

EDGEWOOD COLLEGE

G R A D U A T E P R O G R A M S

**DOCTOR OF EDUCATION IN
EDUCATIONAL LEADERSHIP**

**MASTER IN
BUSINESS ADMINISTRATION**

**MASTER OF ARTS IN
EDUCATION**

**MASTER OF SCIENCE IN
MARRIAGE AND FAMILY THERAPY**

**MASTER OF SCIENCE IN
NURSING**

**MASTER OF ARTS IN
RELIGIOUS STUDIES**

**COURSES IN
MUSIC EDUCATION**

OFFICIAL NOTICES

This catalog is effective for students entering the college beginning in the Fall 2003 semester and until a new catalog is published.

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

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

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

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

Effective, January 2003

EDGEWOOD COLLEGE

1000 EDGEWOOD COLLEGE DRIVE

MADISON, WI 53711-1997

(608) 663-4861 • FAX. (608) 663-3291

WEB SITE: [HTTP://WWW.EDGEWOOD.EDU](http://www.edgewood.edu)

CONTENTS

SECTION	PAGE
Mission Statements and Participatory Policies.....	3
Graduate Studies at Edgewood College.....	5
College Resources and Services.....	7
Interdisciplinary Components: A Shared Commitment.....	17
Admission to Edgewood College Graduate Programs.....	19
Academic Policies and Procedures.....	24
Grading Policy.....	27
Academic Standing.....	28
Financial Information.....	31
Music Workshops for Graduate Credit.....	33
Master in Business Administration.....	34
Doctorate in Education.....	56
Master of Arts in Education.....	58
Master of Science in Marriage and Family Therapy.....	70
Master of Science in Nursing.....	76
Master of Arts in Religious Studies.....	82
Accreditation and Memberships.....	89
Graduate Faculty.....	90
Edgewood College Board of Trustees.....	95
Academic Calendars.....	97

MISSION STATEMENTS

EDGEWOOD COLLEGE MISSION 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.

GRADUATE PROGRAMS MISSION STATEMENT

The Graduate Programs at Edgewood College are rooted in the Sinsinawa Dominican Catholic heritage of peace and justice, intellectual competence, and reflective judgment. Programs are conceptually linked through a core of shared interdisciplinary studies and experiences. Programs provide graduate academic learning experiences centered on integrating theory into practice and on developing leaders in their fields who make responsible decisions from an ethical base. A central purpose of the Graduate Programs is to provide individuals with the opportunity to pursue personal academic development aimed at enhancing the skills needed to keep pace, maintain, grow, and expand professional careers in our rapidly changing, multicultural world. Programs are flexibly designed to accommodate the roles and responsibilities of adults in today's society.

DIVERSITY STATEMENT

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

AFFIRMATIVE ACTION POLICY

Edgewood College respects the dignity and gifts of each person. We strive to create environments in which the value of diversity is understood, practiced, and embraced by our faculty, staff, and students. Diversity encompasses race, color, ethnicity, national origin, religion, gender, age, sexual orientation, disability, and Vietnam Era veteran status.

In order to foster diversity, we commit ourselves not only to Equal Employment Opportunity, but also to Affirmative Action through special efforts to search for qualified faculty, staff, and students from diverse backgrounds. We believe that taking affirmative action will advance our goal of social and economic justice for all people. It will empower those of diverse heritages and backgrounds to share their unique contributions and, thus, further the mission of Edgewood College.

NONDISCRIMINATION ON THE BASIS OF DISABILITY

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

It is the responsibility of the student seeking services to provide all necessary information and documentation of special requirements for assistance well in advance of actual need for those services. It is recommended that all information be submitted 30 days prior to the beginning of a semester. Requests for some services such as text taping and brailing may require more notice. Services for students with disabilities are coordinated through the Student Resource Center, Room 206, DeRicci.

GRADUATE STUDIES AT EDGEWOOD COLLEGE

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

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

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

The graduate programs at Edgewood are designed to provide professionals with the practitioner skills needed for career transitions and leadership growth. Each curriculum emphasizes the role of research as a strong theoretical basis for professional practice. Edgewood College also offers a limited number of courses for graduate credit in music education.

Excellence in teaching, enhanced by scholarship, service and research, has always been the first priority at Edgewood College. Every course is taught by an experienced, highly qualified professor. Small classes create an atmosphere of personal attention and instruction.

Flexible scheduling is a hallmark of the graduate programs at Edgewood. To best serve working people, most courses are scheduled on alternate weekends, on weekday evenings, or in the late afternoon. For the convenience of persons who work on weekends, some courses are scheduled during the week. Some graduate education courses are held in the late afternoon or evening on weekdays. Graduate courses are also offered during summer session.

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

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

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

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

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

TELEPHONE (608)663-2294

FAX (608)663-2214

COLLEGE RESOURCES & SERVICES FOR STUDENTS

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

MAILBOXES

All graduate students have mailboxes. Check with the Mail Center to get your assigned box. Students are responsible for regularly checking and emptying their mailboxes.

STUDENT ID CARDS

All students must have a validated Student ID card. Times and dates for obtaining cards are posted at the beginning of each semester. An ID card is required to use some campus facilities, including the library and computer labs, and it also allows access at reduced prices to many of the entertainment events on campus.

BUS SERVICE

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

LIBRARY

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

Resources

The Library's collection includes over 100,000 books, journals, newspapers, microforms, videos, sound recordings, computer software, and K-12 curriculum materials. The online catalogue (EdgeCat) gives students access to the collection. In addition, the Library's website provides access to over 7,500 full-text journals and other electronic resources. Students who live off-campus may access online resources at <http://library.edgewood.edu>.

Through an arrangement with the UW-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 can be borrowed from libraries throughout the state and country via inter-library loan. Edgewood is part of a statewide delivery service, thus speeding the transfer of materials.

Staff

The Library staff collects, organizes and preserves relevant materials and develops services to benefit the Edgewood College community. Reference librarians teach students research skills, answer questions and help locate materials. In addition, librarians work with students to help them develop the skills to effectively access, evaluate and synthesize information.

SERVICES AND FACILITIES

Library facilities include group study rooms and computer workstations where students can conduct research, write papers, check e-mail, access course management software, and use other computer-based instructional media. In addition, students may bring their own laptops to the Library and connect to the campus network. Copiers, video players, and other equipment are available in the library. The Instructional Technology Department and College Archives are also located in the library.

Detailed information on the library's hours, policies and other information is published each year in the Student Handbook and is also available at the library's website <http://library.edgewood.edu>.

BOOKSTORE

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

DINING FACILITIES

Students may purchase meals at the Regina Hall cafeteria or at the snack bar in the Wingra Cafe' or in a variety of vending machines.

COMPUTER LABS

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

The Nicolet Computer and Instructional Technology Center, located in the lower level of Regina Hall, is the main general-use open computing lab available to all students.

This lab features both Windows-based PCs and Macintosh computers. Printers, scanners and CD-ROM writers are also available for use. Lab hours are posted outside of the lab entrance and are published on the Computer & Information Services EdgeTech website - <http://edgetech.edgewood.edu>. Students may also contact the Computer Help Desk to inquire about lab hours.

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

Technology classrooms with multiple computer workstations are available throughout campus. However, their use is limited for classes in specific academic areas and special events.

The campus Computer Help Desk is available to assist with any questions students might have regarding campus computer use. The Help Desk is located in room 234 of DeRicci Hall, and can be reached at 663-6767 or via email: compserv@edgewood.edu

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

Computer Lab Policies:

- Computer labs are for scholarly/educational use only.
- Lab users must store their files on their own disks or CDs.
- Equipment should be left in the same configuration as it is found. Equipment is not to be moved.
- Software is not to be installed on lab computers. Any installation of files or software must be performed by Computing & Information Services staff. Any files that are not specifically approved by Computing & Information Services will be removed.
- The printers in the computing labs are not to be used for mass printing. Any user wishing to have multiple copies of a document should use a copy machine.
- A valid Edgewood login is mandatory to use computers in labs and technology classrooms.
- Computers must be used for college-related or occupational-search purposes. Using computers for profit-making activities (such as running a word processing service) is not permitted.
- Students enrolled in Continuing Education classes are permitted to use facilities when equipment is available. In place of a current College identification card, they should provide proof of enrollment in a Continuing Education class and valid photo identification.

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

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

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

(Copies of the policy list are available in the Nicolet Computing Center as well as at <http://edgetech.edgewood.edu>)

UNITED STATES COPYRIGHT LAW

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

DEAN OF STUDENTS

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

CAMPUS MINISTRY

The mission of Campus Ministry is to hold up the humanizing light of the Gospel of Jesus Christ, the Gospel of Love. We seek to accompany students, faculty, and staff of all faiths in their lifelong journey of faith.

Our Campus Ministers are trained religious professionals who are present and willing to serve the needs of all community members. Through our presence and programs, we aim to build a just community that respects all life. We hold the Dominican and Gospel values of truth, compassion, justice, community and partnership to be the foundation of our ministry: to provide opportunities for faith development and service; to offer pastoral care as needed. For more information on Campus Ministry services, call 663-3233.

CAREER AND COUNSELING SERVICES

Services of the Career and Counseling Center are available to all students, faculty, and staff of Edgewood College.

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

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

HEALTH CENTER

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

Health Education Programs are conducted upon request to classes, campus clubs and organizations and resident student groups on health-related topics.

A registered dietitian is available for consultation with students, faculty, and staff. Appointments can be made by calling the Health Center Office at 663-8334.

CENTER FOR DIVERSITY

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

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

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

SECURITY

The Security Staff is responsible for the safety and security of campus buildings and grounds. Security officers patrol the campus, monitor parking, provide escort service when requested, and act as liaisons with local police and fire agencies. Programs and workshops may be requested on such topics as: "Don't be a Victim," "Personal Safety," and "Crisis Response." Security officers are on duty 24 hours a day, 7 days a week.

ATHLETICS

The Athletic Department sponsors intercollegiate sports for women and men. Women's sports include basketball, cross-country, golf, soccer, softball, tennis, and volleyball. Men's sports include baseball, basketball, cross-country, golf and soccer. Edgewood is a member of the National College Athletic Association and Lake Michigan Conference. For more information about the athletic program, for information about getting involved in an intercollegiate sport, or for game schedules and locations contact the Athletic Director.

MUSIC

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

STUDENT RESOURCE CENTER

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

SERVICES OF THE SRC INCLUDE:

Counseling

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

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

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

Learning Support Services (LSS)

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

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

Services for Students with Disabilities

Services for students with disabilities are coordinated through Learning Support Services. Interested students should contact that office for assistance. It is recommended that all information, including disability documentation, be submitted at least 30 days prior to the beginning of the semester for which services are being requested. Requests for some services such as alternative textbook formats and sensory impairment accommodations may require more notice.

HOUSING

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

CRIMINAL RECORD BACKGROUND CHECK

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

GRADUATE, ADULT & PROFESSIONAL STUDIES

GRADUATE PROGRAMS

Master's Degree Programs and Doctoral Degree Programs (in this catalogue).

ADULT PROGRAMS

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

RETURNING ADULT ACCELERATED DEGREE (RAAD)

We incorporate the use of team-based study in the courses as a means of providing training in leadership, skill-development, mentoring opportunities, networking and cooperation in helping students to complete their degree. Technology is integrated through a web-based course management system (Blackboard) to electronically distribute readings/assignments, and to facilitate dialogue between classmates and instructors in an efficient timeframe.

Currently we offer a Bachelor in Business Administration degree (BBA) as a RAAD Program. Classes are held weeknights, Monday through Thursday, and meet once a week, for seven weeks. New classes begin six times per year allowing students to start and stop as their schedule permits.

WEEKEND DEGREE PROGRAM

The Weekend Degree Programs include undergraduate courses in Accounting, Computer Information Systems, Psychology (Industrial/ Organizational concentration), Criminal Justice, Nursing Degree completion, and Religious Studies. Most courses in these programs are offered on an every-other-week format, meeting nine times for 3 hours each time over a regular semester. A few courses meet weekly either for 7 weeks or for a full semester.

Further information on our Graduate & Adult Programs can be obtained through the Admissions Office by calling 663-2294 or through the Edgewood College homepage, <http://www.edgewood.edu>

PROFESSIONAL STUDIES

Edgewood College is committed to working with professionals in our communities by providing learning experiences that help people meet their ever-expanding learning needs. We do this by offering learning organized in different fashions:

Corporate Professional Studies (CPS)

These programs are offered directly to businesses. The learning experiences that are part of the education offered at Edgewood are re-packaged to meet the specific and individual needs of companies and employees. These learning experiences are offered at the company site on the company's time schedule. All learning experiences are customized to meet the individual company's learning requirements. All programs are based on delivering performance outcomes in the workplace. We create "Learning Programs" designed specifically to meet the needs of the continuing challenges of today's business world. Credit or CEUs (Continuing Education Units) are available.

Professional Development Courses

Many different groups of people have learning needs. Edgewood College is actively interested in meeting learning needs. We will develop specific learning experiences to meet a group's specific learning needs. Examples of groups with whom we have worked include the John Muir Academy, the Wisconsin Institute for Economic Education, and the Technology, Media, and Design Conference. We have also worked with many school districts bringing specific experiences to the teachers in the school. We will develop a learning experience to meet your learning needs. These professional development experiences can be from 3 hours to 3 weeks to as long as is needed. Credit, CEUs (Continuing Education Units), and Clock Hour Certificates are available.

Continuing Education

Continuing Education offers a variety of short-term courses in a variety of formats for personal development and enrichment. Topics include art history, financial management, spirituality, etc.

Education for Parish Service (EPS)

Education Parish Service is a non-credit program that provides classes for Adults in Theology, Scripture and Spirituality in an atmosphere of study, prayer and group interaction. Courses are offered in two-year cycles; new students may enter in September, January, March or June.

Further information on our Professional Studies Programs can be obtained through the GAPS Office by calling 663-3297 or through the Edgewood College homepage, <http://www.edgewood.edu>.

STUDY ABROAD

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

For information or to apply for any program, contact the Director of the Office of Study Abroad.

INTERDISCIPLINARY COMPONENTS: A SHARED COMMITMENT

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

GOALS AND PURPOSES

Each graduate degree program seeks to:

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

Each graduate degree program also shares several common objectives:

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

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

INTERDISCIPLINARY COMPONENTS

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

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

The studies in change component investigates the nature of change at individual, institutional, and societal levels within both national and international perspectives. The context for such study includes social movements, change in professions and professional roles in society, and models of change as they might help develop an understanding of the change process and change agent.

Throughout both components, research, analysis, discussion, and writing are important tools of study and expression.

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

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

The Marriage and Family Therapy program has integrated the ethics components into its PSY 800 course. See the Marriage and Family therapy section for details.

IC 800 ETHICS

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

IC 850 STUDIES IN CHANGE

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

ADMISSION TO GRADUATE PROGRAMS

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

ADMISSION REQUIREMENTS

Applicants for any of the student classifications, except special student, must meet all of the requirements for admission to the Graduate Programs. Special students only need to meet admission requirements 1, 2, and 3.

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

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

- Completing the Wisconsin English as a Second Language Institute's (WESLI's) 700 level requirements (includes 700RW and 700 SL courses) with a rating of "very good" or higher (3,3+, or 4). These requirements include academic reading and writing, and academic listening and speaking skills. Students must arrange to have these results and a recommendation from WESLI forwarded to the Graduate Admissions Office at Edgewood College.
- Completing the Madison English as a Second Language School's (MESLS') Level Six (103B) core courses in reading, writing, grammar, and communication with at least an AB average overall in that level and no grade lower than a B in any course. Students must arrange to have these results and a recommendation from MESLS forwarded to the Graduate Admissions Office at Edgewood College.

* If the applicant's highest degree is from post-secondary institution that is not a United States regionally accredited post-secondary institution, the equivalency to a regionally accredited post-secondary institution must be determined by a credential evaluation service that is a member of the National Association of Credential Evaluation Services.

STUDENT CLASSIFICATION

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

1. Degree candidates are applicants seeking a graduate degree at Edgewood College.
2. License candidates are applicants seeking a license through an education department program approved by the Wisconsin Department of Public Instruction/Department of Education.
3. Degree and license candidates are applicants seeking both a graduate degree from Edgewood and a DPI license.
4. Special students are applicants who are taking courses for personal reasons and are not seeking either a degree or license.

CHANGE OF STUDENT CLASSIFICATION

To apply for a change in classification, a written request must be submitted to the Office of Graduate, Adult & Professional Studies.

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

ADMISSION STATUS

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

Regular Status

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

Provisional Status

When an applicant has a cumulative entering grade point average computed on the highest degree held at the time of admission less than 2.75 on a 4.0 point scale, the applicant may be admitted with provisional status. If accorded provisional status, the student must attain a 3.0 grade point average on the first nine credits in courses numbered 600 and above taken at Edgewood College or the student will be dismissed from the College.

Limited Status

Limited status is accorded to an individual who is admissible to the college based upon the above criteria, except that one or more original pieces of admission information (items #2 through #7 on pages 19, 20; or specific department requirement) is/are missing from the student's file. This status is used only in cases where it is clear that the student will be admissible with Regular or Provisional Status when the missing information has been received.

Limited status is applicable for one semester only. Students will not be allowed to register for a second semester while on limited status.

INTERNATIONAL STUDENT*Form I-20*

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

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

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

Health Insurance Requirement

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

UNDERGRADUATE STUDENTS IN GRADUATE COURSES

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

1. The student has a cumulative grade point average 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 102 or 103, and CA 101, or their equivalents;
5. The student has the consent of the instructor in the graduate course (and for MFT courses the consent of the director of the marriage and family therapy program);
6. There is space available in the course after all graduate registrants for the course have been accommodated;
7. The student's credit load does not exceed 16 credits during the semester of enrollment in the graduate course.

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

If a graduate course is taken for undergraduate credit, the student may not later use this course to meet the credit, residency, or GPA requirement for the Master's Degree at Edgewood College.

POST-BACCALAUREATE STUDENTS IN GRADUATE COURSES

Post-baccalaureate students have already earned an undergraduate degree and are enrolling in the College to receive undergraduate credit toward an initial license in teacher education, another undergraduate major, or another undergraduate degree. For post-baccalaureate students, conditions #1 and #3 above apply; items #2, #4, #5, #6, and #7 above do not apply. Post-baccalaureate students wishing to take graduate course can obtain the Request to Take Graduate Course form from the graduate departmental office for the graduate course to be taken, the Registrar's office, or the Graduate, Adult, and Professional Studies Office. The student fills out the form and obtains the advisor's signature (and if necessary the signature of the Departmental

Chair of the graduate course to be taken). The form is turned into the Registrar's Office after all signatures have been obtained. Graduate credits taken while a post-baccalaureate student may be applied to a graduate degree at Edgewood College; approval of the respective department is required.

ACADEMIC POLICIES & PROCEDURES

TRANSFER CREDITS

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

CREDIT LOAD

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

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

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

AUDITS

Permission to audit a course requires the written consent of the instructor. Courses in the Marriage and Family Therapy Program require additional consent from the Program Director. A course being audited carries no degree credit and is not counted in the grade point average. Students who audit courses are expected to attend class regularly, and may be subject to testing or other forms of instructional evaluation.

Full-time students may attend or audit courses with no additional tuition charge. Persons other than full-time students who wish to audit a course are charged the cost of one credit per course. Graduates of Edgewood College and senior citizens over age 60 receive a reduced audit rate on a per-credit-hour basis.

ACADEMIC ADVISING

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

Business

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

Education

Students in education pursuing the special education (LD, ED, LD&ED) programs must obtain an advisor's signature on every registration form. Students wishing to take any field experience course (ED 693-696) must have an advisor's signature. Students wishing to register for ED 690 or ED 692 must have departmental approval. Students in the Doctorate Program receive advising with their cohort group. (See the Ed.D section for details.)

Nursing

Nursing students are assigned a departmental advisor upon admission and following an initial interview with the department chair. A program plan is established in that initial meeting. Students in Nursing should consult with their departmental advisor every semester before registering for courses. An advisor's signature is not necessary for registration.

Religious Studies

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

Marriage and Family Therapy

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

REGISTRATION

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

1. Registration
2. Payment of Fees

Registration takes place from about the middle of the fall or spring semester to a specified date after which there will be an additional processing fee assessed for those who want to register (see the timetable).

Web (or on-line) registration is available to continuing students. Information on using on-line registration is mailed to continuing students and is in the course timetable.

Appointments for academic advising are made by contacting the chairperson of the appropriate graduate program (or designated graduate program advisor). New and re-entry students must make an appointment with their advisors to register.

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

REPEATING A COURSE

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

If a course is repeated, both of the grades earned are included in the grade point average calculation; credits are only earned once. The course title and grades will appear on the transcript for both courses.

WITHDRAWAL

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

Student Withdrawal

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

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

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

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

Administrative Withdrawal

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

CHANGE OF SCHEDULE AND ADD/DROP PROCEDURES

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

GRADING SYSTEM

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

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

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

Incomplete Grades

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

1. The student submits a 'Request for Incomplete' to the instructor. The form must be signed by the student and the instructor before it is filed with the Registrar's Office. The Request for Incomplete must be filed either before or at the same time grades are submitted by the instructor.
2. Reasons for an Incomplete must be illness or an emergency- a situation beyond the student's control which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.

3. If a student has not formally requested an Incomplete and misses exams or does not complete the course work, a grade of A to F must be given for the work that has been done to date according to the course syllabus.
4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for completion has been filed with the Registrar's Office before the 10-week period is completed.
5. Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of F for the class.

Pass-Fail

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

Grade Reports

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

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

ACADEMIC STANDING

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

Good Standing

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

Probation

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

Dismissed

An enrolled student is dismissed when his or her cumulative grade point average remains below 3.00 following the nine successive credits of graduate course work 600 level and above for courses receiving a letter grade of "A" through "F" taken after the posting of probationary status for that student. A student may also be dismissed for violations of academic honesty.

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

ACADEMIC HONESTY

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

Violations of Standards of Academic Honesty

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

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

Academic Sanctions

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

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

ACADEMIC APPEALS

Appeals of course grades should first be made to the course instructor. If the appeal is not resolved, the grade may be appealed to the chair of the department (interdisci-

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

GRADUATION REQUIREMENTS

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

Departmental Requirements

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

Interdisciplinary Components

All graduate students must satisfy the ethics and studies in change components.

Time Limits for Degree Completion

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

Residency Requirements for Degree Programs

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

STUDENT RECORDS

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

Privacy of Student Records

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

FINANCIAL INFORMATION

FINANCIAL AID

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

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

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

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

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

Financial Aid is not available for foreign nationals.

TUITION AND FEES

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

PAYMENT SCHEDULES

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



PROGRAM

AND COURSE

DESCRIPTIONS

MUSIC WORKSHOPS FOR GRADUATE CREDIT

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

MUS 600 2-3 cr

Music Educators' Workshops

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

MASTER IN BUSINESS ADMINISTRATION

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

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

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

ADMISSION REQUIREMENTS

- General admission criteria #1-6 as listed on pages 19 and 20, plus:
- Two years of full-time relevant professional work experience.
- Graduate Management Admissions Test (GMAT)

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

OTHER INFORMATION

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

Prior to the first meeting of each class:

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

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

DEGREE REQUIREMENTS

Program Requirements

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

Basic Mathematics

Requires mathematical proficiency at the level of college algebra and trigonometry. Students requiring a course in this area may take BUS 500, Algebra Review for Graduate Business, during the summer session.

Basic Computer Skills

Requires computer proficiency to include basic systems operation, word processing, Excel spreadsheet, powerpoint, and internet research. Students requiring a course to satisfy this requirement may take CS 101. Those students who believe they have achieved the required knowledge through a means other than undergraduate course work may submit a "Computer Skills Waiver Form" (available at <http://business.edgewood.edu/MBA>) detailing the experience to the MBA Office. This information will be considered in determining whether additional computer course work is required.

MBA COURSEWORK

MBA coursework is separated into the **five categories** described below. Integrated throughout the courses are topics related to change and innovation, international business, and social responsibility.

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

MBA students admitted with Limited Status (see catalogue section on Admission Policies) must have their course schedule approved by the MBA Office (S. Lucille Marie Frost or lfrost@edgewood.edu) and will only be allowed to register for those courses for which the necessary prerequisites can be verified through the materials on file.

All courses are 3 credits unless otherwise indicated.

1) FOUNDATION COURSES

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

BUS 501 Business Concepts (Meets weekly, F)

Prerequisite: BUS 500 or equivalent

BUS 502 Business Analysis (Meets weekly, S)

Prerequisite: BUS 500 or equivalent

BUS 503 Introductory Business Statistics (F)

Prerequisite: BUS 502

BUS 504 Legal Environments (S)

BUS 505 Macro-Economics (2cr, Meets weekly - 1/2 semester, F)

Prerequisite: BUS 500 or equivalent

BUS 506 Micro-Economics (2cr, Meets weekly - 1/2 semester, F)

Prerequisite: BUS 500 or equivalent

2) INTERDISCIPLINARY COMPONENT

Interdisciplinary requirements for all graduate degrees at Edgewood College involve study in two subject areas: studies in change and ethics.

For MBA students, the studies in change requirement is met in one of two ways:

1) by taking the following courses in the MBA program where studies in change themes and assignments are integrated into core and integrating core courses: Bus 601, Bus 604, and two courses from among Bus 603, Bus 606, Bus 608 and Bus 609,

-or-

2) by taking IC 850: Studies in Change (offered F, S, SS).

Transfer of credit or equivalency waivers to meet studies in change requirements for BUS 601 and BUS 604 are requested from the Graduate Council; transfer of credit equivalency waivers for BUS 603, BUS 606, BUS 608 and BUS 609 are requested from the Graduate Business Department.

The ethics requirement is fulfilled only by completion of IC 800 Ethics (offered F, S, SS); this course examines ethical issues in the practice of professions in public life. Significant issues such as justice, honesty and respect for persons are examined in study and dialogue as they emerge in human experience. Philosophical and religious perspectives regarding ethics are considered. This course appears under "Institutional Courses" in Edgereg.

3) CORE COURSES

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

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

BUS 601 Executive Communications (F, S, SS)

BUS 602 Accounting for Managers (Meets weekly, F, S)

Prerequisite: BUS 501, 502, 503 (concurrent registration in BUS 502 is allowed)

BUS 603 Organizational Development and Behavior (F, S, SS)

Prerequisite: BUS 601 or concurrent registration

BUS 604 Operations Management (F, S; SS of even-numbered years)

Prerequisite: BUS 501, 502, 503 (concurrent registration in BUS 502 or 503 is allowed)

BUS 605 Statistics for Managers (F, S)

Prerequisite: BUS 501, 502 and 503

BUS 606 Strategic Marketing (F, S; SS of odd-numbered years)

Prerequisite: BUS 601

BUS 607 Corporate Finance (F, S)

Prerequisite: All foundation courses and BUS 602

BUS 618 Managing Information and Technology (F, S)

Prerequisite: BUS 602, 603, 604

4) INTEGRATING CORE COURSES

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

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

The following integrating core course includes studies in change themes and assignments designed to meet studies in change interdisciplinary requirements for MBA students: Bus 609; it is an option that may be used as partial fulfillment of the studies in change requirement. See **Interdisciplinary Components** section above for details on requirements.

BUS 609 Strategic Management (F, S, SS)

Prerequisite: BUS 601-607. Concurrent registration in no more than one of these is allowed.

BUS 610 Managerial Economics (F, SS)

Prerequisites: BUS 601-607. Concurrent registration in no more than one of these is allowed.

- *or* -

BUS 611 International Economics

Prerequisites: BUS 601-607. Concurrent registration in no more than one of these is allowed.

5) ELECTIVE COMPONENT (9-15 CREDITS)

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

- 1) The general MBA requires 9 credits of elective coursework selected from the full list of approved business electives. The general MBA is especially suited for those who have previously established areas of expertise.
- 2) The MBA with a Concentration requires the completion of a minimum of 15 pre-approved elective credits* with a focus on developing an area of expertise. The concentration areas available are: accounting, finance, human resource management, information systems, international business, management, marketing, and total quality.

*These credits must be taken concurrently with the MBA program. Undergraduate credits taken previously or graduate credits taken after the MBA is awarded are not applicable to a concentration.

CONCENTRATION AREAS

In addition to the above Degree Requirements, MBA Students have the option to add a concentration area. All concentration areas require the completion of 15 elective credits, although some allow the selection of 1-2 courses from outside the area of concentration. To be considered a candidate for the MBA with a concentration, a Concentration Area Agreement (available at <http://business.edgewood.edu/MBA>) must be submitted and approved.

ACCOUNTING

The accounting concentration may be used to improve personal knowledge and/or as a step in obtaining professional certification (e.g. CMA, CFM, CPA). For students pursuing professional certification some Foundation and Core course substitutions may be advantageous. It is recommended that students discuss their program with an accounting advisor (Bruce Roberts: 663-6167) as soon as possible.

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

BUS 703 Intermediate Accounting I (Sometimes meets weekly, F)

Prerequisite: BUS 602 or equivalent

BUS 704 Intermediate Accounting II (Sometimes meets weekly or W, S)

Prerequisite: BUS 703

BUS 705 Cost Accounting (Sometimes meets weekly, F)

Prerequisite: BUS 602 or equivalent

BUS 706 Auditing (Sometimes meets weekly, S)

Prerequisite: BUS 602 or equivalent

BUS 707 Income Tax Accounting I (Sometimes meets weekly, F)

Prerequisites: BUS 602 or equivalent

BUS 709 Income Tax Accounting II (Sometimes meets weekly, S)

Prerequisite: BUS 707

BUS 723 Law II (Sometimes meets weekly, S)

Prerequisite: BUS 320 or 504

BUS 725 Accounting Systems (Sometimes meets weekly, F)

Prerequisites: BUS 703 or concurrent registration, or consent of instructor

BUS 726 Advanced Accounting I (F)

Prerequisite: BUS 704

BUS 727 Advanced Accounting II (S)

Prerequisite: BUS 704

FINANCE

The finance concentration may be used to improve personal knowledge and/or as a step in obtaining professional certification (e.g. CFA). Students pursuing professional certification should discuss their programs with a finance advisor (Dan Gerland, 663-2252) as soon as possible.

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

BUS 711 Topics in Corporate Finance (SS)

Prerequisite: BUS 607

BUS 712 Investments (S)

Prerequisite: BUS 607

BUS 713 International Finance (F)

Prerequisite: BUS 607

And at least two of the following three courses:

BUS 703 Intermediate Accounting I (Sometimes meets weekly, F)

Prerequisite: BUS 602 or equivalent

BUS 704 Intermediate Accounting II (Sometimes meets weekly, S)

Prerequisite: BUS 602 or equivalent

BUS 772 Money and Banking (Sometimes meets weekly, F even years)

Prerequisite: All Foundation courses

INTERNATIONAL BUSINESS

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

BUS 713 International Finance (F)

Prerequisite: BUS 607

BUS 739 International Management (SS)

Prerequisite: BUS 603

BUS 753 International Marketing (S)

Prerequisite: BUS 606

BUS 772 Money and Banking (F even years)

Prerequisite: All Foundation courses

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

MANAGEMENT

This concentration allows students to select coursework to focus on a specific management specialty (e.g. Human Resource or Quality Management). Students pursuing a management concentration may wish to discuss their academic and professional plans with a management advisor (Phil Brereton: 663-2316). The concentration requires 15 elective credits with at least 12 credits selected from the following:

BUS 721 Legal Aspects of Employment (SS)

Prerequisite: BUS 504 or equivalent

BUS 732 Developing Self-Directed Work Teams (SS)

Prerequisite: BUS 603

BUS 736 Human Resource management (S)

Prerequisite: BUS 603

BUS 738 Entrepreneurship (F)

Prerequisite: BUS 602-604 and 606

BUS 739 International Management (SS)

Prerequisite: BUS 603

BUS 741 Managing the Information Asset (S)

Prerequisite: BUS 602-605

BUS 761 Introduction to Quality Improvement (F)

Prerequisite: BUS 503

BUS 762 Planning for Total Quality (S)

Prerequisite: BUS 761

IC 850 Studies in Change (F, S, SS)

MARKETING

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

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

BUS 751 Marketing Research (F)

Prerequisite: BUS 605, 606

BUS 752 Promotional Strategies (SS)

Prerequisite: BUS 606

BUS 753 International Marketing (S)

Prerequisite: BUS 606

BUS 754 Graduate Seminar in Marketing Management (Winter of even-numbered years)

Prerequisite: BUS 606

BUS 755 Consumer Behavior (S)

Prerequisite: BUS 606

BUS 761 Introduction to Quality Improvement (F)

Prerequisite: BUS 503

CERTIFICATE PROGRAM IN TOTAL QUALITY MANAGEMENT

The Business Department offers a weekday evening program for people to earn a graduate business Certificate in Total Quality Management. The two-course program is designed to familiarize the student with the evolving philosophy of TQM as well as to provide substantial practice in employing its principles. Upon completion of the program, students will have sufficient training to direct TQM activities.

Required courses:

BUS 761 Introduction to Quality Improvement (F)

Prerequisite: BUS 503

BUS 762 Planning for Total Quality (S)

Prerequisite: BUS 761

Time is required for “quality team” meetings outside of regularly scheduled class times.

COURSE DESCRIPTIONS

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

PROGRAM PREREQUISITES

CS 101 Computers: Concepts and Applications (4 crs)

Uses of computer systems and basics of how they operate; e-mail and the world wide web; ethical issues (privacy, monitoring at workplace, etc); hands-on experience with word processing, spread-sheet and database applications, Windows and presentation software. (Meets weekly, F, S)

BUS 500 Algebra Review for Graduate Business

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

FOUNDATION COURSES**BUS 501 Business Concepts**

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

BUS 502 Business Analysis

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

BUS 503 Introductory Business Statistics

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

BUS 504 Legal Environments

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

BUS 505 Macro-Economics (2cr)

Economics is concerned with the efficient utilization or management of limited productive resources for the purpose of attaining the maximum satisfaction of human material wants. Macro-economics looks at an overview of the economy and the relationships among the many aggregates that can be measured and compared over time. Organizational planning should take place only after studying the macro-economic environment. Prerequisite: BUS 500 or equivalent (Meets weekly, 1/2 F semester)

BUS 506 Micro-Economics (2cr)

Micro-economics is concerned with specific economic units and makes a detailed appraisal of these units' economic functions. The purpose of studying micro-economics is to more intelligently make decisions. Strategic planning should only take place after there is a thorough understanding of the organization's micro-economic design. Prerequisite: BUS 500 or equivalent (Meets weekly, 1/2 F semester)

INTERDISCIPLINARY**IC 800 Ethics**

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

IC 850 Studies In Change

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

IC 800 Ethics and IC 850 Studies In Change are requirements for all graduate degree students at Edgewood College. MBA students must take IC 800. They may fulfill the IC 850 requirement by taking IC 850bor by taking the following courses in the MBA program where studies in change themes and assignments are integrated into core and integrating core courses: BUS 601, BUS 604, and two courses from among BUS 603, BUS 606, BUS 608 and BUS 609. Further details on these requirements may be found on page 36.

CORE COURSES

BUS 601 Executive Communications

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

BUS 602 Accounting for Managers

Accounting fundamentals from a management and user's perspective. Major areas of emphasis: the financial accounting conceptual framework, the annual report, the double-entry accounting system, the four basic tax forms of a business, managerial accounting, and cost management systems in today's changing global business environment. Prerequisite: BUS 501, 502, 503 (D, F, S) (concurrent registration in BUS 502 is allowed)

BUS 603 Organizational Development and Behavior

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

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

BUS 604 Operations Management

A survey course covering terminology, problems and tools associated with managing operations. In addition to exposure to this diverse functional area, the last one-third of the course focuses on the techniques of Total Quality Management. Prerequisite: BUS 501, BUS 502, and BUS 503 [Concurrent registration in BUS 502 or BUS 503 is allowed] (F, S, SS of even-numbered years)

BUS 605 Statistics for Managers

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

BUS 606 Strategic Marketing

This course integrates Marketing knowledge and applies it in addressing strategic decision making situations. Strongly emphasizing application, the course is centered around the process of analyzing cases in marketing management with the express purpose of making clear, specific, and justifiable strategic marketing decisions. This course emphasizes the use of analytical skills in making judgments under uncertainty in a variety of Marketing contexts, including Strategic Selling, Sales Management, New Product Introduction, Franchising, Marketing Research, and others. It is intended to help students apply critical thinking skills in making better decisions using strategic criteria. Prerequisite: BUS 601 (F, S, SS of odd numbered years)

BUS 607 Corporate Finance

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

BUS 618 Managing Information and Technology

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

INTERGRATING CORE COURSES**BUS 609 Strategic Management**

Develops an understanding of strategy and its formulation, implementation, and evaluation. This is accomplished through the integration of all the fundamental areas of business (organizations, accounting, management information systems, marketing, finance, production, and economics), analyzing the environment the firm works in, and choosing strategies which enable the firm to meet its performance objectives. Prerequisite: BUS 601-607 (or concurrent enrollment in no more than one is allowed); to be taken in last 12 credits (F, S, SS)

BUS 610 Managerial Economics

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

BUS 611 International Economics

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

ELECTIVE COURSES*Accounting***Bus 703 Intermediate Accounting I**

A study of the theoretical foundations of financial accounting and reporting at the intermediate level, including a review of the income statement, balance sheet, and statement of changes in financial position. Topics covered include concepts of cash, present value, price-level changes, short-term investments in equity securities, accounting for bonds as long-term liabilities and investments, and accounting for inventory, operational assets, and depreciation. Prerequisite: BUS 602 or equivalent. (Sometimes meets weekly, or W, F)

Bus 704 Intermediate Accounting II

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

BUS 705 Cost Accounting

The course consists of the fundamentals of cost accounting, covering job order, process and estimated cost development and procedures. It emphasizes current practices in cost control through reports to management, applied to relatively small and medium size establishments. Prerequisite: BUS 602 (Sometimes meets weekly, F)

BUS 706 Auditing

Auditing theory and the application of techniques to the examination of records; verification methods and report preparation. Prerequisite: BUS 602 (Sometimes meets weekly, S)

BUS 707 Income Tax Accounting I

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

BUS 709 Income Tax Accounting II

Tax laws and regulations for partnerships and corporations; tax administration and research. Prerequisite: BUS 707, 725, 726, 727 (Sometimes meets weekly, S)

BUS 725 Accounting Systems

In-depth training in accounting systems. Prerequisites: BUS 703 (Sometimes meets weekly, F)

BUS 726 Advanced Accounting I

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

BUS 727 Advanced Accounting II

A study of additional advanced accounting topics, including accounting for governments, colleges and universities, health care, hospital and voluntary health and welfare organizations and not-for-profit organizations. In addition to the study of accounting methods and procedures, topics such as cost control fund raising are discussed. Prerequisite: BUS 704 (S)

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

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

BUS 712 Investments

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

BUS 713 International Finance

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

Law

BUS 721 Legal Aspects of Employment

This course focuses upon the current body of municipal, state and federal anti-discrimination laws which regulate the employment relationship and provides an overview of the post-Civil War social, economic and legal repression of African-Americans, which occurred after the collapse of Reconstruction, along with the Civil Rights Movement which culminated with the enactment of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Topics include Americans with Disability Act, Family and Medical Leave Act, Sexual Harassment and Sex Discrimination, Religious Discrimination, Age Discrimination, Employee Contracts, Drug and Alcohol Testing, Wrongful Discharge, and Employee References. Prerequisite: Bus 504 (SS)

BUS 723 Law II

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

Management

BUS 732 Developing Self-Directed Work Teams

As American organizations move toward the use of self-directed work teams to improve work processes, special emphasis needs to be placed on the knowledge and skills associated with small group processes and leadership. This course, conducted in an experiential format, emphasizes application to real-life situations faced by managers. Prerequisite: BUS 603 (SS)

BUS 736 Human Resource Management

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

BUS 738 Entrepreneurship

An entrepreneur creates business by assuming risk and marshalling the resources necessary to take an identified opportunity through a strategic plan. The planning process considers implementation, growth and succession. Topics include identifying and assessing opportunities, strategic planning, forms of ownership, building a powerful marketing plan, managing cash flow, identifying sources of funding and leading a growing enterprise. Prerequisites: BUS 602, 603, 604, and 606. (F)

BUS 739 International Management

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

Management Information Systems**BUS 741 Managing the Information Asset**

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

Marketing**BUS 751 Marketing Research**

Emphasis is placed on the marketing information essential to decisions on distribution, pricing, promotion, and product planning. Techniques in gathering consumer data and analyzing target markets are discussed. Prerequisite: BUS 605, BUS 606 (F)

BUS 752 Promotional Strategies

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

BUS 753 International Marketing

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

BUS 754 Graduate Seminar in Marketing Management

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

BUS 755 Consumer Behavior

Marketing involves those activities that carry a product from its raw state to the

final consumer. What motivates a consumer to make particular purchasing decisions? How can a business anticipate these motives? The course will include in depth study of consumer habits, popular culture and the patterns that make some prognosis possible. The challenges of a global community will be discussed along with ethical considerations separating motivation from manipulations. Prerequisite: BUS 606 (S)

Total Quality**BUS 761 Introduction to Quality Improvement**

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

BUS 762 Planning for Total Quality

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

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

Other Electives

BUS 772 Money and Banking

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

situations. Research strategies provide opportunities to strengthen logical thinking, analysis of evidence, and written expression. (F, S, SS)

BUS 790 Independent Project (1-3cr)

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

BUS 792 Graduate Seminar in International Business

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

BUS 799 Independent Study

IC 850 Studies in Change

This course is designed to develop an understanding of personal, social and organizational change. Such issues as personal commitment, social conditions and technological developments are examined as they impact on personal, social, and institutional

POLICIES SPECIFIC TO THE MBA PROGRAM

STUDIES IN CHANGE

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

- 1) By taking the following courses in the MBA program where studies in change themes and assignments are integrated into the core and integrating core courses: BUS 601, 604, and at least two of BUS 603, 606, 608 and 609.
- 2) By taking IC 850: Studies in Change.

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

TRANSFER OF CREDIT

Up to 12 credits of relevant graduate coursework may be transferred to the Edgewood MBA. Transfer credit consideration is subject to the following:

- 1) A minimum grade of B (3.0) is required.
- 2) Work must be clearly definable as graduate coursework and must have been completed within three years prior to acceptance into the Edgewood MBA program.
- 3) A Request for Transfer of Graduate Business Credit from Another Institution form must be completed and filed. This form is available at <http://business.edgewood.edu/MBA>

APPEALING A FOUNDATION OR CORE COURSE REQUIREMENT

Waivers of Foundation or Core courses reflect a specific set of requirements and are based on coursework described on certified copies of student transcripts. Waivers are part of the normal admission process. Students may review the specific requirements in the Graduate Office.

A student who wishes to appeal the requirement to take a particular Foundation or Core course may do so by completing an Appeal of Foundation or Core Course Requirement form, available <http://business.edgewood.edu/MBA>.

CORE COURSE SUBSTITUTION

Students who have completed significant coursework in the area of a Core course not qualifying for a waiver may request to substitute another, usually more advanced, course. This may be done by completing a Core Course Substitution Request form,

available at <http://business.edgewood.edu/MBA>. It should be noted that the number of credits required to complete the MBA is not reduced as a result of the granting of a Core course substitution.

TAKING COURSEWORK AT EDGEWOOD COLLEGE

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

TIMELY COMPLETION OF FOUNDATION COURSES (18 CREDIT RULE)

Students who have not completed all the Foundation courses by the time they have 18 credits in Core, Elective, or Integrating Core courses will be restricted to registering only for Foundation courses.

CREDIT LOAD

Full-time graduate students carry nine graduate semester hours each semester. Students in the Graduate Business Program may carry up to 15 credits a semester without seeking written permission from the Department.

TUITION REDUCTION FOR MBA ALUMNI

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

EDUCATION

The Education Department at Edgewood College offers a Master of Arts in Education (M.A.) and a Doctorate in Education (Ed.D.)

Edgewood College is an NCATE accredited institution.

POLICIES AND PROCEDURES

The Education Department has full descriptions of all policies, procedures, rules, evaluation forms, and other documents in a series of Program Handbooks. Each student is issued a handbook appropriate to his or her program and is subject to the policies and procedures contained therein.

CONDUCT AND COMPETENCY REVIEWS

Individual school districts as well as the Wisconsin Department of Public Instruction have begun to require background checks on all persons who work with pupils in school settings; as a result, you will most likely need to complete background check forms at some point. To prepare yourself for that eventuality and for admission to teacher education, you should review the sample form (Conduct and Competency Review PI-1602-A) from the Wisconsin Department of Public Instruction (WDPI) license application. You should discuss any concerns about this matter with your advisor.

CHANGES IN LICENSING OF TEACHERS AND ADMINISTRATORS

Excellence in education rule making by the Wisconsin Department of Public Instruction is on going, and the Edgewood College Department of Education collaborates with the Wisconsin Department of Public Instruction in program development. Recently, major changes have been made in teacher education and administrator licensing and program approval; changes in the Edgewood College Teacher Education Program and Educational Administration Program address new expectations. Students should contact the Edgewood College Department of Education to remain current on emerging requirements.

The Wisconsin Department of Public Instruction administrative rules for teacher and administrator preparation and licensing have been revised and approved by the legislature after five years of discussion, public hearings, significant revisions addressing public concerns, and statewide support from teachers and other educators, professional education organizations, and higher education faculty.

As of June 30, 2000, Chapter PI 4 (Teacher Education Program Approval) is repealed. New program approval standards within Chapter PI 34 took effect July 1, 2000. Chapter PI 3 (Licenses) remains in effect only for students graduating from an approved teacher education or administrator program prior to August 31, 2004. The programs for those students endorsed by their institutions of higher education for educational licenses after August 31, 2004, must meet the new license requirements of PI 34.

FOR TEACHERS

The new Teacher Education Program Approval and Licenses rules have restructured teacher education, educator licenses, and professional development for practicing educators in Wisconsin. The new system is based upon the Ten Teaching Standards with demonstrated knowledge, skills and dispositions.

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

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.

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.

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.

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.

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.

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.

TEACHERS ARE ABLE TO PLAN DIFFERENT KINDS OF LESSONS.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and the community and curriculum goals.

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.

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.

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.

FOR ADMINISTRATORS

The new system is based upon the following standards with demonstrated knowledge, skills and dispositions.

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

- 1) The administrator has an understanding of and demonstrates competence in the following teacher standards:

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.

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.

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.

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.

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.

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.

TEACHERS ARE ABLE TO PLAN DIFFERENT KINDS OF LESSONS.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and the community and curriculum goals.

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.

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.

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.

- 2) The administrator leads by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school community.
- 3) The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
- 4) The administrator ensures management of the organization, operations, finances and resources for a safe, efficient and effective learning environment.
- 5) The administrator models collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
- 6) The administrator acts with integrity, fairness and in an ethical manner.
- 7) The administrator understands, responds to, and interacts with the larger political, social, economic, legal and cultural context that affect schooling.

FOR ALL

The new system applies to students who will seek college endorsement for a license after August 31, 2004. Within our conceptual framework of preparing reflective practitioners for effective schools, we established a revised performance-based system of standards, assessment, field experiences and curricular refinements within a portfolio system.

DOCTOR OF EDUCATION

The Doctor of Education (Ed.D.) degree program in Educational Leadership at Edgewood College draws deeply and broadly on the college's roots in its tradition, mission, and profession. The Sinsinawa Dominican tradition of scholarship and collegiality, the college's mission as a liberal arts institution with a commitment to service, and the emerging characteristics of the education profession all have helped shape the Doctor of Education (Ed.D) program in Educational Leadership.

The program is a cohort partnership of doctoral faculty, doctoral students, and collaborating mentors in area school districts for the purpose of preparing educational leaders. They will be versed in the research knowledge base of educational leadership and its application to school improvement, will undergo rigorous scrutiny in an assessment system driven by educational leadership standards and academic achievement, and will receive substantive mentoring in authentic situations, with both experience in support of emerging technologies that enhance leadership.

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

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

In sum, the Doctor of Education degree program in educational leadership will provide a supportive system of orientation, advising, and assessment, a standard of excellence for the preparation of educational leaders at the district level, will enhance the college's mission, and will promote school improvement initiatives within a cohort partnership mentoring arrangement.

ADMISSION CRITERIA

- 1) Applicant must hold a master's degree from a regionally accredited college or university.
- 2) Applicant must hold or be eligible to hold a license in educational administration at some level, i.e. principal, director of instruction, director of special education and pupil services assistant superintendent, or similar positions.

- 3) Two letters of recommendation must include one attesting to the current status of the candidate in the educational administration or related professional assignment; and another must be from a current employing school official giving evidence of a partnership commitment between the applicant and the school district at the district administration level.
- 4) A written statement by the applicant must be a letter of intent outlining the applicant's plan to commit to the Doctor of Education Program as proposed for May, 2003 to May, 2006 or May, 2004 to May 2007.
- 5) The applicant must submit a curriculum vitae that includes, but is not limited to, the areas listed below:
 - Education: major(s), schools attended, degrees obtained, and dates of attendance
 - Professional positions held
 - Presentations made to organizations, groups, and professional associations
 - Honors/awards received
 - Memberships in professional and other organizations
 - Community service: name(s) of the organizations, description of activities, position held.
- 6) The applicant will participate in an oral admissions interview, including a structured writing activity conducted at the time of the interview, with a panel of partnership members representing the Doctor of Education. Applicants will be advised of the interview schedule after application for admission to the Doctor of Education degree program.

PREREQUISITES

- A master's degree from a regionally-accredited college or university
- A license in educational administration at some level (principalship, director of instruction, director of special education and pupil services, school business administrator) or eligibility to hold such a license
- References including a commitment to a partnership
- A letter of intent
- A curriculum vitae
- An interview including a structured writing task.

DEGREE REQUIREMENTS

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

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

MASTER OF ARTS IN EDUCATION

Students entering the master's program in education may seek: a) the master's degree, b) DPI certification and license, c) both an MA degree and a license, d) no degree - taking courses that match individual educational needs.

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

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

Students will develop skills in curriculum development and evaluation, administration, connecting theory and practice, instructional effectiveness, creative use of research findings, and promoting educational achievement.

The programs in educational administration (principalship, director of instruction, director of special education and pupil services, and school business administrator) and special education (emotional disturbance and learning disabilities) lead to licenses in Wisconsin.

ADMISSIONS CRITERIA

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

PREREQUISITES

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

DEGREE REQUIREMENTS

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

The curriculum includes:

- Professional Education Core Requirements
- Interdisciplinary Requirements
- Guided Research Studies
- Supervised Field Experience, as appropriate
- Specialized Professional Studies Electives

PROFESSIONAL EDUCATION CORE REQUIREMENTS

(9 credits; 3 courses)

Provide advanced studies in instruction, curriculum planning, and research

One (as appropriate for specialized studies) of:

ED 601 Foundations of Instruction

ED 620 Introduction to Educational Administration and Organization

ED 640 Technology Curriculum Integration

ED 671 Specific Learning Disabilities

ED 673 Behavioral and Emotional Disorders

-and-

ED 602 Curriculum Planning

ED 603 Introduction to Educational Research

INTERDISCIPLINARY REQUIREMENTS

(6 credits; 2 courses or equivalents)

IC 800 Ethics

IC 850 Studies in Change

GUIDED RESEARCH STUDIES

(1 course, appropriate to area of specialization)

ED 690 *-or-* 692

SPECIALIZED PROFESSIONAL STUDIES

(18 credits; 5-7 courses)

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

The six areas are:

Educational Administration

ED 625, 631, 662 plus 9 credits from:
ED 621, 622, 626, 636, 637, 680

Curriculum and Instruction

ED 630 plus 15 credits from:
ED 631, 632, 634, 650, 651, 652, 670

Instructional Technology

ED 647, 649 plus 12 credits from:
ED 641, 642, 643, 644, 645, 646, 648, 653, 654, 655, 656

Special Education

ED 634 plus 15 credits from:
ED 615, 671, 672, 673, 674, 675, 676, 677, 678

Private School Administration

ED 609 plus 15 credits from:
ED 621, 622, 625, 626, 631, 644, 662, 680
(Sequence does not lead to WDPI licensure as a school principal.)

General Professional Development

18 graduate credits from among those offered by the department on an approved program form.

LICENSING PROGRAMS

Supervised Field Experience

(1 course, appropriate to area of specialization)
ED 693, 694, 695 -or- 696

EDUCATIONAL ADMINISTRATION

PREREQUISITES

- Master's degree from a regionally accredited college or university, plus:
ED 210, 220, 230, or equivalent
- Three years successful teaching experience
- 150-hour practicum including professional issues seminar

REQUIRED COURSES*Principal*

ED 602, 620, 621, 622, 625, 626, 631, 662, 696A

Director of Instruction

ED 602, 620, 621, 622, 625, 626, 631, 637, 662, 696B

Director of Special Education and Pupil Services

ED 602, 620, 621, 622, 625, 626, 631, 636, 637, 662, 696C

School Business Administrator

One course each of Accounting, Risk Management, and Information Management.

ED 620, 621, 622, 625, 626, 662, 696D

SPECIAL EDUCATION

PREREQUISITES (for all three programs)

Edgewood College courses

ED 210, 220, 230, 250, 270, 272, 305, 310, 324, 405, 410,
and passing PPST scores (or approved equivalents)

REQUIRED COURSES*Emotional Disturbance, K-12*

ED 615, 634, 673, 674, 677, 678, 694

Learning Disabilities, K-12

Additional prerequisites of ED428, 445; ED 615, 634, 671, 672, 675, 676, 693

Emotional Disturbance and Learning Disabilities, K-12

Additional prerequisites of ED 428, 445; ED 615, 634, 671, 672, 673, 674, 675,
676, 677, 678, 695

COURSE DESCRIPTIONS

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

ED 600 Workshop in Current Trends in Education (1-4 credits)

Emerging trends in education. Topics vary.

ED 601 Foundations of Instruction

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

ED 602 Curriculum Planning

A study of curriculum planning at the elementary, middle, and secondary levels; topics include purpose, population, scope, sequence, evaluation, and development in curriculum design, including various approaches to curriculum organization and innovation. (F)

ED 603 Introduction to Educational Research

A study of the nature of research in relationship to educational practice, with attention to research tools, planning and design, methodologies, modes of reporting, samples, and practice. (S)

ED 609 Philosophy and History of Catholic Education

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

ED 610 Selected Topics in Foundations of Education (1-4 credits)

Research findings from various disciplinary perspectives, which bear important implications for educational practice.

ED 612 Issues in Education: The Urban Setting

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

ED 615 Assessment and Evaluation in Special Education

An introduction to principles and practices of identification and assessment for special needs pupils. Instruction and practice in statistical concepts and applications; item writing and test construction; selection, use and interpretation of standardized and teacher-made tests and observation techniques. Norm-referenced testing is emphasized. (Prerequisite: ED 210, ED 220, ED 230, or approved equivalency) (F)

ED 620 Introduction to Educational Administration and Organization

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

ED 621 School Business Administration

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

**ED 622 Educational Administration:
The Principalship**

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

ED 625 School Law

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

**ED 626 Legal Aspects and
Administration of Exceptional Education**

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

ED 630 Classroom Decision Making

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

ED 631 Supervision of Instruction

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

ED 632 Advanced Methods and Materials

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

ED 633 Seminar in Instructional Analysis

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

**ED 634 Classroom Organization
and Management**

Principles of sound classroom organization and effective teaching strategies for academic success and reduction of behavior problems. A study of various theories of discipline for individuals and groups of pupils. Evaluation of behavior change programs to handle individuals with exceptional educational needs and other pupils experiencing behavior problems. (S)

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

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

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

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

**ED 640 Technology Curriculum
Integration**

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

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

ED 643 Desktop Publishing in Education

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

ED 645 Instructional Technology: Policy, Planning and Evaluation

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

ED 646 Educational Media Presentations

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

ED 647 Practicum in Instructional Technology Leadership

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

assessments for instructional technology coordinator content standards 11, 12, 17.

ED 648 Spreadsheet and Database Applications in Education

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

ED 649 Seminar in Educational Technology

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

ED 650 Curriculum Topics in Elementary School Subjects

This course focuses on curriculum content and organization of elementary school subjects. Topics vary.

ED 651 Curriculum Development in Interdisciplinary Studies

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

ED 652 Seminar in Curriculum Studies

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

ED 654 Special Topics in Instructional Technology

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

ED 655 Directed Study in Telecommunications and Web Development

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

ED 656 Administration and Management of the Instructional Technology Asset

Through readings, simulations, community involvement and on line resources, this class will focus on technology facility design including network topography, the selection, acquisition, maintenance of technology systems including voice, video, data, and other digital components. This course provides opportunities to develop artifacts for use in meeting licensing assessments for instructional technology coordinator content standards 4, 5, 6, 9, 10.

ED 660 Seminar in Policy Studies in Education

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

ED 662 Schools as Political and Organizational Systems

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

ED 670 Teachers In-Service Workshop (Variable credit)

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

ED 671 Specific Learning Disabilities

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

ED 672 Development and Facilitation of Communication in Children and Adolescents

A study of the development of communication and related differences, focusing on cognitive and social bases of communication acquisition and relating this process to developmental stages. The classification, etiology, and treatment of communicative differences will be covered with a focus on pragmatic, receptive, and expressive functioning. Cultural influences, English as a Second Language, bilingualism, and dialect differences are studied. Exposure to sign language and augmentative systems is offered. A consideration of the role of parents, teachers, and community in facilitating communication is included. Prerequisites: ED 210, 230, and 310. (F)

ED 673 Behavioral and Emotional Disorders

Introduction to the understanding of behavioral and emotional disorders in children and youth. Topics include the nature of deviance and behavioral variation; the classification and characteristics of behavioral and emotional disorders; environmental, psychological, and social factors related to these disorders; and available educational and therapeutic treatment alternatives. Practicum is required. (S)

ED 674 Diagnosis and Assessment of Behavioral and Emotional Disorders

Theory and practice in assessing academic

and social emotional behavior, learning style and achievement level. Students administer and interpret individual diagnostic tests, design and administer informal tests, and demonstrate observation techniques, educational evaluation, and Individual Educational Program (IEP) development. Emphasis is on curriculum-based assessment and written program and treatment decisions for students with behavioral and emotional disorders. (S)

ED 675 Diagnosis and Assessment of Learning Disabilities

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

ED 676 Methods and Curriculum in Learning Disabilities

The comparison and analysis of educational strategies and teaching techniques for learning disabilities. Emphasis on skills development for programming within subject areas, as well as the role and relationship of assessment and evaluation, teacher language and modeling, and performance objectives in programming. Practicum experience in a learning disabilities educational program is required. (F)

ED 677 Methods and Curriculum in Behavioral and Emotional Disorders

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

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

ED 678 Management of Behavioral and Emotional Disorders

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

ED 679 Independent Study (Variable credit)

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

ED 680 Topics in Private School Administration

A. Civil and Canon Law

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

B. Community Issues: Parish, Publics, Politics

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

C. Religious Education

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

D. Fundraising and Development

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

E. Theological Trends and Private Schools

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

ED 690 Graduate Seminar in Education

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

ED 691 Independent Reading (1-4 cr)

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

ED 692 Action Research Project

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

ED 693 Supervised Field Teaching: Learning Disabilities

A supervised field teaching experience in learning disabilities with related action research in a school setting appropriate to the level of prospective professional practice.

Prerequisite: admission to student teaching. (F, S)

ED 694 Supervised Field Teaching: Behavioral and Emotional Disorders

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

ED 695 Supervised Field Teaching: Multicategorical

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

ED 696 Supervised Field Experience: Educational Administration

A supervised educational administration practicum with related action research in a school setting appropriate to the level of prospective administrative practice. Prerequisite: admission to practicum (F, S)

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

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

electronic sources in education and leadership, culminating in one-on-one, in-depth exploration of resources available on research topics. [Prerequisites: Admission to Doctoral Program]

ED 710 District Level Administration – Superintendency (6 cr)

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

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

The politics of education is explored in its broadest sense. Particular emphasis is given to leadership behavior theory and ethical practice that has emerged in the field of educational administration at the district level. Policy and politics are pursued in the context of social justice and equity issues, community power, board dynamics and legislative functions intrinsic to the role of a district administrator. Module content will continue to be applied in a variety of class experiences, mentoring activities, and related field assignments. [Prerequisites: Admission to Doctoral Program]

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

Curriculum, instruction, assessment and the learning environment are stressed in a context emphasizing organizational frame-

works for management and leadership; leadership roles in staff development; learning theory, human development, and ethical considerations of supporting teaching and learning at the district level. Specific attention is given to emergent research in learning style, cognition, intelligence, constructivism in theory and practice; and cultural information and individual differences creation of learning communities. Candidates are required to research curriculum models and to apply course content to district situations in a variety of class experiences and mentoring relationships. [Prerequisites: Admission to Doctoral Program]

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

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

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

A substantive approach to public school finance at the district level that includes topical areas in both fiscal and non-fiscal areas, strategic planning and resource allocation, budgeting and finance. Technological applications are stressed in the framework of district initiatives such as referenda, data management systems and district objectives in the overall instructional program. Categorical programs are examined in the

context of funding, expenditures, legal mandates, and ethical considerations. [Prerequisites: Admission to Doctoral Program; ED 701]

ED 820 Legal Foundations of District Administration (6 cr)

This course offers a case study approach to school law in such areas as staff, student and personnel law as well as broader categories such as tort liability, civil rights, gender equity, and plant and facility administration. Ethical and leadership implications of legal issues will also be explored. Candidates will draw heavily from a variety of resources in print and media form that will be demonstrated in portfolio evidence and written expectations. [Prerequisites: Admission to Doctoral Program; ED 701]

ED 930 Research Design and Methodology (6 cr)

Research design; quantitative, qualitative, mixed methodologies; research applications and school improvement; leadership roles and research; research foundations of doctoral dissertation. [Prerequisites: Admission to Doctoral Program; ED 701]

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

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

ED 910 Dissertation Preparation (3 cr)

Guided research and dissertation development. [Prerequisites: Admission to Dissertation]

ED 920 Dissertation Writing (3 cr)

Dissertation draft. [Prerequisites: Admission to Dissertation]

ED 930 Dissertation Presentation (3 cr)

Dissertation final written copy preparation. [Prerequisites: Admission to Dissertation]

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

MASTER OF SCIENCE IN MARRIAGE & FAMILY THERAPY

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

PROGRAM DESCRIPTION

The Master of Science degree in Marriage and Family Therapy is a 48-credit program of study. Included is a 12-month internship with a minimum of 500 clinical contact hours with individuals, couples, and families. Students work with a variety of clients from the community, including multi-problem families.

The program's basic orientation is the "General Systems" paradigm within which students are exposed to the structural, strategic, and systematic approaches, in addition to the other major modalities of the discipline.

Trainees are encouraged to select and specialize in an approach that best fits their own clinical style. The program emphasizes a broad blend of theoretical and therapeutic approaches, with a primary goal of clinical excellence in training in the field of marriage and family therapy.

The program is based on national and state standards for course and clinical content and will prepare students to apply for credentialing in Wisconsin as Licensed Marriage and Family Therapists.

ADMISSION INFORMATION

Applicants seeking admission to the Marriage and Family Therapy Program must fulfill graduate program admission requirements #1-6 listed in pages 19-20 of this catalogue, with the following stipulations:

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

- 3) Attendance at an on-campus interview with the Program Director and an admissions team is mandatory; during this interview, the applicant will be required to participate in a role-play exercise.
- 4) The essay component must be a two-page statement indicating motives and professional goals for pursuing a degree in MFT with preparations that have already been undertaken, and how the applicant has prepared for success in graduate school.

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

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

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

TRANSFER CREDITS

After admission with regular status (see page 21), an applicant may submit up to 12 semester hours of graduate credit earned at other accredited post-secondary institutions for consideration of transfer to Edgewood College for application to the degree requirements. If the credits are to be earned after admission to Edgewood, written approval of the MFT Program Director is required.

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

RESIDENCY REQUIREMENT

A minimum of 33 graduate credits must be earned at Edgewood College.

BACKGROUND CHECK

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

PROGRAM PREREQUISITE

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

CREDIT LOAD

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

With the clinical requirement of 12 consecutive months in a placement, the MFT Program is designed for the full-time or half time student. Individuals who are already professionals in the field and do not need the clinical component but desire advanced education in family therapy may be admitted in a part-time basis with “non-degree student” classification (see page 16). Other applicants may be admitted on a part-time basis, if space is available, with the recognition that they will need to complete the clinical requirement within the prescribed sequence of 12 consecutive months.

REPEATING A COURSE

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

CLINICAL PLACEMENTS

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

Additionally, a select number of students will be admitted to The Family Center for clinical placement.

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

GRADUATION REQUIREMENTS

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

- Earned 45 credits in prescribed marriage and family therapy courses;
- Earned 3 credits in interdisciplinary courses;
- Maintained a 3.00 grade point average in those credits; and

- Successfully completed 500 clinical contact hours and 100 hours of supervision prior to graduation

MEETING TIME

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

STUDENT ADVISING

The primary responsibility for assuring proper sequencing of courses, and for accurate and timely registration shall be the duty of the student. Verification of degree requirement completion shall be the duty of the Graduate Programs Office.

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

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

Admission into the MFT Graduate Program does not imply a right to admission into the clinical experience.

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

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

Remedial coursework, training experiences, or personal or family therapy are options the Program Director might suggest. All remedial options are the student's responsibility to initiate and verify to the satisfaction of the Program Director, and any expenses incurred are the obligation of the student.

Failure to be admitted to and complete the clinical experience necessarily precludes completion of the degree.

COURSE DESCRIPTIONS

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

SEMESTER 1 (FALL, YEAR 1)

PSY 600 Introduction to Systems Theories

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

PSY 605 Introduction to Marital and Family Therapy

Review of the history of marital and family therapy and the clinical approaches of interactional therapies. Focuses on basic counseling concepts and skills.

PSY 620 Diversity in Human and Family Development

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

PSY 630 Psychopathology and Personality

Review of major theories of personality and psychopathology, emphasizing psychiatric diagnostic classification systems relevant to MFT. Study of the implications for

treatment and comparisons with interactional approaches.

SEMESTER 2 (SPRING, YEAR 2)

PSY 610 Marital and Family Therapy II
Exploration of techniques of major fields of systems therapy, including structural, strategic, systemic, existential, brief, and others. Prerequisite: PSY 605.

PSY 615 Special Issues in Systems Therapy

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

PSY 625 Human Sexuality and Sexual Dysfunction

Review of the psychosocial development of sexuality and gender from childhood through old age. Summary of clinical approaches to sexual and gender problems from a systemic perspective.

PSY 635 Assessment in Marital and Family Therapy

Overview of methods and instruments used to define problems and indicate solutions.

Comparative study of interactional approaches and individual and family dysfunction assessments. Prerequisite: PSY 630.

SEMESTER 3 (SUMMER, YEAR 1)

PSY 655 Marital and Couple Therapy

This course is designed to provide an exploration and application of theories and methods used in marital and couple therapy using a systemic perspective. Major theoretical approaches will be examined to develop a framework within which the student can understand the nature of intimate relationships and the dynamics of marital and couple therapy.

PSY 700 Research Methods (2cr)

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

PSY 750 Clinical Practicum I

Supervised practice of marriage and family therapy in a field experience. This course must be followed within a 12-month period by PSY 760 and 770. Prerequisite: completion of all Year 1 courses and approval of the Program Director.

SEMESTER 4 (FALL, YEAR 2)

PSY 710 Research in Family Therapy (2cr)

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

PSY 760 Clinical Practicum II (3-4 cr)

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

IC 850 Studies in Change

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

SEMESTER 5 (SPRING, YEAR 2)

PSY 715 Research in Family Therapy II (2cr)

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

PSY 770 Clinical Practicum III (3-4 cr)

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

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

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

MASTER OF SCIENCE IN NURSING

MISSION OF THE PROGRAM

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

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

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

The courses in the nursing education concentration prepare nurses as health educators or clinical nursing instructors or to work in the context of staff development. Students will enroll in three core graduate education courses at Alverno College in Milwaukee, Wisconsin to complete requirements for the Nursing Education concentration in Nursing degree at Edgewood College. Some of these courses may be offered through distance education.

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

ACCREDITATION

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

ADMISSION INFORMATION

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

- Baccalaureate degree with a minimum cumulative GPA of 3.0 (4.0 scale) from a nursing program accredited by a national nursing accreditation body

- Current licensure as a registered professional nurse
- Minimum of one year full-time experience as a registered nurse or equivalent
- Completion of undergraduate course in research or statistics
- Two page type written essay identifying the key issues facing the nursing profession today (See admission criteria for master of science in nursing.)

HEALTH REQUIREMENT

Before entering the Nursing Practicum (NRS 735), students must provide evidence of meeting the health requirements for the agency in which they complete the practicum (NRS735).

BACKGROUND CHECK

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

COURSE SCHEDULING

All nursing courses are offered every 18 months. Business, education and interdisciplinary courses are offered every semester, including summer. Religious studies courses are offered every two years. Students entering at the beginning of an 18-month sequence can complete the program in 3 years by taking 2 courses each semester. Students may enter during other semesters, but more than 3 years may be required to complete the program.

PROGRAM OBJECTIVES: MASTER OF SCIENCE IN NURSING

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

PROGRAM OBJECTIVES: NURSING ADMINISTRATION CONCENTRATION

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

PROGRAM OBJECTIVES: NURSING EDUCATION CONCENTRATION

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

PROGRAM OBJECTIVES: NURSING AS A HEALTH MINISTRY CONCENTRATION

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

DEGREE AND PROGRAM REQUIREMENTS

A total of 36 credits are required for the graduate degree in nursing. Required courses for all Master of Science in Nursing students include:

NRS 600 Assessment and Planning for Aggregates
NRS 620 Nursing Theories and Frameworks
NRS 625 Health Systems
NRS 660 Program Evaluation
NRS 725 Health Care Program Evaluation
NRS 735 Nursing Practicum
IC 800 Ethics
IC 850 Studies in Change

Specialty courses for Master of Science with a concentration in nursing administration include:

NRS 635 Managing the Nursing System
NRS 645 Roles and Strategies of the Nursing Administrator
BUS 601 Executive Communication
BUS 603 Organizational Development and Behavior

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

NRS 636 Promoting Interpersonal Competency
ID 675 Theory and Strategies of Instructional Design (Alverno College)
TLA 611 Education and Human Development 1: Understanding the Learner (Alverno College)
TLA 612 Education and Human Development 2: The Scholarship of Teaching (Alverno College)

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

NRS 636 Promoting Interpersonal Competency

RS 610 Trends in Ministry

RS 650 The Sources of Moral-Decision-making in an Ecumenical World

-or-

RS 640 Development of Religious Life and Thought

-and-

One Religious Studies elective.

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

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

COURSE DESCRIPTIONS

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

NURSING COURSES

NRS 600 Assessment and planning for aggregates

Study of program planning processes for high risk and underserved aggregates. Methods of population-focused health assessment are emphasized.

NRS 620 Nursing Theories and Frameworks

Examination of the development of knowledge and theory in nursing, including the relationship of theory to practice and research. Selected nursing theories are analyzed and evaluated.

NRS 625 Health Care Systems

Study of organization and financing of health care. Students examine the impact of policies as they influence quality and cost effectiveness of health care.

NRS 635 Managing the Nursing System

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

NRS 636 Promoting Interpersonal Competency

For Nursing Education and Health Ministry students only. Focuses on the role of the advanced practice nurse as a facilitator of productive human relationships in the workplace. Students examine a variety of leadership models and assess strategies for team building, communicating effectively, conflict management, coaching, self-care and crisis intervention.

NRS 645 Roles and Strategies of the Nurse Administrator

For Nursing Administration students only. Study of the roles of nurse administrators in managing resources within a nursing system to affect care delivery and outcomes. Issues and strategies for effective utilization of fiscal and human resources are emphasized. Prerequisite: NRS 635; prerequisite or concurrent: BUS 603

NRS 660 Program Evaluation

Survey of program evaluation, beginning with program planning through the evaluation of program outcomes. Students analyze selected evaluation studies and develop an initial proposal for implementation. Prerequisite or concurrent for Nursing Administration students: NRS 635; for Nursing Education students: NRS 600, 620, 625, IC 800, ID 675 or TLA 611; for Health Ministry students: NRS 600, 620, 625, IC 800 and one RS course.

NRS 725 Health Care Program Evaluation

Research seminar in which individuals and groups of students implement their proposed evaluation of a health care program. Oral and written presentations of the program evaluation are required. Prerequisite: NRS 660

NRS 735 Nursing Practicum

Application of theory to specialty area, including participation in a multidisciplinary project. Includes individual practica in health related organizations and group seminar. Prerequisites for Nursing Administration students: NRS 645; for Nursing Education students: ID 675, TLA 611, TLA 612, NRS 636; for Health Ministry students: NRS 636, RS 610, RS 650 or RS 640, and one RS elective.

**Any student who withdraws from a course that is required concurrently must also withdraw from the companion nursing course.*

INTERDISCIPLINARY COURSES

IC 800 Ethics

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

IC 850 Studies in Change

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

BUSINESS COURSES: NURSING ADMINISTRATION CONCENTRATION

BUS 601 Executive Communication

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

BUS 603 Organizational Development and Behavior

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

EDUCATION COURSES NURSING EDUCATION CONCENTRATION

*(Completed through Alverno College
Master of Arts in Education Program)*

TLA 611 Education and Human Development 1: Understanding the Learner

Students explore a wide variety of developmental approaches to learning, including the development of cognition, emotion and motivation as they apply to diverse learners. Using an integrative approach to development, they apply key theoretical perspectives in creating a multidimensional model of the learner.

TLA 612 Education and Human Development 2: The Scholarship of Teaching

Students make links across current literature in education and instructional design, examining the connections between theories or multiple intelligences and ability-based learning. They explore constructivist approaches to curriculum design and examine the role of metacognition in learning. They apply frameworks from human development and learning to actual teaching environments. Prerequisite: TLA 611 and concurrent registration with AC 613.

TLA 613 Graduate External Assessment (0 credits)

Candidates demonstrate readiness to engage in graduate study through the application of conceptualization and communication abilities.

ID 675 Theory and Strategies of Instructional Design

Students develop theoretical bases for designing instruction in the workplace. They create a design document to guide the process that includes needs assessment, design and devel-

opment, implementation and maintenance and evaluation. Prerequisite: TLA 612 or consent of instructor.

RELIGIOUS STUDIES COURSES: NURSING AS A HEALTH MINISTRY CONCENTRATION

RS 610 Trends in Ministry

Opportunity to explore the needs of global and local communities by examining outstanding leaders, systemic and cultural conditions and possible ways participants can respond to present and future needs.

RS 640 Development of Religious Life and Thought

An in-depth investigation of specific religious ideas and movements in Christianity and/or other religions, to study the interconnectedness of ideas and movements with one another, especially in the historical context. Prerequisite: RS530 or 230 or course in history of Christianity or equivalent.

-or-

RS 650 The Sources of Moral Decision- Making in an Ecumenical World

A study of the bases of moral decision-making (e.g. revelation, reason, custom) in ethical and religious traditions and an analysis of authoritative texts using models of moral development, reinterpretation and modernization. Prerequisite: RS 240/242 or IC 800 Ethics or course in philosophical or theological ethics.

-and-

One graduate Religious Studies course for which the student has the proper prerequisites. RS 660 (Worship), RS 670 (Counseling Models and Skills in Ministry), or RS 730 (Spirituality) is suggested.

MASTER OF ARTS IN RELIGIOUS STUDIES

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

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

Key elements of the program include:

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

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

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

CURRICULUM

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

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

MAJOR RELIGIOUS TRADITIONS

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

BIBLICAL STUDIES

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

RELIGION IN THE HUMAN COMMUNITY

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

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

MINISTRY/LEADERSHIP SEQUENCE

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

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

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

Other ministerial/leadership possibilities include pastoral associates, directors of religious education, clinical pastoral education, youth ministry, campus ministry, pastoral music,

liturgical ministries, urban ministry, pastoral ministry, hospital chaplaincy, bereavement ministry, family ministry, ministry with minorities, and church administration. Electives may be chosen and a portfolio designed appropriate to these ministries.

CONDUCT AND COMPETENCIES REVIEW

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

ADMISSIONS CRITERIA

Points 1-7 on pages 19-20.

TRANSFER OF CREDIT

A Request for Transfer of Graduate Religious Studies Credit from another institution must be completed and filed.

PREREQUISITES

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

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

- Biblical Studies: Hebrew Scriptures (RS 510A or 210A)
- Biblical Studies: Christian Scriptures (RS 510B or 210B)
- World Religions (RS 520 or 225)
- Christianity in Historical Context (RS 530 or 230)
- Foundations in Morality (RS 240/242 or IC 800 Ethics)

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

DEGREE REQUIREMENTS

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

- Required Courses
- Interdisciplinary Requirements
- Elective Courses

REQUIRED COURSES

(18 credits; 6 courses)

RS 610 Trends in Ministry

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

PORTFOLIO

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

INTERDISCIPLINARY REQUIREMENTS

(6 credits; 2 courses or equivalents)

IC 800 Ethics

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

IC 850 Studies in Change

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

ELECTIVE COURSES

(12 credits; 4 courses)

Students choose a sequence of courses according to personal and professional goals. Opportunities for learning are individual, personal and oriented within the context of the college, religious, civic, national, and international communities. Electives are normally taken after completion of 3 of the Required Courses and with the permission of the instructor.

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

COURSE DESCRIPTIONS

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

PREREQUISITE COURSES

RS 510A Biblical Studies: Hebrew Scriptures

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

RS 510B Biblical Studies: Christian Scriptures

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

RS 520 World Religions

A study of the phenomena of religion, search, belief, community, and ritual as exemplified in some of the major religious traditions including East and West.

RS 530 Christianity in Historical Context

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

ADDITIONAL INTRODUCTORY COURSE

RS 545 Introductory Level Topics

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

REQUIRED COURSES IN RELIGIOUS STUDIES

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

RS 610 Trends in Ministry

Opportunity to explore the needs of global and local communities by examining outstanding leaders, systemic and cultural conditions, and possible ways participants can respond to present and future needs.

RS 615 Religious Traditions and the Modern World

Research into the interplay of religious traditions with contemporary studies of cultures, societies, politics, economics and the humanities. (Prerequisite: RS 520 or 225 or recent survey course in world religions)

RS 620 Hebrew Scriptures - Advanced Course

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

RS 630 Christian Scriptures - Advanced Course

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

RS 640 Development of Religious Life and Thought

An in-depth investigation of specific religious ideas and movements in Christianity and/or other religions, to study the interconnectedness of ideas and movements with one another, especially in the historical context. (Prerequisite: RS 530 or 230 or course in history of Christianity or the equivalent.)

RS 650 The Sources of Moral-Decision Making in an Ecumenical World

A study of the bases of moral decision-making (e.g. revelation, reason, custom) in ethical and religious traditions and an analysis of authoritative texts using models of moral development, reinterpretation, and modernization. (Prerequisite: RS 240/242 or IC 800 Ethics or course in philosophical or theological ethics.)

ELECTIVE COURSES

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

RS 605 Religion and Contemporary Studies

Study of selected aspects of Religious Studies in a contemporary context. Possible topics include: Theology Today, Moral Issues, Communications/Media.

RS 625-629 Topics in Religious Studies

Special study of selected topics and themes in Religious Studies which vary according to the goals and needs of the students. Areas may include: Religious Leadership/Church Administration; Church History; Religious Literature; Religious Literature of the West; Religious Literature of the East.

RS 660 Worship

A study of ritual and the roles of symbol, myth, imagination and the arts in contemporary worship. Includes insights from theology, history, faith development theory, and anthropology.

RS 670 Counseling Models and Skills in Ministry

A study of models of counseling and what constitutes skills for effective ministry, with field experience to practice these skills.

RS 675, 680 Practicum, Internship in a Professional Situation

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

RS 700 Themes in Theology

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

RS 710 Theology of Ministry/Models of the Church

An investigation of select theologies of ministry in their historical and cultural contexts and in relationship to contemporary models of church.

RS 720 Sacraments/Liturgy

Research into specialized topics that relate to liturgical and sacramental celebrations including their historical, theological and cultural contexts.

RS 730 Spirituality

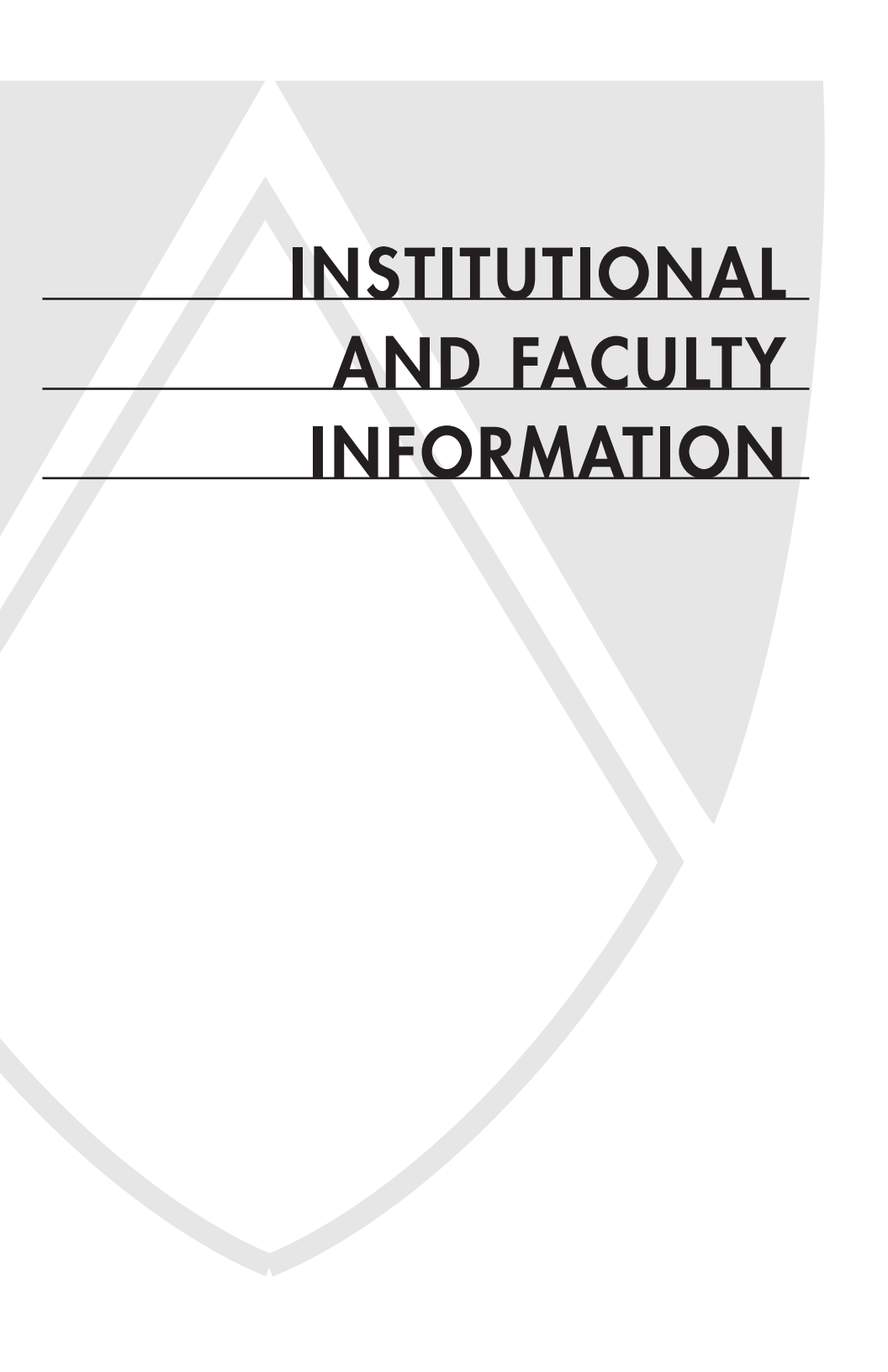
A critical examination of some of the ways persons, groups and/or particular traditions articulate their experiences of prayer, spirit, and community.

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

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

RS 795-799 Workshops/Seminars in Religious Studies

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



**INSTITUTIONAL
AND FACULTY
INFORMATION**

ACCREDITATION AND MEMBERSHIPS

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

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

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

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

GRADUATE FACULTY

Judy Adrian

Coordinator, Human Issues
BA, Luther College;
MA, Winona State University;
PhD, UW-Madison

Moses Altsech

Assistant Professor, Marketing
BBA, University of Cincinnati;
PhD, Penn State University

Catherine Andrews

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

Kristy A. Ashleman

Lecturer, Education
BA, University of Chicago;
MS, PhD, UW-Madison

Melinda Bailey

Lecture, Psychology
BA, PhD, Indiana University

Samuel Barosko, Jr.

Professor, Education
BS, UW-Milwaukee;
MS, PhD, UW-Madison

Elaine E. Beaubien

Associate Professor, Business
BS, UW-Platteville;
MBA, UW-Madison

Jane Belmore

Lecturer, Education
BA, University of Georgia;
ME, Georgia State University;
PhD, UW-Madison

Kevin Biller

Associate Professor, Social Science
(Economics)
BS, Oklahoma State;
MS, PhD, Oklahoma State

Philip R. Brereton

Professor, Business
BS, UW-Platteville;
MS, PhD, UW-Madison

Scott R. Brown

Lecturer, Education
BS, Maranatha College;
MS, UW-Whitewater

Ellen Browning

Professor, Education
BA, UW-Madison;
MS, PhD, UW-Madison

Peter J. Burke

Lecturer, Education
BS, MS, PhD, UW-Madison

Richard Busler

Lecturer, Education
BBA, MSE, UW-Whitewater;
PhD, UW-Madison

Frank L. Casale

Professor, Social Science
BA, Fordham University;
MA, Harvard University;
PhD, University of Michigan

Denis Collins

Associate Professor, Business
BS, Monclair State College
MA, Bowling Green State University
PhD, University of Pittsburgh

Robert Conway

Lecturer, Business
MS, UW-Whitewater
BA, MS, PhD, UW-Madison

Candace Davis

Lecturer, Business
BS, University of Illinois;
MBA, University of South Florida

Steve Davis

Associate Professor, Political Science
BA, Lake Forest College;
MA, PhD, Loyola University-Chicago

Mary Kay Dempsey-Noreika

Assistant Professor
BS, MS, University of Colorado

Tanya Doeblner

Lecturer, Psychology
BA, MS, Edgewood College

Elizabeth Dohrn

Adjunct Assistant Professor, Education
BA, Arizona State University
MA, Northern Arizona University
PhD, University of Illinois-Chicago

Loretta Dornisch, O.P.

Professor, Religious Studies
BA, Edgewood College;
ME, PhD, Marquette University

William B. Duddleston

Associate Professor, Social Science
(Economics)
BA; St. Norbert College;
MA, PhD Candidate UW-Madison

Amie Dragoo

Lecturer, Business
BA, MBA, Michigan State University

Darla Ellison

Lecturer, Education
AB, Queens College;
MS, UW-Madison

Lawrence Engel

Associate Professor
BA, St. Fidelis;
MTS, Washington Theological Union;
PhD, Marquette University

Peter Fabian

Associate Professor, Psychology
Director, Marriage and Family Therapy
BA, St. Mary's College;
MDiv, St. Bernard's;
DMin, Colgate Rochester
Divinity School

Patrick Fleming

Assistant Professor, Education
BS, UW-La Crosse
MS, PhD, UW-Madison

David R. Friedman

Lecturer, Education
BA, JD, UW-Madison

Nan M. Gardner

Lecturer, Psychology
BS, MS, Edgewood College

David Geier

Lecturer, Business
BA, MA, JD, UW-Madison

Daniel R. Gerland

Associate Professor, Business
BBA, UW-Madison;
MS, MBA, PhD, UW-Madison

Colleen Gullickson

Professor, Nursing
BS, UW-Milwaukee;
MS, UW-Madison;
PhD, University of Illinois-Chicago
Medical Center

Joseph A. Hahn

Lecturer, Business
BS, Northwestern University;
MBA, Lake Forest College

Patricia Hallinan

Assistant Professor, Business
BA, University of Illinois;
MA, PhD, UW-Milwaukee

Lori Hamann

Lecturer, Education
BS, UW-Oshkosh
MS, PhD, UW-Madison

Cara Hoffert

Lecturer, Psychology
BA, SUNY-Plattsburgh;
MSSA (MSW), Case Western
Reserve University

Tom Holub

Associate Professor, Education
BA, Western Illinois University;
MA, UW-Whitewater;
PhD, UW-Madison

Barbara Hummel

Lecturer, Business
BS, Denison University;
MEd, University of Missouri-Columbia

Arnold Jennerman

Lecturer, Business
BBA, UW-Oshkosh;
MBA, UW-Madison

Frances Johnson

Lecturer, Education
BA, BE, UW-Platteville;
MS, UW-Madison

Jeffrey Johnson

Lecturer, Business
BBA, UW-Eau Claire;
MBA, London Business School

Gloria Jones-Bey

Lecturer, Nursing
BS, Long Island University;
MPA, New York University

Frederick Kauffeld

Professor, Communication Arts
BA, MA, University of Kansas;
PhD, UW-Madison

Vincent Kavaloski

Professor, Philosophy
BA, St Thomas College;
MA, PHD, University of Chicago

William A. Kelly Jr

Lecturer, Business
BA, Rice University;
PhD, University of North Carolina-
Chapel Hill

Mary Kelly-Powell

Associate Professor, Nursing
Chair, Nursing
BSN, College of St. Teresa;
MSN, University of Colorado;
PhD, UW-Milwaukee

Kathleen Kelm

Assistant Professor, Computer Science
BA, University of Windsor;
MEd, University of Toronto

Tara K. Kleinhans

Lecturer, Education
BA, Smith College, Northampton;
MA, JD, UW-Madison

Steven M. Koch

Lecturer, Education
BS, MS, PhD, UW-Madison

Robert Koskela

Lecturer, Education
BA, Trinity College;
MA, PhD, UW-Madison

Anthony Kujawa

Lecturer, Education
BA, St. Mary's University;
MA, Roosevelt University;
PhD, UW-Madison

John C. LaBella

Lecturer, Business
BBA, MBA, UW-Madison

John K. Leonard

Associate Professor, Religious Studies
BA, St. Meinrad College;
PhD, University of Notre Dame

Elaine Lohr

Lecturer, Education
BS, Ball State Teachers College;
MEd, Boston University

Georgina Luecker

Lecturer, Business
BFA, Ohio University;
M of Mgmt, Northwestern University;
EdD, Vanderbilt University

Lawrence J. Mandt

Lecturer, Psychology
BA, University of Oklahoma;
BA, Indiana University;
MA, PhD, University of Notre Dame

Lynn McDonald

Lecturer, Psychology
BA, Oberlin College;
MSW, University of Maryland;
PhD, University of California-Irvine

Barbara B. Miller

Associate Professor, Religious Studies
BA, Miami University;
MA, University of Detroit;
PhD, University of Michigan, Ann Arbor

Pamela Minden

Associate Professor, Nursing
BS, Arizona State University;
MS, Boston University;
PhD, UW-Madison

Sue Moen

Lecturer, Education
BS, UW-LaCrosse;
MA, Edgewood College

Courtney Moffat

Professor, Education
BS, University of Maryland;
MA, PhD, UW-Madison

J. Lester Moffett

Lecturer, Business
BS, MBA, Edgewood College

Nancy Nelson

Professor, Psychology
BA, Grinnell College;
MS, UW-Madison;
PhD, Union Institute

Gabrielle O'Brien

Lecturer, Business
BA, St Mary's College Notre Dame;
MBA, Loyola University Chicago

Roberta Pawlak

Lecturer, Nursing
BS, D'Youville College;
MS, State University New York

Morton Perlmutter

Lecturer, Psychology
BA/BS, MSSW, PhD, Michigan
State University

William J. Raftery

Lecturer, Business
BA, Loyola College-Baltimore;
JD, University of Baltimore

Meera Rastogi

Assistant Professor, Psychology
BA, MA, PhD, Ohio State University

Robert Reif

Assistant Professor, Education
BS, UW-Madison;
MS, PhD, UW-Madison

Bruce Roberts

Assistant Professor, Business
MBA, UW-Madison

George Roth

Lecturer, Education
BS, Ohio University;
MA, Edgewood College

Steven J. Schaefer

Lecturer, Business
BA, JD, UW-Madison;
MBA, Edgewood College

Joseph E. Schmiedicke

Professor, Education
Chair, Education Department
BA, Catholic University of America;
MEd, Marquette University;
PhD, UW-Madison;
Post-graduate study, UW-Madison

Gary H. Schroeder

Associate Professor, Business
Chair, Business Department
BS, UW-Madison;
MA, MBA, PhD, UW-Madison

Raymond A. Schultz

Associate Dean,
Graduate, Adult and Professional Studies
and Associate Professor, Education
BA, UW-Madison;
MS, PhD, UW-Madison

Muriel Simms

Lecturer, Education
BS, MS, PhD, UW-Madison

Alan B. Talarczyk

Professor, Business
BBA, UW-Oshkosh;
JD, UW-Madison

Gene Thieleke

Lecturer, Education
BS, Lakeland College;
MS, UW-Milwaukee;
PhD, UW-Madison

Margaret Vanghan

Adjunct Associate Professor, Business
BA, PhD, University of Iowa

Eric Webb

Lecturer, Education
BS, Indiana University;
MA, Ball State University;
JD, Indiana University School of
Law- Bloomington;
EdS, Indiana University

Thomas Wermuth

Lecturer, Education
BBA, UW-Eau Claire;
MEd, University of Vermont;
PhD, University of Illinois-
Urbane/Champaign

Rosemarie Wold

Lecturer, Education
BA, Parsons College;
MS, Creighton University

Conrad Wrzesinski

Lecturer, Education
BA, UW-Platteville;
MA, UW-Madison

Anne Zucker

Lecturer, Education
BSEd, UW-Whitewater;
MEd, Lesley College

EDGEWOOD COLLEGE BOARD OF TRUSTEES

OFFICERS

David J. Hanson, Esq.
Chairman of the Board
Michael Best & Friedrich
Madison, WI

Richard J. Keintz
Vice Chairman
Madison, WI

John J. Frautschi
Treasurer
Webcrafters Inc.
Madison, WI

B. Ann Neviaser
Secretary
Madison, WI

TRUSTEES

LaMarr Q. Billups
Office of the Chancellor
University of Wisconsin-Madison
Madison, WI

Robert R. Birkhauser
President
Auto Glass Specialists, Inc.
Madison, WI

James E. Brennan
Janesville, WI

James Burgess
Madison, WI

Phillip R. Certain
Dean, College of Letters and Science
University of Wisconsin-Madison
Madison, WI

Jane Taylor Coleman
Monona, WI 53716

David Cullen
J.P. Cullen & Sons Inc.
Janesville WI

Barbara Dannhausen, OP
Office of Sponsorship Ministry
Sinsinawa Dominicans
Oak Creek, WI

DeEtte Beilfuss Eager
Evansville WI

James A. Ebben
President
Edgewood College
Madison, WI

Rock Flowers
President
The Edwin F. & Janet L Bryant
Foundation, Inc.
Stoughton, WI

Dorothy L. Gabel, OP
Indiana University
School of Education
Bloomington, IN

Esther Heffernan, OP
Professor Emeritus
Edgewood College
Madison, WI

Gordon N. Johnsen
Madison, WI

Mary Howard Johnstone, OP
Milwaukee, WI

Vincent C. Kavaloski
Professor
Edgewood College
Madison WI

William “Bill” Kennedy
President
Rock Road Companies, Inc.
Janesville, WI

Mary Lawson
Middleton, WI 53562

Ann McCullough, OP
Director of Development and
Communication
The Sinsinawa Dominicans
Sinsinawa, WI

Milton McPike
Mazomanie, WI

Robert O’Malley
Madison, WI

Pamela Minden
Associate Professor
Edgewood College
Madison, WI

Steven B. “Steve” Mixtacki
Senior Vice President
American TV & Appliance of
Madison, Inc.
Madison, WI

Helen O’Neill, OP
Rockford, IL

Gordon Renschler
President
Renschler Company
Madison, WI

Jack Walker, Esq.
Melli Walker Pease & Ruhly, SC
Madison, WI

William Young
Professor Emeritus
Madison, WI

ACADEMIC CALENDAR

FALL 2003 – SUMMER 2005

FALL SEMESTER 2003

Session I Aug. 27 – Oct. 20

Session II Oct. 21 – Dec. 12

Classes Begin	Wednesday	August 27
Labor Day (no classes)	Monday	September 1
Last Day to Add a Class	Wednesday	September 3
Fall Break	Monday	October 13
	Tuesday	October 14
Thanksgiving Vacation	Wednesday	November 26 (noon)
	Sunday	November 30
Classes Resume	Monday	December 1
Last Class Day	Friday	December 12
Evaluation Week	Monday	December 15
	Friday	December 19
Commencement	Sunday	December 14
Grades Out By	Wednesday	January 7
Weekend Degree and Graduate Classes Meet:	August 22, 23, 24	October 31, November 1, 2
	September 5, 6, 7	November 14, 15, 16
	September 19, 20, 21	December 5, 6, 7
	October 3, 4, 5	December 12, 13, 14
	October 17, 18, 19	

WINTERIM 2004

Monday, January 5 – Friday, January 16

SPRING SEMESTER 2004

Session I Jan. 20 – Mar. 9

Session II Mar. 10 – May 7

Martin Luther King, Jr. Day (College closed)	Monday	January 19
Classes Begin	Tuesday	January 20
Last Day to Add a Class	Tuesday	January 27
Spring Recess	Monday	March 15
	Friday	March 19
Classes Resume	Monday	March 22
Good Friday (no classes)	Friday	April 9
Easter	Sunday	April 11
Classes Resume	Tuesday	April 13
Last Class Day	Friday	May 7
Evaluation Week	Monday	May 10
	Friday	May 14
Commencement	Sunday	May 16
Grades Out By	Monday	May 24

Weekend Degree and Graduate Classes Meet*:	January 9, 10, 11	March 19, 20, 21
	January 23, 24, 25	April 2, 3, 4
	February 6, 7, 8	April 16, 17, 18
	February 20, 21, 22	April 30, May 1, 2
	March 5, 6, 7	

SUMMER SESSION 2004

Monday, May 24 – Friday, August 6

FALL SEMESTER 2004

Session I Sept. 1 – Oct. 25

Session II Oct. 26 – Dec. 10

Classes Begin	Wednesday	September 1
Labor Day (no classes)	Monday	September 6
Last Day to Add a Class	Wednesday	September 8
Fall Break	Monday	October 18
	Tuesday	October 19
Thanksgiving Vacation	Wednesday	November 24 (noon)
Classes Resume	Monday	November 29
Last Class Day	Tuesday	December 14
Evaluation Week	Thursday	December 16
	Wednesday	December 22
Commencement	Sunday	December 19
Grades Out By	Friday	January 7
Weekend Degree and Graduate Classes Meet*:	August 27, 28, 29	November 5, 6, 7
	September 10, 11, 12	November 19, 29, 21
	September 24, 25, 26	December 3, 4, 5
	October 8, 9, 10	December 17, 18, 19
	October 22, 23, 24	

WINTERIM 2005

Monday, January 3 – Friday, January 14

SPRING SEMESTER 2005

Session I Jan. 18 – Mar. 14

Session II Mar. 15 – May 6

Martin Luther King, Jr. Day (College closed)	Monday	January 17
Classes Begin	Tuesday	January 18
Last Day to Add a Class	Tuesday	January 25
Spring Recess	Monday	March 21
	Friday	March 25

Good Friday (no classes)	Friday	March 25
Easter	Sunday	March 27
Classes Resume	Tuesday	March 29
Last Class Day	Friday	May 6
Evaluation Week	Monday	May 9
	Friday	May 13
Commencement	Sunday	May 15
Grades Out By	Monday	May 23
Weekend Degree and	January 7, 8, 9	March 18, 19, 20
Graduate Classes Meet*:	January 21, 22, 23	April 1, 2, 3
	February 4, 5, 6	April 15, 16, 17
	February 18, 19, 20	April 29, 30, May 1
	March 4, 5, 6	

SUMMER SESSION 2005

Monday, May 23 – Friday, August 5

* Some courses follow schedules that differ from these; check current timetable for latest information.