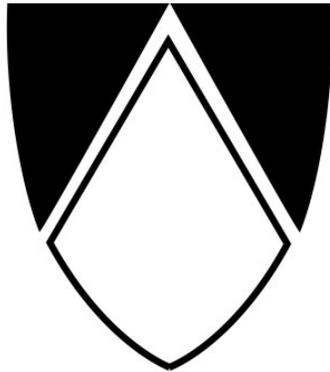


**RETURNING ADULT
ACCELERATED DEGREE PROGRAM**

STUDENT HANDBOOK

2011-12



EDGEWOOD COLLEGE

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Accreditation and Memberships

Edgewood College is accredited by the North Central Association of Colleges and Schools, the National Council for the Accreditation of Teacher Education, and the Commission on Collegiate Nursing Education, and is approved by the Wisconsin State Board of Nursing. 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
AAHE	American Association for Higher Education
ACBSP	Association of Collegiate Business Schools & Programs
ACCU	Association of Catholic Colleges and Universities
AGB	Association of Governing Boards
AILACTE	Assoc. of Independent Liberal Arts Colleges for Teacher Education
AIR	Association for International Research
AIRUM	Association for Institutional Research of the Upper Midwest
CASE	Council for the Advancement and Support of Education
CCNE	Commission on Collegiate Nursing Education
CHEA	Council for Higher Education Accreditation
CIC	Council of Independent Colleges
CUPA	College and University Personnel Association
HLC	Higher Learning Commission
NACE	National Association of Colleges and Employees
NACUBO	National Assoc. of College and University Business Officers
NAICU	National Association of Independent Colleges and Universities
NCAA III	National Collegiate Athletic Association
NCATE	National Council for the Accreditation of Teacher Education
WACRAO	Wisconsin Assoc. of Collegiate Registrars and Admissions Officers
WACSN	Wisconsin Association for Collegiate Schools of Nursing
WACTE	Wisconsin Association of Colleges for Teacher Education
WAICU	Wisconsin Assoc. for Independent Colleges and Universities
WFIC	Wisconsin Foundation of Independent Colleges
WIPCS	Wisconsin Institute for Peace and Conflict Studies
WICTE	Wisconsin Independent Colleges of Teacher Education

Official Notes

This handbook is effective for students entering the College beginning August 2011 semester and until a new catalogue is published.

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

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

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

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

About Edgewood College

Our Mission

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

Our Identity

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

School of Graduate and Professional Studies' Identity Statement

- ❖ We are committed to adult-centered education, embracing learners' professional and life experiences in an engaged teaching and learning environment.
- ❖ Our programming is relevant, ethically grounded, and culturally responsive—offering a rich diversity of innovative, quality opportunities.

We strive to provide outstanding service, working to forge lasting relationships with our students, faculty, staff, and the community.

Affirmative Action Statement

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

Campus Location

The main campus of Edgewood College is located on Lake Wingra in Madison, the capital city of Wisconsin. The college offers roughly forty majors and as many minors; the most popular are nursing, education, and business. The undergraduate programs are organized into five schools: School of Arts and Sciences, School of Business, School of Education, School of Integrative Studies and the School of Nursing. The overall college enrollment is about 2,400 students.

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

Edgewood's Graduate and Professional Studies Program (GPS) is located at 1255 Deming Way on the far west side of Madison. The college shares the Monroe Street campus with the Edgewood Grade School and High School.

Diversity Statement

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

Equal Opportunity Employment Statement

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

Non-Discrimination on the Basis of Disability

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

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

Philosophy of the Curriculum

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

Services for Students with Disabilities

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

School of Graduate and Professional Studies Directory

Scott A. Campbell, PhD <i>Dean, Graduate and Professional Studies</i>	Deming Way 116D SCampbell@edgewood.edu	(608) 663-4231
Timothy McGowan <i>Assistant Dean, Graduate and Professional Studies</i>	Deming Way 116C Tmcgowan@edgewood.edu	(608) 663-4262
Deb Weier <i>Program Coordinator/Building Manager</i>	Deming Way Front Desk Dweier@edgewood.edu	(608) 663-4243
Matthew Young <i>Director of Returning Adult Accelerated Degree Programs</i>	Deming Way 124 MattYoung@edgewood.edu	(608) 663-6742
Trish Tegen <i>Director of Graduate Programs</i>	Deming Way 117 Ttegen@edgewood.edu	(608) 663-4229
Tom Bartelt <i>Online Marketing Coordinator</i>	Deming Way 116B Tbartelt@edgewood.edu	(608) 663-3318
Joann Eastman <i>Admissions Counselor</i>	DeRicci 207, Monroe St. Campus Jeastman@edgewood.edu	(608) 663-3250
Tracy Kantor <i>Enrollment and Applications Manager</i>	Deming Way 121 A Tkantor@edgewood.edu	(608) 663-3297
Cindy Conley <i>Program Assistant</i>	Deming Way Front Desk Cconley@edgewood.edu	(608) 663-4225
Patrick Shelton <i>Facilities Assistant: Deming Way</i>	Deming Way 101A Pshelton@edgewood.edu	(608) 663-4241
Jim Bly <i>Building Security and Reception, Deming Campus</i>	Deming Way Front Desk Jbly@edgewood.edu	(608) 663-4225
Kelly Williams <i>Director of Quality and Assessment</i>	Deming Way 118 Kwilliams@edgewood.edu	(608)663-4233
Jenna Alsteen <i>School of Graduate and Professional Studies Representative</i>	Deming Way 121B jalsteen@edgewood.edu	(608)663-4255
Karen Franker <i>Director of Online Learning</i>	Deming Way 121D kfranker@edgewood.edu	(608)663-3408
Julie Kling <i>Lead Instructional Designer</i>	Deming Way 121C jkling@edgewood.edu	(608)663-3384

Phone Directory

<u>Office</u>	<u>Location</u>	<u>Phone</u>
<u>Deming Campus Front Desk</u>		663-4243 663-4225
<u>Monroe Street Campus Services</u>		
Academic Dean's Office	222 DeRicci	663-2200
Admissions	208 DeRicci	663-2294
Bookstore	121 DeRicci	663-2213
Cafeteria/Food Service	Regina Dining Hall	663-3221
Campus Assistance Center/Info Desk	Predolin 1 st floor	663-4861
Campus Ministry	100 Regina	663-3233
Career Planning & Placement	206 DeRicci	663-2281
Center for Ethnic Diversity	206 Predolin	663-2256
Computer Lab Information	14 Regina	663-2276
Credit for Prior Learning	110F DeRicci	663-2302
Counseling Services	206 DeRicci	663-2281
Dean of Students	215 Predolin	663-2212
Disabilities Coordinator	206 DeRicci	663-2281
Edgewood Central*	210 DeRicci	663-4300
(For questions regarding registration, student accounts, Financial Aid)		
Fitness Center	LL 7A Sonderegger	663-3327
Health Services	208 Predolin	663-8334
Information Desk/Campus Assistance Center	Predolin 1 st floor	663-4861
Learning Support Services	206 DeRicci	663-2281
Library – Circulation	Library 1 st floor	663-3278
Library – Reference	Library 1 st floor	663-3300
Parking Permits	Deming Way front desk	663-4243
President's Office	202 Predolin	663-2262
Reservations – Rooms and AV set-up	Campus Assistance Center	663-4861
Security	Weber Lobby	663-4321
Student Activities	242 Predolin	663-2244
Student Government	234 Predolin	663-3415
Technology Assistance Center	Library 1 st floor	663-6900
Theatre Box Office	Lower Level Regina	663-6710
Wingra Café	230 Predolin	663-3213

* Contact Edgewood Central for information about your student account, financial aid, or with registration questions. The Business Office and Registrar's Office will be available for students on a referral basis.

Admissions

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

Admission Requirements

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

1. Minimum age of 25
2. Minimum 2 years full-time work experience or equivalent
3. Cumulative Grade Point Average (GPA):
 - ❖ First-time college students: High School cumulative GPA of 2.5 or a GED of 278.
 - ❖ Transfer students: a 2.0 on a 4.0 scale on all undergraduate coursework.

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

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

1. A completed application with the non-refundable \$25.00 application fee.
2. Official transcript(s) from high school and from every post-secondary school attended.

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

1. A completed application with the non-refundable \$25.00 application fee.
2. Official High School transcript or an official transcript from college most recently attended

Students must request these official transcripts to be sent directly to the Edgewood College RAAD Admissions Office, 1255 Deming Way, Madison, WI 53717. * Note: Failure to list on the application and submit transcripts at the time of application from colleges/universities attended is grounds for dismissal from the program.

Admission Deadlines

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

Re-entry (Admission of Re-entry Students)

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

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

addition to completing the re-entry form. The Admissions Committee will consider the student's application.

Tuition and Fees

Undergraduate Tuition for the Returning Adult Accelerated Degree Program

\$363.00 per credit hour Summer 2011 Term F thru Summer 2012 Term E

**Tuition typically is adjusted each year in the Summer semester, beginning with F term.*

Other fees

Undergraduate Matriculation fee	\$10.00
Science Lab Fee (per course)	\$70.00
Art Supplies Fee (per course)	\$30.00
Payment Plan Enrollment Fee	\$15.00
Reinstatement Fee	\$50.00
Late Payment Fee	\$50.00

** Fees may be subject to change without prior notification.*

RAAD Tuition Refund Deadlines for course drops/withdrawals

The 100 % refund deadline is 4 business days from the first Thursday meeting, including Thursday (or 3 days after Thursday). The 60% deadline is 9 days from the first Thursday meeting, including that Thursday (or 8 days after Thursday). Holidays are counted as business days.

Students will need to make payments and/or enroll in a payment plan on Edgewood Express; consult the "Calendar and Deadlines" for specific deadlines. **If tuition has not been paid, or a payment plan has not been established by the appropriate deadline, a student will be withdrawn from all classes. A \$50.00 fee will be charged to reinstate a student for their courses.** Applying for or receiving financial aid does not constitute a fee payment.

Pay Tuition

Statements will be available to view on Edgewood Express prior to the beginning of the start of the semester. See tuition payment options listed below. Contact Edgewood Central at 663-4300 regarding any questions on your billing statement or if you do not receive a billing statement prior to the start of classes.

Payment plans are now available online and students are required to enroll in a payment plan by the due date at the beginning of each semester unless you are paying your tuition in full or you are receiving enough financial aid to cover your semesters tuition.

You will be billed out for fall semester (Terms A and B), spring semester (Terms C and D), and summer semester (Terms E and F). Payments and/or payment plans are required for each semester unless you have enough financial aid to cover your balance for that semester.

Edgewood College offers a variety of payment options to meet the individual needs of students:

Payment in full is expected by the payment due date at the beginning of each semester, fall (Term A and B), spring (Term C and D), and summer (Term E and F). If your payment is received after the payment due date, it will be considered late and will be subject to a late fee.

Monthly payment plan: This payment plan requires a 25% down payment and 3 more payments throughout the fall and spring semester, and 33% down payment and 2 more payments throughout the summer semester.

Employer Reimbursement payment plan: This payment plan allows a student to defer any payment of tuition and fees until 2 weeks after grades are released for the semester.

- ❖ To participate in these plans, all charges for previous semesters must be paid in full before a plan for the next semester can be approved.
- ❖ An enrollment fee is required and will need to be paid at the time you enroll in a payment plan.
- ❖ If your payment plan payment is received after your payment due date at the beginning of each semester, it will be considered late and will be subject to a late fee.
- ❖ You will receive a monthly e-mail reminder that your payment is due.
- ❖ A 1% finance charge will be assessed to your balance at the end of each month.

Financial Aid Recipients: You **DO NOT** need to enroll in a payment plan if you have enough Financial Aid (including outside loans) to cover your tuition for the semester. However, you **WILL** need to have all of your financial aid paperwork completed by the payment deadline date at the beginning of each semester (fall, spring, summer). If you have not completed all necessary paperwork and do not have your Final Award Letter from the Financial Aid office, you will be required to make a payment and/or enroll in a payment plan.

CASHNET is a vendor utilized by Edgewood College that enables students to pay online through Edgewood Express for their student account fees, including tuition, course fees, and other miscellaneous charges.

CASHNET accepts electronic check payments. You will need to know your bank routing number and your bank account number that you want the payment deducted from.

CASHNET also accepts MasterCard, Discover, American Express credit card payments; however, we DO NOT accept VISA credit cards. A 2.75% convenience fee is charged by the vendor for all credit card transactions. You can however use your VISA debit card with no additional convenience fee. You will need to know your bank routing number and your bank account number that you want the payment deducted from.

Financial Aid

Financial aid comes in the form of grants, scholarships, loans, and work. The Financial Aid Office will do the utmost to help you keep your financial concerns manageable while you strive to achieve your educational goals. The Financial Aid Office is located in 210 DeRicci Hall on the Monroe Street campus.

How to contact us: Phone: (608) 663-4300 E-mail: ecentral@edgewood.edu

Applying for Financial Aid

In order to apply for aid at Edgewood, students must complete a Free Application for Federal Student Aid (FAFSA). Applying early is the key to maximizing the number of aid programs for which you will be considered. You may file your FAFSA in several ways:

A. FAFSA on the Web

Applying for student aid at www.fafsa.ed.gov is fast, easy, and more accurate than the paper application.

B. Renewal FAFSA

Continuing students who, applied during the previous school year, may complete a Renewal FAFSA on paper or on the web at www.fafsa.ed.gov.

You must reapply for Financial Aid every academic year.

Refund Policy

The Edgewood College Financial Aid Refund policy has been developed in accordance with the 1998 Reauthorization of the Higher Education Amendments. If a student withdraws from school on or before the 60% point of the term, Edgewood and possibly the student shall return a percentage of federal financial aid funds received by the student. The following formula will be used in determining the amount to be returned:

$$\begin{aligned} & \text{Total Title IV aid disbursed (including aid that could have been disbursed)} \\ & \text{- } \underline{\text{Earned Aid}^*} \\ & \text{= Aid that must be returned} \end{aligned}$$

If the student received a credit balance refund prior to withdrawing, the student may be required to repay a portion of that refund immediately as part of the return of funds policy. A copy of Edgewood's return of Title IV Funds policy is available from the Financial Aid Office.

If a student unofficially withdraws, the term midpoint will be used as the last day of attendance.

* (Number of calendar days student attended within a term ÷ Total number of calendar days within a term) X (Amount of Title IV aid awarded to student for the term) = Earned Aid

Financial Aid Helpful Hints

- ❖ If you are receiving financial aid, please check with the Financial Aid Office if you are considering any of the following:
 - Dropping a class
 - Withdrawing from all classes
 - Transferring to another college or university
- ❖ Financial aid is based on a student's enrollment status as of the end of the 100% add/drop period for the term.
- ❖ To be eligible for Federal Loans, RAAD students must be enrolled for a minimum of six (6) credit hours each semester. Consult Financial Aid materials for specific details.
- ❖ All financial aid recipients must maintain Satisfactory Academic Progress.
- ❖ Please contact our office if you feel you have special circumstances that might affect your dependency status or the amount you and your family are expected to contribute toward your education.

Advising

Advising

Each new student will meet with an advisor soon after admission to register for courses, pay tuition or establish a payment plan, learn how to access and use the Edgewood computer systems, and find out how to get textbooks and the assignments that will be due at the first class meeting. A first discussion of the courses required to complete the program and how transfer courses apply to these requirements is also a part of this first advising meeting. At this time you may have your picture taken for your Edgewood photo ID.

An official evaluation of all transcripts is made by the Registrar's Office after a student is admitted to the College. All transferable courses and credits will be indicated on this evaluation. While the Registrar's Office determines the General Education tag equivalencies, the Academic Advisor works with departments/faculty to establish any Major transfer course equivalencies.

Once the transfer course evaluations have been completed the student then works with his/her academic advisor on a course completion plan. Your academic advisor will assist you in appropriate course sequencing and selection.

We encourage you to meet with your advisor at the Deming Way campus. Your advisor's role is to support and guide you as you pursue your academic goals. While many issues can be addressed via e-mail or telephone, it is often more effective to schedule a meeting with your advisor to clarify your current academic situation, and to discuss future plans.

The primary mode of communication for your advisor will be your Edgewood College e-mail address. This address was created for academic use and should be reviewed on a regular basis. Personal e-mails will only be utilized for individual conversations with your advisor. Program information and/or changes will be presented in a term-by-term newsletter, which students will receive in their Edgewood College e-mail boxes. In addition to this newsletter, information will also be available on the Returning Adult Accelerated Degree (RAAD) student my.Edgewood website available at: <http://my.edgewood.edu/sites/services/gap/RAAD/default.aspx>.

Note: Students are responsible for knowing and fulfilling the specific requirements in their major and for graduation, as well as the academic policies in this Student Handbook.

Academic Information

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 effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the College has adopted this policy.

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

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

In addition to the inappropriateness of plagiarism, an assignment that includes plagiarized elements rarely, if ever, demonstrates the student's knowledge or learning in the subject. Thus, an instructor has additional justifications to devalue an assignment that includes plagiarized components.

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

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

Sanctions recommended for plagiarism are "F" on the assignment and/or an "F" in the course. More serious violations may be referred to the Dean of GPS for appropriate action.

Appeals, Grades

Student appeals regarding grades and other course-related concerns must be made to the department in which the concern arises. The student should first discuss the matter with the instructor. If the student is not satisfied at this level, the student should contact the lead faculty/department chair who will initiate the department's appeal procedures. If resolution is not reached at this level, the Dean of the School of Graduate and Professional Studies should be contacted. Grades may be changed within one year of the end of the course. No grade appeals or grade changes will be accepted after one year.

Appeals, Tuition

Appeal Guidelines for Tuition Refunds and Retroactive Withdrawal: In rare and extenuating circumstances, a student may request an exception to the refund and withdrawal policy deadlines. An acute medical condition is an example of a rare and extenuating circumstance. Employment obligations, scheduling conflicts, or failure to be aware of withdrawal policies will not be considered for appeal.

Appeals must be in the form of a letter written by the student and contain the student's signature. In-person appeals are not accepted. The appeal letter should clearly express what is being appealed (be specific), and contain the reasons for the request and all relevant dates of attendance, withdrawal, or illness, if applicable. All appeals must include adequate documentation of the extenuating circumstance, such as a letter from a physician, which contains specific dates of treatment and an explanation of the effect the condition had on the student's ability to attend classes or follow college policy. Supporting letters from physicians or other professionals should be signed, dated and on an appropriate letterhead. Supporting documentation from faculty should be included, depending upon the nature of the extenuating circumstances. There is a one-year statute of limitations on tuition refund and retroactive withdrawal appeals. Appeals beyond one year will not be considered. Tuition/withdrawal appeals should be sent to:

Registrar
Edgewood College, Room 212 DeRicci
1000 Edgewood College Drive
Madison, WI 53711.

The Tuition/Withdrawal Appeals Committee meets monthly.

Attendance

Weekly class attendance throughout the term is expected. Non-attendance in a class or informing the instructor does not constitute dropping it or withdrawal. Students who stop attending or who have never attended a class must formally drop the class following official add/drop procedures, see "Adding or Dropping Courses." Failure to do so will result in liability for all tuition and fees associated with the course and **a grade of 'F' recorded for the course at the end of the term.**

Students in accelerated courses will be **administratively withdrawn after three absences** from class. Students withdrawn for non-attendance will **still be responsible for all tuition and fees charged** for the term. Students who must be absent are encouraged to discuss their absence with their instructor preferably before the absence occurs. Responsibility for attending class is placed upon the student in the context of academic achievement. Students are responsible for work missed.

Once a student has begun taking classes in the RAAD program, if for any reason s/he needs to stop out (not register for classes) for one or more terms, s/he must contact the School of Graduate and Professional Studies Admissions Office to file a re-entry form. Only when a re-entry form has been filed will students be "re-activated" to receive mailings from the College, including registration information.

A student, who is attending a class for which he/she is not registered and has not paid, will not be allowed to add the course retroactively and will not be allowed to receive a grade for the course. In order to receive a grade and credit for the class, the student will be required to register, pay for and attend the class in a subsequent term. Three class misses (for 7-week courses) will result in an administrative withdrawal.

Auditing Courses

Accelerated courses cannot be audited.

Canceling a Class

RAAD courses are held year round and rarely cancelled. Typically, there are only two reasons why a class would be canceled:

1. Inclement weather – The decision to cancel classes due to inclement weather is made by the Academic Dean and will be announced on local radio stations WIBA (1310 AM), WTSO (1070 AM), WTDY (1480 AM), WOLX (94.9 FM). The Campus Assistance Center ((608) 663-4861) will also be notified. Students may also check the Edgewood College website for closure information (www.edgewood.edu).
2. Instructor illness, or family emergency beyond the instructor's control – If the class has to be cancelled, it is the instructor's responsibility to:
 - Notify students by 3:00 p.m. that the class has been canceled.
 - Either before or during the next class meeting, it is the instructor's responsibility to reschedule the class so that students can make up the work that was missed. Because of the limited class space available, classes may need to be made up on a Friday or Saturday. Each canceled class must be made up within the 7-week term in which the cancellation occurred.

Classification of Students

Students are classified according to the number of credits earned. Those who meet the entrance requirements are classified as freshmen. Students with 28 semester hours of credit are classified as sophomores; those with 60 semester hours are classified as juniors; those with 90 semester hours are classified as seniors.

Classroom Changes

Changes in classrooms are updated on Blackboard.

Course Evaluations

Students are given the opportunity to evaluate each of their courses and professors near the end of each term. Student course evaluations are used to: provide feedback to the faculty member on the students' perceptions of the teaching/learning process; provide faculty with the opportunity to work consistently to improve the teaching/learning process; provide department chairpersons with feedback on students' perceptions of the teaching/learning process in their departments; provide department chairpersons with the opportunity to assist and mentor new faculty; provide one form of student input into faculty evaluation by the tenure and promotion committee (Faculty Council) and by the Academic Dean; provide students with the opportunity to evaluate professors in an environment in which they perceive minimal intimidation or potential for reprisals. Instructors do not review their course evaluations until after term grades have been submitted. The course instructor will provide students with information about course evaluations.

Credit for Prior Learning

Credit for Prior Learning is a program that helps students get credit for Edgewood College courses if they have learned the content or acquired the skills taught in those courses through work or other life experiences. Many students, particularly returning adult students, can receive credit through this program. Credit for Prior Learning can help students demonstrate proficiency in General Education courses and Major courses, as well as provides an option for removing credit deficits or obtaining elective credits. There are two major ways to earn credit through the Credit for Prior Learning Program:

1. Proficiency Examinations (Edgewood College Proficiency Exams, CLEP, DSST (formerly DAN TES), and EXCELSIOR)

2. The Portfolio Process

Proficiency exams and Portfolios are to be completed no later than 2 terms prior to graduation. Additional information can be obtained by contacting the CPL Coordinator: schilling@edgewood.edu or (608) 663-2302.

Credit Loads

Half-time students carry a minimum of three (3) credits per term. Full-time students carry a minimum of six (6) credits per term. Term loads exceeding eight (8) credits are rare and should be considered carefully. The Director of Returning Adult Accelerated Degree Programs must approve term loads over eight (8) credits.

Dismissal

A student will be dismissed if the cumulative grade point average is less than 2.00 for two consecutive terms, with a minimum of 12 cumulative credits attempted overall. Once a student is dismissed, there are two ways she/he will be considered for reinstatement:

1. The student can appeal the dismissal in writing and appear before the appropriate ad hoc subcommittee of the RAAD Council.
2. Students dismissed from the college may re-apply after attending another institution and demonstrating academic success in at least 12 credits of college-transferable courses. The application will be reviewed by the Admissions Committee.

A copy of the Procedures for Appeal of Academic Dismissal is available through the Dean of the School of Graduate and Professional Studies, located at the Deming Way campus.

FERPA (Family Educational Rights and Privacy Act) - Buckley Amendment

The Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) requires institutions to 1) maintain confidentiality of student records by restricting access and 2) enable students to review their official record and annotate it.

Student records that are public information unless a student specifically asks that they be withheld are:

- ❖ Student's name
- ❖ Addresses and telephone numbers
- ❖ Date of birth
- ❖ Major fields of study, including classification, year, and current credit load
- ❖ Dates of attendance, including starting and ending dates and date of death
- ❖ Type of degree or degrees earned and dates granted
- ❖ Most recent previous educational institutions attended
- ❖ Participation in official activities or sports
- ❖ Weight and height of athletic team members

Student records that are confidential unless released by a student are:

- ❖ Previous or married name
- ❖ Student's ID number
- ❖ Emergency contact (or parent's) name, address and telephone number
- ❖ Marital and residence status
- ❖ Place of birth
- ❖ High school units
- ❖ Transfer credits
- ❖ Courses in progress, current class schedule, courses completed
- ❖ Grades, credits and grade points earned
- ❖ Grade point average and rank in class
- ❖ Academic actions and disciplinary actions

- ❖ Advisor's name
- ❖ Racial status
- ❖ International student status, including type of visa and country of citizenship
- ❖ Fine or holds on records, if any
- ❖ Health status

Good Academic Standing

To be in good academic standing, a student must have a cumulative grade point average of at least 2.00 with no grades of "Incomplete." The grade point average is based on all courses attempted on a graded basis except pass/fail courses and pre-college courses. A student's academic standing is noted on the term grade report and on his or her official record.

Probation

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

Waiving of Requirements

The requirements for the degree are guidelines, which point out standard means toward a liberal education. The Associate Academic Dean has authority to waive any general degree requirement for an individual student when he/she by some demonstrated means and the student concur in a belief that such a waiver achieves the objectives of a liberal education at Edgewood College, as well as the requirement in question. Chairpersons of major and minor departments may waive any part of the requirements for a major or minor.

Registration Instructions

The Registrar's Office is a resource and service office that can provide information on registration, dropping and adding courses, grades, transfer of credit, veteran's benefits, graduation requirements, and many other questions related to registration and a student's status at Edgewood College.

Transcripts are issued upon a written and signed request to the Registrar. Transcript fees are two dollars for each official or unofficial copy; payment must accompany the written request. No requests will be honored if you have unmet outstanding financial obligations. Requests for transcripts take three to seven days to process. Edgewood does not issue transcripts of records on file from other institutions. For available hours call Edgewood Central (608) 663-4300.

Registration Instructions for Edgewood Express

Log onto Edgewood Express at express.edgewood.edu using your Edgewood College e-mail/computer logon.

Click on the "Students" tab at the top left.

1. Click on the "Courses and Registration" button on the left-hand side of the screen.
2. Scroll down to the middle of the screen to the Registration section. You will see the following notice:
'All students must complete the Registration Agreement before the system will allow you to register.'
 - Click the Add/drop button.
 - Select the correct term and follow the links to the form.
 - If you are not able to see the form, try backing out of the page and going back in.
 - You must accept the Registration Agreement conditions and may be required to update personal information.
 - To accept the conditions stated, select the 'Yes' radio button and click the Save button.
3. Click the "add/drop courses" button.
4. Choose the correct term. *Terms A, B, C, D, E, and F are for students in the Adult Accelerated program.
5. Click on any course code to see course details such as the course description and location.
6. Place a checkmark next to the course you would like to add and click the "add courses" button at the bottom of the page.
OR click on the course code to view the course detail and then click the "Add this course" button.
7. Verify your schedule by choosing the "My Schedule" link at the left side of the page.

You are a registered student if you have accessed the Edgewood Express system and successfully added a course. You must accept responsibility for the choices you make on the Edgewood Express system. As a registered student you are responsible for payment of all tuition and fees and for grades in these courses unless you officially drop them or withdraw from Edgewood College by the appropriate deadlines. Please refer to the current timetable at www.express.edgewood.edu for a list of deadlines.

NOTE: A STUDENT WHO IS ATTENDING A CLASS FOR WHICH HE/SHE IS NOT REGISTERED AND HAS NOT PAID WILL NOT BE ALLOWED TO ADD THE COURSE RETROACTIVELY AND WILL NOT BE ALLOWED TO RECEIVE A GRADE FOR THE COURSE. IN ORDER TO RECEIVE A GRADE AND CREDIT FOR THE CLASS, THE STUDENT WILL BE REQUIRED TO REGISTER, PAY FOR AND ATTEND THE CLASS IN A SUBSEQUENT TERM.

Registration Policies and Procedures

Adding or Dropping Courses

Students have until **two weeks prior to the start of classes** each term to add or drop courses using Edgewood Express. One week past this deadline, adding or dropping may be done in person on hard copy, using a Course Change Form that can be obtained from the Registrar's Office. This form must be turned in to the Registrar's Office before you are considered officially dropped from or added to a class. Students have through the 100% refund period to drop a course without a "W" (withdrawn) entered on the transcript. **Failure to comply with the official add/drop procedure will result in a grade of 'F'**. Please refer to deadlines for fee refund rates listed under "Refund Policy." Currently enrolled students may add a class to their schedule only through the 100% refund deadline for that particular course.

Failure to Register

A student who attends a class for which he or she is not registered and has not paid will not be allowed to add the course retroactively or receive a grade for the course. In order to receive a grade and credit for the class, the student will be required to register, pay, and attend the class in a subsequent term. (See "Attendance.")

Grade Point Average (GPA)

The GPA is calculated by dividing the total number of grade points by the total number of graded credits. Pass/fail, remedial, transfer and audit grades are NOT included in the Edgewood GPA. However, the Edgewood GPA and the GPA of transferred credits are used in the calculation of graduation honors (see "Honors").

Grade Reports

Grades can be viewed online at www.express.edgewood.edu. Students in the accelerated courses do not receive mid-term grades.

Grades

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

A	Excellent	4.00 grade points/term hour
AB		3.50 grade points/term hour
B	Good	3.00 grade points/term hour
BC		2.50 grade points/term hour
C	Satisfactory	2.00 grade points/term hour
CD		1.50 grade points/term hour
D	Poor	1.00 grade points/term hour
F	Failure	0.00 grade points/term hour

NR = Not reported by instructor. The Office of the Registrar gives a grade of "NR" when an instructor has not submitted a grade for a student. NR grades lapse to F two weeks after the end of the grading period.

Graduation and Commencement

Edgewood College officially posts degrees three times each year: January, May and August. Commencement ceremonies are held in May and December. Students may participate in the May ceremony if they expect to have all requirements completed by May 25 or if the student is enrolled in summer session for his/her final course and anticipates that these requirements will be completed by August 25 (evidence of registration is required). Students may participate in the December Graduation and Commencement ceremony only if they expect to have all the requirements completed by January 10. Any student who completes their degree and does not participate in a commencement ceremony at that time may participate in the following semester's ceremony.

Graduation Requirements

Candidates for the Bachelor's degree at Edgewood College must have a cumulative 2.0 GPA, complete a minimum of 32 residency credits at Edgewood, file a formal "Application for a Degree" and an "Approval for Graduation" in the Registrar's Office. Forms may be obtained in the Registrar's Office. Graduation forms are due on Sept. 15, Feb. 1, and May 1 for January, May, and August graduation respectively. A student may not graduate with a grade of "Incomplete" on his/her academic record. Degree requirements must be completed within 5 years of a student's last date of attendance at Edgewood. After 5 years, students will be required to fulfill any additional curriculum requirements that may have been established by the College

Graduation Honors

Graduation honors are awarded to seniors who have demonstrated superior scholarship in all their college coursework. To be eligible for graduation honors, a student must have earned a minimum of 60 credits from Edgewood College (bachelor's degree) at the time of graduation. The GPA calculation for Graduation Honors includes all transfer credits as well as credits earned at Edgewood. The tentative honors recognized at the commencement ceremony are based on grades earned to date. Final honors are calculated at the time of degree posting and will be noted on your diploma and transcript.

Three classes of Latin honors are awarded:

- ❖ Summa cum laude – cumulative average of 3.90
- ❖ Magna cum laude – cumulative average of 3.70
- ❖ Cum laude – cumulative average of 3.50

Incomplete Grades

The grade of "Incomplete" is given only for reasons of health or other serious emergencies. A student must make arrangements in advance for an Incomplete. A "Request for Incomplete" form must be completed and signed by both the student and the instructor and filed with the Registrar's Office by the appropriate deadline. The grade of Incomplete must be removed seven (7) weeks after the end of the term in which the Incomplete is given. If the work is not made up and the grade change is not received by the Registrar's office by this deadline, the grade will become an "F." It is the **student's responsibility** to maintain contact with the instructor regarding grade of Incomplete.

Pass/Fail Grading

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

Prerequisites

When a course has a noted prerequisite(s), it must be fulfilled prior to registering for the course. Check course descriptions on Edgewood Express or in the Student Handbook for specific prerequisite requirements.

Within the next year, Edgewood Express will check for prerequisites and thus block registration for courses for which a student has not met the prerequisites. Until then, prerequisites will be monitored by the program and students will be dropped from classes for which they do not have the prerequisites. Appeals may be directed to the Assistant Dean.

Note that if a student intends to use credit for prior learning, through portfolio, placement test, or test-out, to fulfill a course that serves as a prerequisite for another course(s), the credit or waiver must be documented before the student is considered as having met the prerequisite.

Stopping Out

Once a student has begun taking classes in the RAAD program, if for any reason s/he needs to stop out (not register for classes) for one or more terms, s/he must contact our Admissions Office to file a Re-entry form. Only when a Re-entry form has been filed will students be “re-activated” to receive mailings from the College, including registration information.

Transcripts

You are now able to order copies of your transcripts online.

What are the benefits of ordering your transcripts online?

- 24/7 access to ordering
- Transcripts will be processed daily
- Safe and secure
- More student notification
 - If there are holds that prevent a transcript
 - Email or text message when order has been processed
- No waiting in line
- Sending electronic transcripts will be coming soon after

What is the cost?

The cost is \$6 per transcript for standard mail or pick up.

Can I still pick them up in person?

Yes, at Edgewood Central with a photo id.

How do I order if I want to pay with cash or check?

Visit Edgewood Central to request this option.

The link to order transcripts is available from a variety of locations on Edgewood Express and www.edgewood.edu.

If you have any questions, please contact Edgewood Central at 608-663-4300 or email ecentral@edgewood.edu.

Transfer of Credits

- ❖ An official evaluation of credits is made after a student is admitted to the College. Edgewood College accepts academic credit from recognized regionally accredited post-secondary institutions.
- ❖ The general residency requirement states that a minimum of 32 credit hours must be earned at Edgewood College, including required work in the major. Each department determines the number of credits that must be earned at Edgewood by those who apply for advance study in that department.
- ❖ A maximum of 60 credits can be transferred from all combined coursework earned at two-year institutions (including two-year UW College campuses and UW Extension coursework).
- ❖ The Registrar's Office determines acceptability of courses for transfer and fulfillment of general education requirements in accordance with policies of the Undergraduate Curriculum Committee and the Faculty Association. Academic departments determine whether transferred courses fulfill requirements in the major or minor.
- ❖ Courses in which a student receives a "D" grade or lower do not transfer (this includes grades of D+). Courses taken as Pass/Fail or "for credit only" do not transfer without official documentation from the institution verifying that the grade is equivalent to a "C" or better.
- ❖ Any transfer student, who has not fulfilled the mathematics requirement through transfer, must take a placement test prior to enrolling.
- ❖ Current Edgewood students must receive prior approval to enroll at another institution for the purposes of transferring courses back to Edgewood by submitting a "Request for Transfer Form" to the Office of the Registrar. Students need to be aware of any department policies affecting the transfer of credits as well.
- ❖ Courses that are repeated are counted only once in total credits earned. If a student repeats a course at Edgewood which was previously accepted for credit at the time of transfer, the transferred credits will be removed from the student's record.
- ❖ All records of transcripts received by the College become the property of the College and will not be released to the student; nor will copies be made.
- ❖ Transfer courses are not included in the Edgewood College grade point average calculation; however, they are included in the calculation for graduation honors.
- ❖ Students are advised not to enroll at another institution during their final semester.
- ❖ Requirements at Edgewood College cannot be fulfilled by a transfer course until an official transcript is received. If transcripts are received after the degree posting dates (January 10, May 25, or August 25) graduation will be delayed to the next posting date.
- ❖ International students or students who have studied abroad must submit a report from a foreign credential evaluation service in order for courses taken abroad to transfer. (Contact the Office of the Registrar for information.)

Withdrawing from College

A student who withdraws from the College (drops all courses) during the term must obtain a withdrawal form from the Registrar's Office, have it completed, signed, and returned to the Registrar (see "Refund Policy"). Failure to meet deadlines can result in grades of "F" and/or financial consequences. ***Non-attendance does not constitute withdrawal***; failure to withdraw officially will result in liability for all tuition and fees and grades of "F" for each course enrollment.

General Education Requirements for students enrolling prior to Fall 2011

Edgewood's curriculum prepares one for lifelong personal development, fulfilling careers and growth in responsibility for the wider community. The goal of the college's General Education curriculum is to educate students in the liberal arts tradition by providing a strong foundation in skills and learning in the disciplines. Human Issues courses are designed to expand awareness of the larger world in which we live and our responsibilities toward others in creating a just and compassionate world.

All Edgewood undergraduate students complete three aspects of general education:

- ❖ Foundations of Communication
- ❖ Foundations of Human Learning
- ❖ Human Issues Study

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

Foundations of Communication

Foundations of Communication courses provide students the knowledge and skills to use logic and language effectively.

- ❖ **English Composition** – to articulate and support clear, intelligent ideas in written essays that demonstrate the student's concern for subject, audience, and purpose. (min. 3 credits; must include research writing)
- ❖ **Logic/Critical Thinking** – to acquire the ability to clarify ideas, form well-grounded judgments, and unite judgments in an orderly manner, so as to reason to a valid conclusion. (min. 3 credits)
- ❖ **Mathematics** – to acquire the ability to approach problems in a systematic way and to have a basic understanding of mathematical language and ways of thinking. (min. 3 credits)
- ❖ **Speech/Public Speaking** – to develop an authentic and articulate public voice, namely to develop a student's capacity to say what s/he means when speaking in public and to say it cogently, coherently, clearly, intelligibly, and in a manner appropriate to the occasion.
- ❖ **Computer Competency** – to provide an understanding of the operation and use of computers and basic information literacy (determined by major)
- ❖ **Foreign Language** – to acquire in a cultural context an introductory knowledge of the structure and vocabulary of a foreign language. *(The foreign language requirement may be satisfied by a minimum of two years of the same foreign language in high school with a minimum "C" in each semester. However, no college credit is awarded for students who satisfy the foreign language requirement through high school work. Students for whom English is a second language satisfy this requirement by successful completion of the English Composition and literature requirements.)*

Foundations of Human Learning

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

- ❖ An F1 course in literature (min. 3 credits)
- ❖ An F2 course in history and/or appreciation of art, music, or theater (min. 3 credits)
- ❖ An F3 studio experience in art, creative writing, music, or theater (min. 2 credits)
- ❖ An F4 course in anthropology, economics, psychology, sociology, political science (min. 3 credits)
- ❖ An F5 two-semester sequence in natural sciences, including experimental studies in biology and/or physical sciences (min. 6 credits in sequence with laboratory experience or 11 credits across multiple sciences)

- ❖ An F6 course in history (minimum of 3 credits)
- ❖ An F7 course in philosophy other than logic (minimum of 3 credits)
- ❖ An F8 course in religious studies (minimum of 3 credits)

Acceptance of transfer courses in the Foundations of Human Learning will be based on catalog descriptions and/or syllabi. It is the responsibility of the transfer student to provide this documentation. The decision will be made by the Registrar and/or Academic Dean.

Human Issues (minimum of 3-4 credits)

Arising out of our Mission, the Human Issues Study program addresses a significant human issue through experience and intellectual rigor from an interdisciplinary perspective. As such, the process of human issues study is an endeavor, which fosters experiential reflection and academic integration.

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

- ❖ To relate intellectual life to their particular concerns and to the contemporary world;
- ❖ To discover methods of inquiry useful in examining their own particular concerns;
- ❖ To understand liberal education through awareness of different academic perspectives;
- ❖ To integrate and synthesize bodies of knowledge and relate these to their professional interests;
- ❖ To assess their talents in relationship to their goals in life; and
- ❖ To confront broad human issues and questions with intelligence, good judgment, and integrity. *(Approved by Academic Assembly, April 5, 1984.)*

Criteria: The goal of the Human Issues Study is to provide students with the opportunity to confront a significant human issue with intellectual rigor and reflective judgment, through several disciplinary perspectives and within the context of Dominican values and the liberal arts. The Human Issues Study is student-centered and student-generated; topics should involve students' own interests and experiences, and should be developed in cooperation with a faculty advisor and with the assistance and support of the Human Issues office. Completion of the Human Issues Study is a requirement for graduation. *(Approved by Undergraduate Curricular & Educational Policies Committee, April 17, 1998.)*

Human Issues Study In RAAD. Currently all majors in the Returning Adult Accelerated Degree (RAAD) program integrate the Human Issues requirement into the capstone course.

Degree Requirements—Majors

Currently Edgewood College offers three programs through the Returning Adult Accelerated Degree program:

- ❖ Bachelor of Business Administration
 - Management Concentration
 - Accounting Concentration
 - Marketing Concentration
- ❖ Bachelor of Science in Computer Information Systems
- ❖ Bachelor of Science in Organizational Behavior and Leadership.

General Education Requirements for students enrolling beginning Fall 2011

The general education curriculum at Edgewood College is comprised of Experiences which are further identified by Tags. Each Experience is categorized with a group of Experiences making up four different domains in the general education curriculum. The purpose of this handbook is to aide in the understanding of the requirements and beliefs behind each of the requirements of your Liberal Arts education

Goals of the General Education

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

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

Each of the domains in the Edgewood College general education curriculum have goals connected to a specific element of student learning essential to the realization of the Edgewood College Mission. These domains are Cornerstones, Ways of Knowing, Perspectives of the World and Edgewood COR.

Goals of the Four Domains

Cornerstones

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

Ways of Knowing

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

Perspectives on the World

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

The Edgewood COR

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

To that end, students explore the following essential questions throughout their experience in the COR:

1. Who am I and who could I become?
2. What are the needs and opportunities of the world?
3. What is my role in building a just and compassionate world?

Definitions of the General Education

Domain

The four primary areas of the general education requirements: COR; Cornerstones; Ways of Knowing; and Perspectives.

Experience

General education requirements most commonly occur in credit-bearing courses. An Experience may also occur in other contexts, such as: study abroad; demonstration of a proficiency process; undergraduate research; or service learning course. For each experience comes a representing Tag.

Intended Learning Outcomes (ILOs)

These are the goals of each Experience. More information on ILOs and how to interpret their meaning is found in a later section (p. 11 – 27).

Understanding the Make-Up of the Four Domains

This section will show which Domain each of the Experiences (identified by ‘Tags’) exist in. This section also explains the different requirements of each Experience in regards to the specific timing an Experience needs to have been completed or how many times an experience is needed to be accomplished. In a later section, the Intended Learning Outcomes (ILOs) or course goals for each Experience will be explained. The course codes contain information about which Experience the course satisfies.

For example:

RPHIL 154 T 001 Logic-Practice of Critical Thinking

The course title is Logic-Practice of Critical Thinking and the course code is RPHIL 154 T 001. The course code shows that RCS 107 satisfies only T-Tag (Critical Thinking – Initial) requirements.

Each Domain will include *Key Notes*. These will explain the timing, order, and quantity of each Experience needed to satisfy your general education obligations.

COR Experiences - to encourage students to explore new worldviews, examine their own worldview, and find their gifts and strengths. Students are required to complete 3 COR Experiences:

- COR 1 (1)
- COR 2 (2)
- COR 3 (3)

Key Notes: These Experiences must be completed in sequential order (1, 2 and 3). COR 1 is completed your first year and COR 2 is to be completed your second year at Edgewood College. The final Experience (COR 3) is to be completed in your major 'capstone' course which is typically taken during your last semester at Edgewood College. Students who 'double major' may take two COR 3 courses as there will be two 'capstone' courses require, one for each major.

Cornerstone Experiences - to improve and reinforce the fundamental skills and abilities central to a liberal education. There are two types of Experiences within the Cornerstone categories: Initial and Enriched Cornerstones. The make-up of the Cornerstone domain is as follows:

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

Students are required to complete:

- Initial Experiences (5 total) in Critical Thinking (T), Mathematical Thinking and Quantitative Literacy (M), Information and Technology Literacy (I), Oral Communication (O), and Written Communication (W).
- Enriched Experiences (3 total) in Critical Thinking (U), Oral Communication (K), and Written Communication (X).

Key Notes: Full-time, first-year students must complete a minimum of one Initial Cornerstone Experiences in their first semester. Full-time students must complete all Initial Cornerstone Experiences in their first four semesters at Edgewood.

Ways of Knowing Experiences – to provide exposure to a range of academic disciplines and methods of inquiry. The make-up of the Ways of Knowing domain is as follows:

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

Students are required to complete 10 Ways of Knowing Experiences:

- One of each (3 total) of the Experiences in Experience and Study of the Arts (A, B and C) with at least one experience in Historical and Contemporary Works (A); one with a Studio Component (B); and, one in Literature (C).
- One of each (3 total) of the Experiences in Reflection on Human Culture, Values and Ideas (R, P and H) with at least one in History (H); and one in Philosophy (P); and one in Religious Studies (R).
- One Experience in Analysis of Human Behavior and Social Structure (J).
- Two Experiences in Exploration of the Natural World (S).

Key Notes: One additional experience is required following these guidelines:

- If the two Experiences in Exploration of the Natural World (S) are a sequence, one additional Experience in **EITHER** Exploration of The Natural World (S or V) or Analysis of Human Behavior and Social Structure (J) is required.
- If the two Experiences in Exploration of the Natural World (S) are not a sequence, one additional Experience in Exploration of The Natural World (S or V) is required.

Perspectives of the World Experiences – prepare students to live and work in a global and diverse world. The make-up of the Perspectives of the World domain is as follows:

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

Students are required to complete 8 Perspectives Experiences:

- One Experience in Global Perspectives (G)
- One Experience in Environmental Perspectives (E)
- One Experience in Multicultural Perspectives (D)
- One Experience in Gender Perspectives (Q)
- Two Experiences in World Language (L)
- Two additional Experiences in the Perspectives of the World are required. These can be any courses with G, E, D, Q, or L tags beyond the initial requirements.

Key Notes: You may be exempt or able to waive the following:

- The first two World Language Experiences may be fulfilled by:
 - Completion of two years of the same language in high school with a cumulative average of C (2.0) with no grade lower than a D (best of 4 semesters);
 - Completion of two semesters of college/university language, other than one's own, of the same language;
 - Demonstration of proficiency through testing.

Intended Learning Outcomes

This section has the Intended Learning Outcomes (ILOs) for all of the Experiences making up the General Education curriculum. In order to accomplish an Experience, a student needs to explain in detail how they completed each ILO attached to the Experience.

COR Experiences

COR Experiences will encourage students to explore new worldviews, examine their own worldview, and find their gifts and strengths. Students are required to complete COR 1 (1), COR 2 (2), and COR 3 (3). The COR employs a developmental approach to cultivating the knowledge, skills, and attitudes necessary for leading lives of ethical leadership, service, and the lifelong search for truth.

COR Program Objectives

COR-1 *First COR Program Course*

- Identify, explore and critically reflect upon personal identities, values, beliefs, spiritualities, and worldviews.
- Utilize inquiry-based approaches to critically investigate relevant human issues questions.
- Explain contemporary issues and problems from multiple perspectives.

COR-2 *Second COR Program Course*

- Clarify a sense of self in relation to the world.
- Analyze ethical issues embedded in meaningful community-based learning experiences.
- Integrate knowledge and skills from multiple sources and meaningful experiences.

COR-3 *Third COR Program Course* *(Major Capstone Course)*

- Articulate a personal philosophy or mission statement which reflects individual gifts, values, and commitments in light of the needs of a chosen profession and society.
- Demonstrate the skills necessary for engaged, responsible public participation.
- Develop integrative, creative theories and solutions to contemporary human issues and problems.

Cornerstone Experiences

Cornerstone Experiences will improve and reinforce the fundamental skills and abilities of students central to a liberal education. There are two types of Experiences within the Cornerstone categories: Initial and Enriched Cornerstones. The make-up of the Cornerstone domain includes Critical Thinking (T), Critical Thinking (U), Information and Technological Literacy (I), Mathematical Thinking and Quantitative Literacy (M), Oral Communication (O), Oral Communication (K), Written Communication (W), and Written Communication (X).

Cornerstone Experiences Objectives

Critical Thinking

The development of critical thinking skills enables each student to evaluate ideas, solve problems, and draw conclusions.

T-TAG *Critical Thinking (Initial)*

- An in depth exploration of the concepts relating to creating and sustaining a logical argument, including the concepts of consistency, validity, probability, inference, inductive, deductive etc.
- An in-depth exploration of the concepts relating to identifying argumentative strengths and weaknesses, including the concepts of argument by analogy, causal arguments, modus ponens, categorical arguments, authoritative testimony, bifurcation, affirming the consequence, etc.

U-TAG *Critical Thinking (Enriched)*

- A discussion and demonstration of the methodology or perspective of the discipline or discipline area in the course (with respect to using and evaluating evidence);
- A discussion and reflection on that methodology or perspective in relation to other methodologies or perspectives and on the open-ended nature of the reasoning process;
- A component in which students are invited to make an argument using evidence in the way specified in the relevant methodology or perspective and to evaluate that argument using standard of evidence evaluation from the methodology or perspective.

Information and Technological Literacy

The development of information literacy skills enables each student to access, evaluate, organize, and synthesize information from a variety of sources and apply it in their personal, professional, and academic lives. The development of technological literacy skills enables each student to use appropriate technology effectively in their scholarly pursuits, the world of work, and everyday life.

I-TAG *Information and Technological Literacy*

- Develop an understanding of the social, ethical, and legal issues affecting the access to and use of information and technology, such as plagiarism, copyright, privacy, and socio-political issues.
- Use, understand, and appreciate computing technology as a tool of information and knowledge management.
- Use computing technology effectively in one's field(s) of study.

Mathematical Thinking and Quantitative Literacy

The development of mathematical thinking skills enables each student to illuminate mathematical truths through the use of pattern recognition and articulation, spatial reasoning, and deductive reasoning, informed by a comprehension of the meaning and significance of number and measurement. The development of quantitative literacy skills enables each student to utilize a diverse set of mathematical ideas in a variety of contexts to understand and describe everyday occurrences.

M-TAG

Mathematical Thinking and Quantitative Literacy

- Use deductive reasoning in a variety of mathematical settings.
- Solve problems using mathematical insights, for example through pattern recognition, spatial reasoning and understanding of measurement.
- Demonstrate number sense and comprehend the significance of numbers and measurement relevant to life in this culture and in the world, and draw reasonable conclusions about information presented in a quantitative format.

Communication

The development of communication skills enables each student fully and effectively to produce and interpret written and spoken communications.

O-TAG

Oral Communication (Initial)

- Develop an authentic and potentially effective voice capable of responsible expression in private, public, and institutional settings.
- Acquire conceptual and practical recognition that communication is a transactional process in which participants undertake commitments.
- Acquire multi-modal competence in the production of messages.
- Acquire a capacity to recognize and conform to standards for correctness and clarity in a variety of communication media.
- Acquire a capacity to communicate strategically and critically to a variety of audiences and audience members.

K-TAG

Oral Communication (Enriched)

- Students should acquire enhanced competence and confidence in substantial communication activity/performance (s).
- Students should acquire a conceptual understanding of the communicative structure that fits the mode of activity/performance.
- Students should acquire a capacity to critically evaluate the conduct of her activity/performance from a communicative perspective.

W-TAG

Written Communication (Initial)

- Students will be introduced to and develop the following skills:
 - Critical reading.
 - The ability to write in a variety of academic forms with attention to organizational coherence, conventions of standard edited English, responsiveness to audience and purpose, and an understanding of the social uses of these forms
 - The ability to synthesize, allude to and/or engage with other writings, with appropriate attention to documentation of sources
 - The ability to find relevant research materials and distinguish between scholarly and non-scholarly sources
 - An understanding of the social nature of writing, including the uses of peer review, tutoring and conferencing
 - Uses of informal writing to develop thinking and to build towards formal edited writing
 - An understanding of the revision process

X-TAG

Written Communication (Enriched)

- Engage in a variety of communicative actions, both written and oral.
- Ensure writing is integral to the quality and aims of the course content.
- Include writing as a course objective.
- Interpret oral and written media intelligently and critically.
- Include writing as a course objective.
- Provide writing instruction as part of the regular course curriculum.

Ways of Knowing Experiences

Ways of Knowing Experiences will provide exposure for students to a range of academic disciplines and methods of inquiry. The make-up of the Ways of Knowing domain includes Experience and Study of the Arts [Historical and Contemporary Works (A), Studio Component (B), Literature (C)]; Reflection on Human Culture, Values and Ideas [History (H), Philosophy (P), Religious Studies (R)]; Exploration of the Natural World [Field and Laboratory Component (S), Theoretical Component (V)]; and Analysis of Human Behavior and Social Structure (J).

Ways of Knowing Experiences Objectives

Experience and Study of the Arts and Literature

The literary, visual, and performing arts engage the intellect, emotions, and senses and contribute to the development of human wholeness. Engagement in artistic endeavors and study of the arts promotes aesthetic understanding and appreciation of imaginative responses to human experience.

A-TAG	<i>Experience and Study of the Arts and Literature (Historical and Contemporary Works)</i>
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- Analyze and interpret historical and contemporary artistic works (such as those in literature, visual art, theater, or music) in relation to the historical, social, and cultural contexts in which they were produced and experienced.
- Demonstrate the capacity for critical evaluation and analysis of one's own and others' artistic productions.
- Apply theories and methods of artistic production, interpretation, and criticism that are fundamental to aesthetic inquiry.

B-TAG	<i>Experience and Study of the Arts and Literature (Studio Component)</i>
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- Produce or perform artistic works using media and techniques effectively.
 - Artistic works, including but not limited to:
 - Public and/or private performance of works developed during this course
 - Sculpture
 - Recording
 - Film/Video
 - Photography
 - Painting
 - Creative Writing
 - Demonstrate the capacity for critical evaluation and analysis of one's own and others' artistic productions.
 - Apply theories and methods of artistic production, interpretation, and criticism that are fundamental to aesthetic inquiry.
-

C-TAG

*Experience and Study of the Arts and Literature
(Literature)*

- Read, discuss, and write about works of literature, using fundamentals of literary interpretation to form opinions and arguments about literary texts.
- Demonstrate the capacity for critical evaluation and analysis of one's own and others' artistic productions.
- Apply theories and methods of artistic production, interpretation, and criticism that are fundamental to aesthetic inquiry.

Reflection on Human Culture, Values And Ideas

The study of the human condition is directed to a recognition of and familiarity with fundamental questions about the meaning of life, approached intellectually, spiritually, mythically, and metaphorically. Analyzing historical accounts and artifacts by means of examination, reading, writing, and discussion helps students acquire knowledge, sympathetic understanding, and critical thinking skills.

H-TAG

*Reflection on Human Culture, Values and Ideas
(History)*

- Recognize and examine worldviews.
- Critically confront historical texts.
- Explore the relevance of past to present.

P-TAG

*Reflection on Human Culture, Values and Ideas
(Philosophy)*

- Articulate and Evaluate ethical positions within the context of philosophical values or religious belief.
- Recognize and examine worldviews and beliefs that underlie human nature and experience.
- Explore the relevance of the past to the present, including themes of continuity and change.

R-TAG

*Reflection on Human Culture, Values and Ideas
(Religious Studies)*

- Articulate and evaluate ethical positions within the context of philosophical values or religious beliefs.
- Recognize and examine worldviews and beliefs that underlie human nature and experience.
- Critically confront historical texts to investigate the ways in which historical contexts shape events and decisions.
- Explore the relevance of the past to the present, including themes of continuity and change.

Exploration of the Natural World

Exploring the natural world requires the interplay of observation and inquiry. The goal of science is understanding nature: life, the properties of matter, the history and composition of the universe, and the interaction of matter, energy, and motion. The practice of science occurs within particular philosophical, historical, and cultural contexts that shape its work.

S-TAG *Exploration of the Natural World* (*Field and Laboratory Component*)

- Demonstrate the ability to engage in scientific inquiry in the laboratory and/or field.
- Identify and describe fundamental theories, themes, and habits of mind that are foundational to the study of the natural world.
- Describe the significance of the history and philosophy of science in shaping current thought and practice.
- Recognize that scientific inquiry results in a body of knowledge that is based on observation and evidence and therefore subject to change.

V-TAG *Exploration of the Natural World* (*Theoretical Component*)

- Identify and describe fundamental theories, themes, and habits of mind that are foundational to the study of the natural world.
- Describe the significance of the history and philosophy of science in shaping current thought and practice.
- Recognize that scientific inquiry results in a body of knowledge that is based on observation and evidence and therefore subject to change.

Analysis of Human Behavior and Social Structure

The study of human society explores the nature and behavior of individuals, groups, institutions, and societies. The social sciences seek to understand how humans shape and are shaped by economic, social, political and cultural institutions. This analysis requires an understanding of mental processes, social interactions, and complex social organization.

J-TAG *Analysis of Human Behavior and Social Structure*

- Identify and articulate the theoretical basis for understanding social structures, human behaviors, and human interactions.
- Apply quantitative or qualitative research methods to examine human behavior, institutions, and societal change.
- Examine the links between the behavior of the individual, larger social processes, institutions, and communities.
- Explore how agents of change apply knowledge to ethical or social problems.

Perspectives of the World Experiences

Perspectives of the World Experiences prepare students to live and work in a global and diverse world. The make-up of the Perspectives of the World domain includes Global Perspectives (G), Environmental Perspectives (E), Multicultural Perspectives (D), Gender Perspectives (Q), and World Language (L).

Perspectives of the World Experiences Objectives

Global Perspectives

Global knowledge expands one's worldview and increases awareness of diverse ways of thinking and living. Educated citizens of the 21st century hold a coherent and broad understanding of cultures beyond their own and can assess global issues and cultural differences.

G-TAG

Global Perspectives

- Demonstrate knowledge of the history and culture of a country or world region other than one's own.
- Use knowledge, diverse cultural frames of reference, and alternate perspectives to critically examine global issues, events, or processes.
- Analyze differences and commonalities in world values, beliefs, and cultures to develop a compassionate understanding of them.

Environment Perspectives

Human society is completely dependent on the Earth's ecological systems, but these systems are increasingly stressed by human activity. Knowledge of environmental issues enables students to recognize and respect the complex natural systems upon which contemporary society is built. This knowledge cultivates a sense of responsibility for addressing the short and long term consequences of human activity and provides the necessary framework for seeking solutions to ecological problems.

E-TAG

Environment Perspectives

- Demonstrate how concepts of ecology are central to many areas of study.
- Identify the ecological consequences of human activity on the Earth and envision fundamental solutions that work toward long-term ecological sustainability.
- Recognize the interdependence of human society and the natural environment and the ways in which principles of ecological sustainability are essential to building a just and compassionate world.

Multicultural Perspectives

The study of multicultural perspectives examines culturally significant characteristics (such as race, ethnicity, gender, sexual orientation, gender identity, religion, class, and ability) of individuals and groups within the United States, and emphasizes the intersections among them, and the resulting variations in status and power. Awareness and understanding of cultures, including one's own, enable students to value the experiences and contributions of different groups in the United States, understand the connections between social structures and inequality, and communicate and interact effectively to build a just and compassionate world.

D-TAG

Multicultural Perspectives

- Demonstrate fundamental knowledge and understanding of historical and contemporary experiences of diverse peoples and cultures in the United States, recognizing multiple cultural perspectives as well as commonalities.
- Demonstrate an awareness of the intersections of race and ethnicity with other culturally significant characteristics, such as class, gender, sexuality, and ability, and acknowledge the role of power and privilege in identity constructions.
- Analyze differences and commonalities in world values, beliefs, and cultures to develop a compassionate understanding of them.
- Demonstrate knowledge of the history and culture of a country or world region other than one's own.
- Understand the ways in which cultural conventions affect interactions and communications among people from diverse cultures in the United States.

Gender Perspectives

The study of gender perspectives critically examines the experiences, roles or achievements of women, issues related to the lives of women, issues of gender relative to social roles and representation, and the connections between gender, sexuality, race and class as loci of oppression. Understanding gender as a social construction allows students to assess mechanisms of power, privilege and inequality through the critical examination of social roles, groups and identities that they normally take for granted.

Q-TAG

Gender Perspectives

- Articulate fundamental knowledge of the role of gender in the operations of social structures and personal life.
 - Examine gender as socially constructed through the roles assigned to women and men.
 - Describe issues related to the lives of women and men, gays and lesbians, and/or transgendered people.
- Articulate intersections between gender, race, ethnicity, class and sexuality in both the United States and around the world.
 - Examine the intersections of gender with sexuality, race, ethnicity, and/or class in the US or around the world.
- Critically examine mechanisms of power and privilege that shape the construction of femininity and masculinity as identities, women's and men's social roles, and cultural representations of gender.
 - Critically reflect on current theories about the construction of knowledge and cultural representations of gender

- Critically assess particular disciplines' theorizing of gender
- Critically assess some past or current perspectives, research and theories about gender as related to women and men, gays and lesbians, transgendered people and/or operations of masculinity and femininity in the US or around the world.

World Languages

World language introduces students to languages other than their own. The study of language, its literature, and cultural context offers students not only the opportunity to gain a valuable perspective on language, but also the benefit of understanding a new culture.

L-TAG

World Languages

- Demonstrate ability to read, write, speak, and understand at an elementary level a language other than one's own.
- Demonstrate basic cultural knowledge in the contexts of the target language.
- Show appreciation for the cultures and countries of the target language.

Bachelor of Business Administration (BBA)

Major Requirements (these requirements also apply to an add-on major)			
*	R-MATH 123/124	Mathematical Models I/II	2 + 2
*	R-MATH 125/126	Statistics I/II	2 + 2
*	R-CS 157	Computers in the Workplace	4
	R-ECON 163	Micro-Economics (meets F4)	4
	R-ECON 164	Macro-Economics	4
*	R-PHIL 168	Professional Ethics (meets F7)	4
	R-ENG 306	Professional Communications	4
	R-BUS 211	Financial Accounting	4
*	R-BUS 212	Managerial Accounting	4
	R-BUS 311	Marketing Principles	4
	R-BUS 312	Management Concepts	4
*	R-BUS 313	Corporate Finance	4
	R-BUS 314	Business Law	4
*	R-BUS 315	Operations Management	4
*	R-BUS 400	Organizational Management	4
*	R-BUS 401	Improving Organizational Effectiveness	4
*	R-BUS 402	Human Issues - Social Resp. of Business	4
*	R-BUS 490	Strategic Business Practices	4
*Course has prerequisites			total credits 120

Business Department Requirements:

- A minimum of 18 credits in Business numbered 300 or above must be earned at Edgewood College. Note: The 18-credit rule is designed to assure that at least one-half of the credits applied to an Edgewood College Business Major be obtained through actual Edgewood College RBUS coursework. Since there are actually 44 business credits, the 18-credit rule should be 22 credits but we're willing to leave it at 18-credits if GPS feels a change will negatively impact our enrollment.
- Once admitted to the RAAD program, all Business courses must be completed at Edgewood College.
- For the purpose of this residency, credit by examination and credit through prior learning portfolio are counted as Edgewood credits as long as no less than 32 credits in a student's entire program are taken directly through Edgewood courses. This applies to residency and not to the 18-credit rule. Exceptions to this rule will occur only in extreme circumstances and require prior written permission of both the student's academic advisor and the Dean of the School of Business.
- A student will be required to complete a Major Area Test in Business during his/her final semester. This examination is for program assessment purposes and scores will not be used to determine eligibility for graduation.
- All Business courses numbered 300 or above have the following pre-requisites:
 - R-ENG 151 Research Paper Writing
 - Prior completion of 40 credits. (Accounting courses are exempt from the 40-credit rule.)

BBA Concentrations (choose one)

Management Concentration

* R-BUS 400	Organizational Management	4
* R-BUS 401	Improving Organizational Effectiveness	4
R-BUS 492	International Business Trip	4
OR		
RBUS 445	Entrepreneurship	4

Accounting Concentration

* R-BUS 320/321	Intermediate Accounting I	2 + 2
* R-BUS 322/323	Intermediate Accounting II	2 + 2
* R-BUS 325	Cost Accounting	4
OR		
RBUS 326/327	Tax Accounting	2 + 2

Marketing Concentration

* R-BUS 430	Consumer Behavior	4
* R-BUS 431	Market Research	4
* RBUS 433	Professional Selling and Sales	4
OR		
* R-BUS 429	Advertising and Promotion Strategy	4

*Course has prerequisites

Computer Information Systems (CIS) Degree Requirements

Major Requirements (these requirements also apply to an add-on major)

RCS 107 (Online)	Introduction to Information Systems	1 cr.	A-F
RCS 108	Network Fundamentals	4 cr.	A
RCS 117	Introduction to Programming	4 cr.	C
RCS 127 (Online)	Introduction to Operating Systems	4 cr.	E
* RCS 207 (Online)	Introduction to Business Systems	1 cr.	A-F
* RCS 208 (Online)	Introduction to Project Management	2 cr.	E
* RCS 217	Programming in C#	4 cr.	D
RCS 227	Introduction to Databases	2 cr.	B
RCS 228	Professional Comm. & Presentation	2cr.	B
* RCS 307	Object Oriented Systems Design	2 cr.	F
* RCS 308 (Online)	Project Management Tools	2 cr.	F
* RCS 317	Programming in JAVA	4 cr.	A
* RCS 327	Programming in Visual Basic .NET	4 cr.	B
* RCS 337	Database & OO Systems Implement.	4 cr.	C
* RCS 407	Network Security	2 cr.	D
* RCS 408	Network Management	2 cr.	D
* RCS 417	Developing for the Web	4 cr.	E
* RCS 497	Info. Systems Project/Human Issues	4 cr.	F
RBUS 211	Financial Accounting	4 cr.	A,E
* RBUS 212	Managerial Accounting	4 cr.	B,F
RBUS 312	Management Concepts	4 cr.	A,C
RBUS 314	Business Law	4 cr.	A,C

*Course has prerequisites

Computer Science Department Requirements:

1. A student must have a cumulative 2.5 gpa or higher in the 3 pre-major courses or written consent to declare a CIS major.
2. A student must have a cumulative 2.5 gpa or higher in all computer science courses to earn a major in CIS.
3. All 400-level courses are residency courses and MUST be completed through attendance in class at Edgewood College.
4. Courses in computer science taken more than 5 years ago may not be accepted toward the majors in CIS. Such courses are accepted solely at the discretion of the department.
5. Computer science courses may not be audited nor may they be taken pass/fail.

Organizational Behavior & Leadership

Psychology Department Major Requirements

Required core courses:

F 4 –	* RMATH 125/126	Statistics I/II	2 cr./2 cr.	A/B, E/F
	RPSY 102	General Psychology	4 cr.	
	* RPSY 403	Testing & Assessment	4 cr.	B
	RPSY 322	Intro. Organizational Behavior & Leadership	4 cr.	B
	* RPSY 476	Research Methods	4 cr.	C
	RPSY 242	Psychology of Adulthood & Aging	4 cr.	Alt A
	* RPSY 477	Evaluating Org Behavior Research	4 cr.	D
	* RPSY 494	Ethical Leadership in Org. - Human Issues	4 cr.	

Organizational Psychology selectives - must complete at least three of four:

RPSY 332	Psych of Management & Leadership	4 cr.	Alt E
RPSY 333	Human Relations in Organizations	4 cr.	Alt E
RPSY 384	Topics in Org Beh	4 cr.	TBD
RPSY 387	Managing Diversity in Orgs	4 cr.	Alt B
RPSY 397	Building High Perf. Teams	4 cr.	Alt B
RPSY 402	Motivation in Organizations	4 cr.	Alt A
RPSY 482	Training & Dev in Org.	4 cr.	Alt A
RPSY 484	Org Development	4 cr.	Alt F
RPSY 487	Leading Org Change	4 cr.	Alt F

*Course has prerequisites

Psychology Department Requirements:

1. A minimum of 12 credits toward the Psychology major must be earned at Edgewood College.
2. Eighteen credits of the major must be earned in courses at the 300-level or above.
3. A student must have a grade point average of 2.5 in major courses in order to graduate with a psychology major. A psychology course in which a student receives a grade below a "C/D" will not be accepted toward the major.

Minor in Business

Prerequisite Courses

R-MATH 125/126	Statistics I/II	4
R-MATH 123/124	Mathematical Models I/II	4
R-ECON 164	Macro-Economics	4
R-ECON 163	Micro-Economics	4

Core Business Courses

R-BUS 211	Financial Accounting	4
R-BUS 212	Managerial Accounting	4
R-BUS 311	Marketing Principles	4
R-BUS 312	Management Concepts	4
R-BUS 313	Corporate Finance	4
R-BUS 314	Business Law	4
R-BUS 315	Operations Management	4
Total Credits		44

Minor in Computer Information Systems

RCS 107	Introduction to Information Systems	1 or RCS 157
RCS 207	Introduction to Business Systems	1 or RCS 157
RCS 108	Networking Fundamentals	4
RCS 117	Intro to Programming	4
RCS 227	Intro to Databases	2
RCS 228	Intro to Professional Communications	2
RCS 307	Intro to OOAD	2
RCS 337	OOAD & Implementation	4
Total Credits		20

Minor in Organizational Behavior and Leadership

The Minor shall consist of 5 RPSY courses including RPSY 102 General Psychology and four other courses from the list of courses outlined below. The only course that exists in other RAAD majors that can be substituted in the minor is RBUS 312 Principles of Management which is a course substitution for RPSY 322.

Minor Requirements

R-PSY 102	General Psychology	4
<i>Additional 4 RPSY courses selected from:</i>		
R-PSY 322	Introduction to Organizational behavior	4
R-PSY 332	Management of Organizational Leadership	4
R-PSY 333	Human Relations in Organizations	4
R-PSY 384	Topics in Organizational Behavior	4
R-PSY 387	Managing Diversity in Organizations	4
R-PSY 397	Building High Performance Teams	4
R-PSY 402	Motivation in Organizations	4
R-PSY 482	Training and Development	4
R-PSY 484	Organizational Development	4
R-PSY 487	Leading Organizational Change	4
Total Credits		20

Course Descriptions

Note: Schedule is subject to change. See Edgewood Express for current course listings.

RART 161: ART SURVEY—ART OF THE WESTERN WORLD

4 Credits

This introductory survey course offers an introduction to major developments and themes in Western (European and American) art from ancient times to the modern period. While our focus is the arts of Europe, we will also look briefly at several world art traditions from this period. We will consider various art historical approaches to the study of art, with a focus on works of visual art as expressions of spiritual beliefs, cultural values, and social experience. We will also explore ways that the subject and style of a work of art may be related to the historical, cultural, and social context in which the work was created. Emphasis will be on looking carefully and thoughtfully at works of art, and developing an understanding of the questions and issues raised by this form of art historical inquiry, so that knowledge gained here can be applied to consideration of art and artists not studied in this class. **Prerequisite:** None.

RART 162: ART STRUCTURE

4 Credits

This course is designed as a studio introduction to the visual arts for non-art majors and minors. Students explore a variety of media to develop a creative and aesthetic awareness of two and three-dimensional art forms. This course provides basic information on materials and techniques while placing an emphasis on the production of visual art. Through the process of making and discussing their own artwork and through viewing historical and contemporary artwork, students will develop a better understanding and appreciation for the world of visual art. **Prerequisite:** None.

RBUS 211: FINANCIAL ACCOUNTING

4 Credits

Financial Accounting focuses on the information that is presented to financial statement users outside of the organization. This course prepares the learner to understand, use and analyze financial statements. Upon completing this course, the learner should understand how financial transactions and events are recorded and reflected in the financial statements. Topics will include the application of accounting theory, standards and principles to accounting problems and exploration of the financial statement impact. Course activities will include the frequent examination of the financial statements of real companies to link the course material to current events. **Prerequisite:** None.

RBUS 212: MANAGERIAL ACCOUNTING

4 Credits

Managerial Accounting has two areas of emphasis. First, this course completes the financial topics of RBUS 211. We examine the form and content of the cash flow statement. This segment is completed with a comprehensive analysis of the four corporate financial statements. Secondly, this course defines the role of management accounting in producing information that is relevant to a fast-paced, competitive environment. Unlike financial accounting where the focus is on providing information to *external* users, managerial accounting's emphasis is on the presentation and analysis of data by *internal* decision makers. We will examine alternate methods for the computation of costs for products and services. Next, we will explore how to use the cost information, as well as qualitative factors such as quality and time, for planning, directing, controlling and decision making activities in organizations. The role of management accountants is changing as technology makes information much more readily available. Their role has expanded from simply "scorekeepers" of past performance to members of organizations' management strategy teams. **Prerequisite:** RBUS 211.

RBUS 311: MARKETING PRINCIPLES

4 Credits

This course is an overview course; its purpose is to introduce you to the different aspects of Marketing—not just in theory, but in practice as well, by using applications to illustrate the various theoretical concepts. Building skills will be emphasized at least as much as building knowledge. In addition to covering the course material, this class will challenge you to think critically, write better, and voice your opinions persuasively and with confidence. At the same time you will find that developing a global perspective and becoming aware of the world around you (in terms of current affairs in business, politics, and science) will be an integral part of this course. **Prerequisite:** RENG 151 Research Paper Writing.

RBUS 312: MANAGEMENT CONCEPTS

4 Credits

This course is designed to familiarize you with the principles and theories of management. Different organizational situations demand different managerial methods. Different people apply these methods in slightly different ways depending upon their own unique combination of personality, background, ability and ambition. There are, however, certain fundamental principles of management that are common to all situations and all individuals. We will concentrate our efforts on this common ground.

The individual who assumes a management role must accept a great deal of responsibility. It is the purpose of this course to equip you with the foundation necessary to handle this responsibility with confidence. It will be up to you to combine these fundamental concepts with your own intuition, judgment and philosophy to formulate your own management style. The result of this course will be the development of your own unique management technique and sufficient understanding of the concepts to be able to adapt these basic principles to individual situations and circumstances. **Prerequisite:** RENG 151.

RBUS 313: CORPORATE FINANCE

4 Credits

The course will introduce the student to the basic ideas related to corporate financial management. Topics covered will include the role of financial management in the firm, fundamental financial analysis, capital structure, capital budgeting, working capital management, the corporate capital markets, and the concept and creation of shareholder value from a shareholder perspective. The course will provide a fundamental understanding of corporate finance to serve as a basis for future study in Business and Finance. **Prerequisite:** RBUS 212, RENG 151, RMATH 123/124, RMATH 125/126, RECON 164.

RBUS 314: BUSINESS LAW

4 Credits

This course provides the student with an overview of the role and methodology of the legal environment within which businesses must operate. Topics will include a) the essential elements of a contract including mutual assent, consideration, legality, capacity and compliance with the statute of frauds; b) other introductory legal concepts of agency, bailment, sales under the uniform commercial code, negligence and product liability; and c) property law including Wisconsin's Marital Property Law. In addition, the student will use current technology in completing a legal research project involving the operation of our legal system in the context of its relationship to a current social and ethical issue. **Prerequisite:** RENG 151 & 40 hours.

RBUS 315: OPERATIONS MANAGEMENT

4 Credits

Organizations depend on efficient and effective operations management that transforms such resources as labor and raw materials into goods and services. In this course students will learn about data driven decision-making, inventory management, queuing theory, value chain management, project management, continuous improvement and quality control, and other related concepts. Theories, case studies, team project work, and simulated activities will foster dynamic learning. **Prerequisite:** RENG 151, RMATH 123/124 and 125/126, RBUS 312. (RBUS 400 recommended).

RBUS 320: INTERMEDIATE ACCOUNTING I

2 Credits

The series of Intermediate courses, RBUS 320, RBUS 321, RBUS 322, and RBUS 323 focuses on the reporting function of accounting to external users. RBUS 320 provides a study of the theoretical foundation of financial accounting and reporting at the intermediate level, including the analysis and preparation of the income statement, balance sheet, stockholders' equity statement and the statement of cash flows. Additional topics covered include analysis of financial standards and the underlying conceptual framework, the accounting information system, concepts of present value, and convergence with international accounting standards. The course requires written casework. **Prerequisites:** RBUS 211, RBUS 212 (Term C)

RBUS 321: INTERMEDIATE ACCOUNTING II

2 Credits

The series of Intermediate courses, RBUS 320, RBUS 321, RBUS 322, and RBUS 323 focuses on the reporting function of accounting to external users. Topics covered in RBUS 321 include cash, receivables, inventories, plant, property and equipment, depreciation methodologies, intangible assets and convergence with international accounting standards. **Prerequisite:** RBUS 320 (Term D)

RBUS 322: INTERMEDIATE ACCOUNTING III

2 Credits

The series of Intermediate courses, RBUS 320, RBUS 321, RBUS 322, and RBUS 323 focuses on the reporting function of accounting to external users. Topics covered in RBUS 322 include liabilities, contingencies, stockholders' equity, dilutive securities and earnings per share, investments, revenue recognition and convergence with international standards. **Prerequisite:** RBUS 321 (Term E)

RBUS 323: INTERMEDIATE ACCOUNTING IV

2 Credits

The series of Intermediate courses, RBUS 320, RBUS 321, RBUS 322, and RBUS 323 focuses on the reporting function of accounting to external users. Topics covered in RBUS 323 include accounting for income taxes, pension benefits, leases, accounting changes, financial disclosure and convergence with international standards. The course requires written casework. **Prerequisite:** RBUS 322 (Term F)

RBUS 325: COST ACCOUNTING

4 Credits

RBUS 325 incorporates the fundamentals of cost accounting. Topics include cost drivers, cost-volume-profit and sensitivity analysis, estimation of cost functions, relevant costs in decision making, job order costing, process costing, flexible budget and variance analysis. The course emphasizes current practices in cost control through reports to management. **Prerequisites:** RBUS 212 (Term D)

RBUS 326: TAX ACCOUNTING I

2 Credits

Income Tax Accounting I Tax laws and regulations for corporations and exempt organizations; tax administration and research. **Prerequisites:** RBUS 212; RMATH 123, 124, or consent of instructor

RBUS 327: TAX ACCOUNTING II

2 Credits

Income Tax Accounting I Tax laws and regulations for corporations and exempt organizations; tax administration and research. **Prerequisites:** RBUS 326

RBUS 400: ORGANIZATIONAL MANAGEMENT

4 Credits

This course will explore the structure and relationships within an organization and the skills management must develop to maintain the successful operation of the enterprise. In order to effectively live the mission and carry out the vision of the organization, there must be structure. The deliberate development of that structure is the job of management. **Prerequisite:** RENG 151, RBUS 312.

RBUS 401: IMPROVING ORGANIZATIONAL EFFECTIVENESS

4 Credits

This course will enable student to identify ways to improve an organization's effectiveness by exploring the concepts and principles of leadership essential for continuous improvement and effective planning. Through case studies, readings, discussions and exercises, students will gain an understanding of the processes and methods needed for improving the effectiveness of organizations and their members. **Prerequisite:** RENG 151, RBUS 312 and RBUS 400.

RBUS 402: HUMAN ISSUES—SOCIAL RESPONSIBILITY OF BUSINESS

4 Credits

This interdisciplinary course explores and implements the critical thinking, communication, and managerial skills necessary for developing socially responsible organizations. Students will debate ethical issues and explore ways to enhance their own organization's social performance. Successful completion of the seminar fulfills the Human Issues requirement for graduation. **Prerequisite:** Junior standing, RENG 151, RPHIL 168, RBUS 312.

RBUS 490: STRATEGIC BUSINESS PRACTICES

4 Credits

RBUS 490 is the capstone course in which students develop an understanding of business strategy and its formulation, implementation, and evaluation. Involves synthesis of all fundamental areas of business (management, accounting, marketing, finance, operations, production, and social responsibility), analyzing the environment the firm works in, and choosing strategies that enable the firm to meet its performance objectives. Course uses lectures, readings and business cases to accomplish synthesis. **Prerequisite:** Final course taken or approval. Must have all Business courses (RBUS) completed. ****Note:** A standardized Major Area Test in Business, to be taken during an 8th week session, is a requirement of this course.

RBUS 492: INTERNATIONAL STUDY TOUR I

2 Credits

The International Study Tour is comprised of two sequential courses (RBUS 492 and RBUS 493G) and is designed for students to gain critical insights and valuable real-world experience to global business processes and practices in various emerging markets. During the first course students will be introduced to the historical, political, cultural, economical and social aspects of the focus country and how these issues impact the business practices in the country. Students must enroll in both courses of the International Study Tour (RBUS 492 and RBUS 493G). Pre-trip course work is required.

RBUS 493G: INTERNATIONAL STUDY TOUR II

2 Credits

The International Study Tour is comprised of two sequential courses (RBUS 492 and RBUS 493G) and is designed for students to gain critical insights and valuable real-world experience to global business processes and practices in various emerging markets. During the second course, students will participate in a 10-day trip to the focus country. In addition, to tour of locally-owned, American-owned, and joint venture companies in the country, students will meet business executives to discuss challenges and opportunities in the country, attend lectures on the country's economy and culture, and tour historical and cultural sites. Students must enroll in both courses of the International Study Tour (RBUS 492 and RBUS 493G).

RCA 160: COMM FOR PROFESSIONAL & CIVIC LIFE

4 Credits

This course will introduce students to concepts and develop skills in presentational speaking, group process and problem-solving, and selected aspects in organizational communication including formal and informal lines of communication, conflict management, leadership and team building. **Prerequisite:** None.

RCPL: CREDIT FOR PRIOR LEARNING PORTFOLIO WORKSHOP

0 Credits

This workshop is required for those students who, under the advisement of the Credit for Prior Learning Coordinator, have established that he/she will be fulfilling specific course proficiency in the RAAD program by developing a proficiency portfolio. This workshop is not designed for students who will be establishing proficiency through a standardized exam. Consult the Director of Credit for Prior Learning for more details. **Prerequisite:** None.

RCS 157: COMPUTERS IN THE WORKPLACE

4 Credits

The purpose of this course is to introduce key concepts of computers and Information Systems (IS) to students who are pursuing a degree in Business Administration. Therefore, the course's main focus is on the use of computers in the business workplace, while at the same time, studying the underlying technology using "real-life" scenarios. Further, the design of this course provides the opportunity for students to view IS from the perspective of fulfilling business and organizational needs. Because IS are used for a wide variety of business functional contexts, the course contains specific emphasis on the use of case studies. The case studies chosen describe effective and innovative use of computers and information system solutions that achieve relevant businesses goals. Armed with the understanding of computer technology, it is anticipated that students will be able to review and assess how computers and IS are integrated into today's business workplace. **Prerequisite:** Must have an established Edgewood Network Login minimum two weeks prior to start of course. Contact CIS Help Desk at 663-6767 for login.

RCS 107: INTRODUCTION TO INFORMATION SYSTEMS

1 Credit

This course focuses on 4 areas: (1) the core components of an information system; (2) the effective use of the Internet and Information Systems; (3) how personal productivity tools are used to complete tasks commonly completed in an organization and (4) the profession of information systems as experienced in various contexts. **Prerequisite:** None.

RCS 108: NETWORK FUNDAMENTALS

4 Credits

This course focuses on 3 areas: (1) the core features and functions of the Internet; (2) current networking technologies used in the business workplace and (3) the use of networks and the implications on the ethical use of information. **Prerequisite:** None.

RCS 117: INTRODUCTION TO PROGRAMMING

4 Credits

This course focuses on four areas: (1) object-oriented solutions to everyday problems using several different object-oriented design tools; (2) different number and data systems used in Information Systems and how they are represented internally in the computer; (3) how to build a basic website using HTML and (4) the study of object-oriented programming languages by learning the basic concepts of C#. **Prerequisite:** None.

RCS 127: INTRODUCTION TO OPERATING SYSTEMS

4 Credits

This course focuses on four areas: (1) in order to have a grasp of the internal workings of the computer, students will study the functions of the critical hardware units of the typical single-processor computer; (2) study of the core operating systems functions; how they control the hardware, system and user software and how they communicate with the user; (3) survey of some of the modern operating systems and how they accomplish those basic functions and (4) the study of Linux at a sufficient depth to become proficient in using a computer system which uses Linux as its operating system. **Prerequisite:** None.

RCS 207: INTRODUCTION TO BUSINESS SYSTEMS

1 Credit

This course focuses on 3 areas: (1) how information systems furthers the goals and objectives of a business organization operating in a global economy; (2) current types of business systems, from an operational, tactical and strategic perspective and (3) the use of the effectiveness of information systems with reference to the organizational use of databases. **Prerequisite:** All 100-level computer courses.

RCS 208: INTRODUCTION TO PROJECT MANAGEMENT

2 Credits

This course focuses on 4 areas: (1) the need for project management in various areas of the information systems profession; (2) approaches to project management; (3) the core components of project management and (4) effective use of project management to enhance the success of the information systems development process, in terms of team processes. **Prerequisite:** All 100-level computer courses.

RCS 217: PROGRAMMING IN C#

4 Credits

This course focuses on expanding the basic concepts of C# learned in the *Introduction to Programming* class. Using the object-oriented problem solving skills learned in that same class, students will develop solutions to an increasingly difficult series of problems, and then they will write C# programs to implement those algorithms. **Prerequisite:** RC S117.

RCS 227: INTRODUCTION TO DATABASES

2 Credits

This course focuses on 4 areas: (1) types of database systems, including current products and approaches; (2) the technical functionality of the organizational use of data and databases; (3) database design, development and administration and (4) integrating databases as information systems. **Prerequisite:** None.

RCS 228: PROFESSIONAL COMMUNICATION & PRESENTATION

2 Credits

This course focuses on 3 areas: (1) methods and technologies used for communication, as appropriate for the information systems professional; (2) using effective presentation techniques and (3) utilizing professional communication strategies to support the systems development process. **Prerequisite:** None.

RCS 307: OBJECT ORIENTED SYSTEMS DESIGN

2 Credits

This course focuses on 4 areas: (1) characteristics of traditional approaches to Systems Development, within the context of: purpose, audience, attributes, functionality and development; (2) systems development using object oriented approaches; (3) use of Unified Modeling Language (UML) for developing systems and (4) developing models, commonly used to complete tasks associated with systems development. **Prerequisite:** RCS 207, RCS 208 and RCS 227.

RCS 308: PROJECT MANAGEMENT TOOLS

2 Credits

This course focuses on 3 areas: (1) use of project management tools to successfully control and execute software development projects; (2) estimating resource costs and developing milestones using a project management toolkit and (3) formative and summative reporting of projects to stakeholders. **Prerequisite:** RCS207 and RCS208.

RCS 317: PROGRAMMING IN JAVA

4 Credits

To continue development of object-oriented programming skills, students will study JAVA. In contrast to C#, which allows more direct manipulation of machine internals, JAVA concentrates on programming for the web. Since the web and e-commerce are becoming crucial to many organizations, it is necessary to develop JAVA skills to remain current in the industry. **Prerequisite:** RCS 217.

RCS 327: PROGRAMMING IN VISUAL BASIC .NET

4 Credits

Many organizations use Rapid Application Development (RAD) tools for the majority of their systems development. Since many of these organizations are using a Wintel platform, students will study a product used on many of those systems. The use of the Microsoft .NET protocol is becoming prominent and a common development platform for .NET is Visual Basic. **Prerequisite:** RCS 217.

RCS 337: DATABASE & OO SYSTEMS IMPLEMENTATION

4 Credits

This course focuses on 5 areas: (1) the key components of good end user interface design; (2) translating user requirements and system functionality using object oriented techniques; (3) developing databases, interface objects and implementation plans and user acceptance methods; (4) documenting and maintaining systems for development flexibility and (5) developing and implementing object oriented database systems using effective team processes. **Prerequisite:** RCS 227, RCS 228, RCS 307 and RCS 308.

RCS 407: NETWORK SECURITY

2 Credits

This course focuses on 4 areas: (1) network security fundamentals; (2) network protocols and operating systems integration; (3) encryption standards and (4) development and implementation of security plans for information systems. **Prerequisite:** RCS 108.

RCS 408: NETWORK MANAGEMENT

2 Credits

This course focuses on 3 areas: (1) international and industry standards and network management; (2) network management tools and monitoring strategies and (3) implementing network management within an enterprise environment. **Prerequisite:** RCS 108.

RCS 417: DEVELOPING FOR THE WEB

4 Credits

This course focuses on 5 areas: (1) key characteristics of commonly designed websites within the context of: purpose, audience, attributes, functionality and development; (2) key components of a website information systems development process; (3) models of enterprise-oriented information systems development; (4) use of the .NET product suite for rapid web development and (5) various web development languages, commonly used to develop database oriented websites. **Prerequisite:** All 300-level computer courses.

RCS 497: INFORMATION SYSTEMS PROJECT/HUMAN ISSUES PROJECT

4 Credits

This course focuses on 5 areas: (1) key characteristics of appropriate Project Management practices, as experienced through an information systems capstone project, within the context of: purpose, audience, attributes, functionality and development of the project; (2) effective consulting skills used when working with various types of clients; (3) impact of information systems on the global economy and within the local community; (4) examination of the information systems professional's career development and role within the wider community and (5) proficiency in the core objectives of the Computer Information Systems degree, through the completion of the ICCP exam. **Prerequisite:** All other computer science (RCS) courses in the major.

RECON 163 F4: MICROECONOMICS

4 Credits

This course will survey the basic principles of microeconomics by examination of the mechanisms used to price products and allocate scarce resources to their production. These economic principles will be applied to an analysis of various current social issues including health care, crime, pollution, education, immigration, discrimination, international trade, poverty, income distribution and market power. **Prerequisite:** None.

RECON 164 F4: MACROECONOMICS

4 Credits

This course provides the student with an overview of the global economy with special emphasis on the American economy in the 21st century. The course will consist of analytical sections combined with historical applications. The course offers the student an opportunity to learn about the implications of the technological changes that are integrating the economies of diverse nations into a global economy. Special attention will be given to the role of money, trade and budgetary issues. **Prerequisite:** None.

RENG151: RESEARCH PAPER WRITING

4 Credits

Students will learn to produce academic research papers. This will include learning how to do research in the library and online, evaluate, summarize, and paraphrase sources, narrow a topic to a thesis, compose an outline, draft, revise, and create an original, argumentative paper that correctly incorporates and cites sources.

Prerequisite: None.

RENG 160 F1: PERSPECTIVES IN LITERATURE

4 Credits

This course provides an introduction to literature through a look at short stories, poetry, and drama. Students will develop a greater understanding and appreciation of literature through group discussions and analytical papers. We will examine plot, setting, point of view, symbol, image, metaphor, theme, style, tone, and form and investigate how personal, historical, and cultural contexts interrelate to create the experience of the literary work. We will write essays to delve personally into the worlds of fiction and literary analysis, and thereby obtain a broader perspective of the world we live in and a deeper understanding of ourselves. **Prerequisite:** None.

RENG 306: PROFESSIONAL COMMUNICATIONS

4 Credits

This course provides the students with the skills they need as communicators in professional environments, with an emphasis on written communication. Students will acquire knowledge of correct format and writing style for memos, letters, reports, resumes, cover letters, and web pages. They will learn to approach each writing assignment by first determining the purpose of the communication—to persuade, console, demand, request, inform, or convey good or bad news—and then to analyze the audience to best achieve their goal. The students will gain experience communicating orally in both formal and informal situations. They will also confront issues of intercultural business communication and gender and communication at work. **Prerequisite:** RENG 151;RCA 160.

RGEOS 165 F5: EARTH SCIENCE I

4 Credits

This course is the first semester of a two-semester sequence of a study of the major physical materials, processes and features of the earth, and how they are investigated. Such a study should provide students with a better understanding of how a growing human population is increasingly affected by natural phenomena that are hazardous or influence economic development. It should help students understand the nature of geologic change on the Earth, and how humanity is becoming a significant agent of such change. Students should come to appreciate how our understanding of the solid Earth has helped raise our standard of living by helping us locate the fuel and ores on which our modern society rests. It should also provide a background for appreciating geologic features of their surroundings. And finally it should suggest what types of questions to ask when matters of private concern or public policy, such as groundwater pollution or earthquake hazard mitigation, contain an important geologic component. Laboratory experiences are intended to train students to solve problems, apply principles, distinguish between fact and assumption, use models, and to acquaint students with some of the important techniques for geologic investigations. **Prerequisite:** Placement into College-level math.

RGEOS 166 F5: EARTH SCIENCE II

4 Credits

This course is the second semester of a two-semester sequence of a study of the major physical materials, processes and features of the earth, and how they are investigated. Such a study should provide students with a better understanding of how a growing human population is increasingly affected by natural phenomena that are hazardous or influence economic development. It should help students understand the nature of geologic change on the Earth, and how humanity is becoming a significant agent of such change. Students should come to appreciate how our understanding of the solid Earth has helped raise our standard of living by helping us locate the fuel and ores on which our modern society rests. It should also provide a background for appreciating geologic features of their surroundings. And finally it should suggest what types of questions to ask when matters of private concern or public policy, such as global climate change or ozone, contain an important geosciences component. Laboratory experiences are intended to train students to solve problems, apply principles, distinguish between fact and assumption, use models, and to acquaint students with some of the important techniques for investigations in the earth sciences. **Prerequisite:** Placement into College-level math.

RHIST 167 F6: UNITED STATES HISTORY FROM 1865 TO THE PRESENT

4 Credits

United States History from 1865 to the Present is designed to provide an overview and general understanding of the political, social, and economic history of the U.S. from the Civil War to the Present. To gain that understanding, we will spend a great deal of time reading, writing, and talking about the events that shaped the United States as we know it today. Topics may include: Redemption, Robber Barons, “smoked Irishmen,” the Haymarket Riot, women’s suffrage, the Great War, the roaring twenties, the Great Depression, World War II, the Cold War, “Free Love,” Civil Rights, Viet Nam, and many other important developments in U.S. History. **Prerequisite:** None.

RMATH 099: TRANSITIONAL MATH WORKSHOP

2 Credits

Essential pre-college mathematics that includes the arithmetic of real numbers and an introduction to algebra that emphasizes problem solving and daily life applications of these topics. The activities of this course require students to work in groups and to experiment with whole numbers, fractions, decimals, percents, signed numbers, powers, roots, ratios, proportions, algebraic equations and includes applications and problem solving techniques. Credit does not count toward graduation requirements. (Enrollment by placement)

RMATH 123/124: MATHEMATICAL MODELS IN BUSINESS I & II

2/2 Credits

Mathematical Models in Business is a course designed to introduce students to some of the common mathematical tools used in business applications. The mathematical theory will be developed at a deep enough level to enable students to understand and solve real-world problems, but no mathematics will be introduced that does not have ready application. While these applications are the focus of the course, students will also learn about some of the connections between mathematics and other disciplines and larger societal issues involving mathematics. **RMATH 123 must be taken before RMATH 124. Prerequisite:** Satisfactory score on Edgewood's Math Placement Examination or completion of RMATH 099.

RMATH 125/126: STATISTICS I and II

2/2 Credits

Statistics and its Applications is an introduction to the statistical tools commonly used in professional disciplines. Theory will be explored at a level deep enough to make the concepts accessible, but the emphasis will be on the use of statistics to analyze data. **RMATH 125 must be taken before RMATH 126. Prerequisite:** Satisfactory score on Edgewood College's Math Placement Examination, transferred college level math course, or completion of RMATH 099.

RPHIL 154: CRITICAL THINKING

4 Credits

The goal of this course is to help students think more clearly, critically, and cogently in every aspect of life. This includes the ability to construct arguments to support ideas as well as to evaluate the arguments. In this way students become more autonomous human beings, "thinking for themselves" rather than dependent on outside opinion, authority figures, or propaganda. The course will use a dialogical learning model based on Socratic method. Each class session will involve critical analysis of writing and group discussion. **Prerequisite:** None.

RPHIL 168 F7: PROFESSIONAL ETHICS

4 Credits

Professional Ethics is the reflective study of moral values in the workplace. It deals with the real moral dilemmas that we face in our professional lives and the standards of right and wrong by which we make these choices. Professional Ethics also examines the larger social context of the professions and the ways in which they contribute to the Good Life and the Just Society. **Prerequisite:** RPHIL 154 highly recommended.

RPSY 102 F4: GENERAL PSYCHOLOGY

4 Credits

Basic introduction to psychology as a science. Emphasis on major topics and areas of research in psychology including: methodology; biology and behavior; perception; memory; learning; motivation; emotions; states of consciousness; personality; psychological disorders; and psychotherapies. **Prerequisite:** None.

RPSY 104: PSYCHOLOGY OF ADULT LEARNING

4 Credits

This is a 4-credit course designed to integrate and orient the RAAD student to the Edgewood College RAAD program. It is interdisciplinary with an emphasis on the psychology of adult learning. Students will learn theoretical underpinnings of adult learning and motivation as well as reflect upon their own learning as adults, engage in extensive writing opportunities (to include descriptive, persuasive, and research essays), complete a prior and/or current learning portfolio, learn the features of logical argumentation and apply these concepts to their portfolios. The course will also orient the RAAD student to Blackboard, the library, logistics, general

education, adult learning, portfolio building, and the tagging process. This course is required of all RAAD students within the first 2 terms of their enrollment in the Edgewood College RAAD program.

RPSY 242: PSYCHOLOGY OF ADULTHOOD & AGING

4 Credits

Introduction to the study of early, middle, and late adulthood; theoretical orientations to aging. A study of the continuity and discontinuities in life such as changes in biological systems, sensation-perception, psychomotor skills, intellectual functioning, and personality. **Prerequisite:** None.

RPSY 322: INTRODUCTION TO ORGANIZATIONAL BEHAVIOR AND LEADERSHIP

4 Credits

This course examines the behavior of persons in the workplace, particularly the social influences that affect the individual in work organizations. Attention is given to the role of work in the life of the person and the returns that people expect from their jobs. Topics include importance of pay and other benefits, various motivations to work, communication in organizations, leadership and management styles, work redesign, and other factors which influence job satisfaction, personal fulfillment, and productivity. **Prerequisite:** None.

RPSY 332: MANAGEMENT & LEADERSHIP IN ORGANIZATIONS

4 Credits

Explores the structure and functions of formal organizations, managerial characteristics, dynamics, and processes. Issues examined include brokering, innovating, producing, directing, coordinating, monitoring, facilitating, and mentoring. **Prerequisite:** None.

RPSY 333: HUMAN RELATIONS IN ORGANIZATIONS

4 Credits

A study of individual and interpersonal behavior in the work world. Topics covered include communication techniques, conflict, group processes, and improving human relations skills. **Prerequisite:** None.

RPSY 384: TOPICS IN ORGANIZATIONAL BEHAVIOR

4 Credits

RPSY 387: MANAGING DIVERSITY IN ORGANIZATIONS

4 Credits

This course examines the critical knowledge and skills that are needed to manage an increasingly diverse workforce. The impact of race, gender, ethnicity, culture, and other dimensions of a diverse workforce are examined. **Prerequisite:** None.

RPSY 397: BUILDING HIGH PERFORMANCE TEAMS

4 Credits

This course examines the nature of teams in organizations. Topics covered include types of teams, stages of team development, team dynamics, team building, and factors influencing teams. **Prerequisite:** None.

RPSY 402: MOTIVATION IN ORGANIZATIONS

4 Credits

An examination of the development of motives in adulthood, group attractions and pressures, general problems of motivation, basis of motives, changing motives and conflicts. Special attention is given to work settings and management motivational concerns. **Prerequisite:** None.

RPSY 403: TESTING & ASSESSMENT

4 Credits

An examination of the basic principles of test construction and interpretation including issues related to reliability and validity. Issues related to test administration, scoring, and reporting are explored with emphasis given to the ethical uses of tests. Attention is also given to emerging trends in the practical uses of tests. **Prerequisite:** None. (Statistics recommended.)

RPSY 476: RESEARCH METHODS

4 Credits

An examination of research methods used to study organizational behavior such as surveys, case studies, field experiments, etc. In addition to various classroom experiences, the student conducts a research project in which data are collected and a summary report is written. **Prerequisite:** RMATH 125/126 Statistics.

RPSY 477: EVALUATING ORGANIZATIONAL RESEARCH

4 Credits

Senior organizational behavior majors write and present to the faculty a critical review of the primary research literature on a topic of their choice. They will exhibit skills in searching data sources (e.g., Psych Info). Writing conceptual frameworks for the reviews, analyzing and summarizing the research articles, critically evaluating the research and writing the final review paper in APA style. Prerequisite: RMATH 125/126 and RPSY 476.

RPSY 482: TRAINING & DEVELOPMENT IN ORGANIZATIONS

4 Credits

A review of the application of learning principles in organizational settings. Attention is given to processes such as learning needs analysis, instructional design and development, implementation, evaluation, and maintenance. Emphasis is placed upon the important connection between training/ development activity and its organizational context. **Prerequisite:** None.

RPSY 484: ORGANIZATIONAL DEVELOPMENT

4 Credits

This course explores approaches to individual and organizational-level analysis. Topics include innovation, leadership, corporate cultures, roles of internal and external consultants, problems of implementing change, and measuring relevant variables. The “organization as a system” is a central concept. **Prerequisites:** None

RPSY 487: LEADING ORGANIZATIONAL CHANGE

4 Credits

This course explores various approaches to leading planned change initiatives within organizational settings. Students are exposed to the necessary steps to implement a change strategy. The importance of identifying organizational targets and outcomes is highlighted. Appreciative inquiry is emphasized as the emerging model of planned change. **Prerequisites:** None.

RPSY 494: ETHICAL LEADERSHIP IN ORGANIZATIONS: HUMAN ISSUES

4 Credits

This course provides students with active engaged learning experiences involving organizational psychology as a science for improving human welfare. Students will be exposed to a framework for ethical decision making, exploring it through readings, discussions, and experiential exercises toward applying course concepts to an organizational situation. This course fulfills th4 Edgewood College Human Issues requirement. **Prerequisite:** RPSY 477.

RRS 224: CHRISTIAN FAITH AND THE COMMON GOOD

4 Credits

An introduction to the basic beliefs, values and spiritual practices of Orthodox, Roman Catholic and historic Protestant Christianity as interpreted by significant Christian theologians. The emphasis in this course is on the practical implications of Christian beliefs, values and practices for responsible engagement as a citizen in the postmodern world building a more just and compassionate world. Accordingly, the course considers the lives and work of persons who have put these beliefs and values into practice in exemplary ways, thereby contributing significantly to the wellbeing of the world. It also includes development of a project in which students intentionally connect their own beliefs and values--or those studied in this class--to the dynamics of their place of work, in partnership with a faith-based organization, or some other community in which they are already engaged.

RSPAN 155: FOREIGN LANGUAGE AND CULTURE I

4 Credits

This course will prepare students to understand Hispanic culture, use the Spanish language at an elementary level, learning the facts and etiquette of the Spanish business world, and employ all these elements as a communicative tool for doing business with Spanish speaking countries (specially, Mexico, Spain, Cuba, and Argentina). Its leading principle claims that language is culture and culture is reflected in the ways of conducting business. While simultaneously developing receptive and productive communication skills, exchanging real life information about each other and within the context of the global business world,

students will gain insights into Hispanic culture through writing, reading, and viewing strategies of authentic texts integrated into learning processes. **Prerequisite:** None.

RSPAN 156: FOREIGN LANGUAGE AND CULTURE II

4 Credits

This course will prepare students to understand Hispanic culture, use the Spanish language at an elementary level, learning the facts and etiquette of the Spanish business world, and employ all these elements as a communicative tool for doing business with Spanish speaking countries (especially Mexico, Spain, Cuba, and Argentina). Its leading principle claims that language is culture and culture is reflected in the ways of conducting business. While simultaneously developing receptive and productive communication skills, exchanging real life information about each other and within the context of the global business world, students will gain insights into Hispanic culture through writing, reading, and viewing strategies of authentic texts integrated into learning processes. **Prerequisite:** RSPAN 155.

RTHA 226: F2 FILM CRITICISM

3 Credits

Study of cinema and its cultural implications. Introduction to basic film techniques and aesthetics.

RTHA 269: SCRIPT ANALYSIS

4 Credits

Students will develop an appreciation of the theatrical arts by analyzing dramatic scripts as the basis of theatrical production. Various interpretive perspectives, including the historical/social context in which the scripts were written or set, will be examined. Finally, the impact that context has on race, class, gender and ethnicity issues in production will be explored. Students will take plays from their blue print state on the page, study ideas, theories and contexts to aid their imagination, and then create a working concept for some or all elements of theatre production for each play.

General Information and Student Services

Blackboard

Blackboard is a web-based course management system that students use to access, via a web browser, the individual websites for Edgewood's accelerated courses. All adult accelerated courses will be using this website system to distribute course syllabi, readings and some assignments electronically. Faculty may also use their Blackboard websites to post lecture notes, give secure tests or quizzes, and communicate with students in an on-line classroom chat area. Information about accessing Blackboard is provided at Orientation and a tutorial is available online at <http://edgecms.edgewood.edu>

Bookstore

The Edgewood College Bookstore is located on the first floor of DeRicci Hall immediately inside the Woodrow Street entrance.

The Bookstore stocks all textbooks and course materials required and recommended by the faculty for their courses on a term-by-term basis. For each term in the RAAD Program, textbooks become available two weeks before the first class of that term.

Course textbooks for the Returning Adult Accelerated Degree program will normally be posted on Blackboard at least 3 weeks prior to the start of class meetings each term. Textbooks may be ordered online at www.edgewood.bkstr.com. Students can have books delivered to their home/work or pick them up at the Deming Way campus front desk. Course textbooks, reading packets, and additional course materials can also be purchased at the Edgewood College Bookstore two weeks prior to the start of each term.

Textbook buyback takes place at the Deming Way campus twice a year. Call 663-2213 for specific questions or hours of operation.

Bus Passes

Please stop by the Deming Way front desk to fill out an application form and receive a free Madison Metro Bus Pass that can be used 24/7.

Campus Ministries

Who am I? How can I make a difference? Is there something more?

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

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

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

Career and Counseling Services

Career and Counseling Services provide professional and confidential assistance for students, staff and faculty as they face the challenges of human growth and development.

Career 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.

Personal Counseling Services foster self-direction and responsibility, and assists students in dealing with issues and problems, which may interfere with educational or personal development.

Center for Diversity and Inclusion

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

Support services are designed to provide solutions to address academic, leadership and social concerns.

The Center for Diversity and Inclusion offers all students, faculty, staff as well as community members (as representatives of various cultures and ethnicities) a hub and resource center to connect with one another in healthy and realistic ways.

Services, Resources and Activities include:

- ❖ Opportunities to create an inclusive environment which is attractive to and welcoming of all people, regardless of race, age, religion, sexual orientation, ability, nationality or gender.
- ❖ Opportunities to meet other people from various cultures.
- ❖ Opportunities to plan and take part in multicultural programs.
- ❖ Opportunities to advocate for social justice thru the lens of culture and ethnicity.
- ❖ Opportunities to receive pre-counseling services in the areas of academic advice, financial aid, personal and career counseling
- ❖ Opportunities to participate in leadership seminars and anti-racism workshops.
- ❖ Opportunities to receive information about and/or an advisor for cultural-specific student organizations
- ❖ Access to reference materials and magazines on the topics of writing college essays, spirituality, sexual orientation, race and ethnicity
- ❖ Use of the Center space (to study, to read, or to meet friends).

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

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

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

Computer Labs

Computers are available on the Edgewood College Deming Campus for student use. In addition, the Monroe Street campus provides one Macintosh classroom and lab, the Nicolet Computer Lab and the Oscar Rennebohm Library which have both PC's and Macs. The DeRicci Macintosh Lab and Classroom is located on the third floor of DeRicci Hall in room 318. When class is not in session, students may use this classroom as an open lab. The Nicolet Computer Lab is located in the basement of Regina Hall and the Library is located near the end of Woodrow Street.

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 students' needs and to resolve students' non-academic concerns and grievances. The Dean of Students serves as a liaison for students to the administration on all matters concerning student life. For information or to make an appointment, please call (608) 663-2212.

Edgewood Central

Edgewood Central is your primary resource for financial aid, student accounts, and registration information. In an effort to streamline and improve student service, Edgewood Central was created to provide students with a single location to get answers to their administrative questions. Edgewood Central also provides students the ability to handle several transactions at one office; turn in financial aid paperwork, check on their bill and/or confirm their registration. Edgewood Central is located on the 2nd floor of De Ricci, Room 210, at the Monroe Street campus. To speak with an Edgewood Central Counselor call (608) 663-4300 or e-mail: ecentral@edgewood.edu.

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

Emergency Procedures

Medical Emergency:

- ❖ Check the emergency scene to determine if it is safe to enter.
- ❖ If it is safe, approach to assess the person's need for medical attention.
- ❖ If possible, have someone stay with the injured person while you call for help.
- ❖ Call 9-911 from a campus phone for immediate emergency help – be sure to give the location (College and building name, room # and directions).
- ❖ Notify the person at the Front Desk so they can assist with the response. This person will also notify the main campus at the Campus Assistance Center for additional assistance.
- ❖ Care for the injured/sick person by administering comfort and care. If it is safe, remain with the injured person until emergency help arrives.
- ❖ First Aid Kits:
 - A First Aid Kit is located at the Front Desk and is well-stocked with a variety of supplies.
 - Please note – First Aid kits do not contain medicine of any sort, including nonprescription (over-the-counter) medicines, due to the wide variety of allergies and reactions that some people may experience. An automated external defibrillator (AED) and accessory pack is mounted on the wall behind the front desk. The AED may be used by any trained personnel.

Fire:

- ❖ If you discover a fire or chemical spill, do not attempt to put the fire out or clean up the spill.
- ❖ Pull the fire alarm as you evacuate the building via the posted evacuation route, assisting others whenever possible.
- ❖ Call 911 from a safe area.
- ❖ Proceed to the designated evacuation area and wait for the “all clear.” The evacuation area is on the far side of the parking lot. A head count will be conducted when the evacuation is complete to ensure that all have evacuated the building.
- ❖ Please be aware that you may be required to participate in an annual fire drill at the Deming Way campus, depending on the time and date the drill is scheduled.

Tornado:

- ❖ In the case of a tornado, a warning alarm will be activated.
- ❖ Go immediately to the designated tornado shelter (classrooms located in the center of the building.)
- ❖ Move away from windows.
- ❖ Remain in this area until a designated College Official gives the “all clear.”
- ❖ Please be aware that you may be required to participate in an annual tornado drill at the Deming Way campus, depending on the time and date the drill is scheduled.

Emergency Response: Dial 9-911 from any campus phone

1255 Deming Way Campus Front Desk: (608) 663-4225/(608) 663-4243

Campus Assistance Center (Monroe Street Campus): Dial (608) 663-4444 or extension 4444 from any campus phone

Facilities Reservation

Room and equipment are available for use to student groups, faculty and staff. The Reservation Manager at the Campus Assistance Center reserves rooms for meetings and special events. Consult the Deming Way campus front desk for information.

Fitness Center

The Edgewood College Fitness Center is located in the basement of Sonderegger Science Center. The Fitness Center provides free weight, weight machines, and various cardiovascular equipment, for use by current students, faculty, and staff of Edgewood College. An Edgewood College ID is required for use of the Fitness Center. Patrons are welcome to use showers and day lockers for their convenience. Personalized fitness training programs are provided by appointment. Hours of operation are posted through the campus e-mail system and on the Fitness Center door. For more information, call the Fitness Center at (608) 663-3327.

Food Service

We recognize the need for food to be available for our students and faculty during the evening classes at the Deming Way campus. The Feed the Grawl program was initiated. Place orders to the various venues in the area in close proximity to Deming Way campus at the front desk. Payment (cash only please) will need to be paid at the time your order is taken. Orders will be delivered and available prior to the first classroom break session, approximately 6:30 p.m.

In addition to the soda/water vending machine currently at the Deming Way campus, a snack vending machine is also available. Coffee is available at no charge. A bowl of chocolates is at the front desk – please help yourself. Oftentimes, a class will have food delivered or students will bring potluck items to class. This is acceptable.

Health Center

The Edgewood College Health Center, located in Predolin 208 on the Monroe Street campus, is staffed by a certified nurse practitioner. The major goal of 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 Health Center as an informational resource in completing classroom assignments. To schedule an appointment, call (608) 663-8334. Same day appointments are usually available.

Additional Services Available in the Health Center

A registered dietician provides nutrition counseling services for students, faculty and staff. Services may include:

- ❖ counseling for weight management
- ❖ high cholesterol, high blood pressure,
- ❖ eating disorders and
- ❖ other nutrition related concerns.

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

ID Cards, Student

Student ID numbers are assigned when you are admitted to the college. ID pictures are taken at the New Student Orientation so that your new student ID card will be available at the Deming Front Desk the first night of class. Every student needs an Edgewood College ID card in order to check out books or AV equipment. In addition, the card allows you to get a free Madison Metro bus pass each semester.

IDs are renewed each fall with a sticker for the new academic year. These stickers can be picked up at the Deming Way Campus Front Desk. There is not cost for the first ID card; a \$5.00 fee will be charged for ID replacement.

Information Technology Services Office

To learn more about Edgewood College's ITSO department, computer lab location and availability, get technical support, or to find out what services are available, log on to:

<http://my.edgewood.edu/sites/servicews/itso/resources/default.aspx>

Note: Many trouble-shooting questions are addressed within the "Frequently Asked Questions" on the menu.

Learning Support Services

Learning Support Services (LLS) provides group and individualized academic support services to Edgewood College students. The services available to students include:

- ❖ Tutoring in selected undergraduate introductory-level classes
- ❖ Services for students with disabilities
- ❖ Study skills support
 - Time management
 - Personal organization skills
 - Test taking techniques
 - College reading techniques
- ❖ Development courses
- ❖ For available hours and services call (608) 663-2281.

Library

The Oscar Rennebohm Library serves the curricular and research needs of students, faculty and staff of Edgewood College. Over 100,000 volumes and print and electronic journals support the College's broad liberal arts, professional, and graduate programs. Many of the resources that would normally be picked up or checked out from the Library can be delivered via shuttle to Edgewood's Deming Campus. Call the Library for further information or assistance. Reference Desk: (608) 663-3300 or Circulation Desk: (608) 663-3278.

Start your research with the Library website: <http://library.edgewood.edu>

Library hours, services, and policies are posted on the website as well as links to articles and indexes, the library catalog, guides to using the resources and much more.

Reference Service

Reference Desk: (608) 663-3300 or e-mail library@edgewood.edu

Reference librarians are happy to answer questions and to help locate material in the Library through EdgeCat, the Library Catalog, and the many other print and electronic resources. They are available by phone, instant messaging and e-mail. See Ask a Librarian on the website for links to these connections and additional 24 hour help from the Ask Away cooperative. Librarians also teach class sessions on search and evaluation skills and are happy to consult with individual students about research projects, citation styles, using RefWorks, and other questions.

Circulation Policies

Circulation Desk: (608) 663-3278

A valid Edgewood ID must be presented in order to check out all materials. Items which are not overdue may be renewed by phoning the Circulation Desk or through your account in the Library Catalog – see How Do I Renew my books.

Reserve Readings

Books and videos put on reserve by professors are arranged by course number and are available at the Circulation Desk. Articles and other material are on the Electronic Reserve system. See Course Reserves under Resources on the website.

Overdue Notices

Students should fill out an e-mail slip so that overdue notices can be sent to the account you regularly use. If we do not have an e-mail address for you, notices about overdue materials are sent to your home address. If an item is lost, the replacement cost will be listed. If items are overdue and fines are not paid at the end of the semester, permission to register may be suspended and grades and transcripts may be withheld. Fine rates are listed on the web page under Library Information; click on [Loan Policies](#).

Electronic Resources

The Library's homepage provides access to numerous electronic resources, including EdgeCat, periodical indexes, full text journal and newspaper articles, electronic books, and links to reputable websites. These resources are available from any computer on campus. From off campus computers, you will be required to enter a name and ID number to use licensed resources. See "How Do I Connect from Off Campus."

Interlibrary Loan

Books and journal articles that are not available at Edgewood may be requested through Interlibrary Loan. Edgewood is part of a delivery service that connects libraries throughout the state of Wisconsin, thus speeding the transfer of materials. Go to InterLibrary Loan under Services to fill out an online form or call (608) 663-3300 for further information (including the Interlibrary Loan renewal policy).

Computers

The Library is fully wireless for students using their own laptops. There are a limited number of public access computers but the majority requires an Edgewood Network login. All have internet access and the full Microsoft Office suite. Two printers on the main floor serve all the library computers.

Copiers

Photocopiers, printers, and a microform reader are available near the circulation desk. Copies may be paid for with cash or the campus one-card. Students are expected to conform to the copyright policies posted.

Group Study Rooms

There are three group study rooms on the second floor of the library. These rooms are available on a first-come, first-served basis. Groups are given preference over individuals.

Reciprocal Library Privileges

UW-Madison: Edgewood students are eligible to borrow materials from the many University of Wisconsin libraries with a UW-Madison courtesy card. Through the Edgewood Library homepage, students may search the UW catalog in order to find the library location and call number of materials before going to the UW campus. Borrower's cards are issued only at the Library Card Application Window at Memorial Library, 728 State Street. Present your valid Edgewood ID, and a card will be issued at no cost. Courtesy cards are only available during certain hours. Check the Memorial Library's hours of public services for library cards and guest passes, or call the memorial Library circulation desk at (608) 262-3343.

Parking Information

Parking on Edgewood College campuses is by permit only. All cars parked on campus (both Monroe Street and Deming Way campuses) must display a parking permit in the lower corner of the driver's side windshield. Purchase of a permit does not guarantee that a parking place will be available. Vehicles without a permit, parking in undesignated areas, altering/defacing/ manufacturing a permit, transferring a permit to another party, and failure to properly display a valid permit may result in fines.

Having a parking permit allows Deming Way campus students to park on the Monroe Street campus to go to the library, the Business Office, the Registrar's Office, or attend events on the Monroe Street campus.

How to Apply for a Parking Permit

New Permits. Parking permits are available at New Student Orientation in August and January. Permits are also available year-round at the front desk of the Deming Way campus. Bring with you the make/model/color of your car, the license plate number, and your own name/address/Edgewood ID number. Once you apply for a permit, the fee is placed directly on your tuition bill.

Registration Renewal: Please stop by the front desk at Deming Way campus during the first few weeks of Fall – Term A to fill out a renewal form and get your new permit.

Permit Payment: Parking fees for **Deming Way Campus Commuters** are **\$10.50 per term** for Fall Terms A and B) and Spring (Terms C and D) (for a total of \$42.00 per year). There is no charge for parking in campus lots for Summer (Terms E and F).

Please note: There will be a \$30.00 charge for replacement of lost permits.

Security

To report security or safety concerns, please contact the Deming Way campus front desk staff. Calling 9-911 from a campus phone will connect you directly with the local emergency center. In addition, calling 9-911 will alert the Monroe Street campus that a 911 call has been placed. They, in turn, will call the Deming Way

campus front desk for details. Calling 911 on your personal cell phone will bypass the Edgewood College security and call the local emergency center directly.

Syllabi

Each course will have a syllabus which will outline the assignments, readings, exams, team-based learning projects, etc. Full syllabi will be available on Blackboard by the first day of class. Textbooks and assignments for the first class will be posted on Blackboard two weeks before the start of classes. Students need to access this information via Blackboard at least one week prior to the start of classes in order to prepare assignments for the first class meeting.

Study Practices

Studying for classes is personal and individual. There is no one “right way” to study. It will take some time and practice to determine your own individual “study style.” Some students will find that they study best away from home, in a library or other quiet place, while some students find the home environment is their most conducive place to study. Even the time of day you choose to study will be determined by what works best for you. The key is to keep trying different places and times until you determine for yourself what works best.

Each class activity requires that students come to class having read the material, completed all assignments, and are ready to participate. The general “guideline” for out of class study and preparation time is 2-3 hours outside of class for every hour in class. (This does not include team-based assignments; the estimated time pertains to individual studying only.) If your class meets for four hours a week, you can expect to spend approximately 8-12 hours of studying (reading, completing assignments, researching, etc.) per week. This will vary depending on the course content, your own personal aptitude for each course and your individual strengths/weaknesses. Subject areas that you find more challenging may take much more study time.

Edgewood College provides the following study and meeting room options:

- ❖ **Commons Area Cubicles**
- ❖ **Study Loft** – The Edgewood College Deming Campus provides an open area study loft for individual or group study.
- ❖ **Conference Rooms or Classrooms** – Conference rooms and classrooms are available on a Reservation Only Basis. Students may reserve a conference room on the Deming Campus through the Deming front desk at 663-4225/4243 or in person. Please make reservations as early as possible.
- ❖ **Library (Monroe Street Campus)** – The library has three study rooms available for meetings. These are available on a first come first served basis. The rooms are available during regular library hours. Call (608) 663-3278 for library hours.

Off – Campus

- ❖ Several of the local bookstores and coffee houses have rooms available for students to use for study purposes. The Public Libraries also have rooms available for study group meetings.

Team-Based Learning

Edgewood College’s Returning Adult Accelerated Degree Program (RAAD) is committed to utilizing team-based learning as a part of the curriculum. An important benefit to the students is the use of a team component to enhance learning. The purpose of these teams is to provide training in leadership, skill-development, mentoring opportunities, networking and cooperation. This type of team learning allows opportunities for students to share their professional and personal knowledge with others. Research has proven that when teams are used, students consistently receive higher grades in courses than they do when working as individuals. Team-based learning provide students with the opportunity to help each other succeed through note sharing, test reviewing, discussions, and working on class assignments. Working together, students help each other succeed.

Some form of team-based learning will be incorporated into many of the courses in the RAAD program. Course content and effective delivery of that content determine the most appropriate avenue to attain team goals. The team component may take many different forms ranging from a formal group presentation to a weekly study group in which students assist each other with class assignments. The use of teams will vary depending on the course and faculty. In some classes, face-to-face group meetings might be best. Other instructors may use chat rooms or discussion boards or perhaps telephone conferencing if available to the students. Other courses may use teams within the context of the classroom setting. Often, a combination of delivery systems will be most effective. How the team component is integrated, and the extent of its use, will be driven primarily by course content and faculty expertise. It is important to keep in mind that each course will have a mix of inside-of-class requirements, outside-of-class requirements, individual assignments and team-based assignments. Most courses will include all components.

The accelerated nature of the courses requires active participation from students in their learning and requires them to assume substantial responsibility for it. Each member of the team is expected to contribute significantly to its effectiveness. Students should contact the course instructor if there are questions about any aspect of the group process.

Vocational Rehabilitation

The Department of Vocational Rehabilitation (DVR) provides state grant funds for undergraduate students who have financial need and have some type of physical, psychological or emotional disadvantage, which could interfere with the student obtaining a degree. The student is assigned a DVR counselor and must maintain close contact with the counselor throughout the student's academic career. The student must contact the local DVR office to apply.

Veteran's Benefits

Edgewood College accepts Veterans Administration educational benefits that are available to veterans and their families including the revised Post-9/11 GI Bill. Edgewood College is also proud to offer the Eagle Grant initiative, as part of Edgewood's commitment to the Yellow Ribbon Program, which may provide free tuition to qualified candidates. If you have questions regarding what benefits you may be eligible for and/or want more information on how to apply to veterans benefits, please contact Matthew Schroeder, Veterans Services Coordinator - MJSchroeder@Edgewood.edu or (608) 663-4266.