ED 476 Reading and Literacy Development in the Content Areas
 - ED 487A Student Teaching: Secondary or ED 485C Student Teaching Internship-Secondary
 5. Licensing Transition Steps
 - PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
 - PRAXIS II: Test Code 0100; Wisconsin Passing Score: 580
 - Preliminary Entry
 - Aspiring Professional
 - Emergent Professional
 - Licensure Endorsement
 - Exit GPA

FRENCH AND SPANISH TEACHING MAJORS

Early Childhood-Adolescence: Regular Education License (Birth - Age 21)

1. Requirements for a major in [French Teaching](#) or [Spanish Teaching](#)
2. Within the 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 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 106F5/107F5 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 271F7 Philosophy of Education is recommended
3. Professional Core Prerequisites
 - ED 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth

- ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
4. Requirements for the Specialization in Early Childhood - Adolescence
 - ED 210 Infancy and Childhood
 - ED 220 Preadolescence, Adolescence and Young Adulthood
 - ED 240 Introduction to Secondary Education
 - ED 382 Literature for Childhood through Early Adolescence
 - ED 383 Literature for Adolescence through Young Adulthood
 - ED 431 Secondary Teaching: Principles and Practices
 - ED 459F FREN or SPAN 459F Methods of Teaching Foreign Language
 - ED 476 Reading and Literacy Development in the Content Areas
 - ED 487A Student Teaching: Secondary or ED 485C Student Teaching Internship-Secondary
 5. Licensing Transition Steps
 - PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
 - PRAXIS II: Test Code 0173 [French]/ 191 [Spanish]; Wisconsin Passing Score: 156 [French]/158 [Spanish]
 - Preliminary Entry
 - Aspiring Professional
 - Emergent Professional
 - Licensure Endorsement
 - Exit GPA

MUSIC EDUCATION MAJOR

Early Childhood-Adolescence: Regular Education License (Birth - Age 21)

1. Requirements for the [Music Education Major](#)
2. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted
 - AA course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 106F5/107F5 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 271F7 Philosophy of Education is recommended
3. Professional Core Prerequisites
 - ED 230 Teaching and Learning
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
4. Requirements for the Specialization in Early Childhood - Adolescence
 - ED 210 Infancy and Childhood
 - ED 220 Preadolescence, Adolescence and Young Adulthood
 - ED 240 Introduction to Secondary Education
 - ED 275/MUS 275 Topics In Pedagogy for the Music Specialist (as appropriate):
 - A. Folk Instrument Pedagogy
 - B. Brass Pedagogy
 - C. Woodwind Pedagogy
 - D. Percussion Pedagogy
 - E. String Pedagogy

- F. Vocal Pedagogy
 - ED 382 Literature for Childhood through Early Adolescence
 - ED 383 Literature for Adolescence through Young Adulthood
 - ED 431 Secondary Teaching: Principles and Practices
 - ED 456 Methods of Teaching Music K-8
 - ED 457 Methods of Teaching Music 6-12
 - ED 476 Reading and Literacy Development in the Content Area
 - ED 489 Student Teaching: Music
 - a. General Music
 - b. Choral Music
 - c. Instrumental
- 5. Licensing Transition Steps
 - PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
 - PRAXIS II: Test Code: 0113; Wisconsin Passing Score: 150
 - Preliminary Entry
 - Aspiring Professional
 - Emergent Professional
 - Licensure Endorsement
 - Exit GPA

THEATRE ARTS TEACHING MAJOR

Early Childhood-Adolescence: Regular Education License (Birth - Age 21)

1. Requirements for a [Theatre Arts Teaching Major](#).)
2. Within the 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 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 106F5/107F5 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 271F7 Philosophy of Education is recommended
3. Professional Core Prerequisites
 - ED 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
4. Requirements for the specialization in Early Childhood - Adolescence
 - ED 210 Infancy and Childhood
 - ED 220 Preadolescence, Adolescence and Young Adulthood
 - ED 240 Introduction to Secondary Education
 - ED 382 Literature for Childhood through Early Adolescence
 - ED 383 Literature for Adolescence through Young Adulthood
 - ED 431 Secondary Teaching: Principles and Practices
 - ED /CA 459 P/Q Methods
 - ED 476 Reading and Literacy Development in the Content Areas
 - ED 487A Student Teaching: Secondary or ED 485C Student Teaching Internship-Secondary
5. Licensing Transition Steps

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code: 0640; Wisconsin Passing Score: 600
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

STUDIES IN EDUCATION MAJOR

This major offers students the opportunity to study education without committing to a licensing program; students who enter a licensing program and decide later not to complete the licensing program may also use this major to complete their degree.

A total of 42 credits of which 20 must be at or above 300-level, including:

1. Eight credits in Psychological Foundations
 - ED 210 Infancy and Childhood or ED 220 Preadolescence, Adolescence and Young Adulthood
 - ED 310 Exceptional Children and Youth
2. Eight credits in Social Policy Foundations
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I

Additional credits from ED 271F7 Philosophy of Education or ED 405 Human Relations II or other approved courses

3. Six credits in Teaching/Learning Foundations
 - ED 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
4. Electives to include:
 - 10 credits in Education
 - 10 additional credits in education, appropriate psychology, or social science courses, as approved by major advisor
 - Additional electives are necessary to meet the 120-credit degree requirement

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 state website.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

ENGLISH

MAJORS

English with concentrations in
Literature
Writing
Journalism
English Teaching

MINORS

English with concentrations in
Literature
Writing
English Teaching
Interdisciplinary English/Communication Studies

DEPARTMENT POLICIES

1. English-Literature and English-Writing majors 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.
2. Transfer students in any English major must earn at least sixteen credits at Edgewood in English at the 300/400 level. Post-baccalaureate students are exempt from this requirement.
3. Transfer students pursuing minors in English-Literature, English-Writing, or English Teaching must fulfill at least sixteen credits in English from courses at Edgewood. Post-baccalaureate students are exempt from this requirement.
4. Transfer students pursuing a minor in Interdisciplinary English/Communication Arts must fulfill at least eight credits in English credits from courses at Edgewood. Post-baccalaureate students are exempt from this requirement.
5. Students choosing the English Teaching major or minor must consult with an advisor in the School of Education in order to be informed about current requirements. Application for admission to the Teacher Education Program and for admission to Student Teaching must be made to the School of Education.
6. Courses required for the major are regularly offered on a rotating basis, normally within a two-year cycle. Students are urged to consult with the department chair for information regarding this sequence, so that requirements may be fulfilled within this normal pattern.
7. A full semester prior to graduation, each major must submit a portfolio of three papers. At least one of these papers must be literary analysis. No more than one may be creative writing (poetry, fiction, drama, etc.).

COMPUTER COMPETENCY

In addition to demonstrating facility with using a word-processing program, students must know how to access information on the Internet and from academic databases (e.g., MLA Bibliography), as well as be able to evaluate and effectively use electronic sources in their research.

ENGLISH MAJOR

Literature Concentration

Forty-four credits beyond ENG 110, to include:

1. Two 200-level courses, one of which must be Eng 280 Introduction to Literary Studies.
 2. Six courses (24 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.
 3. One multi-cultural or cross-cultural (global) course to be chosen from among English 242, 270, 326, 370, 442, 470, or another multicultural or cross-cultural literature course not listed here but approved by the Chair.
 4. Other English courses to bring the total number of English credits to at least 44.
- Transfer students must earn at least sixteen credits in English at Edgewood from the 300/400 courses. Post-baccalaureate students are exempt from this requirement.
 - Portfolio: A full semester prior to graduation, each major must submit a portfolio of three papers. At least one of these papers must be literary analysis. No more than one may be creative writing (poetry, fiction, drama, etc.).

Writing Concentration

Forty-four credits beyond ENG 110, to include:

1. Required courses:
 - ENG 201 Introduction to Journalism
 - ENG 205F3 Introduction to Creative Writing
 - ENG 280 Introduction to Literary Studies
 2. Four courses from the following:
 - ENG 300 Advanced Composition
 - ENG 301 Magazine Writing
 - ENG 302 Professional Communication
 - ENG 305 Fiction Writing
 - ENG 306 Poetry Writing
 - ENG 307 Advanced Reporting
 - ENG 309 The New Journalism
 - ENG 312 Topics in Journalism
 - ENG 314 Creative Nonfiction
 - ENG 406 Advanced Fiction Writing
 - ENG 476 Advanced Writing Workshop
 3. 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
 4. One course from the following: English 242, 270, 326, 370, 442, 470, or another multicultural or cross-cultural (global) literature course not listed here but approved by the Chair.
 5. Other English courses to bring the total number of English credits to at least 44.
- Transfer students must earn at least sixteen credits in English at Edgewood from the 300/400 courses. Post-baccalaureate students are exempt from this requirement.
 - Portfolio: A full semester prior to graduation, each major must submit a portfolio of three papers. At least one of these papers must be literary analysis. No more than one may be creative writing (poetry, fiction, drama, etc.).

Journalism Concentration

Forty-four credits beyond ENG 110, to include:

1. Two 200-level courses, one of which must be Eng 280 Introduction to Literary Studies.
 2. Six courses (24 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.
 3. One multi-cultural or cross-cultural (global) course to be chosen from among English 242, 270, 326, 370, 442, 470, or another multicultural or cross-cultural literature course not listed here but approved by the Chair.
 4. Other English courses to bring the total number of English credits to at least 44.
- Transfer students must earn at least sixteen credits in English at Edgewood from the 300/400 courses. Post-baccalaureate students are exempt from this requirement.
 - Portfolio: A full semester prior to graduation, each major must submit a portfolio of three papers. At least one of these papers must be literary analysis. No more than one may be creative writing (poetry, fiction, drama, etc.).

ENGLISH TEACHING MAJOR

The major is part of a program leading to a Wisconsin initial educator license to teach English at the early adolescence through adolescence level (ages 10-21). It includes 44 credits beyond ENG 110:

1. Required courses:
 - ENG 280 Introduction to Literary Studies
 - ENG 303 Introduction to the Study of Language
 - ENG 330 Shakespeare
 - ENG 401 The Teaching of Composition
 2. At least 28 English credits at the 300/400 level.
 3. One course from the following:
 - English 242, 326, 327, 442, or another multicultural literature course not listed here but approved by the chair.
 4. One course from the following:
 - English 270, 370, 470, or another multicultural or cross-cultural (global) literature course not listed here but approved by the Chair.
 5. Other English courses to bring the total number of English credits to at least 44.
 6. Students in this major must also complete the professional education requirements and licensing requirements for teaching (see [EDUCATION](#)).
- Transfer students must earn at least sixteen credits in English at Edgewood from the 300/400 courses. Post-baccalaureate students are exempt from this requirement.
 - Portfolio: A full semester prior to graduation, each major must submit a portfolio of three papers. At least one of these papers must be literary analysis. No more than one may be creative writing (poetry, fiction, drama, etc.).

Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. Students completing 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.

ENGLISH MINOR WITH A CONCENTRATION IN LITERATURE

Twenty credits beyond ENG 110, to include:

1. ENG 330 Shakespeare
2. Sixteen additional credits in English at the 300/400 level, one of which may be a writing course.

ENGLISH MINOR WITH A CONCENTRATION IN WRITING

Twenty-four credits beyond ENG 110, to include:

1. Four courses from the following:
 - ENG 201 Introduction to Journalism
 - ENG 205F3 Introduction to Creative Writing
 - ENG 300 Advanced Composition
 - ENG 301 Magazine Writing
 - ENG 302 Professional Communication
 - ENG 305 Fiction Writing
 - ENG 306 Poetry Writing
 - ENG 307 Advanced Reporting
 - ENG 309 The New Journalism
 - ENG 312 Topics in Journalism
 - ENG 314 Creative Nonfiction
 - ENG 476 Advanced Writing Workshop
2. Eight credits in literature at the 300/400 level.

ENGLISH TEACHING MINOR

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach English at the level corresponding to the major. It includes 24 credits beyond ENG110, to include:

1. Required courses:
 - ENG 303 Introduction to the Study of Language
 - ENG 330 Shakespeare
 - ENG 380 Literary Criticism
 - ENG 401 The Teaching of Composition
 - ED 459E Teaching Methods--English
2. One course from among the following:
 - ENG 362 Romantics and Victorians
 - ENG 364 Modern British/American Fiction to WWII
 - ENG 367 American Literature to 1865
 - ENG 368 American Literature, 1865-1914
 - ENG 369 British/American Fiction after WWII
3. Students in this minor must also complete the Early Adolescence through Adolescence licensing requirements (see [EDUCATION](#)).

Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. Students completing 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.

INTERDISCIPLINARY ENGLISH/COMMUNICATION STUDIES

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 English language arts at the level corresponding to the licensing major.

The minor is also useful for Elementary Education majors.

Contact the Chair of the English Department for the specific course requirements and policies.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

ENVIRONMENTAL STUDIES

The Environmental Studies program provides students with a broad, interdisciplinary view of current environmental issues. Students combine coursework with involvement in the local and global community to gain the perspective and experience necessary to work toward a sustainable future.

The Environmental Studies program is administered by the School of Integrative Studies and the Environmental Studies Steering Committee, which includes faculty from across the college.

The Environmental Studies Minor complements any major and prepares students for meaningful, collaborative work in environmental education, research, consulting, writing, or activism.

An individualized major in Environmental Studies is also an option. Students who wish to pursue a major in Environmental Studies should contact the Chair of the program.

The interdisciplinary minor in Environmental Studies has three components: coursework, service activities, and a capstone experience.

Coursework

A minimum of 20 credits is required, including:

1. Required core courses (10 credits):
 - ENVS / PHIL 107F7 Philosophies of Earth (3 cr, offered every Spring)
 - ENVS / BIO 250 Environmental Biology (3 cr, offered every Spring)
 - ENVS / PS 352 Environmental Politics (4 cr, offered every other Spring)
2. An additional 10 credits from the following courses, with at least 3 credits in the natural sciences:
 - ANTH 222F4 Cultural Anthropology (4 cr, 2 of which apply to the minor)
 - ART 289 Studio Workshop (1-3 cr, 1 of which applies to the minor)
 - ART 392 Community Art Practicum (3 cr, 1 of which applies to the minor)
 - BIO 151F5 General Biology I (4 cr, 2 of which apply to the minor)
 - BIO / PSY 430 Animal Behavior (4 cr, 2 of which apply to the minor)
 - BUS 465 / HI 405 Social Responsibility in Business (3 cr, 1 credit of Spring offering applies to minor)
 - ECON 310 Selected Topics in Economics: Environmental Economics (2 cr, offered every 2-3 years)
 - ENVS / BIO 205 Field Biology (2 cr, offered Summer and every other Fall)
 - ENVS / GEOS 206 Environmental Geology (3 cr, offered every other year)
 - ENVS / BIO 275 Dendrology (2 cr, offered Fall)
 - ENVS / HI 305-405 Roots and Shoots (2 credits)
 - ENVS / BIO / HIST 333 Ecological History of Civilization (4 cr, offered Fall)
 - ENVS / BIO 450 Ecology (4 cr, offered Fall)
 - GEOG 265 Environmental Conservation (2 cr)
 - GEOS 102F5 Earth Science I or GEOS 103F5 Earth Science II (4 cr, 2 of which apply to the minor)
 - HI 305 Dog-Human Partnerships

NATS 104F5, 105F5, 106F5, or 107F5 (4 cr, 2 of which apply to the minor)
 - PS 351 Selected Issues in Public Policy: Politics of Sprawl (2 credits)

Additional elective courses from future course offerings, or credit for independent study, may be approved by the Environmental Studies Steering Committee.

Service Activities

All students in the Environmental Studies Minor are required to participate in four service activities, approved by their minor advisor.

Examples of such activities include:

- Planning a campus event such as a guest speaker, art exhibit, or campus sustainability project.
- Serving on the Earth Week planning committee
- Participation in local environmental activities

Capstone Experience

The Environmental Studies 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 Steering Committee. The capstone can be carried out through any of the following:

- Human Issues seminars that are part of the Environmental Studies curriculum.
- Independent Human Issues projects with an environmental focus.
- Senior seminars offered by cooperating departments
- Other independent study, field courses or travel abroad.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

ETHNIC STUDIES

Ethnic Studies is an interdisciplinary minor that examines identity, language, family, spiritual, religious, and cultural practices, economics, legal issues, politics, and values among diverse populations in the United States. The program is administered by the School of Integrative Studies.

The Ethnic Studies minor provides an overview of the social, historical, and cultural experiences of ethnic and racial groups in the United States, specifically African-Americans, Native Americans/American Indians, Asian-Americans, and Latinos/as. Students will examine patterns of racial and ethnic interactions using theoretical concepts from a variety of disciplines, as well as explore the social forces and institutions affecting race relations in the U.S.

The goals of the Ethnic Studies Program include helping students become critical thinkers, learning more about personal identity and personal values; and gaining an understanding of the nature of race relations in the United States, and insights into the experiences of various ethnic and racial groups. As a result, students will have a better comprehension of the life experiences of members of these groups, beyond societal stereotypes; and be more knowledgeable informed citizens, prepared to help create a more just and humane world for all.

Ethnic Studies Minor Requirements

Consult the Director of the Ethnic Studies program for specific requirements and policies of the program for students entering the college in Fall 2007 or after.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department

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 OF THE 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 majors 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

FRENCH MAJOR

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

1. Eight credits of intermediate French:
 - FREN 201 Third Semester French
 - FREN 202 Fourth Semester French
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits

2. Twelve credits of language from the following:
 - FREN 312 Third Year Conversation & Composition
 - FREN 313 Third Year Conversation & Composition
 - FREN 314 Language in the Media
 - FREN 316 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 Advanced Language & the Francophone World
 - FREN 430 Phonetics
 - FREN 479 Independent Study
3. Eight credits of literature from the following:
 - FREN 380/480* Special Topics
 - FREN 428 Introduction to French Literature - Middle Ages to Revolution
 - FREN 429F1 Introduction to French Literature - 19th & 20th Centuries
 - FREN 437 Literary Movements of Modern France
 - FREN 438 Francophone Literature
 - FREN 479 Independent Study
4. Four credits of culture from the following:
 - FREN 380/480* Special Topics
 - FREN 431 French Civilization
 - FREN 432 Contemporary Francophone Culture
 - FREN 433 Film & Society
5. Four credits in French from courses listed above and not already taken.
6. Computer competency requirement

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

FRENCH TEACHING MAJOR

The major is part of a program leading to a Wisconsin initial educator license to teach French at the early childhood through adolescence level (birth - age 21). It requires 43 credits beyond FREN 101 and 102, to include:

1. Eight credits of intermediate French:
 - FREN 201 Third Semester French
 - FREN 202 Fourth Semester French
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
2. Twelve credits of language from the following:
 - FREN 312 Third Year Conversation & Composition
 - FREN 313 Third Year Conversation & Composition
 - FREN 314 Language in the Media
 - FREN 316 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 Advanced Language & the Francophone World
 - FREN 479 Independent Study
3. Eight credits of literature from the following:

- FREN 380/480* Special Topics
 - FREN 428 Introduction to French Literature - Middle Ages to Revolution
 - FREN 429F1 Introduction to French Literature - 19th & 20th Centuries
 - FREN 437 Literary Movements of Modern France
 - FREN 438 Francophone Literature
 - FREN 479 Independent Study
4. Four credits of culture from the following:
 - FREN 380/480* Special Topics
 - FREN 431 French Civilization
 - FREN 432 Contemporary Francophone Culture
 - FREN 433 Film & Society
 5. Four credits of elective French from courses listed above and not already taken.
 6. Seven credits in methods and phonetics
 - FREN 430 French Phonetics
 - FREN/EDUC 459F Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools
 7. Study abroad, variable credit (see dept. advisor)
 8. Computer competency requirement
 9. Completion of the Education professional requirements and licensing requirements for teacher education (See the [EDUCATION](#) listing). A French Teaching Major must be admitted to teacher education 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 and 102, to include:

1. Eight credits of intermediate French:
 - FREN 201 Third Semester French
 - FREN 202 Fourth Semester French
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
 - Or substitute 8 other credits (4 language and 4 elective) from the courses below.
2. Four credits of language from the following:
 - FREN 312 Third Year Conversation & Composition
 - FRREN 313 Third Year Conversation & Composition
 - FREN 314 Language in the Media
 - FREN 316 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 Advanced Language & the Francophone World
 - FREN 430 Phonetics
 - FREN 479 Independent Study
3. Four credits of literature or culture from the following:
 - FREN 380/480* Special Topics
 - FREN 428 Introduction to French Literature - Middle Ages to Revolution
 - FREN 429F1 Introduction to French Literature - 19th & 20th Centuries
 - FREN 437 Literary Movements of Modern France

- FREN 438 Francophone Literature
- FREN 431 French Civilization
- FREN 432 Contemporary Francophone Culture
- FREN 433 Film & Society
- FREN 479 Independent Study

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

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

FRENCH MINOR FOR ELEMENTARY EDUCATION MAJORS

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

1. Eight credits of intermediate French:
 - FREN 201 Third Semester French
 - FREN 202 Fourth Semester French
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
 - Or substitute 8 other credits (4 language and 4 elective) from the courses below.

2. Four credits of language from the following:
 - FREN 312 Third Year Conversation & Composition
 - FREN 313 Third Year Conversation & Composition
 - FREN 314 Language in the Media
 - FREN 316 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 Advanced Language & the Francophone World
 - FREN 430 Phonetics
 - FREN 479 Independent Study

3. Four credits of literature or culture from the following:
 - FREN 380/480* Special Topics
 - FREN 428 Introduction to French Literature - Middle Ages to Revolution
 - FREN 429F1 Introduction to French Literature - 19th & 20th Centuries
 - FREN 437 Literary Movements of Modern France
 - FREN 438 Francophone Literature
 - FREN 431 French Civilization
 - FREN 432 Contemporary Francophone Culture
 - FREN 433 Film & Society
 - FREN 479 Independent Study

4. 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 and 102, to include:

1. Eight credits of intermediate French:
 - FREN 201 Third Semester French

- FREN 202 Fourth Semester French
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
2. Eight credits in language from the following:
 - FREN 312 Third Year Conversation & Composition
 - FREN 313 Third Year Conversation & Composition
 - FREN 314 Language in the Media
 - FREN 316 Language & the Francophone World
 - FREN 380/480* Special Topics FOREIGN LANGUAGE 131
 - FREN 412 Advanced Conversation & Composition
 - FREN 413 Advanced Conversation & Composition
 - FREN 414 Advanced Language in the Media
 - FREN 416 Advanced Language & the Francophone World
 - FREN 479 Independent Study
 3. Four credits in literature or culture from the following:
 - FREN 380/480* Special Topics
 - FREN 428 Introduction to French Literature - Middle Ages to Revolution
 - FREN 429F1 Introduction to French Literature - 19th & 20th Centuries
 - FREN 437 Literary Movements of Modern France
 - FREN 438 Francophone Literature
 - FREN 479 Independent Study
 - FREN 431 French Civilization
 - FREN 432 Contemporary Francophone Culture
 - FREN 433 Film & Society
 4. Four credits of French from courses listed above and not already taken.
 5. Seven credits of phonetics and methods
 - FREN 430 French Phonetics
 - FREN/EDUC 459F Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools (4 cr)
 6. Study abroad, variable credit (see dept. advisor)
 7. Completion of the professional education requirements and licensing requirements for teacher education (See the [EDUCATION](#) listing). A French Teaching Minor must be admitted to teacher education 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.

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, 314, 316, 412-413, 414, 416, 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.

For the French Teaching Major and French Teaching minor: Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. Students completing 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. See the [EDUCATION](#) listing

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.

Computer Competency

French majors should be able to use the computer for basic research and word-processing; and they should know how to negotiate the Internet for sources in the target culture. French and Spanish Teaching Majors must demonstrate knowledge of computer software available for pedagogical and instructional purposes.

Minimum Credits at Edgewood

A French major, French Teaching major or French Teaching minor must take a minimum of eight credits in French at Edgewood 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 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 and credits awarded 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 B. Up to 16 credits may be granted at the rate of 4 credits for each college semester bypassed in the Foreign Language. Only non-native speakers are eligible.

4 retroactive credits if B in FREN 102

8 retroactive credits if B in FREN 201 12 retroactive credits if B in FREN 202

16 retroactive credits if B in FREN 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 policies above.

SPANISH

SPANISH MAJOR

36 credits beyond SPAN 101 and 102, to include:

1. Eight credits of intermediate Spanish:
 - SPAN 201 Third Semester Spanish
 - SPAN 202 Fourth Semester Spanish
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits

2. Twelve credits of language from the following:
 - SPAN 312 Third Year Conversation & Composition
 - SPAN 314 Language in the Media
 - SPAN 318 Language in the Hispanic World
 - SPAN 380/480* Special Topics
 - SPAN 412 Advanced Conversation & Composition
 - SPAN 414 Advanced Language in the Media
 - SPAN 418 Advanced Language in the Hispanic World
 - SPAN 430 Phonetics

3. Eight credits of literature from the following:
 - SPAN 380/480* Special Topics
 - SPAN 424 Topics in Modern Peninsular Literature
 - SPAN 437 Spanish American Literature
 - SPAN 438 Contemporary Literature

4. Four credits of culture from the following:
 - SPAN 380/480* Special Topics
 - SPAN 431 Spanish Civilization
 - SPAN 432 Latin American Civilization
 - SPAN 433 Contemporary Culture
 - SPAN 436 Film & Society

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

6. Computer competency requirement

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

SPANISH TEACHING MAJOR

The Spanish Teaching Major is part of a program leading to a Wisconsin initial educator license to teach Spanish at the early childhood through adolescence level (birth - age 21).

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

1. Eight credits of intermediate Spanish:
 - SPAN 201 Third Semester Spanish
 - SPAN 202 Fourth Semester Spanish
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits

2. Twelve credits of language from the following:
 - SPAN 312 Third Year Conversation & Composition
 - SPAN 314 Language in the Media
 - SPAN 318 Language in the Hispanic World
 - SPAN 380/480* Special Topics

- SPAN 412 Advanced Conversation & Composition
 - SPAN 414 Advanced Language in the Media
 - SPAN 418 Advanced Language in the Hispanic World
3. Eight credits of literature from the following:
 - SPAN 380/480* Special Topics
 - SPAN 424 Topics in Modern Peninsular Literature
 - SPAN 437 Spanish American Literature
 - SPAN 438 Contemporary Literature
 4. Four credits of culture from the following:
 - SPAN 380/480* Special Topics
 - SPAN 431 Spanish Civilization
 - SPAN 432 Latin American Civilization
 - SPAN 433 Contemporary Culture
 - SPAN 436 Film & Society
 5. Four credits of Spanish from courses listed above and not already taken
 6. Seven credits of phonetics and methods:
 - SPAN 430 Spanish Phonetics
 - SPAN/EDUC 459F Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools
 7. Study abroad, variable credit
 - SASP 470 Study Abroad (see dept. advisor)
 8. Computer competency requirement.
 9. Completion of the Education professional requirements and the licensing requirements for teacher education (See the [EDUCATION](#) listing). A Spanish Teaching Major must be admitted to teacher education before being admitted to Spanish 459F.

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

SPANISH MINOR

Twenty credits beyond SPAN 101 and 102, to include:

1. Eight credits of intermediate Spanish:
 - SPAN 201 Third Semester Spanish
 - SPAN 202 Fourth Semester Spanish
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
 - Or substitute 8 other credits (4 language and 4 elective) from the courses below
2. Four credits of language from the following:
 - SPAN 312 Third Year Conversation & Composition
 - SPAN 314 Language in the Media
 - SPAN 318 Language in the Hispanic World
 - SPAN 380/480* Special Topics
 - SPAN 412 Advanced Conversation & Composition
 - SPAN 414 Advanced Language in the Media
 - SPAN 418 Advanced Language in the Hispanic World
 - SPAN 430 Phonetics
3. Four credits of literature or culture from the following:
 - SPAN 431 Spanish Civilization
 - SPAN 432 Latin American Civilization
 - SPAN 433 Contemporary Culture

- SPAN 436 Film & Society
 - SPAN 380/480* Special Topics
 - SPAN 424 Topics in Modern Peninsular Literature
 - SPAN 437 Spanish American Literature
 - SPAN 438 Contemporary Literature
4. Four credits of elective from courses listed below not already taken:
- SPAN 312 Third Year Conversation & Composition
 - SPAN 314 Language in the Media
 - SPAN 318 Language in the Hispanic World
 - SPAN 380/480* Special Topics
 - SPAN 412 Advanced Conversation & Composition
 - SPAN 414 Advanced Language in the Media
 - SPAN 418 Advanced Language in the Hispanic World
 - SPAN 430 Phonetics
 - SPAN 424 Topics in Modern Peninsular Literature
 - SPAN 437 Spanish American Literature
 - SPAN 438 Contemporary Literature
 - SPAN 431 Spanish Civilization
 - SPAN 432 Latin American Civilization
 - SPAN 433 Contemporary Culture
 - SPAN 436 Film & Society

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

SPANISH MINOR FOR ELEMENTARY EDUCATION MAJORS

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

1. Eight credits of intermediate Spanish:
 - SPAN 201 Third Semester Spanish
 - SPAN 202 Fourth Semester Spanish
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
 - Or substitute 8 other credits (4 language and 4 elective) from the courses below
2. Four credits of language from the following:
 - SPAN 312 Third Year Conversation & Composition
 - SPAN 314 Language in the Media
 - SPAN 318 Language in the Hispanic World
 - SPAN 380/480 * Special Topics
 - SPAN 412 Advanced Conversation & Composition
 - SPAN 414 Advanced Language in the Media
 - SPAN 418 Advanced Language in the Hispanic World
 - SPAN 430 Phonetics
3. Four credits of literature or culture from the following:
 - SPAN 431 Spanish Civilization
 - SPAN 432 Latin American Civilization
 - SPAN 433 Contemporary Culture
 - SPAN 435 Film & Society
 - SPAN 380/480* Special Topics
 - SPAN 424 Topics in Modern Peninsular Literature
 - SPAN 437 Spanish American Literature
 - SPAN 438 Contemporary Literature
4. 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 3 credits beyond SPAN 101 and 102, to include:

1. Eight credits of intermediate Spanish:
 - SPAN 201 Third Semester Spanish
 - SPAN 202 Fourth Semester Spanish
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
2. Eight credits of language from the following:
 - SPAN 312 Third Year Conversation & Composition
 - SPAN 314 Language in the Media
 - SPAN 318 Language in the Hispanic World
 - SPAN 380/480* Special Topics
 - SPAN 412 Advanced Conversation & Composition
 - SPAN 414 Advanced Language in the Media
 - SPAN 418 Advanced Language in the Hispanic World
3. Four credits of literature from the following:
 - SPAN 380/480* Special Topics
 - SPAN 424 Topics in Modern Peninsular Literature
 - SPAN 437 Spanish American Literature
 - SPAN 438 Contemporary Literature
4. Four credits of Spanish from courses listed above and not already taken.
5. Seven credits of phonetics and methods:
 - SPAN 430 Spanish Phonetics
 - SPAN/EDUC 459F Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools
6. Study abroad, variable credit
 - SASP 470 Study abroad (see dept. advisor)
7. Completion of the Education professional requirements and the licensing requirements for teacher education (See the [EDUCATION](#) listing). A Spanish Teaching Minor must be admitted to teacher education before being admitted to Spanish 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 at Edgewood.

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: SPAN 312, 314, 318, 412,414, 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.

For the Spanish Teaching Major and Spanish Teaching Minor: Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. Students completing 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. See the [EDUCATION](#) listing.

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. 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.

Computer Competency

Spanish majors should be able to use the computer for basic research and word processing; and they should know how to negotiate the Internet for sources in the target culture. Spanish Teaching Majors must demonstrate knowledge of computer software available for pedagogical and instructional purposes.

Minimum Credits at Edgewood

A Spanish major, Spanish Teaching major, or Spanish Teaching minor must take a minimum of eight credits in Spanish at Edgewood 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 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 and credits awarded 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 B. Up to 16 credits may be granted at the rate of 4 credits for each college semester bypassed in the Foreign Language. Only non-native speakers are eligible.

4 retroactive credits if B in SPAN 102

8 retroactive credits if B in SPAN 201

12 retroactive credits if B in SPAN 202

16 retroactive credits if B 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.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

HISTORY

MAJORS

History

Broad Fields Social Studies, History Concentration

Broad Fields Social Studies, History Concentration with Teaching Minor

MINORS

History

History Teaching, Elementary Education or Elementary/Middle

History Teaching, Secondary Education or Middle Secondary

These 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 BFSS 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.

The History Department administers the Sister Cajetan Spelman History Scholarship which is awarded annually to upper class history majors and history concentrations. See History Department Chair for details.

BROAD FIELDS SOCIAL STUDIES, HISTORY CONCENTRATION WITH TEACHING MINOR and BROAD FIELDS SOCIAL STUDIES, HISTORY CONCENTRATION See [BROAD FIELDS SOCIAL STUDIES](#)

HISTORY MAJOR

A minimum of 42-44 credits in history is required as follows:

1. In addition to HIST 295 Proseminar: Historians, Historiography and Historical Method, two courses from each area:
 - o Area A: European History
 - HIST 108F6 Medieval Europe, 410-1500
 - HIST 1 10F6 Beginnings of Modern Europe, 1500 to the Eve of the French Revolution
 - HIST 1 15F6 Europe from the French Revolution to the Present
 - HIST 211 History of Modern Germany from Unification to Nazification
 - HIST 271F6 Selected Topics
 - HIST 325 Germany and the Rise of the Nazi Party
 - HIST 341 European Holocaust
 - HIST 375 World War II
 - o Area B: United States History
 - HIST 131F6 American History I
 - HIST 132F6 American History II
 - HIST 204F6 Social Movements in U.S. History
 - HIST 207F6 Recent U.S. History (Since 1945)
 - HIST 238 History of the Working-Class in the United States
 - HIST 271 F6 Selected Issues

- HIST 342 American Foreign Policy
 - HIST 359 African-American History
 - HIST 360 The History of Women in North America
 - HIST 363 Native American History
 - Area C: East Asian History
 - HIST 11 1F6 East Asian Civilization
 - HIST 112F6 Chinese Philosophy
 - HIST 1 17F6 Modern China
 - HIST 221F6 Modern Japan
 - HIST 271F6 Select Issues
 - HIST 284F6 People's Republic of China
 - HIST 310 China: Tradition and Transformation
 - HIST 312 China and the West
2. One of the following two-semester sequences:
 - HIST 400/401A Selected Issues in European History/Research Paper
 - HIST 400/401B Selected Issues in American History/Research Paper
 - HIST 400/401C Selected Issues in East Asian History/Research Paper
 3. Elective courses in history to complete the 42-44 credit total, to be chosen by the student in consultation with a History Department advisor. Electives may be chosen from any department that teaches a "history of" course, e.g., history of religion; history of music; history of art, etc. Confirm choice with history advisor.
 4. Computer competency: majors must be adept at using a word processing program. They must also be familiar with computer-accessed historical sources. Instruction in researching such sources is begun in the HIST 295 Pro-seminar and continued in upper-division courses. Majors demonstrate proficiency in HIST 401.
 5. 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 further information.
 6. Majors must earn 20 credits in history above the Foundation level.
 7. Both undergraduate and post-baccalaureate students must earn 12 credits in history at Edgewood College.
 8. A minimum cumulative grade point average of 2.75 is required in history courses taken toward a major, minor, or concentration in history.

See [WOMEN'S AND GENDER STUDIES](#) for WS 201 F6 option

HISTORY MINOR

A minimum of 24 credits to include HIST 295, and a 400/40 1 sequence. The other courses will be chosen by the student in consultation with a History Department faculty advisor. At least 12 credits in history must be earned at Edgewood College.

HISTORY TEACHING MINORS

Secondary Education or Middle/Secondary Education

1. A teaching major in some field for secondary or middle/secondary education.
2. A minimum of 28 credits in history, including:
 - at least one course from each of the areas above: A, B, and C
 - HIST 295 Proseminar: Historians, Historiography and Historical Method
 - HIST 459 History Teaching and Social Studies

- A HIST 400/401 two-semester sequence
3. Completion of the Education professional requirements and the licensing sequence in either middle/secondary or secondary education (see the [EDUCATION](#) listing insert). A History Teaching minor must be admitted to teacher education before being admitted to HIST 459; admission to teacher education is recommended as early as possible.
 4. To meet Wisconsin Department of Public Instruction licensing requirements, students should take a course in conservation of natural resources and marketing and consumer cooperatives, GEOG 265 Environmental Conservation. Students are advised to check carefully the certification requirements of the state in which they plan to teach.
 5. Minors must earn 12 credits in history at Edgewood College.
 6. Minors must earn 16 credits at the 200-level or above in history.
 7. A minimum cumulative grade point average of 2.75 is required in history courses taken toward the minor.

Elementary Education or Elementary/Middle Education

1. An elementary or elementary/middle level education major.
2. A minimum of 28 credits in history including:
 - at least one course from each of the areas above: A, B, and C
 - HIST 295 Proseminar: Historians, Historiography and Historical Method
 - A HIST 400/401 two-semester sequence
3. Completion of the Education professional requirements and the licensing sequence in either elementary or elementary/middle education (see the [EDUCATION](#) listing).
4. To meet Wisconsin Department of Public Instruction licensing requirements, students should take a course in conservation of natural resources and marketing and consumer cooperatives, GEOG 265 Environmental Conservation. Students are advised to check carefully the certification requirements of the state in which they plan to teach.
5. Minors must earn 12 credits in history at Edgewood College.
6. Minors must earn 16 credits at the 200-level or above in history.
7. A minimum cumulative grade point average of 2.75 is required in history courses taken toward the minor.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

HUMAN ISSUES STUDIES

Human Issues Studies is an interdisciplinary, experiential program that provides students with the opportunity to engage in study, reflection, and action on a significant human issue. Human Issues Studies cultivates in students the habits of and an enduring commitment to intellectual engagement, reflective practice, and responsible citizenship.

The Human Issues Studies program is administered by the School of Integrative Studies.

OBJECTIVES FOR THE HUMAN ISSUES STUDY

(Approved by the Academic Assembly, April 5, 1984.)

The objectives for students engaged in a Human Issues Study are to:

1. Relate intellectual life to their particular concerns and to the contemporary world;
2. Discover methods of inquiry useful in examining their own particular concerns;
3. Understand liberal education through awareness of differing academic perspectives;
4. Integrate and synthesize bodies of knowledge and relate these to their professional interests;
5. Assess their talents in relationship to their goals in life; and
6. Confront broad human issues and questions with intelligence, good judgment, and integrity.

HUMAN ISSUES STUDIES COMPONENTS

Completed in the junior or senior year, the Human Issues Study is a requirement for graduation (minimum of three credits) that can be fulfilled in one of three ways: (1) an independent study conducted under the supervision of a faculty advisor and approved by the Human Issues Studies program; (2) completion of a Human Issues seminar; (3) completion of an academic department course cross-listed with Human Issues.

Regardless of the method chosen for completing this requirement, students' experiences in the program will be characterized by the following six components:

• **Interdisciplinary Inquiry:** Disciplines (e.g., Psychology, Biology, Business, etc.) represent different “ways of knowing”—different ways to approach and study issues in the world. Students will identify and integrate scholarly sources from at least three disciplines into their Human Issues Study. This interdisciplinary approach allows students to develop a more complete understanding of the complexity and depth of their topic.

• **Exploration of Values:** Values affect decisions and actions, and they are present in the exploration of any human issue. Students' own personal values, Dominican values (community, truth, compassion, justice, and partnership), and the values in society that surround the topic are identified at the beginning of the study or course, and reflection on these values and related ethical implications are integrated into the project.

• **Engaged Learning:** A unique part of Human Issues is the active, experiential component. Experience is a powerful teacher, especially when that experience is closely linked to study and reflection. Community-based service or research, travel around the world, or another type of involvement that demonstrates students' personal commitments are examples of experiences that will give students insights into their projects.

• **Intellectual and Ethical Growth:** Through the integration of the disciplines, exploration of values, and engaged experience—all focused on the topic chosen by students—students are able to see the relevance of their education to real-world issues.

• **Critical Judgment:** By the end of their Human Issues experience, students are expected to take a stand on a human issues topic. Students' stances and ideas for change or action will be grounded in scholarly work, values, and their experience. Students' critical judgment in their project is reflective of the informed approach that engaged citizens in our society must take to be responsible leaders.

• **Presentation of Work:** Students' Human Issues Studies culminate in a presentation of their project. For Independent Studies, this often takes the form of a final paper and exit interview with Human Issues Studies staff and students' Human Issues advisor, but other options, such as a performance, are encouraged, with prior approval.

FULFILLING THE REQUIREMENT

Independent Study - Individual or Group

Human Issues independent studies are student-generated and involve students' own interests and experiences. These projects are developed in cooperation with a faculty advisor and with the assistance and support of the Human Issues Studies Program. Specific guidelines regarding process and deadlines are available in the Human Issues Studies Office.

Students may choose to develop an individually-planned or group project, which involves three phases:

1. Choice of a topic of recognized human significance, an outline of goals, and development of an acceptable plan of study to be approved in the Statement of Intent. Statements of Intent are due two semesters before the semester of graduation.
 2. Implementation of the study through integration of research, experience, and reflection.
 3. Official presentation of a report of the study (oral, written, or other agreed-upon format), approved by the Human Issues advisor and forwarded to the Human Issues Studies Director. The concluding report is due the semester before graduation.
- For May graduation, the deadline for the final report is the first day of evaluation week of first semester.
 - For August graduation, the deadline for the final report is the first day of evaluation week of second semester.
 - For January graduation, the deadline for the final report is two weeks after the first day of first semester classes.

Human Issues Seminar or Crosslisted Course

Students may choose to enroll in a Human Issues seminar or an academic department course crosslisted with Human Issues. Seminar and course numbers are listed below; the current Timetable provides the names of seminars and crosslisted courses available in a given semester. All of these seminars will involve readings and discussion designed to develop a critical perspective on the seminar topic, and students will choose an individual topic for study. Students' knowledge and understanding will be informed by the integration of a variety of student - related experiences (e.g., community-based service or research, travel, work experiences, internships, etc.). Successful completion of the seminars numbered in the 400s satisfies the Human Issues Studies requirement.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

INSTITUTIONAL COURSES

Intitutional courses are skill-building courses that do not fall under an academic department and for which students can earn college credit (except for IC 90 Learning Strategies, which does not count in credits earned toward graduation).

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

INTERNATIONAL RELATIONS

Administered jointly by the Departments of Social Science and Foreign Language in the School of Arts and Sciences

INTERNATIONAL RELATIONS MAJOR

1. Interdisciplinary core:
 - Political Science
 - PS 210 Intro to International Relations
 - PS 275 Intro to Comparative Politics
 - PS 342 American Foreign Policy
 - Economics:
 - ECON 290 The Global Economy
 - ECON 330 Comparative Economic Systems
 - Other social science:
 - ANTH 222F4 Introduction to Cultural Anthropology
 - SS 200 Data Analysis and Software for the Social Sciences
 - SS 368 Social Science Research Methods
 - SS 484 Senior Social Science Seminar
 - One comparative humanities course in art, music, literature, theatre, history, or religious studies to be approved by the student's advisor.
2. Language Proficiency: two years of college-level study of one foreign language (16 credits) or equivalent.
3. At least one of the following, though it may be advantageous for some students to fulfill both.
 - a. A minor in one of the following disciplines: sociology, business, economics, French, history, political science or Spanish.
Courses selected for a minor must meet the requirements of the department through which the minor is offered.
 - b. A regional studies concentration: 18-20 credits in a specific geographical region.

Students must consult their advisor about the selection of these courses.

The college's Foundations computer competency requirement for the major is fulfilled with SS 200 Computers (or its equivalent).

POLICIES

An International Relations major must take a minimum of eight credits of the interdisciplinary core coursework in residence at Edgewood or at UW-Madison through the Collaborative Program.

The year that prior courses were taken will be considered in determining the acceptability of transfer courses for satisfying the major requirement.

MATHEMATICS

MAJORS

Mathematics
Mathematics Teaching

MINORS

Mathematics
Mathematics Teaching
Elementary/Middle School Mathematics Teaching

The mathematics and mathematics teaching majors are designed to meet the needs of students planning to enter a wide variety of vocations. Each major has sufficient flexibility to prepare a student for graduate study in mathematics and/or a career in teaching, actuarial science, business, economics or engineering. In addition to preparation in specific areas of mathematics, students will develop a habit of accuracy and logical thought processes, acquire an appreciation of the aesthetic qualities and historical development of mathematics, and gain an appreciation and understanding of concepts and techniques in mathematics that are applicable to other areas of scientific endeavor.

The college's Foundations computer competency requirement for mathematics and mathematics teaching majors is fulfilled through learning experiences that are integrated into mathematics courses that all majors must take. These experiences include use of the following: Word with mathematics equation editor, a computer algebra system such as Mathematica or Maple, Geometer's Sketchpad, and graphing calculators.

MATHEMATICS MAJOR

A minimum of 41 credits in mathematics, including:

1. Required courses:
 - MATH 121 Statistics
 - MATH 231 Calculus I
 - MATH 232 Calculus II
 - MATH 233 Calculus III
 - MATH 301 Problem Solving and Proof
 - MATH 341 Linear Algebra
 - MATH 485 Mathematics Seminar

2. At least five additional mathematics courses with at least 18 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
 - MATH 371 Topics in Applied Mathematics
 - MATH 471 Topics in Pure Mathematics

Analysis Pairing:

- MATH 431 Real Analysis
- MATH 432 Complex Analysis

Algebra Pairing:

- MATH 441 Abstract Algebra I
- MATH 442 Abstract Algebra II

Geometry Pairing:

- MATH 461 Geometry
 - MATH 462 Topology
3. A minimum GPA of 2.5 in the above mathematics courses.
 4. Satisfactory completion of the Major Field Achievement Test in Mathematics shortly before graduation.

Mathematics majors are recommended to take a computer programming course such as CS 180 Introduction to Computer Programming or CS 201 Programming in C++.

Majors planning to pursue a career in actuarial science should consult with their advisor regarding additional recommendations.

MATHEMATICS TEACHING MAJOR

The major is part of a program leading to a Wisconsin initial educator license to teach mathematics at the early adolescent through adolescence level (ages 10-21). It requires minimum of 46 credits in mathematics including:

1. Required courses:
 - MATH 121 Statistics
 - MATH 231 Calculus I
 - MATH 232 Calculus II
 - MATH 233 Calculus III
 - MATH 301 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 of Middle/Secondary School Mathematics
 - MATH 459 Middle/Secondary Math Methods (crosslisted with ED 459M)
 - MATH 461 Geometry
 - MATH 485 Mathematics Seminar
2. A minimum GPA of 2.5 in the above mathematics courses.
3. Completion of the professional Education core prerequisites and licensure requirements for Early Adolescence through Adolescence (see the [EDUCATION](#) listing). Admission to teacher education is recommended as early as possible.
4. Satisfactory completion of the Major Field Achievement Test in Mathematics shortly before graduation.

Mathematics teaching majors are recommended to take a computer programming course such as CS 180 Introduction to Computer Programming or CS 201 Programming in C++.

MATHEMATICS MINOR

A minimum of 24 credits in mathematics including:

1. Required Courses.
 - MATH 121 Statistics
 - MATH 231 Calculus I
 - MATH 232 Calculus II
 - MATH 301 Problem Solving and Proof
 - MATH 341 Linear Algebra

2. At least two of the following with at least 6 credits:
 - MATH 233 Calculus III
 - MATH 331 Differential Equations
 - MATH 371 Topics in Applied Mathematics
 - MATH 431 Real Analysis
 - MATH 432 Complex Analysis
 - MATH 441 Abstract Algebra I
 - MATH 442 Abstract Algebra II
 - MATH 461 Geometry
 - MATH 462 Topology
 - MATH 471 Topics in Pure Mathematics
3. A minimum GPA of 2.5 in the above mathematics courses.
4. Satisfactory completion of the Major Field Achievement Test in Mathematics shortly before graduation.

MATHEMATICS TEACHING MINOR

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach mathematics at the level corresponding the major. It requires a minimum of 24 credits in mathematics, including:

1. A teaching major in some field for secondary or middle/secondary education.
2. Required Courses:
 - MATH 121 Statistics
 - MATH 231 Calculus I
 - MATH 232 Calculus II
 - MATH 301 Problem Solving and Proof
 - MATH 341 Linear Algebra
 - MATH 451 Explorations of Middle/Secondary School Mathematics
 - MATH 459 Middle/Secondary Math Methods (crosslisted with ED 459M)
 - MATH 461 Geometry
3. A minimum GPA of 2.5 in the above mathematics courses.
4. Completion of the Education professional requirements and licensure requirements for Early Adolescence through Adolescence (see the [EDUCATION](#) listing). Admission to teacher education is recommended as early as possible.
5. Satisfactory completion of the Major Field Achievement Test in Mathematics shortly before graduation.

ELEMENTARY/ MIDDLE SCHOOL MATHEMATICS TEACHING 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. It requires a minimum of 21 credits in mathematics, including:

1. A major in Middle Childhood through Early Adolescence Education
2. Required courses:
 - MATH 101 Introduction to Problem Solving
 - MATH 102 Arithmetic Structures
 - MATH 103 Geometric Structures
 - MATH 111 College Algebra or MATH 131 Mathematical Modeling
 - MATH 112 College Algebra and Trigonometry
 - MATH 121 Statistics

- MATH 231 Calculus I
 - ED 428 Elementary/Middle Mathematics Methods
 - MATH 451 Explorations in Middle/ Secondary Mathematics
3. At least one of the following courses, in consultation with minor advisor:
 - MATH 122 Finite Mathematics
 - MATH 232 Calculus II
 4. A minimum GPA of 2.5 in the above courses.
 5. Completion of the Education professional requirements and licensure requirements for teacher education (see the [EDUCATION](#) listing). Admission to teacher education is recommended as early as possible

Mathematics Policies

A student must have a cumulative grade point average of 2.5 or above in courses required for the major or minor.

A student pursuing any major within the math program must take at least three math courses at or above the 300 level at Edgewood College. A student pursuing any minor within the math program must take at least two math courses approved by the department at Edgewood College.

Students intending to major or minor in mathematics or mathematics teaching should take MATH 301 Problem Solving and Proof concurrently with or as soon as possible after MATH 231 Calculus I 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 Chairperson.

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 math and math teaching majors and minors (with the exception of MATH 485) 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 should not plan to take upper division mathematics courses during the semester in which they are student teaching.

For the Math Teaching major and Math Teaching minors: full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. Students completing 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. See the [EDUCATION](#) listing.

Assessment

The department has identified four goals for the students majoring in math and math education:

1. **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 should include the interplay of mathematics with other disciplines and the history of mathematics.
2. **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.
3. **Proof** Students should demonstrate the ability to critically examine mathematical arguments and produce proofs that are both mathematically and stylistically correct.
4. **Communication** Students should be able to communicate mathematics effectively in oral and written form using formal definitions, appropriate mathematical terminology and symbolism.

The Math faculty assesses how well students are meeting the goals through final exams on departmental course goals, projects, oral and written presentations, and the Major Field Achievement Test (MFAT). Students participate in assessment through regular coursework and by taking the MFAT shortly before graduation.

Student Employment

The academic experience for students in mathematics is enriched when they have the opportunity to be employed by the Department in a capacity related to the major such as grading papers or tutoring. The Department will attempt to find relevant employment for qualified students majoring or minoring in mathematics. Students are encouraged to take advantage of this opportunity and should contact the Department Chair for more information.

Internships and Careers in Mathematics

A number of careers are open to students majoring in mathematics. Highly qualified students should consider graduate school in an advanced mathematical or technical field. Other students move into the work force directly from college. Many students choose to become teachers 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's Career Services office to help the student successfully chart a path beyond graduation.

Suggested Mathematics Course Sequence for Math and Math Teaching Majors

There are two suggested sequences of mathematics courses at or above the calculus level for majors, depending on whether the calculus sequence is started in the Fall of an even or odd year. Both sequences can be completed in three years, starting from when calculus is begun.

If the calculus sequence is started in the first year, it is possible to complete the math requirements by the end of the third year or to spread out some of the coursework, keeping the rotation of math courses in mind.

If the calculus sequence is started in the second year or a student decides to take 301 Problem Solving and Proof in the spring of the second year, it is possible to complete the math requirements by the end of the fourth year.

Commencing in the Fall of an *even* year.

Year	Fall Semester	Spring Semester
Freshman	MATH 231	MATH 232 MATH 121***
Sophomore	MATH 233 MATH 301	MATH 331** MATH 341
Junior	MATH 461 MATH 485 MATH 441	MATH 462 MATH 431
Senior	MATH 432 MATH 451*	MATH 462 MATH 442 MATH 459*

Commencing in the Fall of an *odd* year.

Year	Fall	Spring
Freshman	MATH 231	MATH 121*** MATH 232
Sophomore	MATH 233 MATH 301	MATH 331** MATH 341
Junior	MATH 441 MATH 485	MATH 442
Senior	MATH 461 MATH 451*	MATH 431 MATH 462 MATH 459*

*Required only of Math Teaching majors.

** Recommended for Math majors.

*** Statistics may also be taken in the summer.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

MUSIC

MAJORS

Music

Music: Business Emphasis

Track One: Arts Administration

Track Two: Music Industry

Music Education

General Music: Early-Childhood - Adolescence*

Choral Music: Elementary - Adolescence*

Instrumental Music: Elementary - 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 the 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, Likert scale rubrics, and juried performance reviews.

Non-majors may elect to take music courses for which they qualify and have the necessary prerequisites; some ensembles and upper-division courses require an audition. Performing ensembles, too, are available to all students regardless of major. Some of the assessment strategies outlined above are also used for non-majors.

MUSIC MAJOR

Forty-five core credits, to include:

1. Required courses (29-32 credits):
 - MUS 140, Introduction to the Language of Music (or proficiency)
 - MUS 141BF3 Music Structures and MUS 142 Ear Training and Solfege I
 - MUS 143 Theory II and MUS 144 Ear Training and Solfege II
 - MUS 191 Computer Applications
 - MUS 241 Theory III and MUS 242 Ear Training and Solfege III
 - MUS 243 Theory IV and MUS 244 Ear Training and Solfege IV
 - One of the following music appreciation courses: MUS 152F2, 153F2, 154F2, 155F2, or 158F2 (Music Education Majors must take 155F2 World Music)
 - MUS 344 Conducting
 - The MUS 355 and MUS 356 music history sequence
2. Private Lessons, primary area: Students must register for private lessons each semester they are enrolled at Edgewood, at least two of which must be at the 400 level.
3. Private Lessons, secondary area: Students must complete two credits of private study in a secondary area of their choice. It is recommended that piano be the secondary area for non-pianists.
4. Performing Organization: Students must be registered for a performing ensemble each semester they are enrolled at Edgewood. Students should contact the department chair prior to registration for placement information.
5. Senior Recital (1 or 2 credits): All majors are required to perform a senior recital (half- or full-recital). See Music Department Handbook for details.

Additional Music Major Requirements:

After two semesters of study at Edgewood, all potential music majors will perform in a juried review to determine eligibility to become a declared major. Students who do not pass the review will be allowed one semester to attain required performance standards.

- Piano Proficiency (see Music Department for criteria) Students must be enrolled in MUS 103 every semester until the Piano Proficiency is satisfied. Students must register for MUS 104 (with consent of instructor) the semester they complete the requirement.
- Performance Class/Juried Reviews/Portfolio

All students who study privately will perform each semester in a performance class (MUS 000), and in a juried review during final examination week. In addition to these performances, students will turn in a sophomore portfolio after four semesters of study at Edgewood. Transfer students should see the Department Chair for portfolio deadlines. Students should consult the Music Department Handbook for details on the portfolio. 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.

- 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:
Cumulative GPA: 2.75
Music History/Theory GPA: 2.5 All Music GPA: 3.0
In addition, a music course in which a student receives a grade below "C" will not be accepted toward the major.

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. All music majors must register for a major performing ensemble each semester they are enrolled at Edgewood. 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.
- Transfer students will normally submit a portfolio for review at the end of two semesters of study at Edgewood and prior to graduation. All transfer students should check with the Department Chair for deadline details.

MUSIC EDUCATION MAJOR WITH CERTIFICATION IN GENERAL, CHORAL OR INSTRUMENTAL MUSIC

The major is part of a program leading to a Wisconsin Initial Educator License to teach music at the Early Childhood through Adolescence level (birth - age 21)

1. The 45-48 credit core music course requirement and completion of all other music major requirements, including the senior recital. Students must register for private lessons each semester they are enrolled at Edgewood, at least two of which must be at the 400 level. All music majors must register for a performing ensemble each semester they are enrolled at Edgewood. Music Education students are not expected to take private lessons or perform in a major performing ensemble during the student-teaching semester.

2. 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**.
3. In the School of Education, 37 credits to include the following:
ED 210, 220, 230, 240, 270, 272, 305, 310, 382, 383, 405, 410, 431, 459R. See [Education](#).

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

4. In Music Education, 15-26 credits to include the following, depending on area of certification:
 - a. General Music Certification: Early Childhood - Adolescence (15-23 credits)
 - MUS 275a and f Folk Instruments and Vocal Pedagogy
 - MUS 343 Arranging
 - MUS 345 Advanced Conducting
 - MUS 456, 457 Methods of Teaching Music
 - MUS 489a Student Teaching: General Music
 - b. Choral Music Certification: Elementary - Adolescence (15-23 credits)
 - MUS 275 a Folk Instruments and f and Vocal Pedagogy
 - MUS 343 Arranging
 - MUS 345 Advanced Conducting
 - MUS 456, 457 Methods of Teaching Music
 - MUS 489b Student Teaching: Choral Music
 - c. Instrumental Music Certification: Elementary - Adolescence (18-26 credits)
 - MUS 275 b Brass, c Woodwind, d String, e Percussion Pedagogy
 - MUS 122F3 Techniques of Singing/Speaking Voice,
 - MUS 343 Arranging
 - MUS 345 Advanced Conducting
 - MUS 456, 457 Methods of Teaching Music
 - MUS 489c Student Teaching: Instrumental Music

MUSIC MAJOR WITH BUSINESS EMPHASIS

In addition to the 45-48 credit core music course requirement detailed above, students selecting a Music Business Emphasis must complete the following courses:

Track One: Arts Administration

Twenty-three credits, to include:

- BUS 280 Financial Accounting
- BUS 281 Managerial Accounting
- BUS 301 Marketing Principles
- BUS 302 Management of Human Performance
- BUS 304 Business Law
- MATH 121 Statistics
- ECON 256F4 Principles of Microeconomics
- MUS 491 Internship in an approved Arts Administration area

Track Two: Music Industry

1. Twenty-two credits, to include
 - BUS 280 Financial Accounting
 - BUS 301 Marketing Principles

- BUS 302 Management of Human Performance
 - BUS 432 Consumer Behavior
 - BUS 433 Advertising and Promotion Strategy
2. Two electives from the following:
 - BUS 281 Managerial Accounting
 - BUS 303 Corporate Finance
 - BUS 304 Business Law
 - BUS 340 Management of Organizations
 - BUS 430 Human Resource Management
 - ENG 302 or BUS 306 Professional Communication
 - PSY 300 Psychology of Personality
 - ECON 256F4 Principles of Microeconomics
 3. MUS 491 Internship in an approved Music Industry area

MUSIC MINOR

1. Twenty-three credits, to include the following:
Required courses (16-19 credits):
 - MUS 140 Introduction to the Language of Music (or proficiency)
 - MUS 141BF3 Music Structures and MUS 142 Ear Training and Solfege I
 - MUS 143 Theory II and MUS 144 Ear Training and Solfege II
 - One of the following music appreciation courses: MUS 152F2, 153F2, 154F2, 155F2, MUS 158F2
 - MUS 344 Conducting
 - MUS 355 or 356 music history courses
2. 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.
3. Performing Organization (4 credits): Students must complete four credits of performing organizations. Contact the department chair prior to registration for placement.
4. Additional Requirements for the Minor Performance Class / Juried Reviews:
 - All students who study privately will perform each semester in a Performance Class (see MUS 000), and in a juried review during final examination week.
 - Transfer students must complete a minimum of 12 credits in music courses at Edgewood, including four credits of a major performing organization.
 - Students must pass 3 semesters of MUS 000. Any student failing 2 consecutive semesters of MUS 000 will not be permitted to continue in the program.

POLICIES

Computer Competency

Majors must be adept at word processing and Finale software. They must also be familiar with computer-accessed sources and web page development. Skills for these proficiencies are addressed in the Music Theory and Music History/Appreciation courses, as well as the in the required MUS 191 Computer Applications in Music, which satisfies the Foundations computer competency requirement.

Foundations F3 Studio Arts Requirement in Music

Students wishing to fulfill the Foundations F3 Studio Arts requirement through the Music Department must earn a minimum of 2 credits by completing one of the following:

- MUS 101F3 Introductory Class Piano
- MUS 106F3 Introductory Class Guitar
- MUS 110F3 Band (two semesters totaling 2 credits)
- MUS 122F3 Techniques of Singing/Speaking Voice
- MUS 130F3 Women's Chorus (two semesters totaling 2 credits)
- MUS 141AF3 Music Structures

- MUS 141BF3 Music Structures (Accelerated)

Applied Music Private Study

Additional fees are assessed for private lessons. Contact the Business Office for current rates.

Contact the department chair for current information regarding subsidization of lesson fees for music majors, minors, and members of designated performing ensembles.

Credits for applied music are granted on the basis of one credit per semester. Lessons falling on days when classes at the college are suspended or lessons 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 Performance Class (see MUS 000) 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 F3 (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 or MUS 481.

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 performance-based skills have been maintained at an appropriate level.

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 need. The grant is renewable for up to four years based on the recommendation of the Music Department, taking into consideration the student's contribution to a performing organization.
- Sister E. Blackwell Music Scholarship Offered on a competitive basis to qualified undergraduate students who attain sophomore status or above and who participate in a performing ensemble and are also taking private lessons. Interested students should contact the Financial Aid Office and the Music Department Chair. The Music Department will supply information regarding audition requirements and deadlines. The award is based on leadership, scholarship and performance in music courses as well as audition results.
- Ken and Diane Ballweg Music Scholarship Offered to an undergraduate student who is a declared music major who intends to make music his or her profession. The audition requires the student to perform intermediate through advanced level works (as determined by the Music Department) for a duration of 20 minutes. The scholarship is not automatically renewable, and is not automatically given each year. Interested students should contact the Financial Aid Office and the Chair of the Music Department.
- Battcock Scholarship Awarded to deserving 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 deserving students based on academic promise, musical leadership, and contribution to the department and respective ensemble.
- Arthur W. Strelow Grant Funds from the Arthur W. Strelow Charitable Trust are awarded annually to a deserving student who is an active member of the Music Department regardless of the student's academic major. Awards are available to incoming freshmen, as well as returning students.
- Vernon and Anja Sell Choral Scholar Endowment Awarded each year to one or more deserving students who have been active members of the Chamber Singers for at least one year; demonstrated continued growth in choral/chamber singing and musicianship; shown exceptional interpersonal leadership skills; and are in good academic standing with the appropriate GPA. The award is based solely on merit rather than financial need and is awarded yearly. Recipients may receive the award in successive years.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

NATURAL SCIENCE

MAJORS

Biology
Broad Field Natural Science
Chemistry
 Professional Concentration
 Biochemical Concentration
Cytotechnology
Natural Science and Mathematics with Pre- Engineering Concentration

MINORS

Biology
Chemistry

TEACHING MAJORS AND MINORS

Biology Teaching Major
Biology Teaching Major with Environmental Science
Biology Teaching Minor
Broad Field Science Teaching Major: Earth and Space Science
Broad Field Science Teaching Major: Life and Environmental Science Including Biology and Environmental Studies
Broad Field Science Teaching Major: Physical Science Including Chemistry
Broad Field Science Teaching Major: Physical Science Including Physics
Chemistry Teaching Major
Chemistry Teaching Minor
Natural Science Teaching Minor
Science Education Minor

MISSION

The mission of the Natural Science 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.

Biology Policies

Biology majors will be assisted in planning at the time the major is declared with a departmental advisor.

Transfer students must take a minimum of 12 biology credits at Edgewood for a major and a minimum of 8 biology credits for a minor. Students may be advised to take some courses at the University of Wisconsin-Madison through Edgewood's Collaborative Program.

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.

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.

The General Education computer competency requirement will be met through completion of the biology core courses: BIO 151F5, BIO 152F5, BIO 351, BIO 352, BIO 401.

BIOLOGY MAJOR

The biology major includes:

1. The required biology core courses (20 credits):
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - BIO 351 Organismal Botany (4 cr)
 - BIO 352 Organismal Zoology (4 cr)
 - BIO 401 Genetics (3 cr)
 - BIO 480 Biology Seminar (1 cr)
2. A minimum of 14 credits of elective biology courses to include at least one course in each of the following areas: Cell and Molecular Biology, Ecology and Evolution, and Organismal Biology. At least one of these courses must be a 400 level course. The remainder of the 14 credits may be satisfied with any elective biology course.

Cell and Molecular:

- BIO 201 Biotechnology (2 cr)
- BIO 312 Microbiology (4 cr)
- BIO 402 Cell and Molecular Biology(4 cr)
- BIO 406 Medical Microbiology (4 cr)
- BIO 408 Immunology (3 cr)

Ecology and Evolution:

- BIO 205 Field Biology (2 cr)
- BIO 250 Environmental Biology(3 cr)
- BIO 275 Dendrology (2 cr)
- BIO 333 Ecological History of Civilization (4 cr)
- BIO 430 Animal Behavior (4 cr)
- BIO 450 Ecology (4 cr)

Organismal Biology:

- BIO 208 Nutrition (2 cr)
- BIO 210 Anatomy and Physiology I(4 cr)
- BIO 211 Anatomy and Physiology II (4 cr)
- BIO 220 Biomechanics (3 cr)
- BIO 410 Pathology (3 cr)
- BIO 415 Exercise Physiology (3 cr)
- BIO 425 Animal Physiology (3 cr)
- BIO 445 Biological Psychology (4 cr)

Other courses:

- BIO 251 Research in Biology I (2 cr)
- BIO 252 Research in Biology II (1 cr)
- BIO 292 Biology Excursions (1-3 cr)
- BIO 469 Special Topics in Biology (1-3 cr)
- BIO 479 Independent Study (1-3 cr)
- BIO 489 Field/Laboratory Research (1-3 cr)

3. One of the following chemistry sequences:
 - CHEM 110F5 Introductory Chemistry (4 cr) and CHEM 111F5 Introductory Organic Chemistry and Biochemistry (4 cr)

- CHEM 120F5 General Chemistry I (4 cr) and CHEM 121F5 General Chemistry II (4 cr)
4. One mathematics course: MATH 111 College Algebra (3 cr) or a higher level course

Guidelines for Elective Course Selection

Environmental Science

Students interested in environmental science should take the following courses as part of their program of study:

1. Biology courses (as part of the biology coursework requirement):
 - BIO 205 Field Biology (2 cr)
 - BIO 250 Environmental Biology (3 cr)
 - BIO 333 Ecological History of Civilization (4 cr)
 - BIO 450 Ecology (4 cr)
2. Courses outside of biology:
 - GEOS 206 Environmental Geology (3 cr)
 - PS 351 Selected Issues in Public Policy (2-4 cr)
 - PS 352 Environmental Politics (4 cr) or GEOG 265 Environmental Conservation (2 cr)

Medical Science

Students interested in medical or health-related fields (medicine, dentistry, veterinary medicine, medical technology) should consider the following courses as part of their program of study:

1. Biology courses (as part of the biology coursework requirement):
 - BIO 201 Biotechnology (2 cr)
 - BIO 208 Nutrition (2 cr)
 - BIO 210 Anatomy and Physiology I(4 cr)
 - BIO 211 Anatomy and Physiology II(4 cr)
 - BIO 220 Biomechanics (3 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 402 Cell and Molecular Biology(4 cr)
 - BIO 406 Medical Microbiology (4 cr)
 - BIO 408 Immunology (4 cr)
 - BIO 410 Pathology (3 cr)
 - BIO 415 Exercise Physiology (3 cr)
2. Chemistry courses (as part of the biology coursework requirement):
 - CHEM 120F5 General Chemistry I(4 cr)
 - CHEM 121F5 General Chemistry II(4 cr)
3. Additional chemistry and physics courses that should be taken by students interested in medical school or veterinary medicine:
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 323 Organic Chemistry II (4 cr)
 - CHEM 340 Biochemistry (3 cr)
 - PHYS 130F5 General Physics I (4 cr)
 - PHYS 131F5 General Physics II (4 cr) **or**
 - PHYS 201F5 College Physics I (4 cr)
 - PHYS 202F5 College Physics II (4 cr)

Graduate School

Students interested in pursuing graduate work in biology leading to a Master's degree or Doctorate should take the following courses as part of their program of study:

1. Biology course (as part of the biology coursework requirement):
 - BIO 312 Microbiology (4 cr)
 - BIO 402 Cell and Molecular Biology (4 cr)
 - BIO 425 Animal Physiology (3 cr)
 - BIO 430 Animal Behavior (4 cr)
 - BIO 450 Ecology (4 cr)
 - BIO 489 Field/Laboratory Research (1-3 cr)
2. Chemistry courses (as part of the biology coursework requirement):
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
3. Additional chemistry and physics courses:
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 323 Organic Chemistry II (4 cr)
 - PHYS 130F5 General Physics I (4 cr)
 - PHYS 131F5 General Physics II (4 cr) **or**
 - PHYS 201F5 College Physics I (4 cr)
 - PHYS 202F5 College Physics II (4 cr)
4. Mathematics courses:
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - MATH 121 Statistics (3 cr)
 - MATH 231 Calculus I (4 cr)
 - MATH 232 Calculus II (4 cr)

BIOLOGY MINOR

Twenty-one credits in biology to include

1. Required Courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - BIO 401 Genetics (3 cr)
 - One of the following courses:
 - BIO 351 Organismal Botany (4 cr)
 - BIO 352 Organismal Zoology (4 cr)
 - BIO 312 Microbiology (4 cr)
2. Six additional credits in biology

Broad Field Natural Science Policies

A student must maintain a cumulative grade point average of at least 2.5 in all required core courses in natural science and mathematics and in all courses taken to complete one of the concentrations. Any natural science or mathematics course in which the student received a grade below "CD" will not be accepted toward the major. Transfer students must take a minimum of 12 natural science credits at Edgewood. The General Education computer competency requirement will be met through completion of the biology core courses (BIO 151F5, BIO 152F5).

BROAD FIELD NATURAL SCIENCE MAJOR

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

1. 1. Required core courses:

- BIO 151 F5 General Biology I (4 cr)
 - BIO 152 F5 General Biology II (4 cr)
 - CHEM 110 F5 Introductory Chemistry (4 cr) and CHEM 111 F5 Introductory Organic Chemistry *and* Biochemistry (4 cr) **or**
 - CHEM 120 F5 General Chemistry I (4 cr) *and* CHEM 121 F5 General Chemistry II (4 cr)
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
 - GEOS 103F5 Introduction to Earth Science II (4 cr)
 - PHYS 130F5 General Physics I (4 cr) *and* PHYS 13 1F5 General Physics II (4 cr) **or**
 - PHYS 201F5 College Physics I (4 cr) and PHYS 202F5 College Physics II (4 cr)
2. Mathematics requirement:
- MATH 112 College Algebra and Trigonometry (4 cr) or a higher level course or MATH 121 Statistics (3 cr)
3. The student must also complete one of the following concentrations
- a. **Biology Concentration:** sixteen additional elective credits in biology to be chosen in consultation with a Natural Science Department advisor.
 - b. **Chemistry Concentration:** students must complete CHEM 120F5 and CHEM 121F5 plus 16 additional elective credits in chemistry to be chosen in consultation with a Natural Science Department advisor.
 - c. **Geoscience Concentration:** sixteen additional elective credits in the geosciences to be chosen in consultation with a Natural Science Department advisor (some coursework may need to be completed through the UW-Madison Collaborative Program).
 - d. **Physics Concentration:** students must complete PHYS 201F5 and PHYS 202F5 plus 16 additional elective credits in physics to be chosen in consultation with a Natural Science Department advisor (some coursework may need to be completed through the UW-Madison Collaborative Program).

Chemistry Policies

For the residency requirement, a minimum of 12 chemistry credits for a major must be earned at Edgewood College; 8 chemistry credits for a minor. All transfer courses must be approved by the Department. A student must maintain a cumulative grade point average of 2.5 in chemistry courses.

A chemistry course in which a student receives a grade below "CD" will not be accepted toward the major or minor. Students majoring in chemistry will fulfill their computer competency requirement by taking CHEM 323 and CHEM 351.

CHEMISTRY MAJOR

Requirements for the major:

1. Core courses (23 credits)
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 323 Organic Chemistry II (4 cr)
 - CHEM 351 Analytical Chemistry (4 cr)
 - CHEM 371 Inorganic Chemistry I (2 cr)
 - CHEM 480 Chemistry Seminar (1 cr)
2. In addition, students must choose one of the following two concentrations.

Professional Concentration

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

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

- a. Additional required courses:
 - CHEM 361 Physical Chemistry (3 cr)
 - CHEM 370 Integrated Laboratory (2 cr)
 - CHEM 471 Inorganic Chemistry II (2 cr)
 - CHEM 489 Undergraduate Research (4 cr)
- b. Six credits from the following:
 - CHEM 340 Biochemistry (3 cr)
 - CHEM 360 Quantum Mechanics (3 cr)
 - CHEM 431 Advanced Organic Chemistry (3 cr)
- c. The following mathematics courses:
 - MATH 231 Calculus I
 - MATH 232 Calculus II
 - MATH 233 Calculus III
- d. One year of physics to include:
 - PHYS 201F5 College Physics I (4 cr)
 - PHYS 202F5 College Physics II (4 cr)

Biochemical Concentration

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

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

- a. One additional required course:
 - CHEM 340 Biochemistry (3 cr)
- b. Four credits from the following:
 - CHEM 360 Quantum Mechanics (3 cr)
 - CHEM 361 Physical Chemistry (3 cr)
 - CHEM 370 Integrated Laboratory (2 cr)
 - CHEM 431 Advanced Organic Chemistry (3 cr)
 - CHEM 471 Inorganic Chemistry II (2 cr)
 - CHEM 489 Undergraduate Research (1-2 cr)
- c. Ten credits from the following:
 - PHYS 130F5 General Physics I (4 cr)
 - PHYS 131F5 General Physics II (4 cr)
 - PHYS 201 F5 College Physics I
 - PHYS 202 F5 College Physics II
 - BIO 151 F5 General Biology I (4 cr)
 - BIO 152 F5 General Biology II (4 cr)
 - BIO 208 Nutrition (2 cr)
 - BIO 210 Anatomy and Physiology I (4 cr)
 - BIO 211 Anatomy and Physiology II (4 cr)
 - BIO 220 Biomechanics (3 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 351 Organismal Botany (4 cr)
 - BIO 352 Organismal Zoology (4 cr)
 - BIO 401 Genetics (4 cr)
 - BIO 402 Cell & Molecular Biology (4 cr)
 - BIO 410 Pathology (3 cr)
 - BIO 415 Exercise Physiology (3 cr)

- BIO 425 Animal Physiology (3 cr)
- d. One mathematics course from among:
 - MATH 111 College Algebra (3 cr)
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - Math 231 Calculus I (4 cr), or a higher level course

CHEMISTRY MINOR

A minimum of 21 credits in chemistry to include:

1. Required courses:
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 371 Inorganic Chemistry I (2 cr)
2. Three additional elective credits in chemistry.

Cytotechnology Policies

Transfer students must take a minimum of 8 biology credits at Edgewood 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. The computer competency requirement will be met through completion of the biology core courses (BIO 151F5, BIO 152F5).

CYTOTECHNOLOGY MAJOR

Requirements for a major in cytotechnology are as follows:

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

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

- a. Biology courses (minimum of 26 credits):
 - BIO 15 1F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - BIO 210 Anatomy & Physiology I (4 cr)
 - BIO 211 Anatomy & Physiology II (4 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 401 Genetics (3 cr)
 - BIO 410 Pathology (3 cr)
- b. Chemistry courses (minimum of 8 credits):
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 12 1F5 General Chemistry II (4 cr)
- c. Mathematics course (minimum of 3 credits):
 - MATH 111 College Algebra (3 cr)

Recommended additional coursework:

Biology: Immunology, Medical Microbiology, Organismal Biology

Chemistry: Organic, Analytical, Biochemistry

Other: Physics, Statistics, Computer Science

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

After showing satisfactory progress in the internship program, Edgewood College will allow the student to attend 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.

NATURAL SCIENCE AND MATHEMATICS MAJOR WITH PRE-ENGINEERING CONCENTRATION

Students may choose the dual degree option under the existing collaborative programs with the Schools of Engineering at the University of Wisconsin-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 120F5 General Chemistry I (4 cr)
- CHEM 121F5 General Chemistry II (4 cr)
- MATH 231 Calculus I (4 cr)
- MATH 232 Calculus II (4 cr)
- MATH 233 Calculus III (4 cr)
- MATH 331 Differential Equations (3 cr)
- PHYS 201F5 College Physics I (4 cr)
- PHYS 202F5 College Physics II (4 cr)
- PHYS 350 Scientific Computing (3 cr)
- PHYS 360 Modern Physics (3 cr)

Under the agreements with the Schools 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 School of Engineering; and have a positive recommendation from the Edgewood 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.

The computer competency requirement will be met through completion of the major's core courses. The Edgewood College Foundations of Communications, Foundations of Human Learning, and Human Issues requirements must also be completed to receive the dual degree.

NATURAL SCIENCE TEACHING MAJORS AND MINORS

Natural Science Teaching Policies

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

Science teaching majors in the programs listed below are required to seek program approval from an advisor in the Natural Science Department. Transfer students must take a minimum of 12 Natural Science credits at Edgewood for a major and a minimum of 8 credits for a minor. Post-baccalaureate and transfer students intending to complete a science teaching major should consult with a Natural Science Department advisor during their first semester on campus.

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

- BIO 351 Organismal Botany (4 cr) and BIO 352 Organismal Zoology (4 cr)
- CHEM 323 Organic Chemistry II (4 cr) and CHEM 351 Analytical Chemistry (4 cr)
- GEOS 301 Weather and Climate (4 cr)
- PHYS 310 Principles of Mechanics (3 cr)

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

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

Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. Students completing 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. See EDUCATION.

BIOLOGY TEACHING MAJOR

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

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

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

Thirty-four required biology credits to include:

1. The following required core courses:
 - BIO 15 1F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - BIO 351 Organismal Botany (4 cr)
 - BIO 352 Organismal Zoology (4 cr)

- BIO 401 Genetics (3 cr)
 - BIO 480 Biology Seminar (1 cr)
2. A minimum of 2 credits from the following:
 - BIO 205 Field Biology (2 cr)
 - BIO 250 Environmental Biology (3 cr)
 - BIO 430 Animal Behavior (4 cr)
 - BIO 450 Ecology (4 cr)
 3. A minimum of 2 credits from the following:
 - BIO 201 Biotechnology (2 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 402 Cell and Molecular Biology (4 cr)
 4. Additional credits from the following to total 34 biology credits:
 - BIO 201 Biotechnology (2 cr)
 - BIO 205 Field Biology (2 cr)
 - BIO 208 Nutrition (2 cr)
 - BIO 210 Anatomy and Physiology I (4 cr)
 - BIO 211 Anatomy and Physiology II (4 cr)
 - BIO 275 Dendrology (2 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 402 Cell and Molecular Biology (4 cr)
 - BIO 406 Medical Microbiology (4 cr)
 - BIO 408 Immunology (3 cr)
 - BIO 410 Pathology (3 cr)
 - BIO 430 Animal Behavior (4 cr)
 - BIO 445 Biological Psychology (4 cr)
 - BIO 450 Ecology (4 cr)
 - BIO 469 Special Topics in Biology (1-3 cr)
 - BIO 479 Independent Study (1-3 cr)
 - BIO 489 Field/Laboratory Research (1-3 cr)

Additional requirements:

1. One year of chemistry
 - CHEM 110 F5 Introductory Chemistry (4 cr) *and* CHEM 111 F5 Introductory Organic Chemistry and Biochemistry (4 cr) **or**
 - CHEM 120 F5 General Chemistry I (4 cr) *and* CHEM 121 F5 General Chemistry II (4 cr)
2. One mathematics course from among:
 - MATH 111 College Algebra (3 cr)
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - MATH 231 Calculus I (4 cr)
3. Computer competency to be met by BIO 351/352 or equivalent, as determined by the department.
4. 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.
5. NATS 250F7 History and Philosophy of Science
6. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

BIOLOGY TEACHING MAJOR WITH ENVIRONMENTAL SCIENCE

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

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

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

Thirty-five required biology credits to include:

1. The following required courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - BIO 205 Field Biology (2 cr)
 - BIO 250 Environmental Biology (3 cr)
 - BIO 351 Organismal Botany (4 cr)
 - BIO 352 Organismal Zoology (4 cr)
 - BIO 401 Genetics (3 cr)
 - BIO 430 Animal Behavior (4 cr)
 - BIO 450 Ecology (4 cr)
 - BIO 480 Biology Seminar (1 cr)
2. A minimum of 2 credits from the following:
 - BIO201 Biotechnology (2 cr)
 - 312 Microbiology (4 cr)
 - BIO 402 Cell and Molecular Biology (4 cr)

Additional requirements:

1. One year of chemistry:
 - CHEM 110 F5 Introductory Chemistry (4 cr) *and* CHEM 111 F5 Introductory Organic Chemistry and Biochemistry (4 cr) **or**
 - CHEM 120 F5 General Chemistry I (4 cr) *and* CHEM 121 F5 General Chemistry II (4 cr)
2. One mathematics course from among:
 - MATH 111 College Algebra (3 cr)
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - MATH 231 Calculus I (4 cr)
3. Seven credits of required social science courses:
 - PS 351 Selected Issues in Public Policy (2-4 cr)
 - PS 352 Environmental Politics (4 cr)
 - GEOG 265 Environmental Conservation (2 cr)
 - PHIL 107F7 Philosophies of Earth (3 cr)
4. Seven credits of required geoscience courses:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
 - GEOS 206 Environmental Geology (3 cr)
5. 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.
6. NATS 250F7 Philosophy of Science.
7. Completion of 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 10-2 1; 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:

1. Required courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 351 Organismal Botany (4 cr)
 - BIO 352 Organismal Zoology (4 cr)
 - BIO 401 Genetics (3 cr)

2. A minimum of 2 credits from the following:
 - BIO 205 Field Biology (2 cr)
 - BIO 250 Environmental Biology (3 cr)
 - BIO 430 Animal Behavior (4 cr)
 - BIO 450 Ecology (4 cr)

Additional requirements:

1. NATS 459S Teaching Science in Middle/Secondary schools (3 cr)
2. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

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."

1. Fifty-one credits in natural science to include:
 - Earth and space science courses:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
 - GEOS 103F5 Introduction to Earth Science II (4 cr)
 - GEOS 203 Historical Geology (3 cr)
 - GEOS 206 Environmental Geology (3 cr)
 - GEOS 301 Weather and Climate (4 cr)
 - GEOS 489 Undergraduate Research (2 cr)

- PHYS 250 Survey of Astronomy (4 cr)
 - Biology courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - Chemistry courses:
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - Physics courses:
 - PHYS 130F5 General Physics I (4 cr) *and* PHYS 131F5 General Physics II (4 cr)
or
 - PHYS 201F5 College Physics I (4 cr) *and* PHYS 202F5 College Physics II (4 cr)
 - History and philosophy of science course:
 - NATS 250F7 History and Philosophy of Science (3 cr)
- 2. At least six credits in mathematics:
 - MATH 121 Statistics (3 cr)

And one of the following:

- MATH 111 College Algebra (3 cr)
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - MATH 231 Calculus I (4 cr)
- 3. One semester of methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/Secondary Schools. Students must be fully admitted to teacher education before being admitted to NATS 459S.
- 4. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

BROAD FIELD SCIENCE TEACHING MAJOR: LIFE AND ENVIRONMENTAL SCIENCE INCLUDING BIOLOGY AND ENVIRONMENTAL STUDIES

This major is designed for individuals seeking certification to teach general science, biology, and/or environmental science at the Early Adolescence through Adolescence level (ages 10-2 1; grades 7-12; WDPI licenses 605, 615, and 621).

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."

1. Fifty-eight credits in natural science to include:
 - Biology courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - BIO 250 Environmental Biology (3 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 351 Organismal Botany (4 cr)
 - BIO 352 Organismal Zoology (4 cr)
 - BIO 401 Genetics (3 cr)
 - BIO 450 Ecology (4 cr)
 - BIO 489 Field/Laboratory Research (1 cr)

- Chemistry courses:
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - Physics courses:
 - PHYS 130F5 General Physics I (4 cr) *and* PHYS 131F5 General Physics II (4 cr)
 - or**
 - PHYS 201F5 College Physics I (4 cr) *and* PHYS 202F5 College Physics II (4 cr)
 - Earth science courses:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
 - GEOS 103F5 Introduction to Earth Science II (4 cr)
 - History and philosophy of science course:
 - NATS 250F7 History and Philosophy of Science (3 cr)
2. At least six credits in mathematics:
 - MATH 121 Statistics (3 cr)
 - And one of the following:
 - MATH 111 College Algebra (3 cr)
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - MATH 231 Calculus I (4 cr)
 3. One of the following social science courses:
 - PS 351 Selected Issues in Public Policy (2-4 cr)
 - PS 352 Environmental Politics (4 cr)
 - GEOG 265 Environmental Conservation (2 cr)
 4. 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 before being admitted to NATS 459S.
 5. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

BROAD FIELD SCIENCE TEACHING MAJOR: PHYSICAL SCIENCE INCLUDING CHEMISTRY

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

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

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

1. Fifty-three credits in natural science to include:
 - Chemistry courses:
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 323 Organic Chemistry II (4 cr)
 - CHEM 351 Analytical Chemistry (4 cr)
 - CHEM 371 Inorganic Chemistry I (2 cr)
 - CHEM 489 Undergraduate Research (1 cr)
 - Physics courses:
 - PHYS 130F5 General Physics I (4 cr) *and* PHYS 131F5 General Physics II (4 cr)
 - or**
 - PHYS 201F5 College Physics I (4 cr) *and* PHYS 202F5 College Physics II (4 cr)
 - Earth science courses:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)

- GEOS 103F5 Introduction to Earth Science II (4 cr)
 - Biology courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - Environmental science courses:
 - BIO 250 Environmental Biology (3 cr) **or**
 - GEOS 206 Environmental Geology (3 cr)
 - History and philosophy of science course:
 - NATS 250F7 History and Philosophy of Science (3 cr)
- 2. At least six credits in mathematics:
 - MATH 121 Statistics (3 cr)
 - And one of the following:
 - MATH 111 College Algebra (3 cr)
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - MATH 231 Calculus I (4 cr)
- 3. 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 before being admitted to NATS 459S.
- 4. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

BROAD FIELD SCIENCE TEACHING MAJOR: PHYSICAL SCIENCE INCLUDING PHYSICS

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

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

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

1. Fifty-six credits in natural science to include:
 - Physics courses:
 - PHYS 201F5 College Physics I (4 cr)
 - PHYS 202F5 College Physics II (4 cr)
 - PHYS 250 Survey of Astronomy (4 cr)
 - PHYS 310 Principles of Mechanics (3 cr)
 - PHYS 360 Modern Physics (3 cr)
 - PHYS 361 Thermal Physics (3 cr)
 - PHYS 489 Undergraduate Research (1 cr)
 - Chemistry courses:
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - CHEM 351 Analytical Chemistry (4 cr)
 - Earth science courses:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
 - GEOS 103F5 Introduction to Earth Science II (4 cr)
 - Biology courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - Environmental science courses:
 - BIO 250 Environmental Biology (3 cr) or
 - GEOS 206 Environmental Geology (3 cr)

- History and philosophy of science course:
 - NATS 250F7 History and Philosophy of Science (3 cr)
- 2. Twelve credits in mathematics:
 - MATH 231 Calculus I (4 cr)
 - MATH 232 Calculus II (4 cr)
 - MATH 233 Calculus III (4 cr)
 - MATH 121 Statistics is also recommended.
- 3. 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 before being admitted to NATS 459S.
- 4. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

CHEMISTRY TEACHING MAJOR

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

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

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

1. Thirty-four chemistry credits to include:
 - Twenty-six required chemistry credits:
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 323 Organic Chemistry II (4 cr)
 - CHEM 351 Analytical Chemistry (4 cr)
 - CHEM 370 Integrated Chemistry Lab (2 cr)
 - CHEM 371 Inorganic Chemistry I (2 cr)
 - CHEM 480 Chemistry Seminar (1 cr)
 - CHEM 489 Undergraduate Research (1 cr)
 - An additional 8 credits from:
 - CHEM 340 Biochemistry (3 cr)
 - CHEM 360 Quantum Mechanics (3 cr)
 - CHEM 361 Physical Chemistry (3 cr)
 - CHEM 431 Advanced Organic Chemistry (3 cr)
 - CHEM 471 Inorganic Chemistry II (2 cr)
2. Additional requirements:
 - One year of physics:
 - PHYS 130F5 General Physics I (4 cr) *and* PHYS 131F5 General Physics II (4 cr)
 - or**
 - PHYS 201F5 College Physics I (4 cr) *and* PHYS 202F5 College Physics II (4 cr)
 - The following mathematics courses:
 - If taking General Physics:
 - MATH 111 College Algebra (3 cr)
 - If taking College Physics:
 - MATH 231 Calculus I (4 cr)
 - MATH 232 Calculus II (4 cr)
 - MATH 233 Calculus III (4 cr)

3. One semester of NATS 250F7 History and Philosophy of Science.
4. 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.
5. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

CHEMISTRY TEACHING MINOR

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

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

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

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

A minimum of 22 credits in chemistry to include:

1. Required courses:
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 323 Organic Chemistry II (4 cr)
 - CHEM 371 Inorganic Chemistry I (2 cr)
2. Four additional credits in chemistry.
3. Additional requirements:
 - NATS 459S Teaching Science in Middle/Secondary Schools (3 cr)
 - Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

NATURAL SCIENCE TEACHING MINOR

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

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

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

1. Thirty-two credits in natural science to include a minimum of 8 credits from each area listed below:
 - Biology courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - Chemistry courses:
 - CHEM 110 F5 Introductory Chemistry (4cr) *and* CHEM 111 F5 Introductory Organic Chemistry and Biochemistry (4 cr) **or**

- CHEM 120 F5 General Chemistry I (4 cr) *and* CHEM 121 F5 General Chemistry II (4 cr)
 - Earth and Space Science Courses:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
 - GEOS 103F5 Introduction to Earth Science II (4 cr)
 - GEOS 301 Weather and Climate (4 cr)
 - PHYS 250 Survey of Astronomy (3 cr)
 - Physics courses:
 - PHYS 130F5 General Physics I (4 cr) *and* PHYS 131F5 General Physics II (4 cr)
 - or**
 - PHYS 201F5 College Physics I (4 cr) *and* PHYS 202F5 College Physics II (4 cr)
- 2. One semester of environmental science:
 - BIO 250 Environmental Biology (3 cr) **or**
 - GEOS 206 Environmental Geology (3 cr)
- 3. NATS 250F7 History and Philosophy of Science (3 cr)
- 4. One semester of methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/Secondary Schools (3 cr) Students must be fully admitted to teacher education before being admitted to NATS 459S.
- 5. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

SCIENCE EDUCATION MINOR

The Science Education minor is designed to provide the interdisciplinary science background required to teach science topics at the Early Childhood through Middle Childhood level (birth to 8 years; PI 34.27) and Middle Childhood through Early Adolescence level (ages 6-13; PI 34.28). Coursework includes biological, earth, space, and physical science. This minor is intended to provide content knowledge that will support the teaching of elementary science with an interdisciplinary perspective and an integrated approach.

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

1. Eight credits of integrated science:
 - NATS 104F5 Introduction to Natural Science I (4 cr)
 - NATS 105F5 Introduction to Natural Science II (4 cr)
2. Four credits of biology:
 - BIO 151F5 General Biology I (4 cr)
3. Four credits in earth science:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
4. Four credits of physical science from:
 - CHEM 110F5 Introductory Chemistry I (4 cr)
 - CHEM 120F5 General Chemistry I (4 cr)
 - PHYS 130F5 General Physics I (4 cr)
 - PHYS 201F5 College Physics I (4 cr)
5. Three credits in environmental studies:
 - BIO 250 Environmental Biology (3 cr) **or**
 - GEOS 206 Environmental Geology (3 cr)
6. Two semesters of the methods of teaching science and accompanying practicum: ED 427A Methods: Science and Environmental Education I and Methods: ED 427B Science and Environmental Education II.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

NURSING

The School of Nursing offers a program leading to either the BS or BA degree. There are 128 credits required for graduation, of which 49 are in the Nursing major. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Wisconsin Board of Nursing.

MISSION

The School of Nursing reflects the Mission Statement of Edgewood College by locating professional nursing within the context of a Catholic, liberal arts college with a Dominican heritage. The mission of the college is to develop intellectual competence and a sense of responsibility for service and to further personal development.

Nursing is a profession built on knowledge from nursing theory, research and practice, the humanities, and the natural and behavioral sciences. Nursing values the systematic and purposeful application of the nursing process to promote the optimal health of clients. Caring is essential to professional nursing practice and includes appreciation of human diversity and respect for the rights of others.

Students are unique individuals who enter nursing with diverse characteristics and experiences. It is the responsibility of the student to actively pursue knowledge and experience and to develop intellectual curiosity with a spirit of inquiry as a basis for lifelong learning.

The faculty develops, implements and evaluates the curriculum to provide a broad and rich foundation for nursing practice. Faculty foster the professional development of students by offering learning challenges, promoting opportunities to think critically and creatively and exhibiting collegiality in the teaching-learning relationship.

Teaching and learning is a dynamic and interactive process designed to integrate knowledge and research with professional nursing practice. Teaching and learning are facilitated when both students and faculty are actively engaged in the process.

The nursing graduates of Edgewood College are knowledgeable, accountable, responsible, ethical and culturally sensitive as they provide quality nursing care. Undergraduate education provides the knowledge and experience to practice as professional nurses. Graduate education builds on undergraduate education and prepares nurse leaders committed to improving nursing practice.

Admission to Nursing and Progression in the Program

Prerequisites for Admission

Admission to the nursing program requires a GPA of at least 2.5 in all courses that satisfy Edgewood College degree requirements, and at least a 2.5 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 who have reached at least sophomore standing are admitted to the nursing program in both Fall and Spring semesters. Priority consideration will be given to students who apply for admission to the nursing program by February 15 for Fall enrollment and by May 15 for January enrollment. Students must submit a Nursing Program Application, which may be obtained from the School of Nursing Office or online on the School of Nursing website.

The following courses are to be completed prior to beginning the nursing program:

- Certified nursing assistant course and certification examination
- ENG 110 College Writing
- MATH 101 or 111 or other Foundations math course
- COMMS 101 Speech
- PHIL 101 Logic: Critical Thinking
- PSY 101F4 General Psychology
- Four of the following science courses:
 - CHEM 110F5 Introductory Chemistry and CHEM 111F5 Introduction to Organic Chemistry and Biochemistry, or equivalent
 - BIO 211 Anatomy & Physiology II, or equivalent
 - BIO 212 Microbiology, including lab component, or equivalent

Students who possess a baccalaureate degree in another field from an accredited institution are considered to have fulfilled all of Edgewood College's General Education requirements, except foreign language, religious studies, and Human Issues. Post-baccalaureate students must meet all School of Nursing requirements for support courses in the major.

Policies For Admission

Effective Fall 2006, all students who are admitted to the Nursing program must have successfully completed a certified nursing assistant (CNA) course and have passed the certification examination. Students must have completed the course within the past 2 years or have recent experience as a CNA.

Admission to the nursing program is a two step process. Students are first admitted to the college as either a "Nursing" or "Nursing Interest" major. They then apply for full admission to the nursing program following the completion of certain prerequisite courses. Admission to the college does not imply or guarantee admission to the nursing program.

Students wishing to enter the nursing program must complete an application that is available in the School of Nursing or online. The deadlines for application are February 15 for Fall enrollment and May 15 for Spring enrollment.

The Nursing Admission Committee will review student records after applications are received. The committee will admit the most qualified students based on cumulative GPA, science/math GPA, previous academic records, credits completed at Edgewood College and the strength of the application essay. Students may later be disqualified from the program if their cumulative or science/math GPA drops below the required minimum in the semester before admission.

Admission to the program is competitive; even students who meet the minimum requirements may not be admitted. Because of enrollment limits in the major, the School of Nursing may deny admission to a qualified student.

Applicants who are not admitted may reapply in a subsequent semester or pursue a major in another field of study. Students who have applied in the past will be given no special consideration and their records will be reviewed as a member of the current applicant pool. Individuals who reapply must be currently enrolled at Edgewood College.

Admission to Nursing for Students Admitted as Freshmen

- Step One: Students who need to complete all prerequisites for the nursing program will be admitted to the college as a nursing major if they meet the following criteria until a pre-selected number of openings are filled:
 - High school math through Algebra II with grade of C or better
 - ACT scores of 18 or better in the following subcategories: English and Science Reasoning.
 - Direct placement into Math 101 or higher, determined by an ACT Math score of 20, or an ACT Math score between 16 and 19 with an Algebra/Coordinate Geometry subcategory

score of 10 or better, or placement into MATH 101 or 111 through the Edgewood College Math Placement Test.

- High School GPA of at least 3.0

Students who apply after the openings are full, or who do not meet the above criteria, are admitted to the college as “Nursing interest” or undecided majors and may apply for admission to the nursing program after completion of CHEM 111F5 Introduction to Organic Chemistry and Biochemistry. There is no guarantee of admission to the nursing program if no openings are available.

- Step Two: Students who are admitted as freshman nursing majors will be given priority for full admission to the nursing program if they meet the following criteria:
 - Maintain at least a 2.5 GPA in college courses
 - Maintain at least a 2.5 GPA in required science and math courses. A minimum grade of C is required in all requisite math and science courses.
 - Complete certified nursing assistant requirements.
 - Apply for full admission to the nursing program the semester before they are eligible to begin nursing studies or after completing CHEM 111F5 Introduction to Organic Chemistry and Biochemistry. The deadlines for application are February 15 for Fall enrollment or May 15 for Spring enrollment. Most traditional students will begin the nursing program in Spring semester of the sophomore year. Applications are available in the School of Nursing or online.

Admission to Nursing for Transfer Students

- Step One: New transfer students who need to complete prerequisites for the nursing program will be admitted to Edgewood College as nursing majors if they meet the following criterion: cumulative GPA of 2.5 or higher in previously completed college-level coursework. Students who do not meet this criterion will be admitted to the college as “nursing interest” students.
- Step Two: Transfer students must apply for full admission to the nursing program the semester before they are eligible to begin nursing studies. The deadlines for application are February 15 for Fall enrollment and May 15 for Spring enrollment. Applications are available in the School of Nursing or online.

Transfer students will be admitted to the nursing program as space allows based on the strength of their application essay, evidence of certified nursing assistant certification, previous academic record, overall cumulative GPA, cumulative GPA in required math and science courses, and number of credits completed at Edgewood. Students who are not admitted may reapply for admission in the following semester.

Progression in the Major

In order to progress in the nursing major, students must have an academic cumulative GPA of 2.5, a cumulative GPA of 2.5 in nursing, and a cumulative GPA of 2.5 in the required science and math courses. A grade of “C” or better is required in each nursing, math and science course. A grade of Pass in each clinical course is required for progression into the next nursing course. If these requirements are not met, the student is not eligible to progress in the nursing major.

Current CPR certification, physical exam, and health data are required before entering any clinical course. Students are responsible for their own transportation to clinical sites. See the Nursing Student Handbook for specific health requirements.

Edgewood College's School of Nursing and all clinical agencies under contract to the department require that every student and faculty member have a background check completed by the Criminal Justice Department of Wisconsin. Background Information Disclosure forms must be completed by students before entry into the nursing major. Students are responsible for notifying the School of Nursing of any criminal charges or convictions that occur while they are progressing through the program. Students who have been convicted of certain types of offenses may not be able to participate in clinical placements and therefore will

not be eligible to earn a degree in nursing. It is also possible that a student may not be eligible for licensure by the State of Wisconsin or another state licensing authority if certain types of criminal offenses are identified in the background check.

Random drug checks may be done in clinical agencies throughout the duration of a student's clinical experiences.

Policies for Repeating Courses

In accordance with college policy, a student may choose to repeat a course taken at Edgewood College to improve a poor or failing grade. Both earned grades are included in the GPA computation by the college. Repeated courses are counted only once in total credits earned.

If a nursing or "nursing interest" student repeats a required science or math course, the most recent grade will be used to compute the science/math GPA for entrance or progression in the nursing major. A cumulative GPA of 2.5 in required science and math courses is required for admission and progression in the nursing major.

In accordance with college policy, if a student repeats a course at Edgewood that was previously accepted for credit at the time of transfer, the transferred credits are removed from the student's record. The repeated course grade is used to compute the GPA for the nursing major. A course required for the nursing major may be repeated only once for GPA calculation in the nursing GPA.

Individuals may appeal to the School of Nursing any decisions affecting their progression in the nursing major.

Assessment

The School of Nursing participates in an assessment process that compares Edgewood nursing students with other nursing students across the country using a standardized exam. The computerized examinations, completed at regular intervals throughout the curriculum, provide benchmarks for student performance in critical thinking, nursing process, and therapeutic communication. The results are useful in preparing students to take the national licensing examination after graduation. An additional fee for the assessments is added to the tuition bill for each nursing theory course. Student abilities in meeting other program objectives are evaluated throughout the program of study.

Goals for the Major

The graduate will:

1. Establish therapeutic relationships with clients that demonstrate caring.
2. Demonstrate critical thinking skills and caring practices to promote, maintain and restore health.
3. Synthesize knowledge from nursing theory, research and practice, the humanities and the natural and behavioral sciences to provide a basis for professional nursing practice.
4. Respond to environmental factors that influence the health of individuals, families and communities.
5. Collaborate with clients and colleagues in the process of identifying and organizing resources for the effective provision of health care.

6. Demonstrate professional behaviors that reflect accountability and commitment in nursing practice.

Professional Major Requirements

1. Courses that support the major. Four of the following five science courses must be completed before beginning coursework in the nursing major in NURS 210/211.
 - CHEM 110F5 Introductory Chemistry
 - CHEM 111F5 Introduction to Organic Chemistry and Biochemistry
 - BIO 210 Anatomy & Physiology I
 - BIO 211 Anatomy & Physiology II (Must be completed concurrently with or prior to NRS 210/211)
 - BIO 312 Microbiology with Lab (Must be completed concurrently with or prior to NRS 210/211)

Additionally:

- BIO 410 Pathology (Must be completed concurrently with or prior to NRS 310/31)
 - PSY 101F4 General Psychology (Prerequisite for NRS 210/211)
 - PSY 345 Lifespan Development (Must be completed concurrently with or prior to NRS 340/34 1)
 - A social science course other than psychology
2. Nursing courses in the major:
 - NRS 210 Foundations of Professional Nursing
 - NRS 211 Caring: Nursing Assessment & Intervention
 - NRS 310 Professional Nursing: Adult Health
 - NRS 311 Caring: Adult Health Nursing
 - NRS 312 Pharmacology
 - NRS 315 Caring: Nursing Skills
 - NRS 340 Professional Nursing: Long Term Health Issues
 - NRS 341 Collaborative Practice in Long Term Care
 - NRS 390 Research in Professional Nursing
 - NRS 410 Professional Nursing: Families in Transition
 - NRS 411 Caring: Families in Transition
 - NRS 412 Leadership within the Health Care System
 - NRS 440 Adult Health: Advanced Concepts in Acute Care
 - NRS 460 Professional Nursing: Health of Communities
 - NRS 461 Nursing Care with Aggregates

The General Education computer competency requirement is fulfilled in NRS 210/211.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

PHILOSOPHY

MINOR

Philosophy

Students who minor in Philosophy will demonstrate a breadth of knowledge in the major areas of philosophical study and an in-depth understanding of at least one philosophical theme or one philosopher. They will also give evidence of an ability to apply and to practice engaged philosophy in a life of service for a just and peaceful world.

POLICIES

PHIL 101 Logic: the Practice of Critical Thinking is offered every semester. Foundations courses, indicated by an "F7," fulfill requirements in the General Education curriculum. Two Foundations courses are offered every semester. PHIL 104F7 Ethics is offered every semester. Courses at the 300 and 400 level are offered according to need and interest. Contact Department Chair for summer offerings.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

PSYCHOLOGY

MAJORS

Psychology

Psychology with concentrations in

Human Services

Clinical and Counseling Psychology

Substance Abuse Counseling

MINOR

Psychology

PSYCHOLOGY MAJOR

The psychology major seeks to assist students in developing a critical knowledge of psychology as a science and psychology as a means to promote human welfare. These goals reflect the college's mission and identity statements, which promote educating students for meaningful professional lives of service and a lifelong search for truth.

Requirements for the major are a minimum of 34 credits:

1. Required core courses:
 - PSY 101F4 General Psychology
 - PSY 369 Statistics for Social Science or MATH 121 Statistics
 - PSY 375 Research Methods in Psychology
 - PSY 445 Biological Psychology
 - PSY 495 Guided Experiential Learning Internship
 - PSY 498 Evaluating Psychological Research
2. At least one Human Development course*:
 - PSY 210 Child Psychology
 - PSY 220 Adolescent Psychology
 - PSY 345 Lifespan Development
 - PSY 384 Youth Development and Culture
 - PSY 440 Psychology of Adulthood and Aging
3. At least two Major Areas of Inquiry courses*:
 - PSY 230 Psychology of Human Learning
 - PSY 287 Psychology of Gender
 - PSY 310 Psychology of Intimate Relationships
 - PSY 340 Abnormal Psychology
 - PSY 349 Social Psychology
 - PSY 388 Perception, Memory, and Cognition
 - PSY 430 Animal Behavior
4. At least one Applications of Psychology course*:
 - PSY 324 The Helping Relationship
 - PSY 350 Substance Use, Abuse, and Dependence
 - PSY 360 Assessment and Treatment of Substance Abuse
 - PSY 380 Introductions to Psychotherapy
 - PSY 382 Multicultural Counseling
 - PSY 386 Psychological Assessment
 - PSY 387 Forensic Psychology
 - PSY 390 Group Psychotherapy
 - PSY 487 Introduction to Family Therapy

* PSY 285, 385, 485 Topics in Psychology and PSY 383, 483 Topics in Psychology and Culture may fulfill a requirement for these areas if the topic examined falls within the subject matter for that area. This will be determined and announced by the Psychology Department.

Human Services Concentration

Students planning to enter the field of Human Services or graduate school in Human Services, Counseling, or Social Work may choose a psychology major with an interdisciplinary concentration in Human Services.

Completion of this concentration enables students to apply for a Social Work Training Certificate through the Wisconsin Department of Regulation and Licensing. This certificate allows students to apply for entry-level social work positions in the state of Wisconsin.

Requirements are 60-62 credits as follows:

1. Required core courses:
 - PSY 101F4 General Psychology
 - PSY 369 Statistics for Social Science or MATH 121 Statistics
 - PSY 375 Research Methods in Psychology
 - PSY 445 Biological Psychology
 - PSY 495C Human Services Internship
 - PSY 498 Evaluating Psychological Research
2. The following Human Services Professional Sequence:
 - HS 300 Methods of Human Services
 - HS 302 Social Welfare and Policy
 - HS 303 Advanced Social Change Skills
 - HS 304 Group Methods
3. All of the following psychology with Human Services core:
 - PSY 340 Abnormal Psychology
 - PSY 345 Lifespan Development
 - PSY 380 Introduction to Psychotherapies
4. Two from the following Topics and Applications courses:
 - PSY 300 Psychology of Personality
 - PSY 350 Substance Use, Abuse, and Dependence
 - PSY 360 Assessment and Treatment of Substance Abuse
 - PSY 382 Multicultural Counseling or SOC 309 Race and Ethnicity
 - PSY 487 Introduction to Family Therapy

Clinical / Counseling Concentration

The Clinical and Counseling concentration is for students who want to pursue advanced training and possible career opportunities in clinical and counseling professions.

Requirements are a minimum of 48 credits as follows:

1. Required core courses:
 - PSY 101F4 General Psychology
 - PSY 369 Statistics for Social Science or MATH 121 Statistics
 - PSY 375 Research Methods in Psychology

- PSY 445 Biological Psychology
 - PSY 494 Professional Seminar & Internship in Clinical and Counseling Psychology
 - PSY 498 Evaluating Psychological Research
2. All of the following Clinical and Counseling core courses:
 - PSY 300 Psychology of Personality
 - PSY 340 Abnormal Psychology
 - PSY 380 Introduction to Psychotherapies
 3. At least one Human Development course:
 - PSY 210 Child Psychology
 - PSY 220 Adolescence Psychology
 - PSY 345 Lifespan Development
 - PSY 384 Youth Development and Culture
 - PSY 440 Psychology of Adulthood and Aging
 4. At least two Clinical and Counseling applications courses:
 - PSY 324 The Helping Relationship
 - PSY 350 Substance Use, Abuse, and Dependence
 - PSY 360 Assessment & Treatment of Substance Abuse
 - PSY 382 Multicultural Counseling
 - PSY 386 Psychological Assessment
 - PSY 387 Forensic Psychology
 - PSY 390 Group Psychotherapy
 - PSY 487 Introduction to Family Therapy

Substance Abuse Counseling Concentration

The Substance Abuse Counseling Concentration is designed to educate students in the assessment, treatment, and prevention of substance abuse problems utilizing the Biopsychosocial Model of Addiction.

Requirements for the concentration are a minimum of 56 credits as follows:

1. Required core courses:
 - PSY 101F4 General Psychology
 - PSY 369 Statistics for Social Science or MATH 121 Statistics
 - PSY 375 Research Methods in Psychology
 - PSY 445 Biological Psychology
 - PSY 496G and 496H Professional Seminars and Internships in Substance Abuse Counseling
 - PSY 498 Evaluating Psychological Research
2. At least one Human Development course:
 - PSY 210 Child Psychology
 - PSY 220 Adolescent Psychology
 - PSY 345 Lifespan Development
 - PSY 384 Youth Development and Culture
 - PSY 440 Adulthood and Aging
3. All of the following Substance Abuse Counseling Core courses:
 - PSY 301 Case Management
 - PSY 340 Abnormal Psychology
 - PSY 350 Substance Use, Abuse, and Dependence
 - PSY 360 Assessment and Treatment of Substance Abuse
 - PSY 386 Psychological Assessment
 - PSY 380 Introduction to Psychotherapies

PSYCHOLOGY MINOR

Twenty credits in psychology, to include PSY 101F4 General Psychology.

POLICIES

A minimum of 12 credits of the Psychology major and eight credits toward the Psychology minor must be earned at Edgewood College. Courses taken through the Collaborative Program or through approved study abroad programs are considered taken at Edgewood.

Eighteen credits of the major must be earned in courses at the 300-level or above.

A student must have a grade point average of 2.5 in major courses in order to graduate with a psychology major. A psychology course in which a student receives a grade below a "CD" will not be accepted toward the major.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

RELIGIOUS STUDIES

MAJORS

Religious Studies

Religious Studies with concentrations in: Biblical Studies, Pre-Theological Studies

Religious Studies Teaching

MINORS

Religious Studies

Religious Studies Teaching

Religious studies at Edgewood is rooted in the Dominican Catholic intellectual and theological traditions where “faith seeks understanding.” Through academic inquiry, scholarly research, experiential and community-based learning, and intellectual reflection, students examine the religious dimensions of human experience, to harmonize their own religious commitments and traditions with their intellectual, critical and cultural development, and to deepen their own spiritualities with a vision toward justice and peace. The Department also calls the entire community to study, respect, and learn from the experiences, commitments and spiritualities of other religious traditions as essential to the Dominican search for truth.

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 12 credits for the minor must be taken in Religious Studies at Edgewood. Any transfer of credits is subject to evaluation by the Department.

The Religious Studies curriculum includes three areas of investigation: A. Scriptures/Sacred Texts; B. Religious Traditions; and C. Religion in the Human Community.

To meet individual goals and needs, suitable adaptations of the following programs may be arranged. 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.

To fulfill the General Education computer competency requirement, Religious Studies majors must demonstrate the competencies described on the checklist available from the Department.

RELIGIOUS STUDIES MAJOR

A minimum of 40 credits, to include:

1. Two core courses (8 credits) from Area A:
 - 210A F8 Introduction to the Literature of the Bible: Hebrew Scriptures
 - 210B F8 Introduction to the Literature of the Bible: Gospels
2. Two core courses (8 credits) from Area B:
 - 225 F8 Introduction to Major Religious Traditions
 - 230 F8 History of Christianity
3. One core course (4 credits) from Area C that deals with values and moral decision-making:
 - RS 240 Christianity Responsibility and Moral Development, or RS 242 Moral Responsibility and Medical Ethics, or RS 247 Christian Religious Experience.
4. RS 498 Religious Studies Senior Seminar (4 credits).
5. In addition to the core courses, students chose a total of 16 additional credits* selected from the three areas of study:

Area A: 0 to 12 additional credits selected from:

- 210CF8 Introduction to Literature of the Bible: Acts, Letters

- 220 Jewish Life and Thought: Torah
- 221 Jewish Life and Thought: Prophets
- 222 Jewish Life and Thought: Writings
- 414 Scripture: Advanced Study

Area B: 0 to 12 additional credits selected from:

- 220-223 Jewish Life and Thought
- 224F8 Introduction to Christian Thought
- 250F8 Catholicism
- 265 Religious Traditions of the East
- 341 Catholic Theology for the 21st Century
- 343 Women and Religion
- 422 Reformation and Counter-Reformation
- 451-455 Topics in Religious Studies
- 456 Challenge of Islam

Area C: 4 to 16 additional credits selected from:

- 218F8 Images of Faith in Literature and Film
- 226 Religious Perspectives on Contemporary Issues
- 240F8 Christian Responsibility and Moral Development
- 242F8 Moral Responsibility and Medical Ethics
- 247F8 Christian Religious Experience
- 305 Human Issues Seminar in Religion and Public Life I
- 331 Christian Worship
- 345 Religion and Society
- 405 Human Issues Seminar in Religion and Public Life II
- 431 Sacramental Celebrations
- 451- 455 Topics 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, and Senior Seminar. The remaining 4 credits are also selected from any of the three areas.

6. In addition to the 40 credits, all Religious Studies Majors will:
 - prepare an *Academic Portfolio* to be reviewed by the Religious Studies faculty at the end of each academic year.
 - complete the appropriate sections of the *RS Computer Competency Checklist* for each year in the program.
 - submit at least one major research paper for presentation at an Edgewood Student Research, Religious Studies, or similar conference during their last 4 semesters.
 - complete the minimum 120 credits required by the college with a cumulative GPA of at least 2.85.

RELIGIOUS STUDIES MAJOR WITH CONCENTRATIONS

Biblical Studies Concentration

For those interested in scripture and/or primary religious literature in preparation for ministry, graduate school or seminary.

1. A minimum of 40 credits in Religious Studies, including a minimum of 20 credits from Area A: RS 210A, 210B, 210C, 220 and/or 221 and/or 222, and 414 or equivalents, including courses from

- those available at the graduate level and/or at UW-Madison. (Biblical Hebrew and/or Greek may be taken at UW or at Edgewood as electives beyond the 40 credits)
2. A minimum of 8 credits from Area B, including RS 225 Major Religious Traditions and RS 230 History of Christianity.
 3. A minimum of 8 credits from Area C, including: RS 240 Christianity Responsibility and Moral Development, or RS 242 Moral Responsibility and Medical Ethics, or RS 247 Christian Religious Experience
 4. RS 498 Religious Studies Senior Seminar

Electives for the concentrations are chosen in consultation with the student's academic advisor.

Pre-Theological Concentration Requirements

Those who wish to prepare for graduate theological work or seminaries should consult with those schools for prerequisites and requirements that may be met at the undergraduate level.

1. A minimum of 40 credits in Religious Studies including RS 210A, 210B, 225, 230, 224 or 250, 240 or 242, and a total of 12 additional credits selected from areas A, B, C, concluding with RS 498 Senior Seminar.
2. A minor, concentration or appropriate courses from Philosophy, History, and Foreign Languages, chosen in consultation with an RS Advisor.

Religious Studies Teaching Major Requirements

Students interested in a teaching major should contact the Chair of the Religious Studies Department.

RELIGIOUS STUDIES MINOR

1. A minimum of 20 credits in Religious Studies with a minimum of one 4-credit course chosen from each of areas A, B, and C.
2. Remaining courses are to be chosen in consultation with an RS advisor.

RELIGIOUS STUDIES TEACHING MINOR

Students interested in a teaching major should contact the Chair of the Religious Studies Department.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

SOCIAL SCIENCE

MAJORS

Broad Fields Social Studies
Criminal Justice
Economics
International Relations
Political Science with concentrations in
 Comparative/Global Politics
 American Politics
 Law and Politics
 Political Communication
Sociology
Sociology with a concentration in Human Services

MINORS

Economics
Political Science
Social Studies Teaching
Sociology

EXPECTATIONS OF THE SOCIAL SCIENCE SCHOLAR

The Social Science Department offers coursework in diverse fields of study. However, the Department considers certain goals and objectives common to all majors offered in Social Science.

It is the mission of the department to provide the opportunity for students to grow in an understanding of how their lives and the lives of others have been affected by 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 should be able to recognize and analyze the distinctions and relationships between the fields of science, religion, morality, and technology and political use of power. Students are challenged to a critical reflection on the local and global level of the structuring of racial, class and gender inequality and to a deepening concern for justice.

All Social Science majors are expected to gain experience in the formulation of hypotheses and/or 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 (13 credits)

- SS 200 Data Analysis for Social Science
- SS 368 Social Science Research Methods
- SS 369 Social Science Statistics
- SS 484 Senior Social Science Seminar

BROAD FIELDS SOCIAL STUDIES MAJOR

Offered jointly with the History Department with concentrations in Economics, Political Science, Sociology/Anthropology. See [BROAD FIELDS SOCIAL STUDIES](#).

CRIMINAL JUSTICE: AN INTERDISCIPLINARY MAJOR

The purpose of the major in criminal justice is to examine the field in the context of the dynamics of human action and the economic, political and social institutions within which the criminal justice system developed and now functions. These dynamics are explored in the light of basic religious and ethical questions. Study in these areas provides a basis for a critical examination of possible alternatives and strategies for change in the system of justice. For students interested in correctional social work, the Human Services concentration is also available.

The interdisciplinary major in criminal justice consists of:

1. The Social Science Interdisciplinary Sequence (13 credits)
 - SS 200 Data Analysis for Social Science
 - SS 368 Social Science Research Methods
 - SS 369 Social Science Statistics
 - SS 484 Senior Social Science Seminar
2. The following courses in the Department of Social Science:
 - SOC 201F4 Introduction to Sociology
 - SOC 232 Criminal Justice System
 - SOC 236 Juvenile Delinquency
 - SOC 338 Prisons and Corrections in Society
 - SOC 340 Theories of Deviance
 - SOC 355 Introduction to Criminal Law

One course from the following:

- SOC 309 Race and Ethnicity
- SOC 322 Class, Social Change and Revolution
- SOC 365 Women and Society

One of the following:

- ECON 255F4 Principles of Macroeconomics,
- ECON 256F4 Principles of Microeconomics

One of the following:

- PS 262F4 Introduction to the American Political Process
- PS 343 Constitutional Politics

One of the following:

- SOC 342 Capital Punishment
- SOC 344 Comparative Criminal Justice Systems

3. The following supporting courses outside the department:
 - HIST 132F6 American History II
 - PSY 101F4 General Psychology
 - PSY 340 Abnormal Psychology

One of the following:

- PHIL 104 F7 Ethics
- RS 240F8 Christian Responsibility and Moral Development

One of the following:

- SOC 349 Social Psychology

- PSY 385D Forensic Psychology

Field Experience courses (SS 371-374) 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.

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 371-374 Field Experiences.

ECONOMICS MAJOR

The major in economics is designed for students who want a broad exposure to economic institutions and the international economy.

Students must choose to specialize in either an Applied Economics or Business Economics concentration.

Applied Economics Concentration

Forty-two to 45 credits, to include the following:

1. The Social Science Interdisciplinary Sequence (13 credits)
 - SS 200 Data Analysis for Social Science
 - SS 368 Social Science Research Methods
 - SS 369 Social Science Statistics
 - SS 484 Senior Social Science Seminar
2. Required economics courses (16 credits):
 - ECON 255F4 Principles of Macroeconomics
 - ECON 256F4 Principles of Microeconomics
 - ECON 350 Economics of Labor, Poverty and Income Distribution
 - ECON 460 Money, Banking and International Capital Markets, or equivalent intermediate level macro-economics course
3. Economics and social science electives (14 to 16 credits): Twelve additional credits in 300-400 level economics courses, and at least one additional course (two to four credits) offered in social sciences other than economics. MATH 112 Algebra and Trigonometry and 231 Calculus I are recommended for students with ambitions of graduate work in economics. MATH 121 Statistics can be substituted for SS 369 for the Economics major.

Business Economics Concentration

Forty-seven to 50 credits, to include the following:

1. The Social Science Interdisciplinary Sequence (13 credits)
 - SS 200 Data Analysis and Software for the Social Sciences
 - SS 368 Social Science Research Methods
 - SS 369 Social Science Statistics or MATH 121 Statistics
 - SS 484 Senior Social Science Seminar
2. Required economics courses (24 credits):
 - ECON 255F4 Principles of Macroeconomics
 - ECON 256F4 Principles of Microeconomics
 - ECON 290 The Global Economy or ECON 450 International Economics
 - ECON 350 Economics of Labor, Poverty and Income Distribution

- ECON 460 Money, Banking and International Capital Markets, or equivalent intermediate level macro-economics course.
 - Four additional credits in economics.
3. Required business courses (13 credits):
- BUS 280 Financial Accounting
 - BUS 281 Managerial Accounting
 - BUS 303 Corporate Finance
 - BUS 304 Business Law I

INTERNATIONAL RELATIONS MAJOR

Offered jointly with the Foreign Language Department. See [INTERNATIONAL RELATIONS](#).

POLITICAL SCIENCE MAJOR

Forty-one to 50 credits, to include:

1. The Social Science Interdisciplinary Sequence (13 credits)
 - SS 200 Data Analysis for Social Science
 - SS 368 Social Science Research Methods
 - SS 369 Social Science Statistics
 - SS 484 Senior Social Science Seminar
2. One of the following four concentrations:

Comparative/Global Politics Concentration

Required courses:

- PS 210 Introduction to International Relations
- PS 262F4 Introduction to the American Political Process
- PS 275 Introduction to Comparative Politics
- PS 301 Political Ideas (or equivalent)

Any eight credits from the following:

- PS 342 American Foreign Policy
- PS 380 Politics of Latin America
- PS 381 Politics of Europe
- PS 382 Politics of Russia
- PS 384 Politics of the Middle East
- PS 481 Seminar in International Relations

Four additional credits of any political science elective.

American Politics Concentration

Required courses:

- PS 262F4 Introduction to the American Political Process
- PS 275 Introduction to Comparative Politics
- PS 301 Political Ideas (or equivalent)
- SS 371 Field Experience 1-4 credits

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 Environmental Politics
- PS 360 Political Parties and Interest Groups
- PS 361 The President and Executive Branch
- PS 362 Congress and Legislative Politics
- PS 364 State and Local Politics
- PS 460 Media and Politics
- PS 480 Seminar in Political Science

Two additional credits of any political science elective.

Law and Politics Concentration

Required courses:

- PS 262F4 Introduction to the American Political Process
- PS 301 Political Ideas (or equivalent)
- PS 343 Constitutional Politics
- SS 371 Field Experience 1-4 credits
- PS 210 Introduction to International Relations
- SOC 355 Introduction to Criminal Law or BUS 304 Business Law (or equivalent)

Any eight credits from the following:

- PS 350 Public Policy Process
- PS 351 Selected Issues in Public Policy
- PS 352 Environmental Politics
- PS 360 Political Parties and Interest Groups
- PS 361 The President and Executive Branch
- PS 362 Congress and Legislative Politics
- PS 364 State and Local Politics
- PS 460 Media and Politics
- PS 480 Seminar in Political Science

Political Communication Concentration

Required courses:

- PS 262F4 Introduction to the American Political Process
- PS 301 Political Ideas (or equivalent)
- PS 460 Media and Politics
- SS 371 Field Experience (1-4 cr)
- PS 210 Intro. to International Relations or PS 275 Intro. to Comparative Politics
- COMMS 314 Persuasion, Promotion, and Advertising or COMMS 316 Mass Media and Communication

One course from the following:

- Eng 201 Journalism
- Eng 307 Advanced Journalism
- Eng 312 Topics in Journalism

Eight additional political science credits.

SOCIOLOGY MAJOR

Thirty-eight credits in sociology to include:

1. The Social Science Interdisciplinary Sequence (13 credits)
 - SS 200 Data Analysis for Social Science
 - SS 368 Social Science Research Methods
 - SS 369 Social Science Statistics
 - SS 484 Senior Social Science Seminar
2. Required Sociology courses: (8 credits)
 - SOC 309 Race and Ethnicity
 - SOC 402 Theories of Society
3. Courses in the following three areas: (10 to 12 credits)

One course from the following:

- SOC 201F4 Introduction to Sociology, or ANTH 222F4 Introduction to Cultural Anthropology

One course from the following:

- SOC 323 323 The Family and Society
- SOC 324 Education and Society
- SOC 345 Religion and Society
- SOC 365 Women and Society

One course from the following:

- SOC 322 Class, Social Change and Revolution
- SOC 340 Theories of Deviance
- SOC 349 Social Psychology

4. Elective courses in sociology or anthropology to complete the 38 credit minimum.

Human Services Concentration

Students planning to enter the field of human services or social work or do graduate studies in human services or social work may choose a sociology major with an interdisciplinary concentration in Human Services, which meets criteria set forth by the Wisconsin Department of Regulation and Licensing for the Social Work Certification Examination.

The requirements for the Human Services concentration are:

1. A major in sociology or criminal justice or psychology. Sociology majors must include SOC 220 Alcohol and Drug Abuse.
2. A minimum of six credits in psychology courses, including:
 - PSY 101F4 General Psychology, and
 - PSY 345 Lifespan Development
3. A 17-22 credit professional sequence* in Human Services courses:
 - HS 300 Methods of Human Service I
 - HS 302 Social Welfare and Policy
 - HS 303 Advanced Social Change Skills
 - HS 304 Group Methods
 - HS 400 Human Services Internship

* The Department may accept a maximum of 20 transfer credits in selected Human Services technical courses. All transfer credit is subject to the approval of the Wisconsin Department of Regulation and Licensing.

ECONOMICS MINOR

Eighteen credits in economics, to include:

- ECON 255F4 Principles of Macroeconomics
- ECON 256F4 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 255F4 and 256F4 for their minor and major requirements.

POLITICAL SCIENCE MINOR

Eighteen credits in political science with the particular sequence of courses to be developed by the student in consultation with an advisor in the Social Science Department.

SOCIOLOGY MINOR

Eighteen credits in sociology with the particular sequence of courses to be developed by the student in consultation with an advisor in the Social Science Department.

SOCIAL STUDIES TEACHING MINOR

1. A major in elementary or elementary/ middle level education.
2. The following courses:
 - ANTH 222 F4 Introduction to Cultural Anthropology
 - SOC 201F4 Introduction to Sociology
 - SOC 309 Race and Ethnicity
 - SOC 324 Education and Society
 - PS 262F4 Introduction to the American Political Process
 - GEOG 265 Environmental Conservation

One of the following:

- ECON 255F4 Principles of Macroeconomics
- ECON 330 Comparative Economic Systems

One of the following:

- HIST 131F6 American History I
- HIST 132F6 American History II

3. Completion of the Education professional requirements and the licensing requirements for teacher education in elementary or elementary/middle level education (see [EDUCATION](#)).

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: at least four of those credits must be in your specific discipline.

The Social Science Department's computer competency requirement is SS 200 (or its equivalent).

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

THEATRE ARTS

MAJORS

Theatre Arts
Theatre Arts Teaching

MINORS

Theatre Arts Minor
Theatre Arts Teaching Minor

INTERDISCIPLINARY MINOR

Interdisciplinary English/Communication Studies and Theatre Arts (administered jointly with the English Department, Department of Communication Studies and Department of Theatre Arts)

THEATRE ARTS MAJOR

1. A minimum of 40 core credits, including
 - THA 265F3 Acting I
 - THA 269F2 Script Analysis
 - THA 290F3 Stagecraft I
 - THA 292 Theatre Practicum (9 credits)
 - THA 336 Development of Dramatic Arts I
 - THA 337 Development of Dramatic Arts II
 - THA 338 Development of Modern and Contemporary Drama
 - THA 370 Directing I
 - THA 390 Introduction to Design Elements for the Theatre
 - THA 470 One-Act Play Production
 - THA 499 Senior Project
2. The major includes nine to ten credits beyond the core within one specialized area, to be selected from:
 - Technical/Design
 - Theatre Studies
 - Performance (Acting/Directing)
 - Musical Theatre

Performance (Acting/Directing) emphasis: 9 credits minimum.

Required:

- THA 365 Acting II

Two classes from the following:

- THA 264F3 Oral Interpretation
- THA 465 Acting III
- THA 466 Acting IV
- THA 385 Special Topics: in Performance

Majors who select the Directing emphasis must serve as Assistant Director for a minimum of one production.

Musical Theatre emphasis: 10 credits minimum.

Required:

- THA 239F2 Survey of History of Musical Theatre
- THA 366 Musical Theatre Performance
- MUS 141F3 Music Structures

- MUS 142 Aural Skills I

Theatre Studies emphasis: 9 credits minimum.

Three classes from the following:

- THA 239F2 Survey of History of Musical Theatre
- THA 264F3 Oral Interpretation
- THA 292 Stage Management
- THA 338 Development of Modern and Contemporary Drama
- THA 365 Acting II
- THA 366 Musical Theatre Performance
- THA 385 Special Topics
- THA 391 Tech and Design
- THA 392 Costume Design
- THA 393 Lighting Design
- THA 394 Scenic Design
- THA 445 Playwriting
- THA 465 Acting III
- THA 466 Acting IV
- ENG 330 Shakespeare

Technical/Design emphasis: 9 credits minimum.

Three classes from the following:

- THA 292 Stage Management
- THA 385 Special Topic (in Technical Design)
- THA 391 Tech and Design
- THA 392 Costume Design
- THA 393 Lighting Design
- THA 394 Scenic Design
- THA 490 Advanced Design

3. Majors who specialize in Performance or Musical Theatre must include:
 - a. A minimum of two credits in Dance, Fencing, Movement, Mime or the equivalent to be selected from:
 - THA 266F3 Introduction to Contemporary Dance
 - THA 368 Movement for Actors
 - THA 385 Special Topics (in Movement)
 - b. A minimum of two credits in Voice or the equivalent to be selected from:
 - MUS 130F3 Concert Choir
 - MUS 221 Private Voice
 - MUS 330 Community Chorus
 - MUS 121F3 Introductory Voice Class
 - MUS 122 Advanced Voice Class
4. All majors will serve as Production Stage Manager and head each of the following crews: costumes, dramaturgy, lights, makeup, props, sets, sound and theatre management.
5. All majors are required to attend regularly scheduled Theatre Assembly meetings, all theatre productions and studios, and at least one audition per academic year.
6. All majors are required to keep a portfolio of their work, to be reviewed annually. Content of this portfolio is spelled out in the Theatre Student Handbook.
7. All majors will demonstrate the following computer competencies: by the end of 15 credits at Edgewood, EdgeCat and library search; by the end of 30 credits at Edgewood, word processing; by the end of 60 credits at Edgewood, graphics and layout; by the end of 90 credits at Edgewood, inventory and/or design projects. Transfer students must demonstrate these competencies before attempting THA 499 Senior Project.

THEATRE ARTS TEACHING MAJOR

The major is part of a program leading to a Wisconsin initial educator license to teach theatre at the early childhood through adolescence level (birth – 21), and has these requirements:

1. All the requirements of the Theatre Arts Major.
2. The following requirements in Theatre Arts teacher preparation:
 - THA 264F3 Oral Interpretation
 - THA 276 Creative Dramatics
 - THA 381 Teacher Encounter Seminar
 - THA 459P Teaching of Theatre Arts
3. For certification, students must also complete the Professional Education Core requirements and secondary education requirements. Students choosing the Theatre Arts Teaching Major must consult with an advisor in the Education Department in order to be informed about admission and licensing requirements. See [EDUCATION](#).
Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. Students completing 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.

THEATRE ARTS MINOR

1. A minimum of 18 credits in Theatre Arts, including:
 - THA 265F3 Acting I
2. One of the following:
 - THA 290F3 Stagecraft I
 - THA 390 Introduction to Design Elements for the Theatre
 - Three credits of THA 292 Theatre Practicum.

THEATRE ARTS TEACHING 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:

1. A minimum of twenty-four credits, including:
 - THA 264F3 Oral Interpretation
 - THA 265F3 Acting I
 - THA 338 Development of Modern and Contemporary Drama
 - THA 370 Directing I
 - THA 381 Teacher Encounter Seminar
 - THA 276 Creative Dramatics
 - THA 459P Teaching of Theatre Arts
2. One of the following:
 - THA 290F3 Stagecraft I
 - THA 390 Introduction to Design Elements for the Theatre
3. 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](#).

INTERDISCIPLINARY MINOR IN ENGLISH/COMMUNICATION STUDIES and THEATRE ARTS

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 English language arts at the level corresponding to the licensing major.

The minor is also useful for Elementary Education majors.

Contact the Chair of the department for specific course requirements and policies.

POLICIES

Courses required for the Theatre Arts majors are regularly offered on a rotating basis, normally within a two-year cycle. Students are urged to consult the Department of Theatre Arts website for information regarding this sequence, so that requirements may be fulfilled within the normal pattern.

Theatre Arts majors and Theatre Arts Teaching majors are required to maintain at least a 2.75 GPA in their courses.

THEATRE ARTS GRANTS AND SCHOLARSHIPS

Fine Arts Grants 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 Teaching in Theatre Arts who demonstrates financial need. This award may be offered to a current student or an underclassman entering Edgewood. The student must show exceptional achievement or potential for exceptional achievement in some or all of the following areas: collaborative working skills, dependability, work ethic, growth in knowledge, high academic interest, and classroom work.

Martie Kaump Award Awarded to a student who has demonstrated outstanding artistic achievement and student leadership. The criteria for this award includes the following: student is able to work independently, uses research tools in academic work, is able to formulate long-range goals, is reasonably successful in mentoring less experienced students, has completed 70 credits and maintained a grade point of 3.2 or higher.

Courses Offered

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

WOMEN'S AND GENDER 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. 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 F6/F8 or WS 202 F7/F8 or WS 203 F1/F2 or WS 204 F1/F7 Introduction to Women's and Gender Studies (4 cr); and WS 480 Senior Seminar (4 cr)
2. Twelve additional credits selected in consultation with an advisor.

Minors must earn a minimum of six credits in the Women's and Gender Studies program at Edgewood.

COURSES OFFERED

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS). Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

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Bachelor of Arts & Bachelor of Science Degree Requirement Checklist *

For students matriculating in Fall 2005 or later

I. FOUNDATIONS OF COMMUNICATION

- ENG 110 College Writing
- MATH 101 OR a college-level algebra, pre-calculus or calculus course
- Some majors may have specific math course requirements; check the catalogue
- COMMS 101 Speech
- PHIL 101 Logic: The Practice of Critical Thinking
- Computer Competency (as determined by student's major)
- Foreign Language (minimum of two semesters of one language)

For a B.S., at least 6 credits in one language; for a B.A., 16 credits in one language, or 14 credits in one and 8 in a second. High school coursework may fulfill the requirement, but credit is not given unless the student wishes to earn retroactive credit; see FOREIGN LANGUAGE.

II. FOUNDATIONS OF HUMAN LEARNING

- An F1 course in literature. Pre-req is ENG 110
- An F2 course in the history and appreciation of one of the fine arts: art, music, film or theatre
- An F3 studio experience course in one of the fine arts: art, dance, music, theatre, creative writing
- An F4 course in one of the social sciences: anthropology, economics, political science, psychology, sociology
- An F5 sequence of two courses in one of the natural sciences, including experimental study
- An F6 course in history
- An F7 course in philosophy other than PHIL 101 Logic. Pre-req is PHIL 101.
- An F8 course in religious studies
- Optional: an Interdisciplinary Studies course. One of areas F1-F8 satisfied.
Course number & Foundations area satisfied: _____

III. HUMAN ISSUES STUDY

- Human Issues Seminar(s) (3-4 credits), OR
- Independent study on a Human Issues topic (min. 3 credits)

IV. MAJOR

Students should obtain a checklist of requirements for the major from the specific school or department or the Virtual Advising Center <http://edgenet.edgewood.edu/advising>

Also required: A minimum of 120 credits & a cumulative GPA of at least 2.0. Some majors may require more credits and a higher GPA for completion of the degree.

*Students are responsible for knowing and fulfilling all the requirements of their degree program