

Wells College Academic Catalog 2014-15

This catalog holds information concerning Wells College's majors, minors, courses of instruction, and comprehensive academic information for current or prospective students.

The academic catalog lists Wells' requirements for studying at the College, an introduction to student life and learning, how courses of instruction fit into program requirements, and more.

For questions or comments about the contents of the academic catalog, contact the Wells College Communications Office at 315-364-3460 or email communications@wells.edu.

NOTE: This document is an archival copy of the Wells College Online Catalog, and may reflect language found online (e.g. "[Click here for more information.](#)"). All information pertinent to major or graduation requirements for a given year may be found in this document or in the registrar's office. Questions regarding these requirements or other academic issues should be addressed to the registrar's office; general inquiries or suggestions as to catalog content, wording, or layout should be addressed to the Wells College office of communications and marketing.

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MISSION & COMMUNITY STANDARDS

WELLS COLLEGE MISSION STATEMENT

The mission of Wells College is to educate students to think critically, reason wisely, and act humanely as they cultivate meaningful lives. Through Wells' academic program, residential atmosphere, and community activities, students learn and practice the ideals of the liberal arts. The Wells experience prepares students to appreciate complexity and difference, to embrace new ways of knowing, to be creative, and to respond ethically to the interdependent worlds to which they belong. Committed to excellence in all areas of its reach, Wells College equips students for lifelong learning and for sharing the privileges of education with others.

To fulfill this mission, Wells College has instituted institutional and program goals.

COMMUNITY STANDARDS STATEMENT

Wells College strives to become a diverse and inclusive community where individuals live, work, teach and learn with a goal of promoting and maintaining an atmosphere of respect. Membership is a privilege that requires all individuals to treat others humanely, and with mutual understanding and tolerance. Wells College fosters an environment in which free speech, openness, acceptance, and inclusion—even of those ideas or beliefs that may be controversial—are appreciated and considered in their appropriate settings.

Discrimination on the basis of (but not limited to) race, color, religion, ethnic or national origin, sex, age, varying physical or mental abilities, sexual orientation, gender identity, or political beliefs will not be tolerated. Verbally or physically abusive or harassing behavior that makes the College atmosphere intimidating, hostile, or threatening is unacceptable. All community members are subject to the laws that govern the rest of society.

Information about the implementation of the Community Standards Statement in the classroom, workplace and residence halls, as well as responding to violations of the Community Standards Statement, can be found in the Community Handbook.

CAMPUS CRIME REPORTING AND STATISTICS

The Wells College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education.

Requests for a hard copy can be directed to the director of campus safety by phone at 315.364.3229 or in writing to the Director of Campus Safety, Wells College, 170 Main Street, Aurora, NY 13026.

STUDENT LIFE

Investment in the Wells College community requires courteous regard for self and others through words, actions, behaviors and choices.

In accordance with the Wells College Mission, Community Standards Statement and Honor Code, the Division of Academic and Student Life aspires to cultivate a socially responsible community comprising knowledgeable students of integrity. Staff partner with students to design policies, programs, practices and opportunities to assist students in developing life skills, perspective, civility, competence, compassion, responsibility and vision for citizenship in an intercultural society. In addition, staff members in academic and student life strive to embody a collaborative, cooperative and sustainable team approach that expects personal and interoffice accountability.

The students of Wells College are impressively diverse in their academic interests, their choices of lifestyles, their co-curricular pursuits, and their political and religious concerns. They share, however, a high regard for student independence, responsibility, and self-governance. With the support of the faculty, administration, and board of trustees, the student body, under the leadership of the Collegiate Cabinet and the guidance of the dean of students, is responsible for creating policies and programs that benefit all Wells students.

HONOR CODE

Community Honor shall be the basis of student government at Wells College. The principle of Community Honor is based upon the pledge of each member of the student body to be honest and trustworthy in the conduct of her or his collegiate life as it is defined or encompassed by the Collegiate Rules. Wells College students are under community obligation and pledge not to lie, cheat, steal, deceive or conceal in the conduct of their collegiate life.

RESIDENCE LIFE AND LEARNING COMMUNITIES

The mission of the Office of Residence Life is to provide a high-quality living experience by which students and staff will create an inclusive and intellectual environment that promotes personal development, academic success, community development, citizenship and diversity. To successfully achieve this mission, the office is dedicated to selecting the very best student leaders to serve as resident advisors (RA). The Office of Residence Life is committed to providing each student a safe, respectful, and educational living environment. Students are encouraged to take advantage of the countless opportunities offered in the residence halls in order to learn more about themselves, others, and the world in which they live.

Students living in the residence halls at Wells College participate in activities to achieve the following educational goals:

1. Personal Development—the examination and clarification of one's own beliefs, values and identities,
2. Academic Success—the utilization of resources and development of skills to achieve one's scholarly goals,
3. Community Development—the participation in an environment in which all members are mutually valued and supported, and members recognize the impact their decisions have on others,
4. Citizenship—the act of becoming an informed and active member of local and global communities in pursuit of a healthy economy, environment and society, and
5. Diversity—contribution to an inclusive and intercultural environment.

As part of Wells' commitment to the educational experience that residential living provides, all students are required to live on campus in Wells College residence facilities. Each of the residential communities has a distinct character, and each provides a common living area, television lounge, laundry room, and gathering space. All residence halls are self-governed, under the supervision of the Residence Advisors, and work to set their own community standards, quiet hours, style and programs.

Incoming students of Wells College are housed by the residence life staff, who take preferences into account. Upperclass students select their rooms through an all-campus lottery called Room Draw. Students may apply as a group for suites, apartments or one of the specialized learning communities if they choose. Wells College offers several learning communities including healthy lifestyles and a social justice community. Students may also apply for a housing exemption or a medical accommodation during the Room Draw period. All students requesting accommodations or exceptions from housing must fill out the appropriate applications, available on the Residence Life section of the Globe or in the Office of Residence Life.

Students eat their meals together in the Tudor-style dining hall, and each meal is an experience in itself. A student Dining Hall Committee serves as an active channel for suggestions, and the Dining Hall offers special meals throughout the year, brunches, picnics, exam treats and holiday dinners. Students can also use Wells Dining Dollars at local Aurora eateries such as the Fargo, Dories and the Aurora Inn as well as the Village Market, and the Backstage Grille and the Express Café on campus.

STUDENT ACTIVITIES AND LEADERSHIP

The Office of Student Activities and Leadership focuses on the physical, emotional and social wellness of our student body.

An inclusive range of activities is provided for a diverse student population while supporting the mission of the College. This office endeavors to support student initiatives as they enrich their lives on campus and within the community while preparing for a life of exploration and life-long learning.

Wells students govern much of their own collegiate life, and they organize many social activities, with administrative support from the Office of Student Activities and Leadership. Thus the social life on campus is as varied as the composition of the student body. The crowded calendar includes events ranging from dances, musicians and comedians, to a cinema series, semiformal events, and Spring Weekend, just to name a few. Additional social interaction takes place among Wells College students with nearby colleges and universities and at other local areas of interest. The choices are many and diverse—the decision of when and how frequently to participate is entirely an individual one.

Student Organizations

There are many clubs and organizations on campus, which adhere to the diverse needs of the student body at Wells College. The most prominent student organization is the student government, otherwise known as the Collegiate Association. Over time, Collegiate has instituted various committees to oversee the many aspects of collegiate life. Additionally, students at Wells are elected by the student body to serve on various faculty committees. The Collegiate Association's responsibilities are not limited to committees, however; this organization also handles the allotment of funds to the student clubs and serves as a student voice to the rest of the campus community.

The Collegiate Association is just one of many opportunities for involvement at Wells College. A large percentage of the student body participates in over 50 clubs and organizations that cater to the overall diversity and community building of the campus. The categories include: educational, social activism, performance, and general interest. Find a complete listing of current student clubs and organizations on The Globe. Students are encouraged to create a club or organization if there is enough interest to start one that is not already recognized.

Arts and Lecture

Each year, the College's Arts & Lecture Series brings professional artists to campus to perform, to speak on relevant issues, and to represent the disciplines of theatre, music, and dance. Groups and individuals are selected annually by a committee composed of Wells faculty, staff and students. The Series also offers an annual off-campus theatre experience to introduce students to live productions in central New York or New York City.

Religious Life

The College has no denominational affiliation, and religious activity is entirely a personal choice. As part of its ongoing support to students, the College has a chaplain who is available to all students for pastoral counseling, facilitating on-campus discussions and off-campus relationships with area religious communities. His office is in Main Building; office hours are announced and posted at the beginning of each semester. The chaplain is also available to officiate at special campus events.

The village has an ecumenical Protestant parish (The United Ministry of Aurora, a shared Episcopal-Presbyterian ministry), and is part of a Roman Catholic parish (Good Shepherd Catholic Community). Wells students are welcome to attend both. The Jewish community at Wells is welcome at synagogues in Auburn and Ithaca for religious services. Wells has an active Muslim Student Association, with a prayer space in Zabriskie Hall. The Muslim community is welcome to contact MECA, the Cornell Muslim organization, for special events.

The College chaplain and other college staff work closely with the student-run Community Service and Activism Board to connect students with not for profit agencies in the surrounding communities that are in need of one-day or on-going assistance. Whether it is tutoring in local schools, working with the local Habitat for Humanity, or participating in an Alternative Spring Break program, our students work to contribute to the larger community in various ways.

Intercollegiate Athletics

Wells College is a Division III member of NCAA and the North Eastern Athletic Conference (NEAC). Wells offers the following intercollegiate teams — Women: basketball, cross country, field hockey, lacrosse, soccer, swimming, tennis, and volleyball. Men: basketball, cross country, lacrosse, soccer, swimming, and volleyball.

The mission of the athletics program is to support the educational mission of Wells College. The Department of Athletics holds that participation in sport is an integral part of the culture in which we live and the values inherent in sport are parallel to

those developed within the framework of a liberal arts education. We focus on providing an outstanding athletic experience that is designed to positively influence the life of every participant.

Wells College seeks to provide an equitable, diverse, and competitive intercollegiate athletic program that is properly administered, educationally sound, and a resource for enhancing community on campus. All members of the department of athletics and student athletes are expected to conduct themselves with the utmost integrity, ethical behavior and sportsmanship and comply with Wells College, NCAA and NEAC policies.

Intramurals

Members of the Wells community can participate in the College's active intramural program and in the wide range of activities it provides. The intramural program is open to the entire Wells community and sponsors a number of highly popular activities including tennis, indoor soccer, badminton, ultimate frisbee, basketball, and volleyball. Information about various intramural programs is announced each term.

In addition, recreational outings are provided throughout the year including bowling, camping, white water rafting, canoeing, kayaking, skiing/snowboarding, and hiking just to name a few. Our fitness programs focus on lifetime learning and include activities such as Yoga, Pilates and other fitness related classes sponsored by the Wells College Fitness Center.

Lake Activities: Swimming and Boating

A Wells College lifeguard or other designated supervisor(s) must be on duty on the dock during swimming and boating activities. To use a Wells College watercraft, one must have signed an appropriate waiver. Watercraft will only be available for use during designated recreational times. Any use of the Wells College watercraft requires the user to sign out and upon returning, sign in on the posted sheet at the Boathouse.

Boating is limited to the area within 400 yards of the Boathouse, and always within sight of the dock. There is no swimming or boating after sundown. Additional information, including open dates and times, can be found on the Wells Athletics website.

STUDENT SERVICES

Transportation

The Wells College Transportation Department offers scheduled daily shuttles to Ithaca and Cornell University utilizing the Wells College vans on a daily basis. Students who plan to utilize the shuttle service for their cross-registration classes are encouraged to review the shuttle schedules found in the Campus Safety office or on the Transportation page prior to registering for their cross-registered classes. The Transportation Department does not offer special transportation services to Ithaca College or Cornell University on a regular basis. The Transportation Department does not offer shuttle service to Cayuga Community College unless such service is deemed necessary by the dean of the college in special circumstances.

Medical Center

Health care for students is available at the Community Medical Center located at the Northwest corner of the Wells campus. It is staffed by two physicians and a certified Family Nurse Practitioner, with day and evening appointments available. Routine health care at the Community Medical Center is covered by student health insurance. However, outside laboratory tests, x-rays, consultations, or surgery may not be covered. Please consult the Student Health Plan brochure for specifics.

Professional counseling services are available at the Community Medical Center. When a student requires extended counseling services (beyond six visits), the student and her or his family and/or guardian are responsible for making appropriate arrangements.

Entering students are required to submit the medical forms in the New Student Enrollment Packet; these include an immunization record and a consent form (for students under the age of 18) signed by the student's parent or guardian authorizing the Wells staff and its consultants to administer emergency treatment or surgery.

Disabilities Accommodation

If you have a documented disability and wish to request accommodation to ensure equal access to your education at Wells, you must disclose your disability and provide official documentation of the disability from a professional qualified to make the diagnosis and recommendations about accommodations that relate to your disability. You must also provide a signed Disabilities Disclosure Form so that the Coordinator of Student Achievement can notify faculty and relevant people about your disability and approve accommodations. This form is included in the New Student Enrollment Packet, available online, or in the Office of Academic and Student Life. The College's disabilities policy is located in the Community Handbook.

EXPERIENTIAL LEARNING

Experiential learning occurs through engagement in and reflection on planned activities outside the classroom contributing to personal growth, intellectual development, and an awareness of community and culture.

Wells College is committed to programs and activities that encourage students to connect their classroom studies with hands-on experiences. To this end, the College approved an experiential learning requirement for all students (four year and transfer) as a part of the distribution requirements. Our students have opportunities to conduct research with faculty, hold internships, and study across the United States and abroad. Because these experiences may take place off campus and at times other than during fall and spring semesters, it is important that students plan their academic schedules carefully.

Experiences fulfilling experiential learning share the following objectives. They allow students to:

- Apply course-based learning to situations outside the classroom.
- Gain new perspectives.
- Interact with others effectively.
- Engage in on-going critical reflection of the experience.
- Develop oral and written communication skills.
- Develop individual outcomes for the specific learning experience that are realistic, intentional, and measurable.

OFF-CAMPUS STUDY

Off-campus study provides experiential learning opportunities for students to develop intercultural knowledge and competency.

There are both domestic and international off-campus study options available. Most Wells students participate in either Wells College programs or affiliated programs. Wells in Florence and Wells in Dakar are administered by Wells College and enroll both Wells and non-Wells students. About 20 additional affiliated programs are available to Wells students, but Wells does not run these other programs on its own and instead helps students to access the educational offerings of an institution abroad or a program provider who offers courses abroad or elsewhere in the United States.

A student who studies off campus is expected to maintain satisfactory academic standards. Grades earned on a Wells College program or on an affiliated program appear on a student's Wells transcript and are included in the Wells grade point average. If enrolled in a non-affiliated program the student is responsible for the submission of official transcripts to the registrar of Wells College; courses are treated at Wells as transfer work (minimum grade of C- required) and are subject to approval.

While acceptance into a program is dependent upon the specific program to which you apply, Wells College has some general regulations for approval to study off campus that must be met by all students. These include:

- A minimum cumulative GPA of 2.8.
- As a general rule students must complete at least one year in residence (on campus) at Wells College. Students transferring in with fewer than 60 credit hours must complete two consecutive semesters at Wells College before studying off-campus. Students transferring in with 60 or more credit hours must complete one semester at Wells College and must receive written approval from their academic advisor, the Director of International Programs, and the Dean of Students before studying off campus.
- In some cases, students may need to have junior or senior class standing.
- Student must be in good academic and behavioral standing at Wells.
- Student's financial account must be current.
- Enrollment in or completion of OCS 271 and OCS 272: Cross-Cultural Preparation and Cross-Cultural Reflection (if you are studying abroad).
- All students must return to Wells for at least one semester after studying off campus.

Wells College Programs and Affiliated Programs

Students participating in Wells College or affiliated off-campus study programs pay Wells College tuition, room, board, and fees. Students receive their institutional aid for one semester when studying on a Wells College or affiliated program; should a student choose to study abroad or off-campus for more than one semester on a Wells College or an affiliated program, the student will be charged Wells College tuition, room, board, and fees, but institutional aid will only be available for one semester. Wells will cover the cost of tuition, room, and board on the Wells College or affiliated program. If program fees exceed the cost of tuition, room, and board at Wells, students will be billed for the cost difference.

To see a full listing of Wells College and affiliated off-campus study programs, go to wells.edu/study-abroad.

Non-affiliated Programs

Students may request permission from the Director of International Programs to participate in a non-affiliated off-campus study program. Students applying to participate in a non-affiliated program must meet the same eligibility requirements and general regulations for approval as students on a Wells College or an affiliated program. Students may not be approved for a non-affiliated program if Wells offers a Wells College or an affiliated program with similar learning objectives. Students participating in a non-affiliated program must withdraw from the College and re-apply for admission. Students on non-affiliated off-campus programs will not receive any institutional financial aid. Students participating in non-affiliated programs must pay the College an administrative fee of \$150. Please note that credits earned on non-affiliated programs will be treated as transfer credit. This means that credits only, not the grades, will transfer, and that only courses in which grades of C- or better are earned will transfer.

Intersession Off-Campus Study

Students may also study off campus over January during intersession through faculty-led courses. These short courses introduce students to areas of interest both aligned with and outside the faculty's normal course offerings. The topics, which change annually, have included genealogy research in Salt Lake City taught by a professor of chemistry, anthropology studies in Hawaii taught by a professor of anthropology, tutoring on a Navajo reservation led by a professor of education, and study of theatre in London led by a professor of performing arts.

Learn more about off-campus study courses:

OCS 110. January at the Art Students League — New York City

OCS 215. London Theatre

OCS 275. Women and Public Policy Seminars

OCS 280. Women and Science/Technology Policy Seminar

OCS 285. Topics in Experiential Learning

OCS 300. The Anthropological Experience in Hawaii

OCS 305. The Anthropological Experience in Belize

INTERNSHIPS

One of Wells' most successful and popular ways to meet the experiential learning requirement is through the Internship Program.

Almost every Wells student will complete at least one internship during her or his years at Wells; many will complete more than one. Students may elect to participate in credit-bearing internships with individuals, organizations, or businesses. A student plans an internship by working closely with a faculty sponsor, the experiential learning and career services staff, and an on-site sponsor who supervises and evaluates the on-site work. In many cases, Wells alumnae/i help to arrange internships and act as sponsors. Internships may take place during January intersession, a semester, or summer. For each semester hour of credit, a student must work 40 hours. For students to earn academic credit for the internship, they must complete all necessary paperwork to register for the appropriate course. Students work with their faculty sponsors and on-site supervisors to develop learning contracts. The contracts as well as the internship agreement forms must be submitted to the Office of Experiential Learning and Career Services prior to registration. Deadlines are the last day of add/drop for internships occurring in the fall and spring semesters and the last day of classes of the preceding semester for January intersession and summer internships. Students who turn in internship paperwork after the deadline may not be able to earn academic credit for their internship.

The purpose of the Wells Internship Program is to assist students to discover the relationship between the study of liberal arts and the application of knowledge or techniques from that study in an on-the-job setting. Internships provide an important link that allows a student to define and refine her or his career goals. Internships have frequently led to valuable career contacts and job offers. The Internship Program gives students the opportunity to explore careers in a wide variety of fields, such as advertising, publishing, human resource management, marketing, accounting, the arts, education, healthcare, international relations, banking, law, human services, and computer science.

Records of internship placements are maintained by the Office of Experiential Learning and Career Services and are available for student use. Students may also generate their own internship placements with the advice of the experiential learning and career services staff and approval of their faculty sponsors. Students are assisted by the staff with job-seeking skills such as preparing a résumé, writing letters of inquiry, and interviewing. A student should be aware that an internship may entail extra expenses and should consult parents or guardians if appropriate.

During the 2013-2014 academic year, Wells students completed over 218 internships in 21 states, Ghana, India, Taiwan, and Zambia. Of the graduates in the Class of 2014, 90% completed at least one internship during their college careers.

Internships for First-Year Students

From the moment they arrive on campus, Wells students are encouraged to explore career options. First-year students can complete internships during January Intersession through either discipline-based internships or the course WLLS 190 that allows students to explore their interests through individually-arranged field experiences. During January 2014, about 12.3% of first-year students were enrolled in a January intersession internship.

EXPERIENTIAL LEARNING AND CAREER SERVICES

Counseling

The Office of Experiential Learning and Career Services offers both individual and group counseling sessions to help students identify career goals and explore options for graduate schools. Workshops on résumé writing, job search strategies, networking, interviewing skills, and applying to graduate school are held regularly and support students' experiential learning.

Experiential Learning and Career Services Resource Library

The Experiential Learning and Career Services Resource Library contains occupational information on a wide range of professional career areas. Library holdings and online resources include occupational outlook and salary data, catalogs, admissions examination materials for graduate and professional school study, directories of employers, and guides for job hunting, career exploration, and life planning. For students exploring internship possibilities, more than 3,000 internships can be found in the library files and database. The office also provides free online resources to all students and alumnae/i including CSO Research and Optimal Resume.

Post-Graduate Planning

The Office of Experiential Learning and Career Services provides opportunities for students to speak with representatives of graduate schools and other programs such as the Peace Corps, Americorps and Teach for America at the annual Wells College Graduate School Fair. In addition, Wells students are invited to participate in job fairs at Cornell University, Ithaca College, and in Rochester and Syracuse, N.Y. These provide opportunities for students to meet with representatives from business, government, and nonprofit agencies. Employment readiness programs are directed to students during their senior year, and special attention is given to students applying to graduate and professional schools. The office also provides information about summer job opportunities, internships, and scholarships and fellowships for graduate and professional school. In addition, job openings are regularly posted on the experiential learning and career services job and internship listservs.

Credentials Files

Experiential learning and career services maintains confidential files of letters of recommendation for juniors, seniors, and alumnae/i. Standard recommendation forms are provided for letters from Wells College faculty and staff. Letters from internship sponsors and other employers may be included in the files. Letters of recommendation can be used to support applications to graduate or professional school or to enhance applications for employment. Credential files are kept on file with experiential learning and career services for a total of 10 years.

The Alumnae/i Network

Alumnae/i of Wells College are excellent sources of advice regarding experiential learning and career opportunities. Experiential learning and career services helps link students with alumnae/i who have offered to provide career information, to sponsor internships, and to host students. Alumnae/i return to campus for discussions with students about their experiences in graduate school and with the job search. The connection continues after graduation as alumnae/i are put in touch with other alumnae/i in similar career areas. In addition, alumnae/i are welcome to use any of the services provided by the experiential learning and career services staff.

ACADEMIC INFORMATION

The Purpose of a Wells Education

“To think critically, to reason wisely, and act humanely...” (from the Wells College Mission Statement)

INSTITUTIONAL AND ACADEMIC PROGRAM GOALS

Student Learning Goals

At Wells, the development of each individual student is supported through an exploration of how to understand the world in intellectual and personal pursuits and how to apply that knowledge in an interconnected and ever-changing world. The breadth of a liberal arts foundation, depth of focused knowledge, and a developed skill set prepare students for their futures.

Content

1. **Breadth of knowledge:** Understanding the physical world, cultures, individuals, personal health and well being
2. **Depth in field:** Developing expertise in a chosen major field
3. **Career preparation:** Acquiring substantive and professional competence

Essential Skills

1. Fundamental literacies
 - The ability to read critically across the disciplines
 - The ability to employ effectively oral, written and expressive communications
 - The ability to identify and evaluate relevant information
2. Critical thinking and application
 - The ability to use reasoning and evaluative skills in distinctive modes of inquiry and analysis
3. Ethical decision making
 - The ability to reason wisely and act humanely
4. Creativity
 - The ability to transcend established understandings to discover something new
5. Metacognitive
 - The ability to use self- reflective skills to understand what one knows, how one learns, and how to use resources effectively and to seek help
6. Skills and beliefs to navigate living and working in community
 - The ability to engage in problem solving and to work in a team environment
 - The ability to manage time effectively and to possess a positive work ethic
 - The ability to offer and accept constructive criticism, to possess self-confidence, be flexible, adapt quickly and work well under pressure

When Students Graduate

They leave as being lifelong learners with the ability and initiative to create, share, and apply knowledge prepared for the life ahead of them. They are aware of the responsibility they have to themselves and others to share the privilege of their education. With a communal consciousness, they are motivated to make a difference and improve the world around them. They understand the past and the present in order to envision the future.

Institutional Responsibilities

In order for students to achieve the above learning goals, Wells College will:

1. Provide a student-centered learning environment
 - Curricular and co-curricular offerings that provide solid fundamentals to help students forge their educational paths preparing them for their careers and responsible citizenship
 - Hands-on opportunities that expand learning beyond the classroom and beyond Wells
 - Learning resources and services to facilitate students' achievement
 - A personalized education achieved through advising and mentoring in which students discover their capabilities and they become accountable for themselves, their education, and for their future as individuals and citizens
 - An environment for students that not only allows mistakes but supports risk taking as an essential element to learning.

2. Provide a talented faculty and staff who create community, practice inclusiveness, and hold students and themselves to high standards
3. Maintain an infrastructure for the College that supports the learning environment both in and out of the classroom in terms of its facilities and technologies and managing the College's resources prioritizing teaching and learning.
4. Have clear policies and user-friendly procedures that meet the needs of the campus community
5. Provide a safe, congenial environment for all of its members

Institutional Core Values

As an institution of higher education, Wells College values:

1. Learning founded on challenging and intellectual inquiry, requiring active student engagement, done with honor, and resulting in a transformative experience.
2. Continuing emotional, intellectual, and social development which involves self-reflection and continual adaptation
3. Community and the relationships and social interactions built in community
4. An awareness and sensitivity to differences that encourages open-mindedness and responsible action
5. Creativity
6. People as unique individuals

BACHELOR'S DEGREE

Wells College has an integrative liberal arts curriculum designed to prepare students for the leadership roles they will assume in all areas of life. The academic program includes a core curriculum, Sustainable Community, and majors that integrate related disciplines.

Liberal Arts Foundations

From the beginning to the end of their enrollment at Wells College, students participate in a liberal arts foundation sequence, Sustainable Community (SC), exploring what it means to be a member of interconnected communities. Four themed seminars enhance students' ability to communicate, both orally and through writing, using relevant technology. Students also learn quantitative skills and how to reason clearly while making logical arguments; they come to appreciate what is distinctive about scientific explanations; they develop an appreciation for languages and cultures in a global context; they develop awareness of the physical body and what practices help maintain health; they engage in experiential learning; and in the senior year, they explore different perspectives on a seminal idea or theory related to sustainable community in an interdisciplinary capstone experience.

To enhance the development of a sustainable academic community, Wells College sets aside two days in the academic year to Celebrate Scholarship and Engagement. Each day involves seniors from an academic division presenting their theses or senior projects and performances, as well as presentations from other students, faculty, staff and outside speakers.

Requirements for the Bachelor's Degree

Course Requirements:

1. Students must successfully complete a minimum of 120 semester hours of college level credit.
2. At least 60 semester hours must be taken on campus at Wells College or in Wells College affiliated programs. While students may take more than 20 semester hours in Wells off-campus programs, no more than 20 semester hours will be counted toward the 60 semester hour requirement.
3. At least 6 courses (3-4 semester hours each) in a major must be taken at Wells College or through an affiliated program. For students declaring a minor, at least 4 courses (3-4 semester hours each) in that minor must be taken at Wells College.
4. Students, whether first-year or transfer, are expected to satisfy College requirements, the requirements of the major, and the requirements of any minor as stated in the catalog in effect at the time of first matriculation at Wells College. Students

who cease to attend the College for two years or more will be expected to meet the requirements as stated in the catalog in effect at the time of return.

5. For the degree of Bachelor of Arts no more than 45 semester hours in any one discipline shall be included in the 120 semester hours required for the degree. For the degree of Bachelor of Science no more than 55 semester hours in any one discipline shall be included in the 120 semester hours required for the degree.

6. Students shall maintain a minimum Grade Point Average of 2.0 for all Wells and Wells-affiliated courses.

7. Students may earn no more than 4 semester hours of credit during any given January Intersession.

GENERAL REQUIREMENTS

In order to be recommended by the faculty for the Bachelor's Degree, a student must successfully: 1) complete a minimum of 120 semester hours; 2) complete two years in residence at Wells (60 semester hours, which may include up to 20 semester hours in Wells College affiliated programs; 3) complete the College requirements, including those for the major; 4) maintain a minimum cumulative GPA of 2.0 and a minimum GPA of 2.0 for courses taken for the major.

College Requirements

(1) Themed seminars (12 semester hours). Seminars on designated themes, described below, develop students' communication skills, both written and oral, their information literacy, and their knowledge of appropriate technology for group presentations. Students choose two seminars in the first year—SC 101 in the fall, restricted to first-year students, and a seminar on the designated first year theme in the spring semester; one in the sophomore year, either fall or spring semester; one in junior year, either fall or spring semester. Only one themed seminar can count toward a student's major. Faculty advisors will work with students to choose themed seminars that introduce them to the arts, humanities, and social sciences.

First year: Crafting Meaningful Lives (CML)

The first year Wells experience is designed to root students in the creative, transformative world of learning. These writing attentive seminars examine the way engagement in social issues, political action, creative work in the arts and sciences, and the pursuit of knowledge bring meaning and focus to individual lives.

Fall: SC 101 is designed to teach writing, analysis and interpretation in a small, topic-focused seminar.

Spring: One designated CML theme seminar

Second year: Local & Global Interconnections (LGI)

"Think Globally. Act Locally" is more than just a bumper sticker. Since the 1970s when the phrase originated, it's been argued that global problems can be turned into action only by considering variations in the ecology, economy, and culture of local surroundings. In these sophomore seminars, students will develop an understanding of interconnections between local and global experiences in the past, present, and future.

Fall or Spring: One designated LGI theme seminar

Third Year: Contemporary Challenges & Ethical Engagement (CCEE)

The world in which we live is full of challenges--poverty, war, political unrest, gender inequality, illness, illiteracy, and environmental degradation, to name a few. In third year seminars, students will examine the concepts and processes of ethical reasoning through focus on concrete social or global issues. The accompanying service learning component will encourage a deeper understanding of the impact of individual actions and choices as students engage with selves and others.

Fall or Spring: One CCEE designated theme seminar

(2) SC 111 New Student Experience (NSE) (1 semester hour). In this peer-led course, one-half in first seven weeks of fall semester, and the second half in second seven weeks of spring semester, students are introduced to College values, resources, and support services. (Grade: S/U)

(3) Quantitative reasoning (QR) (3 semester hours). One course on mathematical concepts and skills develops students' understanding of how real-world problems are approached and solved. Most courses in mathematics, as well as designated courses in other disciplines, fulfill this requirement.

(4) Critical analysis and reasoning (CAR) (3 semester hours). Students choose one designated course in which they learn to apply higher order analytic and creative cognitive processes to arrive at reasoned and supportable conclusions and to apply knowledge within and across academic disciplines.

(5) Natural Sciences (NS) (3 or 4 semester hours). One laboratory course involving hands-on learning develops students' understanding of the reasoning involved in developing, supporting, and discarding scientific theories and elucidates the distinction between scientific and other types of explanations.

(6) Modern Languages (ML) (6 to 8 semester hours). Two courses at the college level in a single language other than English develop students' appreciation for languages and cultures in a global context. Students may also fulfill this requirement by placement through examination to the 200-level.

(7) Lifelong Wellness (LW) (4 semester hours). One course during students' first year, Lifelong Wellness 100 (2 semester hours), and at least one physical activity (1/2 semester hour) each year, develop students' bodily-kinesthetic intelligence (i.e., awareness of the body and what to do to take care of it) and encourage them to engage in healthy behaviors which facilitate the cultivation of meaningful lives.

(8) Experiential Learning (EL) (3-8 semester hours). Experiential learning, generally achieved through internships, off-campus study, or student teaching, enables students to apply course-based learning to situations outside the classroom. By critically reflecting on their experiences and sharing what they have learned with others, students deepen their knowledge of the liberal arts as well as their own career and personal goals. Wells students are required to complete two experiential learning opportunities during their time at Wells. At least one experiential learning activity must be off campus and only one can be for one semester hour of credit. For students transferring in with 60 credits or more, only one (off-campus) experiential learning activity is required. Options that can be used to fulfill the Experiential Learning Requirement:

- Credit-bearing internships (domestic or international), including WLLS 190, 290, and 390 will satisfy one or more of the experiential learning requirements.
- Off-campus study abroad will satisfy one experiential learning requirement per country.
- Off-campus study in the U.S. will satisfy one experiential learning requirement when fieldwork or an internship is associated with the off-campus study.
- Experiential learning seminars and service-based learning independent studies (separate from regular Wells courses) will each satisfy one or more of the experiential learning requirements.
- Student teaching will count as one of the experiential learning requirements.

Please note that all experiences that fulfill the objectives can be counted as long as a faculty member agrees to sponsor the activity and to ensure the objectives are met.

(9) Senior year, Sustainable Community capstone (2 semester hours). All seniors in the first half of the spring semester will choose a designated multidisciplinary capstone that explores different perspectives on key ideas or problems such as climate instability, evolution, or globalism. Students will use a variety of critical approaches to focus on interdisciplinary connections, reflecting on and integrating liberal arts in the service of lifelong learning.

Note: Students should carefully plan when they will complete all requirements for their degree. An up-to-date list of courses that fulfill the college requirements can be found on the Registrar's page on the Globe. Students who delay completion of college requirements until their senior year risk taking longer than the expected years in residence at Wells to complete their degree. The Registrar will evaluate transfer students' files on case by case basis in order to determine remaining college requirements.

Course Requirements and semester hour limitations:

1. Students must successfully complete a minimum of 120 semester hours of college level credit.
2. At least 60 semester hours must be taken on campus at Wells College or in Wells College affiliated programs. While students may take more than 20 semester hours in Wells off-campus programs, no more than 20 semester hours will be counted toward the 60 semester hour requirement.
3. At least 6 courses (3-4 semester hours each) in a major must be taken at Wells College or through an affiliated program. For students declaring a minor, at least 4 courses (3-4 semester hours each) in that minor must be taken at Wells College.
4. Students, whether first-year or transfer, are expected to satisfy College requirements, the requirements of the major, and the requirements of any minor as stated in the catalog in effect at the time of first matriculation at Wells College. Students who cease to attend the College for two years or more will be expected to meet the requirements as stated in the catalog in effect at the time of return.

5. For the degree of Bachelor of Arts no more than 45 semester hours in any one discipline shall be included in the 120 semester hours required for the degree. For the degree of Bachelor of Science no more than 55 semester hours in any one discipline shall be included in the 120 semester hours required for the degree.
6. Students shall maintain a minimum Grade Point Average of 2.0 for all Wells and Wells-affiliated courses.
7. Students may earn no more than 4 semester hours of credit during any given January Intersession.
8. Transfer students must take at least six courses (18 semester hours) in the major at Wells College or in an affiliated program.
9. No more than six semester hours of courses graded "S/U" may be used toward the major.
10. A student may not elect a double concentration within a major.
11. There is a limit of eight semester hours of credit toward the minimum 120 semester hours of credit required for graduation for courses that bear fewer than three semester hours of credit in the following two categories: physical education courses, and arts and performance courses (except those taken to meet requirements toward the major or minor).
12. There is a maximum of 12 semester hours of credit for internships and 12 semester hours of credit for independent study counts toward the 120 required for graduation.
13. There is a maximum of 8 semester hours of credit for tutorials counts toward the 120 required for graduation.

***Semester hours in excess of the above stated limits will require the same number of semester hours in excess of 120 in order to graduate.

Degree Expected

Except for students in 3/2 or 3/4 articulation programs, students with senior standing may participate in Commencement activities "degree expected" if all requirements for the major, the senior comprehensive evaluation and at least 114 semester hours will have been completed. Such students would be expected to complete the remaining work by the end of the calendar year. Students in a 3/2 or 3/4 articulation program shall be expected to follow the terms of the program and may participate in Commencement activities when the work at Wells shall have been completed. The Registrar determines eligibility to participate in Commencement activities degree expected.

MAJOR AND MINOR

The Major

Each Wells student must elect a major to assure exploration of an area of interest in-depth, and to develop the knowledge and skills involved in the mastery of a field. The College offers majors in 21 areas, including disciplinary and interdisciplinary fields. If a student's educational goals are better met by developing an individualized major than by electing an established major, the student may, with the advice of her or his faculty advisor and other appropriate faculty members, develop an Individualized Major.

Transfer students must take at least six courses (18 semester hours) in the major at Wells College or in an affiliated program. No more than six semester hours of courses graded "S/U" may be used toward the major. No major for the Bachelor of Arts will require more than 65 semester hours. No major for the degree of Bachelor of Science will require more than 75 semester hours. A student may not elect a double concentration within a major.

Guide to Major Fields and Concentrations

A list of majors and concentrations that a student may elect can be found in the Majors and Minors section of this document.

Double Major

If a student feels her or his plans necessitate a double major rather than a major and a minor, she or he must file a double major proposal form with the registrar no later than the end of advising week of the first semester of the junior year. This proposal must indicate how the student's proposed plan of study meets the College's goals for a sound liberal arts program, including courses that satisfy the Core Requirements. The proposal must be approved by an advisor from each major. The student must have a cumulative grade point average of at least 3.5 at the time of the proposal. A double major may not include an individualized major. Final approval rests with the Academic Standing and Advising Committee.

Individualized Major

The description of requirements for an individualized major can be found in the "majors and minors" section of the catalog.

GPA Requirement

To be eligible for graduation, a student must have earned a GPA of at least 2.0 in the work in the major. If a student fails to maintain this average, she or he must either change majors or leave Wells College.

The Minor

Although minors are not required, a student desiring a minor shall declare it on a Declaration of Minor form, available in the Registrar's Office or online, no later than the last day of classes of the first semester of his or her senior year. The declaration must be approved by the student's major advisor and the faculty coordinator for the minor. Requirements of the minors will be found in the section of the Catalog devoted to Majors and Minors. In order to have a minor noted on the transcript, a student must earn an overall GPA of 2.0 or better in courses used for the minor. No more than 50% of the semester hours to be applied to the minor may also be applied to the major.

A student may request to complete two minors by filing two Minor Declaration forms, available in the Registrar's Office or online, no later than the last day of classes of the first semester of his or her senior year. Each form must be approved by the student's major advisor and by the faculty coordinator for the minor. A minimum of 50% of the courses must be unique to each minor. A minimum of four courses (12 semester hours) must be taken at Wells College or in an affiliated program to complete a minor. No more than four semester hours graded "S/U" may be used toward the minor. Wells does not offer individualized minors.

PRE-PROFESSIONAL PROGRAMS

Students having a particular professional goal that they wish to pursue during their years at Wells can take advantage of a number of programs that offer the possibility of challenging future careers; some will give the student professional certification; others will lead to a second degree in addition to the Wells Bachelor of Arts degree.

Pre-law

Advisor: Associate Professor Frazier

Wells College is a member of the Northeast Association of Pre-law Advisors and offers counseling to students who wish to pursue the graduate study of law. The pre-law advisors assist students in planning their undergraduate programs, preparing for the LSAT, and completing law school applications. Students intending to prepare for law school may begin working with the advisors in their first year. Special programs held on campus will introduce students to representatives from law schools and to Wells College alumnae/i who have completed law school. Wells College also participates in Law School Day at Cornell University each fall.

The preparation for law school at Wells is based upon the Association of Law Schools' recommendation that a broad liberal arts curriculum, such as that at Wells, best prepares students for the multi-disciplinary study of law. In addition to the student's major area of study, the student is encouraged to participate in the Wells College internship program and gain practical experience in a law-related setting.

Health professions including medicine, nursing, dentistry, veterinary medicine, and other health professions

Health Professions Advisors: Assistant Professor O'Neil (chair), Associate Professor Stiadle, Associate Professor Gagnon, Assistant Professor Blake-Hodek

Medical and other health programs recommend an undergraduate preparation that combines a thorough grounding in science, breadth and depth of study in the liberal arts, and a major that matches the interest and aptitude of the student.

The academic program at Wells includes extensive internship and abundant research opportunities both on and off campus. The combination of academic program, practical experience, and comprehensive individual advising has given Wells students an excellent record in admission to schools in the health professions.

Wells College is a member of the Northeast Association of Advisors for Health Professions (www.neaahp.org/) and is also affiliated with the Central New York Area Health Education Center (www.cnyahec.com).

Members of the Wells College Health Professions Advising Committee serve as supplementary advisors in matters related to preparing for careers in the health sciences. Contact them at HPA@wells.edu.

Educational Studies Program

Director: Susan Talbot

The Wells education program is designed to train professional educators for the demands of the 21st century. Wells prepares teachers to have critical understanding of current theory and to be responsive and skilled practitioners. The program at Wells is registered with New York State and accredited by the Regents Accreditation for Teacher Education. Students who complete the program and pass the required New York State examinations qualify for initial New York State Childhood or Adolescence certifications.

Notes

- During the 2011-2012 academic year, 15 students were formally enrolled in the Wells College Certification Program in Childhood or Adolescence Education. These students applied for admission and were accepted into the Certification Program at the end of their sophomore year. Four of these students participated in student teaching during that academic year, teaching an average of 35 hours per week for a period of 14 weeks. Four students completed the teacher education certification program at Wells during 2011-2012 and 100% of those who took the state ATS-W (Assessment of Teaching Skills- Written) passed the test. For the LAST (Liberal Arts and Sciences Test) as well, 100% of those who took it passed the test. The statewide pass rate for the ATS-W during this same period was 99%, while the statewide pass rate for the LAST was 99%. For the CST (Content Specialty Test), 100% of Wells students who took it passed the test. The statewide pass rate for the CST was 94%.
- During the 2011-2012 academic year, an additional six students declared a minor in Childhood or Adolescence Education but were not seeking certification. A total of 53 students completed education courses at the 200 level and above.

General Requirements

- Application for acceptance in the education program takes place in the second semester of a student's sophomore year.
- Students must have completed at least 40 semester hours of coursework with a minimum GPA of 2.7 and earned a B- or higher in EDUC 105 (Teaching in a Diverse Society) or its equivalent at another college.
- In addition, students must provide the name of a faculty reference and a statement describing why they would like to complete the certification program.
- All candidates for certification are required to do an internship in an educational setting and take EDUC 408 Student Teaching Reflective Seminar along with EDUC 410 Student Teaching.'
- Students must complete required course work and 100 hours of field experience in education prior to student teaching. In addition, to qualify for student teaching they must have a minimum GPA of 2.7 and earned a B- or higher in the required methods courses (Childhood: EDUC 301, 302, 405 or Adolescence: EDUC 331, 332, 406). Student teaching placement will be determined by Wells faculty in cooperation with regional school personnel. No placement will be approved without the Wells faculty involvement. Student teachers are required to teach for 14 weeks, full-time in two classrooms suitable to the certification area sought. NOTE: Student teachers will be expected to provide their own housing, if necessary, as well as transportation.
- Students will be required to attend seminars on substance abuse, child abuse, school violence and harassment/bullying.
- Candidates for initial teaching certification will be required to take standardized tests sponsored by the New York State Education Department in addition to the courses required by the program and submit to a fingerprint screening prior to student teaching

Childhood Education, Grades 1-6

The childhood education minor/teacher initial certification program is open to any qualified Wells student. Students who choose childhood education can major in a variety of academic areas including English, mathematics, history, psychology, and sociology. Each childhood education course at Wells is designed in collaboration with cooperating teachers, and therefore the program is field-based in all respects.

Requirements for Childhood Certification (Grades 1-6)

General Content Requirements:

- Six semester hours of English
- Six semester hours of Mathematics
- Six semester hours of Science
- Six semester hours of Social Studies (History/Political Science/Anthropology)
- Six semester hours of a modern language

General and Education Course Requirements (45-46 sem. hrs.):

- EDUC 105 Teaching in a Diverse Society (3 sem. hrs.)
- EDUC 215 Issues in Multicultural and English Language Learner Education (3 sem. hrs.)
- EDUC 225 Technology in the Classroom (2 sem. hrs.)
- EDUC 275 Using Children's Literature in the Classroom (3 sem. hrs.)
- EDUC 301 Primary Literacy and Diverse Learners (3 sem. hrs.)
- EDUC 302 Literacy for Diverse Upper Elementary Classrooms (3 sem. hrs.)
EDUC 301 and 302 must be taken in sequence
- EDUC 315 The Inclusive Classroom (3 sem. hrs.)
- EDUC 325 Managing and Motivating Classrooms (3 sem. hrs.)
- EDUC 405 Elementary Methods: Teaching Math and Science (3 sem. hrs.)
- EDUC 408 Student Teaching Reflective Seminar (2 sem. hrs.)
Taken concurrently with student teaching
- EDUC 410 Student Teaching: Preparation and Analysis (12 sem. hrs.) PSY 210 Childhood Development (3 sem. hrs.)

One of the following:

- EDUC 290 Internship in Education (2-3 sem. hrs.)
- EDUC 390 Internship in Education (2-3 sem. hrs.)

Additional requirements for BOTH Childhood and Adolescence Certification:

- Child Abuse Seminar (0 sem. hrs.) (\$50)
- Alcohol and Drug Awareness Seminar (0 sem. hrs.) (Free)
- Violence Prevention and Intervention Seminar (0 sem. hrs.) (\$50)
- Harassment, Bullying and Discrimination Prevention and Intervention (0 sem. hrs.) (Structure and cost to be determined)
- 100 hours of field experience prior to student teaching (embedded in Wells education courses)

Teaching Exams:

- NYS - given in October, February, April, May and July
- ALST (Academic Literacy Skills Test)
- EAS (Educating All Students)
- CST (Content Specialty Test)
- edTPA (Teacher Performance Assessment)
- Praxis series for individuals wishing to teach outside of NYS - given February, March, May and July
- Fingerprinting must be completed and processed prior to student teaching (\$94.25)

Adolescence Education, Grades 7-12

The adolescence education minor/teacher initial certification program is open to any qualified Wells student. Students who choose adolescence education will normally major in the subject area most closely related to the field they will teach. Certification in biology, chemistry, English, mathematics, physics, social studies, and Spanish is available.

Requirements for Adolescence Certification (Grades 7-12)

Registered Majors for Initial Teaching Certification:

- Biology
- Chemistry
- Spanish
- English
- Math
- Physics
- History

Foreign Language: (6 credits)

General and Education Course Requirements (42-43 sem.hrs.):

- EDUC 105 Teaching in a Diverse Society (3 sem. hrs.)
- EDUC 215 Issues in Multicultural and English Learner Education (3 sem. hrs.)
- EDUC 225 Technology in the Classroom (2 sem. hrs.)
- EDUC 315 The Inclusive Classroom (3 sem. hrs.)
- EDUC 325 Managing and Motivating Classrooms (3 sem. hrs.)
- EDUC 331 Reading and Writing in the Content Areas I (3 sem. hrs.)

EDUC 332 Reading and Writing in the Content Areas II (3 sem. hrs.)
EDUC 331 and 332 must be taken in sequence
EDUC 406 Instructional Strategies for Secondary Education (3 sem. hrs.)
EDUC 408 Student Teaching Reflective Seminar (2 sem. hrs.)
Taken concurrently with student teaching
EDUC 410 Student Teaching: Preparation and Analysis (12 sem. hrs.)
PSY 318 Adolescent Development (3 sem. hrs.)

One of the following:

EDUC 290 Internship in Education (2-3 sem. hrs.)
EDUC 390 Internship in Education (2-3 sem. hrs.)

Recommended for all, REQUIRED for English certification:

ENGL 240 Adolescence and the Media (3 sem. hrs.)

Additional requirements for BOTH Childhood and Adolescence Certification:

Child Abuse Seminar (0 sem. hrs.) (\$50)
Alcohol and Drug Awareness Seminar (0 sem. hrs.) (Free)
Violence Prevention and Intervention Seminar (0 sem. hrs.) (\$50)
Harassment, Bullying and Discrimination Prevention and Intervention (0 sem. hrs.)(Structure and cost to be determined)
100 hours of field experience prior to student teaching (embedded in Wells education courses)

Teaching Exams:

NYS - given in October, February, April, May and July
ALST (Academic Literacy Skills Test)
EAS (Educating All Students)
CST (Content Specialty Test)
edTPA (Teacher Performance Assessment)
Praxis series for individuals wishing to teach outside of NYS - given February, March, May and July
Fingerprint screening must be completed and processed prior to student teaching (\$94.25)

3/2 AND 4+1 ARTICULATION PROGRAMS

These agreements allow students to begin working towards an advanced degree while studying at Wells.

General Requirements:

- Application for acceptance into an articulation program must be made to the appropriate major program, and a Major Declaration must be filed no later than the end of the first year at Wells College.
- Major requirements and Comprehensive Evaluation commitments should be arranged through the major program faculty at the time of declaration.
- The approval of the Academic Standing and Advising Committee is required for participation in the program. A major GPA of 3.0 or better is generally required.
- Graduation arrangements should be completed during the fourth year; students in articulation programs may march in Commencement at the end of their fourth year.
- Although the Wells degree includes the work of the fourth year, no Wells financial aid is available the fourth year. It is the student's responsibility to see that all official transcripts are sent to the Registrar's Office prior to receipt of the Wells degree.

Education (4+1): B.A. Wells/M.A.T. or M.S. University of Rochester

Advisor: Director Talbot

Wells College has a formal agreement with the Margaret Warner Graduate School of Education at the University of Rochester. We have developed a 4+1 program (4 years at Wells and 1 year at the Warner School) for Wells College undergraduates that would result in a B.A. from Wells College and a Master's degree from the Warner School. This program would also meet all the academic requirements for obtaining Professional Teaching Certification from New York State. It is appropriate for two groups of Wells students:

- those who will have completed their initial certification within their bachelor's degree program, but who need a master's degree for professional certification, and
- those who decided to pursue a teaching career too late in their program at Wells to enable them to get their initial teaching certification as part of their bachelor's degree. The Warner program offers these students the option of completing both their certification and their master's degree at the same time.

Wells students can apply either during their junior or senior year. One advantage of the program is that Wells students may apply for early admission during their junior year, an opportunity not afforded to students from other undergraduate colleges. Wells students admitted to the program may begin taking classes at the Warner School during the summers after both their junior and senior years.

Engineering (3/2): B.A., Major in Physics or other approved major/B.S. in Engineering

Advisor: Professor Heinekamp

The student interested in engineering may combine technical courses with the more broadening experience of study at a liberal arts college by undertaking our 3/2 program in engineering at Wells.

The arrangements with Cornell University in Ithaca, Clarkson University in Potsdam, New York, and Columbia University in New York City, lead to the Bachelor of Arts from Wells College, as well as the Bachelor of Science in engineering from these universities. A student may easily arrange, with the approval of the Engineering Committee, a program with engineering colleges other than those with formal 3/2 arrangements with Wells.

The major at Wells is ordinarily physics, followed by study in the area of interest within the engineering field at the coordinate institution (in some cases, an alternative Wells science major would be more appropriate). After three years at Wells, a student transfers to the coordinate institution. There, in the fourth year, any remaining Wells B.A. requirements are completed as part of the engineering curriculum. At the end of the fifth year, the Bachelor of Science in engineering from the university will be awarded, along with a degree from Wells. Exceptionally talented students may earn the master's degree in engineering at Columbia University by completing additional courses during summer sessions.

Students will complete all major and distribution requirements of Wells College before entering Columbia. They may seek an exception to this requirement by writing to the SEAS Dean (School of Engineering and Applied Science). The request must be accompanied by a letter of support from the dual-degree engineering director at the participating institution. Exceptions will be made at the sole discretion of the SEAS's dean.

Business Administration (4+1): B.A., Major in Economics and Management or other approved major/M.B.A.

Advisor: Professor Uddin

Wells has a formal articulation (transfer) agreement with Clarkson University in Potsdam, New York, under which Wells students graduating with a B.A. and who have taken the required business foundation courses specified in the agreement may apply for a one-year M.B.A. program at Clarkson and, if accepted, can complete the program within one academic year. (One or all of the foundation courses may be taken in the Summer Business Concepts Program at Clarkson in the summer prior to beginning the M.B.A. program.) The Clarkson M.B.A. program is intensive and rigorous with an integrated curriculum that focuses on the global environment, technology in the work place, teamwork, leadership, and integrity. Tracks within the M.B.A. program other than the general M.B.A. are global supply chain management, environmental management, and innovation and new venture management.

CROSS-REGISTRATION AGREEMENTS

A student may register for one course a semester at no extra charge, up to a total of four courses, at one of the area institutions below. Courses taken under these agreements will appear on the Wells transcript and will be included in the Wells grade point average. (Summer work taken at these institutions is not included in the cross-registration agreements.)

Cornell University — Undergraduate Cross-Registration Program

Wells full-time matriculated students may register for courses offered by any of the seven undergraduate colleges of Cornell University that do not duplicate a Wells course. This option is open to students in good academic standing after completing the first semester. Wells students may register for four courses during their years at Wells, taking one course per semester after approval by the academic advisor and the Wells registrar. Except with prior approval from the advisor and the registrar, students should not expect to fulfill College distribution or major requirements by taking courses under this program. For summer work taken at Cornell, or any work during the semester for which the student pays Cornell tuition, the courses will be treated as any other transfer work. Students taking a course at Cornell under the exchange agreement may not take a course in the same semester at Cayuga Community College (CCC) under the exchange agreement with CCC, nor at Ithaca College (IC) under the exchange agreement with IC.

Students interested in engineering can undertake a 3/2 program with Cornell University. This leads to a Bachelor of Arts from Wells College, as well as a Bachelor of Science in Engineering from Cornell (see 3/2 and 3/4 Articulation Programs).

Cayuga Community College Cross-Registration Program

As part of the Wells College-Cayuga Community College Exchange Program, full-time matriculated students may register for courses offered by CCC that do not duplicate a Wells course and are acceptable for transfer to Wells College. This option is open to students with a minimum cumulative grade point average of at least 2.0 and after completing the first semester. A student may take one course a semester at CCC, but no more than four throughout her or his career at Wells, and must be granted permission by the academic advisor and the registrar. Except with prior approval from the advisor and the registrar, students should not expect to fulfill College distribution or major requirements by taking courses under this program. For summer work taken at CCC, or any work during the semester for which the student pays CCC tuition, the courses will be treated as any other transfer work. Students taking a course at CCC under the exchange agreement may not take a course in the same semester at Cornell University under the exchange agreement with Cornell, nor at Ithaca College under the exchange agreement with IC.

Ithaca College — Undergraduate Cross-Registration Program

Under the Wells College-Ithaca College Exchange Program, full-time matriculated students may register for courses offered by Ithaca College that do not duplicate a Wells course and are acceptable for transfer to Wells College. This option is open to students with a minimum cumulative grade point average of at least 2.0 and after completing the first semester. A student may take one course per semester at IC, but no more than 12 semester credits total (CU and CCC programs each allow four courses) throughout her or his career at Wells, and must be granted permission by the academic advisor and the registrar. A student should not expect to fulfill College distribution or major requirements by taking courses under this program, except with prior approval from the advisor and the registrar. For summer work taken at IC, or any work during the semester for which the student pays IC tuition, the courses will be treated as any other transfer work. Students taking a course at IC under the agreement may not take a course in the same semester at Cornell University under the agreement with CU, nor at Cayuga Community College under the agreement with CCC.

Transportation

The Wells College Transportation Department offers scheduled daily shuttles to Ithaca and Cornell University utilizing the Wells College vans on a daily basis. Students who plan to utilize the shuttle service for their cross-registration classes are encouraged to review the shuttle schedules found in the Campus Safety office or on the Transportation Globe page prior to registering for their cross-registered classes. The Transportation Department does not offer special transportation services to Ithaca College or Cornell University on a regular basis. The Transportation Department does not offer shuttle service to Cayuga Community College unless such service is deemed necessary by the dean of the college in special circumstances.

EDUCATIONAL ENVIRONMENT

The Faculty

The Wells College core faculty consists of roughly 35 faculty, nearly all of whom hold the doctorate or other terminal degree. Excellent teaching and advancing student learning are the top priority of faculty members, who also engage in scholarship or creative work in their respective disciplines. The Wells faculty enjoys many opportunities to work across disciplines in a learning environment committed to the liberal arts. Faculty members also appreciate the many opportunities to work closely with students afforded by the smaller classes that Wells offers. Approximately 50 percent of the faculty are women.

Student Diversity

Wells College promotes and supports diversity in the student body. In addition to students from diverse racial and ethnic backgrounds from most of the states in the U.S., several international students attend Wells. Also, many nontraditional-aged students attend Wells. Several student-led campus organizations address concerns that reflect the diversity of the student body, such as P.O.W.E.R. (Praising Our Work, Ethnicity and Race), UMOJA, and W.I.S.A. (Wells International Students' Association). The faculty, staff and student diversity committees play a key role in advancing a learning environment that embraces diversity in the classroom and campus life.

Class Size

One of the definitive characteristics of a Wells education is the emphasis on individual contact between students and their professors. The typical learning environment is the small class or seminar in which there is an opportunity for dialogue and discussion, although some courses are offered in larger lecture formats. This constant interaction between teacher and student is made possible by the College's rich 10/1 student-faculty ratio, with the average class size being 12.

Library

Named for the 11th president of Wells College, Louis Jefferson Long Library has a collection of approximately 219,120 volumes and subscribes to numerous print and electronic journals and newspapers.

The library is open 84 hours a week with extended hours during exam periods. Long Library features open-stacks, a walk through art gallery, individual study carrels, a lending laptop program, wireless connectivity throughout the facility, computer lab, printers, and academic support services such as the Writing Center, the Education Curriculum Center, the Media Studio with a Kurzweil Reader, and tutorial services. Individual and group study areas are located in the Learning Commons and throughout the library. The Learning Commons houses the Offices of Students Achievement, Academic Advising, Experiential Learning and Career Services.

Long Library offers access to numerous electronic resources. Many of our databases provide full-text access to thousands of journals. Database searching assistance is available as well as our Research Tools and Skills course which is part of the library's information literacy and instruction program. Students may also seek assistance by making individual appointments.

Additionally, Long Library provides coordinated resource sharing which is available to all members of the Wells community. The library also offers a virtual reference desk service (AskUs 24.7) which, in addition to the library staff at Wells, is made up of librarians across the country and around the world. This service is available to Wells students, faculty and staff, and to Aurora community members from anywhere, 24 hours a day, 365 days a year, and is free of charge.

The Wells College Archives is housed in the library. It contains a unique collection of documents and correspondence concerning the early express companies, and the diaries of E.B. Morgan, friend of Henry Wells, local businessman, member of the House of Representatives and College benefactor. In addition to these collections, the Archives is home to a Victor Hammer collection; a large collection of photographs beginning with the founding of the College in 1868 to the present day; and documents concerning the history and development of the College. The Archives also houses copies of senior theses from 1923 to the present and of faculty and alumnae/i publications.

The Book Arts Center

The Wells College Book Arts Center, established in 1993, provides a broad learning opportunity for Wells students and the Aurora community in the arts and crafts of the book.

In contrast to desktop printing by computer, students learn first-hand the traditions and history of the book through letterpress printing and hand bookbinding courses, a History of the Book course, an introduction to calligraphy course, and special topics courses such as Digital Design and the Artist Book, Boxmaking, Inspiration and Medieval Binding, the Printed Book, and Art on the Press. Students may choose a minor in book arts, or they may declare a book arts concentration in the visual arts major.

The Book Arts Center also serves the campus and community with a variety of lectures, workshops, and symposia, and an annual Summer Institute. Begun in 2005, the Institute's week-long intensive courses in letterpress printing, hand bookbinding, artist's books, lettering arts and font design are taught by some of the foremost book artists in the U.S. and Europe.

The Center's staff includes the director, the Victor Hammer Fellow, and adjunct faculty. The Victor Hammer Fellowship, established in 1998, brings talented, emerging book artists to Wells College for the purpose of sharing their expertise and love of books with students in bookbinding, printing and topics courses.

Victor Hammer, an internationally renowned figure in 20th-century graphic arts, founded the Wells College Press in 1941. His respected position among the leading typographers, printers, and artists of his time was due not only to his publications, drawings, and paintings, but to the type he designed, cut, and cast. During the years Hammer taught at Wells College, students entered the world of publishing under his tutelage. The Long Library Archive has copies of many publications Hammer created in the 1940s, as well as copies of his students' works. Victor Hammer operated the Wells College Press until his retirement in 1948. The iron hand press he used is still in the pressroom and is a complement to the four Vandercook presses students use to print personal letterhead, postcards, broadsides, and short books.

The year 1991 was seminal in the development of the Center. First, the Wells College Press was re-established in order to publish works of artistic and literary merit. The Bindery also came into being that year, when Wells alumna Jane Webster Pearce '32 presented the College with her complete fine art bindery. Ms. Pearce also arranged for funds to support an introductory course in bookbinding, which has been offered to Wells students each semester since 1993.

In 1998 the Center established the Victor Hammer Fellowship, a two-year residency for an emerging book artist to come to Wells to teach classes and work on his or her own projects. An important hallmark of the Center, this fellowship is now known across the country and is actively sought by book artists in the United States and abroad. Fellows have gone on to earn more degrees in the fine arts, to set up book arts programs at universities and to teach at other institutions. Sarah Bryant, our Victor Hammer Fellow from 2008-2011, won the top prize at The Minnesota Center for Book Arts competition in August 2011 for Biography, the limited edition artist's book she designed, printed and bound while at Wells; there were 147 entries from 22

countries and all seven continents, including Antarctica! Katie Baldwin, who came to Wells in 2011 as the seventh Fellow, has had residencies in Mexico, Poland and Japan, and taught a course in moku hanga style Japanese print making in fall 2012.

The Book Arts Center currently houses seven Vandercook presses, two Pilot presses, Victor Hammer's Washington-style iron press, and over 300 cases of type and ornaments. The Center is also the proud home of a large collection of 19th century type and ornaments donated in 2001 by the widow of Robert Greenlee of the Gay 90s Press, has an extensive collection of 19th and early 20th century wood type, and a large collection of cuts, type and equipment from the Oliphant Press in New York City. The Wells College Press publishes broadsides by visiting writers and books. The Book Arts Center prints, among other things, certificates and awards, announcements for campus events, and most important of all, the Wells diploma.

OTHER ACADEMIC INFORMATION

Accreditation

Wells College is fully accredited by the Middle States Association of Colleges and Schools, Commission on Higher Education, and by the New York State Department of Education. Current documents concerning the College's accreditation are available for review upon request to the Office of the President.

The Calendar

Wells College organizes its academic year on the semester system, with two semesters. Each semester has 14 weeks of classes, plus a week of finals.

Semester Hours

Most Wells College courses are three or four semester hours; students must earn a minimum of 120 semester hours to graduate. Each semester hour represents one 50-minute class period, or one period of two to three hours each week, for a semester. Some courses carry fewer than three semester hours; these include courses in physical education, theatre, dance, music, research, and tutorials.

Normal Course Load/Full-Time Status

The normal course load is 15 hours per semester; 12 semester hours will be considered full-time. Students holding state or federal loans, scholarships, or grants are required to carry a minimum of 12 semester hours each semester.

Overloads

Students who wish to take more than 19 semester hours in one semester must petition the dean of the college to do so. In no case shall students be allowed to take more than 21 semester hours per semester. There is no charge for approved overloads.

There is a limit of 4 semester hours on work taken in the January Intersession.

Attendance

It is the general policy of the College that class attendance is expected, but instructors have the right and the obligation to set their own policies regarding absences.

Catalog in Effect

Each student, whether first-year or transfer student, is expected to satisfy College requirements, the requirements of her or his major, and the requirements of her or his minor (if applicable) as stated in the catalog in effect at the time they first matriculate at Wells College. If, however, a student ceases to attend the College for two years or more, they will be expected to meet major, minor, and College requirements as stated in the catalog in effect at the time they return.

Time Limit

Each student is expected to complete the requirements for the degree within seven years of matriculation at Wells.

Accelerated Programs

Wells College prefers students experience a four year residency but may allow students to advance as their ability and preparation permit. Students who have completed advanced work in secondary school or by private study, or who have satisfactorily completed courses of an acceptable nature at other institutions, can apply for advanced standing for academic credit under the rules for credit for prior experience.

To be eligible to graduate in three years, a student must inform the registrar by the end of the second year and must have the support of the advisor and the major field. The student must work out with the advisor a careful semester-by-semester plan of the courses for which the student will register to graduate in three years.

Degree with Honors

The traditional Latin honors, cum laude, magna cum laude, and summa cum laude, are awarded at graduation for excellence in course work throughout a student's Wells College career. The degree of Bachelor of Arts or Bachelor of Science are awarded cum laude to those who have a Wells grade point average of 3.50 to 3.749; magna cum laude to those who have a Wells grade point average of 3.75 to 3.899; and summa cum laude to those who have a Wells grade point average of 3.90 or above (see also Phi Beta Kappa).

Distinction in the Major

The degree will be awarded With Distinction in the major field to any student who 1) has shown outstanding ability (GPA of 3.50 or above) in course work in the major field in the sophomore, junior, and senior years; 2) has shown the capacity to do independent work with a high degree of initiative, genuine intellectual curiosity, and a sense of responsibility; 3) is recommended by faculty in the major field.

Academic Advising and Registration

The College's academic advising system strikes the balance between making advisors easily accessible and encouraging student initiative in seeking advice. Upon entering Wells, each student is assigned an academic advisor. It is the special responsibility of these advisors to encourage each student to choose a program of study within the liberal arts that is varied and broad. Upon declaration of major, each student selects or is assigned an advisor from the major field who will help guide her or his studies. Although a student is assigned to one particular advisor students are encouraged to consult with anyone or with several advisors to gain opinions, expertise, and perspectives.

All students register for classes on-line through the Globe. New students will have the opportunity to become acquainted with the College community, consult with a faculty advisor regarding a degree program, and register for classes at Wells Warm-up or during orientation sessions. Continuing students register for fall classes during the designated registration period in the spring semester, and register for spring classes during the designated registration period in the fall semester. During the week of academic advising just prior to registration, the student's schedule for the semester shall be planned with, and approved by, the student's faculty advisor.

Each student is responsible for registering on-line on or before the deadline set by the registrar.

A late registration fee of \$150 will be incurred by any student who does not register before the first day of classes, unless exempted by the dean of the college or the registrar, who must receive a written request from the student stating the reasons for late registration. The fee does not apply to revisions of previously submitted programs that are made during the drop/add period.

Adding, Dropping, Withdrawing from Courses

A student may add a class through the first ten days of classes (the instructor's signature is required after the fifth class day), and drop a class (with no record) through the 10th class day. A student may withdraw from any course after the end of the established drop period and before the end of the ninth week of classes with the signature of the instructor and the academic advisor. The withdrawal will appear on the student's transcript with a grade of "W." After the ninth week of classes, and before the end of classes, a student who wishes to withdraw from a class must petition the dean of the college. If the petition is approved, the student will receive a grade of "W" or "WF" (withdraw or withdraw failing) based on work to date except in cases by which — in the judgment of the dean of the college — the withdrawal was required for medical or other grave personal reasons. In such cases the student will receive a grade of "W" (see also Withdrawal from the College).

Pass/Fail Option

Students may choose to take courses pass/fail. The following regulations apply:

- At time of registration, or by the end of the 10th class day of either fall or spring semester, students may designate a course to be graded pass/fail. After the 10th class day, a petition must be filed and will be approved only in unusual circumstances, such as for medical reasons.
- New students (including first-year and transfer students) may not elect to take a course pass/fail in the first semester.
- Only one course per semester may be taken pass/fail.
- The course taken pass/fail may not be a course in the student's major.
- One course taken pass/fail may be used to satisfy a requirement of a minor field, but only at the 100-level.
- In the computation of the GPA, all courses graded Pass will be disregarded by the registrar; courses graded Fail will be computed into the GPA. Pass/fail courses are not included in the 12 graded hours required each semester to be eligible for that semester's dean's list.

In determining eligibility to return for another year, or candidacy for the degree, courses with a grade of Pass are included in the total hours of satisfactory work.

Prerequisites

A student is expected to have the prerequisites and corequisites stated in a course description in order to enroll in a course unless she or he obtains written permission from the instructor to waive the pre- or corequisite. A student may not move backward in a prerequisite sequence; in other words, a student may not receive credit for a course that is listed as a prerequisite for a course that has already been taken or for which credit has been granted.

Repeating a Course

Students may repeat only courses for which they have previously earned a grade of "F" (or "U") or courses designated "may be repeated for credit." For a course not designated "may be repeated for credit" and for which the student received a grade of "F" or "U", both grades will be posted on the transcript and will be reflected in the respective semester (term) grade point averages. However, only the higher grade earned will be calculated into the cumulative grade point average. Every grade earned in a course designated "may be repeated for credit" will be posted on the transcript and will be calculated into the semester (term) and cumulative grade point averages.

Auditing a Course

A student may visit a course on mutual agreement between her- or himself and the instructor. If they register for an "audit," they must participate actively in the course and must complete all work specified by the instructor at the beginning of the course. A student desiring to audit a course shall get permission of both the faculty advisor and the instructor of the course no later than the 10th class day.

Under either of the following circumstances, students must petition the dean of the college: if they wish to audit more than one course in a semester or if the request to audit a course is made after the 10th class day. Approval is not automatic, and normally petitions to change the status of a course to an audit will not be approved after the sixth week of classes, unless there are medical reasons.

Independent Study, Research

Students at Wells have rich opportunities to conduct independent study and research. Students pursue independent work through research courses in the sciences, independent study courses, advanced creative work, tutorials, and through the senior comprehensive requirement. Independent work may involve laboratory or library research, creative projects, or other appropriate study.

Independent study courses are available for those students who have demonstrated an ability to work without close supervision. The purpose of independent study is to supplement the more structured methods of regular courses with the opportunity for the student of high initiative and responsibility to apply her or his abilities to new material with a minimum of guidance. While there are not formal course prerequisites for such work, it is the normal expectation that independent projects will involve explorations in-depth of some specific topic within a general area in which the student has done extensive prior work.

Exceptions may be made in cases where a student of generally demonstrated capability wishes to do exploratory work in a field in which she or he has little or no background, in a manner not provided for by the regular curriculum. Independent study normally is conducted at the 300 level as [Topic of Study] 399. Under exceptional circumstances and at the discretion of the instructor, students may undertake independent study with the designation [Topic of Study] 199 or 299, to indicate that the work is not at a level sufficiently advanced to warrant a 300-level designation. In cases of utterly irreconcilable schedule conflicts, a course from the regular curriculum can be taken as an independent study with the regular course number, but only at the discretion of the instructor.

A qualified sophomore, junior, or senior may pursue one independent study project for one to three semester hours during any semester. An exceptionally able and responsible student may pursue such work outside the academic semester. First-year students shall be permitted to take an independent study course of one semester hour during the January intersession. Under exceptional circumstances first-year students may be permitted by petition to the Committee on Academic Standing and Advising to pursue an Independent Study Project in the spring semester. A student who has a plan for independent study should consult with the instructor under whose guidance she or he proposes to work. Following such consultation, the student should submit an Independent Study Proposal form to the registrar including a description of the proposed project, the amount of proposed credit, and the signature of the faculty advisor and the instructor. Proposals should be submitted during the period of registration and no later than the tenth day of classes. Students who do not submit proposals by this date will be dropped from the independent study. Final approval of all projects rests with the Academic Standing and Advising Committee. There is a \$1,175 per semester hour charge for a Wells independent study course taken in the summer.

Credit for Prior Study and Life Experience

Students who have completed advanced work in secondary school or by private study, or who have satisfactorily completed courses of an acceptable nature at other institutions may receive advanced standing or academic credit toward the Wells degree in the following ways:

- 1) Transfer Courses:** Passing with a grade of C- or better a college-level, non-remedial course in the liberal arts or sciences from a regionally accredited college or university. Coursework from non-regionally accredited institutions will be evaluated on a case by case basis.
- 2) Articulation Agreements:** Entering with an A.A. or A.S. degree in liberal arts under an articulation agreement. Such students will be granted credit according to the agreement.
- 3) Advanced Placement Exams:** Scoring a grade of four or five on the Advanced Placement exam in a liberal arts field.
- 4) British A-level Examinations:** Students who complete three A-level examinations with grades of C or above are eligible for sophomore standing (30 semester hours).
- 5) International Baccalaureate:** A student who earns results of 30 or better on the full International Baccalaureate diploma program and has no score lower than four in any one of the six examination groups will receive sophomore standing (30 semester hours). If a score of 30 or better is not achieved, credit for higher level (HL) exams with a score of 5 or better may be considered (5 semester hours per exam). No credit is given for standard level (SL) exams. To evaluate IB credit, Wells College needs the IB diploma or transcript sent directly from the IB organization to the Wells College Registrar's Office.
- 6) Other External Programs:** For similar external programs, credit will be awarded at the discretion of the registrar and the committee on Academic Standing and Advising, with appropriate consultation with relevant disciplines; applicability to a major/minor or placement in advanced courses rests with the major advisor or minor coordinator. Each program is to be reviewed individually.
- 7) CLEP:** Passing a College-Level Examination Program (CLEP) student examination in a subject covered in the Wells College curriculum, and prior to enrollment at Wells, with at least the minimum score recommended by the American Council of Education. Normally no more than two courses (4-8 semester hours) of such credit may be applied toward a Wells degree.
- 8) Credit by Examination:** At the discretion of the instructor, taking and passing an examination designed by the instructor of a Wells course to cover the material of that course. Normally no more than two courses (6-8 semester hours) of such credit may be applied toward a Wells degree. Examination so requested must be taken during the student's first year of attendance and must be taken before further credit is completed in the discipline.
- 9) Prior Experience Internship Credit:** Submitting material in evidence of previous professional experience (paid or non-paid) for approval for internship credit by the relevant discipline internship coordinator and by the Academic Standing and Advising Committee. Such approval is normally given only for work completed after high school graduation and is based on written material submitted by the student, describing in detail the experience gained and its relationship to her or his academic work, and a letter of evaluation from a supervisor or employer. Credit so earned is limited to a maximum of two internships (6-8 semester hours).
- 10) Credit by Portfolio:** Submitting portfolios that demonstrate learning and document experience. Such portfolios shall be presented, developed, and articulated in consultation with a faculty member. Portfolios approved by the faculty member shall be submitted to the Academic Standing and Advising Committee for approval for credit. Credit so earned is limited to a maximum of two courses (6-8 semester hours).

In all cases, placement in advanced courses and applications to the requirements for the major will be at the discretion of the major field chair.

Normally a maximum of nine courses (27-36 semester hours of credit) earned in categories 3-10 will be accepted for a Wells degree.

No grades will be entered on a student's Wells College record for semester hours earned through these means.

Declaration of Major

Entering students may indicate a single intended major from those listed in the Catalog. Upon meeting with a faculty member in the major during or after their first semester on campus, enrolled students may officially declare their major. Students must declare a major by the end of the seventh week of the semester in which they expect to have earned 60 credit hours. Failure to declare a major by this deadline will result in a registration hold. Students transferring in with 60 or more credit hours must declare a major on entry.

Policy on Individualized Majors

Students may propose a self-designed individualized major if they have an educational objective that would be better served than by pursuing one of the established majors at Wells College or by pursuing an established major and minor. Each individualized major is expected to meet the philosophical and educational goals of Wells College and to afford the student maximum exposure to the breadth and depth of a liberal education as well as an opportunity to undertake advanced work in an area of special interest. The individualized major must have a clear focus, and at least two disciplines must be substantially represented. The Curriculum Committee will approve or reject these programs.

Regulations for Individualized Majors

The proposed individualized major must have a minimum of 36 semester hours, a maximum of 45 semester hours on one discipline, and a maximum of 65 semester hours overall, including the senior essay/project, IM 401 (4 semester hours). It must include a minimum of 18 semester hours of work at the 300-level or above. The minimum required cumulative GPA at the time of application is 2.7.

Grades

Grades at Wells College are recorded in terms of the letters A, B, C, D, F with additional gradation for the letters "A" through "D," indicated by plus or minus signs. The grade of "A+" is the highest possible grade; the grade of "D-" is the lowest passing grade; and the grade of "F" indicates failure. The numerical equivalents of these letter grades are as follows: A+ = 97-100; A = 93-96; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = 59 and below.

Any grade in the "A" range indicates work of the highest quality; such work will generally be characterized not only by accuracy, but also by excellence in such qualities as comprehensiveness, insight, and originality. Any grade in the "B" range indicates work of good quality; such work will often show some of the qualities that characterize "A" work. Any grade in the "C" range indicates work of satisfactory quality; such work will generally be reasonably accurate, but may show only limited comprehensiveness, insight, and originality. Any grade in the "D" range indicates work that is below average in quality but acceptable; such work may be unsatisfactory in certain aspects, but will be satisfactory in others. Grades of "F" or "U" indicate work that is unsatisfactory.

Instructors may designate courses to be graded Satisfactory/Unsatisfactory. A grade of "S" shall be the equivalent of the letter grades "A" through "D" (and associated pluses and minuses). A grade of "U" shall be the equivalent of an "F" in letter-graded courses. It is a course instructor's right and duty to determine course grades.

No more than six semester hours of courses graded S/U may be used for a major. No more than four semester hours of courses graded S/U may be used for a minor. Grades of "S" are not included in computation of the GPA.

When faculty do not submit a grade, or an Incomplete Grade and Contract Form in lieu of a grade, or in cases where they indicate the student has dropped or withdrawn, but the registrar has no record of this, the registrar shall assign a grade of F* or U* (administrative assignment of a failing or unsatisfactory grade), which has the same effect on the GPA as a grade of F or U.

Grade Appeal

If a student feels that there is a mistake in the grade earned, he or she must meet with the instructor before the end of the second full week of the subsequent semester. If a course instructor is no longer at the College, the student shall meet with the chair of the major involved. If an instructor wishes to change a recorded grade, he or she will submit to the dean of the college a request for the change.

Grades will be changed only because of the instructor's corrected calculation of the grade or because of the instructor's decision to consider lost work submitted by the student. Upon approval by the dean, the change will be recorded by the registrar.

Incompletes

Incompletes are given only with the approval of the course instructor, when circumstances beyond the student's control, in the last three weeks of classes, prevent completion of the course. The student must be passing the course at the time, the extraordinary circumstances must be documentable, and the course instructor must approve. The instructor and student must agree on the work required for the removal of the "I" and submit the appropriate form to the registrar. The student is expected to complete the work in the time designated, but not later than the eighth week of the subsequent semester. If the instructor agrees, the deadline for completion may be extended until the end of the subsequent semester, but no later. If the work is not completed by the assigned deadline the course grade may be changed to "F," or to "U," in the cases of courses graded Satisfactory/Unsatisfactory. Students with pending grades of "I" will not be allowed to participate in internships or off-campus study programs in the subsequent semester, nor will they be eligible for the dean's list. Incomplete paperwork is due to the Registrar's Office by the last day of classes.

Grade Point Average

For the computation of academic standing, a grade point system is used. In this system A+ = 4.3; A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = 0.7; F = 0; and U = 0. Unless designated otherwise, courses are graded in terms of the letters, A, B, C, D, F, with additional gradation for the letters "A" through "D" indicated by plus or minus signs. Certain courses are graded as: "S" (satisfactory), "U" (unsatisfactory); these courses are so designated in the Courses of Instruction section. All internships are graded "S/U".

The calculation of a student's GPA is based on grades earned in all Wells courses, courses taken at Cornell University, Ithaca College, and Cayuga Community College through the cross-registration agreements, and courses taken through Wells affiliated programs. Grades of "I" (incomplete), "NR" (not reported), "P" (pass), "S" (satisfactory), "W" (withdraw), "WF" (withdraw failing), and "Z" (successful audit) are not included in the GPA calculation.

For courses that a student elects as Pass-Fail courses, grades of "A+" through "D-" shall be converted to a grade of "P." In the computation of the GPA the registrar shall disregard any grades of "P" (after conversion); a grade of "F" shall be given the numerical equivalent of 0 in the calculation of the GPA. See also Repeating a Course.

Class Standing

Classification for academic purposes shall be based solely on progress toward the degree as shown by the official records in the Office of the Registrar. Sophomore, junior and senior classification will be granted to students who have successfully passed 30, 60, and 90 semester hours respectively.

Dean's List

At the end of each semester, full-time students who have earned a GPA of 3.5 or above for that semester are honored by being placed on the dean's list, provided the student has completed at least 12 hours of graded work (pass/fail and S/U-graded courses are not included). Students with "I" grades are not eligible for the dean's list, regardless of date of completion. All graded courses taken at Wells and in Wells affiliated programs (including Cornell University, Ithaca College, and Cayuga Community College cross-registration) will be used in determining eligibility for the dean's list.

Access to Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a law that pertains to the privacy of student education records and gives parents certain rights with respect to their children's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA grants students access to their academic and educational records, an opportunity to seek to have any information (thought by the student to be inaccurate or misleading) amended, and some control over disclosure of information from the record.

The information below describes generally the provisions of FERPA, a law that is enforced solely by the U.S. Department of Education through specified procedures. The complete text of that Act is available at www.ed.gov/policy/gen/guid/fpco/ferpa/index.html. By providing the following description, the College is not in any sense undertaking contractual or other obligations, or acceding to any enforcement methods or forum(s), beyond the Department of Education procedures and obligations imposed by law.

Privacy of Records and Information

Academic Records

Wells College releases information regarding a student's academic record/performance to a student's parents/guardians in accordance with FERPA. That means that academic information can be released only if the College has written authorization from the student or if the student is listed as a dependent for tax purposes. Academic information includes copies of grade reports, attendance reports and any other information pertinent to an individual student's academic record. Members of the

faculty and administrative officers have access to the above records on a need-to-know basis for the purpose of evaluation of student achievement and determining special needs of individual students for educational purposes.

Records of a Non-Academic Nature

Two sets of records for each currently enrolled student are maintained in the Dean of Students Office. One record tracks a student's non-academic accomplishments and records, such as College housing information, campus achievements and appropriate correspondence. Records are maintained for currently enrolled students. Records are then transferred to the Office of Alumnae and Alumni Relations upon graduation. A second record is maintained for disciplinary proceedings and incidents that violate the Wells College Student Conduct Code. These records are maintained in the Dean of Students Office for seven years in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. At the discretion of the dean of students, a disciplinary record for severe violations of the Student Conduct Code or violations of local, state and federal laws may be maintained by the College indefinitely.

Members of the faculty and administrative officers have access to non-academic records on a need-to-know basis as determined by the dean of students for the purpose of evaluation of student achievement and determining special needs of individual students for purposes related to the enrollment of the student at the College.

Education Records

With certain exceptions, an education record is any record (1) from which a student can be personally identified and (2) maintained by the College. Education records include any records in whatever medium (handwriting, computer media, print, e-mail, magnetic tape, film, diskette, microfilm and microfiche, video or audio tape, etc.) in the possession of any school official.

Education records excluded from student access and this definition include, for example:

- confidential information placed in the record before January 1, 1975;
- medical and psychological information;
- private notes and procedural matters retained by the maker or substitutes;
- financial records of parents or guardians.

Release of Records: Exceptions Not Requiring the Student's Written Consent

FERPA states that education records may not be released without the written consent of the student to any individual, agency or organization except, for example, in circumstances including the following:

- to parents, if the student is a dependent as defined by Section 152 of the Internal Revenue Code of 1974;
- to Wells College faculty and staff who have an educational interest in the student;
- to officials of other schools in which student seeks to enroll (transcripts);
- to parents, for disciplinary proceedings involving alcohol and/or other drugs;
- to certain government agencies specified in the legislation;
- to an accrediting agency in carrying out its function;
- to agencies contracted by the College to act on behalf of the institution; such agencies are well versed in FERPA and will protect the privacy of the information we provide to them according to FERPA regulations;
- in emergency situations where the health or safety of the student or others is involved;
- to educational surveys where individual identification is withheld;
- in response to a judicial order;
- in a campus directory unless the student requests otherwise in writing, as described above;
- in connection with financial aid;
- disciplinary records of violent crime or non-forcible sex offense (disclosure is limited to the name of the violator, the type of violation and the sanction).

Directory Information May Be Released Without Written Consent

The College may, without prior written consent from the student, release the following directory information at the discretion of the College:

Parents' names and addresses; student's name, address(es), including e-mail address and telephone number(s); date and place of birth; participation in officially recognized activities and sports; enrollment status (i.e., full-time or part-time); dates of attendance; major field(s) of study; anticipated year of graduation; degrees, honors and awards received; most recent previous school attended; athletic team members: height, weight and position played; photographs (non-captioned); sex.

Process for Withholding Directory Information

The previous information may be released for any purpose at the discretion of Wells College. However, FERPA states that each student has the right to withhold any or all of the information. Wells College will honor the student's request to restrict the release of directory information. Once restricted, that information cannot be released without the written consent of the student. A student may make such a request in the Registrar's Office. Requesting the withholding of directory information does not prevent the College from releasing educational records and information to a parent or guardian or to a College official with a need to know as outlined under the other provisions of FERPA.

To prevent disclosure of any or all categories of directory information, the student must submit a written request to Prevent Disclosure of Directory Information in writing to the registrar. A new form for non-disclosure must be completed for each academic year.

Student Access to Academic Records

- Present as well as former students must submit a request in writing to the registrar for access to their individual academic records. These requests, with signed acknowledgment of compliance, will become part of the student's record.
- The registrar or designated agent will inform the student within seven business days when the requested record will be available. However, every effort will be made to make the records available within a few days of the request.

Student Access to Non-Academic Records

- Present as well as former students must submit a request in writing to the dean of students for access to their individual records. These requests, with signed acknowledgment of compliance, will become part of the student's record.
- The dean of students or designated agent will inform the student within seven business days when the requested record will be available. However, every effort will be made to make the records available within a few days of the request.

Challenges to Student Records

A student has the right to request an amendment of her or his educational records if the student believes that inaccurate or misleading information is contained therein. A student may request, in writing, an opportunity to review the official educational records maintained by the College. The student should write the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. The College has five business days to respond to the student request. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a meeting regarding the request for amendment. Additional information regarding the meeting procedures will be provided to the student when notified of the right to a meeting.

Student's Right to Waiver of Access

A student may waive his or her right of access to confidential academic statements (i.e., recommendations) by signing the appropriate waiver form.

The waiver shall be valid only if:

- upon the student request, the names of all persons making confidential recommendations are provided;
- such recommendations or statements are used only for the purpose for which they were specifically intended. The College may not demand such a waiver as a condition of admission, award of financial aid, or the receipt of any other services and/or benefits.

A student may also waive his or her right to privacy of the academic or disciplinary record by signing a Release of Information form (available in the Office of Student Life) indicating the nature and type of information to be released and to whom it may be released, or by other forms that may be used in connection with College athletics or other programs.

A student may file a written complaint regarding an alleged FERPA violation by Wells College with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605

Grade Reports

At the close of each semester, grades will be available for students to view on the Globe. Students who have not returned library books or have an outstanding financial obligation to the College will not be issued a transcript until the block is cleared, but they can view their grades online. The financially responsible parent may also request grade reports providing that he/she certifies to the registrar that the student is carried as a dependent on the most current federal income tax return.

Transcript of Academic Record

Official transcripts of the academic record will be available for \$10 to each student or alum. Requests for transcripts must be submitted in writing to the registrar, and must include the student's signature. Transcripts will not be issued to students who are indebted to the College.

Academic Standing

After the close of each semester, the registrar will prepare the Registrar's List for the use of the Committee on Academic Standing and Advising. The Registrar's List will consist of the names of students whose cumulative grade point averages are below 2.0.

The Committee on Academic Standing and Advising shall review student records after each semester to ascertain if students are achieving a cumulative grade point average of at least 2.0. A student whose cumulative grade point average is below 2.0 shall be so notified.

The Committee on Academic Standing and Advising will normally issue an Academic Warning to any student whose cumulative grade point average falls below 2.0 for the first time. The Committee will normally issue an Academic Probation to any student whose cumulative grade point average falls below 2.0 for the second time, and a second Academic Probation to any student whose cumulative grade point average falls below 2.0 for the third time. For a student whose cumulative grade point average falls below 2.0 for a fourth time, the Committee on Academic Standing and Advising will normally issue an Academic Suspension for a minimum period of two semesters. In addition, the Committee on Academic Standing and Advising will consider for suspension at any time any student who is deemed to have failed to make satisfactory progress toward the degree. Suspended students must apply for readmission to the dean of the college. Readmission is at the discretion of the dean of the college. The dean of the college may set expectations that the student must satisfy upon return, based on the student's academic progress thus far.

The dean of the college or the Committee on Academic Standing and Advising shall dismiss a student permanently from the College for academic reasons if that student returns from an academic suspension and then fails to earn a cumulative grade point average of 2.0 any semester after return, or who fails to meet other expectations as outlined by the dean of the college for that students' readmission from suspension.

Academic Conduct Probation

The Academic Standing and Advising Committee may place on academic conduct probation any student who has been convicted of a conduct offense and for whom such probation has been recommended by Community Court. Length of probation will be determined by the committee upon recommendation of Community Court.

Dismissal of Students

The continuation of each student on the rolls of Wells College, the issuing of grades or other academic reports, and the conferring of any degree or the granting of any diploma, are subject to the discretionary powers of the College. The College expressly reserves the right, and the student expressly concedes to the College the right, to require the withdrawal of or impose the suspension of any student at any time for any reason deemed sufficient by the College. No reason for requiring such withdrawal need be given. Unless a student is financially independent, her or his parents will be notified of the dismissal.

In addition, a student whose behavior indicates to the dean of the college or the dean of students a need for professional consultation, may at any time be required to obtain psychiatric evaluation and clearance as a condition of continued enrollment.

Leave of Absence

A leave of absence is granted to a student who must be absent during the semester but anticipates returning to complete course work. A leave of absence for medical or other personal reasons may be granted by the dean of students for a maximum of 15 days; only one such leave may be granted during a 12-month period.

Approved Off-Campus Study

Students studying off-campus are participating in one of the following options.

- Wells College Programs — Wells College programs are administered by Wells College. Students are registered full-time through the College; thus, Wells College can certify enrollment.
- Affiliated Programs — Affiliated programs have been reviewed and approved by the Wells College faculty, but Wells does not directly administer the programs. Students are registered full-time through the College; thus, Wells College can certify enrollment.
- Field Experience — Field Experience is an approved semester-long internship or independent study experience. Students register for such an experience through the College; thus, Wells College can certify enrollment according to the number of semester hours for which the student is registered.
- Non-Affiliated Programs — Non-Affiliated Programs are administered by other institutions and have not been reviewed or approved by the Wells College faculty. Students are registered at the offering institution and not at Wells College; thus, Wells College cannot certify enrollment.

Withdrawal from the College

A student withdraws when s/he is not planning to return to Wells College or when s/he needs an extended leave of absence (beyond 15 days).

When a student withdraws from the College, the transcript will read as follows:

- Before the end of the drop period for the semester in progress, no record is entered.
- From the end of the drop period through the official withdrawal period for the semester in progress, the registrar will assign a "W" for each course.
- After the official withdrawal period for the semester in progress, students who withdraw from the College shall receive grades from their instructors of "W" or "WF" depending on progress to date, except in cases by which — in the judgment of the dean of the college — the withdrawal was required for medical or other grave personal reasons.

A student who is not intending to return to Wells College needs to complete the withdrawal form and Exit Interview Questionnaire indicating the reasons for leaving the College. The student will also meet with the dean of students to review the withdrawal form and Exit Interview Questionnaire.

Readmission

A student who withdraws from Wells College and wishes to return must submit an application of readmission available in the Dean of Students Office. Applications for readmission will be reviewed by the dean of students and other appropriate staff.

A student who is suspended from college for academic reasons may be readmitted by the dean of the College.

A student who is suspended from the College for non-academic reasons may be readmitted by the dean of students.

COLLEGE PRIZES

Prizes in the Arts

Gertrude H. Friert Prize in Fine Arts* — Established in 1961 and endowed in 1987 by Charlotte Dalton Boline '61, in honor of her mother, Gertrude H. Friert. Awarded to a member of the graduating class who, in the opinion of the art faculty, has produced a body of creative work of high quality during her college course.

Helen Gertrude Dean '25 Prize for Dramatic Expression* — Established in 1925 by Helen Gertrude Dean '25. Awarded to that member of the senior class who has exhibited the best efforts in dramatics, represented by characterization and expression.

Margaret Schwartz Music Prize* — Awarded to a member of the graduating class for outstanding performance work in music. Established and endowed by Margaret Schwartz.

Carol Stull Prize for Dance Performance — Established in 2004 in honor of Carol Stull. Awarded to a graduating senior who has excelled in dance performance, both in technical accomplishment and expressive range.

Kate Clugston '14 Prize in Theatre* — Awarded annually to a member of the senior class who, apart from on-stage performance, has made an outstanding contribution to the theatre at Wells College, either by one striking achievement or through continuous dedication. Kate Clugston '14 was a playwright, poet, and English teacher who established the Department of Public Relations at Wells, serving as its director from 1944-47.

Theatre/Dance Prize for Choreography — Awarded to that senior who has distinguished him/herself in the creative, teaching, and performing facets of choreography.

The Prize for Excellence in the Book Arts — Established in 2006 by the faculty and staff of the Book Arts Center, the prize is awarded to the graduating senior who has completed the minor in the book arts; has developed outstanding skills in at least one area of the book arts; and has shown creativity and aesthetic sensitivity, as well as excellent craftsmanship in the projects for each class.

Prizes in the Humanities

H.T. Lowe-Porter Translation Prize* — Established in 1964 by Professor E. A. Lowe and daughters Beatrice Lowe Fawcett, Prudence Lowe Smedts, and Patricia Lowe Pitzele '40. Awarded in honor of Helen Tracy Porter, for an accomplished translation of a substantial work of literary merit from a foreign language taught at Wells College into English.

Fleissner German Prize* — Established in 1962 by the Alumnae Association in honor of Else M. Fleissner, professor of German, 1927-69. Awarded to the student who has acquired the greatest knowledge of the German language and literature in at least two years of College work in German.

Edwin B. Morgan Prize — Established in 1918 by the Alumnae Association. Awarded to the student who has acquired the greatest knowledge of the Spanish language in at least two years of College work in Spanish. Edwin B. Morgan is credited as the cofounder of Wells College, with his friend and colleague, Henry Wells.

M. Helena Zachos 1875 Prize — Established in 1900 by the Alumnae Association. Awarded to the student who has submitted the best English prose written during the year; in honor of M. Helena Zachos, honorary member of the Class of 1875.

Class of 1905 Prize in Poetry* — Established in 1930. Awarded for the best poem or poems written by an undergraduate during the year.

Catherine B. DePau '24 Prize — Established at Wells in 1983 by the Academy of American Poets in honor of Catherine Boyer DePau '24. Awarded for the best poem or group of poems submitted by a student.

Phoenix Literary Society Prize — Awarded by the Phoenix Literary Society for the best poem or prose piece published on the Phoenix Page of the campus newspaper.

Onyx Prize in Student Journalism — Established in 1992. Awarded to the member of the newspaper staff who has made the most outstanding contribution to the Wells community through journalistic writing.

Helen and Peter Docherty Prize in Religious Studies* — Established in 1970 by the Arthur J. Bellinzoni Foundation. Awarded to the member of the graduating class who has shown the greatest proficiency in religious studies.

Julia Taylor Martin 1898 Prize in American History* — Established and endowed in 1953 by Julia Taylor Martin 1898. Awarded to the student who, during the College year, has submitted a superior essay within the field of American history.

History/Political Science Prize* — Established by the History Club in 1938. Awarded to that student of high standing in history or political science who has shown the greatest ability to use her or his training in promoting the intellectual and social life of the College, as well as the greatest promise of usefulness in the future.

Rose Hill '98 Prize in Creative Nonfiction* — Established in 2009 in memory of Rose Hill '98. Awarded to the student whose creative nonfiction best reflects Rose Hill's honesty and artistry.

Prizes in the Social Sciences

Thomas Knuth International Studies Prize* — Established and endowed in 1979 by Thomas Knuth of Munich, Germany. Awarded to that member of the graduating class who has demonstrated both academic excellence in the area of international studies, and commitment to the improvement of international understanding.

Wall Street Journal Award — Awarded each year for excellence in work in economics and the Corporate Affiliates Investment Fund.

Jean Scobie Davis Prize* — Established in 1966 by Elizabeth W. Walter '33. Awarded to that member of the graduating class, majoring in either economics or sociology, who has shown both the fine understanding of facts and the social implication of the subject involved — so characteristic of Miss Davis, professor of sociology and economics, 1928-57.

Carter A. Woods Prize* — Established in 1972 by Patricia Woods Reed '54, and Barbara Woods Hillman '58 in honor of the retirement of their father, Carter A. Woods, professor of sociology, 1931-72. Awarded to that member of the graduating class, majoring in sociology and anthropology, whose actions most typify the ideals and scholarship of Dr. Woods in his 41 years at Wells College.

Margaret Schwartz Psychology Prize* — Awarded to that member of the graduating class who has demonstrated consistent excellence in her work in psychology. Established and endowed by Margaret Schwartz.

The Dorothy Allison Razor's Edge Prize in Women's Studies* — Awarded annually to a graduating women's and gender studies major or minor who has demonstrated a commitment to and understanding of the political, social, intellectual, and transformative goals of women's studies and/or feminism.

Prizes in the Natural and Mathematical Sciences

Eleanor C. McMullen Biology Prize* — Awarded to a graduating senior for exceptional performance in biology, in honor of Eleanor C. McMullen, professor of biology, 1935-61.

Ruth M. Dunlap '11 Prize in Chemistry* — Established in 1969 in honor of Ruth M. Dunlap '11. Awarded to the student who, at the end of her senior year, has established the best record in their class in chemistry courses.

Nancy Ann Reed '50 Chemistry Prize* — Established in 1951 by the Class of 1950 and friends in honor of Nancy Ann Reed '50. Awarded to a member of the graduating class for excellence in chemistry.

CRC Press Freshman Chemistry Achievement Award — Established in recognition for outstanding achievement by a freshman in the introductory chemistry courses. It is hoped that not only the recipient of this award, but the entire school will pursue future scientific success with even greater enthusiasm.

Wells Women in Science Prize — Awarded to the member of the graduating class who has done outstanding work in at least two of the sciences, and who has demonstrated an interest in and an ability for a career in graduate work and research, and/or teaching, together with a commitment to the advancement of women in science.

Wood Prize in Physics and Its Application* — Established in 2004 in memory of Wells Seminars Cornelia Louise Wood Conger 1873 and her sister Mary Della Wood Dey 1873, and Cornelia's daughter Alice DeCamp Conger Fell 1911, who attended Wells College. Awarded to the member of the graduating class who has shown outstanding interest and ability in physics or its application to closely related disciplines, particularly engineering.

Cayuga Basin Prize in Environmental Studies — Awarded to a member of the graduating class with an outstanding academic record in environmental studies, who has engaged in significant professional activities during her or his undergraduate years and who shows promise for future professional development in the field.

Prizes in Intercollegiate Athletics

John D. Wilson-Ralph H. Poole Jr. Cup — Awarded annually to a member of the senior class who — in the spirit of liberal education — has made a distinguished contribution during the four years to the athletic program of the College. John D. Wilson was the president of Wells College from 1969-75, and Ralph H. Poole Jr. was chairman of the Wells board of trustees for 13 years.

Kathryn S. Maloney Senior Scholar Athlete Award — Awarded to the member of the senior class who has participated on a varsity team for a minimum of three seasons, and has exemplified academic excellence throughout her career at Wells. Awarded in honor of Kathryn S. Maloney, associate professor of physical education, 1946-88.

Lesley Wead Zabriskie Express Awards — The Express Award was established in 1990 and named, in 1994, in honor of Lesley Wead Zabriskie, assistant professor of physical education from 1939-46. Awarded annually to a member of each intercollegiate team who embodies the true ideals of team commitment: leadership, discipline, dedication, and sportsmanship.

General Prizes

Student Library Prizes: General and Special Interest* — Established in 1937 by the Chicago Wells Club, and endowed in 1943 by Ruth Chamberlain Koch '07. Awarded to the seniors who have the best, not the largest, collections of books. Prizes for General Collection and Special Interest Collection. Each collection will be judged on its value as a practical working library in relation to the major interest of the owner; as a nucleus for a permanent personal library; as indication of discriminating judgment in collecting books, and of a growing interest in books through the College years. Rare editions and fine bindings are of secondary importance in this contest.

Koch Prize for Best Senior Research Paper* — Established and endowed in 1953 by Albert and Ruth Koch, parents of Elizabeth Koch Darlington '35. The Koch Prize Committee reads senior essays representing the fields of study available at Wells College.

Koch Prize for Best Freshman Paper* — Established and endowed in 1953 by Albert and Ruth Koch, parents of Elizabeth Koch Darlington '35.

Marianne Quattrocchi '73 Endowed Scholarship Award* — Awarded annually to the rising junior or senior who exhibits all of the following characteristics: (1) scholastic excellence; (2) service to the Wells community; and (3) appreciation of athletic

competition. These are the characteristics reflecting the style, enthusiasm, warmth, and Wells spirit epitomized by Marianne Quattrocchi '73.

Frances Tarlton Farenthold Leadership Award* — Established in 1980 by friends on the faculty of Wells in honor of President Farenthold and endowed in 1985. Awarded to a senior who has consistently demonstrated qualities of commitment and activism in the Wells community and the wider world.

Presidential Leadership Award — Established to honor those students who have demonstrated particular initiative and responsibility in the service of the community.

The Anne J. Russ Prize for Social Responsibility* — Awarded annually to that member of the Wells College community who in the course of the year has made the most significant social, political, or ethical contribution, especially involving matters of human diversity and inclusiveness.

Adalaide Ball Kirby '34 Global Learning Scholarship* — Established in 1999 by husband Davis G. Kirby in recognition of all that Wells College has meant to her, as well as to her mother, Clare Shane Ball '03, and her daughter, Adalaide Kirby Morris '64. This fund is established to assist needy and worthy students to participate in Wells College's international studies programs involving the spending of the junior year abroad.

The Alberto J. Varona Prize in Hispanic Culture — Established in 2002 in memory of Professor Varona, a community leader, teacher, and scholar who was a member of the Wells community from 1966-1979. The prize is awarded to a Wells student who submits the best senior essay related to the Hispanic culture.

The Ariel Lawson 2008 Memorial Prize — This prize is awarded to a student in good academic standing who has been an active servant in the governance of Wells College and in student life. First preference will be given to a female student. Hir dedication to the College must be expressed with the purpose of maintaining and perpetuating the Wells "Sisterhood". This must be a student who fights no-holds barred for what ze believes is right even in the face of opposition, while maintaining a commitment to building the Wells and Aurora communities. Ze should also be committee toward solving larger issues of economic and social justice. This prize may not be given every year, but will recognize the rare student who excels in the characteristics and action most closely reflected in these criteria.

Though Wells sisterhood is notoriously difficult to define, this prize will use the following indicators as maintaining and perpetuating the Wells sisterhood: participation in Wells traditions; maintaining friendships with alumnae/i; supporting members of hir community; and maintaining a dedication to mentoring students from sister classes.

William Liberi Prize for TLGBQ Activism and Scholarship — Awarded annually to a current student in good academic standing who has demonstrated a commitment to transgender and queer issues, especially through hir services as an ally to the Transgender, Lesbian, Gay, Bisexual, Questioning and Allies (TLGBQA) community via activism, visibility, literary, or artistic endeavors.

Note: Prizes are awarded to matriculated Wells students.

***Endowed Prizes**

PHI BETA KAPPA

Phi Beta Kappa, Xi of New York Chapter — Phi Beta Kappa is the oldest and most distinguished of academic honorary societies. Founded in 1776 at the College of William and Mary, its purpose is to recognize and encourage excellence in the liberal arts. The Wells College chapter of Phi Beta Kappa, Xi of New York, was founded in 1932. It recognizes seniors whose academic achievements have been distinguished, and whose cultural interests are broad. Students elected to Phi Beta Kappa must demonstrate, in addition to academic excellence, breadth of study outside the major field and a knowledge of mathematics or science and of a language other than English. Candidates must have completed at least three semesters of work at Wells and be fully registered for the fourth. Also taken into account are the character, achievements, originality, and breadth of interest of each candidate. Election to Phi Beta Kappa is the highest and most widely recognized of academic honors.

GRADUATION RATE

Rates of graduation for recent Wells College students as of June 20, 2014.

The following information applies to the cohort (full-time, first-time students) that entered Wells College during the fall semester of 2007, the most recent cohort for which information has been reported to the federal government via the Graduation Rate Survey (GRS).

Four Year Graduation Rate: 53%

Five Year Graduation Rate: 58%

Six Year Graduation Rate: 58%

The following information represents an average of the four, five, and six year graduation rates for the cohorts (see definition above) that entered Wells College in 2004, 2005, 2006, and 2007.

Four Year Average Graduation Rate: 54%

Five Year Average Graduation Rate: 58%

Six Year Average Graduation Rate: 59%

MAJORS & MINORS

Wells College offers a number of majors and minors for students to choose from while crafting their educational experience.

Major and minor fields are tailored to give each student a comprehensive specialization in their chosen field while accounting for the diversity of knowledge required in today's society. Current majors and minors include:

ADVERTISING MINOR

Professor T. Lossowski and Assistant Professor K. Waugh, Coordinators

An interdisciplinary course of study for students interested in or preparing for careers in advertising (branding, media buying, merchandising, graphic design, etc.).

Students may not minor in both advertising and the communication studies minor. The total number of courses required for the minor is 7 (20-22 semester hours).

REQUIRED COURSES

All of the following (8-10 sem. hrs.)

ART 127 Introduction to Graphic Design (3 sem. hrs.)

ART 390 Internship in Studio Art (2-4 sem. hrs.)

BUS 201 Principles of Management (3 sem. hrs.)

One course from each of the following categories (12 sem. hrs.)

Visual Design

ART 119 Visual Organization (3 sem. hrs.)

ART 261 Photographic Digital Imaging (3 sem. hrs.)

BKRT 220 Digital Book and Graphic Design (3 sem. hrs.)

Media and Perception

ARTH 285 Topics in Art History (3 sem. hrs.)

FMS 101 Media and Power in American Culture (3 sem. hrs.)

PSY 370 Sensation and Perception (3 sem. hrs.)

SOC 331 Mass Media and Society (3 sem. hrs.)

Business

BUS 303 Entrepreneurship & Small Business Management (3 sem. hrs.)

ECON 102 Principles of Microeconomics (3 sem. hrs.)

Marketing

BUS 301 Principles of Marketing (3 sem. hrs.)

BUS 360 Strategic Marketing and E-commerce (3 sem. hrs.)

AFRICANA MINOR

Professor T. Lumumba-Kasongo and Associate Professor L. Lohn, Coordinators

As a field of inquiry, Africana analyzes experiences of people of African descent wherever they live or have lived. It is inherently comparative, international, and multidisciplinary in approach, embracing humanities, arts, and the social sciences.

The total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

The following (3 sem. hrs.)

INTL 160 Introduction to Africana Studies (3 sem. hrs.)

Five of the following, with at least two courses at the 300-level (15 sem. hrs.)

FMS 220 Post-Colonial African Cinema (3 sem. hrs.)

HIST 351 African-Americans in the Age of Slavery (3 sem. hrs.)

HIST 352 The African-American Struggle for Human Rights (3 sem. hrs.)

HIST 361 Voices of African-American Women (3 sem. hrs.)

HIST 372 Colonial Encounters (3 sem. hrs.)

HUM 305 Post-Colonial African Literature (3 sem. hrs.)

POLS 268 Comparative Governments and Politics: Cases of Predominantly Black Nations (3 sem. hrs.)

SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)

Independent Study or Internship in an appropriate discipline (3 sem. hrs.)

Students minoring in Africana should seriously consider the Wells in Dakar study abroad program.

ANTHROPOLOGY MINOR

Professor E. Olson, Coordinator

Anthropology is the study of humankind, which encompasses such topics as the origin and development of human society; the nature of human diversity in the past and present; ethnocentrism, world view and the roots of culture; and the differing ways in which peoples have adapted to environments and to other human groups.

Students majoring in sociology and anthropology may not minor in anthropology. The total number of courses required for the minor is 6 (18-19 semester hours).

REQUIRED COURSES

The following (3 sem. hrs.)

ANTH 161 Introduction to Anthropology (3 sem. hrs.)

One of the following (3-4 sem. hrs.)

ANTH 260 Ethnographic Methods (4 sem. hrs.)

ANTH 330 Culture, Fieldwork, and Ethnography (3 sem. hrs.)

Two courses from the following list from two different regions for a comparative perspective (6 sem. hrs.)

OCS 300 The Anthropological Experience in Hawaii (3 sem. hrs.)

OCS 305 The Anthropological Experience in Belize (3 sem. hrs.)

ANTH 250 Hawaii: Colonialism and Tourism (3 sem. hrs.)

ANTH 345 Maya Ethnography (3 sem. hrs.)

Two other ANTH designated courses (or RELG 330) (6 sem. hrs.)

ART HISTORY MINOR

Professor T. Lossowski and Assistant Professor K. Waugh, Coordinators

Students concentrating in studio art may not use the same courses for both the studio art concentration and the minor in art history. Those students should consult with their advisor and the coordinator of the minor to decide appropriate substitutions. The total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

Two of the following (6 sem. hrs.)

ARTH 101 Prehistoric to Renaissance Survey (3 sem. hrs.)

ARTH 102 Renaissance to Contemporary Survey (3 sem. hrs.)

ARTH 105 Art of Non-Western Cultures Survey (3 sem. hrs.)

All of the following (12 sem. hrs.)

Two studio art courses (6 sem. hrs.)

Two additional art history courses (6 sem. hrs.)

BIOLOGICAL AND CHEMICAL SCIENCES

Professor C. Bailey, Chair

The study of biological and chemical sciences (including biology, chemistry, and biochemistry and molecular biology) provides a foundation in the fundamental areas of biology, the study of life, and chemistry, the study of matter, and offer electives in a variety of advanced subjects ranging from the interface of biology with psychology to the interface of chemistry with physics. Biological and Chemical Sciences Majors

In all courses the application of the scientific method to achieve an understanding of the natural world is stressed. The Senior Capstone courses (BCS 301, 403) offer all majors the opportunity to develop intellectual independence and the ability to think creatively. Students completing these majors will be prepared for a variety of careers in biology, medicine, biotechnology, environmental science, and chemistry. In addition, these students will be well equipped for advanced, specialized study in any health professions school or in graduate school.

BIOCHEMISTRY AND MOLECULAR BIOLOGY MAJOR

The number of courses required for the major is the equivalent of 16 courses of 3-4 semester hours (62-64 semester hours); at least 6 of these courses (18 semester hours) are at the 300-level or above.

REQUIRED COURSES

All of the following (56-58 sem. hrs.)

BCS 290/390 Internship in the B&CS (2-4 sem. hrs)
BCS 301 Introduction to Scientific Literature (2 sem. hrs)
BCS 403 Senior Seminar (2 sem. hrs)
BIOL 114L Anatomy & Physiology I (4 sem. hrs)
BIOL 126L Genetics (4 sem. hrs)
BIOL 130L Biology of Organisms (4 sem. hrs)
BIOL 312L Molecular Biology (4 sem. hrs)
CHEM 107L General Chemistry (4 sem. hrs)
CHEM 108L Chemical Analysis (4 sem. hrs)
CHEM 213L Organic Chemistry I (4 sem. hrs)
CHEM 214L Organic Chemistry II (4 sem. hrs)
CHEM 301 Physical Chemistry (3 sem. hrs)
CHEM 323L Biochemistry (4 sem. hrs)
CHEM 326 Biochemical Pathways (3 sem. hrs)
MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs)
PHYS 111L Fundamentals of Physics I (4 sem. hrs)

One additional 300-level course in chemistry (3-4 sem. hrs.)

One additional 300-level course in biology (4 sem. hrs.)

BIOLOGY MAJOR

The number of courses required for the major is the equivalent of 15 courses of 3-4 semester hours (57-64 semester hours); at least 6 of these courses (18 semester hours) are at the 300-level or above.

REQUIRED COURSES

All of the following (38-40 sem. hrs.)

BCS 290/390 Internship in the B&CS (2-4 sem. hrs)
BCS 301 Introduction to Scientific Literature (2 sem. hrs)
BCS 403 Senior Seminar (2 sem. hrs)
BIOL 114L Anatomy & Physiology I (4 sem. hrs)
BIOL 119L Ecology & Evolution (4 sem. hrs)
BIOL 126L Genetics (4 sem. hrs)
BIOL 130L Biology of Organisms (4 sem. hrs)
CHEM 107L General Chemistry (4 sem. hrs)
CHEM 108L Chemical Analysis (4 sem. hrs)
CHEM 213L Organic Chemistry I (4 sem. hrs)
CHEM 214L Organic Chemistry II (4 sem. hrs)

One of the following (3-4 sem. hrs.)

MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)

MATH 151 Elementary Statistics (3 sem. hrs.)

MATH 251 Mathematical Statistics (3 sem. hrs.)

One course from each of the following three groups (10-12 sem. hrs)PHYSIOLOGICAL & DEVELOPMENTAL BIOL.

BIOL 304L Vertebrate Zoology (4 sem. hrs)

BIOL 330L Anatomy & Physiology (4 sem. hrs)

BIOL 331L Developmental Biology (4 sem. hrs)

MOLECULAR & CELLULAR BIOLOGY

BIOL 309 Cellular Biology (3 sem. hrs)

BIOL 310L Microbiology (4 sem. hrs)

BIOL 312L Molecular Biology (4 sem. hrs)

ECOLOGICAL BIOLOGY

BIOL 305L Plant Diversity & Evolution (4 sem. hrs)

BIOL 363 Advanced Ecology (3 sem. hrs)

ENVR 340 Sustainable Agriculture (3 sem. hrs)

Two additional 300-level courses in biology (6-8 sem. hrs)**BIOLOGY MINOR**

Assistant Professor K. Blake-Hodek, Coordinator

The minor in biology gives the student training in the breadth of the field, as well as providing in-depth study in areas of her or his choice. Students majoring in biochemistry and molecular biology may not minor in biology. Total number of courses required for the minor is 6 (24 semester hours).

REQUIRED COURSES**All of the following (16 sem. hrs.)**

BIOL 114L Anatomy and Physiology I (4 sem. hrs.)

BIOL 119L Ecology and Evolution (4 sem. hrs.)

BIOL 126L Genetics (4 sem. hrs.)

BIOL 130L Biology of Organisms (4 sem. hrs.)

Two 300-level biology courses with weekly laboratories (8 sem. hrs.)**CHEMISTRY MAJOR**

The number of courses required for the major is the equivalent of 12 courses of 3-4 semester hours (51-56 semester hours); at least 6 of these courses (18 semester hours) are at the 300-level or above.

REQUIRED COURSES**All of the following (42-44 sem. hrs.)**

BCS 290/390 Internship in the B&CS (2-4 sem. hrs)

BCS 301 Introduction to Scientific Literature (2 sem. hrs)

BCS 403 Senior Seminar (2 sem. hrs)

CHEM 107L General Chemistry (4 sem. hrs)

CHEM 108L Chemical Analysis (4 sem. hrs)

CHEM 213L Organic Chemistry I (4 sem. hrs)

CHEM 214L Organic Chemistry II (4 sem. hrs)

CHEM 301 Physical Chemistry (3 sem. hrs)

CHEM 308LL Laboratory in Physical Chemistry (1 sem. hr)

CHEM 315L Inorganic Chemistry (4 sem. hrs)

CHEM 327L Instrumental Analysis (4 sem. hrs)
MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs)
PHYS 111L Fundamentals of Physics I (4 sem. hrs)

Three of the following (9-12 sem. hrs.)

CHEM 303 Medicinal Chemistry (3 sem. hrs)
CHEM 322 Special Topics in Inorganic Chemistry (3 sem. hrs)
CHEM 323L Biochemistry (4 sem. hrs)
CHEM 326 Biochemical Pathways (3 sem. hrs)
CHEM 331 Solid State Chemistry (3 sem. hrs)
CHEM 385 Topics in Chemistry (3-4 sem. hrs)
BIOL 325L Limnology (4 sem. hrs)
PHYS 212L Fundamentals of Physics II (4 sem. hrs)
PHYS 302 Introduction to Modern Physics (3 sem. hrs)
PHYS 307 Quantum Mechanics and Relativity (3 sem. hrs)

CHEMISTRY MINOR

Professor C. Bailey, Coordinator

The minor program in chemistry furnishes an overview of the areas which traditionally comprise the discipline. This program provides a suitable background for those students who seek to apply this knowledge in a variety of fields.

Students majoring in biology or biochemistry and molecular biology may not minor in chemistry. The total number of courses required for the minor is 7 (26-27 semester hours).

REQUIRED COURSES

All of the following (23 sem. hrs.)

CHEM 107L General Chemistry (4 sem. hrs.)
CHEM 108L Chemical Analysis (4 sem. hrs.)
CHEM 213L Organic Chemistry I (4 sem. hrs.)
CHEM 214L Organic Chemistry II (4 sem. hrs.)
CHEM 301 Physical Chemistry (3 sem. hrs.)
CHEM 315L Inorganic Chemistry (4 sem. hrs.)

One additional course in chemistry above the 100-level (3-4 sem. hrs.)

BOOK ARTS MINOR

Director of Book Arts N. Gil, Coordinator

The total number of courses required for the minor is 7 (17-23 semester hours).

REQUIRED COURSES

All of the following (11-13 sem. hrs.)

BKRT 115 Hand Bookbinding I (3 sem. hrs.)
BKRT 120 Letterpress Printing (3 sem. hrs.)
BKRT 225 The History of the Book (3 sem. hrs.)
BKRT 290/390 Internship in the Book Arts (2-4 sem. hrs.)

Three of the following (6-10 sem. hrs.)

BKRT 105 Introduction to Calligraphy (3 sem. hrs.)
BKRT 215 Hand Bookbinding II (3 sem. hrs.)
BKRT 220 Digital Book and Graphic Design (3 sem. hrs.)
BKRT 285/385 Topics in the Book Arts (2-4 sem. hrs.)
BKRT 299/399 Independent Study in the Book Arts (1-3 sem. hrs.)

BUSINESS MINOR

The goal of the business minor program is to provide students with fundamental understanding of key interdisciplinary business concepts. The program also seeks to enhance the knowledge in business decision-making approaches in relation to most current business practices applied locally and globally.

The focus of the business minor is surrounded with few key schools such as economics, marketing, management, statistics, accounting, human resources, organizational behavior, and innovation. The total courses required for the business minor is 7 (21 sem. hrs.).

REQUIRED COURSES

All of the following (15 sem. hrs.)

BUS 201 Principles of Management
BUS 213 Principles of Accounting I
BUS 250 Innovation & Creative Problem Solving
BUS 301 Principles of Marketing (prereqs ECON 102 and BUS 201)
MATH 151 Elementary Statistics

One of the following (3 sem. hrs.)

ECON 101 Principles of Macroeconomic
ECON 102 Principles of Microeconomics

One of the following (3 sem. hrs.)

BUS 214 Principles of Accounting II (prereq BUS 213)
BUS 230 Introduction Human Resource Management (prereq BUS 201)
BUS 365 Management for a Small Planet (prereq BUS 201 and 302?)
BUS 368 Sales and Sales Management (prereqs BUS 201, 301, MATH 151 OR MATH 251)
BUS 375 Production and Operations Management (prereq BUS 201, MATH 151 or MATH 251)
ECON 101 Principles of Macroeconomics (if not taken for above)
ECON 102 Principles of Microeconomics (if not taken for above)
ECON 295 Technology and the Labor Process (prereqs ECON 101 or 102 or SOC 158)
PSY 306 Organizational Behavior (prereq PSY 101)
THDA 201 Arts Management

COGNITIVE AND BRAIN SCIENCES MINOR

Associate Professor D. Gagnon, Coordinator

This interdisciplinary minor provides a focused study of the cognitive products of biological and non- biological computational systems (e.g., humans and computers) including perception, attention, learning, memory, language, reasoning, decision making, problem solving, creativity, and action, as well as the instantiation of these functions in neural 'hardware.'

A course in the philosophy of knowledge and belief provides a philosophical basis for understanding the epistemological questions shared by the various fields that make up the cognitive and brain sciences (e.g., biology, computer science, and psychology). Coursework across the disciplines allows for an examination and exploration of these issues at different levels of analysis and explanation (concrete to abstract).

The total number of courses required for the minor is 7 (21-24 semester hours).

REQUIRED COURSES

All of the following (9 sem. hrs.)

PSY 101 General Psychology (3 sem. hrs.)
PSY 343 Neuropsychology (3 sem. hrs.)
PSY 347 Cognitive Psychology (3 sem. hrs.)

Two of the following (7-8 sem. hrs.)

BIOL 114L Anatomy and Physiology I (4 sem. hrs.)
CS 131 Programming I: Procedural Methods (4 sem. hrs.)

PHIL 325 Belief and Knowledge (3 sem. hrs.)
or PHIL 331 Mind (3 sem. hrs.)

One course from the following (3 sem. hrs.)

PSY 340 Psycholinguistics (3 sem. hrs.)
PSY 349 Cognition and Culture (3 sem. hrs.)
PSY 370 Sensation and Perception (3 sem. hrs.)

One course from the following (3-4 sem. hrs.)

BIOL 324L Animal Behavior (4 sem. hrs.)
PSY 242 Drugs and Behavior (3 sem. hrs.)
PSY 342 Biological Bases of Behavior (3 sem. hrs.)

COMMUNICATION STUDIES MINOR

Associate Professor L. McClusky, Coordinator

The field of communications, broadly defined, includes any profession which requires clear and persuasive writing or speaking, such as journalism, public relations, advertising, and broadcasting.

The field of communications, broadly defined, includes any profession which requires clear and persuasive writing or speaking, such as journalism, public relations, advertising, and broadcasting. The curiosity, research skills and analytical thought encouraged within any liberal arts major are basic tools for the professional communicator. At Wells, the student who is interested in pursuing graduate work in communications, or who will seek employment in the field with the B.A. degree, may add focus to her or his liberal arts studies by choosing the minor field of communication studies.

The minor requires courses that relate to theoretical aspects of communication and courses that involve practical applications. Courses in writing, interpersonal communication, mass media, and the Internet are augmented by independent work, tutorials, and internships. Additional courses are selected by each student in consultation with the coordinator from a list carefully selected to add diversity and richness to the minor. The coordinator will work individually with each student to plan the minor, including a consultation prior to registration for each semester.

Students doing two minors may not minor in both advertising and communication studies. The total number of courses required for the minor is 7 (18.5-23 semester hours).

REQUIRED COURSES

All of the following (11-13 sem. hrs.)

COMM 290 Internship in Communications (2-4 sem. hrs.)
or COMM 390 Advanced Internship in Communications (2-4 sem. hrs.)
ENGL 270 Writing for the Mass Media (3 sem. hrs.)
SOC 151 Principles of Sociology (3 sem. hrs.)
SOC 331 Mass Media and Society (3 sem. hrs.)

Two of the following from different disciplines (4.5-7 sem. hrs.)

ART 119 Visual Organization (3 sem. hrs.)
ART 127 Introduction to Graphic Design (3 sem. hrs.)
ART 261 Photographic Digital Imaging (3 sem. hrs.)
BKRT 220 Digital Book and Graphic Design (3 sem. hrs.)
CS 105 HTML (1.5 sem. hrs.)
FMS 101 Media and Power in American Culture (3 sem. hrs.)
PSY 280 Psychology of Art (3 sem. hrs.)
SOC 294 Research Methods for the Social Sciences (4 sem. hrs.)

One of the following (3 sem. hrs.)

FMS 220 Post-Colonial African Cinema (3 sem. hrs.)
FMS 241 Reading Popular Film (3 sem. hrs.)
FMS 281 Film and Literature (3 sem. hrs.)
PHIL 329 Aesthetics (3 sem. hrs.)
SPAN 204 Conversation and Composition Through Film (3 sem. hrs.)

COMPUTER SCIENCE MAJOR

The number of courses required for the major is 14 (45-47 semester hours). At least four of these courses (12 semester hours) must be at the 300-level or above. Internships may not be used to fulfill major requirements.

REQUIRED COURSES

All of the following (30 sem. hrs.)

CS 131 Programming I: Procedural Methods (4 sem. hrs.)
CS 132 Programming II: Object Orientation (4 sem. hrs.)
CS 225 Computer Organization and Assembly Language Programming (3 sem. hrs.)
MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)
MATH 112 Calculus II: Introduction to Calculus (4 sem. hrs.)
MATH 267 Discrete Mathematics I (3 sem. hrs.)
MPS 402 Senior Seminar in Mathematical and Physical Sciences I (2 sem. hrs.)
MPS 403 Senior Seminar in Mathematical and Physical Sciences II (2 sem. hrs.)
PHYS 111L Fundamentals of Physics I (4 sem. hrs.)

Three of the following (9 sem. hrs.)

CS 310 Software Engineering (3 sem. hrs.)
CS 322 Algorithms: Design and Analysis (3 sem. hrs.)
CS 325 Database Systems (3 sem. hrs.)
CS 340 Unix/Linux Systems Administration (3 sem. hrs.)
CS 345 GUI Programming (3 sem. hrs.)
CS 368 Discrete Mathematics II (3 sem. hrs.)
CS 285/385 Topics in Computer Science (3 sem. hrs.)
MATH 301 Applied and Computational Mathematics (3 sem. hrs.)

Two courses in mathematics, computer science, or physics above the 100-level. (6-8 sem. hrs.)

COMPUTER SCIENCE MINOR

Visiting Assistant Professor G. Moore, Coordinator

Students majoring in physics or mathematics may minor in computer science. Internships may not be used to fulfill minor requirements. The total number of courses required for the minor is 6 (20 semester hours).

REQUIRED COURSES

All of the following (14 sem. hrs.)

CS 131 Programming I: Procedural Methods (4 sem. hrs.)
CS 132 Programming II: Object Orientation (4 sem. hrs.)
CS 225 Computer Organization and Assembly Language Programming (3 sem. hrs.)
MATH 267 Discrete Mathematics I (3 sem. hrs.)

Two more computer science courses above the 100-level. A course in a related field may be substituted for one of these by permission. (6 sem. hrs.)

CREATIVE WRITING MINOR

Students majoring in English may not minor in creative writing. The total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

One of the following (3 sem. hrs.)

ENGL 104 Introduction to Literature: Form and Meaning (3 sem. hrs.)
ENGL 105 British Literature 1100-1800 (3 sem. hrs.)

Two of the following (6 sem. hrs.)

ENGL 271 Short Story Writing (3 sem. hrs.)
ENGL 272 Poetry Writing (3 sem. hrs.)
ENGL 275 Creative Nonfiction (3 sem. hrs.)

One of the following (3 sem. hrs.)

ENGL 371 Advanced Fiction Writing (3 sem. hrs.)
ENGL 372 Advanced Poetry Writing (3 sem. hrs.)
ENGL 375 Advanced Creative Nonfiction (3 sem. hrs.)

Two additional literature courses (6sem. hrs.)**CRIMINAL JUSTICE MINOR**

Professor Daniel Renfrow, Coordinator

This minor critically examines the social, cultural and individual-level factors which impact crime rates and the formal social control mechanisms (e.g., the police, the courts, and the penal system) charged with reducing these rates.

Criminal Justice Minor

The minor requires 7 courses (21-23 hours).

REQUIRED COURSES**All of the following**

CRIM 115 Introduction to Criminology (3 sem. hrs.)
CRIM 290 Internship in Criminal Justice (must be at least 3 sem.hrs.)
CRIM 301 Criminal Justice (3 sem. hrs.)
CRIM 302 Corrections (3 sem. hrs.)
PSY 235 Forensic Psychology (3 sem.hrs.)

Electives (two 3 credit courses OR a combination of courses that total 6 sem. hrs.)

BUS 305 Legal Environment of Business (3 sem. hrs.)
CHEM 105L Forensic Chemistry (3 sem. hrs.)
CRIM 285/385 Special Topics in Criminal Justice (3 sem. hrs.)
CRIM 390 Advanced Internship in Criminal Justice (2-4 sem. hrs.)
CRIM 399 Independent Study in Criminal Justice (1-3 sem. hrs.)
INTL 151 Introduction to International Studies (3 sem. hrs.)
PE 180 Self Defense I (.5 credit)
PE 280 Self Defense II (.5 credit)
PHIL 240 Ethics (3 sem. hrs.)
PHIL 310 Ethics, Law, and Policy (3 sem. hrs.)
POLS 155 American Politics (3 sem. hrs.)
POLS 230 Democratic Theory (3 sem. hrs.)
POLS 285/385 Topics in Public Policy and Politics (3 sem. hrs.)
POLS 320 Liberalism and Its Critics (3 sem. hrs.)
POLS 360 The U.S. Judiciary (3 sem. hrs.)
PSY 227 Abnormal Psychology (3 sem. hrs.)
PSY 242 Drugs and Behavior (3 sem. hrs.)
SOC 235 "Deviance" and Society (3 sem. hrs.)
SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)

DANCE MINOR

Professor J. Goddard, Coordinator

The minor in dance allows the student to explore theoretical, historical, compositional, performance, and production elements of the discipline of dance within a multidisciplinary framework.

The total number of courses required for the minor is 9-12 (22-25 semester hours).

FOUNDATION COURSES

All of the following (8-10 sem. hrs.)

DANC 106 Get Moving! (3 sem. hrs.)
THDA 100 Introduction to Performing Arts (4 sem. hrs.)
THDA 225 or 325 Production Practical (1-3 sem. hrs.)

TECHNIQUE AND PERFORMANCE COURSES (8-9 sem. hrs.)

Technique: (A combination of the following for a total of 5-6 sem. hrs.)

DANC 205 Modern Dance Technique I (2 sem. hrs.)
DANC 206 Ballet Technique I (2 sem. hrs.)
DANC 209 Jazz Dance Technique (1 sem. hr.)
DANC 305 Modern Dance Technique II (2 sem. hrs.)
DANC 306 Ballet Technique II (2 sem. hrs.)
Students must take classes in at least two different genres to satisfy this requirement.

Performance: (for a total of 3 sem. hrs.)

DANC 281 Rehearsal and Performance/Dance (1-3 sem. hrs.)
and/or DANC 350 Advanced Rehearsal and Performance/Dance (1-3 sem. hrs.)

THEORY AND CREATIVE PROCESS COURSES (3 sem. hrs.)

One of the following:

DANC 316 Dance History (3 sem. hrs.)
DANC 325 Dance Composition and Laban Movement Analysis (3 sem. hrs.)

ELECTIVES (3 sem. hrs.)

One of the following:

THDA 201 Arts Management (3 sem. hrs.)
THEA 255 Stage Management (3 sem. hrs.)
or any faculty-approved DANC, THEA, MUS, ARTS, VART or ARTH course

ECONOMICS AND MANAGEMENT MAJOR

Professor M. Uddin, Chair

The goal of the economics and management major is to provide students with thorough knowledge of basic principles, methods of inquiry and awareness of contemporary issues in economics and business.

Individual and business decision-making is presented in a domestic and global context aimed at developing students' intellectual curiosity, and analytical and critical capabilities. The curriculum includes core theory courses, cognates emphasizing quantitative skills, and electives in specific fields of the discipline with the conviction that a basic knowledge of economic and business decision-making is essential for numerous purposes.

The major is multidisciplinary by nature, serving the needs of other majors including international studies, environmental studies, and mathematical and physical sciences.

The total number of courses required for the major is 15 (44-53 semester hours). At least seven of these courses (21 semester hours) must be at the 300-level or above.

REQUIRED COURSES

All of the following (18 sem. hrs.)

ECON 101 Principles of Macroeconomics (3 sem. hrs.)
ECON 102 Principles of Microeconomics (3 sem. hrs.)
ECON 314 Econometrics (4 sem. hrs.)
ECON 402 Senior Seminar in Economics and Management (4 sem. hrs.)
MATH 111 Calculus I: Introduction to Calculus (or exemption or higher-level course in calculus) (4 sem. hrs.)

One of the following (3 sem. hrs.)

MATH 151 Elementary Statistics (3 sem. hrs.)
MATH 251 Mathematical Statistics (3 sem. hrs.)

Concentrations

The student will choose a concentration in economics or in management.

Economics

All of the following (12 sem. hrs.)

ECON 209 Introduction to Political Economy (3 sem. hrs.)
ECON 303 Intermediate Microeconomic Theory (3 sem. hrs.)
ECON 306 Intermediate Macroeconomic Theory (3 sem. hrs.)
ECON 340 History of Economic Analysis (3 sem. hrs.)

One of the following (3 sem. hrs.)

BUS 201 Principles of Management (3 sem. hrs.)
ECON 295 Technology and the Labor Process (3 sem. hrs.)

Four of the following, at least two of which must be at the 300-level, and at least two of which must be in economics or management (8-18 sem. hrs.)

BUS 201 Principles of Management (if not taken for the core) (3 sem. hrs.)
BUS 230 Introduction to Human Resource Management (3 sem. hrs.)
BUS 253 Investment Management & Strategies (3 sem. hrs.)
BUS 300 Income Tax (3 sem. hrs.)
BUS 301 Principles of Marketing (3 sem. hrs.)
BUS 305 Legal Environment of Business (3 sem. hrs.)
BUS 313 Intermediate Accounting I (3 sem. hrs.)
BUS 314 Intermediate Accounting II (3 sem. hrs.)
ECON 220 Environmental Economics (3 sem. hrs.)
ECON 255 The Political Economy of Globalization (3 sem. hrs.)
ECON 286 Money, Banking, and Capital Markets (3 sem. hrs.)
ECON 290 Internship in Economics and Business (2-4 sem. hrs.)
ECON 295 Technology and the Labor Process (if not taken for the core) (3 sem. hrs.)
ECON 302 Managerial Economics (3 sem. hrs.)
ECON 304 Public Finance (3 sem. hrs.)
ECON 325 Ecological Economics and Political Ecology (3 sem. hrs.)
ECON 326 Energy and the Economy (3 sem. hrs.)
ECON 350 Economics of Developing Countries (3 sem. hrs.)
ECON 385 Topics in Contemporary Economic Problems (for a total of 3 sem. hrs.)
ECON 390 Advanced Internship in Economics and Business (2-4 sem. hrs.)
ECON 399 Independent Study in Economics and Business (1-3 sem. hrs.)
HIST 215 The Growth of Industrial Society, 1750-Present (3 sem. hrs.)
HIST 228 The Bourgeois Century, 1815-1914 (3 sem. hrs.)
MATH 305 Operations Research (3 sem. hrs.)
PHIL 114 Logic and Critical Thinking (3 sem. hrs.)
PHIL 310 Ethics, Law, and Social Policy (3 sem. hrs.)
PHYS 111L Fundamentals of Physics I (4 sem. hrs.)
SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)

Management

The following (12 sem. hrs.)

BUS 201 Principles of Management (3 sem. hrs.)
ECON 302 Managerial Economics (3 sem. hrs.)
ECON 303 Intermediate Microeconomic Theory (3 sem. hrs.)
ECON 306 Intermediate Macroeconomic Theory (3 sem. hrs.)

Both of the following (6 sem. hrs.)

BUS 213 Principles of Accounting I (3 sem. hrs.)
BUS 214 Principles of Accounting II (3 sem. hrs.)

Three of the following, at least one of which must be at the 300-level, and at least one of which must be in economics or management (5-11 sem. hrs.)

BUS 220 International Business (3 sem. hrs.)
BUS 230 Introduction to Human Resource Management (3 sem. hrs.)
BUS 253 Investment Management & Strategies (3 sem. hrs.)
BUS 300 Income Tax (3 sem. hrs.)
BUS 301 Principles of Marketing (3 sem. hrs.)
BUS 303 Entrepreneurship & Small Business Management (3 sem. hrs.)
BUS 305 Legal Environment of Business (3 sem. hrs.)
BUS 310 Corporate Finance (3 sem. hrs.)
BUS 313 Intermediate Accounting I (3 sem. hrs.)
BUS 314 Intermediate Accounting II (3 sem. hrs.)
BUS 385 Topics in Contemporary Business Issues (for a total of 3 sem. hrs.)
ECON 233 Economics of Health and Medical Care (3 sem. hrs.)
ECON 255 The Political Economy of Globalization (3 sem. hrs.)
ECON 286 Money, Banking, and Capital Markets (3 sem. hrs.)
ECON 290 Internship in Economics and Business (2-4 sem. hrs.)
ECON 295 Technology and the Labor Process (3 sem. hrs.)
ECON 304 Public Finance (3 sem. hrs.)
ECON 330 The World Economy: Trade and Finance (3 sem. hrs.)
ECON 390 Advanced Internship in Economics and Business (2-4 sem. hrs.)
ECON 399 Independent Study in Economics and Business (1-3 sem. hrs.)
MATH 300 Probability Theory (3 sem. hrs.)
MATH 305 Operations Research (3 sem. hrs.)
PHIL 310 Ethics, Law, and Social Policy (3 sem. hrs.)

ECONOMICS MINOR

Professor K. Klitgaard, Coordinator

Students majoring in economics and management may not minor in economics. The total number of courses required for the minor is 8 (24 semester hours).

REQUIRED COURSES

All of the following (18 sem. hrs.)

ECON 101 Principles of Macroeconomics (3 sem. hrs.)
ECON 102 Principles of Microeconomics (3 sem. hrs.)
ECON 295 Technology and the Labor Process (3 sem. hrs.)
 or BUS 201 Principles of Management (3 sem. hrs.)
ECON 303 Intermediate Microeconomic Theory (3 sem. hrs.)
ECON 306 Intermediate Macroeconomic Theory (3 sem. hrs.)
MATH 151 Elementary Statistics (3 sem. hrs.)
 or MATH 251 Mathematical Statistics (3 sem. hrs.)

Two additional economics or management courses, at least one of which must be at the 300-level (6 sem. hrs.)

Either ECON 290 Internship in Economics and Business or ECON 390 Advanced Internship in Economics and Business, but not both, can be counted toward the minor.

EDUCATION MINORS

Students who are interested in education but either do not wish to or do not have time to complete the certification program may minor in education.

Students completing the minor alone will have a strong foundation in education but will NOT be eligible for certification. They may, however, use this course work as a basis for graduate school in MAT programs. See the director of elementary and secondary education for further information. All students, including those in the certification program, must declare their education minor no later than the last day of classes of their junior year. For more information on teacher certification see the Academic Information: Pre-Professional Programs section.

CHILDHOOD EDUCATION MINOR (GRADES 1-6)

Lecturer S. Talbot, Coordinator

The total number of courses required for the minor is 7 (20-21 semester hours). NOTE: Completing the minor alone does not qualify a student for initial certification.

REQUIRED COURSES

All of the following (18 sem. hrs.)

EDUC 105 Teaching in a Diverse Society (3 sem. hrs.)
EDUC 215 Issues in Multicultural and English Language Learner Education (3 sem. hrs.)
EDUC 301 Primary Literacy and Diverse Learners (3 sem. hrs.)
EDUC 302 Literacy for Diverse Upper Elementary Classrooms (3 sem. hrs.)
EDUC 315 The Inclusive Classroom (3 sem. hrs.)
PSY 210 Child Development (3 sem. hrs.)

One of the following (2-3 sem. hrs.)

EDUC 225 Technology in the Classroom (2 sem. hrs.)
EDUC 275 Using Children's Literature in the Classroom (3 sem. hrs.)
EDUC 325 Building Classroom Community (3 sem. hrs.)

ADOLESCENCE EDUCATION MINOR (GRADES 7-12)

Lecturer S. Talbot, Coordinator

The total number of courses required for the minor is 7 (20-21 semester hours). NOTE: Completing the minor alone does not qualify a student for initial certification.

REQUIRED COURSES

All of the following (18 sem. hrs.)

EDUC 105 Teaching in a Diverse Society (3 sem. hrs.)
EDUC 215 Issues in Multicultural and English Language Learner Education (3 sem. hrs.)
EDUC 315 The Inclusive Classroom (3 sem. hrs.)
EDUC 331 Reading and Writing in the Content Areas I (3 sem. hrs.)
EDUC 332 Reading and Writing in the Content Areas II (3 sem. hrs.)
PSY 318 Adolescent Development (3 sem. hrs.)

One of the following (3 sem. hrs.)

EDUC 225 Technology in the Classroom (2 sem. hrs.)
EDUC 325 Building Classroom Community (3 sem. hrs.)

ENGLISH MAJOR

Professor C. Garrett, Chair

The study of English includes the investigation of texts from British and American literature for their cultural and historical importance, for the manner in which they embody and express literary types and values, and for the ways in which they relate to the lives of those who experience them.

The study of literature in all its forms enhances a student's ability to think critically and observe closely. English students practice writing in different forms, including expository, critical, and imaginative. The ability to write clearly and effectively is essential for success in communication with others and in advancing in a field or career. Both literature and writing are a source of lifelong satisfaction which enables students to continue to discover and explore their selves and their place in the world, and thereby lead a richer, fuller, more examined life.

The number of courses required for the major is 15-17 (46-52 semester hours). At least six of these courses (18 semester hours) must be at the 300-level or above.

REQUIRED COURSES

All of the following (16 sem. hrs.)

ENGL 104 Introduction to Literature: Form and Meaning (3 sem. hrs.)
ENGL 105 British Literature 1100-1800 (3 sem. hrs.)
ENGL 215 Survey of American Literature (3 sem. hrs.)
ENGL 250 British Literature 1800 to the Present (3 sem. hrs.)
ENGL 401 Senior Essay in English (4 sem. hrs.)

Concentrations

The student may choose a concentration in literature or in creative writing.

Literature

Students may use only one creative writing course toward the literature concentration. The student must include in her or his course selections at least one course in American literature (A), at least one course in British literature (B), two courses in earlier literature [before 1800] (E), and at least one course in later literature [after 1800] (L).

Seven of the following (at least one course from each of the groups with at least one course at the 200-level and at least five courses at the 300-level) (21 sem. hrs.)

COURSES IN POETRY

ENGL 245 The Maker's Craft: Form in Poetry (3 sem. hrs.)
ENGL 272 Poetry Writing (3 sem. hrs.)
ENGL 319 Renaissance English Poetry (B, E) (3 sem. hrs.)
ENGL 337 Topics in British Romantic Poetry (B, L) (3 sem. hrs.)
ENGL 349 Special Topics in American Poetry (A, L) (3 sem. hrs.)
ENGL 366 Special Topics in British Poetry (B, L) (3 sem. hrs.)
ENGL 372 Advanced Poetry Writing (3 sem. hrs.)

COURSES IN PROSE FICTION

ENGL 271 Short Story Writing (3 sem. hrs.)
ENGL 302 Special Topics in the American Novel (A, L) (3 sem. hrs.)
ENGL 362 Development of the British Novel (B, E) (3 sem. hrs.)
ENGL 363 Special Topics in the British Novel (B) (3 sem. hrs.)
ENGL 371 Advanced Fiction Writing (3 sem. hrs.)

COURSES IN DRAMA

ENGL 213 Survey of Anglophone Drama (3 sem. hrs.)
ENGL 225 Shakespeare (B, E) (3 sem. hrs.)
ENGL 304 Special Topics in American Drama (A, L) (3 sem. hrs.)
ENGL 367 Special Topics in Earlier British Drama (B, E) (3 sem. hrs.)
ENGL 368 Special Topics in Later British Drama (B, L) (3 sem. hrs.)
OCS 215 London Theatre (3 sem. hrs.)

CROSS-GENERIC COURSES

ENGL 202 Studies in Literature and Film (3 sem. hrs.)
ENGL 214 Women in English Renaissance Literature (B, E) (3 sem. hrs.)
ENGL 222 American Minority Literatures (A, L) (3 sem. hrs.)
ENGL 240 Adolescence and the Media (3 sem. hrs.)
ENGL 275 Creative Nonfiction (3 sem. hrs.)
ENGL 285/385 Topics in English (3-4 sem. hrs.)
ENGL 380 Critical Theory (3 sem. hrs.)
FMS 241 Reading Popular Film (3 sem. hrs.)

Three courses from the following related fields (9 sem. hrs.)

EDUC 275 Using Children's Literature in the Classroom (3 sem. hrs.)
EDUC 331 Reading and Writing in the Content Areas I (3 sem. hrs.)
EDUC 332 Reading and Writing in the Content Areas II (3 sem. hrs.)
Non-English literature or literary criticism (in translation or in the original language)
History, philosophy, religion, women's and gender studies, sociology, psychology, visual arts, performing arts

Creative Writing

All of the following (9 sem. hrs.)

ENGL 271 Short Story Writing (3 sem. hrs.)
ENGL 272 Poetry Writing (3 sem. hrs.)
ENGL 275 Creative Nonfiction (3 sem. hrs.)

One of the following (3 sem. hrs.)

ENGL 371 Advanced Fiction Writing (3 sem. hrs.)
ENGL 372 Advanced Poetry Writing (3 sem. hrs.)
ENGL 375 Advanced Creative Nonfiction (3 sem. hrs.)

Five of the following, including one course from each group, with at least three at the 300 level. The student must include in the course selection at least one course in American literature (A), one course in British literature (B), one course in earlier literature [before 1800] (E), and one course in later literature (L) (15-17 sem. hrs.)

COURSES IN POETRY

ENGL 245 The Maker's Craft: Form in Poetry (3 sem. hrs.)
ENGL 319 Renaissance English Poetry (B, E) (3 sem. hrs.)
ENGL 337 Topics in British Romantic Poetry (B, L) (3 sem. hrs.)
ENGL 349 Special Topics in American Poetry (A, L) (3 sem. hrs.)
ENGL 366 Special Topics in British Poetry (B, L) (3 sem. hrs.)

COURSES IN PROSE FICTION

ENGL 302 Special Topics in the American Novel (A, L) (3 sem. hrs.)
ENGL 362 Development of the British Novel (B, E) (3 sem. hrs.)
ENGL 363 Special Topics in the British Novel (B) (3 sem. hrs.)

COURSES IN DRAMA

ENGL 213 Survey of Anglophone Drama (3 sem. hrs.)
ENGL 225 Shakespeare (B, E) (3 sem. hrs.)
ENGL 304 Special Topics in American Drama (A, L) (3 sem. hrs.)
ENGL 367 Special Topics in Earlier British Drama (B, E) (3 sem. hrs.)
ENGL 368 Special Topics in Later British Drama (B, L) (3 sem. hrs.)
OCS 215 London Theatre (3 sem. hrs.)

CROSS-GENERIC COURSES

ENGL 202 Studies in Literature and Film (3 sem. hrs.)
ENGL 214 Women in English Renaissance Literature (B, E) (3 sem. hrs.)
ENGL 222 American Minority Literatures (3 sem. hrs.)
ENGL 240 Adolescence and the Media (3 sem. hrs.)
ENGL 270 Writing for the Mass Media (3 sem. hrs.)
ENGL 285/385 Topics in English (3-4 sem. hrs.)
ENGL 380 Critical Theory (3 sem. hrs.)
FMS 241 Reading Popular Film (3 sem. hrs.)

Three courses from the following related fields (9 sem. hrs.)

EDUC 275 Using Children's Literature in the Classroom (3 sem. hrs.)
EDUC 331 Reading and Writing in the Content Areas I (3 sem. hrs.)
EDUC 332 Reading and Writing in the Content Areas II (3 sem. hrs.)
Non-English literature or literary criticism (in translation or in the original language)
History, philosophy, religion, women's and gender studies, sociology, psychology, visual arts, performing arts

ENGLISH MINOR

Total number of courses required for the minor is 6 (18-22 semester hours).

REQUIRED COURSES

One of the following (3 sem. hrs.)

ENGL 104 Introduction to Literature: Form and Meaning (3 sem. hrs.)
or ENGL 105 British Literature 1100-1800 (3 sem. hrs.)

Five additional English courses, at least two of which must be at the 300-level. One of these courses may be a creative writing course. (15-19 sem. hrs.)

ENVIRONMENTAL STUDIES MAJOR

Professor N. O' Leary, Chair

The goal of Environmental Studies is to develop in the student the intellectual skills and the career skills necessary to understand the environment as a complex system and to change it for the better.

The discipline is by nature multidisciplinary, preparing students both in the scientific techniques and understanding necessary to implement change and in the knowledge of the political processes through which these changes are accomplished. The basic principles of biological, chemical, and physical systems must be understood if policies are to reflect the underlying realities of nature. Understanding these interactions requires a sense of place, an appreciation of nature's awesome beauty, and of its impact upon the human experience.

The number of courses required for the major is 17-18 (56-62 semester hours). At least six of these courses (18 semester hours) must be at the 300-level or above. Off-campus study courses may substitute for some of the requirements below.

REQUIRED COURSES

All of the following (26-28 sem. hrs.)

ECON 102 Principles of Microeconomics (3 sem. hrs.)
ENVR 101L Introduction to Environmental Science (4 sem. hrs.)
ENVR 102L Conservation of Biodiversity (4 sem. hrs.)
ENVR 290/390 Internship in Environmental Studies (2-4 sem. hrs.)
ENVR 303 Environmental Impact Assessment (3 sem. hrs.)
ENVR 340 Sustainable Agriculture (3 sem. hrs.)
ENVR 403 Senior Thesis in Environmental Studies (4 sem. hrs.)
MATH 151 Elementary Statistics (3 sem. hrs.)
or MATH 251 Mathematical Statistics (3 sem. hrs.)

One of the following courses (3 sem. hrs.)

ECON 325 Ecological Economics and Political Ecology (3 sem. hrs.)
ECON 326 Energy and the Economy (3 sem. hrs.)

One of the following courses (3 sem. hrs.)

ANTH 280 World Archaeology (3 sem. hrs.)
PHIL 240 Ethics (3 sem. hrs.)
RELG 330 Native Americans and the Environment (3 sem. hrs.)

Concentrations

The student will choose one of the following concentrations. The equivalent of seven 3-4 semester hour courses are required for the environmental sciences concentration; eight courses are required for the environmental policies and values concentration. At least two of the chosen courses must be at the 300-level or above.

Environmental Sciences

This concentration is designed to develop the ability to analyze the impact and the interactions of biological, chemical, and physical processes upon the ecosphere.

Both of the following courses (8 sem. hrs.)

BIOL 119L Ecology and Evolution (4 sem. hrs.)

ENVR 131L Physical Geology (4 sem. hrs.)

Five courses in the Biology group OR five courses in the Chemistry group OR five courses in the Physics group, as indicated below (17-20 sem. hrs.)

BIOLOGY GROUP

BIOL 126L Genetics (4 sem. hrs.)

BIOL 130L Biology of Organisms (4 sem. hrs.)

BIOL 304L Vertebrate Zoology (4 sem. hrs.)

BIOL 305L Plant Diversity and Evolution (4 sem. hrs.)

BIOL 324L Animal Behavior (4 sem. hrs.)

BIOL 325L Limnology (4 sem. hrs.)

BIOL 363 Advanced Ecology (3 sem. hrs.)

ENVR 385/385L Topics in Environmental Studies (3-4 sem. hrs.)

CHEMISTRY GROUP

CHEM 107L General Chemistry (4 sem. hrs.)

CHEM 108L Chemical Analysis (4 sem. hrs.)

CHEM 213L Organic Chemistry I (4 sem. hrs.)

CHEM 214L Organic Chemistry II (4 sem. hrs.)

CHEM 301 Physical Chemistry (3 sem. hrs.)

CHEM 315L Inorganic Chemistry (4 sem. hrs.)

CHEM 327L Instrumental Analysis (4 sem. hrs.)

ENVR 385/385L Topics in Environmental Studies (3-4 sem. hrs.)

PHYSICS GROUP

ENVR 385/385L Topics in Environmental Studies (3-4 sem. hrs.)

MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)

MATH 112 Calculus II: Introduction to Calculus (4 sem. hrs.)

MATH 211 Calculus III: Multivariable Calculus (3 sem. hrs.)

PHYS 106 Introductory Astronomy (3 sem. hrs.)

PHYS 111L Fundamentals of Physics I (4 sem. hrs.)

PHYS 212L Fundamentals of Physics II (4 sem. hrs.)

PHYS 221L Principles of Electronics (4 sem. hrs.)

Environmental Policies and Values

This concentration is designed to develop the ability to analyze the interaction of the ecosphere and the technosphere and to develop an understanding of the theoretical underpinnings of economic, historical, and political changes in their social and human contexts.

All of the following (9 sem. hrs.)

INTL 151 Introduction to International Studies (3 sem. hrs.)

INTL 350 Comparative Environmental Policy Analysis (3 sem. hrs.)

INTL 385 Topics in International Studies (3 sem. hrs.)

Whichever of the following courses was not taken above (3 sem. hrs.)

ECON 325 Ecological Economics and Political Ecology (3 sem. hrs.)

ECON 326 Energy and the Economy (3 sem. hrs.)

Four of the following courses (not taken above) (12-13 sem. hrs.)

ANTH 280 World Archaeology (3 sem. hrs.)

ANTH 359 The Pacific and Cultural Survival (3 sem. hrs.)

ECON 209 Introduction to Political Economy (3 sem. hrs.)

ECON 220 Environmental Economics (3 sem. hrs.)

ECON 233 Economics of Health and Medical Care (3 sem. hrs.)

ECON 295 Technology and the Labor Process (3 sem. hrs.)

ECON 304 Public Finance (3 sem. hrs.)

ECON 340 History of Economic Analysis (3 sem. hrs.)

ECON 350 Economics of Developing Countries (3 sem. hrs.)
ENVR 385/385L Topics in Environmental Studies (3-4 sem. hrs.)
HIST 215 The Growth of Industrial Society, 1750-Present (3 sem. hrs.)
PHIL 240 Ethics (3 sem. hrs.)
PHIL 310 Ethics, Law, and Social Policy (3 sem. hrs.)
POLS 262 Politics in Developing Countries (3 sem. hrs.)
POLS 365 Governments and Politics in Industrialized Countries (3 sem. hrs.)
PSY 335 Psychology of Environmental Sustainability (3 sem. hrs.)
RELG 330 Native Americans and the Environment (3 sem. hrs.)

ENVIRONMENTAL SCIENCE MINOR

Professor N. O' Leary, Coordinator

The discipline of environmental science is fundamental to efforts to improve the health of planet earth and enhance human well-being. The minor in environmental science introduces students to the tenets of a scientific approach to understanding the human-environment interaction, environmental problems and effective environmental problem-solving; it also equips students with career-ready skills that will complement any major.

The number of courses required for the minor is six (18-20 semester hours)

REQUIRED COURSES

All of the following (12 sem. hrs.)

ENVR 101L Introduction to Environmental Science (4 sem. hrs.)
ENVR 102L Conservation of Biodiversity (4 sem. hrs.)
ENVR 195 Tutorial in Geographic Information Systems (1 sem. hr.)
ENVR 303 Environmental Impact Assessment (3 sem. hrs.)

Two of the following (6-8 sem. hrs.)

BIOL 119L Ecology and Evolution (4 sem. hrs.)
BIOL 130L Biology of Organisms (4 sem. hrs.)
BIOL 305L Plant Diversity and Evolution (4 sem. hrs.)
BIOL 324L Animal Behavior (4 sem. hrs.)
BIOL 325L Limnology (4 sem. hrs.)
BIOL 363 Advanced Ecology (3 sem. hrs.)
ENVR 131L Physical Geology (4 sem. hrs.)
ENVR 340 Sustainable Agriculture (3 sem. hrs.)
ENVR 385/385L Topics in Environmental Studies (3-4 sem. hrs.)

ENVIRONMENTAL STUDIES MINOR

Professor N. O' Leary, Coordinator

The number of courses required for the minor is 6 (20-23 semester hours).

REQUIRED COURSES

All of the following (11 sem. hrs.)

ENVR 101L Introduction to Environmental Science (4 sem. hrs.)
ENVR 102L Conservation of Biodiversity (4 sem. hrs.)
ENVR 303 Environmental Impact Assessment (3 sem. hrs.)

Three of the following (9-12 sem. hrs.)

BIOL 119L Ecology and Evolution (4 sem. hrs.)
BIOL 325L Limnology (4 sem. hrs.)
BIOL 363 Advanced Ecology (3 sem. hrs.)
ECON 220 Environmental Economics (3 sem. hrs.)
ECON 325 Ecological Economics and Political Ecology (3 sem. hrs.)
ECON 326 Energy and the Economy (3 sem. hrs.)
ENVR 131L Physical Geology (4 sem. hrs.)

ENVR 340 Sustainable Agriculture (3 sem. hrs.)
ENVR 385/385L Topics in Environmental Studies (3-4 sem. hrs.)
INTL 151 Introduction to International Studies (3 sem. hrs.)
INTL 350 Comparative Environmental Policy Analysis (3 sem. hrs.)
PSY 335 Psychology of Environmental Sustainability (3 sem. hrs.)
RELG 330 Native Americans and the Environment (3 sem. hrs.)

FILM AND MEDIA STUDIES MAJOR

Associate Professor L. Lohn, Chair

Through critical analysis of print and visual media, students who major in film and media studies learn the cultural implications of living in a “mediated society.”

As they produce their own works in journalistic and creative non-fiction writing, or in film, advertising, and public relations, students reflect their relationship with the culture of the media. Students who complete the major may adopt careers in advertising, public relations, journalism, freelance writing, film criticism, film production, screen or playwriting, or may choose to enter graduate programs in any of these areas.

Total credit hours for the major are 37.5-40.5; students must take at least 6 courses at the 300 level. Students are strongly urged to choose a minor field. The total number of courses required for the major is 13.

REQUIRED COURSES

All of the following: (19.5-21.5 sem. hrs.)

CS 105 HTML (1.5 sem. hrs.)
ENGL 270 Writing for the Mass Media (3 sem. hrs.)
FMS 101 Media and Power in American Culture (3 sem. hrs.)
FMS 241 Reading Popular Film (3 sem. hrs.)
FMS 290 or FMS 390 Internship in Film and Media Studies (2-4 sem. hrs.)
FMS 401 Senior Project in Film and Media Studies (4 sem. hrs.)
SOC 228 Social Problems (3 sem. hrs.)

One course from each of the following areas and two courses from one area (15 sem. hrs.)

Applications and Techniques (3 sem. hrs.)

ART 127 Introduction to Graphic Design (3 sem. hrs.)
ART 260 Introduction to Darkroom Photography (3 sem. hrs.)
ART 261 Photographic Digital Imaging (3 sem. hrs.)
BKRT 220 Digital Book and Graphic Design (3 sem. hrs.)
BUS 301 Principles of Marketing (3 sem. hrs.)
THEA 338 Methods of Directing (3 sem. hrs.)
THDA 130 Introduction to Technical Production (3 sem. hrs.)

Writing Courses (3 sem. hrs.)

ENGL 275 Creative Nonfiction (3 sem. hrs.)
FMS 285/385 Topics in Writing for the Mass Media (3 sem. hrs.)
JOUR 101 Writing to Be Read (3 sem. hrs.)

Film Courses (6 sem. hrs.)

ENGL 202 Studies in Literature and Film (3 sem. hrs.)
ENGL 305 Gender, Power, Literature, Film (3 sem. hrs.)
FMS 220 Post-colonial African Cinema (3 sem. hrs.)
FMS 281 Film and Literature (3 sem. hrs.)
FMS 320 Envisioning “The Other” in Film (3 sem. hrs.)
SPAN 204 Conversation and Composition Through Film (3 sem. hrs.)
SPAN 370 Literature and Film: Two Ways of Telling a Story (3 sem. hrs.)

Cultural and Historical Perspectives (3 sem. hrs.)

ARTH 105 Art of Non-Western Cultures Survey (3 sem. hrs.)
BKRT 225 The History of the Book (3 sem. hrs.)

ECON 295 Technology and the Labor Process (3 sem. hrs.)
HIST 335 Popular Culture in Early Modern Europe, 1400-1800 (3 sem. hrs.)
PSY 349 Cognition and Culture (3 sem. hrs.)
SOC 235 "Deviance" and Society (3 sem. hrs.)
SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
SOC 315 Men and Masculinities (3 sem. hrs.)
SOC 355 Social Movements and Social Change (3 sem. hrs.)
WGS 245 Body Politics (3 sem. hrs.)
WGS 310 Feminist Methodologies: Intersectionalities (3 sem. hrs.)

One additional course from the following electives: (3-4 sem. hrs.)

BUS 303 Entrepreneurship & Small Business Management (3 sem. hrs.)
ENGL 225 Shakespeare (3 sem. hrs.)
ENGL 304 Special Topics in American Drama (3 sem. hrs.)
ENGL 368 Special Topics in Later British Drama (3 sem. hrs.)
PHIL 240 Ethics (3 sem. hrs.)
POLS 155 American Politics (3 sem. hrs.)
PSY 101 General Psychology (3 sem. hrs.)
PSY 340 Psycholinguistics (3 sem. hrs.)
THDA 100 Introduction to Performing Arts (4 sem. hrs.)
WGS 148 Introduction to Women's and Gender Studies (3 sem. hrs.)

FIRST NATIONS AND INDIGENOUS STUDIES MINOR

Professor V. Muñoz, Coordinator

The title of the minor, first nations and indigenous studies, indicates a primary focus on the peoples of North and South America while being inclusive of connections with indigenous peoples in other parts of the world such as Hawaii, Aotearoa (New Zealand), and Australia.

The minor is multidisciplinary and reflects a wide range of academic viewpoints originating from psychology, history, anthropology, women's and gender studies, and sociology, among others. Emphasized areas include histories, contemporary issues, environmental justice, social justice, oral and written literature, art, and law.

The number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

Six Courses From the Following, including at least one FNIS course:

ANTH 210 Material Culture and Museums
ANTH 250 Hawaii
ANTH 345 Maya Ethnography
ANTH 359 Pacific and Cultural Survival
FNIS 212 Home Lands
FNIS 285/385 Topics
HIST 372 Colonial Encounters
HUM 230 Decolonization and Post-Colonial Worlds
PSY 330 Indigenous Psychologies
WGS 260 Indigenous Women's Experience

FRENCH MINOR

Total number of courses required for the minor is 6 (18-20 semester hours).

REQUIRED COURSES

All of the following (14 sem. hrs.)

FREN 101 Introductory French I (4 sem. hrs.)
FREN 102 Introductory French II (4 sem. hrs.)
FREN 123 Intermediate French I (3 sem. hrs.)
FREN 124 Intermediate French II (3 sem. hrs.)

At least six semester hours at the 200-level or above, taught in French, normally taken off campus in a Wells-affiliated program or via cross-registration or by transfer credit. These courses must be approved by the minor coordinator. (6 sem. hrs.)

A period of study in a French-speaking country is strongly recommended.

GERMAN MINOR

Total number of courses required for the minor is 6 (18-20 semester hours).

REQUIRED COURSES

All of the following (14 sem. hrs.)

GRMN 101 Elementary German I (4 sem. hrs.)
GRMN 102 Elementary German II (4 sem. hrs.)
GRMN 123 Intermediate German I (3 sem. hrs.)
GRMN 124 Intermediate German II (3 sem. hrs.)

At least six semester hours at the 200-level or above, taught in German, normally taken off campus in a Wells-affiliated program or via cross-registration agreements. These courses must be approved by the minor coordinator. (6 sem. hrs.)

A period of study in a German-speaking country is strongly recommended.

GLOBAL AND INTERNATIONAL STUDIES MINOR

Professor T. Lumumba-Kasongo, Coordinator

The Global and International Studies Minor examines the complexity of global forces, factors and values, and the structures of the international world. It focuses on the issues of the interconnections among individuals, societies, nation-states and non-governmental organizations and their systems, subsystems and the mechanisms in cultural, social, economic and political processes.

The total number of courses required for the minor is 7 (21 sem. hrs.).

REQUIRED COURSES

All of the following (9 sem. hrs.)

ANTH 161 Introduction to Anthropology (3 sem. hrs.)
ECON 255 The Political Economy of Globalization (3 sem. hrs.)
INTL 151 Introduction to International Studies (3 sem. hrs.)

An additional 4 courses, one from each of the following categories (12 sem. hrs)

ECONOMICS, INTERNATIONAL STUDIES AND POLITICAL SCIENCE

BUS 220 International Business (3 sem. hrs.)
ECON 209 Introduction to Political Economy (3 sem. hrs.)
INTL 385 Topic in International Studies (3 sem. hrs.)
POLS 267 International Organization (3 sem. hrs.)
POLS 307 Contemporary Political Ideologies (3 sem. hrs.)
POLS 332 Old and New Paradigms in World Politics (3 sem. hrs.)

ANTHROPOLOGY, SOCIOLOGY AND PSYCHOLOGY

ANTH 359 The Pacific and Cultural Survival (3 sem. hrs.)
ANTH 345 Maya Ethnography (3 sem. hrs.)
PSY 349 Cognition and Culture (3 sem. hrs.)
SOC 277 Social Inequality (3 sem. hrs.)

ENVIRONMENTAL STUDIES

INTL 350 Comparative Environmental Policy Analysis (3 sem. hrs)

PSY 335 Psychology of Environmental Sustainability (3 sem. hrs)

HISTORY, RELIGION, PHILOSOPHY AND THE HUMANITIES

HIST 329 20th Century Europe (3 sem. hrs)

HIST 372 Colonial Encounters (3 sem. hrs)

HUM 230 Decolonization & Post-Colonial Worlds (3 sem. hrs)

PHIL 325 Belief and Knowledge (3 sem. hrs)

PHIL 300 Philosophy of Religion (3 sem. hrs)

GRAPHIC DESIGN MINOR

Assistant Professor K. Waugh, Coordinator

Students will gain experience in print and web design, introducing them to skills needed for careers in fields such as communications, advertising, or publishing. The minor will combine coursework in Visual Arts and Business, with options to further intensify skills in related content areas.

Required courses (total course required is seven: 19-22 sem. hours)

REQUIRED COURSES

Fundamental Skills in Design: All of the following

ART 119 Visual Organization (3 sem. hrs.)

ART 127 Introduction to Graphic Design (3 sem. hrs.)

Book Arts: One of the following

BKRT 120 Letterpress Printing (3 sem. hrs.)

BKRT 220 Digital Book & Graphic Design (3 sem. hrs.)

Images & Content: One of the following

ART 121 Beginning Drawing (3 sem. hrs.)

ART 261 Photographic Digital Imaging (3 sem. hrs.)

ART 262 Alternative Video in Art & Society (3 sem. hrs.)

BKRT 320 The Printed Book (3 sem. hrs.)

CS 145 Game Design and Development (2 sem. hrs.)

Business Skills: One of the following

BUS 201 Principles of Management (3 sem. hrs.)

BUS 213 Principles of Accounting I (3 sem. hrs.)

Professional Practices: All of the following

VART 215 Professional Visual Practices (3 sem. hrs.)

ART 290/390 Internship (2-4 sem. hrs.)

HEALTHCARE MANAGEMENT MINOR

The total courses required for Healthcare Management minor is 7 (20-22 semester hours).

REQUIRED COURSES

All of the following:

HS 100 Introduction to the Health Sciences (3 sem. hrs.)

HS 290/390 Experiential Learning (2-4 sem. hrs.)

BUS 201 Principles of Management (3 sem. hrs.)

BUS 213 Principles of Accounting I (3 sem. hrs.)

ECON 233 Economics of Health and Medical Care (3 sem. hrs.)

MATH 151 Elementary Statistics (3 sem. hrs.)

One of the following:

BUS 214 Principles of Accounting II (3 sem. hrs.)
BUS 230 Introduction Human Resource Management (3 sem. hrs.)
BUS 250 Innovation & Creative Problem Solving (3 sem. hrs.)
BUS 301 Principles of Marketing (3 sem. hrs.)
ECON 101 Principles of Macroeconomics (3 sem. hrs.)
PSY 306 Introduction to Organizational Behavior (3 sem. hrs.)

HISTORY MAJOR

Professor Michael Groth, Chair

History is the study of human societies, their changes and continuities. It attempts to make sense of the human experience, its complexities and ironies. History is truly interdisciplinary in its enquiry and, of necessity, in the nature of the tools used to understand people in the past. Historians do not merely compile data to tell a sequential tale. To be informed as well as is possible is the prerequisite to the equally important task of interpretation. The goal of historians is thus multifaceted.

Students who choose to major in history receive the training to develop skills in a number of areas. Some of them are how to research effectively; how to write on a complex topic in a way that is generally understandable, not mystifying; how to state one's case orally as well as in written form; to discuss and defend one's point of view drawing from evidence to substantiate and strengthen the argument; how to sift through large bodies of evidence to discover which is of more, which of lesser, importance to making sense of the topic; to develop the immensely valuable faculty of thinking historically, of seeing the fluidity and evolution over time of women, men, their attitudes and values, and the societies they have created and which contain them.

Many of those who majored in history have, over the years, been disproportionately represented in leadership roles in society. The training and skills instilled in history students are designed to develop the individual's capacity for judgment and decision-making.

The number of courses required for the major is 14 (36-42 semester hours). At least six of these courses (18 semester hours) must be at the 300-level or above.

REQUIRED COURSES**All of the following (7 sem. hrs.)**

HIST 375 Writing History (3 sem. hrs.)
HIST 401 Senior Essay in History (3 sem. hrs.)
HIST 402 Senior Seminar in History (1 sem. hr.)

One of the following (3 sem. hrs.)

HIST 101 Introduction to World Civilizations, Antiquity to 1650 (3 sem. hrs.)
HIST 103 Introduction to World Civilizations, 1650-Present (3 sem. hrs.)

At least one of the following (3 sem. hrs.)

HIST 228 The Bourgeois Century, 1815-1914 (3 sem. hrs.)
HIST 241 Interpreting U.S. History I (3 sem. hrs.)
HIST 242 Interpreting U.S. History II (3 sem. hrs.)

At least one of the following (3 sem. hrs.)

HIST 250 The Family in China in the 20th and 21st Centuries (3 sem. hrs.)
HIST 253 Interpreting Russian History: Beginnings to 1815 (3 sem. hrs.)
HIST 254 Modern Russia (3 sem. hrs.)
HIST 285 Topics in History (2-4 sem. hrs.)

Six additional courses, at least four of which must be at the 300-level or above. Courses counted toward the core may not be counted here. (14-20 sem. hrs.)

HIST 101 Introduction to World Civilizations, Antiquity to 1650 (3 sem. hrs.)
HIST 103 Introduction to World Civilizations, 1650-Present (3 sem. hrs.)
HIST 205 Women as Revolutionaries (3 sem. hrs.)
HIST 210 Women and Gender in Europe, 1550-Present (3 sem. hrs.)

HIST 212 Introduction to the History of Science (3 sem. hrs.)
 HIST 215 The Growth of Industrial Society, 1750-Present (3 sem. hrs.)
 HIST 228 The Bourgeois Century, 1815-1914 (3 sem. hrs.)
 HIST 241 Interpreting U.S. History I (3 sem. hrs.)
 HIST 242 Interpreting U.S. History II (3 sem. hrs.)
 HIST 245 Civil War and Reconstruction (3 sem. hrs.)
 HIST 250 The Family in China in the 20th and 21st Centuries (3 sem. hrs.)
 HIST 253 Interpreting Russian History: Beginnings to 1815 (3 sem. hrs.)
 HIST 254 Modern Russia (3 sem. hrs.)
 HIST 290 Internship in History (2-4 sem. hrs.)
 HIST 310 Colonial and Revolutionary America (3 sem. hrs.)
 HIST 329 20th Century Europe (3 sem. hrs.)
 HIST 330 The Enlightenment and The French Revolution (3 sem. hrs.)
 HIST 335 Popular Culture in Early Modern Europe, 1400-1800 (3 sem. hrs.)
 HIST 345 Stalin and His Successors (3 sem. hrs.)
 HIST 351 African-Americans in the Age of Slavery (3 sem. hrs.)
 HIST 352 The African-American Struggle for Human Rights (3 sem. hrs.)
 HIST 357 Twentieth-Century America (3 sem. hrs.)
 HIST 360 History of American Feminism (3 sem. hrs.)
 HIST 361 Voices of African-American Women (3 sem. hrs.)
 HIST 372 Colonial Encounters (3 sem. hrs.)
 HIST 385 Topics in History (2-4 sem. hrs.)
 HIST 390 Advanced Internship in History (2-3 sem. hrs.)
 HIST 399 Independent Study in History (1-3 sem. hrs.)

Two courses with significance for the study of history from the following selection of courses in related fields (6 sem. hrs.)

ARTH 255 A Survey of Renaissance Art (3 sem. hrs.)
 DANC 316 Dance History (3 sem. hrs.)
 ECON 295 Technology and the Labor Process (3 sem. hrs.)
 ECON 340 History of Economic Analysis (3 sem. hrs.)
 ENGL 214 Women in English Renaissance Literature (3 sem. hrs.)
 ENGL 215 Survey of American Literature (3 sem. hrs.)
 ENGL 362 Development of the British Novel (3 sem. hrs.)
 MUS 112 Listening: A Survey of Western Music (3 sem. hrs.)
 PHIL 230 Ancient and Medieval Philosophy (3 sem. hrs.)
 PHIL 325 Belief and Knowledge (3 sem. hrs.)
 POLS 155 American Politics (3 sem. hrs.)
 POLS 332 Old and New Paradigms in World Politics (3 sem. hrs.)
 RELG 255 Islamic Civilization and Culture (3 sem. hrs.)
 RELG 263 The Hebrew Bible and Jewish Tradition (3 sem. hrs.)
 RELG 264 The New Testament and Early Christianity (3 sem. hrs.)
 RELG 269 History, Myth and Religion (3 sem. hrs.)
 RELG 275 Religions of Asia (3 sem. hrs.)
 SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
 THEA 315 Theatre History (3 sem. hrs.)
 WGS 385 Topics in Women's and Gender Studies (3 sem. hrs.)

HISTORY MINOR

Professor M. Groth, Coordinator

Total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

The following (18 sem. hrs.)

HIST 375 Writing History (3 sem. hrs.)

Five additional history courses involving some introductory and some advanced work to be arranged with members of the department (15 sem. hrs.)

HOLISTIC HEALTH STUDIES MINOR

The minor in Holistic Health Studies prepares students for careers in both mainstream and alternative health professions within the context of a liberal arts education. Through intensive hands-on practice, theoretical analysis and research, reflective writing, and internship(s), students focus on sustainable, life-long health, developing self-awareness and engagement with community while learning marketable skills. Students completing the Holistic Health Studies minor will build a foundation for further study, working toward such careers as: physical therapist, personal trainer, massage therapist, dance/yoga instructor, athletic coach, nutritionist, or wellness coach.

REQUIRED COURSES

All of the following (9-11 sem. hrs.)

HHS 100 Introduction to Holistic Health Studies (3 sem. hrs.)
BIOL 114L Anatomy and Physiology I (4 sem. hrs.)
HHS 290/390 Internship (2-4 sem. hrs.)

One of the following (.5-3 sem. hrs.)

HS 100 Introduction to Health Sciences (3 sem. hrs.)
PE 190 Nutrition and Women's Health (1 sem. hrs.)
PE 105 Meditation for Stress Reduction (.5 sem. hrs.)

One of the following (3 sem. hrs.)

PSY 206 Health Psychology (3 sem. hrs.)
PSY 275 Positive Psychology (3 sem. hrs.)
PSY 338 Psychotherapy (3 sem. hrs.)
PSY 342 Biological Bases of Behavior (3 sem. hrs.)

Any combination of the following for 4-5 credits

PE 123 Yoga (.5 sem. hrs.)
PE 223 Intensive Yoga (1 sem. hrs.)
DANC 106 Get Moving (3 sem. hrs.)
DANC 205 Modern Dance Technique I (2 sem. hrs.)
DANC 206 Ballet Technique I (1 sem. hrs.)
DANC 209 Jazz Dance Technique (1 sem. hrs.)
DANC 305 Modern Dance Technique II (2 sem. hrs.)
DANC 306 Ballet Technique II (2 sem. hrs.)

One of the following (2-4 sem. hrs.)

DANC 325 Dance Composition and Laban Movement Analysis (3 sem. hrs.)
PHIL 331 Mind (3 sem. hrs.)
PSY 330 Indigenous Psychologies (3 sem. hrs.)
THDA 385 Topic: Arts in Theatre or Dance (2-4 sem. hrs.)
WGS 245 Body Politics (3 sem. hrs.)

INDIVIDUALIZED MAJOR

Students may propose a self-designed individualized major if they have an educational objective that would be better served than by pursuing one of the established majors at Wells College or by pursuing an established major and minor. Each individualized major is expected to meet the philosophical and educational goals of Wells College and to afford the student maximum exposure to the breadth and depth of a liberal education as well as an opportunity to undertake advanced work in an area of special interest. The individualized major must have a clear focus, and at least two disciplines must be substantially represented. The Academic Standing and Advising Committee will approve or reject these programs.

Regulations for Individualized Majors:

The proposed individualized major must have a minimum of 36 semester hours, a maximum of 45 semester hours on one discipline, and a maximum of 65 semester hours overall, including the senior essay/project, IM 401 (4 semester hours). It must include a minimum of 18 semester hours of work at the 300-level or above. The minimum required cumulative GPA at the time of application is 3.0.

INTERNATIONAL STUDIES MAJOR

Professor T. Lumumba-Kasongo, Chair

The major in international studies introduces students to contemporary international systems, the complex political, economic, environmental and cultural factors that affect relations among nation-states and peoples globally. Students majoring in international studies will acquire a knowledge of particular global and international issues and paradigms, as well as the ability to work effectively, innovatively, and creatively, in at least two geo-political and cultural areas of the world. Familiarity with a language other than ones native tongue and a balanced cultural knowledge are important components of this major. The major is designed to prepare Wells students to assume professional roles in our complex global environment.

Beyond courses essential to the core of International Studies, the student must take several courses that will give her/him an understanding of global issues and systems. She/he is also required to take courses that provide an understanding and appreciation of cultures and languages of a specific region. Students must take 6 courses at the 300 level. Students must work closely with their advisor to plan a curriculum that makes sense for the area in which s/he wishes to specialize.

The number of courses required for the major is 13 (33-34 semester hours).

REQUIRED COURSES

All of the following (12 sem. hrs.)

CORE COURSES IN INTERNATIONAL STUDIES

- INTL 151 Introduction to International Studies (3 sem. hrs.)
- INTL 290/390 Internship in International Studies (3-4 sem. hrs)
- INTL 402 Senior Seminar in International Studies (4 sem. hrs.)
- OCS 271 Cross-Cultural Preparation (.5 sem. hr.)
- OCS 272 Cross-Cultural Reflection (.5 sem. hr.)
- POLS 210 The United Nations Simulation (1 sem. hr.)

Three of the following, at least two courses must be at the 300 level (9 sem. hrs.)

GLOBAL SYSTEMS AND ISSUES

- ANTH 161 Introduction to Anthropology (3 sem. hrs)
- ARTH 105 Art of Non-Western Cultures Survey (3 sem. hrs)
- ECON 209 Introduction to Political Economy (3 sem. hrs)
- ECON 255 The Political Economy of Globalization (3 sem. hrs)
- ECON 330 World Economy (3 sem. hrs)
- ECON 350 Economy of Developing Nations (3 sem. hrs)
- HIST 103 History of the World Civ 1650-Present (3 sem. hrs)
- INTL 350 Comparative Environmental Policy (3 sem. hrs)
- POLS 262 Politics in Developing Nations (3 sem. hrs)
- POLS 267 International Organizations (3 sem. hrs)
- POLS 320 Liberalism and Its Critics (3 sem. hrs)
- POLS 332 Old and New Paradigms in World Politics (3 sem. hrs)
- POLS 355 Approaches to International Relations (3 sem. hrs)
- POLS 365 Government and Politics in Industrialized Nations

Geo-Political and Cultural Areas: These courses provide social and cultural understandings (12 sem. hrs)

Students must take two courses from two of the following categories. At least one course should be at the 300 level. The language in which s/he demonstrates or reaches 200-level skills in (see below) should be prevalent in one of these areas. Students must work closely with their advisors to develop a curriculum that makes sense for the region in which they specialize. Courses taken during the semester immersion (see below) may substitute for courses in this section.

AFRICA

- FMS 220 Post-Colonial African Cinema (3 sem. hrs)
- HUM 236 Francophone Cultures (3 sem. hrs)
- HUM 305 Post-Colonial African Literature (3 sem. hrs)
- INTL 160 Africana Studies (3 sem. hrs)
- POLS 268 Politics of Predominantly Black Nations (3 sem. hrs)

ASIA

ANTH 359 Pacific and Cultural Survival (3 sem. hrs)
HIST 204 Introduction to China and Japan (1840-present) (3 sem. hrs)
HIST 250 Family in China in 20th and 21st Centuries (3 sem. hrs)
POLS 340 Politics of the Emerging Nations in Asia (3 sem. hrs)
RELG 275 Religions of Asia (3 sem. hrs)

EUROPE

ENGL 250 British Literature 1800 to Present (3 sem. hrs)
HIST 210 Women and Gender in Europe 1550 to present (3 sem. hrs)
HUM 236 Francophone Cultures (3 sem. hrs)

INDIGENOUS

ANTH 345 Contemporary Maya (3 sem. hrs)
ANTH 359 Pacific and Cultural Survival (3 sem. hrs)
FNIS 212 Home Lands (3 sem. hrs)
PSY 330 Indigenous Psychologies (3 sem. hrs)
RELG 330 Native Americans and the Environment (3 sem. hrs)
WGS 260 Indigenous Women's Experiences (3 sem. hrs)

LATIN AMERICA AND CARIBBEAN

HUM 236 Francophone Cultures (3 sem. hrs)
HUM 360 Latin American Literature, Revolution and History (3 sem. hrs)
HUM 378 Women and Literature in Latin America (3 sem. hrs)
SPAN 385 Topics (if relevant) (3 sem. hrs)

Language:

Wells College requires two language courses or placement into 200-level language courses through examination. For International Studies students this language must be prevalent in one of the regions in which they wish to specialize. Bilingual students must demonstrate skills at the 200-level in a language other than English.

Semester Immersion:

International studies majors must study for one semester in one of the regions s/he is specializing in. Classes taken while in that region may substitute for classes in the Geo-political and Cultural Areas listed above. Be sure to consult with your advisor for appropriate semester-long immersion experiences.

Nota Bene: International studies students are highly encouraged to write their senior theses on a topic related to their geo-political region of speciality.

ITALIAN MINOR

The total number of courses required for the minor is 6 (18-20 semester hours).

REQUIRED COURSES

All of the following (14 sem. hrs.)

ITAL 101 Elementary Italian I (4 sem. hrs.)
ITAL 102 Elementary Italian II (4 sem. hrs.)
ITAL 123 Intermediate Italian I (3 sem. hrs.)
ITAL 124 Intermediate Italian II (3 sem. hrs.)

Two courses at the 200- or 300-level, taught in Italian, normally taken off campus in a Wells affiliated program, or via cross-registration agreements. (6 sem. hrs.)

JAPANESE MINOR

The total number of courses required for the minor is 6, plus two one-semester-hour tutorials (20-22 semester hours).

REQUIRED COURSES

All of the following (16 sem. hrs.)

JPN 101 Elementary Japanese I (4 sem. hrs.)
JPN 102 Elementary Japanese II (4 sem. hrs.)
JPN 123 Intermediate Japanese I (3 sem. hrs.)
JPN 124 Intermediate Japanese II (3 sem. hrs.)
JPN 195 Tutorial in Japanese (1 sem. hr.-corequisite with JPN 123)
JPN 195 Tutorial in Japanese (1 sem. hr.-corequisite with JPN 124)

At least six credit hours at the 200- or 300-level, taught in Japanese, normally taken off campus in a Wells-affiliated program. Japanese Language C at Doshisha Women's College will fulfill this requirement; Cornell University's or other institutions' courses must be approved in advance by the minor coordinator. One course in Japanese culture is strongly recommended. (6 sem. hrs.)

JOURNALISM MINOR

As the influence of media moves from the page to the internet, writing and stylistic skills become even more important.

The foundation of the Journalism minor is a introductory course in media theory and its application, an writing course which emphasizes formal conventions and clarity, followed by two writing attentive workshops. Other courses allow students to explore other media writing opportunities or to broaden the scope of their writing expertise by applying that skill and methodology to real-world problems. (eight courses required for the minor: 21-22 credit hours)

REQUIRED COURSES

All of the following (13 sem. hrs)

FMS 101 Media and Power (3 sem. hrs.)
JOUR 101 Writing to be Read (3 sem. hrs.)
JOUR 301 Projects in Journalism (3 sem. hrs.)
ENGL 270 Writing for the Mass Media (3 sem. hrs.)
WLLS 121 Research Tools and Skills (1 sem. hr.)

One of the following (2-4 sem. hours)

ENGL 275 Creative Non-Fiction (3 sem. hrs.)
JOUR 290/390 Internship in Journalism (2-4 sem. hrs.)

One of the following : (3 sem. hrs.)

ART 127 Introduction to Graphic Design (3 sem. hrs.)
ART 260 Introduction to Photography (3 sem. hrs.)
ART 261 Photographic Digital Imaging (3 sem. hrs.)

One of the following (3 sem. hrs.)

HIST 357 20th Century America (3 sem. hrs.)
PHIL 240 Ethics (3 sem. hrs.)
POLS 155 American Politics (3 sem. hrs.)
SOC 158 Social Problems (3 sem. hrs.)
SOC 355 Social Movements and Social Change (3 sem. hrs.)

MANAGEMENT MINOR

Professor M. Uddin, Coordinator

Students majoring in economics and management may not minor in management. The total number of courses required for the minor is 8 (22-27 semester hours).

REQUIRED COURSES

All of the following (15 sem. hrs.)

ECON 101 Principles of Macroeconomics (3 sem. hrs.)
ECON 102 Principles of Microeconomics (3 sem. hrs.)
ECON 295 Technology and the Labor Process (3 sem. hrs.)
or BUS 201 Principles of Management (3 sem. hrs.)
ECON 302 Managerial Economics (3 sem. hrs.)
MATH 151 Elementary Statistics (3 sem. hrs.)
or MATH 251 Mathematical Statistics (3 sem. hrs.)

Students will choose three additional courses from the following list. At least two of these courses must be at the 300-level. (7-12 sem. hrs.)

BUS 213 Principles of Accounting I (3 sem. hrs.)
BUS 214 Principles of Accounting II (3 sem. hrs.)
BUS 220 International Business (3 sem. hrs.)
BUS 230 Introduction to Human Resource Management (3 sem. hrs.)
BUS 253 Investment Management & Strategies (3 sem. hrs.)
BUS 300 Income Tax (3 sem. hrs.)
BUS 301 Principles of Marketing (3 sem. hrs.)
BUS 303 Entrepreneurship & Small Business Management (3 sem. hrs.)
BUS 305 Legal Environment of Business (3 sem. hrs.)
BUS 310 Corporate Finance (3 sem. hrs.)
BUS 313 Intermediate Accounting I (3 sem. hrs.)
BUS 314 Intermediate Accounting II (3 sem. hrs.)
BUS 385 Topics in Contemporary Business Issues (for a total of 3 sem. hrs.)
ECON 286 Money, Banking, and Capital Markets (3 sem. hrs.)
ECON 290 Internship in Economics and Business (2-4 sem. hrs.)
ECON 303 Intermediate Microeconomics (3 sem. hrs.)
ECON 306 Intermediate Macroeconomic Theory (3 sem. hrs.)
ECON 314 Econometrics (4 sem. hrs.)
ECON 330 The World Economy: Trade and Finance (3 sem. hrs.)
ECON 390 Advanced Internship in Economics and Business (2-4 sem. hrs.)
MATH 305 Operations Research (3 sem. hrs.)

Either ECON 290 Internship in Economics and Business or ECON 390 Advanced Internship in Economics and Business, but not both, can be counted toward the minor.

MATHEMATICAL AND PHYSICAL SCIENCES

The majors in mathematical and physical sciences combine purely logical and analytical reasoning, as exemplified by mathematics and computer science, with the study of nature at its most fundamental, the science of physics.

In the past, human curiosity about the phenomena of science and engineering has spurred the creation of new mathematics. Today, this dialogue is not only between mathematics and the physical sciences, but includes economics, the social sciences, and research into artificial intelligence. Computer research is yielding powerful new methods of analysis and visualization, with significant impact on mathematics and the physical sciences. The way is now being paved for a similar computer-spurred revolution in the rest of the liberal arts.

The student who chooses one of the majors in mathematical and physical sciences will receive well-rounded yet intensive preparation for a career or postgraduate work. A major in physics prepares students for professional training in engineering (see Wells College's articulation programs); a major in mathematics or computer science with additional work in economics prepares students for careers in business.

MATHEMATICS MAJOR

The number of courses required for the major is 14 (44-47 semester hours). At least four of these courses (12 semester hours) must be at the 300-level or above. Internships may not be used to fulfill major requirements.

REQUIRED COURSES

All of the following (26 sem. hrs.)

CS 131 Programming I: Procedural Methods (4 sem. hrs.)

MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)

MATH 112 Calculus II: Introduction to Calculus (4 sem. hrs.)

MATH 212 Linear Algebra (3 sem. hrs.)

MATH 267 Discrete Mathematics I (3 sem. hrs.)

MPS 402 Senior Seminar in Mathematical and Physical Sciences I (2 sem. hrs.)

MPS 403 Senior Seminar in Mathematical and Physical Sciences II (2 sem. hrs.)

PHYS 111L Fundamentals of Physics I (4 sem. hrs.)

One of the following (3 sem. hrs.)

MATH 312 Real Analysis (3 sem. hrs.)

MATH 313 Abstract Algebra (3 sem. hrs.)

Two of the following (6 sem. hrs.)

MATH 211 Calculus III: Multivariable Calculus (3 sem. hrs.)

MATH 213 Ordinary Differential Equations and Applications (3 sem. hrs.)

MATH 251 Mathematical Statistics (3 sem. hrs.)

MATH 300 Probability Theory (3 sem. hrs.)

MATH 301 Applied and Computational Mathematics (3 sem. hrs.)

MATH 305 Operations Research (3 sem. hrs.)

MATH 312 Real Analysis (if not taken above) (3 sem. hrs.)

MATH 313 Abstract Algebra (if not taken above) (3 sem. hrs.)

Three of the following (9-12 sem. hrs.)

Courses in mathematics, computer science, or physics above the 100-level (3-4 sem. hrs.), or

CHEM 301 Physical Chemistry (3 sem. hrs.)

CS 132 Programming II: Object Orientation (4 sem. hrs.)

ECON 314 Econometrics (4 sem. hrs.)

MATHEMATICS MINOR

Associate Professor T. Stiadle, Coordinator

Students majoring in physics or computer science may minor in mathematics. Internships may not be used to fulfill minor requirements.

The total number of courses required for the minor is 6 (20 semester hours).

REQUIRED COURSES

All of the following (20 sem. hrs.)

MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)

MATH 112 Calculus II: Introduction to Calculus (4 sem. hrs.)

Four more mathematics courses above the 100-level (12 sem. hrs.)

PHYSICS MAJOR

The number of courses required for the major is 17 (54-58 semester hours). At least four of these courses (12 semester hours) must be at the 300-level or above. Internships may not be used to fulfill major requirements.

REQUIRED COURSES

All of the following (32 sem. hrs.)

MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)
MATH 112 Calculus II: Introduction to Calculus (4 sem. hrs.)
MATH 211 Calculus III: Multivariable Calculus (3 sem. hrs.)
MATH 213 Ordinary Differential Equations and Applications (3 sem. hrs.)
MPS 402 Senior Seminar in Mathematical and Physical Sciences I (2 sem. hrs.)
MPS 403 Senior Seminar in Mathematical and Physical Sciences II (2 sem. hrs.)
PHYS 111L Fundamentals of Physics I (4 sem. hrs.)
PHYS 212L Fundamentals of Physics II (4 sem. hrs.)
PHYS 302 Modern Physics (3 sem. hrs.)
PHYS 303 Theoretical Mechanics (3 sem. hrs.)

Either of the following (4 sem. hrs.)

CHEM 107L General Chemistry (4 sem. hrs.)
CS 131 Programming I: Procedural Methods (4 sem. hrs.)

Three of the following (9-10 sem. hrs.)

CHEM 301 Physical Chemistry (3 sem. hrs.)
CS 132 Programming II: Object Orientation (3 sem. hrs.)
PHYS 221L Principles of Electronics (4 sem. hrs.)
PHYS 307 Intermediate Quantum Mechanics (3 sem. hrs.)

Two of the following (6-8 sem. hrs.)

Courses in mathematics, computer science, or physics above the 100-level, or
CHEM 301 Physical Chemistry (3 sem. hrs.)
CS 132 Programming II: Object Orientation (4 sem. hrs.)
PHYS 221L Principles of Electronics (4 sem. hrs.)
PHYS 307 Intermediate Quantum Mechanics (3 sem. hrs.)
PHYS 340 Experimental Physics (3 sem. hrs.)

One of the following (3-4 sem. hrs.)

Any course in computer science, mathematics or physics above the 100-level.

PHYSICS MINOR

Professor S. Heinekamp, Coordinator

Students majoring in computer science or mathematics may minor in physics. Internships may not be used to fulfill minor requirements.

The total number of courses required for the minor is 6 (21-22 semester hours).

REQUIRED COURSES**All of the following (21-22 sem. hrs.)**

MATH 112 Calculus II: Introduction to Calculus (4 sem. hrs.)
PHYS 111L Fundamentals of Physics I (4 sem. hrs.)
PHYS 212L Fundamentals of Physics II (4 sem. hrs.)
PHYS 302 Modern Physics (3 sem. hrs.)
Two more physics course above the 100-level (6-7 sem. hrs.)

MUSEUM STUDIES MINOR

This interdisciplinary program provides an exploration of theoretical, historical, and applied knowledge pertaining to museum management and programming. Given the broad relevance of Museum Studies skills, students may approach the minor from a variety of disciplines, with particular parallels with social and physical sciences, history, and art.

Total courses required is six.

REQUIRED COURSES

Introduction to Museum Studies

MSEU 100 Introduction to Museum Studies (3 sem. hours)

Management Skills (one of the following)

BUS 201 Principles of Management (3 sem. hours)

BUS 303 Entrepreneurship & Small Business Management (3 sem. hours)

THDA 201 Arts Management (3 sem. hours)

Education Skills

EDU 105 Teaching in a Diverse Society (3 sem. hours)

Conservation and Presentation Skills (one of the following)

ART 118 Three-Dimensional Design (3 sem. hours)

ART 127 Introduction to Graphic Design (3 sem. hours)

ART 260 Introduction to Darkroom Photography (3 sem. hours)

ART 261 Photographic Digital Imaging (3 sem. hours)

BKRT 115 Hand Bookbinding I (3 sem. hours)

BKRT 220 Digital Book and Graphic Design (3 sem. hours)

THDA 220 Principles of Design (3 sem. hours)

THDA 225/325 Production Practical (1-3 sem. hours)

VART 215 Professional Visual Arts Practices (3 semester hours)

Local and Global Perspectives of History, Art, and the Museum (one of the following)

ANTH 280 World Archaeology (3 semester hours)

EDU 215 Issues in Multicultural and English Lang. Learner Education (3 semester hours)

HIST 357 Twentieth-Century America (3 semester hours)

HIST 375 Writing History (3 semester hours)

OCS 110 January at the Arts Students League-New York City (3 semester hours)

OCS 215 London Theatre (3 semester hours)

OCS 300 The Anthropological Experience in Hawaii (3 semester hours)

OCS 305 The Anthropological Experience in Belize (3 semester hours)

One OCS course from one of the Wells College Programs and Affiliated Programs (with permission of the Museum Studies minor coordinator(s). Examples include, but are not limited to:

Florence Program

- ART230 The World of Museums: Museology (3 sem. hours)
- ART360 Museum Experience (3 sem. hours)
- ART450 Museum Education (3 sem. hours)
- ART460 Museum: Ethics & the Law (3 sem. hours)

Internship experience at one or more museum, art gallery, archaeological lab, or archival library

MSEU 290/390 Internship in Museum Studies (2-4 sem. hours)

PHILOSOPHY MAJOR

Associate Professor B. Frazier, Chair

The major in philosophy focuses on developing rigorously critical and creative thinking across a wide range of issues, from the purely theoretical to the specific and practical, from such questions as the nature of objectivity to whether meat-eating is morally permissible.

It emphasizes problem-solving, methods for resolving conflicting positions, and cultivation of the moral imagination and expansion of human sympathies. It also advances understanding and appreciation of relationships between the various disciplines and fields of study. It accomplishes these goals by means of a combination of historical, analytical, and synthesizing studies. This kind of philosophical work prepares students for a variety of positions that call for clear, rigorous, creative, and humane analysis and judgment.

Fifteen courses (45 semester hours) are needed to complete the major. At least six courses (18 semester hours) must be taken at the 300-level.

REQUIRED COURSES

Core: All of the following (24 sem. hrs.):

PHIL 100 Philosophy (3 sem. hrs.)
PHIL 114 Logic and Critical Thinking (3 sem. hrs.)
PHIL 230 Ancient and Medieval Philosophy (3 sem. hrs.)
PHIL 235 Modern and Post-Modern Philosophy (3 sem. hrs.)
PHIL 240 Ethics (3 sem. hrs.)
PHIL 325 Belief and Knowledge (3 sem. hrs.)
PHIL 331 Mind (3 sem. hrs.)
PHIL 402 Research and Thesis in Philosophy (3 sem. hrs.)

Meaning, Aesthetics, Religion: One of the following (3 sem. hrs.):

PHIL 245 Meaning (3 sem. hrs.)
PHIL 329 Aesthetics (3 sem. hrs.)
PHIL 300 Philosophy of Religion (3 sem. hrs.)
RELG 255 Islamic Civilization and Culture (3 sem. hrs.)
RELG 269 History, Myth and Religion (3 sem. hrs.)
RELG 330 Native Americans and the Environment (3 sem. hrs.)

Modernity and Post-Modernity: One of the following (3 sem. hrs.):

ARTH 270 A Survey of Modern Art (3 sem. hrs.)
ENGL 380 Critical Theory (3 sem. hrs.)
HIST 228 The Bourgeois Century, 1815-1914 (3 sem. hrs.)
HIST 330 The Enlightenment and the French Revolution (3 sem. hrs.)
RELG 321 Faith and Post-Modern Culture (3 sem. hrs.)
RELG 375 Body and Soul: From Antiquity to Post-Modernity (3 sem. hrs.)
SOC 363 Sociological Theory (3 sem. hrs.)

Mind: One of the following (3 sem. hrs.):

PSY 224 Social Psychology (3 sem. hrs.)
PSY 275 Positive Psychology (3 sem. hrs.)
PSY 338 Psychotherapy (3 sem. hrs.)
PSY 340 Psycholinguistics (3 sem. hrs.)
PSY 347 Cognitive Psychology (3 sem. hrs.)
PSY 349 Cognition and Culture (3 sem. hrs.)

Body, Gender, Power: One of the following (3 sem. hrs.):

ANTH 222 Anthropology, Religion and Colonialism (3 sem. hrs.)
ANTH 359 The Pacific and Cultural Survival (3 sem. hrs.)
ENGL 305 Gender, Power, Literature, Film (3 sem. hrs.)
PHIL 310 Ethics, Law, and Social Policy (3 sem. hrs.)
PHIL 342 Sexual and Reproductive Ethics (3 sem. hrs.)
SOC 235 "Deviance" and Society (3 sem. hrs.)
SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
SOC 315 Men and Masculinities (3 sem. hrs.)
WGS 245 Body Politics (3 sem. hrs.)
WGS 301 Feminist Theory (3 sem. hrs.)
WGS 310 Feminist Methodologies: Intersectionalities (3 sem. hrs.)

Three additional courses from any of the courses listed above (9 sem. hrs.) or PHIL 395 Tutorial in Philosophy and/or PHIL 399 Independent Study in Philosophy

PHILOSOPHY AND RELIGION MINOR

Associate Professor B. Frazier, Coordinator

The minor in philosophy and religion is an integrated selection of courses designed to underscore the importance of free inquiry, critical reflection, and reasoned discourse in the interchange of ideas and issues between these areas.

The total number of courses required for the minor is 7 (21 semester hours).

REQUIRED COURSES

All of the following (12 sem. hrs.)

PHIL 100 Philosophy (3 sem. hrs.)
PHIL 300 Philosophy of Religion (3 sem. hrs.)
PHIL 325 Belief and Knowledge (3 sem. hrs.)
RELG 100 Gods and Creation: East and West (3 sem. hrs.)

Three additional courses from the following (9 sem. hrs.)

ANTH 222 Anthropology, Religion and Colonialism (3 sem. hrs.)
PHIL 240 Ethics (3 sem. hrs.)
PHIL 245 Meaning (3 sem. hrs.)
RELG 269 History, Myth and Religion (3 sem. hrs.)
RELG 275 Religions of Asia (3 sem. hrs.)
RELG 321 Faith and Post-Modern Culture (3 sem. hrs.)
RELG 375 Body and Soul: From Antiquity to Post-Modernity (3 sem. hrs.)
WGS 245 Body Politics (3 sem. hrs.)

POLITICAL SCIENCE MAJOR

Associate Professor S. Tabrizi, Chair

At the heart of political science analysis is the question of the struggle for power. Thus, the major exposes students to changing paradigms and schools of thought centered on how institutional and individual power is gained, organized, used, lost or abused. The major introduces students to the various methods, concerns, and analytical issues in the basic subfields of the discipline: American politics, comparative politics, international relations, and political theory.

In this major, students will acquire broad skills regarding the analysis of, and critical knowledge about: the agencies, functions and structures of the institutions of power; the nature of political behavior; and the principles and processes of governance. It prepares students for careers in government, law, development, non-governmental organizations, educational institutions, and research areas.

Students can earn academic credit for internships in a range of settings such as the United Nations, multinational corporations, transnational financial institutions, cultural and political organizations, the White House, Capitol Hill, law offices and courts, political campaigns, and social service agencies. All students majoring in political science are encouraged to take part in a study abroad or exchange program to further broaden their academic experience.

The total number of courses required for the major in political science is 14 (43-45 semester hours). At least six of these courses must be at the 300-level or above.

REQUIRED COURSES

All of the following (22-24 sem. hrs.)

INTL 151 Introduction to International Studies (3 sem. hrs.)
POLS 155 American Politics (3 sem. hrs.)
POLS 390 Internship in Political Science (2-4 sem. hrs.)
POLS 401 Senior Seminar and Thesis in Political Science (4 sem. hrs.)
SOC 294 Research Methods for the Social Sciences (4 sem. hrs.)
Two additional courses from any subfield listed below; one course must be at the 300-level (6 sem. hrs.)

One of the following courses in American Politics subfield (3 sem. hrs.)

POLS 235 The U.S. Congress (3 sem. hrs.)
POLS 255 American Parties and Elections (3 sem. hrs.)
POLS 345 Public Opinion (3 sem. hrs.)
POLS 360 The U.S. Judiciary (3 sem. hrs.)

One of the following courses in Comparative Politics subfield (3 sem. hrs.)

INTL 350 Comparative Environmental Policy Analysis (3 sem. hrs.)
POLS 262 Politics in Developing Countries (3 sem. hrs.)
POLS 268 Comparative Governments and Politics: Cases of Predominantly Black Nations (3 sem. hrs.)
POLS 340 Politics of the Emerging Nations in Asia (3 sem. hrs.)
POLS 365 Governments and Politics in Industrialized Countries (3 sem. hrs.)

One of the following courses in Political Theory subfield (3 sem. hrs.)

POLS 230 Democratic Theory (3 sem. hrs.)
POLS 307 Contemporary Political Ideologies (3 sem. hrs.)
POLS 320 Liberalism and Its Critics (3 sem. hrs.)
Other relevant course from philosophy with permission of department chair

One of the following courses in World Politics subfield (3 sem. hrs.)

POLS 267 International Organization (3 sem. hrs.)
POLS 332 Old and New Paradigms in World Politics (3 sem. hrs.)
POLS 355 Approaches to International Relations (3 sem. hrs.)

Three of the following courses from related disciplines (9 sem. hrs.)

ECON 255 The Political Economy of Globalization (3 sem. hrs.)
HIST 241 Interpreting U.S. History I (3 sem. hrs.)
HIST 242 Interpreting U.S. History II (3 sem. hrs.)
HIST 254 Modern Russia (3 sem. hrs.)
PHIL 240 Ethics (3 sem. hrs.)
PHIL 310 Ethics, Law, and Social Policy (3 sem. hrs.)
PSY 224 Social Psychology (3 sem. hrs.)
Other relevant course with permission of department chair

POLITICAL SCIENCE MINOR

Associate Professor S. Tabrizi, Coordinator

A minor in political science allows students to analyze a variety of political phenomena, from the struggle for power to the search for the common good.

The total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

All of the following (12 sem. hrs.)

INTL 151 Introduction to International Studies (3 sem. hrs.)
POLS 155 American Politics (3 sem. hrs.)
POLS 268 Comparative Governments and Politics: Cases of Predominantly Black Nations (3 sem. hrs.)
One course from the political theory subfield listing

Two additional political science courses, at least one of which must be at the 300-level (6 sem. hrs.)

PSYCHOLOGY MAJOR

Assistant Professor S. Markowitz, Chair

The field of psychology addresses the questions of how humans act, know, develop, and interact. We focus on the scientific study and understanding of human behavior and the mind with an emphasis on developmental, social, cognitive, educational, and clinical aspects.

Internships and service learning give students opportunities to learn experientially how to bridge theory and practice. Cross-cultural approaches are included in many courses and students are encouraged to experience another culture through off-campus study or study abroad. Psychology is a diverse discipline and thus provides a solid background for graduate studies at the master's and doctoral levels in a variety of fields, such as social work, law, teaching, medicine, forensics, and clinical and counseling psychology.

The total number of courses required for the major is 11 (33-36 semester hours). At least six of the courses (18 semester hours) taken for the major must be at the 300-level or above. No more than one internship may be taken to meet the requirements for the major.

REQUIRED COURSES

All of the following (15-17 sem. hrs.)

MATH 151 Elementary Statistics (3 sem. hrs.)

or MATH 251 Probability and Statistics I (3 sem. hrs.)

PSY 101 General Psychology (3 sem. hrs.)

PSY 270 Foundations and Methods (3 sem. hrs.)

PSY 290 Internship Program in Psychology (2-4 sem. hrs.)

PSY 403 Senior Seminar: Contemporary Issues in Psychology (4 sem. hrs.)

One course in each of the following categories (18-19 sem. hrs.)

SOCIAL

PSY 224 Social Psychology (3 sem. hrs.)

PSY 250 Human Sexuality (3 sem. hrs.)

PSY 306 Organizational Behavior (3 sem. hrs.)

PSY 315 Psychology of Personality (3 sem. hrs.)

WGS 260 Indigenous Women's Experiences (3 sem. hrs.)

DEVELOPMENTAL

PSY 210 Child Development (3 sem. hrs.)

PSY 214 The Psychology of Women (3 sem. hrs.)

PSY 318 Adolescent Development (3 sem. hrs.)

PSY 322 Educational Psychology (3 sem. hrs.)

PSY 355 Adult Development and Aging (3 sem. hrs.)

CLINICAL

PSY 227 Abnormal Psychology (3 sem. hrs.)

PSY 235 Forensic Psychology (3 sem. hrs.)

PSY 330 Indigenous Psychologies (3 sem. hrs.)

PSY 338 Psychotherapy (3 sem. hrs.)

COGNITIVE

PSY 340 Psycholinguistics (3 sem. hrs.)

PSY 347 Cognitive Psychology (3 sem. hrs.)

PSY 349 Cognition and Culture (3 sem. hrs.)

PSY 370 Sensation and Perception (3 sem. hrs.)

BIOLOGICAL

BIOL 324L Animal Behavior (4 sem. hrs.)

PSY 242 Drugs and Behavior (3 sem. hrs.)

PSY 342 Biological Bases of Behavior (3 sem. hrs.)

PSY 343 Neuropsychology (3 sem. hrs.)

INTRADISCIPLINARY

- PSY 206 Health Psychology (3 sem. hrs.)
- PSY 275 Positive Psychology (3 sem. hrs.)
- PSY 280 Psychology of Art (3 sem. hrs.)
- PSY 335 Psychology of Environmental Sustainability (3 sem. hrs.)

PSYCHOLOGY MINOR

Professor M. Morfei, Coordinator

The total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

All of the following (6 sem. hrs.)

- PSY 101 General Psychology (3 sem. hrs.)
- PSY 270 Foundations and Methods (3 sem. hrs.)

One course each from four of the following categories, at least two at the 300-level (12 sem. hrs.)

SOCIAL

- PSY 224 Social Psychology (3 sem. hrs.)
- PSY 250 Human Sexuality (3 sem. hrs.)
- PSY 306 Organizational Behavior (3 sem. hrs.)
- PSY 315 Psychology of Personality (3 sem. hrs.)
- WGS 260 Indigenous Women's Experiences (3 sem. hrs.)

DEVELOPMENTAL

- PSY 210 Child Development (3 sem. hrs.)
- PSY 214 The Psychology of Women (3 sem. hrs.)
- PSY 318 Adolescent Development (3 sem. hrs.)
- PSY 322 Educational Psychology (3 sem. hrs.)
- PSY 355 Adult Development and Aging (3 sem. hrs.)

CLINICAL

- PSY 227 Abnormal Psychology (3 sem. hrs.)
- PSY 235 Forensic Psychology (3 sem. hrs.)
- PSY 330 Indigenous Psychologies (3 sem. hrs.)
- PSY 338 Psychotherapy (3 sem. hrs.)

COGNITIVE

- PSY 340 Psycholinguistics (3 sem. hrs.)
- PSY 347 Cognitive Psychology (3 sem. hrs.)
- PSY 349 Cognition and Culture (3 sem. hrs.)
- PSY 370 Sensation and Perception (3 sem. hrs.)

BIOLOGICAL

- BIOL 324L Animal Behavior (4 sem. hrs.)
- PSY 242 Drugs and Behavior (3 sem. hrs.)
- PSY 342 Biological Bases of Behavior (3 sem. hrs.)
- PSY 343 Neuropsychology (3 sem. hrs.)

INTRADISCIPLINARY

- PSY 206 Health Psychology (3 sem. hrs.)
- PSY 275 Positive Psychology (3 sem. hrs.)
- PSY 280 Psychology of Art (3 sem. hrs.)
- PSY 335 Psychology of Environmental Sustainability (3 sem. hrs.)

RELIGIOUS STUDIES MINOR

Professor E. Olson, Coordinator

The total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

The following (6 sem. hrs.)

PHIL 100 Philosophy (3 sem. hrs.)

RELG 100 Gods and Creation: East and West (3 sem. hrs.)

One of the following (3 sem. hrs.)

ANTH 222 Anthropology, Religion and Colonialism (3 sem. hrs.)

ANTH 250 Hawaii: Colonialism and Tourism (3 sem. hrs.)

RELG 255 Islamic Civilization and Culture (3 sem. hrs.)

RELG 263 The Hebrew Bible and Jewish Tradition (3 sem. hrs.)

RELG 264 The New Testament and Early Christianity (3 sem. hrs.)

RELG 275 Religions of Asia (3 sem. hrs.)

RELG 330 Native Americans and the Environment (3 sem. hrs.)

One of the following (3 sem. hrs.)

PHIL 245 Meaning (3 sem. hrs.)

PHIL 300 Philosophy of Religion (3 sem. hrs.)

PHIL 325 Belief and Knowledge (3 sem. hrs.)

RELG 321 Faith and Post-Modern Culture (3 sem. hrs.)

RELG 375 Body and Soul: From Antiquity to Post-Modernity (3 sem. hrs.)

An additional two courses in religion above the 100-level (including the philosophy and anthropology courses listed above.) (6 sem. hrs.)

SCIENCE, HEALTH, AND VALUES MINOR

Associate Professor D. Gagnon, Coordinator

This minor provides students with an interdisciplinary perspective on issues pertaining to health, health care, and health administration in our society. It develops a base of scientific and philosophical knowledge as well as opportunity for direct experience with health care settings and issues.

The total number of courses required for the minor is 7 (19-23 semester hours).

REQUIRED COURSES

All of the following (6-10 sem. hrs.)

PHIL 240 Ethics (3 sem. hrs.)

SHV 290/390 Internship in Science, Health, and Values (2-4 sem. hrs.)

SHV 399 Independent Study in Science, Health, and Values (1-3 sem. hrs.)

One of the following (4 sem. hrs.)

BIOL 114L Anatomy and Physiology I (4 sem. hrs.)

BIOL 126L Genetics (4 sem. hrs.)

Three of the following (9 sem. hrs.)

ECON 233 Economics of Health and Medical Care (3 sem. hrs.)

PSY 206 Health Psychology (3 sem. hrs.)

PSY 227 Abnormal Psychology (3 sem. hrs.)

PSY 242 Drugs and Behavior (3 sem. hrs.)

PSY 343 Neuropsychology (3 sem. hrs.)

SOC 200 Humans, Animals and Interaction (3 sem. hrs.)

SOC 270 Social Science of Food (3 sem. hrs.)

WGS 245 Body Politics (3 sem. hrs.)

SOCIAL AND ECONOMIC JUSTICE MINOR

Associate Professor L. McClusky, Coordinator

This is an interdisciplinary minor that provides students with a broad understanding of the many issues found under the term “social justice” and the critical knowledge to recognize and end structural inequalities.

This broad understanding will allow students to discover the similarities between diverse struggles and to see the importance of building alliances. The minor emphasizes “service learning” and allows students to blend in-class learning with action.

The total number of courses required for the minor is 8. (23-25 semester hours).

REQUIRED COURSES

All of the following (8-10 sem. hrs.)

PHIL 240 Ethics (3 sem. hrs.)

SEJ 250 Introduction to Community Organizing (3 sem. hrs.)

SEJ 290 Internship in Social and Economic Justice (2-4 sem. hrs.)

or SEJ 390 Advanced Internship in Social and Economic Justice (2-4 sem. hrs.)

Four courses: two from one of the following categories, and two others from another of the following categories (12 sem. hrs.)

SOCIAL JUSTICE

EDUC 320 Teaching for Diversity and Social Justice (3 sem. hrs.)

ENGL 222 American Minority Literatures (3 sem. hrs.)

HIST 352 The African-American Struggle for Human Rights (3 sem. hrs.)

HIST 361 Voices of African-American Women (3 sem. hrs.)

SOC 235 “Deviance” and Society (3 sem. hrs.)

WGS 245 Body Politics (3 sem. hrs.)

WGS 260 Indigenous Women’s Experiences (3 sem. hrs.)

ECONOMIC JUSTICE

ECON 209 Introduction to Political Economy (3 sem. hrs.)

HIST 215 The Growth of Industrial Society, 1750-Present (3 sem. hrs.)

SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)

GLOBAL JUSTICE

ECON 350 Economics of Developing Countries (3 sem. hrs.)

HIST 372 Colonial Encounters (3 sem. hrs.)

POLS 262 Politics in Developing Countries (3 sem. hrs.)

ENVIRONMENTAL JUSTICE

ANTH 359 The Pacific and Cultural Survival (3 sem. hrs.)

ECON 325 Ecological Economics and Political Ecology (3 sem. hrs.)

ENVR 340 Sustainable Agriculture (3 sem. hrs.)

INTL 350 Comparative Environmental Policy Analysis (3 sem. hrs.)

PSY 335 Psychology of Environmental Sustainability (3 sem. hrs.)

RELG 330 Native Americans and the Environment (3 sem. hrs.)

One of the following courses (these are courses that are far reaching in issues of social justice) (3 sem. hrs.)

PHIL 310 Ethics, Law, and Social Policy (3 sem. hrs.)

SOC 228 Social Problems (3 sem. hrs.)

SOC 331 Mass Media and Society (3 sem. hrs.)

WGS 310 Feminist Methodologies: Intersectionalities (3 sem. hrs.)

SOCIOLOGY AND ANTHROPOLOGY MAJOR

Professor E. Olson, Chair

Anthropology and Sociology examine humanity from global systems to inter-personal interaction. These sister disciplines help us to understand social structures and individual roles within them, the effects of colonialism on colonies and colonial powers, oppression and privilege, imperialism and self-determination and local responses to global conditions. The sociological imagination and the anthropological perspective together help us to understand how we both affect and are affected by the social and physical world around us. This major provides students with an understanding of the dynamics of culture, cultural survival, ethnicity, race, gender, class, sexuality, etc., and the foundations for conducting research so they will be able to participate in the creation of a more equitable and sustainable world.

The total number of courses required for the major is 15 (43-48 semester hours). At least six of the courses (18-19 semester hours) taken for the major must be at the 300-level or above.

REQUIRED COURSES

All of the following (22-24 sem. hrs.)

SOC 151 Principles of Sociology (3 sem. hrs.)

ANTH 161 Introduction to Anthropology (3 sem. hrs.)

MATH 151 Elementary Statistics (3 sem. hrs.)

SOC 401 Senior Essay and Research Seminar in Sociology and Anthropology (4 sem. hrs.)

One Methods Course:

SOC 294 Research Methods for the Social Sciences (4 sem. hrs.)

or ANTH 260 Ethnographic Methods (4 sem. hrs.)

One Theory Course:

SOC 363 Sociological Theory (3 sem. hrs.)

or ANTH 330 Culture, Fieldwork, and Ethnography (3 sem. hrs.)

Experiential Learning: 2-4 credits from Experiential Learning opportunities.

These can either be internships with SOCA faculty acting as either on-site or faculty sponsors, or OCS J-term courses taught by SOCA faculty (i.e. OCS 300 Hawaii or OCS 305 Belize). A semester abroad would also meet this requirement. (2-4 sem. hrs.)

Four additional courses all under the SOC designation (CRIM 115 could count) or all under the ANTH designation (RELG 330 could count) and three courses in the other (21-24 sem. hrs.)

The SOCA faculty recommend (but do not require) taking one or more of the following courses outside of the major. Students should be aware that many of these courses have pre-requisites.

ECON 209 Introduction to Political Economy (3 sem. hrs.)

ECON 255 The Political Economy of Globalization (3 sem. hrs.)

ECON 350 Economics of Developing Countries (3 sem. hrs.)

ENGL 380 Critical Theory (3 sem. hrs.)

ENGL 275 Creative Nonfiction (3 sem. hrs.)

ENVR 101L Introduction to Environmental Science (4 sem. hrs.)

FMS 101 Media and Power in American Culture (3 sem. hrs.)

HIST 372 Colonial Encounters (3 sem. hrs.)

HUM 236 Francophone Cultures (3 sem. hrs.)

FMS 281 Film and Literature (3 sem. hrs.)

INTL 151 Introduction to International Studies (3 sem. hrs.)

PHIL 235 Modern and Post-Modern Philosophy (3 sem. hrs.)

POLS 262 Politics of Developing Countries (3 sem. hrs.)

POLS 320 Liberalism and Its Critics (3 sem. hrs.)

PSY 235 Forensic Psychology (3 sem. hrs.)

PSY 250 Human Sexuality (3 sem. hrs.)

PSY 330 Indigenous Psychologies (3 sem. hrs.)

PSY 340 Psycholinguistics (3 sem. hrs.)

PSY 349 Cognition and Culture (3 sem. hrs.)

RELG 275 Religions of Asia (3 sem. hrs.)

RELG 330 Native Americans and the Environment (3 sem. hrs.)

SEJ 250 Introduction to Community Organizing (3 sem. hrs.)
THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs.)
WGS 245 Body Politics (3 sem. hrs.)
WGS 260 Indigenous Women's Experiences (3 sem. hrs.)
WGS 301 Feminist Theory (3 sem. hrs.)
WGS 310 Feminist Methodologies: Intersectionalities (3 sem. hrs.)

SOCIOLOGY MINOR

Associate Professor L. McClusky, Coordinator

The total number of courses required for the minor is 6 (18-19 semester hours).

REQUIRED COURSES

All of the following (18-19 sem. hrs.)

SOC 151 Principles of Sociology (3 sem. hrs.)
SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
Either SOC 294 Research Methods for the Social Sciences (4 sem. hrs.)
or SOC 363 Sociological Theory (3 sem. hrs.)

Three more courses under the SOC designation (9 sem. hrs.)

SPANISH MAJOR

Assistant Professor G. Cummings, Chair

The number of courses required for the SPAN major is 14 (40 semester hours).

REQUIRED COURSES

All of the following (22 sem. hrs.)

SPAN 203 Advanced Grammar in Context (3 sem. hrs.)
SPAN 204 Conversation and Composition Through Film (3 sem. hrs.) SPAN 207 Introduction to Hispanic Literature (3 sem. hrs.)
SPAN 200 Spanish for the Professions (3 sem. hrs.)
SPAN 209 Introduction to Hispanic Culture (3 sem. hrs.)
SPAN 211 Introduction to Hispanic Linguistics (3 sem. hrs.)
SPAN 213 Spanish Translation (3 sem. hrs.)
NOTE: Students may substitute one of the above 200-level courses with SPAN 285
SPAN 402 Senior Seminar in Spanish and Latin American Studies (4 sem. hrs.)

At least four of the following (12 sem. hrs.)

SPAN 305 Hispanic Culture & the Environment (3 sem. hrs.)
SPAN 310 The Hero in Hispanic Culture & Film (3 sem. hrs.)
SPAN 312 Modern Hispanic Popular Culture (3 sem. hrs.)
SPAN 315 Hispanic Views on Gender & Feminism (3 sem. hrs.)
SPAN 316 Monsters in Hispanic Literature & Film (3 sem. hrs.)
SPAN 317 Afro-Hispanic History, Literature & Culture (3 sem. hrs.)
SPAN 370 Literature and Film: Two Ways of Telling a Story (3 sem. hrs.)
SPAN 385 Topics in Spanish and Latin American Studies (3 sem. hrs.)

At least two of the following (all courses taught in English) (6 sem. hrs.)

ANTH 345 Maya Ethnography (3 sem. hrs.)
ENGL 380 Critical Theory (3 sem. hrs.)
FMS 220 Post-Colonial African Cinema (3 sem. hrs.)
FMS 281 Film and Literature (3 sem. hrs.)
HIST 210 Women and Gender in Europe, 1550-Present (3 sem. hrs.)
HIST 335 Popular Culture in Early Modern Europe, 1400-1800 (3 sem. hrs.)
HIST 372 Colonial Encounters (3 sem. hrs.)
INTL 151 Introduction to International Studies (3 sem. hrs.)
RELG 255 Islamic Civilization and Culture (3 sem. hrs.)

Study Abroad

At least one semester of study in a Spanish-speaking country is required. Courses taken abroad may be applied to fulfill requirements for the major.

SPANISH MINOR

Assistant Professor G. Cummings, Coordinator

The total number of courses required for the minor is 6 (18-20 semester hours).

REQUIRED COURSES

The following (18-20 semester hours)

Six courses in the language, one of which must be a 3-semester-hour course at the 300-level. A semester of study in Spain or Latin America is strongly recommended.

SPORT MANAGEMENT MINOR

The sport management minor engages students in various sports industry management theories and issues facing modern sport and athletics.

Courses encompass varying levels of modern sport including professional, intercollegiate, interscholastic, youth and recreational. Total required courses: 6 courses (17-19 hrs.).

REQUIRED COURSES

All of the following (11-13 sem. hrs.)

SMGT 101 Introduction to Sport Management (3 sem. hrs.)
SMGT 210 Contemporary Sport (3 sem. hrs.)
SMGT 310 Organizational Leadership & Management in Sport (3 sem. hrs.)
SMGT 290/390 Internship in Sports Management (2-4 sem. hrs.)

One of the following (3 sem. hrs.)

BUS 201 Principles of Management (3 sem. hrs.)
BUS 301 Principles of Marketing (3 sem. hrs.)
BUS 305 Legal Environment of Business (3 sem. hrs.)

One of the following (3 sem. hrs.)

FMS 315 Only a Game? Sports in Film & Literature (3 sem. hrs.)
PSY 300 Sport Psychology (3 sem. hrs.)

STUDIO ART MINOR

Professor T. Lossowski, Coordinator

The minor field of art has been designed to give recognition to the non-major who completes the prescribed course of study. The total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

All of the following (6 sem. hrs.)

ART 119 Visual Organization (3 sem. hrs.)
or ART 121 Beginning Drawing (3 sem. hrs.)
One course in ceramics (3 sem. hrs.)

Two of the following (6 sem. hrs.)

ARTH 101 Prehistoric to Renaissance Survey (3 sem. hrs.)
ARTH 102 Renaissance to Contemporary Survey (3 sem. hrs.)
ARTH 105 Art of Non-Western Cultures Survey (3 sem. hrs.)
One course in ceramics (3 sem. hrs.)

Two additional studio art courses (6 sem. hrs.)

SUSTAINABLE FOOD SYSTEMS MINOR

This minor investigates the challenges of the current global food system. With a focus on the cultural meanings of food, and the social and physical conditions under which we grow and consume foods, this minor equips students with the understandings and tools needed to build a more sustainable world.

REQUIRED COURSES

All of the following: 6 courses (17-19 sem. hrs.)

SUS 101 Introduction to Sustainability (3 sem. hrs.)
ANTH 270 The Social Science of Food (3 sem. hrs.)
SOC 200 Humans, Animals and Interaction (3 sem. hrs.)
ENVR 340 Sustainable Agriculture (3 sem. hrs.)
ANTH 230 Culture and Gardens (3 sem. hrs.)
FOOD 290 Internship (2-4 sem. hrs.)

SUSTAINABILITY MINOR

Professor M. Morfei, Coordinator

The minor in sustainability examines the interplay among the environmental, social, and economic forces involved in addressing the challenges to a sustainable future. Total required courses: Seven (21 - 25 semester hours).

REQUIRED COURSES

All of the following (9 - 11 sem. hrs.)

SUS 101 Introduction to Sustainability (3 sem. hrs.)
ENVR 101L Introduction to Environmental Science (3 sem. hrs.)
SUS 290 Internship in Sustainability (2-4 sem. hrs.)

Four additional courses, one from each of the following categories (12 - 14 sem. hrs.)

ANTHROPOLOGY, PHILOSOPHY, AND RELIGION

ANTH 230 Culture and Gardens (3 sem. hrs.)
ANTH 270 The Social Science of Food (3 sem. hrs.)
PHIL 240 Ethics (3 sem. hrs.)
PHIL 310 Ethics, Law, and Social Policy (3 sem. hrs.)
PHIL 325 Belief and Knowledge (3 sem. hrs.)
RELG 320 Meaning and Place (3 sem. hrs.)
RELG 330 Native Americans and the Environment (3 sem. hrs.)

BIOLOGY AND ENVIRONMENTAL SCIENCE

BIOL 119L Ecology and Evolution (4 sem. hrs.)
BIOL 130L Biology of Organisms (4 sem. hrs.)
BIOL 305L Plant Diversity and Evolution (4 sem. hrs.)
BIOL 325L Limnology (4 sem. hrs.)
BIOL 363L Advanced Ecology (4 sem. hrs.)
ENVR 102L Conservation of Biodiversity (4 sem. hrs.)
ENVR 131L Physical Geology (4 sem. hrs.)
ENVR 340 Sustainable Agriculture (3 sem. hrs.)

BUSINESS, ECONOMICS, AND INTERNATIONAL STUDIES

BUS 250 Innovation, Creative Problem Solving (3 sem. hrs.)
BUS 303 Entrepreneurship & Small Business Mgmt.(3 sem. hrs.)
BUS 365 Management for a Small Planet (3 sem. hrs.)
ECON 220 Environmental Economics (3 sem. hrs.)
ECON 325 Ecological Economics & Political Ecology(3 sem. hrs.)
ECON 326 Energy and the Economy (3 sem. hrs.)
INTL 350 Comparative Environmental Policy Analysis (3 sem. hrs.)

PSYCHOLOGY, SOCIOLOGY, AND SOCIAL AND ECONOMIC JUSTICE

PSY 275 Positive Psychology (3 sem. hrs.)

PSY 335 Psy. of Environmental Sustainability (3 sem. hrs.)

SEJ 250 Introduction to Community Organizing (3 sem. hrs.)

SOC 200 Humans, Animals, and Interaction (3 sem. hrs.)

SOC 355 Social Movements and Social Change (3 sem. hrs.)

THEATRE AND DANCE MAJOR

Professor J. Goddard, Chair

The theatre and dance major provides a program of interdisciplinary study that prepares students for a wide range of careers in the performing arts, including performance, stage management, arts management, producing, directing, choreography, teaching and writing, creative arts therapy, and entertainment law.

Students will gain experience in peer leadership and creative process, while developing skills in acting, dancing, and design techniques. Hands-on learning is supported and enriched by the study of history and theory, which informs the interpretive technique of the performer and fosters intellectual curiosity and cross-cultural awareness. The theatre and dance major serves students with strong problem-solving skills and a sense of discipline and personal responsibility.

The total number of courses required for the major is 19-23 (46-52 semester hours). The equivalent of at least six courses (18 semester hours) taken for the major must be at the 300-level or above.

REQUIRED COURSES

All of the following (8 sem. hrs.)

THDA 100 Introduction to Performing Arts (4 sem. hrs.)

THDA 401 Senior Thesis Project in Theatre and Dance (3 sem. hrs.)

THDA 402 Senior Seminar: Building a Career in Theatre and Dance (1 sem. hr.)

PRODUCTION, PERFORMANCE AND PERFORMANCE THEORY

Two of the following (6 sem. hrs.)

DANC 106 Get Moving! (3 sem. hrs.)

THEA 128 Acting One (3 sem. hrs.)

THDA 130 Introduction to Technical Production (3 sem. hrs.)

Courses chosen from the following (for a total of 6 sem. hrs.)

DANC 281 Rehearsal and Performance/Dance (1-3 sem. hrs.)

DANC 350 Advanced Rehearsal and Performance/Dance (1-3 sem. hrs.)

THEA 280 Rehearsal and Performance/Theatre (1-3 sem. hrs.)

THEA 350 Advanced Rehearsal and Performance/Theatre (1-3 sem. hrs.)

THDA 225 or 325 Production Practical (1-3 sem. hrs.)

One of the following (3 sem. hrs.)

DANC 325 Dance Composition and Laban Movement Analysis (3 sem. hrs.)

THEA 338 Methods of Directing (3 sem. hrs.)

THDA 220 Principles of Design (3 sem. hrs.)

TECHNIQUE AND SKILLS TRAINING

One of the following (6 sem. hrs.)

EITHER

a combination of the following (for a total of 6 sem. hrs.)

THEA 200 Acting Two (3 sem. hrs.)

THEA 330 Improvisational Theatre (1 sem. hr.)

THEA 331 Acting Shakespeare (1 sem. hr.)

THEA 332 Acting Styles (1 sem. hr.)

THEA 333 Getting the Part: Monologues and Audition Techniques (1 sem. hr.)

OR

a combination of the following, repeated (for a total of 6 sem. hrs.)

DANC 205 Modern Dance Technique I (2 sem. hrs.)

DANC 206 Ballet Technique I (2 sem. hrs.)

DANC 209 Jazz Dance Technique (1 sem. hr.)

DANC 305 Modern Dance Technique II (2 sem. hrs.)

DANC 306 Ballet Technique II (2 sem. hrs.)

DANC 320 Theatrical Tap Technique (1 sem. hr.)

DANC 330 Pointe Technique (1 sem. hr.)

Students must take classes in at least two different dance genres to satisfy this requirement.

OR

THDA 285 Topics in Theatre or Dance (for a total of 6 sem. hrs.)

One of the following (3 sem. hrs.)

THEA 255 Stage Management (3 sem. hrs.)

THDA 201 Arts Management (3 sem. hrs.)

MUSIC/THEATRE/DANCE/HISTORY

All of the following (9 sem. hrs.)

DANC 316 Dance History (3 sem. hrs.)

MUS 112 Listening: A Survey of Western Music (3 sem. hrs.)

THEA 315 Theatre History (3 sem. hrs.)

ELECTIVES

One of the following (3 sem. hrs.)

ARTH 101 Prehistoric to Renaissance Survey (3 sem. hrs.)

ARTH 102 Renaissance to Contemporary Survey (3 sem. hrs.)

ARTH 105 Art of Non-Western Cultures Survey (3 sem. hrs.)

ARTH 235 Contemporary Art (3 sem. hrs.)

Two of the following (3-7 sem. hrs.)

MUS 145 Introduction to Music Theory (3 sem. hrs.)

THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs.)

THDA 285/385 Topics in Theatre or Dance (2-4 sem. hrs.)

THDA 399 Independent Study in Theatre or Dance (1-3 sem. hrs.)

Any dramatic literature course

Any studio art course

Any faculty-approved music course

INTERNSHIP

The following (2-4 sem. hrs.)

THDA 390 Internships in Theatre or Dance (2-4 sem. hrs.)

THEATRE MINOR

Associate Professor S. Easter, Coordinator

You may enjoy this minor for its own sake as you explore interests outside your major field, or consider it as a special application of concentrated studies in such fields as education, history, literature and writing, psychology, sociology, visual art, art history, management, philosophy, or film and media studies.

The total number of courses required for the minor is 7 courses of 2-4 semester hours (21-23 semester hours).

REQUIRED COURSES

All of the following (13 sem. hrs.)

THEA 128 Acting One (3 sem. hrs)

THEA 315 Theatre History (3 sem. hrs)

THDA 100 Introduction to Performing Arts (4 sem. hrs)

THDA 130 Introduction to Technical Production (3 sem. hrs)

Three of the following (8-10 sem. hrs.)

THEA 200 Acting Two (3 sem. hrs)
THEA 255 Stage Management (3 sem. hrs)
THEA 280 Rehearsal and Performance/Theatre
and/or THEA 350 Advanced Rehearsal and Performance/Theatre (for a total of 3 sem. hrs)
THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs)
THEA 338 Methods of Directing (3 sem. hrs)
THDA 201 Arts Management (3 sem. hrs.)
THDA 225 Production Practical (for a total of 3 sem. hrs)
THDA 285/385 Topics in Theatre or Dance (2-4 sem. hrs)
Or any faculty-approved course in THEA or THDA

VISUAL ARTS MAJOR

Professor T. Lossowski, Chair

Visual arts study offers students the opportunity to develop an understanding of artistic creativity through making art in a studio setting; a responsive eye and a sense of visual literacy; an understanding of the relationship between art and society; and an understanding of modern art concepts and contemporary trends as well as the major historical areas.

The total number of courses required for the major is 15-16 (48-53 semester hours). At least six courses taken for the major must be at the 300-level or above.

Students majoring in the visual arts will benefit from the experience of study abroad and should consult the study abroad programs in this catalog. Because the senior seminar and essay or project must be accomplished on campus during both fall and spring semesters of the senior year, visual arts majors who wish to study abroad must do so before their senior year.

REQUIRED COURSES**One of the following (3 sem. hrs.)**

ART 119 Visual Organization (3 sem. hrs.)
ART 121 Beginning Drawing (3 sem. hrs.)
ART 260 Introduction to Darkroom Photography (3 sem. hrs.)

One of the following (3 sem. hrs.)

ART 118 Three-Dimensional Design (3 sem. hrs.)
ART 241 Introduction to Oxidation Fired Pottery (3 sem. hrs.)
ART 242 Introduction to Reduction Fired Pottery (3 sem. hrs.)

One of the following (3 sem. hrs.)

BKRT 105 Introduction to Calligraphy (3 sem. hrs.)
BKRT 115 Hand Bookbinding I (3 sem. hrs.)
BKRT 120 Letterpress Printing (3 sem. hrs.)

The following (18 sem. hrs.)

ARTH 101 Prehistoric to Renaissance Survey (3 sem. hrs.)
ARTH 102 Renaissance to Contemporary Survey (3 sem. hrs.)
ARTH 235 Contemporary Art (3 sem. hrs.)
VART 215 Professional Visual Arts Practices (3 sem. hrs.)
VART 300 Theoretical Frameworks in the Visual Arts (3 sem. hrs.)
VART 402 Senior Project or Essay in Visual Arts (3 sem. hrs.)

One of the following (3 sem. hrs.)

ARTH 105 Art of Non-Western Cultures Survey (3 sem. hrs.)
ARTH 255 A Survey of Renaissance Art (3 sem. hrs.)
ARTH 270 A Survey of Modern Art (3 sem. hrs.)
BKRT 225 The History of the Book (3 sem. hrs.)

At least one additional course in art history, book arts or studio art (3 sem. hrs.)

Concentrations

A student must choose a concentration in art history, book arts, or studio art.

Art History (11-13 sem. hrs.)

The following (2-4 sem. hrs.)

ARTH 390 Internship in Art History (2-4 sem. hrs.)

Two additional art history courses (6 sem. hrs.)

One additional course in book arts or studio art (3 sem. hrs.)

Book Arts (13-15 sem. hrs.)

The following (7-9 sem. hrs.)

BKRT 290/390 Internship in the Book Arts (2-4 sem. hrs.)

VART 401 Senior Seminar in Visual Arts (4 sem. hrs.)

VART 403 Senior Exhibition in the Visual Arts (1 sem. hr.)

Two or more of the following, in addition to BKRT courses satisfying above requirements (for a total of at least 6 sem. hrs.)

BKRT 105 Introduction to Calligraphy (3 sem. hrs.)

BKRT 115 Hand Bookbinding I (3 sem. hrs.)

BKRT 120 Letterpress Printing (3 sem. hrs.)

BKRT 215 Hand Bookbinding II (3 sem. hrs.)

BKRT 220 Digital Book and Graphic Design (3 sem. hrs.)

BKRT 285/385 Topics in the Book Arts (2-4 sem. hrs.)

BKRT 299/399 Independent Study in the Book Arts (1-3 sem. hrs.)

Studio Art (14-16 sem. hrs.)

The following courses (14-16 sem. hrs.)

ART 285/385 Special Topics in Studio Art (3 sem. hrs.)

ART 290/390 Internship in Studio Art (2-4 sem. hrs.)

ART 350 Creative Art Projects (4 sem. hrs.)

VART 401 Senior Seminar in Visual Arts (4 sem. hrs.)

VART 403 Senior Exhibition in the Visual Arts (1 sem. hr.)

WOMEN'S AND GENDER STUDIES MAJOR

Associate Professor L. Hall, Chair

The objectives of the women's and gender studies major are: to acquaint students with historical and cultural perspectives on gender roles, particularly as experienced by women, in order to facilitate understanding of complex, interconnected systems of oppression; to investigate and explore the formation of gender/ed identities and the relationships between variously gendered persons within local communities and cross-culturally; to familiarize students with the ways in which women's and gender studies has incorporated questions of power and gender into the practice of academic scholarship; to inquire about and contribute to the on-going transformations of scholarly methods and approaches; to interrogate the neglect of women by traditional academic disciplines and to advocate for continual interdisciplinary change; and to analyze social and political issues as they pertain to the social construction of difference. The goal of these objectives is to prepare students to become active, affective, and effective agents in the world.

The total number of courses required for the major is 10 with a minimum of 30 semester hours. At least five of the courses (15 semester hours) taken for the major must be at the 300-level or above.

REQUIRED COURSES

All of the following: (13 sem. hrs.)

WGS 148 Introduction to Women's and Gender Studies (3 sem. hrs.)
WGS 301 Feminist Theory (3 sem. hrs.)
WGS 310 Feminist Methodologies: Intersectionalities (3 sem. hrs.)
WGS 401 Senior Project in Women's and Gender Studies (4 sem. hrs.)

Historical Perspectives: At least one of the following: (3 sem. hrs.)

ENGL 214 Women in English Renaissance Literature (3 sem. hrs.)
HIST 205 Women as Revolutionaries (3 sem. hrs.)
HIST 210 Women and Gender in Europe, 1550-Present (3 sem. hrs.)
HIST 250 The Family in China in the 20th and 21st Centuries (3 sem. hrs.)
HIST 285 Topics in History (for a total of 3 sem. hrs.)
HIST 360 History of American Feminism (3 sem. hrs.)
HIST 361 Voices of African-American Women (3 sem. hrs.)
HIST 385 Topics in History (for a total of 3 sem. hrs.)
RELG 375 Body and Soul: From Antiquity to Post-Modernity (3 sem. hrs.)
SOC 365 Families and Intimate Relationships (3 sem. hrs.)
SPAN 315 Hispanic Views on Gender & Feminism (3 sem. hrs.)
WGS 285 Topics in Women's and Gender Studies (3 sem. hrs.)

Cultural Contexts: At least one of the following (3 sem. hrs.)

ANTH 345 Maya Ethnography (3 sem. hrs.)
ENGL 222 American Minority Literatures (3 sem. hrs.)
HIST 210 Women and Gender in Europe, 1550-Present (3 sem. hrs.)
HIST 250 The Family in China in the 20th and 21st Centuries (3 sem. hrs.)
HIST 361 Voices of African-American Women (3 sem. hrs.)
HIST 385 Topics in History (for a total of 3 sem. hrs.)
HUM 378 Women and Literature in Latin America (3 sem. hrs.)
PSY 330 Indigenous Psychologies (3 sem. hrs.)
PSY 385 Topics in Psychology (3 sem. hrs.)
THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs.)
WGS 245 Body Politics (3 sem. hrs.)
WGS 260 Indigenous Women's Experiences (3 sem. hrs.)

Creativity/Aesthetics: At least one of the following (3 sem. hrs.)

ARTS 310 Women and the Arts (3 sem. hrs.)
ENGL 214 Women in English Renaissance Literature (3 sem. hrs.)
ENGL 275 Creative Nonfiction (3 sem. hrs.)
ENGL 375 Advanced Creative Nonfiction (3 sem. hrs.)
FMS 241 Reading Popular Film (3 sem. hrs.)
HIST 385 Topics in History (for a total of 3 sem. hrs.)
HUM 378 Women and Literature in Latin America (3 sem. hrs.)
THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs.)
WGS 285 Topics in Women's and Gender Studies (3 sem. hrs.)

Embodied Experiences/Embodiment: At least one of the following (3-4 sem. hrs.)

ANTH 270 The Social Science of Food (3 sem. hrs.)
BIOL 114L Anatomy and Physiology I (4 sem. hrs.)
ENGL 214 Women in English Renaissance Literature (3 sem. hrs.)
ENGL 319 Renaissance English Poetry (3 sem. hrs.)
PHIL 342 Sexual and Reproductive Ethics (3 sem. hrs.)
PSY 214 The Psychology of Women (3 sem. hrs.)
PSY 250 Human Sexuality (3 sem. hrs.)
RELG 375 Body and Soul: From Antiquity to Post-Modernity (3 sem. hrs.)
SOC 315 Men and Masculinities (3 sem. hrs.)
WGS 245 Body Politics (3 sem. hrs.)
WGS 285 Topics in Women's and Gender Studies (3 sem. hrs.)
WGS 385 Topics in Women's and Gender Studies (3 sem. hrs.)

Power: At least one of the following (3 sem. hrs.)

INTL 151 Introduction to International Studies (3 sem. hrs.)
POLS 155 American Politics (3 sem. hrs.)
POLS 285/385 Topic in Public Policy and Politics (3 sem. hrs.)
POLS 307 Contemporary Political Ideologies (3 sem. hrs.)
POLS 345 Public Opinion (3 sem. hrs.)
SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
SOC 365 Families and Intimate Relationships (3 sem. hrs.)

Experiential: At least one of the following (2-15 sem. hrs.)

WGS 290/390 Internship in Women's and Gender Studies (2-4 sem. hrs.)
OCS in any of the programs available that have a focus on women and gender (12-15 sem. hrs.)

WOMEN'S AND GENDER STUDIES COLLOQUIUM:

Members of the Wells community and guest speakers present special topics. The colloquium serves to inform the Wells community about topics relevant to women's and gender studies and also serves as a forum for students in WGS 310 Feminist Methodologies: Intersectionalities, WGS 290/390 Internship in Women's and Gender Studies, WGS 399 Independent Study/ Project in Women's and Gender Studies, and WGS 401 Senior Project in Women's and Gender Studies to present their work. The Women's and Gender Studies Colloquium is the responsibility of the Women's and Gender Studies Committee, a faculty, staff and student forum.

WOMEN'S AND GENDER STUDIES MINOR

Associate Professor L. Hall, Coordinator

The women's and gender studies minor is an interdisciplinary minor that will give students insight into issues related to gender and into current scholarship about women.

The total number of courses required for the minor is 6 with a minimum of 18 semester hours.

REQUIRED COURSES

All of the following (6 sem. hrs.)

WGS 148 Introduction to Women's and Gender Studies (3 sem. hrs.)
WGS 301 Feminist Theory (3 sem. hrs.)

One course each from four of the seven categories in the Women's and Gender Studies major. (12-13 sem. hrs.)

COURSES OF INSTRUCTION

The Numbering of Courses

The following method is used in numbering the courses. Students are not restricted by this classification in their course selections if they otherwise satisfy the specific course prerequisites.

Numbers 100 - 199 — courses primarily for first-year students and sophomores.

Numbers 200 - 299 — courses primarily for sophomores and juniors.

Numbers 300 - 399 — courses primarily for juniors and seniors.

Numbers 400 - 499 — courses primarily for seniors.

Courses use letter grades unless otherwise indicated.

The College reserves the right to cancel any course not elected by a sufficient number of students.

ANTHROPOLOGY

ANTH 161. Introduction to Anthropology

Prof. Olson, Prof. McClusky

This course introduces the fundamentals of anthropology: what does it mean to “think anthropologically”? Ethnographic case studies reveal the ways in which anthropology encourages us to confront critical issues of survival for indigenous peoples and local cultures. Offered annually fall semester. (3 semester hours)

ANTH 210. Material Culture and Museums

ANTH Faculty

The course examines anthropological scholarship on the complex relationship between lived cultures, their material objects, and museums/ethnic theme parks. It explores issues of cultural authenticity, ownership and preservation, political subordination and misrepresentation, and cultural change in a globalizing world. Prerequisites: Anth 161, Mseu 100. Every Spring semester. (3 semester hours)

ANTH 222. Anthropology, Religion and Colonialism

Prof. Olson

An exploration of anthropological approaches to the study of religion. Particular attention is paid to “local” or indigenous religions from Africa, Asia, the Pacific, and elsewhere. Such local religions are studied in relation to world religions, colonization, and global influence. Offered alternate fall semesters. (3 semester hours)

ANTH 230. Culture and Gardens

Prof. Olson

This course will travel through time and space to garden spaces and practices found in a wide range of cultures. (3 semester hours)

ANTH 250. Hawaii: Colonialism and Tourism

Prof. Olson

This course is an anthropological examination of the cultures and religions of Hawaii, from pre-contact with the West to contemporary context. Particular attention is paid to the effects of colonialism and tourism. Prerequisite: any social science course. Offered annually fall semester. (3 semester hours)

ANTH 260. Ethnographic Methods

Prof. Olson, Prof. McClusky

A hands-on course for learning about and practicing ethnographic research methods. We will spend class time examining different styles of write-up, different approaches to getting information and different ways of interpreting data. Students must complete a research project. Prerequisite: one course in the social sciences and sophomore standing. Offered annually. (4 semester hours)

ANTH 270. The Social Science of Food

Prof. McClusky

This course looks at human relationships with food — the meaning of food, the origins of food, the political economy of food, and food controversies — all with the eye of a social scientist. Prerequisite: one course in the social sciences. Offered alternate years. (3 semester hours)

ANTH 280. World Archaeology

ANTH Faculty

This course is an introduction to world archaeology. The course provides a survey of archaeological methods and theory. The course highlights the development of the discipline and some of the great civilizations of the ancient world are considered from an archaeological viewpoint. Offered alternate fall semesters (3 semester hours)

ANTH 290/390. Internship in Anthropology

Prof. Olson, Prof. McClusky

The anthropology internship is designed to be an experience beyond the classroom. The internship might include archaeological fieldwork, service learning in an institution or community, or activism within a particular cultural context. Costs and arrangements are the responsibility of the student. Graded: S/U. Offered as needed. (2-4 semester hours)

ANTH 330. Anthropological Theory and Ethnography

Prof. Olson

The course surveys contemporary anthropological theory and research. A close reading of several recent ethnographies allows for a critical examination of culture, fieldwork, and ethnographic representation via text, photography, film, and material display. theories and research methods. The course examines a number of anthropological texts that critically reflect on ideas about culture, fieldwork, and ethnographic representation. Offered every spring semesters. (3 semester hours)

ANTH 345. Maya Ethnography

Prof. McClusky

An exploration of Maya culture and society. We will focus on gender relations, traditional healing, religion and social problems (especially domestic violence and alcoholism). We will also discuss representations of Mayan peoples in academia, tourism and mass media. Prerequisite: one course in the social sciences. Offered alternate years.. (3 semester hours)

ANTH 359. The Pacific and Cultural Survival

Prof. Olson

This course is a study of Pacific cultures and the social, economic, religious, political, and environmental challenges that threaten their survival. Topics such as global warming, depletion of the natural environment, political unrest, and economic crisis are considered in relation to local cultural responses. Prerequisite: one course in anthropology or sociology. Offered alternate years. (3 semester hours)

ANTH 385. Topics in Anthropology

ANTH Faculty

In-depth study of a selected topic in anthropology. Past topics included: Contemporary Native American Issues. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

ANTH 399. Independent Study in Anthropology

Prof. Olson, Prof. McClusky

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 semester hours)

See also: Courses in Sociology, OCS 300. The Anthropological Experience in Hawaii, OCS 305. The Anthropological Experience in Belize

ART

ART 118. Three-Dimensional Design

Prof. Lossowski

A fundamental sculpture design course with emphasis on experimentation with materials, forms, and images. Found objects, string, rope, twine, wire, glue, cardboard, foamcore, Styrofoam, wood, plaster, clay, etc. will be used. Wood cutting and carving, plaster mold-making, and ceramic processes will be introduced. Materials fee: \$50. Offered alternate years. (3 semester hours)

ART 119. Visual Organization

Prof. Waugh

Principles of two-dimensional design and color theory will be explored in studio-based projects drawing from a variety of disciplines. Current and historical examples will be emphasized, encouraging fluency with our contemporary visual culture. Materials fee: \$50. Offered alternate years. (3 semester hours)

ART 121. Beginning Drawing

Prof. Waugh

Students will learn the fundamentals of representational drawing, with an emphasis on hand-eye coordination, observation, and skilled technique. Materials fee: \$40. Offered every fall. (3 semester hours)

ART 127. Introduction to Graphic Design

ART Faculty

Fundamental principles of graphic design and visual communication. Content to include current techniques and tools, including digital processes. Materials fee: \$50. Offered alternate years. (3 semester hours)

ART 223. Painting I

Prof. Waugh

Introductory class in painting, focusing on technique and craftsmanship in support of content. Coursework will explore topics including representation, expression, and non-objectivity, in both studio projects and engagement with historical and contemporary examples. Prerequisite: ART 119 or ART 121. Materials fee: \$50. Offered alternate spring semesters. (3 semester hours)

ART 241. Introduction to Oxidation Fired Pottery

Prof. Lossowski

An introduction to pottery course. The ceramic vessel tradition will be explored using oxidation glazes and firing techniques. The development of vivid surface colors will also be explored. Materials fee: \$50. Offered annually fall semester. (3 semester hours)

ART 242. Introduction to Reduction Fired Pottery

Prof. Lossowski

An introduction to hand-building and throwing techniques and the ceramic process, using High-Fire gas kiln reduction firing methods. The emphasis will be on hand-building, wheel work, form, and function in the ceramic vessel tradition. Materials fee: \$50. Offered annually spring semester. (3 semester hours)

ART 260. Introduction to Darkroom Photography

Prof. Waugh

Introduction to black and white photography focusing on 35 mm SLR camera use, film development and enlargement, and darkroom techniques. Students will also be introduced to historical and contemporary approaches to darkroom photography. \$50 materials fee. Offered alternate years. (3 semester hours)

ART 261. Photographic Digital Imaging

Prof. Waugh

An introductory course in digital photographic processes. Students engage with contemporary critical conversations related to digital photography while learning to use Photoshop, DSLR cameras, scanners, and inkjet printers. Materials fee: \$50. Offered alternate years. (3 semester hours)

ART 262. Alternative Video in Art and Society

Prof. Waugh

This studio seminar examines time-based art practices used to foster social engagement, political action, and the development of community. Students will shoot, edit, and share video while developing an understanding of the historical & cultural precedents for alternative video production. (3 semester hours)

ART 285/385. Special Topics in Studio Art

ART Faculty

In-depth study of a selected topic in Studio Art. May be repeated for credit with different topics. Offered as needed. (3 sem. hrs.)

ART 290/390. Internship in Studio Art

ART Faculty

Individually arranged participation in the work of an institution devoted to the visual arts, such as an advertising agency, artist's studio, or design firm. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 semester hours)

ART 323. Painting II: Oil Painting

Prof. Waugh

Advanced coursework in techniques, strategies, and concepts pertaining to painting, with particular emphasis on the

development of an intermediate-level studio practice. Coursework will encourage students to engage with issues and concerns in contemporary Painting. Prerequisite: ART 121 or ART 223. Materials fee: \$50. Offered alternate years. (3 semester hours)

ART 350. Creative Art Projects

ART Faculty

Advanced study focusing on purposefully merging concepts and techniques, developing informed creative thinking skills. Coursework includes assigned readings, studio projects developed in consultation with instructor, and research. This course increases contemporary art awareness, conceptual intentionality, and technical skill. Prerequisite: Junior VART Major concentratin in Book Arts or Studio Art. May be repeated for credit. Offered annually spring semester. (4 semester hours)

ART 395. Tutorial in Art

ART Faculty

Advanced work in ceramics, photography and lithography. Materials fee: \$50. Offered as needed. (1 semester hour)

ART 396. Tutorial in Art

ART Faculty

Advanced work in ceramics, photography and lithography. Materials fee: \$50. Offered as needed. (2 semester hours)

ART 399. Independent Study in Studio Art

ART Faculty

Prerequisite: two studio art courses and demonstrated advanced skills. May be repeated for credit. Materials fee: \$50. Offered every semester. (1-3 semester hours)

See also: Book Arts courses, Wells in Florence, OCS 110. January at the Art Students League — New York City, VART 401. Senior Seminar in Visual Arts, VART 402. Senior Project or Essay in Visual Arts, VART 403. Senior Exhibition in Visual Arts

ART HISTORY

ARTH 101. Prehistoric to Renaissance Survey

ARTH Faculty

A survey of major monuments in the history of art and an overview of their relationships to the cultures that produced them. Emphases on literature, politics, philosophy, religion, or society varies according to the period. Offered annually fall semester. (3 semester hours)

ARTH 102. Renaissance to Contemporary Survey

ARTH Faculty

A survey of major monuments in the history of art since 1600, and an overview of their relationships to the cultures that produced them. Emphases on literature, politics, philosophy, religion, or society varies according to the period. Offered annually spring semester. (3 semester hours)

ARTH 105. Art of Non-Western Cultures Survey

ARTH Faculty

A survey of art, architecture and other monuments outside the Western tradition and an overview of their relationships to the cultures that produced them. Topics will include the arts of India, China, Japan, Islamic cultures, Africa, Oceania, and native cultures of the Americas. Offered alternate fall semester. (3 semester hours)

ARTH 235. Contemporary Art

ARTH Faculty

This class will introduce visual and conceptual expressions from recent decades. Students will examine contexts of contemporary politics, markets and aesthetics, and will be introduced to theoretical concepts in order to understand expressions of identity, globalization, technology and postmodernism among other principles. Offered annually. (3 semester hours)

ARTH 255. A Survey of Renaissance Art

ARTH Faculty

A survey of the major forms and directions in Italian art from the 14th through the 17th centuries. Prerequisite: 100-level art history course. Offered occasionally. (3 semester hours)

ARTH 263. Video Games as Culture

ARTH Faculty

Looking beyond video games as entertainment, this course will focus on their rich symbolism, plots and experiential aspects. The course recognizes the power of these new storytelling and visual structures; and the "maturation" of an industry just starting to deliver compelling narratives. Offered alternate years. (3 semester hours)

ARTH 270. A Survey of Modern Art

ARTH Faculty

A survey of European and American art from 1750 to the present. Offered alternate fall semester. (3 semester hours)

ARTH 285/385. Topics in Art History

ARTH Faculty

In-depth study of a selected topic in art history. May be repeated for credit with different topics. Past topics have included Latin American Arts, Shaping Sacred Spaces: Italy 1200-1680, Art and Commerce, Medieval Illuminated Manuscripts, Survey of Baroque Art, and Islamic Art in the Mediterranean. Offered as needed. (3 semester hours)

ARTH 290/390. Internship in Art History

ARTH Faculty

Individually arranged participation in the work of an institution devoted to the visual arts, such as museums, galleries, or libraries. Prerequisite: permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (2-4 semester hours)

ARTH 299/399. Independent Study in Art History

ARTH Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

ARTH 395. Tutorial in Art History

ARTH Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. Offered as needed. (1 semester hour)

See also: Wells in Florence, ARTS 310. Women and the Arts, MUS 210. World Music

ARTS (INTERDISCIPLINARY)

ARTS 285/385. Special Topics in the Arts

ARTS Faculty

In-depth study of a selected topic in the arts. May be repeated for credit with different topics. Offered alternate years. (2-4 semester hours)

ARTS 310. Women and the Arts

ARTS Faculty

The course focuses on art of the 19th and 20th centuries by and about women. Some questions to be addressed include: Is the category of gender applicable to aesthetic considerations in the arts? What is masculine and feminine in the arts? Are political concerns relevant to analysis of the arts? Offered as needed. (3 semester hours)

See also: FMS 281. Film and Literature

BIOLOGICAL AND CHEMICAL SCIENCES

BCS 290. Internship in Biological and Chemical Sciences

BCS Faculty

These introductory internships provide an opportunity for well-qualified students considering careers in the biological and chemical sciences. Interns will work with professional scientists. Each student will give a public presentation of her or his internship upon her or his return to campus. Prerequisite: two 100-level BIOL courses or CHEM 107L and CHEM 108L, or permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (2-4 semester hours)

BCS 301. Introduction to Scientific Literature

BCS Faculty

An introduction to the scientific literature. The course will emphasize finding, reading, understanding and interpreting the scientific literature. Students will use these tools to formulate and investigate an original question using the primary literature. Prerequisite: declared BCS major or permission of instructor. Offered every fall. (2 semester hours)

BCS 390. Advanced Internship in Biological and Chemical Sciences

BCS Faculty

This program is intended to encourage advanced students of biological and chemical sciences to discover the areas of overlap between academic study and the application of scientific knowledge and techniques. Work sites may include hospitals, foundations, clinics, and research laboratories of academic, government or industrial affiliation. Students will consult with the instructor during the development of their internships. Upon return to campus, interns will give a public presentation with written and oral components. Prerequisite: five courses in biology and/or chemistry, or permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (2-4 semester hours)

BCS 398. Supplementary Advanced Work in Biology and Chemistry

BCS Faculty

Supervised research in selected areas of biology and chemistry, which may include experimental work in the laboratory or field as well as in-depth library research. Prerequisite: four courses in biology and/or chemistry and permission of instructor. May be repeated for credit. Offered every semester. (1-4 semester hours)

BCS 399. Independent Study in Biological and Chemical Sciences

BCS Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

BCS 401. Advanced Research

BCS Faculty

Original laboratory or field research on a biological or chemical problem. Prerequisite: junior or senior class standing, BCS 301 and permission of instructor. May be repeated for credit. Offered every semester. (1 or 2 semester hours)

BCS 402. Senior Research Paper in Biological and Chemical Sciences

BCS Faculty

Independent research paper on a biological or chemical problem, developed under the supervision of a BCS faculty member. Includes constructing a bibliography of relevant literature and writing a paper examining literature. Students who have performed independent laboratory or field research are encouraged to use their results as the focus of this paper. Prerequisite: permission of instructor. Offered annually fall semester. (2 semester hours)

BCS 403. Senior Seminar in the Biological and Chemical Sciences

BCS Faculty

This capstone course covers current research literature in biological and chemical sciences. Students will write and present paper summaries for discussion that are appropriate for both a scientific and non-scientific audience. Post-graduate career opportunities, and how to pursue them, will be considered. Prerequisite: Senior standing. Offered annually fall semester. (2 semester hours)

See also: Biological and chemical sciences majors for a list of related courses counting toward the major, ENVR 131L. Physical Geology, Biology courses, Chemistry courses

BIOLOGY

Students may not take two 100-level courses in Biology concurrently.

BIOL 114L. Anatomy and Physiology I

BIOL Faculty

Human anatomy and physiology of selected body systems including sensory systems, reproduction, locomotion, nutrition, and metabolism. Laboratories will include anatomical study specimens as well as physiological exercises using student volunteers. Offered annually fall semester. (4 semester hours)

BIOL 119L. Ecology and Evolution

Prof. Schnurr

Organic evolution, the unifying concept in biology, and its relationship with ecology, the distribution and abundance of

organisms. The role of ecology and evolution in environmental science and conservation biology. Offered annually fall semester. (4 semester hours)

BIOL 126L. Genetics

Prof. Blake-Hodek

An introduction to principles of genetics ranging from molecules through populations, covering the genetics of various organisms, theory and practice of standard techniques, and consideration of the promise AND potential ethical dilemmas accompanying new genetic technologies and genomic analyses. Offered annually spring semester. (4 semester hours)

BIOL 130L. Biology of Organisms

BIOL Faculty

The study of the diversity of organisms in all three domains, Archaea, Bacteria and Eukarya, focusing on the fungal, plant and animal kingdoms. The organ structure and functions of these organisms, their reproduction and their development will be studied in an evolutionary context. Offered annually spring semester. (4 semester hours)

BIOL 185/285/385. Topics in Biology

BIOL Faculty

In-depth study of a selected topic in biology. Investigation of biological topics of special interest to faculty or students. Areas of applied biology (e.g. health, agriculture, horticulture, conservation) or in-depth study of a particular taxon (e.g., ornithology, bryology, entomology) are likely topics. Level of instruction depends on the topic. Past topics have included "The Biology of Humans", "Ornithology", and "Enology: The Science of Wine". May be repeated for credit with different topics. Offered occasionally. (2-4 semester hours)

BIOL 304L. Vertebrate Zoology

BIOL Faculty

The classification, comparative morphology, and evolution of vertebrates. Demonstrations and dissections of selected vertebrates. Prerequisite: BIOL 130L or 114L and another 100-level BIOL course. (4 semester hours)

BIOL 305. Plant Diversity and Evolution

Prof. Schnurr

Modern and classical methodologies to understand classification and evolution of plants. Emphasis will be placed on the identification of seed plants of the northeastern United States. Prerequisite: BIOL 130L or permission of instructor. (3 semester hours)

BIOL 309L. Cellular Biology

BIOL Faculty

A study of cell structure and function, emphasizing molecular components. Topics include metabolism, signaling, secretion, organelle function, growth and division, motility, and death. Laboratory exercises include light and fluorescent microscopy, immunostaining, protein analysis, and cell fractionation. Prerequisites: Genetics Biol 126L, Biol 114L, Biol 130L, Chem 107L, Chem 108L. Alternate Fall semester. (4 semester hours).

BIOL 310L. Microbiology

Prof. Blake-Hodek

The structure, physiology, genetics, and immunology of microorganisms and their applications to fields such as foods, sanitation, and medicine. The laboratory stresses bacteriological laboratory techniques as well as recombinant DNA technology. Prerequisite: BIOL 126L and BIOL 130L, plus CHEM 213L, or permission of instructor. (4 semester hours)

BIOL 312L. Molecular Biology

Prof. Blake-Hodek

A molecular genetics course covering structure, function, and regulation of prokaryotic and eukaryotic genomes. The laboratory focuses on applications of current nucleic acid and protein analyses and manipulations. Prerequisite: BIOL 126L and CHEM 214L. (4 semester hours)

BIOL 324L. Animal Behavior

BIOL Faculty

An ecological and evolutionary approach to animal behavior. Lectures and discussions cover feeding, sexual behavior, aggression, cooperation, communication, and the evolution of social behavior. Weekly laboratory and field sessions concentrate on the quantitative study of the behavior of captive and free-living animals. Prerequisite: BIOL 119L and BIOL 126L and BIOL 130L. (4 semester hours)

BIOL 325L. Limnology

BIOL Faculty

The biological, chemical, geological, and physical aspects of fresh waters. Emphasis will be on the study of lakes and streams as ecosystems, although consideration will also be given to the biology of the organisms that inhabit these bodies of water.

Prerequisite: BIOL 119L and BIOL 130L, and CHEM 108L, or permission of instructor. (4 semester hours)

BIOL 330L. Anatomy and Physiology II

BIOL Faculty

Basic physiological mechanisms in animals, including a detailed analysis of the physiology of neural control, excretion, movement, respiration, nutrition, thermoregulation, and reproduction. Prerequisite: BIOL 126L, BIOL 130L, BIOL 114L and CHEM 214L. (4 semester hours)

BIOL 331L. Developmental Biology

BIOL Faculty

The patterns and mechanisms of development in animals including gametogenesis, totipotency, cellular interactions, and genetic control of development. Prerequisite: BIOL 126L, BIOL 130L and CHEM 214L. (4 semester hours)

BIOL 363. Advanced Ecology

Prof. Schnurr

The interactions that determine the distribution and abundance of organisms. Prerequisite: BIOL 119L and BIOL 130L or permission of instructor. May be repeated for credit with different topics. Offered alternate fall semesters. (3 semester hours)

BIOL 395. Tutorial in Biology

BIOL Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

BIOL 396. Tutorial in Human Genes and Genetic Medicine

Prof. Blake-Hodek

Rapid advancements in the Human Genome Project promise the mapping and characterization of more and more genes involved in human disease. This tutorial examines the nature of some of these genes, their role in causing disease, and potential new treatment options, as well as related issues in bioethics. Prerequisite: BIOL 126L and BIOL 114L. Offered occasionally. (1 semester hour)

BIOL 399. Independent Study in Biology

BIOL Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

See also: School for Field Studies, ENVR 131L. Physical Geology, ENVR 340. Sustainable Agriculture, HIST 212. Introduction to the History of Science

BOOK ARTS

BKRT 105. Introduction to Calligraphy

Prof. Galli

An introduction to the principles of calligraphy through the study of three hands: Roman, Humanistic Miniscule and Italic. Emphasis is on practice and technique, with time devoted to the history of letter forms and to individual projects. Prerequisite: permission of the director of the Book Arts Center. Lab fee: \$75. Tool kit: \$80. Offered annually fall semester. (3 semester hours)

BKRT 115. Hand Bookbinding I

BKRT Faculty

This course introduces students to traditional bookbinding techniques by familiarizing them with the tools, materials and techniques of the craft. Students are expected to produce a set of book models that are clean, structurally sound, and consistent with the class demonstration. Prerequisite: permission of the director of the Book Arts Center. Lab fee: \$75. Tool kit: \$50-\$75. Offered every semester. (3 semester hours)

BKRT 120. Letterpress Printing

Prof. Bixler

Introduction to letterpress printing. Demonstrations, readings, and assignments on the mechanics of handsetting and printing

from metal type. Traditional and artistically innovative approaches to using this medium will be covered. Each student will create her or his own individual projects: postcards, broadsides, book, etc. Prerequisite: permission of the director of the Book Arts Center. Lab fee: \$75. Offered every semester. (3 semester hours)

BKRT 215. Hand Bookbinding II

BKRT Faculty

Students will refine case-binding skills by building millimeter and simplified bindings, and will learn to sew endbands. Part of the semester will include creative structures like pop-up and structural books. Prerequisite: permission of the director of the Book Arts Center. Lab fee: \$75. Offered as needed. (3 semester hours)

BKRT 220. Digital Book and Graphic Design

BKRT Faculty

Students will explore classical design principles while learning the digital medium of Adobe InDesign, today's principal publishing and graphic arts design tool. Poster and brochure design will prepare students for the final project of a short, digitally produced hand-bound volume. Prerequisite: permission of the director of the Book Arts Center. Lab fee: \$40. Offered annually. (3 semester hours)

BKRT 225. The History of the Book

BKRT Faculty

Surveys the development of the codex, from its beginnings as a parchment manuscript to a printed book on paper. Broad themes such as patronage, manufacture, usage and reception are considered, as well as the evolution of writing, papermaking and bookbinding. Prerequisite: permission of the director of the Book Arts Center. Offered as needed. (3 semester hours)

BKRT 320. The Printed Book

BKRT Faculty

Each student will produce an edition of letterpress printed books with text and images. Image-making using linoleum blocks, pressure printing, collographs and polymer plates will be taught, as well as simple bookbinding techniques. Prerequisite: BKRT 120 and permission of the director of the Book Arts Center. Lab fee: \$75. Offered as needed. (3 semester hours)

BKRT 285/385. Topics in the Book Arts

BKRT Faculty

In-depth study of a selected topic in the book arts. Topics may include paper making, marbling, calligraphy, publication, etc. Materials fee may be required. May be repeated for credit with different topics. Past topics have included: Inspiration and the Medieval Binding, and Introduction to Box Making. Prerequisite: permission of the director of the Book Arts Center. Offered as needed. (2-4 semester hours)

BKRT 290/390. Internship in the Book Arts

BKRT Faculty

Individually arranged participation in the work of an institution devoted to the book arts. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 semester hours)

BKRT 299/399. Independent Study in the Book Arts

BKRT Faculty

Prerequisite: permission of the director of the Book Arts Center. Materials fee may be required. May be repeated for credit. Offered as needed. (1-3 semester hours)

BUSINESS

BUS 100. Principles of Business

BUS Faculty

This course emphasizes on the introduction to the business (profit and non-profit) and how it plays a collaborative role amongst all the related functions in an organization accomplishing overall business objectives. Students will be introduced to key concepts in finance, marketing, production, and other functional management areas. Every Fall semester. (3 semester hours)

BUS 111. Personal Financial Management

BUS Faculty

Personal Financial Management teaches students the skills they need to make informed financial decisions in their life. Topics include transactional accounts, savings, loans, credit cards, mortgages and basic investments. Credit score management and living within one's means will be recurring themes. Offered annually. (3 semester hours)

BUS 201. Principles of Management

BUS Faculty

Introduction to management. Topics include overview of the management process, management theory, the environment of business, planning and strategy, management functions, and organization design. Offered annually fall semester. (3 semester hours)

BUS 213. Principles of Accounting I

BUS Faculty

An introduction to basic bookkeeping principles, including analysis of transactions, journal entries, posting to ledger accounts, computer applications, and preparation of the trial balance, income statement, balance sheet, and cash flow statements. Offered annually fall semester. (3 semester hours)

BUS 214. Principles of Accounting II

BUS Faculty

A study of those accounting concepts employed by internal management. Cost-volume-profit relationships, budgeting, cost accounting, capital planning, and price estimating are some of the topics covered. Prerequisite: BUS 213 or equivalent. Offered alternate spring semesters. (3 semester hours)

BUS 220. International Business

BUS Faculty

This course covers the socio-economic, political, cultural, and legal environments in which international business decisions are made. The course develops skill in methods and strategies of conducting international and multinational business in a global context. Prerequisite: ECON 101 and/or ECON 102 or BUS 201. Offered alternate spring semesters. (3 semester hours)

BUS 230. Introduction to Human Resource Management

BUS Faculty

Principles of managing personnel in an organization. Topics include hiring, training, evaluating and compensating employees. Prerequisite: BUS 201. Offered annually fall semester. (3 semester hours)

BUS 250. Innovation, Creative Problem Solving

BUS Faculty

Students learn a creative problem solving methodology consisting of developing empathy, prototyping process, collaboration, iteration, and feedback. The objective is to enable students to address challenges in business and other disciplines, such as the social and physical sciences. Offered annually. (3 semester hours)

BUS 253. Investment Management & Strategies

BUS Faculty

An introduction to investments, markets asset classes and account types, combined with methodologies to develop investment strategies. Emphasis on practical knowledge in order to make personal investment decisions and guide the Wells Affiliates Portfolio. Prerequisite: BUS 111 and BUS 213. Offered annually. (3 semester hours.)

BUS 300. Income Tax

BUS Faculty

Analysis of Federal income tax legislation and IRS interpretations affecting individuals' returns. This includes analysis of accounting methods used to determine gross income, deductions, capital gains/losses, and business income. Also includes instruction on availability and use of tax services. Prerequisite: BUS 213 and BUS 214 or permission of instructor. Offered alternate years. (3 semester hours)

BUS 301. Principles of Marketing

BUS Faculty

An analytical study of marketing fundamentals, with attention given to marketing as a business function, policies and institutions involved in the distribution of goods, product development, pricing and consumer behavior. Prerequisite: ECON 102 and BUS 201. Offered alternate fall semesters. (3 semester hours)

BUS 303. Entrepreneurship & Small Business Management

BUS Faculty

A practical and theoretical introduction to the issues faced by small business people. Topics include: establishing and funding the business or social organization, finance, marketing and personnel management. Prerequisite: BUS 213, BUS 201, CS 108. Offered annually. (3 semester hours)

BUS 305. Legal Environment of Business

BUS Faculty

Introduction to the legal system and business law. Students will learn about the legal system, constitutional and administrative law, contracts, torts, product liability, and employment law. Prerequisite: ECON 102, or POLS 155, or BUS 201, or permission of instructor. Offered annually. (3 semester hours)

BUS 310. Corporate Finance

BUS Faculty

A study of the theory and practice of corporate financial decision-making. Topics include investment decisions and securities analysis, capital structure and budgeting, working capital management, and strategic planning. Prerequisite: ECON 101, ECON 102, BUS 201, BUS 213. Offered alternate fall semesters. (3 semester hours)

BUS 313. Intermediate Accounting I

BUS Faculty

Accounting concepts and standards. Problems of income determination and asset measurement and valuation. Includes: analysis of cash, funds, flow, receivables, inventories, plant property and equipment, and intangible value of the firm. Prerequisite: BUS 213 and BUS 214. Offered alternate fall semesters. (3 semester hours)

BUS 314. Intermediate Accounting II

BUS Faculty

Accounting concepts and standards concerning short and long term liabilities, and equity accounting. Also addresses income tax allocation, accounting for pensions and leases. Prerequisite: BUS 213, BUS 214, BUS 313. Offered alternate years. (3 semester hours)

BUS 320. Implementing Design Thinking for Social, Business & Organizational Change

BUS Faculty

This course focuses on developing an entrepreneurial mind-set where students learn how to identify problems that need solving, how to locate the resources to tackle them, and how to view problems as opportunities. Students will participate in a series of competitive games and exercises to practice their entrepreneurial skills. Additionally we will study the work of social entrepreneurs (people dedicated to solving enormous social problems). Prerequisite: BUS 250, BUS 303. Offered annually. (3 semester hours)

BUS 330. Principles of Project Management

BUS Faculty

This course will introduce students to project management fundamentals, with an emphasis on planning. Students will acquire knowledge on areas such as project life cycles, organization and charters, work breakdown structures, responsibility matrixes, and the planning, budgeting and scheduling of systems. (3 semester hours). Every Fall semester. Prerequisites: Bus 201 and Math 151.

BUS 350. Business Strategy

BUS Faculty

A study of the theory and practice of corporate decision-making in areas of markets, products, competitive analysis, organizational design, differentiation, technology and other external and internal factors. Topics are taught using the case-study method. Prerequisite: ECON 101 and ECON 102, BUS 201. Offered annually. (3 semester hours.)

BUS 360. Strategic Marketing and E-commerce

BUS Faculty

A study of the theory and practice of utilizing databases and the internet to increase the effectiveness of sales and marketing for businesses and fundraising and servicing for social organizations. Topics are taught and extensively illustrated through use of internet. Prerequisite: BUS 301, CS 109. Offered annually fall semesters (3 semester hours)

BUS 365. Management for a Small Planet

BUS Faculty

Course provided a unique focus regarding the burgeoning concern for sustainability and sustainable organizational practices. The course looks at how large multinational corporations, as well as smaller organizations, are making substantial commitments to the "triple bottom line" of economic success, social responsibility, and environmental protection. Prerequisite: BUS 201 and BUS 301. Offered annually spring semester. (3 semester hours)

BUS 368. Sales and Sales Management

BUS Faculty

This course covers the important but increasingly complex skills necessary to both sell effectively and manage a sales force selling physical and intangible goods. Topics are taught and extensively illustrated through case- studies. Prerequisite: BUS 201, BUS 301, MATH 151 or MATH 251. (3 semester hours)

BUS 370. Financial Services Management

BUS Faculty

This course develops a basic understanding of financial services and related management issues to directly examine an industry that represents 20% of the U.S. economy and a growing part of the global economy. Prerequisite: BUS 111, BUS 253, BUS 310, BUS 350, ECON 286. (3 semester hours)

BUS 375. Production & Operations Management

BUS Faculty

Whether scheduling production at a car plant or scheduling fry cooks at McDonalds, line managers need to understand the basic tools of production and operations management. Prerequisite: MATH 151 or MATH 251, BUS 201. (3 semester hours)

BUS 380. Hospitality & Services Management

BUS Faculty

Course deals with unique issues in the hospitality, tourism & service industries, including issues of seasonability, peak demand, natural disasters planning, marketing and retention of skilled personnel. Prerequisite: BUS 201, 301, 313. Offered annually. (3 semester hours)

BUS 385. Topics in Contemporary Business Issues

BUS Faculty

In-depth study of a selected topic in business. Application of economic theories and management principles to current business issues. Topics will vary with student interest, and the course may be taught by visiting faculty. Prerequisite: ECON 101 or ECON 102, and BUS 201. May be repeated for credit with different topics. Offered alternate spring semesters. (2-4 semester hours)

BUS 290/390. Internship in Business

BUS Faculty

Individually arranged participation in the work of an institution devoted to business. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 semester hours)

BUS 395. Tutorial in Business

BUS Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

BUS 402. Senior Report in Business & Entrepreneurship

BUS Faculty

Students complete a senior research report in an acceptable business format to completely explore a topic of current relevance in business or management. Research topic must be approved in advance by Business Center Director. Prerequisite: Completed all Business Major requirements and permission of Business Center Director. Offered annually spring semesters. (4 semester hours)

See also: Economics courses

CHEMISTRY

CHEM 105L. Forensic Science

Prof. O'Neil

A course for non-science majors that will provide a basic knowledge of forensic science as applied to criminal investigation and related fields. Focuses on applied principles of physics, chemistry and biology, and on laboratory techniques and procedures. This course is not open to science majors. Offered alternate year spring semester. (4 semester hours)

CHEM 107L. General Chemistry

Prof. Bailey

A study of the properties of matter with emphasis upon the relation of properties to structure: atomic theory, chemical bonding, the periodic table, and stoichiometry. Offered annually fall semester. (4 semester hours)

CHEM 108L. Chemical Analysis

Prof. Bailey

The second semester of the introductory chemistry sequence. A study of solutions, solubility, chemical equilibria, acid-base theory, oxidation-reduction reactions, kinetics, and thermodynamics. Quantitative analytical methods, such as volumetric, gravimetric, colorimetric, and electroanalytic techniques will be emphasized in the laboratory. Prerequisite: CHEM 107L. Offered annually spring semester. (4 semester hours)

CHEM 213L. Organic Chemistry I

Prof. O'Neil

Structure, nomenclature, physical properties, stereochemistry, reactions, and reaction mechanisms of alkanes, alkyl halides, alkenes, alkynes, alcohols, ethers, and conjugated compounds will be studied. Introduction to infrared and nuclear magnetic resonance spectroscopy in structure determination. Prerequisite: CHEM 108L. Offered annually fall semester. (4 semester hours)

CHEM 214L. Organic Chemistry II

Prof. O'Neil

A continuation of CHEM 213L. There will be an emphasis on reaction mechanisms, the chemistry of functional groups and the logic of synthesis. Additional topics include an introduction to infrared and nuclear magnetic resonance spectroscopy in structure determination. Prerequisite: CHEM 213L. Offered annually spring semester. (4 semester hours)

CHEM 301. Physical Chemistry

Prof. Heinekamp

Special emphasis on those aspects of the subject pertinent to biology and biochemistry. Gases and liquids; thermodynamics and thermochemistry; properties of solutions; chemical equilibria; electrode potentials; reaction kinetics. Prerequisite: CHEM 213L and MATH 111 and PHYS 111L or permission of instructor. Offered alternate fall semester (3 semester hours)

CHEM 303. Medicinal Chemistry

Prof. O'Neil

The chemistry, biological evaluation, and mode of action of representative types of drugs; consideration of structure-activity relationships. Current topics selected for detailed study depend upon the interests of those enrolled in the class. Prerequisite: CHEM 214L or permission of instructor. Offered occasionally. (3 semester hours)

CHEM 308LL. Laboratory in Physical Chemistry

Prof. Heinekamp

Study of selected physicochemical topics in the laboratory. Examples include calorimetry, bond energies, order in liquid crystals and reaction kinetics. Three hours of laboratory per week. Prerequisite: CHEM 301. Offered alternate fall semester. (1 semester hour)

CHEM 315L. Inorganic Chemistry

Prof. Bailey

A study of the bonding, structure, and reactions of inorganic complexes with particular attention to coordination compounds. Topics to be discussed include atomic structure, ionic and covalent bonding, valence bond theory, molecular orbital theory, and organometallic chemistry. Prerequisite: CHEM 108L or PHYS 212L or permission of instructor. Offered alternate spring semester. (4 semester hours)

CHEM 322. Special Topics in Inorganic Chemistry

Prof. Bailey

A further study of coordination compounds. Topics discussed have included molecular symmetry and group theory, bioinorganic chemistry. Additional topics will be considered based on the interests of those involved. Past topics have included Bioinorganic Chemistry. Prerequisite: CHEM 214L or permission of instructor. May be repeated for credit with different topics. Offered as needed. (3 semester hours)

CHEM 323L. Biochemistry

Prof. O'Neil

A study of the structures of biomolecules and the dynamic aspects of biochemical reactions, especially the structure and reactions of proteins, carbohydrates and lipids, with emphasis on enzyme kinetics and mechanisms, biochemical thermodynamics. Three hours of laboratory per week. Prerequisite: CHEM 214L. Offered alternate fall semester. (4 semester hours)

CHEM 326. Biochemical Pathways

Prof. O'Neil

A study of the reactions in the biochemical pathways of living organisms, especially metabolism and anabolism of carbohydrates, lipids and proteins, with an emphasis on regulation of interconnected pathways. Prerequisite: Chem 214L. Offered alternate year. (3 semester hours)

CHEM 327L. Instrumental Analysis

Prof. Bailey

Introduction to modern physicochemical methods of analysis with discussion of the theoretical concepts involved, and the application of these in the laboratory. Prerequisite: CHEM 214L or permission of instructor. CHEM 315L is highly recommended. Offered alternate spring semester. (4 semester hours)

CHEM 331. Solid State Chemistry

Prof. Bailey

A survey of topics in the field of solid state chemistry, including symmetry and group theory, crystallography, crystal lattice packing, and phase diagrams. Particular emphasis will be placed on the relationship of three-dimensional structure to physical and chemical properties. Prerequisite: CHEM 108L or PHYS 212L or permission of instructor. Offered alternate fall semester (3 semester hours)

CHEM 385. Topics in Chemistry

CHEM Faculty

In-depth study of a selected topic in chemistry. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

CHEM 395. Tutorial in Chemistry

CHEM Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

CHEM 399. Independent Study in Chemistry

CHEM Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

See also: ENVR 131L. Physical Geology, HIST 212. Introduction to the History of Science

COMMUNICATION STUDIES

COMM 290. Internship in Communications

COMM Faculty

Participation in a field learning experience with a newspaper, magazine, radio, television station, publishing house, advertising agency, or a public relations department. Application to the organization, travel, and living costs and arrangements, are the responsibility of the student. Principally intended for students with a communications minor. Prerequisite: at least one course in the communications minor, preferably ENGL 270, or SOC 331, and permission of instructor. Graded: S/U. Offered as needed. (2-4 semester hours)

COMM 390. Advanced Internship in Communications

COMM Faculty

Participation in a field learning experience with a newspaper, magazine, radio, television station, publishing house, advertising agency, or a public relations department. Application to the organization, travel, and living costs and arrangements, are the responsibility of the student. Principally intended for students with a communications minor. Prerequisite: at least one course in the communications minor including one prior communications internship and permission of instructor. May be repeated for credit. Graded: S/U. Offered as needed. (2-4 semester hours)

COMM 395. Tutorial in Communication Studies

COMM Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. Offered as needed. (1 semester hour)

See also: Journalism Minor, SOC 331. Mass Media and Society, THDA 201. Arts Management

COMPUTER SCIENCE

CS 103. Scientific, Computational, and Statistical Software

MPS Faculty

A hands-on introduction to a variety of software packages useful for mathematical and statistical analysis. This is a half-semester course. Prerequisite: permission of instructor. Graded: S/U. Offered occasionally. (1.5 semester hours)

CS 105. HTML

MPS Faculty

An introduction to web page design and construction using the Hypertext Markup Language (HTML). This is a self-scheduled, half-semester course in which the student is responsible for completing a series of tutorials and a project. Graded: S/U. Offered every semester. (1.5 semester hours)

CS 107. Modeling Dynamic Systems

MPS Faculty

Investigation of dynamic system modeling using Stella software. Systems studied will include population growth, predator-prey systems, global energy balance, and radioactive decay chains. These are accessible systems, yet typical of real systems which are of relevance in environmental science and elsewhere. This is a self-scheduled, half-semester course in which the student is responsible for completing a series of tutorials and a project. Prerequisite: permission of instructor. Graded: S/U. Offered occasionally. (1.5 semester hours)

CS 108. Excel Spreadsheets

MPS Faculty

An introduction to Excel spreadsheet software and applications. This is a self-scheduled, half-semester course in which the student is responsible for completing a series of tutorials and a project. Graded: S/U. Offered twice per semester. (1 semester hour)

CS 109. Access Databases

MPS Faculty

An introduction to Access database software and applications. This is a self-scheduled, half-semester course in which the student is responsible for completing a series of tutorials and a project. Graded: S/U. Offered annually fall semester. (1 semester hour)

CS 131. Programming I: Procedural Methods

MPS Faculty

An introduction to computer programming using the procedural language C. The course will include basic data and control structures, an overview of program organization and problem solving using structured programming, and recursion. Offered annually fall semester. (4 semester hours)

CS 132. Programming II: Object Orientation

MPS Faculty

A continuation of CS 131, introducing object-oriented programming, project-based editing in an IDE, documentation generation, and OO design patterns. Prerequisite: CS 131. Offered annually spring semester. (4 semester hours)

CS 145. Game Design and Development

MPS Faculty

A non-programming study of theories, practices, and techniques of game creation. The focus will alternate between design and development stages. Please note that this course may not be taken concurrently with CS 345. Offered occasionally. (2 semester hours)

CS 195. Tutorial in C++

CS Faculty

Programming in C++. For students who have programming experience equivalent to CS 131, perhaps in another language, and wish to master C++ syntax as preparation for further work in computer science. Prerequisite: Programming experience equivalent to CS 131 and permission of instructor. Graded: S/U. Offered as needed. (1 semester hour)

CS 222. Data Structures

MPS Faculty

A continuation of CS 131, including more advanced algorithmic development, sorting, and representative data structures. Prerequisite: CS 131. Offered alternated fall semesters, anticipated fall 2013. (3 semester hours)

CS 225. Computer Organization and Assembly Language Programming

MPS Faculty

A study of computer organization with an emphasis on assembly language programming and operating systems for representative microcomputers. Prerequisite: CS 131. Offered alternate spring semesters, anticipated spring 2015. (3 semester hours)

CS 228. Programming Languages Survey

MPS Faculty

An introduction to differences among programming languages and commonalities among their features. Students will be introduced to and write basic programs in a handful of modern languages with varying support for static, dynamic, functional, procedural, and object oriented programming. Prerequisite: CS 131 or permission of instructor. Offered alternate fall semesters, anticipated fall 2014. (3 semester hours)

CS 290. Internship in Computer Science

CS Faculty

Individually arranged work relating to computers in an industrial, academic, or governmental setting. Primary responsibility rests with the student for making her or his own arrangements in consultation with the instructor. Prerequisite: Three hours or equivalent in computer science and permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (2-4 semester hours)

CS 310. Software Engineering

CS Faculty

An introduction to the design and implementation of large software systems. Problem solving approaches are integrated with the software life-cycle considerations, including requirements specification, design, coding, and testing. Prerequisite: CS 132. Offered occasionally, anticipated fall 2015. (3 semester hours)

CS 322. Algorithms: Design and Analysis

MPS Faculty

A study of algorithmic solutions to problems, including techniques used in the design of algorithms, analysis of complexity, and proof of correctness. Usual types of algorithms include greedy algorithms, divide and conquer, flow problems, and dynamic programming. Prerequisite: CS 222, Math 267. Offered alternate spring semesters, anticipated spring 2014. (3 semester hours)

CS 325. Database Systems

Prof. Moore

An introduction to database management systems with emphasis on the relational model. Topics include the entity-relationship model, relational algebra and calculus, principles of database design, query processing, and file organization. A project will be implemented in a commercial database package. Prerequisite: CS 132. Offered alternate spring semesters, anticipated spring 2014. (3 semester hours)

CS 340. Unix/Linux Systems Administration

Prof. Moore

An introduction to Unix system administration, network administration, and Linux clusters. Perl is used as the scripting administration tool. Linux, a free Unix implementation on PC, will be used in the lab. Most of the contents are readily applicable to commercial Unix systems. Prerequisite: CS 132. Offered occasionally, anticipated fall 2013. (3 semester hours)

CS 345. GUI Programming

MPS Faculty

Fundamentals of programming for a graphical environment. Programming topics include event-driven programming, user interface creation, responder chains, the Model-View-Controller pattern, and software library use. Students will implement a game or application using a framework such as Cocoa, flash, or Swing. Prerequisite: CS 132 required; CS 228 recommended. Offered alternate spring semesters, anticipated spring 2015. (3 semester hours)

CS 368. Discrete Mathematics II

CS Faculty

Continuation of MATH 267 emphasizing the applications of discrete structures. Topics selected from graphs and trees, digital logic circuits, recursion and recurrence relations, efficiency of algorithms, and finite state automata. Prerequisite: MATH 267 or permission of instructor. Offered alternate spring semesters, anticipated spring 2015. (3 semester hours)

CS 285/385. Topics in Computer Science

CS Faculty

In-depth study of a selected topic in computer science. Past topics have included: Discrete Mathematics with Computer Applications; Network Architecture and Programming. May be repeated for credit with different topics. Offered as needed. (3 semester hours)

CS 390. Advanced Internship in Computer Science

CS Faculty

Individually arranged work relating to computers in an industrial, academic, or governmental setting mainly for advanced students. Primary responsibility rests with the student for making her or his own arrangements in consultation with the instructor. Prerequisite: CS 290 and permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (2-4 semester hours)

CS 395. Tutorial in Computer Science

CS Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

CS 399. Independent Study in Computer Science

CS Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

See also: MATH 267. Discrete Mathematics I, MATH 301. Applied and Computational Mathematics, PHYS 221L. Principles of Electronics

CRIMINAL JUSTICE

CRIM 115. Introduction to Criminology

Prof. Renfrow

This course critically examines the development of classical and contemporary theories of crime, historical and contemporary crime trends in the U.S., official data sources, and the criminal justice system. Offered alternate years. (3 semester hours)

CRIM 285/385. Special Topics in Criminal Justice

CRIM Faculty

In-depth study of a selected topic in crime. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

CRIM 290. Internship in Criminal Justice

CRIM Faculty

Individually arranged participation in work of institutions devoted to social control or criminal justice. The setting may include prisons, police departments, the courts, etc. Costs and arrangements are the responsibility of the student. Graded: S/U. Offered every semester. (3-4 semester hours)

CRIM 301. Criminal Justice

CRIM Faculty

This course provides an overview of the U.S. criminal justice system. Topics will include the development of law, the enforcement of law by the police, the determination of guilt and innocence by the courts, and sentencing. Prerequisite: CRIM 115 or Sophomore standing or POI. Offered every Fall semester. (3 semester hours)

CRIM 302. Corrections

CRIM Faculty

This course examines the history, development, and current status of the U.S. correctional system. Topics will include the correctional system's efforts at punishing and/or rehabilitating offenders through incarceration (e.g., jail, prison, and other residential facilities), probation, and parole. Prerequisite: CRIM 115 or sophomore standing or POI. Offered every Fall semester. (3 semester hours)

CRIM 390. Internship in Criminal Justice

CRIM Faculty

Individually arranged participation in work of institutions devoted to social control or criminal justice. The setting may include prisons, police departments, the courts, etc. Students will develop at a more advanced level the skills and techniques

demanded for in a previous criminal justice internship. Costs and arrangements are the responsibility of the student. Graded: S/U. Offered every semester. (3-4 semester hours)

CRIM 399. Independent Study in Criminal Justice

CRIM Faculty

Individually arranged readings and assignments in a focused area within criminal justice arranged in consultation with the minor coordinator. Prerequisite: permission of instructor and approval. Offered every semester. (1-3 semester hours)

CRIM 401. Senior Research Seminar

CRIM Faculty

This course requires seniors majoring in Criminal Justice to prepare an essay based on class work and original individual research and to present this work to the campus community. Prerequisite: Senior Criminal Justice majors. Every Spring semester. (4 semester hours)

DANCE

DANC 106. Get Moving!

Prof. Goddard

Students explore concepts of efficient and expressive movement, expand their movement capabilities and understanding, and build a foundation for sports and dance activities. Studio work in guided improvisation and Bartenieff Fundamentals™ is supported by discussions, readings, and videotapes. Offered alternate spring semesters. (3 semester hours)

DANC 205. Modern Dance Technique I

Prof. Goddard

Foundations of Western modern dance technique, for less experienced dancers. Students work from an anatomical and movement analysis perspective to improve alignment, strength, flexibility, dynamic range, style, expressiveness. Introduces a range of contemporary techniques. Satisfies physical education activity requirement. Offered annually fall semester. (2 semester hours)

DANC 206. Ballet Technique I

Prof. Wilmot Bishop

Foundations of classical ballet technique, for less experienced dancers. Develops alignment, strength, flexibility, dynamic range, style, expressiveness. Articulation of Russian and Italian ballet styles. Satisfies physical education activity requirement. Offered annually. (2 semester hours)

DANC 209. Jazz Dance Technique

Prof. Wilmot Bishop

Foundations of jazz dance technique, including rhythm, isolations, and mobility, with emphasis on the classical jazz styles of Luigi and Giordano. Develops coordination, strength, flexibility, dynamic and stylistic range, cardiovascular conditioning and endurance. Satisfies physical education activity requirement. May be repeated for credit. Offered annually. (1 semester hour)

DANC 279. Rehearsal and Performance/Dance (Student)

Prof. Goddard

Performing, stage managing, or serving as assistant choreographer for a student senior thesis work in dance. Experiential learning: students develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. Graded: S/U. May be repeated for credit. (1-3 semester hours)

DANC 281. Rehearsal and Performance/Dance

Prof. Goddard

Developing and learning choreography for the faculty dance concert. Students rehearse 5-8 hours per week for 8-10 weeks. Two to three performances and formal critique. Hands-on experience of the creative process that develops performance skills, discipline, collaborative leadership, and an understanding of theatrical production. Prerequisite: permission of instructor; corequisite for performers: any dance technique class. May be repeated for credit. Offered annually spring semester. (1-3 semester hours)

DANC 305. Modern Dance Technique II

Prof. Goddard

In depth study of principles and techniques of modern dance, for more experienced dancers. Further develops physical skills, performance presence, musicality. Students study and compare a range of contemporary techniques (Cunningham, Limón, Hawkins) from a Laban Movement Analysis perspective. Satisfies physical education activity requirement. Prerequisite: DANC

205 or DANC 206 or DANC 207 or DANC 209 or permission of instructor. May be repeated for credit. Offered annually spring semester. (2 semester hours)

DANC 306. Ballet Technique II

Prof. Wilmot Bishop

In depth study of principles and techniques of classical ballet, for more experienced dancers. Further develops alignment, strength, flexibility, dynamic range, style, expressiveness. Emphasis on both historical perspective and current developments in ballet training, as well as musicality and performance quality. Satisfies physical education activity requirement. Prerequisite: DANC 205 or DANC 206 or permission of instructor. May be repeated for credit. Offered annually. (2 semester hours)

DANC 316. Dance History

Prof. Goddard

A cross-cultural study of Western and non-Western theatrical and ritual dance, with attention to selected choreographers, performers, and theorists. Students improve ability to perceive, analyze, and articulate the visual-kinesthetic experience of dance. Movement analysis theory and issues in dance criticism explored by viewing live and recorded performances. Prerequisite: any 100-level course in theatre, dance, music, art history, or studio art; or permission of instructor. Offered alternate years. (3 semester hours)

DANC 320. Theatrical Tap Technique

Prof. Wilmot Bishop

Learn the exciting technique of classical and traditional tap dance, beginning with foundation steps (time step, Buffalo shuffle) and progressing to more complex performance sequences. Classes emphasize rhythm, coordination, musicality and style. Tap shoes are required. Open to dancers at all levels of experience. May be repeated for credit. Offered as needed. (1 semester hour)

DANC 325. Dance Composition and Laban Movement Analysis

Prof. Goddard

Basic principles of Laban Movement Analysis Theory, and their application through Bartenieff Fundamentals exercises and choreography. Students will compose, perform, teach, analyze and notate their original choreography as well as selected masterworks. Prerequisite: THDA 100 or a dance technique class or permission of instructor. Offered alternate years. (3 semester hours)

DANC 330. Pointe Technique

Prof. Wilmot Bishop

In depth study and practice of technique en pointe in Western classical ballet, for experienced dancers. Develops strength, precision, agility, musicality, and an awareness of classical style and repertory. Satisfies physical education activity requirement. Prerequisite: permission of instructor. May be repeated for credit. Offered every semester. (1 semester hour)

DANC 335. Women Making Dance

Prof. Goddard

An in-depth study of dance making by influential women artists. Critical reading of major choreographic works, combined with movement study, will explore themes of nature, rebellion, heroism, and ritual. No dance experience required. Prerequisite: Any visual or performing arts course. Offered alternate years (3 semester hours)

DANC 349. Advanced Rehearsal and Performance/Dance (Student)

Prof. Goddard

Performing at an advanced level, stage managing, or service as assistant choreographer for a student senior thesis work in dance. Students further develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. Prerequisite: permission of instructor; corequisite: for performers, any dance technique class. Graded: S/U. May be repeated for credit. Offered annually. (1-3 semester hours)

DANC 350. Advanced Rehearsal and Performance/Dance

Prof. Goddard

Developing and learning choreography for faculty dance concert at the advanced level. Opportunity to work with guest artists, and further develop performance and leadership skills. Students rehearse 5-8 hours per week for 8-10 weeks. Two to three performances and formal critique. Prerequisite: permission of instructor; corequisite for performers: any dance technique class. May be repeated for credit. Offered annually spring semester. (1-3 semester hours)

DANC 395. Tutorial in Dance

DANC Faculty

One hour tutorial in dance; selected topics. Recent topics include: Teaching Dance; Advanced Dance Studies; Advanced Solo Repertory; Advanced Choreography; Bodywork. May be repeated for credit with different topics. Offered as needed. (1 semester hour)

See also: Theatre and Dance Major, ARTS 310. Women and the Arts, MUS 108. Musical Theatre in American Society, MUS 210. World Music, Theatre (THEA) courses, Theatre and Dance (THDA) courses

ECONOMICS

ECON 101. Principles of Macroeconomics

Prof. Uddin

A survey of the basic principles of economic analysis and their application in an examination of the structure and functioning of the market economy, with emphasis on the problems of inflation and unemployment. Offered annually fall semester. (3 semester hours)

ECON 102. Principles of Microeconomics

Prof. Klitgaard

A survey of basic microeconomic concepts with emphasis on the concepts of supply and demand, production, and distribution. Special attention will be paid to ideas of competition, market structure, efficiency, and equity using examples from current policy discussions. Offered annually spring semester. (3 semester hours)

ECON 209. Introduction to Political Economy

Prof. Klitgaard

An analysis of economic theories focusing on the processes of production and accumulation within institutional and political contexts. Topics include the labor theory of value, monopoly capitalism, and the social structure of accumulation. Prerequisite: ECON 101 or ECON 102, or INTL 151 or PHIL 240 or POLS 155. Offered alternate years. (3 semester hours)

ECON 220. Environmental Economics

Prof. Klitgaard

Environmental Economics applies the fundamental postulates of general equilibrium theory to environmental problems. Topics include: Pareto optimality and externalities; the use of market and non-market incentives in equating social and private costs, including marginal methods and benefit-cost analysis. Prerequisite: ECON 102. Offered alternate years. (3 semester hours)

ECON 233. Economics of Health and Medical Care

Prof. Uddin

A critical examination of the important health and medical care issues through economic analysis. Emphasis will be placed on the increasingly common questions and dilemmas of efficiency, access to care and fairness in the financing and delivery of medical services. Offered alternate years. (3 semester hours)

ECON 255. The Political Economy of Globalization

Prof. Klitgaard

The world economy from the standpoint of producing and distributing a surplus. Topics include classical theories of imperialism, global finance, and global and domestic economies in an era where economic growth is limited by peak oil and climate change. Prerequisite: ECON 101 or ECON 102 or INTL 151. Offered alternate years. (3 semester hours)

ECON 286. Money, Banking, and Capital Markets

Prof. Uddin

A study of the functions of money, the operations of commercial and central banking, and the operations of money and capital markets with emphasis on corporate equities, government securities, and municipal bonds. The roles of financial intermediaries and government will also be considered. Prerequisite: ECON 101. Offered alternate years. (3 semester hours)

ECON 290. Internship in Economics and Business

Prof. Uddin

Students are encouraged to discover for themselves the use of economic principles and techniques in various institutional settings, including research, institutes, government agencies, banks, corporations, etc. Prerequisite: ECON 101, or ECON 102, or permission of instructor. Graded: S/U. Offered as needed. (2-4 semester hours)

ECON 295. Technology and the Labor Process

Prof. Klitgaard

A study of the evolution of systems of management control from a historical and critical perspective. The course focuses on interrelations of technological change and work organization, as well as the effects of managerial choices upon broader economic performance. Prerequisite: ECON 101 or ECON 102 or SOC 228. Offered alternate years. (3 semester hours)

ECON 302. Managerial Economics

Prof. Uddin

An application of economic theory to real world problems of management, focusing particularly on how supply and demand, marginal analysis, opportunity cost, and maximization fit into a world of profit and loss statements, capital budgets, and multiple goals. Prerequisite: ECON 102 and MATH 111 or exemption or higher-level course in calculus. Offered alternate fall semesters. (3 semester hours)

ECON 303. Intermediate Microeconomic Theory

Prof. Klitgaard

A study of optimal allocation of resources in a price system under a pure competitive market structure: demand analysis, production and cost relationships, general equilibrium, and an introduction to welfare economics. Prerequisite: ECON 101, ECON 102, and MATH 111 or exemption or higher-level course in calculus. Offered annually fall semester. (3 semester hours)

ECON 304. Public Finance

Prof. Uddin

An examination of the economics of the public sector. Emphasis will be given to the economic analysis of government expenditure and taxation policies. Prerequisite: ECON 101 and/or ECON 102. Offered alternate years. Offered fall '12. (3 semester hours)

ECON 306. Intermediate Macroeconomic Theory

Prof. Uddin

A study of alternative theories of the nation's income, employment, and price level, in relation to private consumption, investment expenditures, public expenditure, and taxation. Prerequisite: ECON 101 and ECON 102. Offered annually spring semester. (3 semester hours)

ECON 314. Econometrics

Prof. Uddin

A study of the derivation and application of statistical methods used in economic research. The focus of the course is on economic estimation and regression analysis, although other methods such as analysis of variance are examined. Three will be extensive applications of the techniques developed in the course to economic problems. Prerequisite: ECON 101 and/or ECON 102 and MATH 111 or MATH 151 or MATH 251. Offered alternate years. (4 semester hours)

ECON 325. Ecological Economics and Political Ecology

Prof. Klitgaard

This course models the economy as a sub-system of a larger ecosystem, and addresses questions such as optimal scale, investments in natural capital, sustainability, and thermodynamic limits to growth. Sustainable development is treated within the historical context of uneven development. Prerequisite: ECON 102 or ENVR 101L. Offered alternate years. (3 semester hours)

ECON 326. Energy and the Economy

Prof. Klitgaard

This course focuses upon the history of energy's role in the transformation from pre-industrial to contemporary society. The analytical framework includes theories of political economy, the energy return on investment, and the internal and biophysical limits to economic growth. Prerequisite: Econ 101 or Econ 102 or Envr 101. Offered alternate years. (3 semester hours)

ECON 330. The World Economy: Trade and Finance

Prof. Uddin

An analysis of how the world economy, including international economic interdependence, works. Theories and models will be studied concerning trade and financial issues such as the political economy of free trade versus protectionism, foreign direct investment and foreign exchange markets. Prerequisite: ECON 101 or ECON 102. Offered alternate years. (3 semester hours)

ECON 340. History of Economic Analysis

Prof. Klitgaard

The evolution of economic intellectual history from pre-capitalist doctrines until the 20th century. Course will emphasize the

development of theories of value and price, production, and distribution, with special emphasis given to the labor theory of values. Prerequisite: ECON 101 or ECON 102. Offered alternate years. (3 semester hours)

ECON 350. Economics of Developing Countries

Prof. Uddin

A survey of the various economic theories of structural change and growth in developing nations. Particular attention will be paid to the issues of measurement of human welfare and the global distribution of resources. Prerequisite: ECON 101 or ECON 102. Offered alternate years. (3 semester hours)

ECON 385. Topics in Contemporary Economic Problems

Prof. Klitgaard, Prof. Uddin

In-depth study of a selected topic in economics. This course applies economic reasoning to a changing set of specific social and/or theoretical issues. Topics will be selected on the basis of student and faculty interest. Past topics have included: An Economic History of the Great Depression. Prerequisite: ECON 101 or ECON 102. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

ECON 390. Advanced Internship in Economics and Business

Prof. Uddin

In an institutional setting of their choice, students are provided with an opportunity to apply more advanced economic concepts and analysis in a practical context. Prerequisite: ECON 101 and ECON 102, and ECON 303 and ECON 306 or ECON 290. Graded: S/U. Offered as needed. (2-4 semester hours)

ECON 395. Tutorial in Economics

ECON Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation, meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

ECON 399. Independent Study in Economics and Business

Prof. Klitgaard, Prof. Uddin

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 semester hours)

ECON 402. Senior Seminar in Economics and Management

Prof. Klitgaard, Prof. Uddin

The seminar explores methods and content of orthodox economics, political economy and the various facets of management thought. Students will present articles from professional journals, prepare for comprehensive exams, and develop and present an original piece of economic or managerial research. Prerequisite: ECON 101 and ECON 102, or MGMT 201 and BUS 303. Offered annually spring semester. (4 semester hours)

See also: Business courses

EDUCATION

See also educational studies minors in the Majors and Minors section and certification requirements in the Academic Information section.

EDUC 105. Teaching in a Diverse Society

EDUC Faculty

In this course students seek answers to the question "What is an excellent teacher?" and examine what it takes to meet the needs of an increasingly diverse student population in today's schools. Offered every semester. (3 semester hours)

EDUC 190/290/390. Internship in Education

EDUC Faculty

These courses are individually arranged participation in an educational institution. May be repeated for credit. Graded: S/U. Offered as needed. (2-4 semester hours)

EDUC 215. Issues in Multicultural and English Language Learner Education

Prof. Levy

This course explores foundational and recent research in multicultural and English language learner education (MC/ELL). Students read a variety of empirical, autobiographical, and practical-based texts as they develop their understanding of the complex, multi-layered issues related to MC/ELL education in today's classrooms. Prerequisite: EDUC 105. Offered annually. (3 semester hours)

EDUC 225. Technology in the Classroom

Prof. Wansor

This course is designed to provide students with the opportunity to interact with digital tools used in today's classrooms. The course focuses on integrating technology into the teaching process and using technological tools to communicate classroom information. Prerequisite: EDUC 105 or POI. Offered alternate years. (2 semester hours)

EDUC 260. Introduction to Second Language Acquisition

EDUC Faculty

This course involves the study of basic principles necessary for acquiring and teaching a second language. It will explore the theories of second language acquisition, the communicative method, and instructional techniques for developing the presentational, interpretive and interpersonal language modes. Prerequisite: none, but students should have a rudimentary background in a second language that could be achieved at the high school level. Offered occasionally. (3 semester hours)

EDUC 275. Using Children's Literature in the Classroom

Prof. Wansor

In this course students will examine the history, genre, trends, and controversies in children's literature. Students will acquire the skills needed to critically read a variety of children's books and to select literature appropriate for diverse educational programs. Prerequisite: EDUC 105 or permission of instructor. Offered annually spring semester. (3 semester hours)

EDUC 285/385. Topics in Education

EDUC Faculty

Past topics have included: Looking Within: Personal Ethnography in the Classroom, Integrating Technology in the Classroom, and Action Research in a Local School. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

EDUC 301. Primary Literacy and Diverse Learners

Prof. Wansor

This course will provide students with the instructional methods necessary to teach reading and writing in grades 1 and 2. Students will gain an understanding of developmentally appropriate instructional strategies and assessment techniques geared to meet the needs of diverse learners. Field experience outside of class time is required. Prerequisite: EDUC 105 and junior standing or permission of instructor. Offered annually fall semester. (3 semester hours)

EDUC 302. Literacy for Diverse Upper Elementary Classrooms

Prof. Wansor

This course will provide students with the instructional methods needed to create and implement an effective literacy program for diverse learners in grades 3-6. Students will gain an understanding of developmentally appropriate instruction strategies and assessment techniques. Field experience outside of class time is required. Prerequisite: EDUC 105 and EDUC 301, or permission of instructor. Offered annually spring semester. (3 semester hours)

EDUC 304. Inclusive Instruction and Assessment

EDUC Faculty

This course will focus on important skills that lead to being an effective practitioner in student-centered, inclusive elementary classrooms. You will be studying relevant principles of learning and assessment while developing your skills at lesson, curriculum and assessment design. Prerequisites: Educ 105 and Junior status, or POI. Every Fall semester. (3 semester hours)

EDUC 305. Literacy in the Social Studies

EDUC Faculty

This course will prepare students to integrate literacy and social studies instruction in the elementary school classroom. Students will focus on using differentiated literacy strategies to engage elementary school students with high-quality, authentic social studies content and concepts. Prerequisite: Educ 301 and 302 or POI. Co-requisite: Educ 309. Every Fall semester. (3 semester hours)

EDUC 307. Teaching Students with Disabilities

EDUC Faculty

This course will explore instructional planning, assessment and intervention strategies for students with significant disabilities in the general and special education classroom. We will also explore how to support students' needs and development in context of home and community. Prerequisite: Educ 301 and Educ 304. Co-requisite: Educ 308. Every Spring semester.(3 semester hours).

EDUC 308. Students with Disabilities Practicum

EDUC Faculty

This course must be taken concurrently with Educ 308 (Teaching Students with Disabilities). Students will spend 40 hours supporting students with disabilities in local general and special education classrooms. Prerequisite: Educ 301, Educ 304. Co-requisite: Educ 308. Every Spring semester. (1 semester hour)

EDUC 309. Elementary Methods Practicum

EDUC Faculty

This course must be taken concurrently with Educ 305 and Educ 405. Students will spend 40 hours supporting students in local general education classrooms. Prerequisite: Educ 302 and Educ 307. Co-requisite: Educ 305 and Educ 405. Every Spring semester. (1 semester hour)

EDUC 315. The Inclusive Classroom

Prof. Talbot

This course is a study of students with special needs within the context of schools. Topics include: low and high-incidence disabilities, the special education process, English language learners, collaborative relationships, co-teaching, and creating a positive classroom environment. Field experience required. Prerequisite: EDUC 105 or permission of instructor. Offered annually fall semester. (3 semester hours)

EDUC 320. Teaching for Diversity and Social Justice

EDUC Faculty

Using methods of action research, students will examine how social justice and diversity issues get played out in classrooms/schools and develop ways to address them. Social justice and diversity issues include, but are not limited to, injustices or inequities in many areas such as race, class, gender, religion, sexual preference and ability. Offered occasionally. (3 semester hours)

EDUC 325. Building Classroom Community

Prof. Talbot

This course will address the current research and practice related to increasing student motivation and developing positive, inclusive classroom communities. We will explore strategies for making your elementary or secondary classrooms a healthy, effective learning environment. Offered annually spring semester. (3 semester hours)

EDUC 331. Reading and Writing in the Content Areas I

Prof. Wansor

This course will provide students with instructional methods for teaching reading and writing through content in grades 7-12. Field experience outside of class time is required. Prerequisite: EDUC 105 and junior standing or permission of instructor. Offered annually fall semester. (3 semester hours)

EDUC 332. Reading and Writing in the Content Areas II

EDUC Faculty

This course is designed to analyze the instruction and assessment of reading and writing in the content areas for grades 7-12. Field experience outside of class time is required. Prerequisite: EDUC 105 and EDUC 331, or permission of instructor. Offered annually spring semester. (3 semester hours)

EDUC 340. Foreign Language Literacy Development Methods

EDUC Faculty

This course will apply current second language acquisition theories to the teaching of modern languages. Field work in local schools is an integral part of this course. Prerequisite: 200-level of any modern language or permission of instructor. Offered occasionally. (3 semester hours)

EDUC 395. Tutorial in Education

EDUC Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

EDUC 399. Independent Study in Education

EDUC Faculty

Students who wish to pursue research and/or fieldwork in an educational setting may submit plans for doing so to the appropriate faculty member. Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

EDUC 405. Elementary Methods: Teaching Math and Science

Prof. Talbot

This course explores instructional methods and assessment strategies within math/science, grades 1-6. Specific focus is on developing mathematical/scientific understandings through differentiation and the formative assessment practices of observing, documenting and reflecting on students' responses. Prerequisite: EDUC 105 and junior standing or permission of instructor. Offered annually fall semester. (3 semester hours)

EDUC 406. Instructional Strategies for Secondary Education

EDUC Faculty

Objectives, methods and materials, content, evaluation, and organization of the several subject matter areas of the secondary school. Students will participate with master teachers to create and implement curricula in their subject matter. Prerequisite: EDUC 105 and junior standing or permission of instructor. Offered annually spring semester. (3 semester hours)

EDUC 408. Student Teaching Reflective Seminar

EDUC Faculty

An accompaniment to student teaching, this seminar provides a forum for reflection and analysis of teaching, and an opportunity to discuss essential aspects of the profession. Faculty provide support for the edTPA process and the development of a culminating portfolio. Taken concurrently with EDUC 410. Prerequisite: permission of instructor. Offered every semester. (2 semester hours)

EDUC 410. Student Teaching: Preparation and Analysis

EDUC Faculty

Full-time student teaching in selected elementary and secondary settings; supervision by a public/private school teacher and a representative of the College faculty. (Students are expected to provide their own transportation to student teaching sites.) Prerequisite: prior approval of the education faculty. Offered every semester. (12 semester hours)

See also: PSY 210. Childhood Development, PSY 318. Adolescent Development

ENGLISH

ENGL 104. Introduction to Literature: Form and Meaning

Prof. Burroughs

A study of representative selections of British and American literature. Emphasis on the contribution of form to meaning in the genres of poetry, fiction, and drama, and on modes and strategies of analysis and explication in writing about literature. Offered annually fall semester. (3 semester hours)

ENGL 105. British Literature 1100-1800

ENGL Faculty

A survey of works in British literature from the Middle Ages through 1800, with a focus on the historical development of literary forms, genres and subjects. Texts will range from Arthurian romance, to Elizabethan drama, to pre-Romantic poetry of sensibility. Offered annually spring semester. (3 semester hours)

ENGL 195/295. Tutorial: Writing Good, Better, Best

Prof. Clugston

A workshop in developing skill in writing. Emphasis on increasing clarity, precision, and elegance in expression of ideas across the curriculum. Offered as needed. (1-2 semester hours) Prerequisite to 200-level courses: SC 101 or ENGL 104 or ENGL 105 (or transfer equivalent), or 201 in a non English literature, unless a prerequisite is stated below in the course description.

ENGL 202. Studies in Literature and Film

ENGL Faculty

Topic to be announced. Past topics have included Jane Austen and E.M. Forster. May be repeated for credit with different topics. Prerequisite: SC 101 or ENGL 104 or ENGL 105, or transfer equivalent. Offered alternate years. (3 semester hours)

ENGL 213. Survey of Anglophone Drama

Prof. Burroughs

This course ranges over historical periods and geographical locations to study plays written in English by Australian, British, American, South African, and Caribbean writers. It is designed to introduce students – a number of whom may be non-majors – to the particular features of the dramatic genre and to the issues surrounding theatrical production. Our over-arching question crosses cultural boundaries with its formal concern: What kinds of stories make the most effective drama? How does one convert a story into a play? Prerequisite: SC 101 or ENGL 104 or ENGL 105, or transfer equivalent. Offered alternate years. (3 semester hours)

ENGL 214. Women in English Renaissance Literature

ENGL Faculty

Literature by and about women in Renaissance England, including pamphlets in the debate over women, plays by Jonson and Dekker, poetry by Lanyer and Philips. Topics include sex, marriage, spirituality, and women in public life. Prerequisite: SC 101 or ENGL 104 or ENGL 105, or transfer equivalent. Offered alternate years. (3 semester hours)

ENGL 215. Survey of American Literature

Prof. Lohn

Emphasizes the literary significance of the quest for an "American Identity," the challenges of diversity, and the conflict between individual autonomy and community. Prerequisite: SC 101, or first-year students with English AP 4 or 5 and permission of instructor. Offered annually. (3 semester hours)

ENGL 222. American Minority Literatures

Prof. Lohn

An introduction to the literature of the racially oppressed in the United States, emphasizing both historical and cultural contexts and canonical issues. Special focus on African American, Hispanic and Latino American, Asian American, and Native American literatures. Prerequisite: sophomore standing or above. Offered alternate years. (3 semester hours)

ENGL 225. Shakespeare

Prof. Burroughs

Approximately 8 plays, representative of the range of Shakespeare's dramatic career. Prerequisite: SC 101 or ENGL 104 or ENGL 105, or transfer equivalent. Offered annually. (3 semester hours)

ENGL 240. Adolescence and the Media

Prof. Lohn

Through fiction, film, cultural analyses, documentaries, and computer games, this course examines adolescence as a generic category in consumer culture and critiques assumptions about "normative" behavior among young adults. Prerequisite: SC 101. (3 semester hours)

ENGL 245. The Maker's Craft: Form in Poetry

ENGL Faculty

An exploration of how form contributes to meaning through study of traditional poems, including sonnets, villanelles, and dramatic monologues. Students will analyze as well as write poems in various forms. Visiting writers and their works will be featured in classes. Prerequisite: SC 101, or first-year students with English AP 4 or 5, or permission of instructor. Offered alternate years. (3 semester hours)

ENGL 250. British Literature 1800 to the Present

Prof. Burroughs

This course introduces students to the major literary texts produced by British writers between 1800 and the present. Texts to be drawn from the Romantic, Victorian, Edwardian, Modern, and Post-Modern periods. Non-majors welcome. This course is designed to follow (and complement) ENGL 105 British Literature 1100-1800. Offered annually. (3 semester hours)

ENGL 270. Writing for the Mass Media

Prof. Lohn

Workshop in writing for print and online newspapers and magazines. Topics include news writing, editorial and feature writing, and news and editorial blogging. Students will be encouraged to submit their work to on-campus and online media. Prerequisite: SC 101. Offered alternate years. (3 semester hours)

ENGL 271. Short Story Writing

Prof. Garrett

Practice in fiction writing, including exercises in point-of-view, dialogue, setting a scene, and introducing characters. Emphasis will be on student writing in a workshop format, but stories by outside authors, including visiting writers, will also be studied. Prerequisite: ENGL 104 or ENGL 105 or equivalent and permission of instructor. Offered annually spring semester. (3 semester hours)

ENGL 272. Poetry Writing

ENGL Faculty

Practice in writing poems, with discussion focusing on imagery, rhythm, voice, and aspects of formal construction. Emphasis will be on student poetry in a workshop format, but poems by outside authors, including visiting writers, will also be studied. Prerequisite: ENGL 104 or ENGL 105 and permission of instructor. Offered annually fall semester. (3 semester hours)

ENGL 275. Creative Nonfiction

ENGL Faculty

Practice in writing creative nonfiction, with emphasis on student essays in a workshop format. Discussion will focus on elements of craft, style, and discovery of individual voice and subject. Work by outside authors, including visiting writers, will also be studied. Prerequisite: ENGL 104 or ENGL 105 or equivalent and permission of instructor. Offered annually. (3 semester hours)

ENGL 285/385. Topics in English

ENGL Faculty

In-depth study of a selected topic in English. Past topics have included: Erotic and Pornographic Literature, Medieval Romance: The Otherworld, Writers Reading Writers, and Poetry and Science. May be repeated for credit with different topics. Offered occasionally. (3-4 semester hours)

ENGL 290. Internship in English

ENGL Faculty

Individually arranged work experience in publishing, journalism, library work, and other fields or areas related to bibliography, literature, or skills in writing. Prerequisite: one course in English and permission of instructor. Graded: S/U. Offered every semester. (2-4 semester hours) Prerequisite to 300-level courses: any 200-level literature course (English or non English language) or exemption.

ENGL 302. Special Topics in the American Novel

Prof. Lohn

Study of the 19th and 20th century novel in a thematic or "issue-oriented" context. Past topics have included: Greed! May be repeated for credit with different topics. Offered alternate years. (3 semester hours)

ENGL 304. Special Topics in American Drama

Prof. Burroughs

The development of dramatic form and ideas in American theatre. May be repeated for credit with permission of instructor. Past topics have included: Staging the Nation: American Drama, 1780-1980. Offered alternate years. (3 semester hours)

ENGL 305. Gender, Power, Literature, Film

Prof. Lohn

Beginning with the Gothic tradition of the "monstrous other", this course challenges interpretations of masculinity and femininity in film and literature. Students will examine how each creative form both constitutes and undermines the myths of normative gender rolls and identities. Prerequisite: one 200-level ENGL course or FMS 101. Offered alternate fall semesters. (3 semester hours)

ENGL 319. Renaissance English Poetry

Prof. Garrett

The 16th and 17th centuries produced some of the most powerful love poetry in English, from the religious to the erotic. We will explore poetic and cultural conventions of love in Wyatt, Sidney, Shakespeare, Donne, Philips and others. Prerequisite: ENGL 105 or any 200-level course in literature or permission of instructor. Offered alternate years. (3 semester hours)

ENGL 337. Topics in British Romantic Poetry

ENGL Faculty

Advanced study of the poetry of three or more "major Romantics" (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats). The works of other important representative writers of the period will also be explored. May be repeated for credit with different topics. Offered alternate years. (3 semester hours)

ENGL 349. Special Topics in American Poetry

ENGL Faculty

Advanced study of the writing of from four to six American poets who are significant figures themselves and also represent the literary periods in which they wrote. Past topics have included Major American Poets of the 20th Century. May be repeated for credit with different topics. Offered annually. (3 semester hours)

ENGL 362. Development of the British Novel

Prof. Garrett

The development of the British novel in the eighteenth century, from early fictional modes, such as the psychological, satiric and Gothic, to formal realism. Writers will include Defoe, Richardson, Fielding, Burney and Austen. Offered alternate years. (3 semester hours)

ENGL 363. Special Topics in the British Novel

ENGL Faculty

Study of issues in the 19th and 20th century novel. May be repeated for credit with different topics. Offered alternate years. (3 semester hours)

ENGL 366. Special Topics in British Poetry

ENGL Faculty

Advanced study of the writing of from four to six British poets who are significant figures themselves and also represent the literary periods in which they wrote. Past topics have included: British Victorian Poets. May be repeated for credit with different topics. Offered annually. (3 semester hours)

ENGL 367. Special Topics in Earlier British Drama

Prof. Burroughs

Representative tragedies and comedies from Medieval, Tudor-Stuart, Restoration, and 18th century dramatists. May be repeated for credit with different topics. Past topics have included: The Erotics of Home (1550-1800). Offered alternate years. (3 semester hours)

ENGL 368. Special Topics in Later British Drama

Prof. Burroughs

Developments in dramatic meaning, form, and language in 19th and 20th century British drama, from the Romantics to Postmodernist Playwrights. Past topics have included: 19th- and 20th-century British Women Playwrights. Prerequisite: 200-level course in any literature or permission of instructor. Offered alternate years. (3 semester hours)

ENGL 371. Advanced Fiction Writing

Prof. Garrett

Advanced work in fiction writing for those who have distinguished themselves in ENGL 271. Workshops and conferences. Some classes to be taught by visiting writers. Prerequisite: ENGL 271 and permission of instructor. Offered alternate years. (3 semester hours)

ENGL 372. Advanced Poetry Writing

ENGL Faculty

Advanced work in poetry writing for those who have distinguished themselves in ENGL 272. Workshops and conferences. Some classes to be taught by visiting poets. Prerequisite: ENGL 272 and permission of instructor. Offered alternate years. (3 semester hours)

ENGL 375. Advanced Creative Nonfiction

ENGL Faculty

Advanced work in creative nonfiction writing for those who have distinguished themselves in ENGL 275, workshops and conferences. Some classes to be taught by visiting writers. Prerequisite: ENGL 275 and permission of instructor. Offered alternate years. (3 semester hours)

ENGL 380. Critical Theory

Prof. Burroughs

A survey of critical texts relevant to British and American literature, from Plato to feminist theory. Students will also research criticism of particular literary works, receiving training in advanced research methods and in evaluating diverse critical approaches. Prerequisite: junior or permission of instructor. Offered alternate years. (3 semester hours)

ENGL 390. Advanced Internship in English

ENGL Faculty

Individually arranged work experience in publishing, journalism, library work, and other fields or areas related to bibliography, literature, or skills in writing. Prerequisite: three courses in English, ENGL 290, and permission of instructor. Graded: S/U. Offered every semester. (2-4 semester hours)

ENGL 395. Tutorial in English

ENGL Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

ENGL 399. Independent Study in English

ENGL Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

ENGL 401. Senior Essay in English

ENGL Faculty

Completion of an extended literary essay by students in the literature concentration, an extended creative project and critical essay by students in the creative writing concentration. Topics must be approved by the department. Students will work with a faculty advisor and participate in workshops. Open only to students in the English major. Offered annually fall semester. (4 semester hours)

See also: Advanced Studies in England (Bath), University of Stirling, University of York, ESL 255/256. English as a Second Language I, II, FMS 281. Film and Literature, HUM 360. Latin American Literature, Revolution, and History, HUM 378. Women and Literature in Latin America, OCS 215. London Theatre

ENGLISH AS A SECOND LANGUAGE

ESL 255. English as a Second Language I

ESL Faculty

Open to international students and taken concurrently with ESL 256, this course focuses on campus life and American culture. Classes include oral work to review specific grammar points and vocabulary, readings on American culture, and analysis of daily written homework. Prerequisite: interview and permission of instructor. Offered annually fall semester. (3 semester hours)

ESL 256. English as a Second Language II

ESL Faculty

Open to international students and taken concurrently with ESL 255, this course is designed to increase the students' conversation level beyond rudimentary vocabulary and speech patterns. Class work and exams are mainly oral, focusing on new vocabulary and lengthy explanations. Prerequisite: interview and permission of instructor. Offered annually fall semester. (3 semester hours)

ESL 257. English as a Second Language III

ESL Faculty

Open to international students, ESL III focuses on the types of writing required in academia: expository, persuasive, narrative, and descriptive. Students work on writing mechanics, development of good topic sentences and thesis statements, organization, etc., advancing from paragraphs to essays. Prerequisite: permission of instructor. Offered annually spring semester. (3 semester hours)

ENVIRONMENTAL STUDIES

ENVR 101L. Introduction to Environmental Science

Prof. O'Leary

An introduction to the field of environmental science. Includes an analysis of natural resources and the environmental impact of their extraction and use by humans. Environmental quality, pollution, toxicology will be among the topics covered. (4 semester hours)

ENVR 102L. Conservation of Biodiversity

Prof. O'Leary

An introduction to the field of conservation science. Local and global aspects of species, ecosystem and landscape conservation will be discussed. Prerequisite: ENVR 101L or BIOL 119L or permission of instructor. (4 semester hours)

ENVR 131L. Physical Geology

Prof. Schnurr

The origin, composition, structure, and geological history of the earth. This will include the study of geological processes affecting the earth's crust and interior, and examination of theories concerning geological phenomena such as origin of mountains and plate tectonics. Meets natural laboratory science distribution requirement. Offered alternate spring semesters. (4 semester hours)

ENVR 195. Tutorial in Geographic Information Systems

Prof. O'Leary

A self-guided tutorial in Geographic Information Systems (GIS). Focus is on the development of basic skills relevant to geospatial analysis, such as map symbology, data overlay, and projection. Prerequisite: ENVR 101L and ENVR 102L. Graded: S/U. (1 semester hour)

ENVR 290/390. Internship in Environmental Studies

Prof. O'Leary

Work relating to environmental policy or science in an academic, governmental, industrial or public interest group setting. Prerequisite for ENVR 290: ENVR 101L or permission of instructor. Prerequisite for ENVR 390: ENVR 290 or permission of instructor. Graded: S/U. Offered every semester. (2-4 semester hours)

ENVR 303. Environmental Impact Assessment

Prof. O'Leary

Examination of the process that determines potential environmental impact of a proposed project. Aims, elements, strengths, and limitations of such assessments will be discussed as they apply to various factors. Discussion of local and international applications of environmental impact assessments. Offered alternate years. (3 semester hours)

ENVR 340. Sustainable Agriculture

Prof. O'Leary

This course will examine the environmental consequences of agriculture as it is practiced today in tropical and temperate regions, and discuss the agroecological basis for tools and techniques designed to address these problems. Prerequisite: ENVR 101L or BIOL 119L or permission of instructor. Offered alternate fall semesters. (3 semester hours)

ENVR 385/385L. Topics in Environmental Studies

ENVR Faculty

In-depth study of a selected topic in environmental studies. May be repeated for credit with different topics. Past topics have included: Agriculture and the Environment, and Pollution Science. Offered as needed. (3-4 semester hours)

ENVR 399. Independent Study in Environmental Science

ENVR Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

ENVR 403. Senior Thesis in Environmental Studies

Prof. O'Leary

Identification of an original topic and development of a senior research paper or alternative project in environmental studies. Preparation and presentation of a paper or project based on independent research and analysis. Work to be conducted in conjunction with a member of the ENVR faculty. Prerequisite: senior standing in ENVR and permission of instructor. Offered annually spring semester. (4 semester hours)

See also: Environmental Studies Major for a list of related courses counting toward the major, Study Abroad with the School for Field Studies

FILM AND MEDIA STUDIES

FMS 101. Media and Power in American Culture

Prof. Lohn

This course investigates the media's role in the daily lives of Americans and examines issues of social control, conformity, consumerism, and the politics of desire through detailed analysis of films and television, print media, internet media, and advertising. Offered annually fall semester. (3 semester hours)

FMS 105/205. Practicum for College Publications

Prof. Lohn

This workshop covers the practical aspects of student publications: recruiting and encouraging staff, accepting and giving criticism, managing a budget, selecting material, and basic layout and editing. Offers weekly problem-solving exercises in common issues student journalists face. (1-2 semester hours)

FMS 220. Post-Colonial African Cinema

Prof. Siamundele

A study of contemporary Africa through images and representations shaped by African filmmakers. Particular attention will

be given to the relationship between cities and rural areas, foreign and national languages, African vs. Western values. Using themes such as immigration, quest for identity, struggle between modernity and tradition, an examination of challenges facing Africa in the post-colonial era. Offered alternate years. (3 semester hours)

FMS 241. Reading Popular Film

Prof. Lohn

An historical and cultural analysis of cinema, emphasizing its origins in popular culture and examining its unique position as the nexus of art and entertainment. Special focus on issues of race, class, gender as well as celebrity and audience.

Prerequisite: sophomore standing or permission of instructor. Offered alternate years. (3 semester hours)

FMS 281. Film and Literature

FMS Faculty

Film art reflects (on), integrates and develops the concerns and strategies of modern literary narratives and movements. This course explores the work of key filmmakers of world cinema in conjunction with the discussion of relevant (Post-)Modernist literary texts. Offered alternate years. (3 semester hours)

FMS 285/385. Topics in Film and Media Studies

FMS Faculty

In-depth study of selected topics in film and media studies. May be repeated for credit with different topics. Offered as needed. (3 semester hours)

FMS 290/390. Internship in Film and Media Studies

Prof. Lohn

Individually arranged participation in the work of an institution devoted to film and media studies. May be repeated for credit.

Graded: S/U. Offered every semester. (2-4 semester hours)

FMS 315. Only a Game? Sports in Film and Literature

FMS Faculty

Examines the fiction and film of sports as an offshoot of a \$422,000,000,000,000 industry. Discussion will focus on ways in which fiction and film help create and maintain our national ideologies of competition, race, class, and gender. Prerequisite: SC 101. (3 semester hours)

FMS 320. Envisioning "The Other" in Film

Prof. Lohn

Visual stereotypes litter the cultural landscape and help determine how we envision and revision "The Other". We will examine American films to critique the process of creating and promulgating false images which, somehow, become 'the truth'." Prerequisite: FMS 101 or any course at the 200 level. (3 semester hours)

FMS 401. Senior Project in Film and Media Studies

FMS Faculty

Completion of an extended project focusing on any of the following or the relationship among them: film, film and visual theory, or film history; writing for the mass media, including advertising, convergent journalism, or web journalism. Writing projects may be analytical or original productions. Topics must be approved by the department and students will work with a faculty advisor. Open only to students in the film and media studies major. Offered annually spring semester. (4 semester hour)

See also: Salt Institute for Documentary Studies

FIRST NATIONS AND INDIGENOUS STUDIES

FNIS 212. Home Lands

Prof. Muñoz

This seminar will focus on making a home (on one's own land or stolen lands?), and the multiple relationships that exist between what sexual minorities call "home" as First Nations people, people in Diaspora, and or immigrants. (3 semester hours)

FNIS 285/385. Topics in First Nations and Indigenous Studies

FNIS Faculty

Selected topics of interest. May be repeated for credit with different topics. Past topics have included Contemporary Issues of Native America, Federal Policy and Indian Law, The Haudenosaunee and New York State, and Indigenous Thought and Western Science. Offered as needed. (3 semester hours)

FOOD SYSTEMS

FOOD 290. Internship in Sustainable Food

FOOD Faculty

Students will gain experience working in a setting that has some connection to food and reflect on issues of sustainability: organic farms, farmer's markets, food pantries, farm sanctuaries, etc. Cost and arrangements are the student's responsibility. Every semester. Grade: S/U. (2-4 semester hours)

FRENCH

FREN courses are taught in French.

FREN 101, 102. Introductory French I and II

FREN Faculty

This course introduces students with little or no French background to France and Francophone culture. Using a communicative approach based on oral exercises in class and written homework, students work on the four language skills: comprehension, speaking, reading and writing. Prerequisite for FREN 101: no more than two years of French in high school; prerequisite for FREN 102: FREN 101 or permission of instructor. Offered annually, 101 in fall, 102 in spring. (4 semester hours each)

FREN 123, 124. Intermediate French I and II

FREN Faculty

Designed for students with some background in French, these courses explore the cultural contexts of the French/Francophone world through oral practice and written homework. Students develop proficiency through active participation. Prerequisite FREN 102 or three years high school French; those with two years of high school French may take a placement exam to determine enrollment at a higher level. Offered annually, 123 in fall, 124 in spring. (3 semester hours each)

See also: Wells in Dakar

GERMAN

GRMN courses are taught in German.

GRMN 101, 102. Elementary German I and II

GRMN Faculty

Development of all four communication skills in German: speaking, understanding, reading, and writing. Essentials of grammar, basic vocabulary, practice speaking and writing German. Information on current social and cultural issues of German-speaking countries. Prerequisite for GRMN 101: no more than two years of German in high school; students with two years of German may take a placement exam to determine enrollment at a higher level. Prerequisite for GRMN 102: GRMN 101 or permission of instructor. Offered annually, 101 in fall, 102 in spring. (4 semester hours each)

GRMN 123, 124. Intermediate German I and II

GRMN Faculty

Designed to further develop a student's ability to speak, read, and write German. Emphasis on communication skills. Grammar review and vocabulary building. Readings of short stories and texts on social and cultural aspects of German-speaking countries. Prerequisite for GRMN 123: GRMN 102 or Level III or IV of high school German, or permission of instructor. Prerequisite for GRMN 124: GRMN 123 or permission of instructor. Offered annually, 123 in fall, 124 in spring. (3 semester hours each)

GRMN 199/299/399. Independent Study in German

GRMN Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 semester hours)

See also: The Freie Universität Berlin FU-BEST Program

HEALTH SCIENCES

HS 100. Introduction to Health Professions

HS Faculty

Exploration of skills and knowledge needed for success in the health professions. Conducted within the context of discussion of healthcare systems and health professions. Every Fall semester. (3 semester hours)

HS 290/390. Internship in Health Sciences

HS Faculty

These introductory internships provide opportunities for well-qualified students considering careers in the health sciences. Interns will work with health professionals. Each student will give a public presentation of her or his internship upon return to campus. Prerequisite: Two courses in the Health Sciences major. Grade: S/U. Every semester. (2-4 semester hours)

HS 401. Senior Seminar in Health Sciences

HS Faculty

This capstone course covers current topics in the health sciences. Students will write and present original research in the area for discussion amongst the class. Post-graduate career opportunities and how to pursue them will also be considered. Prerequisite: Senior standing. Every Fall semester. (2 semester hours)

HOLISTIC HEALTH STUDIES

HHS 100. Introduction to Holistic Health Studies

HHS Faculty

Overview of Holistic Health Studies as a "learning community" dedicated to personal and planetary well-being and growth. Introduces range of holistic health modalities and certified techniques such as Bartenieff Fundamentals and Alexander Technique. Professionally supervised, hands-on work with fellow students. Every Fall semester. (3 semester hours)

HHS 290/390. Internship in Holistic Health Studies

HHS Faculty

Individually arranged participation in the work of an institution devoted to Holistic Health. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 sem. hrs)

HISTORY

HIST 101. Introduction to World Civilizations, Antiquity to 1650

HIST Faculty

From the ancient Middle East to the age of European overseas exploration, the survey gives particular emphasis to cultural interaction among world civilizations. Special attention is given to the role of geography, technology, and ideas as forces of change and continuity. Offered alternate years. (3 semester hours)

HIST 103. Introduction to World Civilizations, 1650-Present

HIST Faculty

From the Portuguese and Spanish voyages of exploration and conquest to space exploration, the survey gives particular emphasis to interaction among world civilizations. Special attention is given to European imperial expansion, technology, and main currents of thought. Offered alternate years. (3 semester hours)

HIST 203. Introduction to China and Japan (Antiquity to 1840)

HIST Faculty

Survey of the history and culture of China and Japan from antiquity to 1840. (3 semester hours)

HIST 204. Introduction to China and Japan (1840s to present)

HIST Faculty

Survey of the history and culture of China and Japan from the 1840s to present. (3 semester hours)

HIST 205. Women as Revolutionaries

HIST Faculty

American women "revolutionaries" in the 1960s compared with Russian women revolutionaries of the 1860s. Are the Americans replicas of the earlier Russian models? Focus on biographies and memoirs. Offered annually. (3 semester hours)

HIST 210. Women and Gender in Europe, 1550-Present

Prof. Koeppe

Course surveys both the experiences of women in European history and various social constructions of gender over time. Topics include attitudes toward sexuality, definitions of feminine and masculine, the family, education, law, social movements, industrialization, domestic life, and current issues in Europe today. Offered alternate years. (3 semester hours)

HIST 212. Introduction to the History of Science

Prof. Koeppe

A survey of developments in scientific thought, from antiquity to the early 20th century. Offered alternate years. (3 semester hours)

HIST 215. The Growth of Industrial Society, 1750-Present

Prof. Koeppe

Examines social, cultural and economic consequences of modernization, from the Industrial Revolution in England to the contemporary "post-industrial" world. Topics include changing nature of work, new roles for women, workers' responses to change, and current issues of migration, "guest-workers," and a global economy. Offered alternate years. (3 semester hours)

HIST 228. The Bourgeois Century, 1815-1914

Prof. Koeppe

European social movements and the history of ideas. Utopian socialists, nationalism, the belief in material progress as illustrated by Marx and Darwin, Freud's irrational man, and the breakdown of the belief in human rationality. Offered annually. (3 semester hours)

HIST 241. Interpreting U.S. History I

Prof. Groth

An analysis of primary documents and secondary sources to arrive at meaningful interpretations of the nation's past. Topics include colonial development, slavery and racism, Revolution, the expansion of a market economy, changing gender roles, religion and social reform, immigration, westward expansion, and sectional crisis. Offered annually fall semester. (3 semester hours)

HIST 242. Interpreting U.S. History II

Prof. Groth

An analysis of primary documents and secondary sources to arrive at meaningful interpretations of the nation's past. Topics include Reconstruction, Industrialization and urbanization, social and political reform, race and ethnicity, changing gender roles, the changing role of government in American life, and the emergence of the United States as a global power. Offered annually spring semester. (3 semester hours)

HIST 245. Civil War and Reconstruction

Prof. Groth

The Civil War remains the central event in U.S. history. Topics include the origins of the conflict, the impact of "Total War," the war on the home front, and the promises and failures of Reconstruction. Offered alternate years. (3 semester hours)

HIST 250. The Family in China in the 20th and 21st Centuries

HIST Faculty

This course, emphasizing social history, explores Confucian concepts of women's and men's roles in the family, the societal importance of males over females, the Communist Revolution's attempt to "liberate" women's lives, and how, in post-Mao China, women's roles as wife, daughter-in-law and mother were redefined. (3 semester hours)

HIST 253. Interpreting Russian History: Beginnings to 1815

HIST Faculty

The decline of Kievan Rus and the rise of Tsarist power. Emphasis on understanding the characters of Ivan the Terrible, Peter and Catherine the Great, and Alexander I. (3 semester hours)

HIST 254. Modern Russia

HIST Faculty

Political, social, and economic development of modern Russia; a comparison of the Czarist, Soviet, and post-Soviet periods from the 19th century to the 21st. Offered annually. (3 semester hours)

HIST 285/385. Topics in History

HIST Faculty

In-depth study of a selected topic in history. Past topics have included: Japanese Visual Culture; History of Japan; Introduction to Modern China; History of the Samurai; Islam in Central Asia; Geisha; Culture and Everyday Life in Ancient China; and Cinema and City in East Asia. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

HIST 290. Internship in History

HIST Faculty

Individually arranged participation in work of institutions devoted to historical work and practice. Prerequisite: one course in history and permission of instructor. Graded: S/U. Offered as needed. (2-4 semester hours)

HIST 310. Colonial and Revolutionary America

Prof. Groth

An examination of the American experience from the 17th century to the Revolutionary era. Topics include the clash of cultures, colonial life, the origins of Revolution, the War for Independence, republicanism, the Constitution, and the founding of the Republic. Prerequisite: HIST 241 or permission of instructor. Offered alternate years. (3 semester hours)

HIST 329. 20th Century Europe

Prof. Koeppe

Europe since 1890, with special emphasis on the causes and consequences of interstate conflict and of the dissolution of overseas empires. Lectures and discussions are designed to illustrate the problems of historical interpretation in recent history. Prerequisite: sophomore standing or above. Offered alternate years. (3 semester hours)

HIST 330. The Enlightenment and The French Revolution

Prof. Koeppe

Examines European thought and society from 1685-1815, with an emphasis on France. Topics include the legacy of Enlightenment ideas, scientific revolution, social conditions of "the people," the French Revolution and its debates, Napoleonic era, and early Romanticism. Prerequisite: sophomore standing or above. Offered alternate years. (3 semester hours)

HIST 335. Popular Culture in Early Modern Europe, 1400-1800

Prof. Koeppe

Course examines attitudes, beliefs, and practices of common people, especially peasants and workers. Topics include daily life, religion and magic, witchcraft, folklore, attitudes toward women and sexuality, impact of printing, popular rebellions, relations between "the people" and the elite. Prerequisite: sophomore standing or above. Offered alternate years. (3 semester hours)

HIST 345. Stalin and His Successors

HIST Faculty

Course examines Stalinism, Khrushchev's historical impact, Gorbachev, Yeltsin and the fall of Soviet communism, and the significance of V. Putin. Topics include the Terror of the 1930s, daily life, women's status and the impact of capitalism on the formerly communist state. Prerequisite: HIST 254 or permission of instructor. Offered alternate years. (3 semester hours)

HIST 351. African-Americans in the Age of Slavery

Prof. Groth

An analysis of the African-American experience from colonial origins to emancipation. Topics include the evolution of slavery and racism, the formation of black culture, the black Revolutionary experience, the slave community, free blacks, slave resistance, abolitionism, and the Civil War. Prerequisite: sophomore standing or above. Offered alternate years. (3 semester hours)

HIST 352. The African-American Struggle for Human Rights

Prof. Groth

An analysis of the African-American experience from emancipation to the present. Topics include Reconstruction, "Jim Crow" and black protest, migration and urbanization, the Harlem Renaissance, world wars and the Great Depression, the Civil Rights Movement, and the post-Civil Rights era. Prerequisite: sophomore standing or above. Offered alternate years. (3 semester hours)

HIST 357. Twentieth-Century America

Prof. Groth

A chronological and thematic examination of the "American Century." Topics include Industrialization and economic change, race and ethnicity, political and social reform, civil rights, feminism, consumerism, popular culture, war, and America's place in the world. Prerequisite: HIST 242 or permission of instructor. Offered alternate years. (3 semester hours)

HIST 360. History of American Feminism

HIST Faculty

The cultural and philosophical context out of which the feminist movement arose in America. Comparison of the 19th and 20th century feminist movements in America, analyzing the reasons for the failure of the former and the rise of the latter.

Prerequisite: sophomore standing or above. Offered annually. (3 semester hours)

HIST 361. Voices of African-American Women

HIST Faculty

Recovering the history of black women from slavery in the 19th century through the Civil Rights movement of the 1960s and current feminist activism. Readings will emphasize slave narratives, memoirs, biographies, and writings by black women.

Prerequisite: sophomore standing or above. (3 semester hours)

HIST 372. Colonial Encounters

Prof. Koeppe

The cultural and social consequences of European colonialism from the Age of Exploration to the present—incorporating views of both colonizers and colonized. Issues include racism and slavery, women and sexuality, technology and progress, identity and difference, travel, disease, and work. Prerequisite: sophomore standing or above. Offered alternate years. (3 semester hours)

HIST 375. Writing History

Prof. Koeppe

Discussion of the methodological problems involved in historical research and historical criticism. Readings focus on historians' own views of the problems involved in writing and justifying history. Prerequisite: sophomore standing or above. Offered annually fall semester. (3 semester hours)

HIST 390. Advanced Internship in History

HIST Faculty

Individually arranged participation in work of institutions devoted to historical work and practice. Students will develop at a more advanced level the skills and techniques demanded from a previous history internship. Prerequisite: HIST 290 and permission of instructor. Graded: S/U. Offered as needed. (2-3 semester hours)

HIST 395. Tutorial in History

HIST Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

HIST 399. Independent Study in History

HIST Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

HIST 401. Senior Essay in History

HIST Faculty

Preparation of an essay based on individual research. Prerequisite: senior history major. Offered annually fall semester. (3 semester hours)

HIST 402. Senior Seminar in History

HIST Faculty

A collaborative seminar for students writing their senior essays. Seniors will meet regularly to discuss research methods and problems, participate in peer editing of drafts, and give presentations of their work. Prerequisite: senior history major. Offered annually fall semester. (1 semester hour)

See also: DANC 316. Dance History, OCS 275. Women and Public Policy Seminars, THEA 315. Theatre History

HUMANITIES

HUM courses are taught in English.

HUM 230. Decolonization & Post-Colonial Worlds

Prof. Koeppe and Prof. Siamundele

Using a variety of sources such as travel accounts, novels, films, students will place themselves in past colonial worlds and witness the processes and dynamics of de-colonization as they occurred in various places around the globe. (3 semester hours)

HUM 236. Francophone Cultures

Prof. Siamundele

Study of multiple aspects of the Francophone world by examining cultural and historical differences between societies that belong to Francophonie. Through lecture and discussions, the course will focus on the struggles for independence, the quest for separate identities and the building of modern societies. Topics may include family, gender, environment, political organization, educational systems, religion, current events, and popular culture. Offered as needed. (3 semester hours)

HUM 285/385. Topics in Humanities

HUM Faculty

In-depth study of a selected topic in languages, literatures, and cultures. May be repeated for credit with different topics. Past topics have included Berlin and Barcelona: Sister Cities, African Post-Colonial Literature, and Writers of the Caribbean. (2-4 semester hours)

HUM 305. Post-Colonial African Literature

Prof. Siamundele

This course will discuss how colonial heritage plays out in the works of major post-colonial African writers. African historical and cultural issues will be presented as a background for the study of literary works by representative post-independence major authors. We will approach these texts through close readings while focusing on the cultural context and theoretical questions of post-colonial discourse. Fictional texts will be studied both as a product of society and as a picture of a specific universe considered in a historical, political and sociological context. Offered alternate years. (3 semester hours)

HUM 360. Latin American Literature, Revolution, and History

HUM Faculty

A cross-cultural and multidisciplinary approach to the study of the forces affecting socio-political and aesthetic changes in 19th-century European and Latin American countries. The concepts of Independence, Revolution, and Class are studied in the works of Martí, Fuentes, Castellanos, García Márquez, Allende, and Valenzuela. Prerequisite: permission of instructor. Offered alternate years. (3 semester hours)

HUM 378. Women and Literature in Latin America

HUM Faculty

Using feminist perspectives, this course examines the multiple factors influencing the representation of women in Latin American literature. Authors include Bombal, Mistral Allende, Ferré, de Burgos, and Lispector. Topics include political realism and literary surrealism, language and feminist writing. Prerequisite: permission of instructor. Offered occasionally. (3 semester hours)

HUM 386. Hispanic-U.S. Experience in Literature and the Arts

HUM Faculty

Examines the rich, diverse response of Spanish-speaking peoples in the USA to issues of language, gender, identity, and acculturation, through works of literature, the media, and the arts. Includes textbooks, plays, and more. Offered occasionally. (3 semester hours)

INTERDISCIPLINARY STUDIES

ID 123. Oral History: Tell Me Your Story

Faculty

Students will engage in the pursuit of knowledge by learning how to conduct an oral history interview. The experience with the primary sources will emphasize the importance of creating and sharing meaningful lives from any perspective. (3 semester hours)

ID 290/390. Interdisciplinary Internship

Faculty

Individually-arranged internships in a community or workplace in which students apply and practice the ideals of the liberal arts beyond a single academic discipline. Required reflective assessment activities vary by experience and sponsor. Offered every semester, plus January and summer. (2-4 semester hours)

INTERNATIONAL STUDIES

INTL 151. Introduction to International Studies

Prof. Lumumba-Kasongo

Introduction to concepts and tools for the analysis of international and global issues. Course develops understanding of

sociocultural, political, and economic differences and similarities. Topics include world areas and ecosystems, social-cultural differences, cultural identity, values, and international/intercultural relations. Offered annually. Offered fall semester. (3 semester hours)

INTL 160. Introduction to Africana Studies

Prof. Lumumba-Kasongo

The course will focus on the debates on black studies and the perception of Africa among black people in the diaspora. Offered alternate years. (3 semester hours)

INTL 350. Comparative Environmental Policy Analysis

Prof. Lumumba-Kasongo

Comparative analysis of contemporary governmental environmental policies, using quantitative and qualitative data. Within cost-benefit analysis typologies, the course deals with implication of such policies within the framework of conservative, protectionist, and progressive political arguments. Case studies from industrialized and less industrialized countries.

Prerequisite: INTL 151, POLS 155, or ECON 209. Offered alternate years. Offered fall '12. (3 semester hours)

INTL 385. Topics in International Studies

Prof. Lumumba-Kasongo

In-depth study of selected topics in international studies. Prerequisite: INTL 151 or POLS 155 or permission of instructor. May be repeated for credit with different topics. Past topics have included: Violence and Refugee Problems, China: the Global Political Economy and International Relations. Planned future topics include: Environment as a Social and Political Movement in pre-post Cold War. Offered as needed. (2-4 semester hours)

INTL 399. Independent Study in International Studies

INTL Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 semester hours)

INTL 402. Senior Seminar in International Studies

Prof. Lumumba-Kasongo

Research and analysis of an international issue with a focus on specific world areas and a multidisciplinary approach. The outcome will be a senior thesis. Prerequisite: senior standing. Offered annually spring semester. (4 semester hours)

See also: International Studies Major for a list of related courses counting toward the major, Courses taught in French, Courses taught in German, Courses taught in Spanish

ITALIAN

ITAL courses are taught in Italian.

ITAL 101, 102. Elementary Italian I and II

ITAL Faculty

Intensive audio-lingual training, inductive grammar study, practice in reading and writing. Four meetings per week and language laboratory drills, films, and slides. Prerequisite for ITAL 101: no more than two years of Italian in high school; those with two years of high school Italian may take a placement exam to determine registration at a higher level. Prerequisite for ITAL 102: ITAL 101 or permission of instructor. Offered annually, 101 in fall, 102 in spring. (4 semester hours each)

ITAL 123, 124. Intermediate Italian I and II

ITAL Faculty

Review and expansion of grammar. Designed to increase the student's ability to understand, speak, read, and write Italian, and to acquaint her or him with significant aspects of Italian culture. The second semester emphasizes reading and writing. Use of videos, slides, tapes. Prerequisite for ITAL 123: ITAL 102 or Level III or IV of high school Italian, or permission of instructor. Prerequisite for ITAL 124: ITAL 123 or permission of instructor. Offered occasionally. (3 semester hours each)

ITAL 195/295. Tutorial in Italian

ITAL Faculty

Aspects of Italian culture: a study of selected topics. Readings and discussion in Italian. Prerequisite: permission of instructor. Offered occasionally. (1 semester hour)

ITAL 399. Independent Study in Italian

ITAL Faculty

122 Prerequisite: permission of instructor and approval. May be repeated for credit. Offered occasionally. (1-3 semester hours)

See also: Wells in Florence

JAPANESE

JPN courses are taught in Japanese.

JPN 101, 102. Elementary Japanese I and II

Prof. Pipa

Development of all four basic communication skills: speaking, listening, reading, and writing. Intensive oral and written practice in class. Students will also be introduced to Japanese culture and society. Prerequisite for JPN 101: no more than two years of Japanese in high school; those with two years of high school Japanese may take a placement test to determine enrollment at a higher level. Prerequisite for JPN 102: JPN 101 or permission of instructor. Offered annually, 101 in fall and 102 in spring. (4 semester hours each)

JPN 123, 124. Intermediate Japanese I and II

Prof. Pipa

Designed to improve students' ability to understand, speak, read, and write Japanese, while also learning about social and cultural aspects of Japanese society. Second semester will emphasize more reading and writing. Prerequisite for JPN 123: JPN 102 or permission of instructor. Prerequisite for JPN 124: JPN 123 or permission of instructor. Offered annually, 123 in fall and 124 in spring. (3 semester hours each)

JPN 195. Tutorial in Japanese

Prof. Pipa

Designed to increase students' ability to express thoughts in sustained conversation and to approximate native speech and pronunciation. May be repeated for credit. Prerequisite: JPN 101-102 and permission of instructor. Offered every semester. (1 semester hour)

See also: Doshisha Women's College of Liberal Arts, JF Oberlin University

JOURNALISM

JOUR 101. Writing to be Read

JOUR Faculty

By focusing on journalistic process skills, students learn to write with increased clarity and brevity whether they are preparing for a journalism career or simply wishing to improve their academic writing at the conceptual and sentence levels. Offered annually. (3 semester hours)

JOUR 290/390. Internship in Journalism

JOUR Faculty

Individually arranged participation in the work of an institution devoted to Journalism. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 sem. hrs)

JOUR 301. Projects in Journalism

Prof. Lohn

Designed for the student thinking of a career as a professional freelance writer, this course offers practical advice and intense practice in the field, culminating in the student's production of a publication-ready article. Prerequisite: Eng 270. Alternate Spring semester. (3 semester hours)

LIFELONG WELLNESS

LW 100. Lifelong Wellness

PE Faculty

This course is designed to provide opportunities for students to develop knowledge and skills for healthy habits that will enhance the quality of life during their college years and beyond. Topics include nutrition, physiology of fitness, emotional and mental health, healthy eating and sleeping habits, effects of stress and stress reduction strategies, and risky health behaviors (e.g., alcohol abuse, smoking, unprotected sex). Students will develop an individualized wellness plan for themselves. (2 semester hours)

MATHEMATICAL AND PHYSICAL SCIENCES

MPS 402. Senior Seminar in Mathematical and Physical Sciences I

Prof. Heinekamp

The student will select a project that integrates and expands on material from earlier courses. The project proposal (to be implemented in MPS 403) will be completed by the end of the semester. Meets two hours a week. Prerequisite: senior MPS major in good standing or permission of instructor. Offered annually fall semester. (2 semester hours)

MPS 403. Senior Seminar in Mathematical and Physical Sciences II

Prof. Heinekamp

Continuation of MPS 402. Student implements proposal and presents project to group. Meets two hours a week. Prerequisite: MPS 402. Offered annually spring semester. (2 semester hours)

See also: Computer Science Courses, Mathematics Courses, Physics Courses

MATHEMATICS

Several mathematics courses are recommended particularly to students concentrating in the social sciences or the natural sciences. The calculus sequence is a valuable adjunct to all such fields. The statistical courses, MATH 251 Mathematical Statistics, MATH 300 Probability Theory, and the computer-oriented courses, as well as MATH 212 Linear Algebra and MATH 213 Ordinary Differential Equations, also are of considerable use to the students in these fields. For students unable to devote as much time to mathematics, courses MATH 105 Contemporary Mathematics, MATH 109 Precalculus, and MATH 151 Elementary Statistics furnish more limited mathematical ideas and tools that also are of great use in the social sciences and the other natural sciences.

MATH 105. Contemporary Mathematics

MATH Faculty

An introduction to some essential ideas, methods and applications of mathematics. Topics include logic and deduction, problem solving, and numbers and numeracy. Tilings and symmetry, voting systems, and game theory will be covered as time permits. Prerequisite: permission of instructor. Offered at least annually. (3 semester hours)

MATH 109. Precalculus

MATH Faculty

An introduction to the algebra of sets and functions emphasizing polynomials, exponential, logarithmic and trigonometric functions. Applications to business, economics and biology. Can serve as preparation for calculus. Prerequisite: three years of high school mathematics, including two of algebra, and permission of instructor. Offered annually fall semester. (3 semester hours)

MATH 111. Calculus I: Introduction to Calculus

Prof. Stiadle (fall)/ MATH Faculty (spring)

Properties and graphs of algebraic and transcendental functions. Conceptual and analytical introduction to limits, continuity and derivatives, with applications. Prerequisite: MATH 109 or four years of secondary school mathematics, or permission of instructor. Offered every semester. (4 semester hours)

MATH 112. Calculus II: Introduction to Calculus

MATH Faculty (fall)/ Prof. Stiadle (spring)

Continuation of MATH 111. The fundamental theorem of calculus, methods of integration, and applications. Introduction to differential equations, partial derivatives, vectors, and vector functions. Prerequisite: MATH 111. Offered every semester. (4 semester hours)

MATH 151. Elementary Statistics

MATH Faculty

Fundamental techniques of applied statistics, descriptive statistics and data analysis, probability, population parameters, hypothesis testing, regression and correlation. Prerequisite: three years of high school mathematics. Not recommended for students in the first semester of college. Students who have received credit for MATH 251 may not enroll in MATH 151. Offered every semester. (3 semester hours)

MATH 195. Tutorial in Trigonometry

Prof. Stiadle

Self-paced study of trigonometry topics, either as review or as an introduction. May be used as preparation for calculus or may be taken concurrently. Graded: S/U. Offered every semester. (1 semester hour)

MATH 211. Calculus III: Multivariable Calculus

Prof. Stiadle

Continuation of MATH 112. Infinite sequences and series. Vector functions, functions of several variables and applications. Multiple integrals and vector analysis. Prerequisite: MATH 112. Offered annually fall semester. (3 semester hours)

MATH 212. Linear Algebra

MATH Faculty

Matrices, vector spaces, linear transformations, determinants, and eigenvalues, with applications. Prerequisite: MATH 112. Offered annually spring semester. (3 semester hours)

MATH 213. Ordinary Differential Equations and Applications

MATH Faculty

Basic theory of differential equations with applications to continuous models. Focus on analytic methods with introduction to numerical methods. Introduction to computer tools in determining symbolic and numerical solutions. Prerequisite: MATH 112. Offered annually spring semester. (3 semester hours)

MATH 251. Mathematical Statistics

MATH Faculty

Descriptive and exploratory data analysis, one variable and two. Designing experiments and sampling. Examples of probability distributions, random variables, means and standard deviations. Central Limit Theorem. Correlation and regression. Confidence intervals and hypothesis testing. Other topics as time allows. Prerequisite: MATH 111 or permission of instructor. Offered alternate years. (3 semester hours)

MATH 267. Discrete Mathematics I

MATH Faculty

An introduction to the foundations of mathematics and computer science through the study of discrete structures. Topics include logic, methods of proof, set theory, functions, relations, number systems, and algorithms. Prerequisite: one mathematics course or CS 131 or permission of instructor. Offered annually fall semester. (3 semester hours)

MATH 290. Internship in Mathematics

MATH Faculty

Individually arranged participation in the work of a computer laboratory, statistical office, or industrial research office. The student must submit a report or paper on an appropriate topic approved by the instructor. Prerequisite: background in mathematics appropriate to the project, and permission of instructor. Graded: S/U. Offered as needed. (2-4 semester hours)

MATH 300. Probability Theory

MATH Faculty

Densities and cumulative distributions of discrete and continuous random variables. Mathematical expectation, independence. Sums of random variables, analysis of Central Limit Theorem. Multivariate distributions. Application of mathematical probability tools in statistical estimation and testing concepts such as power, error types, regression, maximum likelihood principle. Prerequisite: MATH 112 and MATH 251 or permission of instructor. Offered alternate years. (3 semester hours)

MATH 301. Applied and Computational Mathematics

MATH Faculty

This course will emphasize the mathematical formulation of "real world" problems along with common computational techniques used for their solution. Numerical methods and computer use will be emphasized. Prerequisite: MATH 112, PHYS 111L, and a 200-level MPS course, or permission of instructor. Offered alternate years. (3 semester hours)

MATH 305. Operations Research

MATH Faculty

Theory and application of representative methods in operations research including linear programming, network analysis, dynamic programming, game theory, and queuing theory. Prerequisite: MATH 212 or permission of instructor. Offered alternate years. (3 semester hours)

MATH 312. Real Analysis

Prof. Stiadle

Topological aspects of the real line, sequences and series of numbers, convergence, power series, properties of continuous functions, derivatives and their properties, Riemann integration, and the Fundamental Theorem of Calculus. Prerequisite: MATH 267. Offered alternate years. (3 semester hours)

MATH 313. Abstract Algebra

Prof. Stiadle

Properties and examples of groups, rings and fields. Emphasis on common categorical notions such as homomorphisms, quotients and isomorphism theorems. Prerequisite: MATH 267. Offered alternate years. (3 semester hours)

MATH 385. Topics in Mathematics

MATH Faculty

In-depth study of a selected topic in mathematics. Past topics have included: History of Mathematics. Possible future topics include: Topology; Complex Analysis; Number Theory. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

MATH 390. Internship in Mathematics

MATH Faculty

Individually arranged participation in the work of a computer laboratory, statistical office, or industrial research office designed primarily for more advanced students. May be repeated for credit. Prerequisite: MATH 290 or permission of instructor. Graded: S/U. Fee will be variable, living expenses at site. Offered as needed. (2-4 semester hours)

MATH 395. Tutorial in Mathematics

MATH Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

MATH 399. Independent Study in Mathematics

MATH Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

See also: HIST 212. Introduction to the History of Science, Computer Science Courses

MUSEUM STUDIES

MSEU 100. Introduction to Museum Studies

MSEU Faculty

An introduction to the theories and practices of museum governance and exhibition design. Students will learn approaches pertaining to museum work appropriate to a variety of audiences, including science, anthropology, history, and art. Offered every Fall semester. (3 semester hours)

MSEU 290/390. Internship in Museum Studies

MSEU Faculty

Individually arranged participation in the work of an institution devoted to Museum Studies. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 sem. hrs)

MUSIC

MUS 108. Musical Theatre in American Society

Prof. Johengen

The evolution of musical theatre from the 19th century to the present day, and how society affected or was affected by this evolution. A survey of the best musicals in chronological order, including units on World War II, ethnic, and "Great Books" musicals. (3 semester hours)

MUS 112. Listening: A Survey of Western Music

Prof. Posegate

A survey of Western classical musical styles in historical perspective including compositions by Bach, Mozart, Beethoven, and Stravinsky. (3 semester hours)

MUS 121. Beginning Class Guitar

Prof. Posegate

Group instruction on acoustic guitar for beginning students. Graded: S/U. May be repeated. Offered each semester. (1 semester hour)

MUS 141. Beginning Class Piano

MUS Faculty

Class lessons at the beginning level using the electronic keyboard lab. Students will learn basic symbols, terms, and rhythms, and to play simple solo and ensemble pieces. Graded: S/U. May be repeated. Offered annually fall semester. (1 semester hour)

MUS 145. Introduction to Music Theory

MUS Faculty

A study of basic music theory with analysis for students with little or no music experience; development of practical skills such as ear training, dictation, sight singing and piano keyboard skills. Includes some elementary composition. (3 semester hours)

MUS 150. Concert Choir

Prof. Johengen

A performance-based course, Concert Choir is open by audition. Members prepare for a culminating performance of appropriate choral music for a live audience at the end of each semester. Students may sing without registering for credit if desired. Prerequisite: audition. Graded: S/U. May be repeated for credit. Offered every semester. (2 semester hours)

MUS 210. World Music

MUS Faculty

An introduction to the great diversity of traditional musics worldwide including units selected from Africa, Asia (China, Japan, Indonesia), the Indian subcontinent, Latin America, and Native American music; some consideration of theatre and dance as well. Includes recorded music, videos, and guest presentations. (3 semester hours)

MUS 220. Wells College Jazz Band

MUS Faculty

Students learn to perform the standard jazz repertoire on their instrument of expertise. They also learn improvisation technique. Prerequisite: audition or permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hours)

MUS 242. Music Theory I

MUS Faculty

A study of the language of music and its construction. Includes part writing in 4 part vocal style and analysis of Western music and harmony with some composition. Electronic keyboard lab is used for practice and assignments. Prerequisite: MUS 145 or permission of instructor. (3 semester hours)

MUS 253. Chamber Orchestra

MUS Faculty

Instrumental musicians rehearse and perform orchestral works from the Renaissance period to the present. Two weekly rehearsals and at least one performance on campus each semester. Prerequisite: permission of instructor and musical and technical proficiency to match other members of the orchestra. May be repeated for credit. Graded: S/U. Offered every semester. (1 semester hour)

OFF-CAMPUS STUDY

OCS 110. January at the Art Students League — New York City

ART Faculty

Thorough instruction in drawing, painting, sculpture, graphics, and illustration. The Art Students League is the oldest, and one of the most respected, art schools in the United States. Classes Monday-Friday. Afternoon visits to galleries, museums, and artists' studios. Graded: S/U. May be repeated for credit. Offered January. (3 semester hours)

OCS 215. London Theatre

Prof. Easter

Offerings in London theatre. Attendance at approximately 10-15 performances will sample the range of venues, types of drama, and styles of production from the Royal Shakespeare and National Theatre and fringe and pub companies; reading of selected plays, discussion, and written reviews of performances. Prerequisite: permission of instructor. Offered alternate years. (3 semester hours)

OCS 271. Cross-Cultural Preparation

OCS Faculty

Topics include culture, cultural differences, culture shock, cross-cultural conflict, safety while abroad, and re- entry shock. Offered B-session of the semester before going abroad. Required for study abroad. Graded: S/U. Offered every semester. (.5 semester hour)

OCS 272: Cross-Cultural Reflection

OCS Faculty

Required during and after studying abroad, this course addresses and reflects on and discusses concepts introduced in OCS 271. Classroom application of new perspectives learned abroad will be one of the topics discussed. Graded: S/U. Offered every semester. (.5 semester hour)

OCS 275: Women and Public Policy Seminar

Prof. Tabrizi

Week-long seminar with women leaders in public service. Formal and informal sessions include policy issues and political institutions, including the Supreme Court, think tanks, Congress, the Executive Branch, and nongovernmental organizations — all from women's perspectives. Graded: S/U. May be repeated once. Offered every January. (1 semester hour)

OCS 280. Women and Science/Technology Policy Seminar

Prof. Tabrizi

Week-long seminar with women leaders working in the fields of science and technology, held in Washington, DC. Speakers are drawn from a variety of agencies and organizations. Graded S/U. May be repeated once. Offered every January. (1 semester hour)

OCS 285: Topics in Experiential Learning

OCS Faculty

Week-long experiential learning in a variety of settings, including community service, with opportunities to apply and test studies in the liberal arts. Past offerings have included: American Genealogical Resources; Navajo Nation Experience; Environmental Restoration and Protection in the FL Everglades; and Southern Adventures of Fanny Kemble. Graded: S/U. Offered as needed. (1-3 semester hours)

OCS 300: The Anthropological Experience in Hawaii

Prof. Olson

This course will involve 2 to 3 weeks of experiential learning and fieldwork in the Islands of Hawaii. Students will explore issues such as Native Hawaiian culture and history, cultural resource management, environmental preservation, agricultural development of sugar cane and coffee, archaeology, multiculturalism, and the impact of tourism. Prerequisite: ANTH 250 and permission of instructor. Offered alternate years. (3 semester hours)

OCS 305: The Anthropological Experience in Belize

Prof. McClusky

This is a two week intensive course in the multicultural nation of Belize doing fieldwork among Garifuna, Maya, Creole and American ex-patriots. Issues covered include land rights, education, cultural survival, tourism, archaeology and preservation of natural resources. Experiential learning opportunities are available. Prerequisite: permission of instructor. Offered occasionally. (3 semester hours)

See also: Affiliated programs for semester-long off-campus study

PHILOSOPHY

PHIL 100. Philosophy

Prof. Frazier

Philosophy is an ongoing and open-ended conversation about basic questions of human existence. This course introduces students to the conversation through the works of major philosophers. Offered annually. (3 semester hours)

PHIL 114. Logic and Critical Thinking

PHIL Faculty

Introduction to the art of sound reasoning. Emphasis is placed on informal logic and practical applications, although some formal proofs are also considered. Offered at least annually. (3 semester hours)

PHIL 230. Ancient and Medieval Philosophy

Prof. Frazier

Survey of works by significant classical and medieval writers such as Plato, Aristotle, Augustine and Aquinas. Offered alternate years. (3 semester hours)

PHIL 235. Modern and Post-Modern Philosophy

Prof. Frazier

A study of philosophy from the 17th to the 20th century. Focus on major philosophers such as Descartes, Pascal, Kant, Hegel, Mill, Derrida and Foucault. Offered alternate years. (3 semester hours)

PHIL 240. Ethics

PHIL Faculty

Introduces concepts and methods of philosophical ethics. Discussion of basic analytic tools, and theoretical answers to fundamental ethical questions; also considers contemporary moral problems such as animal rights, abortion, and euthanasia. Offered at least annually. (3 semester hours)

PHIL 245. Meaning

Prof. Frazier

This course focuses on philosophical perspectives on the human quest for meaning. We will discuss existentialist themes in philosophy, film, literature, and psychoanalytic theory. Prerequisite: PHIL 100 or permission of instructor. Offered annually. (3 semester hours)

PHIL 285/385. Topics in Philosophy

PHIL Faculty

In-depth study of a selected topic in philosophy. For example, a topic in ethics such as the family, abortion or war, or a topic on human nature or religion, such as philosophy of mind, Buddhist philosophy, or existentialism. Prerequisite: PHIL 240 (for ethics topics) or permission of instructor. May be repeated for credit with different topics. Offered occasionally. (2-4 semester hours)

PHIL 300. Philosophy of Religion

Prof. Frazier

A critical examination of various approaches to the philosophical study of religion and analysis of specific topics such as evil, death, revelation, knowledge of God. Prerequisite: PHIL 114 or PHIL 240. Offered alternate years. (3 semester hours)

PHIL 310. Ethics, Law, and Social Policy

PHIL Faculty

Examination of issues at the interface of ethics, law, and policy. Topics such as free speech, separation of church and state, equality, and sex and reproductive rights. Prerequisite: PHIL 240. Offered as needed. (3 semester hours)

PHIL 325. Belief and Knowledge

Prof. Frazier

This course explores philosophical perspectives on belief and knowledge. Sociological, psychoanalytic and historical perspectives also will be considered. Some topics to be examined include the ethics of belief, the meaning and significance of scepticism, theories of knowledge, the social construction of reality, and faith versus reason. Prerequisite: one PHIL course or permission of instructor. Offered alternate years. (3 semester hours)

PHIL 329. Aesthetics

PHIL Faculty

Special attention to the philosophy of creativity, aesthetic value judgments, and the relation between imagination and knowledge. Prerequisite: one course in philosophy or one course in arts or literature. Offered occasionally. (3 semester hours)

PHIL 331. Mind

Prof. Frazier

What is it to have a mind? What is the mind's relation to the brain? Do we ever have free will? In this course, we consider multiple perspectives on these questions and others in the philosophy of mind. Prerequisite: PHIL 100 or permission of instructor. Offered annually. (3 semester hours)

PHIL 342. Sexual and Reproductive Ethics

PHIL Faculty

Investigation of moral and political issues raised by the separation of sex and reproduction, and new reproductive technologies. Consideration of such topics as contraception, abortion, autonomy in birthing, egg donation, surrogacy, stem

cell research, designer babies, and gay parenting. Prerequisite: PHIL 240 or permission of instructor; recommended: one biology course. Offered alternate years. (3 semester hours)

PHIL 385. Topics in Philosophy

PHIL Faculty

Past topics have included: What is Philosophy? Offered as needed. (3 semester hours)

PHIL 395. Tutorial in Philosophy

PHIL Faculty

Opportunities are offered for advanced tutorial study in subjects of special interest to individual students or small groups of students. The number of such courses offered in any single semester must be restricted. Examples of the range and variety of such offerings are individual philosophers, schools of philosophy, and philosophical issues. Prerequisite: permission of instructor. May be repeated for credit. Offered as needed. (1 semester hour)

PHIL 399. Independent Study in Philosophy

PHIL Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 semester hours)

PHIL 402. Research and Thesis in Philosophy

PHIL Faculty

Preparation of a thesis based on individual research. Prerequisite: senior PHIL major. Offered annually spring semester. (3 semester hours)

PHYSICAL EDUCATION

PE 105. Meditation for Stress Reduction and Relaxation

PE Faculty

This introductory level class will explore various forms of meditation for stress reduction and relaxation including seated meditation, walking meditation, and mindfulness-based meditation. Simple yoga postures and breathing techniques will be included as appropriate to class needs. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 109. Community First Aid and Safety

PE Faculty

American Red Cross certification includes Community CPR and Standard First Aid. Graded: S/U. Additional fee. Offered every semester. (1 semester hour)

PE 110. Beginning Swimming

PE Faculty

Course designed primarily for those students who do not pass the Wells swimming test. Emphasis on basic stroke technique. Graded: S/U. Offered every semester. (.5 semester hour)

PE 115. Aerobic Kickboxing

PE Faculty

This course will explore aerobic kickboxing and fitness training using "Seven-Minute Interval-Fire Functional Fitness®" routines. In each session new aerobic and kickboxing sequences will be presented and practiced working up a great sweat and stoking your metabolic furnace with a routine that is not only a great workout but customizable to your personal goals. Graded: S/U. May be repeated for credit. Additional fee. Offered every semester. (.5 semester hour)

PE 118. Beginning Sailing

PE Faculty

Emphasis will be on understanding how to use the wind to sail a boat in a set direction. In addition, how to rig a Sunfish sailboat, take care of equipment in and out of the water, and water safety will be taught. The many different ways a sailboat can be used for personal enjoyment will also be presented. Graded: S/U. May be repeated for credit. Offered annually fall semester. (.5 semester hour)

PE 119. Canoeing and Kayaking

PE Faculty

Emphasis will be on learning basic strokes used to control and power these boats. Also, care of equipment, both in and out of the water and water safety will be taught. How these boats are used for personal enjoyment in many different ways will also be presented. Graded: S/U. May be repeated for credit. Offered annually fall semester. (.5 semester hour)

PE 121. Water Aerobics

PE Faculty

Low-impact exercises designed to tone your body, increase strength and flexibility, and improve your cardiovascular endurance. Graded: S/U. May be repeated for credit. Offered annually. (.5 semester hour)

PE 123. Yoga

PE Faculty

Yoga is a dynamic system of balance that leads to a healthy mind and body. The course contains various techniques of concentration, proper breathing, posture, cleansing and relaxation. Topics covered encourage knowledge of simple hygiene and nutrition. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 124. Toning

PE Faculty

Exercises designed to increase strength and flexibility of the various body parts. Challenging. Low impact. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 125. Exercise and Weight Training

PE Faculty

Introduction to weight training and exercise principles. Instruction in proper technique and maintenance of a weight training program utilizing the Universal unit. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 129. Beginning Horseback Riding

PE Faculty

This course explores the sport of horseback riding mounted and un-mounted. Beginner students will learn to control a horse at a walk and trot. Experienced students can explore pattern work and transition in either hunt seat or saddle seat disciplines. Additional fee. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 130. Beginning Tennis

PE Faculty

Emphasis placed on skill acquisition of the basic strokes: forehand, backhand, serve, and volley. Introduce rules and scoring. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 135. Golf

PE Faculty

Instruction in basic techniques from beginning through more advanced levels of play. Opportunity for videotaping and course play. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 175. Scuba Diving

PE Faculty

This course prepares the student for safe and enjoyable participation in recreational scuba diving. Successful completion of classroom, pool and open water dives results in lifetime international certification. All scuba equipment furnished. Additional fees.. Graded: S/U. Offered every semester. (1 semester hour)

PE 180. Self-Defense I

PE Faculty

This course presents basic techniques against a weaponless attacker. Self-defense techniques and escapes against grabs, chokes, punches, and kicks are emphasized along with physical skills to avoid injury, strategies applying the psychology of victim/attacker, and tactics to create effective defense. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 185. Beginning Shorin-ryu Karate

PE Faculty

This course will introduce students to the basic movement skills and concepts of Shorin-ryu karate. Students will learn elementary hand and foot techniques that will be applied in prearranged movement exercises and beginning-level sparring. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 190. Nutrition and Women's Health

PE Faculty

Through lecture/discussion, independent research, and personal introspection, students will identify personal nutrition and wellness issues and learn to discriminate between external sources of nutritional information and their own internal nutritional

wisdom. Topics include diets and weight loss, body image, and the role of diet in chronic diseases relevant to women's health, including osteoporosis, breast cancer, and eating disorders. Graded: S/U. Offered occasionally. (1 semester hour)

PE 199. Independent Study in Physical Education

PE Faculty

With approval and under special extenuating circumstances, a student may elect an independent course of study for seven weeks in the area of her or his choice. Minimum requirements include seven weeks of activity, five times weekly, for a minimum duration of 30 minutes. A journal is to be submitted upon course completion. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 218. Intermediate Sailing

PE Faculty

This course will continue to develop a student's skills of sailing a boat through the various points of sail, both upwind and downwind. Water safety rescue procedures will be taught and demonstrated. In addition how to read a nautical chart, plot a course over water along with basic right-of-way rules for all types of boats will be taught. Prerequisite: pass PE 118. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 223. Intensive Yoga

PE Faculty

Yoga is a dynamic system of balance that has received scientific documentation for leading to a healthy mind and body, and also having enabled students to combine natural law with practical sense of well-being. The course contains various techniques of concentration, proper breathing, posture, cleansing and relaxation. Topics covered encourage knowledge of simple hygienic and nutritional hints. Graded: S/U. May be repeated for credit. Offered every semester. (1 semester hour)

PE 280. Self-Defense II

PE Faculty

This course builds on basic techniques and presents those for use against a weaponed attacker. Techniques include take downs, escapes, baton use, multiple attacker defense, and defense against a knife. A self- defense training sequence for individual practice will be taught. Prerequisite: PE 180. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 290/390. Internship in Physical Education

PE Faculty

Individually arranged participation in activities related to physical education and athletics, at institutions such as YM-YWCAs, high schools, health clubs, or similar sports facilities. Prerequisite: permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (2-4 semester hour)

PE 305. Prevention and Care of Athletic Injuries

PE Faculty

Introduction to basic concepts in athletic training, with emphasis on anatomical bases and mechanisms of common athletic injuries. Basics of injury prevention, recognition and initial care are covered. Taping and wrapping are also demonstrated. Graded: S/U. Offered occasionally. (2 semester hours)

PE 310. Swim for Fitness

PE Faculty

Emphasis on cardiovascular conditioning through interval training techniques. Prerequisite: permission of instructor. Graded: S/U. May be repeated for credit. Offered annually spring semester. (.5 semester hour)

PE 315. Lifeguard Training

PE Faculty

American Red Cross certification. Instruction in advanced rescues and escape techniques. Prerequisite: swimming endurance required. Standard First Aid and CPR/BLS required for certification. Additional fee. Graded: S/U. Offered every semester. (2 semester hours)

PE 410. Intercollegiate Swimming

Swimming Coach

Prerequisite: tryout. Graded: S/U. Students register for the course during the spring semester and receive a grade at the end of spring semester, but practices begin in the fall. Offered annually spring semester. (1 semester hour)

PE 416. Water Safety Instructor

PE Faculty

This course is dedicated to developing the skills necessary to instruct and plan courses in the American Red Cross Swimming and Water Safety program. Students are expected to be proficient in the following strokes: front crawl, back crawl, elementary backstroke, breaststroke, and sidestroke. Additional Fee. Prerequisite: permission of instructor. Graded: S/U. Offered annually spring semester. (2 semester hours)

PE 420. Intercollegiate Volleyball

Volleyball Coach

Prerequisite: tryout. Graded: S/U. Offered each semester. (1 semester hour)

PE 430. Intercollegiate Tennis

Tennis Coach

Prerequisite: tryout. Graded: S/U. Offered annually fall semester. (1 semester hour)

PE 435. Intercollegiate Cross-Country

Cross-Country Coach

Prerequisite: tryout. Graded: S/U. Offered annually fall semester. (1 semester hour)

PE 440. Intercollegiate Field Hockey

Field Hockey Coach

Prerequisite: tryout. Graded: S/U. Offered annually fall semester. (1 semester hour)

PE 442. Intercollegiate Soccer

Soccer Coach

Prerequisite: tryout. Graded: S/U. Offered annually fall semester. (1 semester hour)

PE 445. Intercollegiate Lacrosse

Lacrosse Coach

Prerequisite: tryout. Graded: S/U. Offered annually spring semester. (1 semester hour)

PE 446. Intercollegiate Basketball

Basketball Coach

Prerequisite: tryout. Graded: S/U. Offered annually spring semester. (1 semester hour)

See also: DANC 205. Modern Dance Technique I, DANC 206. Ballet Technique I

PHYSICS

Of the physics offerings, one course, PHYS 106 Introductory Astronomy, is of general interest and is intended for students majoring outside the sciences. This course meets the College laboratory science requirement.

Fundamentals of Physics I-II (111L, 212L) form a two-semester sequence and are designed to emphasize the fundamental principles of classical physics and to develop in the student a quantitative understanding of these principles. A third course, PHYS 302 Modern Physics, is an introduction to the revolutionary ideas of 20th century physics.

PHYS 221L Principles of Electronics provides an introduction to the fast-changing science of information and signal processing. They are appropriate for students in the sciences.

The course MATH 301 Applied and Computational Mathematics is designed for a student with a major in mathematical and physical sciences. It concentrates on a variety of mathematical and computer-related tools with applications in physical science.

The remaining courses are designed for the mathematics and physics majors and offer more concentrated study of particular areas of physics and pre-engineering.

PHYS 104. Why Music Matters: The Science of Sound

Prof. Heinekamp

Music appeals to all people, and has done so for thousands of years. We will apply scientific principles to the art of music to show why music evokes an emotional response. It will include occasional hands-on activity. (3 semester hours)

PHYS 106. Introductory Astronomy

Prof. Heinekamp

This course covers the basic ideas and techniques of astronomy, The night sky; star physics and evolution; contents and structures of galaxies; black holes and cosmology. Nighttime telescope work, weather permitting. Meets natural laboratory science distribution requirement. Offered alternate years fall semester. (3 semester hours)

PHYS 111L. Fundamentals of Physics I

PHYS Faculty

A calculus-based introductory course for all science, mathematics, and pre-engineering students. Particle kinematics; vectors; Newton's law; forces and their effects; energy conservation; systems of particles; momentum conservation; rotational kinematics. Prerequisite: four years of high school mathematics and MATH 111 or equivalent. Offered annually spring semester. (4 semester hours)

PHYS 212L. Fundamentals of Physics II

PHYS Faculty

A continuation of PHYS 111L. Traveling and standing waves; Electrostatics in vacuum and in materials (Coulomb's and Gauss's laws); Magnetostatics (Biot-Savart's and Ampere's laws); Faraday's law of induction; lenses and mirrors; interference and diffraction of light. Prerequisite: PHYS 111L, MATH 112. Concurrent registration in MATH 211 is encouraged. Offered annually fall semester. (4 semester hours)

PHYS 221L. Principles of Electronics

Prof. Heinekamp

Introduction to analog and digital electronics. DC and AC circuit theory, impedance, filters, transistor operation and amplification, operational amplifiers, simple logic gates, counters, D/A converters. Prerequisite: PHYS 111L or permission of instructor. Offered alternate years. (4 semester hours)

PHYS 290. Internship in Physics

PHYS Faculty

Individually arranged participation in research with industry or a university. This course will not satisfy any requirement in the mathematics/physics major or minor. Prerequisite: permission of instructor. Graded: S/U. Offered every semester. (2-4 semester hours)

PHYS 302. Modern Physics

PHYS Faculty

This course completes the introductory sequence in physics. Topics: the photoeffect; black-body radiation; early results in atomic physics; Schrodinger equation in one and three dimensions; hydrogen atom; atomic spectroscopy; introduction to quantum statistical mechanics, and applications. Prerequisite: PHYS 111L, MATH 112. (3 semester hours)

PHYS 303. Theoretical Mechanics

Prof. Heinekamp

An advanced theoretical study of Newton's laws, making use of numerical computing. Dynamics of particles, orbits, coupled systems, damped oscillators, phase portraits, periodicity, and chaos are topics typically covered. Prerequisite: PHYS 212L and MATH 212. Offered alternate years. (3 semester hours)

PHYS 307. Intermediate Quantum Mechanics

Prof. Heinekamp

Kinetics, energetic and dynamics of Einstein's theory of special relativity; quantum mechanics of tunneling and of other potential-energy configurations, including the harmonic oscillator; operator methods; multiple particle states; theory of angular momentum; multi-electron atoms; the periodic table. (3 semester hours)

PHYS 340. Experimental Physics

Prof. Heinekamp

Advanced laboratory work in the physical sciences (for example, the Franck-Hertz, Millikan oil drop, and Cavendish torsion balance experiments), to develop thorough understanding of theoretical and practical considerations of these and other historic experiments. Prerequisite: PHYS 212L or permission of instructor. Offered alternate years. (3 semester hours)

PHYS 351. Research in Physics and Computing

PHYS Faculty

Collaboration with physics and related faculty in specialized work. Ongoing projects include: automated data acquisition and analysis, molecular order in liquid crystals, computing languages, and computer modeling and simulations. May be repeated for credit. Prerequisite: permission of instructor. Offered as needed. (2 semester hours)

PHYS 385. Topics in Physics

PHYS Faculty

In-depth study of a selected topic in physics. A course in selected advanced topics in Physics such as Electricity and Magnetism, Quantum Mechanics, or Thermal and Statistical Physics. Prerequisite: junior and senior majors and permission of instructor. May be repeated for credit with different topics. Offered as needed. (3 semester hours)

PHYS 390. Advanced Internship in Physics

PHYS Faculty

Individually arranged participation in research with industry or a university. This course will not satisfy any requirement in the mathematics/physics major or minor. Prerequisite: permission of instructor. Graded: S/U. Offered as needed. (2-4 semester hours)

PHYS 398. Supplementary Advanced Work in Physics

PHYS Faculty

Prerequisite: permission of instructor. Offered as needed. (3 semester hours)

See also: CHEM 308LL. Laboratory in Physical Chemistry, HIST 212. Introduction to the History of Science, MATH 301. Applied and Computational Mathematics

POLITICAL SCIENCE

POLS 155. American Politics

Prof. Tabrizi

An introduction to the institutional and behavioral foundations of American politics. Offered every semester. (3 semester hour)

POLS 210. The United Nations Simulation

Prof. Lumumba-Kasongo

Students who participate actively in the Model U.N. Club may receive credit for work done in conjunction with the club's activities. May be repeated for credit. Offered in the spring semester as needed. (1 semester hour)

POLS 230. Democratic Theory

Prof. Tabrizi

Explores the central themes of democratic thought in political theory, including classical democracy, social contract theory, and current issues. Both classical and contemporary readings address citizenship, equality, and political participation. Prerequisite: POLS 155 or permission of instructor. Offered alternate years. (3 semester hours)

POLS 235. The U.S. Congress

Prof. Tabrizi

Introduces students to the development of public policy in the United States by focusing on Congress as an institution, congressional policy roles, and relations between the legislative and executive branches. Prerequisite: POLS 155. Offered annually spring semester. (3 semester hours)

POLS 255. American Parties and Elections

Prof. Tabrizi

A detailed look at the nature of political parties in the United States including organization, electoral considerations and government functions. Independent research by students regarding the health of the party system. Prerequisite: POLS 155 or permission of instructor. Offered alternate fall semesters. (3 semester hours)

POLS 262. Politics in Developing Countries

Prof. Lumumba-Kasongo

An analysis of political institutions, dependency, militarism and democratization in developing countries. Prerequisite: POLS 155 or INTL 151. Offered alternate years. (3 semester hours)

POLS 267. International Organization

Prof. Lumumba-Kasongo

Examination of the goals, nature, and problems of international organizations with specific focus on the role of the United Nations and its related agencies and programs. Prerequisite: INTL 151 or POLS 155 or permission of instructor. Offered alternate years. (3 semester hours)

POLS 268. Comparative Governments and Politics: Cases of Predominantly Black Nations

Prof. Lumumba-Kasongo

The study of the structures of the major political and social institutions and the struggle for power in predominantly black nations. Prerequisite: POLS 155 or INTL 151. Offered alternate years. (3 semester hours)

POLS 285/385. Topics in Public Policy and Politics

POLS Faculty

In-depth study of a selected topic in political science. Study of participation, public policy and policy making in industrial societies. Topics may include: poverty, housing, education, job training, health care, unemployment, welfare, conservation, political participation, elections, and campaigns. Prerequisite: POLS 155 or sophomore standing. May be repeated for credit with different topics. Past topics have included: U.S. Social Welfare Policy; Race, Public Policy and Democracy in the U.S.; The Politics of Terrorism; and Politics and Whiteness in the U.S. Offered as needed. (3 semester hours)

POLS 290/390. Internship in Political Science

POLS Faculty

Students may submit proposals for internships in any governmental or political office or in a legal office. Prerequisite: one course in political science or permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (2-4 semester hours)

POLS 299/399. Independent Study in Political Science

POLS Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 semester hours)

POLS 307. Contemporary Political Ideologies

Prof. Tabrizi

Introduces political theory by examining the ideologies that have most influenced modern, political institutions, movements, and arguments. Possible ideologies include liberalism, socialism, fascism, nationalism, and feminism. Prerequisite: POLS 155 or INTL 151 or permission of instructor. Offered alternate years. (3 semester hour)

POLS 320. Liberalism and Its Critics

Prof. Lumumba-Kasongo

Liberalism as a central tradition of the West. From its mid-17th century origins, liberalism has encountered a series of problems: of the individual, exchange, the public, limits, power, welfare, and the self. Response by critics of liberalism. Prerequisite: POLS 155 or INTL 151 or permission of instructor. Offered alternate years. (3 semester hours)

POLS 332. Old and New Paradigms in World Politics

Prof. Lumumba-Kasongo

Critical discussion on the old and new paradigms within the world of politics. Major topics will include population control, environmentalism, search for peace, etc. Prerequisite: POLS 155 or INTL 151 or permission of instructor. Offered alternate years. (3 semester hours)

POLS 340. Politics of the Emerging Nations in Asia

Prof. Lumumba-Kasongo

This course will compare contemporary political institutions, the role of civil society, the national ideologies, and economic policies of the emerging and non-emerging countries in Asia. Prerequisite: INTL 151 or POLS 155. Offered alternate years. (3 semester hours)

POLS 345. Public Opinion

Prof. Tabrizi

An investigation of the substance and structure of public opinion in the United States. Students will assess the current literature and conduct independent research. Prerequisite: POLS 155 or permission of instructor. Offered alternate fall semesters. (3 semester hour)

POLS 355. Approaches to International Relations

Prof. Lumumba-Kasongo

Survey of the main theories and approaches to international relations, such as systems analysis, idealism, realism, environmental and psychological theories, functionalism, imperialism, conflict and decision-making theories. Prerequisite: INTL 151 or POLS 155 or permission of instructor. Offered alternate fall semesters. (3 semester hours)

POLS 360. The U.S. Judiciary

Prof. Tabrizi

Examines the role of the U.S. judiciary and public policy with an emphasis on judicial review, civil rights and liberties, and the Supreme Court. Prerequisite: POLS 155 or HIST 242. Offered alternate years. (3 semester hours)

POLS 365. Governments and Politics in Industrialized Countries

Prof. Lumumba-Kasongo

Analysis of the government and politics in major industrialized countries with particular emphasis on political culture, political institutions, policies, and electoral process and behavior. Prerequisite: POLS 155 or INTL 151 or permission of instructor. Offered alternate spring semesters. (3 semester hours)

POLS 395. Tutorial in Political Science

POLS Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

POLS 399. Independent Study in Political Science

POLS Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

POLS 401. Senior Seminar and Thesis in Political Science

POLS Faculty

This seminar is about the examination of individual research issues and topics that seniors in political science are working on in their theses. Besides specific sessions on the methodological and theoretical issues, seniors will regularly meet to exchange ideas related to their common experience. Prerequisite: POLS senior. Offered annually fall semester. (4 semester hours)

See also: Albany Internship Experience through Marist College, OCS 275. Women and Public Policy Seminars

PSYCHOLOGY

PSY 101. General Psychology

PSY Faculty

An introduction to the scientific study of behavior, including an examination of various approaches to psychological thought. Among the topics addressed are learning, cognition, development, motivation, and psychopathology. Format varies; may be lecture or seminar. (3 semester hours)

PSY 206. Health Psychology

Prof. Markowitz

An introduction to the interdisciplinary field of health psychology. Students will learn theories and principles of health psychology and apply them to wellness, prevention, illness, and healthcare. Prerequisite: PSY 101 or permission of instructor and at least sophomore standing. (3 semester hours)

PSY 210. Child Development

PSY Faculty

An introduction to developmental psychology covering conception through adulthood. Physical, social and cognitive development are explored with emphasis on early and mid-childhood. Major theories are applied to common issues in development, e.g., parent-child relations, education, poverty and delinquency. Prerequisite: PSY 101. (3 semester hours)

PSY 214. The Psychology of Women

Prof. Muñoz

This course uses the theories and methods of psychology to focus on women's development, personality, and role in society. (3 semester hours)

PSY 224. Social Psychology

Prof. Morfei

This course will explore the interaction between the individual and the social world. Topics covered will include social cognition; the self; attitudes and persuasion; group process; prejudice, stereotyping, and discrimination; aggression; and prosocial behavior. Cross-cultural perspectives will be examined. Prerequisite: PSY 101. (3 semester hours)

PSY 227. Abnormal Psychology

Prof. Markowitz

A survey of research and descriptive aspects of behavior pathology and methods of treatment. Prerequisite: PSY 101. (3 semester hours)

PSY 235. Forensic Psychology

Prof. Morfei

This course provides an introduction to forensic psychology, which is the intersection of psychology and the legal system. Examples of topics covered are expert witness issues, insanity pleas, false confessions, issues surrounding repressed memory, eyewitness testimony, and criminal profiling. Special attention will be given to the psychological implications of the legal system's treatment of minority groups. Prerequisite: PSY 101. (3 semester hours)

PSY 242. Drugs and Behavior

PSY Faculty

A study of mind-altering drugs and their effects on the central nervous system, and behavior. Drug dependence and abuse. Principles of psychopharmacology. Prerequisite: PSY 101 or permission of instructor. (3 semester hours)

PSY 250. Human Sexuality

Prof. Muñoz

A survey of the biological, psychological, and cultural aspects of human sexuality including the development of sexual behavior, love and sexual relationships, AIDS, sexual victimization, the physiology and sexual behavior and sexual dysfunctions, controversial issues in human sexuality. Prerequisite: BIOL 130L or PSY 101 or SOC 151 or SOC 228. (3 semester hours)

PSY 270. Foundations and Methods

PSY Faculty

This course is an introduction to methodological thinking in psychology, using a hands-on approach that applies basic methodological concepts to professional and popular press reports related to psychological concepts. The course will provide students with a foundation for success in the study of psychology as well as critical thinking skills that can be applied to any social science and in everyday life. (3 semester hour)

PSY 275. Positive Psychology

Prof. Gagnon

Review of strength-based approaches to psychology. Research, theory, and cross-cultural perspectives on resiliency, gratitude, forgiveness, spirituality, humor, mindfulness, emotional intelligence, and creativity and their effects on well-being and "the good life" are just some of the topics to be investigated. Prerequisite: PSY 101 or permission of instructor. (3 semester hours)

PSY 280. Psychology of Art

Prof. Gagnon

An examination of the creation and experience of art as a product of human behavior and mental process, and an exploration of the positive uses to which it can be applied (e.g., toward the pursuit of wellness or social justice) Prerequisite: PSY 101. (3 semester hours)

PSY 285. Topics in Psychology

PSY Faculty

In-depth study of a selected topic in psychology. May be repeated for credit with different topics. Past topics have included: Constructing Sexual Identities: Cross-Cultural Perspectives; Environmental Psychology; Violence and Schools; and Organizational Psychology. (2-4 semester hours)

PSY 290. Internship Program in Psychology

PSY Faculty

Individually arranged field experiences in psychological settings, for example, psychiatric hospitals, both private and public, and education classes for students with disabilities. A journal and a paper evaluating the experience will be required as a form of assessment. Prerequisite: two courses in psychology and permission of instructor. Graded: S/U. (2-4 semester hours)

PSY 300. Sport Psychology

PSY Faculty

An overview of the theories and research related to sport behavior. Topics include motivation; effect of attention, emotion, and mood on performance; cognitive and behavioral interventions; social psychology of sport. Every spring semester. Prerequisite: PSY 101. (3 semester hours)

PSY 306. Organizational Behavior

Prof. Morfei

Students will explore issues such as employee motivation, group goal achievement, development of leadership skills, and working successfully with diverse populations. We will discuss power and politics, stress and coping, and other topics related to navigating the workplace. Prerequisite: PSY 101 or permission of instructor and at least sophomore standing. PSY 224 Social Psychology is a recommended (but not required) prerequisite. (3 semester hours)

PSY 315. Psychology of Personality

Prof. Markowitz

A critical survey of the major concepts and theories of normal personality, and of the techniques used in assessment. Prerequisite: two courses in psychology. (3 semester hours)

PSY 318. Adolescent Development

Prof. Muñoz

Psychological approaches exploring the diversity of adolescent development. The course will focus on the intersections of culture, race, class, gender, and sexuality during adolescence. Topics include: growing up rural/urban, immigration and schooling, resiliency, love and intimacy, identity in global times. Prerequisite: PSY 101. (3 semester hours)

PSY 322. Educational Psychology

PSY Faculty

This course will investigate educational issues through psychological methods and theories. Topics emphasized: cognitive, language, social and emotional development, individual variation, motivation, standardized testing, innovative classroom assessment, culture, community, and creating new kinds of learning environments for a multicultural society. Prerequisite: PSY 101. (3 semester hours)

PSY 330. Indigenous Psychologies

Prof. Muñoz

Emphasizes a cultural sciences approach to psychology, including counseling/therapy, assessment, and research. Challenges assumptions of Western psychology and emphasizes the necessity of understanding each culture within its own social and ecological context and frame of reference. Prerequisite: PSY 101 and two other courses in psychology or permission of the instructor. (3 semester hours)

PSY 335. Psychology of Environmental Sustainability

Prof. Morfei

This course examines theoretical perspectives and empirical research on promoting environmentally sustainable behavior. Through team-based, service learning projects, students apply knowledge gained in the course to address sustainability issues on the Wells campus and in the surrounding community. Prerequisite: PSY 101 or permission of instructor. (3 semester hours)

PSY 338. Psychotherapy

Prof. Markowitz

An examination of the major systems of psychotherapy (psychoanalysis, cognitive, person-centered, behavioral, etc). Objectives include: developing a model of therapy, learning basic elements of counseling, working with diverse populations developing and applying knowledge of the ethics code. Prerequisite: PSY 227 or permission of instructor. (3 semester hours)

PSY 340. Psycholinguistics

Prof. Gagnon

The psychological study of language: how it is learned, produced, comprehended, and used. Philosophical, biological, cultural, methodological, and theoretical issues will be covered. Special topics such as animal language, sociolinguistics, second language acquisition, and language disorder will also be discussed. Prerequisite: PSY 101 (experience with a second language and PSY 347 desirable but not required). (3 semester hours)

PSY 342. Biological Bases of Behavior

Prof. Gagnon

A survey course designed to provide an understanding of the physiology, anatomy, and pharmacology of the various structural and functional components of the nervous and endocrine systems and to establish the relevance of these basic mechanisms for human psychological/behavioral processes. Prerequisite: PSY 101. (3 semester hours)

PSY 343. Neuropsychology

Prof. Gagnon

A study of clinical and experimental research concerning human brain function with particular emphasis on psychological

deficit. Methods of assessment of neuropsychological impairment. Prerequisite: two courses in psychology or permission of instructor. (3 semester hours)

PSY 347. Cognitive Psychology

Prof. Gagnon

Cognitive psychology is concerned with the scientific study of the mind and how we process, store, and retrieve information. Mental functions studied in the course include perception, attention, memory, reasoning, decision making, problem solving, and language processing. Prerequisite: PSY 101. (3 semester hours)

PSY 349. Cognition and Culture

Prof. Gagnon

An interdisciplinary exploration of the interplay between cultural and cognitive processes, the resulting diversity of mind, and its role in actions such as intergroup conflict resolution. Conducted as an upper-level discussion seminar complemented by the cultural perspectives of guest speakers. Prerequisite: PSY 101 or ANTH 161 (PSY 347 recommended). (3 semester hours)

PSY 355. Adult Development and Aging

Prof. Morfei

Using a lifespan approach, this course examines recent research on the physiological, psychological, and social dimensions of adult development. The goals of this course are to acquaint students with the basic processes of adult development and to promote positive attitudes and expectations about aging. Prerequisite: PSY 101. (3 semester hours)

PSY 360L. Qualitative Research Methods

Prof. Muñoz

Methodologies in psychology which use qualitative description and analysis. Methods emphasized: interviews, case study, and participant observation. Extensive use of video and computer technologies for data collection and analysis. Three class hours and two of field-based study. Prerequisite: two courses in psychology and MATH 151, or permission of instructor. (4 semester hours)

PSY 365L. Quantitative Methods in Psychology

Prof. Gagnon

Basic quantitative research methods commonly used in psychology are examined in detail, with particular emphasis on choosing appropriate methods for research questions/hypothesis in different areas of psychology (e.g., developmental, social, cognitive). For the laboratory session, students spend two hours each week collecting and/or analyzing data. Prerequisite: two courses in psychology and MATH 151, or permission of instructor. (4 semester hours)

PSY 370. Sensation and Perception

Prof. Gagnon

An exploration and appreciation of the sensory and perceptual processes that produce an interpretation of the world for us. Experiential activities will include perceptual illusions and experiments, art museum field trip, and mammalian eye dissection. Prerequisite: PSY 101 or permission of instructor. (3 semester hours)

PSY 385. Topics in Psychology

PSY Faculty

In-depth study of a selected topic in psychology. May be repeated for credit with different topics. Past topics have included: Constructing Sexual Identities: Cross-Cultural Perspectives; Environmental Psychology, Sensation and Perception; and Stereotyping and Stigmatization. (2-4 semester hours)

PSY 390. Advanced Internship Program in Psychology

PSY Faculty

Individually arranged field experiences for students who have taken PSY 290. A journal and a research paper on a topic related to the internship will be required of students enrolled in this program as a form of assessment. Prerequisite: PSY 290 and permission of instructor. Graded: S/U. (2-4 semester hours)

PSY 395. Tutorial in Psychology

PSY Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. (1 semester hour)

PSY 396. Tutorial: Diversity and Psychology

Prof. Muñoz

We will critically explore such topics as how western research shapes our understanding of human behavior, possibilities for constructing different psychologies, how paradigms frame our understanding of human life, how class and gender shape identities in the classroom, implicit assumptions in developmental theory and their consequences in the practice of psychology. Participants will be encouraged to continue critical examination of their attitudes, beliefs, and assumptions regarding race, class, gender, sexual orientation, ability, culture, etc. through dialogues with other participants. (1 semester hour)

PSY 398. Supplementary Advanced Work in Psychology

PSY Faculty

Prerequisite: adequate preparation for advanced work in the field, and permission and approval of instructor. May be repeated for credit. (3 semester hours)

PSY 399. Independent Study in Psychology

PSY Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. (1-3 semester hours)

PSY 403. Senior Seminar: Contemporary Issues in Psychology

PSY Faculty

An examination of selected theoretical and professional issues in psychology. Students will prepare a thesis based on review of the literature on a topic approved by the instructor and the department. Prerequisite: senior standing with major field in psychology. (4 semester hours)

PSY 404. Senior Empirical Research Project in Psychology

PSY Faculty

Empirical research project based on PSY 403 research proposal. Prerequisite: permission of instructor. (4 semester hours)

See also: BIOL 324L. Animal Behavior, MATH 151. Elementary Statistics, MATH 251. Mathematical Statistics, WGS 260: Indigenous Women's Experiences

RELIGION

RELG 100. Gods and Creation: East and West

RELG Faculty

This course is a basic introduction to religion in a diversity of cultural contexts, ranging from the ancient Near East to African traditional religions, and focusing on how different traditions have envisioned the gods, the created order, and the place of humanity within that order. Offered annually fall semester. (3 semester hours)

RELG 255. Islamic Civilization and Culture

RELG Faculty

This course will trace Islam's historical development and cultural contributions, analyze its basic beliefs and practices, examine the Muslim experience in America, and assess Islam's place in the contemporary world. Offered alternate years. (3 semester hours)

RELG 263. The Hebrew Bible and Jewish Tradition

RELG Faculty

A study of the literature, religion, and faith of ancient Israel in light of the ancient Near Eastern environment, religious and ethical factors within Israel, and the course of historical events and social change. Offered alternate years. (3 semester hours)

RELG 264. The New Testament and Early Christianity

RELG Faculty

A study of the literature, religion, and faith of early Christianity, as compared to and contrasted with early Judaism and Hellenistic religions. Offered alternate years. (3 semester hours)

RELG 265. Christianity

RELG Faculty

An introduction to central figures, writings and intellectual movements in the history of Christianity and related religious traditions from late antiquity to the beginning of the Reformation in Europe. Themes will range from significant theological ideas, such as theories about the person of Jesus of Nazareth, to the evolution of Christian moral teaching on abortion and the status of women. Prerequisite: RELG 263 or RELG 264. Offered alternate years. (3 semester hours)

RELG 269. History, Myth and Religion

RELG Faculty

A general introduction to the phenomenology of religion, examining the patterns of humanity's experience of the sacred, from ancient to modern times, and how particular beliefs, symbols, and sacred histories (myths) have persisted and interacted in texts, art, and ritual. Offered alternate years. (3 semester hours)

RELG 275. Religions of Asia

RELG Faculty

An exploration of Asian religious traditions with special reference to cultural origins, social context, and foundational beliefs and practices. Offered alternate years. (3 semester hours)

RELG 321. Faith and Post-Modern Culture

RELG Faculty

This course explores the unique characteristics and complexities of faith in contemporary cultures. Offered occasionally. (3 semester hours)

RELG 330. Native Americans and the Environment

Prof. Olson

This seminar will provide an overview of traditional Native American world views and ceremonial life. Special attention will be given to an in-depth exploration of the environmental philosophies and sacred practices of selected peoples. Offered occasionally. (3 semester hours)

RELG 375. Body and Soul: From Antiquity to Post-Modernity

RELG Faculty

An exploration of the way in which religions have conceptualized the human body, human sexuality, and the soul. The course will examine themes ranging from body-soul dualism to materialism, reincarnation, and afterlife, with special reference to the cultural contexts of these beliefs and the scientific, ethical and philosophical grounds for holding them. Prerequisite: one course in religion, philosophy, or anthropology. Offered alternate years. (3 semester hours)

See also: ANTH 250. Hawaii: Colonialism and Tourism

SCIENCE, HEALTH, AND VALUES

SHV 290/390. Internship in Science, Health, and Values

SHV Faculty

Internship in a setting that permits students to learn firsthand about issues related to health including ethics, health care, and health administration. Prerequisite: sophomore standing, at least one course in Ethics, and permission of instructor; SHV 290 is a prerequisite for SHV 390. Graded: S/U. Offered as needed. (2-4 semester hours)

SHV 399. Independent Study in Science, Health, and Values

SHV Faculty

The independent study is an opportunity to reflect on the moral ramifications of the knowledge about health and health care acquired in the course of the science, health, and values minor. Prerequisite: SHV minor, junior standing. Offered as needed. (1-3 semester hours)

See also: Science, Health, and Values Minor for related courses

SOCIAL AND ECONOMIC JUSTICE

SEJ 250. Introduction to Community Organizing

Prof. McClusky

This course helps students bridge the gap between learning about social injustices and doing something about them. By examining social movements of today and yesterday, students will focus on a specific issue and develop a campaign for change in the future. Prerequisite: permission of instructor. Offered alternate years. (3 semester hours)

SEJ 290/390. Internship in Social and Economic Justice

Prof. McClusky

Students will gain experience working for an organization that promotes social and/or economic justice, or on a campaign that is fighting for social and/or economic justice. Arrangements are the students responsibility, but must be made in consultation

with the SEJ faculty sponsor and the Career Services Office. Costs are the responsibility of the student. Prerequisite: permission of instructor and at least one course in the minor. Graded: S/U. May be repeated for credit. Offered every semester. (2-4 semester hours)

SOCIAL SCIENCES

SS 290/390. Internship in the Social Sciences

SS Faculty

Individually arranged field experiences in the social sciences. Graded: S/U. (2-4 semester hours)

SS 299/399. Independent Study in the Social Sciences

SS Faculty

Individually arranged independent study in the social sciences. (1-3 semester hours)

SOCIOLOGY

SOC 151. Principles of Sociology

Prof. McClusky, Prof. Renfrow

An introduction to the basic concepts and major perspectives of sociology, examining in particular the relationship between personality and society, the study of groups as social systems, and the analysis of societies and their structure. Offered every semester. (3 semester hours)

SOC 200. Humans, Animals and Interaction

Prof. Renfrow

What can our close living and working relationships with non-human animals reveal about human society? Why do we eat some animals but consider others (wo)men's best friend? This course examines our complicated and often contradictory relationships with animals. Prerequisite: SOC 151 or ANTH 161. Offered alternate years. (3 semester hours)

SOC 228. Social Problems

SOC Faculty

This course examines the complex process through which public issues are transformed into social problems and addressed through social policy. Readings and discussions apply a social constructivist model to several contemporary social problems (e.g., teen pregnancy, HIV/AIDS, obesity, and bullying). Offered annually spring semester. (3 semester hours)

SOC 235. "Deviance" and Society

Prof. McClusky

This course deals with issues of power in the definition of deviance, and the creation, resistance and abandonment of deviant identities. We end the semester with an examination of the "normal". Prerequisite: SOC 151 or PSY 227 or permission of instructor. Offered alternate years. (3 semester hours)

SOC 277. Social Inequality: Class and Ethnicity

Prof. McClusky

This course examines issues of poverty, wealth, power and powerlessness as they pertain to class and ethnicity. The main focus will be on the United States, but we will also examine global inequalities. Prerequisite: SOC 151 or SOC 228. Offered every spring. (3 semester hours)

SOC 285/385. Topics in Sociology

SOC Faculty

In-depth study of a selected topic in sociology. Past topics have been: Sociology of Work and Occupations, Gender Differences in Language and Aggression, Hate Crimes and Bias Motivated Violence, Gender. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

SOC 290. Internship in Social Service Agencies

SOC Faculty

Students learn within social agencies and institutional settings where they observe trained professionals working with clients. The settings may include mental hospitals, child care or nursery schools, nursing homes, etc. Costs and arrangements are the responsibility of the student. Prerequisite: one sociology or anthropology course and permission of instructor. Graded: S/U. Offered every semester. (2-4 semester hours)

SOC 294. Research Methods for the Social Sciences

Prof. Renfrow

Study of major empirical techniques of quantitative and qualitative research, with an emphasis on the experiment, social survey, content analysis, and structured interviews. Readings on research design and writing research will be complemented by a research project. Prerequisite: one course in the social sciences or permission of instructor. Offered annually spring semester. (4 semester hours)

SOC 315. Men and Masculinities

Prof. Renfrow

This course critically examines the matrix of masculinities "out there" in American culture, as well as the structures and practices which contribute to the scripting of gender relations, men's use of power, and the constraints associated with some masculine forms. Prerequisite: SOC 151 or WGS 148 or ANTH 161 and sophomore standing or permission of instructor. Offered alternate years. (3 semester hours)

SOC 331. Mass Media and Society

Prof. McClusky

Media are primary socializing agents. This course investigates the relationship between media and hyper-consumerism in American society, the ways media contribute to the formation of racial, gender-based, age-based and class-based stereotypes, the relationship between media and democracy and the degree to which media may be an agent of cultural imperialism. Prerequisite: SOC 151 or SOC 228 or SEJ 260. Offered alternate years. (3 semester hours)

SOC 363. Sociological Theory

Prof. Renfrow

This course provides a survey of major sociological theorists from the origins of the field to present day. The course explores the important tensions (e.g., continuity/social structure/agency, and society/individual) which give rise to competing streams of social thought. Offered annually fall semester. (3 semester hours)

SOC 365. Families and Intimate Relationships

Prof. Renfrow

This course provides a broad overview of the historical, social and cultural influences on the family in the U.S. and abroad. We will explore the impact social forces have on romantic love, courtship and mate selection, cohabitation, child-bearing and parenthood, and relationship dissolution. Prerequisite: SOC 151 or SOC 228. Offered alternate years. (3 semester hours)

SOC 390. Advanced Internship in Social Service Agencies

SOC Faculty

In addition to observing trained professionals working with clients within social agencies and institutional settings, students in this advanced internship assume greater responsibility for working with clients served by the institution. Analysis in the term paper should reflect the knowledge and background of an upper-level student. Prerequisite: five sociology and anthropology courses and permission of instructor. Graded: S/U. Offered as needed. (2-4 semester hours)

SOC 395. Tutorial in Sociology

SOC Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

SOC 398. Supplementary Advanced Work in Sociology

SOC Faculty

Topic open. Prerequisite: senior standing and permission of instructor. Offered as needed. (1 semester hour)

SOC 399. Independent Study in Sociology

SOC Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

SOC 401. Senior Essay and Research Seminar in Sociology and Anthropology

SOC Faculty

Preparation of an essay in the field of anthropology or sociology based on class work and individual research. Intended for students majoring in anthropology or sociology. Prerequisite: major in anthropology or sociology. Offered annually fall semester. (4 semester hours)

SPANISH

SPAN courses are taught in Spanish.

SPAN 101, 102. Elementary Spanish I and II

SPAN Faculty

Oral training, essentials of grammar, and practice in writing and reading. Second semester also includes dialogues and "lectures" which present current social, economic, and cultural issues of Latin American and Hispanic cultures in the United States. Four meetings per week. Language laboratory, films, slides, and drills. Prerequisite for SPAN 101: no more than two years of Spanish in high school; those with two years of high school Spanish may take a placement exam to determine enrollment at a higher level. Prerequisite for SPAN 102: SPAN 101 or permission of instructor. Offered annually, 101 in fall, 102 in spring. (4 semester hours each)

SPAN 123, 124. Intermediate Spanish I and II

SPAN Faculty

Designed to improve the student's ability to understand, speak, read, and write Spanish, while concentrating on social and cultural aspects of Hispanic society. The second semester places increased emphasis on reading and writing. Three meetings per week and language laboratory, films, drills. Prerequisite for SPAN 123: SPAN 102, or Level III or IV of high school Spanish, or permission of instructor; those with three years of high school Spanish may take a placement exam to determine enrollment at a higher level. Prerequisite for SPAN 124: SPAN 123 or permission of instructor. Offered annually, 123 in fall, 124 in spring. (3 semester hours each)

Span 200. Spanish for the Professions

SPAN Faculty

The course focuses on the importance of bilingualism in the U.S, strategies for lifelong learning, and culture; it includes a review of relevant language. The students will gain necessary skills to read, write and translate documents related to different fields. (3 credit hours)

SPAN 203. Advanced Grammar in Context

SPAN Faculty

Study of structural principles in Spanish. Uses current audiovisual technology (CD, Internet, email, DVD, videos), practice in writing, reading comprehension, and conversation aimed at the development of a reasonable competence in writing and speaking correct Spanish. Prerequisite: SPAN 124, Level V of high school Spanish, or departmental placement exam, or permission of instructor. Offered annually fall semester. (3 semester hours)

SPAN 204. Conversation and Composition Through Film

SPAN Faculty

The course aims to give students a new appreciation of Spanish language cinema and Hispanic culture while improving their written and conversational skills. Prerequisite: SPAN 124, Level V of high school Spanish, or departmental placement exam, or permission of instructor. Offered alternate years. (3 semester hours)

Span 207. Introduction to Hispanic Literature

SPAN Faculty

A study of the most pertinent literary works of the Spanish speaking world, giving special attention to the social, ideological, cultural and economic background. Students will also be introduced to literary criticism to apply to reading assignments. Prerequisite: Span 203 or Span 204; POI or Placement exam. (3 semester hours)

Span 209. Introduction to Hispanic Culture

SPAN Faculty

This course offers students the fundamentals of the Hispanic culture, utilizing different perspectives and critical readings. Taught in Spanish, its mission is to synthesize the history and traditions of Spain, Latin America, and the Hispanic Caribbean. Prerequisite: Span 203 or Span 204; Placement exam or POI. (3 semester hours)

Span 211. Introduction to Hispanic Linguistics

SPAN Faculty

This course is an introduction to basic concepts in Spanish Linguistics and the methodology of its acquisition. It explores fundamental aspects of Spanish linguistics including Spanish variation, Acquisition, phonology among other crucial topics. Prerequisite: Span 203 or Span 204 or POI. (3 semester hours).

Span 213. Spanish Translation

SPAN Faculty

This course helps students attain reading and listening proficiency, as well as translation skills of speech, texts and media in Spanish. There is a review of crucial grammar topics that can present difficulty to a translator of Spanish. Prerequisite: Span123/124 or placement exam. (3 semester hours)

Span 285. Topics in Spanish and Latin American Studies

SPAN Faculty

In-depth study of a selected topic in Spanish and Latin American Studies. Topics may include Spanish linguistics, topics in Hispanic literature and culture. May be repeated for credit with different topics.

SPAN 290/390. Internship in Spanish

SPAN Faculty

Students wishing to investigate careers in which the Spanish language and culture play an important role may work out a project in consultation with the Spanish Department. In order to be considered for this program the student should have an appropriate background in Spanish. Prerequisite: Evidence of workplace-ready fluency in Spanish and permission of instructor. Graded S/U. Offered annually as needed. (2-4 semester hours)

SPAN 295/395. Tutorial in Spanish and Latin American Studies

SPAN Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

SPAN 299/399. Independent Study in Spanish and Latin American Studies

SPAN Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 semester hours)

Span 301. The Hero in Hispanic Culture and Film

SPAN Faculty

We discuss discourses of the "Hero" in the Hispanic culture and problems that are inherent to the cultural "creation" of what a Hero is and/or stands for. We'll study fictional or real-life heroes such as Don Quixote, Maradona and Zapata. Taught in Spanish. (3 semester hours).

Span 305. Hispanic Culture & the Environment

SPAN Faculty

A study of the most pertinent cultural works (literary, film, etc.) of the Spanish speaking world that address discourses of the environment, sustainability, pollution and ecology, with a critical framework covering social, ideological, cultural and economic analysis. Prerequisite: Span 203 or Span 204; POI or Placement exam. (3 semester hours)

Span 312. Modern Hispanic Popular Culture

SPAN Faculty

Course analyzes contemporary popular culture representations in the Hispanic world centered on television, radio, film, comic books, and music, examining the influence it has on identity construction and the shaping of ideology and political struggles. Taught in Spanish. Prerequisite: Span 203 or Span 204, placement exam or POI. (3 semester hours)

Span 315. Hispanic Views on Gender and Feminism

SPAN Faculty

In-depth study of issues related to women's and gender studies in the Hispanic world, focusing on matriarchy, marianismo, machismo and the complex juxtaposition of cultural traditions and progressive movements that challenge the hierarchy of power. Taught in Spanish. Prerequisite: Span 203 or Span 204, Placement exam or POI. Offered occasionally. (3 semester hours)

Span 316. Monsters in Hispanic Literature and Film

SPAN Faculty

In-depth study of the ever-presence of monsters in Hispanic literature and film. Groundbreaking texts "monster theory" will serve as foundation to understanding why we fear yet are drawn to horror and monsters. Taught in Spanish. Prerequisite: Span 203 or Span 204. (3 semester hours)

Span 317. AfroHispanic History, Literature and Culture

SPAN Faculty

Insight into the historical presence or absence of Africans in Spain and Latin America. Introduction to powerful figures that have shaped the structure of Hispanic identity such as José María y Morelos and San Martín de Porres. Taught in Spanish.

Prerequisite: Span 203 or Span 204, Placement Exam or POI. Offered as needed. (3 semester hours)

SPAN 319. Women and Society in 19th Century Spain

SPAN Faculty

A close study of the role of women in Spain and the struggle against their position in a traditional patriarchal society; the birth of feminism and women's fight toward emancipation. Readings from the most important novelists of the period: Pardo Bazán, Valera, Galdos and Clarín. Prerequisite: SPAN 205 or permission of instructor. Offered alternate years. (3 semester hours)

SPAN 370. Literature and Film: Two Ways of Telling a Story

SPAN Faculty

19th and 20th century Spanish literature: The realism of Galdós, the lyricism of Garcia Lorca and the socio-political commitment of Sender, Delibes and Cela. Emphasis on the impact of their works both as films and on film-making in contemporary Spain. Prerequisite: SPAN 205 or permission of instructor. Conducted in Spanish. Offered alternate years in the fall. (3 semester hours)

SPAN 385. Topics in Spanish and Latin American Studies

SPAN Faculty

In-depth study of a selected topic in Spanish and Latin American Studies. Past topics have included: Renaissance and Baroque in Spanish and Latin American Letters and Societies, Magin Realism in Latin American Literature, and Latin American Masterpieces. May be repeated for credit with different topics. Past topics include Study of developments in dramatic literary expression in Latin America throughout the 20th century. Includes works by Villaurrutia, Carballido, Dragún, Diaz, Gambaro, Luis Rafael Sanchez and Fornes. Prerequisite: at least one 200-level Spanish course or permission of instructor. Offered as needed.

SPAN 402. Senior Seminar in Spanish and Latin American Studies

SPAN Faculty

Selected topics chosen to meet student needs. Conducted in Spanish. Required of seniors majoring in Spanish. Prerequisite: Spanish major with senior standing or permission of instructor. Offered annually spring semester. (4 semester hours)

See also: IES Abroad Santiago, Chile, IES Abroad Granada, Spain, Costa Rica Program, HUM 360. Latin American Literature, Revolution and History, HUM 378. Women and Literature in Latin America

SPORT MANAGEMENT

SMGT 101. Introduction to Sport Management

SMGT Faculty

Students will be given an overview of the topics related to sport management including: history and ethics in sport management, structure and policies of sport governance, professional relations, career opportunities, and field experiences in sport organizations. Fall semester. (3 semester hours)

SMGT 210. Contemporary Sport

SMGT Faculty

The duality of sport in modern world is explored and evaluated. Issues include racial and gender equity, player behavior and violence, health and child welfare in youth sports, the National Collegiate Athletic Association and its relation to amateurism, and professional sports and their impact on communities. Fall semester. (3 semester hours)

SMGT 310. Organizational Leadership and Management in Sport

SMGT Faculty

Students will engage in the study of management responsibilities in sport organizations. Principles in leadership qualities, research, organizational goals, structure, conflict, change and decision making. Prerequisite: SMGT 101. Every spring semester (3 semester hours)

SMGT 290/390. Internship in Sport Management

SMGT Faculty

Individually arranged participation in the work at an institution engaged in sport management, such as youth, scholastic, collegiate, minor and major professional sport organization. Prerequisite: SMGT 101 (2-4 semester hours)

SUSTAINABILITY

SUS 101. Introduction to Sustainability

SUS Faculty

An overview of the concept of sustainability, its evolution and selected methodologies to quantify impacts. This course equips students to develop and evaluate solutions to national and local challenges by balancing factors that are environmental, economic and socio-cultural. Offered every Fall semester.

SUSTAINABLE COMMUNITY

SC 101. Crafting Meaningful Lives

WLCS Faculty

The first year Wells experience is designed to root students in the creative, transformative world of learning. These writing attentive seminars examine the way engagement in social issues, political action, creative work in the arts and sciences, and the pursuit of knowledge bring meaning and focus to individual lives. Offered annually fall semester. (3 semester hours)

SC 111. New Student Experience

WLCS Faculty

Students are introduced to College values, resources, and support services through staff presentations, guest speakers, and discussions led by peer leaders, under the coordination of the Provost. Offered annually, one-half in first seven weeks of fall semester, and the second half in second seven weeks of spring semester. (1 semester hour)

THEATRE

THEA 128. Acting One

Prof. Easter

Exploration of acting through improvisation and foundation work with dialogue and text. An introduction for non-majors and those considering majoring in theatre and dance. Offered annually. (3 semester hours)

THEA 200. Acting Two

Prof. Easter

Intermediate acting class. Approaches to playing characters, text analysis and ensemble work. Prerequisite: THDA major or permission of instructor. Offered alternate spring semesters. (3 semester hours)

THEA 255. Stage Management

Prof. Easter

Study of the techniques and theories of production stage management, including leadership, production planning and scheduling, communication, production team coordination, employee contracts, unions, safety regulations, technical rehearsals, trouble shooting, mediation and calling a show. Class projects and assigned production positions required. Offered as needed. (3 semester hours)

THEA 278. Rehearsal and Performance/Theatre (Student)

Prof. Easter

Acting, stage managing, or serving as assistant director for a student senior thesis project in theatre. Experiential learning: students develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. Prerequisite: permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (1-3 semester hours)

THEA 280. Rehearsal and Performance/Theatre

Prof. Easter

Acting, stage managing, or serving as assistant director for faculty theatre production. Students rehearse 3-4 days per week for 6-9 weeks. Two to three performances and formal critique. Hands-on experience of the creative process that develops performance skills, discipline, collaborative leadership, and an understanding of theatrical production. Prerequisite: permission of instructor. May be repeated for credit. Offered annually. (1-3 semester hours)

THEA 315. Theatre History

Prof. Easter

An historical exploration of theatre arts from the ancient Greeks to the present, studying the development of drama in selected periods against a background of cultural and social norms. The course focuses on comparison and analysis of texts and production elements. Prerequisite: THDA 100, any ARTH, HIST, or dramatic literature course, or permission of instructor. Offered alternate years. (3 semester hours)

THEA 320. Marginalized Voices: Women Playwrights

Prof. Easter

Study of American identities as they are portrayed in contemporary performance. Students will read plays; view films; and attend performances selected from diverse ethnic, racial, and class perspectives. Issues include nontraditional casting, censorship, ideas of performance and identity. Prerequisite: THDA 100 or a course in dramatic literature; or permission of instructor. Offered alternate years. (3 semester hours)

THEA 330. Improvisational Theatre

Prof. Easter

An exploration of improvisational theatre concentrating on the forms of comedic improvisation and Playback Theatre. Students will learn how to think on their feet, share the space with other actors, and explore the art of storytelling. Course work consists of group projects and ensemble acting. Some acting experience helpful, but not required. Prerequisite: THEA 128 or POI. May be repeated for credit. Offered alternate years. (1 semester hour)

THEA 331. Acting Shakespeare

Prof. Easter

Students will investigate "speaking the speech" of Shakespeare. In-depth script analysis, pronunciation, and rhythm will give basis for scene and monologue work. Students will research character and text, and will perform scenes as part of their course work. Some acting experience helpful, but not required. Prerequisite: THEA 128 or POI. May be repeated for credit. Offered alternate years. (1 semester hour)

THEA 332. Acting Styles

Prof. Easter

In this course, students will research and perform a variety of classical acting styles. Language, voice, and movement of these styles will be considered as students read plays from the various time periods. This course serves to expose the students to advanced styles of acting. Styles may include Greek tragedy, commedia dell'arte, Moliere, Chekhov, Ibsen, and/or Shaw. Some acting experience helpful, but not required. Prerequisite: THEA 128 or POI. May be repeated for credit. Offered alternate years. (1 semester hour)

THEA 333. Getting the Part: Monologues and Audition Techniques

Prof. Easter

Students will learn the techniques of researching and finding monologues for audition material. Students will also learn about the process of auditioning and will gain knowledge of various methods for a successful audition. Monologues, headshots and resumes will be prepared and will be "audition ready" by the end of the course. Some acting experience helpful, but not required. Prerequisite: THEA 128 or POI. May be repeated for credit. Offered alternate years. (1 semester hour)

THEA 338. Methods of Directing

Prof. Easter

The study of theories, practices and techniques of stage direction, with special emphasis on the function of director as interpreter, organizer, teacher and visionary. Prerequisite: THEA 128, THEA 200, DANC 106, or permission of instructor. Offered alternate years. (3 semester hours)

THEA 349. Advanced Rehearsal and Performance/Theatre (Student)

Prof. Easter

Acting, stage managing or service as assistant director for a student senior thesis project in theatre. Students further develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. Prerequisite: permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (1-3 semester hours)

THEA 350. Advanced Rehearsal and Performance/Theatre

Prof. Easter

Acting, stage managing or service as assistant director for faculty theatre production at the advanced level. Opportunity to further develop performance and leadership skills. Students rehearse 3-4 days per week for 6-9 weeks. Two to three performances and formal critique. Prerequisite: permission of instructor. May be repeated for credit. Offered annually. (1-3 semester hours)

See also: Theatre and Dance Major, ARTS 310. Women and the Arts, Dance (DANC) courses, MUS 108. Musical Theatre in American Society, MUS 210. World Music, Theatre and Dance (THDA) courses

THEATRE AND DANCE

THDA 100. Introduction to Performing Arts

Prof. Easter/Prof. Goddard

Students gain practical knowledge of the entertainment business while deepening their theoretical understanding and aesthetic appreciation of fine craftsmanship in the disciplines of dance, music and theatre. Required field trips to live performances are followed by class discussion and writing assignments. Hands-on work in scene shop, box office, and other areas. Additional fee: \$80 for theatre tickets and travel. Offered annually fall semester. (4 semester hours)

THDA 130. Introduction to Technical Production

THDA Faculty

A lecture and studio class to introduce students to terminology and processes of theatrical productions. Students will become familiar with the theatre while learning such skills as hand and machine sewing, shop safety and tool operation, light board operation, and drafting. Students will be required to attend all department productions for in-class discussion. Offered alternate fall semesters. (3 semester hours)

THDA 201. Arts Management

Prof. Easter

An interdisciplinary approach to arts management. Students will develop skills in marketing, public relations, development, and management of arts programming and organizations through the study of theory as well as through practical experience. Offered alternate spring semesters. (3 semester hours)

THDA 220. Principles of Design

THDA Faculty

Exploration of script analysis and in-depth research common to all theatrical design, interspersed with studio sessions covering basic rendering techniques, methods of presentation, and drafting skills. Students will be required to attend all department productions for in-class discussion. Offered alternate fall semesters. (3 semester hours)

THDA 225/325. Production Practical

THDA Faculty

This course will put the theoretical knowledge students have gained in technical theatre and performing arts courses into real use on real productions. They will be assigned a "job" in lighting, scenic, properties, costumes, or hair and makeup at a level consistent with skills, knowledge, and interest and will work in a semi-professional setting under professors, visiting artists, and other students. Prerequisite: THDA 225: permission of instructor; THDA 325: THDA 225 or permission of instructor. THDA 225 may be repeated for credit. Offered every semester. (1-3 semester hours)

THDA 285/385. Topics in Theatre or Dance

THDA Faculty

In-depth study of a selected topic in theatre or dance. Past topics have included: Women Making Dance, Arts in Education, Dance Un/framed: Modernism and Postmodernism in American Dance, Costume Design, Scenic Design, and Lighting Design. Offered as needed. (2-4 semester hours)

THDA 290/390. Internships in Theatre or Dance

THDA Faculty

Individually arranged participation in areas of arts management, dance, education or other related careers in the performing arts. Students may submit proposals. Graded: S/U. Offered every semester. (2-4 semester hours)

THDA 395. Tutorials in Theatre or Dance

THDA Faculty

In-depth study of one topic agreed upon by students and instructor. Past topics have included Body and Earth, Movement for Athletes, and Advanced Directing. Prerequisite: permission of instructor. May be repeated for credit. Offered as needed. (1 semester hour)

THDA 399. Independent Study in Theatre or Dance

THDA Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

THDA 401. Senior Thesis Project in Theatre and Dance

THDA Faculty

Each student completes a senior thesis project in theatre or dance, or an interdisciplinary combination. Topics must be approved by a faculty member in the discipline. Offered annually. (3 semester hours)

THDA 402. Senior Seminar: Building a Career in Theatre and Dance

THDA Faculty

Seminar includes presentations and discussion as well as individual meetings with the faculty advisors. Offered annually spring semester. (1 semester hour)

See also: Dance (DANC) courses, Music (MUS) courses, Theatre (THEA) courses

VISUAL ARTS

VART 215. Professional Visual Arts Practices

VART Faculty

Students will learn practical skills for artists, art historians and curators. These include documenting, framing and installing work, creating online portfolios, leveraging social media, promotional writing, and applying for grants, exhibitions and graduate study. Prerequisite: VART Major, sophomore standing or POI. Offered annually. (3 semester hours)

VART 300. Theoretical Frameworks in Visual Arts

VART Faculty

This course focuses on the philosophical questions related to the making and interpretation of visual art, introducing theories and frameworks about perception, visual languages, art institutions, and identity. This course will prepare students to critically engage their capstone work. Prerequisite: VART major, junior standing or POI. (3 semester hours)

VART 401. Senior Seminar in Visual Arts

VART Faculty

A critique seminar exploring concepts, processes, and materials in the development of a focused, goal-oriented studio practice. Critiques of artwork and research encourage thorough investigation of students' intentions. Required coursework includes artwork, evidence or artistic research, and thesis proposal. Lab fee: \$50. Prerequisite: senior VART major concentrating in studio or book arts. Offered annually fall semester. (4 semester hour)

VART 402. Senior Project or Essay in Visual Arts

VART Faculty

Art history students write a research paper on a topic approved by the instructor. Studio and Book Arts students execute their thesis proposals, culminating in a body of work or comparably rigorous project, assessed through critiques and refined thesis statement. Lab fee: \$50. Prerequisite: VART major, senior status. Offered annually spring semester. (3 semester hour)

VART 403. Senior Exhibition in the Visual Arts

VART Faculty

Students demonstrate advanced professional practice skills by organizing, planning, and implementing their thesis exhibition. Students also complete an Artist Statement and Artist Talk, during which they must articulate the major concepts, aims, and contemporary context of their own work. Corequisite: VART 402. Offered annually spring semester. (1 semester hour)

See also: Visual Arts Major for a list of courses applicable to the major, Studio Art Courses, Art History Courses, Interdisciplinary Courses in the Arts

WELLS LEARNING COMMONS COURSES

WLLS 121. Research Tools and Skills

Prof. Hoff

This course is designed to teach and strengthen lifelong research and information literacy skills by introducing students to the nature of information and research, and the role of the library in the research process. The method of instruction will be problem-based and require active and collaborative participation. Offered every semester. (1 semester hour)

WLLS 122. Learning Strategies

Prof. Riedl

This course will assist students in developing the academic skills needed to be successful in college. The course will focus on the importance of organization, time management, and specific study strategies. Offered every semester. (1 semester hour)

WLLS 123. Student Development and Values

WLLS Faculty

This course is designed to enhance your effectiveness as a leader at Wells through reflection, exploration of values,

understanding of the environment in which you operate, and examining your philosophy of leadership—all within the context of your student organization. (1 semester hour)

WLLS 124. Writing Lab

Prof. Lohn

Offers assistance to students who wish to improve their writing skills. Emphasis on the “paramedic method”, correcting common sentence-level errors, and refining sentence structure provides students with “tool kit” for creating meaningful academic argument across the curriculum. Offered annually. (1.5 semester hours)

WLLS 126. Internship, Career, and Networking

WLLS Faculty

This seven-week course will prepare students for internships and, ultimately, career and graduate school efforts. The course will educate participants regarding concepts, attitudes and actions to attain internship goals and inspire ongoing career explorations, and expression and goal attainment efforts. Grade: S/U. Every semester. (1 credit hour)

WLLS 190. Experiential Learning and Reflection

WLLS Faculty

Individually-arranged field experiences allowing students to transcend boundaries by exploring their interests. Through reflection activities students assess their learning (knowledge, skills, and beliefs) and their own personal development. The student’s academic advisor serves as the faculty sponsor for the experience. Prerequisite: first-year or sophomore standing only. Graded S/U. May be repeated for credit. Offered annually in January or as needed. (1-3 semester hours)

WOMEN’S AND GENDER STUDIES

WGS 148. Introduction to Women’s and Gender Studies

Prof. Hall

An interdisciplinary examination of contemporary scholarship on women’s experience. The course will include analysis of women’s political, social, and cultural experiences, using discussions, readings, films, student presentations, and guest lectures. Offered every semester. (3 semester hours)

WGS 245. Body Politics

WGS Faculty

Analysis of the ways women’s bodies are made the site of power struggles between competing interest groups in society, and the effect of this on individual women’s lives. Topics include body image, reproductive rights, violence, harassment, sexuality, self defense. Prerequisite: WGS 148 or permission of instructor. Offered occasionally. (3 semester hours)

WGS 260. Indigenous Women’s Experiences

Prof. Hall

Utilizing an interdisciplinary approach, this course will provide an introduction to the lives and experiences of indigenous women from pre-Contact to contemporary times. By centering indigenous women’s experiences, theories, and perspectives, dominant feminist frames of reference will be critically examined. Offered annually spring semester. (3 semester hours)

WGS 285/385. Topics in Women’s and Gender Studies

WGS Faculty

In-depth study of a selected topic in women’s and gender studies. May be repeated for credit with different topics. Past topics have included: Women’s Utopian/Anti-Utopian Fiction; Transgenderism; Femininities/ Masculinities. Offered occasionally. (3 semester hours)

WGS 290/390. Internship in Women’s and Gender Studies

Prof. Hall

Students will use their backgrounds in women’s and gender studies to blend their academic expertise with work addressing women’s concerns, such as with the Women’s Hall of Fame, Planned Parenthood, N.O.W. Arrangements are the student’s responsibility in consultation with the instructor(s) and the Office of Career Development Services. Prerequisite: permission of instructor and successful completion of a course listed for the women’s and gender studies major. Graded: S/U. May be repeated for credit. Offered every semester. (2-4 semester hours)

WGS 295/395. Tutorial in Women’s and Gender Studies

WGS Faculty

Analysis of the ways women’s bodies are made the site of power struggles between competing In-depth study of an area of

special interest. Topic to be determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. Offered as needed. May be repeated for credit. (1 semester hour).

WGS 301. Feminist Theory

Prof. Hall

An intensive readings course for upper-level women's and gender studies majors and minors. A focus on debates and conflicts shaping and affecting the production of feminist knowledge will provide an introduction to feminist theorizing. Emphasis placed on writing as thinking and active discussion in class. Prerequisite: WGS 148, one other course from the women's and gender studies major, and junior standing or above or permission of instructor. Offered annually fall semester. (3 semester hours)

WGS 310. Feminist Methodologies: Intersectionalities

Prof. Muñoz

Exploration of the complexities of race/class/gender/sexuality/ability/nation in the social construction of identities as they impact multiple inequalities. Examines methodologies and theoretical frameworks developed to understand how differing methods of classification and oppression operate as interactive and interdependent systems. Prerequisite: WGS 148, one other women's and gender studies course, and junior standing or above. Offered annually spring semester. (3 semester hours)

WGS 399. Independent Study/Project in Women's and Gender Studies

WGS Faculty

Readings and papers, or a more innovative course comprised of, for example, readings and a creative project, or readings and work with an agency concerned with women's issues. Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

WGS 401. Senior Project in Women's and Gender Studies

Prof. Hall

Project of an interdisciplinary nature, informed by the student's disciplinary focus, concerning gender studies. Directed by a primary advisor (selected from women's and gender studies faculty) and a secondary advisor. Students will present their work in the Women's and Gender Studies Colloquium. Prerequisite: senior standing and women's and gender studies major. Offered annually spring semester. (4 semester hours)

See also: Women's and Gender Studies Major for a list of courses applicable to the major

ADMISSION INFORMATION

Wells College admits students on the basis of the strength of their academic preparation. Since many of the classes at Wells are small and emphasize original, independent work, a student is expected to possess the intellectual curiosity, motivation, and maturity to profit from this experience.

Wells seeks students with varied perspectives, experiences, and backgrounds, as this creates a stimulating, intellectual environment. We apply no cut-off points, arbitrary standards, or quotas of any kind, regardless of race, sex, color, creed, age, marital status, sexual orientation, disability, national or ethnic origin. Wells College students come from widely different backgrounds. The common denominator of Wells students is enthusiasm for their academic pursuits and the serious intent to use their education in the future to enhance both their personal and professional lives.

Recommended Secondary Program

Candidates for admission are expected to complete a solid college preparatory program during their four years in secondary school. The College recommends a program that provides the best background for study at Wells, including four years of English grammar, composition, and literature; three years of history/social science; three years of mathematics; two years of a language other than English; and two years of laboratory science. Students' records are enhanced by the addition of advanced placement and honors-level courses, as well as courses in computer science, art, and music, when appropriate curricular choices are offered. It is further recommended that candidates pursue English and one other area for four years, so that they may have the stimulation and challenge of advanced level work.

Application for Admission

To apply for admission to Wells College candidates must submit their completed application form and a \$40 application fee to the Admissions Office. In addition, the following credentials are required: an official high school transcript including a recommendation from the college/guidance counselor; scores from either the College Entrance Examination Board Scholastic Aptitude Test (SAT I) or the American College Testing Program (ACT); a letter of recommendation from a teacher in English, math, history, science or foreign language. A personal interview is recommended.

Application Options

Wells accepts both paper and electronic applications for admissions. Students may download a copy of the Wells application form from the College website or they may contact the Admissions Office at 1.800.952.9355 to receive a copy in the mail. In addition, students may use Wells' online application or the Common Application to apply electronically.

Admission Deadlines:

Early Decision – December 15: Students whose first choice is Wells College are encouraged to apply under the early decision option. This is a binding admissions option; if admitted, early decision applicants agree to accept Wells' offer of admission and agree to withdraw their applications to all other colleges.

Early Action – December 15: Students who would like to receive an early review of their application files are encouraged to apply under the early action option. This is a non-binding admissions option.

Regular Admission – March 1: All other applications to the College should be received by the regular admission deadline. Applications are reviewed after this date and decisions are mailed by April 1.

Admission for Homeschooled Students

The College welcomes applications from homeschooled students and appreciates the uniqueness of their schooling experience. A student who has been homeschooled must submit a completed application form with a detailed description of their academic coursework at the secondary school level, a narrative that describes their educational experience, standardized test scores from either the SAT or ACT, and two letters of recommendation from individuals who have participated in their school experience. An admissions interview is strongly recommended.

International Student Admission

The College welcomes applications from citizens of other countries. Students who plan to enter with first-year standing should present strong secondary school records or the equivalent and be completing the university entrance requirements of their own countries. Students currently enrolled in university courses, or those who have received university credits, should apply to Wells as transfer students. All students should apply to the Admissions Office and follow the routine procedures set forth in this section of the Catalog.

Those students for whom English is not a first language must demonstrate fluency in the speaking and the writing of English. It is required that international students take the Test of English as a Foreign Language (TOEFL) and submit official score

reports.

Transfer Student Admission

Applications for transfer to Wells College are considered individually as soon as the student completes the application file. Admissions are rolling; however, preferred submission dates are by June 1 for fall semester and by December 1 for spring semester. Students wishing to transfer to Wells must be in good academic and disciplinary standing at the last college attended. The institution from which a student wishes to transfer must be fully regionally accredited in order for those course credits to be accepted toward the Wells degree.

Wells College defines a transfer student as one who has graduated from high school and has attended college elsewhere, regardless of the number of credits actually earned. A student may transfer more than 60 hours to Wells; however, they must complete 60 semester hours at Wells to fulfill the residency requirement.

In addition to the application form and \$40 application fee, a transfer student must submit official transcripts from all colleges attended, a high school transcript or GED, and letters of recommendation, including at least one from a professor or academic advisor well-acquainted with the candidate's academic work. An interview is recommended.

Credit for Prior Study and Life Experience

This information can be found in the section titled "Other Academic Information."

Early Admission

Wells welcomes applications from students who have completed their high school programs in three years. Strong high school records and evidence of maturity are determining factors when evaluating Early Admissions candidates. Early Admissions candidates follow the first-year student admissions procedures set forth above.

Students who wish to matriculate at Wells College before they complete their secondary education must meet additional criteria under the College's Ability to Benefit policy. For more information about this admissions option, contact the Admissions Office.

Admission for Nontraditional Age Students

Wells College admits nontraditional age students, who are defined as having reached the age of 24, or who have dependents, or who have a spouse, or have served full time in the military. Nontraditional age students must meet the same degree requirements and follow the same programs as traditional age students.

Special Students

Students not currently affiliated with another college or university may register for courses. Special students are not degree-seeking candidates but may choose to enroll full-time. Their enrollment is approved on a course-by-course basis. For further information contact the Admissions Office.

Visiting Students

A student in good standing from another college or university may apply to study for a semester or a year at Wells College. They should write to the Admissions Office explaining the purpose of such study and should be prepared to furnish a transcript of academic coursework and a letter of approval from the dean of her or his present college. For further information contact the Admissions Office.

Part-Time Students

Part-time students, whether regular degree candidates at Wells or elsewhere, may enroll in no more than 11 hours in any semester. Full tuition charges will be incurred after the student has enrolled in 12 semester hours. For further information contact the Admissions Office.

Deferred Admission

Accepted students may postpone entrance to Wells for one year following graduation from high school. A student electing this option should submit a written request for deferred admissions with the enrollment deposit by May 1 in the year of acceptance.

MERIT SCHOLARSHIPS

Wells offers a variety of merit-based scholarships to entering students who are registered full time. These awards recognize students of outstanding abilities without regard to financial need.

Henry Wells Scholars Program: Henry Wells Scholars are selected annually in recognition of academic excellence and outstanding scholastic achievement. As named scholars, students receive a \$25,000 per year scholarship, a guaranteed internship or related experience during the January intersession of their freshman year, and a \$3,000 stipend to support an off-campus internship, research, study abroad, student teaching, or related experiential learning opportunity. Scholars are eligible to use their stipend upon achieving junior standing for any option that fulfills the Experiential Learning requirement so long as the activity involves a minimum of six weeks (240 hours). In addition, Wells will pay up to \$400 in transportation expenses for scholars to visit campus for a celebration in honor of the Henry Wells Scholars traditionally held in the early spring.

Presidential Scholarships are awarded to students who demonstrate academic excellence in high school with a cumulative grade point average of 90% or higher and a strong record of service to their schools and communities. The Admissions Committee selects recipients at the time of admissions based on information supplied in the application file. Recipients are awarded between \$10,000 and \$20,000 per year for four years of study at the College.

Dean's Awards go to students with strong academic records and active participation in clubs and organizations within their schools. Awards range from \$10,000 to \$15,000 per year and recipients are selected by the Admissions Committee.

21st Century Leadership Awards are presented to high school juniors nominated by their guidance counselors for their spirit, integrity, intellectual and leadership qualities. Qualified candidates must have a cumulative grade point average of 90% and demonstrated leadership ability and/or potential through school and community activities (athletic participation is not considered when selecting candidates for the award). This award carries with it a \$40,000 Scholarship for Leaders (\$10,000 per year) for four years of study at Wells College.

Janet Taylor Reiche '52 Legacy Scholarships: Each year the College awards \$10,000 legacy scholarships to the children and grandchildren of Wells alumnae/i. These scholarships, valued at \$2,500 a year for four consecutive years of study, are named in honor of Wells alumna Janet Taylor Reiche '52 who served as the first woman chair of the Wells College Board of Trustees.

Phi Theta Kappa Scholarships are awarded to transfer students who are members of this two-year college honor society. The scholarship, valued at \$15,000 per year, is awarded at the time of admissions and requires proof of PTK membership.

Wells College Transfer Scholarships are awarded to students who have demonstrated academic excellence in their college coursework. Students must have a cumulative grade point average of 3.0 or better to qualify. Recipients are selected by the Admissions Committee and awards range from \$10,000 to \$15,000 per year.

For more information about merit scholarships, please call the Admissions Office at 800-952-9355.

FINANCIAL INFORMATION

FULL-TIME STUDENTS

Full-time students: those students who are registered for 12 or more semester hours per semester. Students on full-time financial aid must register for at least 12 semester hours each semester.

The following is a list of standard annual charges for attending Wells College in academic year 2014-2015:

Tuition, Room & Board for first-year students, returning students, and new transfer students

Tuition \$35,200

Room and Board \$12,700

Fees for All Students

\$1,500

Fees include support for:

Health and wellness: Ten-month accident and sickness insurance, wellness programs, and counseling services while College is in session are included. Routine healthcare needs and counseling services are available at the Community Medical Center, located on campus. Information describing the accident and sickness insurance plan and the Community Medical Center's services is distributed at the beginning of the fall semester.

Student government and activities: Funds are distributed to various student organizations and departmental budgets to provide direct student programming and services, including annual student events such as Gospel Choir Weekend, Activism Symposium, etc.

Technology: Technology services cover cable tv; internet access, including campus-wide wi-fi; campus telephone service; computer labs, including 24-hour labs; and limited campus printing.

Transportation: The College provides regular van service to various locations, as posted, while classes are in session. Additional fees may be incurred for special transportation requests outside the regular schedule.

Single Rooms

Additional fee \$1,000

Green House, Mandell House, Fairlane Apartments

Room \$9,700

Optional Board Plan

\$4,000*

*Additional individual meal plans may be purchased from Campus Dining

Payments

Entering students pay \$300 when notifying the Admissions Office of their intent to matriculate. This deposit will be applied to the charges of the succeeding semester, and is not refundable.

Returning students pay a re-enrollment deposit of \$200 in the spring, to be applied to the charges of the succeeding semester. This deposit is refundable only if the student gives to the dean of students written notification of her or his intention not to return; such notification must be made before June 15 and/or January 15.

The fall semester bill, due August 1, is sent to the student's parents at their home address or to the financially responsible party. The spring semester bill is due January 1.

If an approved payment plan is not used, all payments received after the above due dates will be subject to a \$250 late fee per semester.

The Bookshop and Cashier's Office accept MasterCard, Visa, DiscoverCard, and American Express for charging books, supplies, or small fee balances.

Monthly Payment Plans

These plans are described in detail under the Financial Planning section.

INTERNSHIPS, EXPERIENTIAL LEARNING, AND INDEPENDENT STUDY

January Internships and Independent Study

For returning students, the per credit charges are incorporated into the full time tuition charges for the spring semester. For students who do not return for the spring semester, the per credit charge will be billed at the matriculated rate.

Summer Internships and Independent Study

For returning students taking a summer internship to fulfill the experiential learning requirement, the per credit charges are incorporated into the full time tuition charges for the fall semester. For students who do not return for the fall semester, the per credit charge will be billed at the matriculated rate. Any summer internship beyond the requirement stated above, as well as all independent study courses, will be charged the matriculated rate. Non-matriculated students will be billed at the non-matriculated rate.

PART-TIME AND SPECIAL STUDENTS

Part-time students: those students who are registered for fewer than 12 semester hours per semester.

- Visiting Non-Matriculated students \$700/semester hour
- Credit for Prior Learning \$800/semester hour
- Credit by Examination \$800/semester hour
- Returning students and newly matriculated students and transfers \$1,250/semester hour
- Technology Fee \$200/semester (for matriculated and non-matriculated students)

Special students: those students who are not matriculated.

- High School Students \$225/semester hour for first six credit hours
- Full-time employees (1,000 hours or more per year) \$10/semester hour
- Full-time employee spouse/partner \$40/semester hour
- Part-time employees (fewer than 1,000 hours per year) \$160/semester hour
- Audit \$40/semester hour
- Students age 55 and older \$ONE FREE audit per semester
- Supervised Internships/Credit for Prior Learning/Credit by Examination \$600/semester hour

Payments

The fall semester bill is due August 15 and the spring semester bill is due January 15.

OTHER CHARGES/FEEES

Application Fee \$50
Car Registration:
Residential \$40
Commuter \$20
Parking Fines** \$50-100
Lost room key \$35 (includes core replacement)
Lost student ID card \$10
Graduation fee \$150 (Juniors billed second semester)
Official Transcripts \$10
Credentials File Fee for Alumnae/i \$10
Off-Campus Study administrative fee for nonaffiliated programs* \$150
Late payment of tuition, room and board \$250 per semester
Late registration fee \$150
Returned Check Fee \$50

*Additional charges may be incurred for off-campus study programs.

**Detailed parking fines are located on the Safety & Security page of The Globe.

NOTE: If damages occur to any rooms during the four years, the student will be responsible for any costs of repairs.

In addition to the standard charges listed above, students incur expenses for textbooks, travel, and incidentals. Most students require \$1,600-\$2,000 per year for these personal expenses.

Refund Policy

No refunds of fees are made in the case of suspension or dismissal.

If a student receives financial aid, tuition refunds will be calculated based on the Student Status Determination (below), the Withdrawal Date (below), the Wells College Tuition Refund schedule (below), and the Federal Title IV Financial Aid refund calculation (below).

Student Status Determination

A student's status (full-time, part-time, or less than part-time) will be determined at the end of the drop period. A student cannot change her or his status after this date. After the drop deadline a student can withdraw from a course(s) through the 8th week, but the student will retain the course(s) on her or his academic record with a grade of a "W"

Withdrawal Date

A student's withdrawal date is 1) the date the student officially notifies the school of withdrawal by completing the Withdrawal Form and Exit Survey and returning it to the Dean of Students Office, or 2) if the student drops out without notifying the school, the last recorded date of class attendance by the student, or 3) if a withdrawal cannot be determined based on the above, the date will be established as the midpoint of the enrollment period.

Wells College Tuition Refund

Students who drop or withdraw from the College are entitled to a refund of tuition in accordance with the following schedule:

Refund during:

- 1st - 10th day 100%
- 11th - 17th day 70%
- 18th - 24th day 50%
- 25th - 30th day 25%
- over 30 days 0%

The first day of the semester is considered the first day of class sessions, regardless of when a given course actually meets the first time.

Financial Aid Refunds

Department of Education regulations govern the return of federal financial aid (Title IV funds) for students that withdraw from the College before the end of the semester. Title IV funds include all federal Direct Loans, Perkins Loans, Parent Loans, Federal Pell Grant, Federal SEOG Grants, and Federal TEACH Grants. Federal Work-Study is excluded. A student earns his or her Title IV financial aid based on the period of time he or she remains enrolled. During the first 60% of the enrollment period, a student earns funds in direct proportion to the length of time he or she remains enrolled. A student withdrawing before the 60% point in the semester may have Title IV financial aid reduced. A student who remains enrolled beyond the 60% point earns all aid for the period and has incurred full-tuition liability.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, the College must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. The College may use all or a portion of your post-withdrawal grant disbursements for tuition, fees, and room and board charges. The College needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds, however, it may be in your best interest to allow the College to keep these funds to reduce your debt to the school.

If you receive (or your parent on your behalf) excess Title IV program funds that must be returned, the College must return a portion of the excess equal to the lesser of (1) your institutional charges multiplied by the unearned percentage of your funds or (2) the entire amount of excess funds. When the institution has determined that a portion of aid is unearned, the unearned aid to be returned is processed in the following order: Unsubsidized Direct Stafford Loan, Subsidized Direct Stafford Loan, Perkins Loan, Federal/Direct PLUS Loans, Federal Pell Grant, Federal SEOG Grant, and Federal TEACH Grant.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that the College may

have. Therefore, you may still owe funds to the College to cover unpaid institutional charges. The College may charge you for any Title IV program funds that we are required to return. College scholarships and grants are awarded on the basis of full-time enrollment for the full semester.

Students that withdraw early lose institutionally-funded scholarships and grants. The College reserves the right to consider a proration of institutional funds to assist with billing costs after the semester drop/add period has lapsed. The proration will be similar as that for Title IV funds. The financial aid office and the billing office will be able to inform students of the financial consequences of withdrawing from the College before the semester is completed.

Room and Board and Fees

After a student has registered and occupies a room, 50% of the room fee will be charged. In addition a per-diem board charge shall be calculated from the first day of occupancy until the 30th day. After the 30th day no refund of room and board will be granted.

There will be no refund of the Health and Wellness, Student Government, Transportation, and Activity Fees after the first day of classes.

If the student withdraws from the College prior to the first day of classes all room and board and fees will be refunded.

Regulations Concerning Fees

Academic transcripts will not be issued for current or former students whose College debts are unpaid.

Members of the graduating class are required to settle all financial commitments before graduation. Diplomas, as well as transcripts, are withheld for those who don't.

FINANCIAL AID

Private colleges are expensive, but financial assistance is available to students demonstrating need. Wells College, through its endowment, gifts, and grants, provides financial assistance to eligible students. To find out if you are eligible for financial aid YOU MUST APPLY. In no way does an application for financial assistance affect your admission to Wells College. Complete information on Wells College financial aid policies can be found at www.global.wells.edu under the "Student" tab and then click Financial Aid Homepage.

Institutional and Federal Aid Application Process

To apply for institutional and federal financial assistance a student and their family must file the Free Application for Federal Student Aid (FAFSA) annually. The Wells College federal school code is #002901. Financial assistance will continue to be provided where financial need is demonstrated and will be reviewed annually. If your family situation does not change over your years at Wells, your institutional grant funds will remain the same. You can complete one of the two federal aid application processes:

- We strongly recommend that you complete your aid application electronically at www.fafsa.gov. If you and/or your parents do not have a PIN number, at the end of your electronic application you can print the signature page and send it to the federal processor. The federal government will not process your application until they receive your completed signature page. If you have received a PIN number from the federal processor, this number will serve as your signature. Students and parents cannot share the same PIN number, therefore, if you are a dependent student your parent will need to obtain a PIN number also. Anyone can obtain a PIN number at the fafsa.gov website. If you provide an email address, your PIN will be sent to you via email. Otherwise, your PIN will be mailed to you within 7-10 days.
- Alternatively, you may complete the paper FAFSA. This can be obtained through the Central Processing Center by calling 1.800.433.3243. Allow four weeks processing time if filing by paper.

Renewal FAFSA Applicants

If you are a renewal-eligible student who had a valid application the year before, when you enter your personal identifiers on FAFSA on the Web the federal processor will ask you if you want to pre-fill some of the application with data from the prior year. If you choose this option you can review each pre-filled item, correct any that has changed, and provide new information as needed.

In January and February of each year most students will automatically receive a renewal reminder by email from the federal government if they provided an email address in the previous application year, or by regular mail if they did not. The reminder

tells students that they can reapply for aid on the Web and that if they forgot their PIN, they can retrieve it online. Wells College also will send a reminder to all students in January who applied for aid in the current year.

State Grant Application

New York State students initiate their TAP grant application when they file the FAFSA. If you did not successfully complete your TAP application at the time you filed your FAFSA you will receive in the mail a postcard from the state processing center outlining the application instructions. The TAP application can be completed online at www.tapweb.org. Our New York State TAP code is #1050.

Students from Rhode Island and Vermont can have their state grants transferred to Wells College. Application procedures for these grants may vary so we recommend you contact your state processing center for application instructions.

Deadline Dates

Freshmen Applicants: Recommended filing date of February 15th

Returning Applicants: May 1st for the upcoming academic year

Early Decision Applicants: Recommended December 15th

Fall Transfer Applicants: Recommended August 1st

Spring Transfer Applicants: Recommended December 15th

Students can submit applications beyond these dates. Wells College reserves the right to penalize any returning student with a reduction in their institutional grant if they apply beyond the deadline date. The federal government requires that students must have a processed federal aid application with an official expected family contribution on file before the student ceases enrollment to receive financial aid funds.

Part-Time Students

Wells College does not offer merit or need-based aid to part-time students. If eligible under federal and state guidelines, a student may receive some forms of federal and state assistance.

Independent Student Definition

Not living with your parents or not being claimed by them on tax forms, or your parents' ability or willingness to pay does not determine your independent status. You must meet one of the following conditions to be considered an independent student:

- You are 24 years old.
- You will be enrolled in a master's or doctorate program.
- You are married.
- You have children who will receive more than half of their support from you during the school calendar year.
- You have dependents (other than children or spouse) who live with you and receive more than half of their support from you now and during the school calendar year.
- You are currently serving on active duty in the U.S. Armed Forces for purposes other than training.
- You are a veteran of the U.S. Armed Services. You are considered a veteran if you have engaged in active duty or are a National Guard or Reserve enlistee who was called to active duty for purposes other than training, or were a cadet or midshipman at one of the service academies, and was released with an honorable discharge.
- From the time you turned 13, both your parents were deceased and you were in foster care or was a dependent or ward of the court. This condition applies even if you are no longer in foster care or a dependent or ward of the court.
- You had no living parent (biological or adoptive) since you turned age 13, even if you are now adopted.
- You are or you were an emancipated minor as determined by a court in your state of legal residence. You must be able to provide a copy of a court's decision that as of today you are an emancipated minor or are in legal guardianship or you were an emancipated minor or were in legal guardianship immediately before you reached the age of being an adult in your state. The court must be located in your state of legal residence at the time the court's decision was issued.
- You were at any time from July 1 of the previous year determined by your high school or school district homeless liaison that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless.
- You were at any time from July 1 of the previous year determined by a director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development that you were an unaccompanied youth who was homeless or were at risk of being homeless.
- You were at any time from July 1 of the previous year determined by a director of a runaway or homeless youth basic center or transitional living program that you were an unaccompanied youth who was homeless or was self-supporting and risked being homeless.

"Homeless" means lacking fixed, regular and adequate housing, which includes living in shelters, motels, cars, or temporarily

living with other people because you had nowhere else to go. "Unaccompanied" means you are not living in the physical custody of your parents or guardian. "Youth" means you are 21 years of age or younger or you are still enrolled in high school.

The application of each student applying for independent status will be considered individually. Wells College distinguishes between voluntary and involuntary independence for the purpose of institutional aid eligibility. If a student enters Wells College as a dependent student they will be considered dependent for all the years they attend unless an exception is granted by the director of financial aid in consultation with the dean of students.

Eligible Noncitizen Students

The following students are considered eligible noncitizens and will be considered for financial assistance and should file a Free Application for Federal Student Aid:

- U.S. Nationals
- U.S. Permanent Residents with alien registration receipt cards (I-551 or I-551C)
- Permanent Residents of the Northern Mariana Islands
- Other eligible noncitizens with one of the following documents from the U.S. Immigration and Naturalization Service: Arrival-Departure Record (I-94) showing (a) "refugee," or (b) "adjustment applicant," or (c) "conditional entrant," or (d) "indefinite parole."
- An official statement that shows you have been granted asylum in the U.S.

If you only have a Notice of Approval to Apply for Permanent Residence (I-171 or I-464), you are not eligible for federal student aid. If you are in the U.S. on certain visas, including F1 (or F2) student visa or a G series visa, you are not eligible for federal financial aid.

International Students

The College offers limited financial aid to international students. Please note that international students are not eligible to receive federal and state financial aid.

INSTITUTIONAL FINANCIAL AID

Wells College Scholarships

Scholarships are awarded by the Admissions Office upon acceptance into the institution. Find a listing of all Wells College Scholarships in the Merit Scholarships section.

Wells College Grants

Wells grants are funded by the Wells endowment, and by the gifts and grants it receives. Funding that allows us to award Wells Grants and Scholarships are comprised of many of the funds listed below.

Merit and Need-based Named Scholarship Funds

American History and Government Scholarship
Arkell Hall Scholarship
Arthur J. and Frances E. Bellinzoni Scholarship
Borg Ruhle Family Scholarship
Elsa Livingood Bowman Scholarship
Helen Harper Bristol 1916 Scholarship
Virginia Kirk Buckingham 1933 Scholarship
Richard Bunn Scholarship
Mary Poston Burke 1934 Scholarship
California "Go East" Scholarship
Edward M. and Honora Boyer Cameron 1922 Scholarship
Katharine J. Carnahan Memorial 1919 Scholarship
Florence Welles Carpenter Scholarship
Harriet Hart Christakos 1953 Scholarship
Elizabeth Marshall Clark 1914 Scholarship
Class of 1899 Scholarship
Class of 1918 Scholarship
Class of 1930 Scholarship
Class of 1932 Scholarship

Class of 1934 Scholarship
Class of 1935 Scholarship
Class of 1936 Scholarship
Class of 1942 Scholarship
Class of 1943 Zea Edmiston Hopkins Scholarship
Class of 1944 Scholarship
Class of 1945 Scholarship for Leaders
Class of 1946 Scholarship for Leaders
Class of 1954 Scholarship
Class of 1956 Scholarship for Leaders
Class of 1958 Scholarship
Class of 1959 Ann L. Quackenbush Scholarship
Class of 1960 Scholarship
Class of 1961 Scholarship
Class of 1968 Martin Luther King Jr. Scholarship
Class of 1969 Scholarship
Class of 1971 Scholarship
Class of 1973 Marianne Quattrocchi Scholarship
Class of 1975 Scholarship
Classical Fellowship Scholarship
E. C. Converse Scholarship
Florence Bush Cooper 1934 Scholarship
Alda Beaver Craig 1906 Scholarship
Martha Wiles Cusack 1936 Scholarship
Eleanor W. Custer 1926 Scholarship
Ina Fairchild and William O. Dapping Scholarship
Pauline Morgan Dodge 1916 Scholarship
Ebsary Charitable Fund Scholarship
Fred L. Emerson Foundation Scholarship
Fred L. Emerson Foundation Scholarship for Leaders
Fred M. and Ora H. Everett Scholarship
Sidney Friedman Scholarship
Maurice R. Greenberg Scholarship
Helen Holler Fultz 1975 WILL Scholarship
Ethel Harkness Grace 1909 and Margaret Sessions Burke 1925 Scholarship
Margaret Coffin Halvosa Memorial Scholarship
William Randolph Hearst Scholarship
Sarah Knipe Herrmann 1903 Scholarship
Anna Couch Hetherington 1916 Pre-medical Scholarship
Ruth Maijgren DeWitt Hill 1928 Scholarship for Leaders
Alice Burgess Hinchcliff 1925 Memorial Scholarship
William A. Holloway Memorial Staff Scholarship
Lillia Babbitt Hyde Scholarship
Jephson Educational Trusts Scholarship for Leaders
Ione Davis Jones 1931 Scholarship
Pauline Jones 1918 Scholarship
Ada Howe Kent Scholarship
Adalaide Ball Kirby 1934 Global Learning Scholarship
The Sandra Adler Leibowitz 1952 Fund for Study Abroad
Pamela Lewis 1980 Scholarship
George Link Jr. Scholarship for Leaders
Jeannik Méquet Littlefield 1941 Scholarship for Leaders
Louise McCoy McKinstry Loomis 1946 Scholarship
Katharine Bogart Lovett 1871 Scholarship
Kerr Duncan Macmillan Scholarship
Marcia Strickler Maxon 1940 Scholarship for Leaders
Virginia A. McGuire 1931 Scholarship
Genevieve Allen McIntosh 1910 Scholarship
Harris McIntosh Scholarship
Margaret Martindale Meserole 1976 Scholarship

Lina J. Michel Scholarship
Minnesota Wells Club Scholarship
Lois Parker Moen 1933 Scholarship
Ann Roberts Moody 1939 Scholarship
Edith Brett Morehouse Scholarship
Nellie L. Morss 1888 Scholarship
Barbara Flowers Murray 1944 Scholarship for Leaders
Sarah Burton Nelson 1946 Scholarship
A. Lindsay & Olive B. O'Connor Foundation Scholarship
Oaklawn Scholarship
Patti McGill Peterson Scholarship
Mary Hunter Pullen Scholarship
Nancy Ann Reed 1950 Scholarship
Lloyd S. and Florence T. Riford Scholarship
Schurmeier Scholarship
Herman and Margaret Schwartz Scholarship
Ann Barker Smith 1945 Scholarship
Marian H. Smith 1910 Scholarship
Ruth Pfeiffer Smith 1938 Scholarship
John Ben Snow Scholarship
Meribah Starbuck 1924 Scholarship
C.V. Starr Scholarship
Surdna Scholarship
Ruth P. Thomas Scholarship
Katharine Marr Turtle 1926 Scholarship
Katharine Marr Turtle 1926 Fund for the Arts
Janet Walker 1895 Scholarship
Julia D. Weihe Scholarship
Margaret Hempstead Wells and Richard Dean Wells Scholarship
Western Pennsylvania Scholarship
Elizabeth Chapin White 1905 Memorial Scholarship
Caleb T. Winchester Scholarship
Mary Morrow Woods 1938 Scholarship
Mary Morrow Woods 1938 Scholarship for Leaders
Alice Ostrander Wright 1936 Scholarship
Robert W. and Alberta P. Zabriskie 1932 Scholarship for Leaders
Arcadia C. and Jorge E. Zalles Scholarship

Wells Student Employment

All students may apply for an on-campus job through the Office of Experiential Learning and Career Services. Students must complete an employment application and interview successfully to receive a job placement. Wage is determined by the nature of the job and the qualifications of the applicant.

Tuition Exchange Benefits

Wells College is a member of the Tuition Exchange program and CIC Tuition Exchange Program. These programs are reciprocal scholarship programs for children and other family members of faculty and staff of participating institutions. Each institution determines its own criteria for participation. If you qualify to participate in one of these programs, the institution your parent(s) is employed at will send Wells College a certification form asking us if we will accept you into our program. If chosen, Wells College offers full tuition benefits for your four years of study. Students are expected to be enrolled full time to receive these benefits. Students who are eligible for New York State Tuition Assistance Program Awards may see an adjustment to the exchange amount awarded.

FEDERAL FINANCIAL AID PROGRAMS

Information on federal aid programs is subject to regulatory change by Congress at any time.

Federal Pell Grants

Federal Pell Grants are available, based on financial need and the cost of attendance. The amount of the award is determined by a student aid report which is received after a student has filed a Free Application for Federal Student Aid. Need is

determined by a formula developed by the United States Department of Education. Awards amounts are determined each year by Congress; currently awards range from \$5,730 to \$600.

Federal Supplemental Educational Opportunity Grants (SEOG)

Awards ranging from \$200 to \$4,000 may be made to students in need of financial aid. Preference is given to students who are eligible for a Federal Pell Grant. Application is made by filing the Free Application for Federal Student Aid. The average Wells College SEOG award is \$500.

Federal Teach Grant Program

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Each year you receive a TEACH Grant, you must sign a TEACH Grant Agreement to Serve that will be available electronically on a Department of Education website. The agreement specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgement by you that you understand that if you do not meet the teaching service requirements you must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were disbursed. To receive a Federal TEACH Grant students must meet certain academic achievement requirements: be above the 75th percentile on one or part of an admissions test (such as the SAT or ACT) or have at least a 3.25 cumulative GPA for the first payment period — in high school for first year students and in college for other students. Students who are not first-time students will be required to meet a minimum 3.25 cumulative GPA to be eligible.

Federal Perkins Loan

Application for loans under this program is made by completing the FAFSA. Awards range from \$250 to \$5,500. The current interest rate on these loans is 5% on the unpaid principal. Repayment begins nine months after graduation or when the student ceases to be enrolled, and may extend up to ten years. Deferments are granted for several reasons, including military service, work in the Peace Corps or VISTA, and volunteer service. Details on these deferments will be given through entrance counseling at the time of borrowing the loan and an exit interview before students leave Wells College.

Federal Direct Student Loan Program

Undergraduate students may borrow under the Federal Direct Subsidized Loan Program \$3,500 for the first year, \$4,500 the second year, and \$5,500 for those students who have completed two years. Loan eligibility is based upon the student's financial need. The interest rate on Federal Direct Subsidized Student Loans will be fixed at 3.86% beginning July 1, 2013. Subsidized loans have the federal government paying the interest while the student is enrolled. Student loans will have an origination fee of 1.072% of the principal borrowed at the time of disbursement. Repayment of principal is deferred as long as the borrower is enrolled as at least a half-time student. Students who do not qualify for a subsidized Federal Direct Loan are eligible to receive an unsubsidized Direct Loan. The interest rate on the unsubsidized Direct Loan is 3.86%. Please note that interest rates are subject to change based on changes in legislation. New rates are typically announced by June 30th of each year. The student is responsible for payment of interest while in school and during other periods of deferments. Or interest can be capitalized to the loan principal. Dependent students who qualify for the maximum subsidized Direct Loan are eligible for an additional \$2,000 unsubsidized Direct Loan and independent students who qualify for the maximum subsidized Direct Loan are eligible for \$6,000 if a freshman or sophomore and \$7,000 if a junior or senior. Students cannot receive more than the cost of attendance. Students will receive information on the Federal Direct Loan program upon their enrollment. They will be asked to complete a Master Promissory Application that is active for 10 years. First-time borrowers will be required to do online Entrance Counseling.

Federal College Work-Study Program (FCWSP)

For students demonstrating financial need, Wells arranges jobs on campus and with community service organizations. Application is made through the Office of Experiential Learning and Career Services. Students who receive work study as part of their financial aid package may apply for student employment. Students must complete an employment application and interview successfully to receive a job placement. Wage is determined by the nature of the job and the qualifications of the applicant.

United States Bureau of Indian Affairs Aid to Native Americans

Students who are at least one-fourth American Indian, Eskimo, or Aleut and are enrolled members of a tribe, band, or group recognized by the Bureau of Indian Affairs, may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

U.S. Department of Veterans Affairs

If you (or your spouse) are a veteran or you're the dependent of a veteran, educational benefits may be available. Under

the Post-9/11 Veterans Education Assistance Act of 2008, many post-9/11 veterans and service members will be eligible for a new comprehensive education benefits package that goes beyond helping to pay for tuition. Many veterans who served after September 11, 2011, will get full tuition and fees, a monthly housing stipend, and a \$1,000 a year stipend for books and supplies. The new bill also gives Reserve and Guard members who have been activated for more than 90 days since 9/11 access to the same GI Bill benefits. Information is available at www.gibill.va.gov/benefits/index.html or call 1.888.GI.BILL.1 (1.888.442.4551).

Students are required to notify the financial aid office of the amount and type of veteran's benefits that you will receive each year. Your Veteran's Benefits do not affect your eligibility for federal funds. However, Wells College will consider any veteran's educational benefit as a resource for financial aid. This means that financial assistance (grants and/or scholarships) offered through Wells may be reduced when the amount of VA benefits are factored into the award. The total of your veteran's benefits, other federal, state and institutional aid cannot exceed the Wells College cost of attendance.

U.S. Armed Forces

The Armed Forces also offer financial aid opportunities for service members and their families. For more information on recruitment incentives, visit the U.S. Department of Defense website at www.todaysmilitary.com. Click on "Benefits" at the top of the site, then go to "Education Support."

AmeriCorps

This program provides full-time educational awards in return for community service work. You can work before, during or after your post-secondary education, and you can use the funds either to pay current educational expenses or to repay federal student loans. For more information, contact:

Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
1.800.942.2677 (TTY Number: 1.800.833.3722)
www.americorps.org

The federal aid programs listed above are subject to modification by legislative action and federal appropriation levels.

NEW YORK STATE FINANCIAL AID PROGRAMS

Information on state aid programs is subject to regulatory change by the state legislators at any time.

NYS Tuition Assistance Program (TAP)

The Tuition Assistance Program, open to residents of New York State, provides awards to full-time students based on net taxable income and the Wells tuition charge. State aid programs are subject to legislative change at any time.

Applicants for TAP must apply annually by completing the Free Application for Federal Student Aid (FAFSA) or by completing an online application at www.hesc.org. The application deadline for the 2014-2015 academic year is May 1, 2015.

The New York State Education Department requires that TAP recipients meet attendance requirements, and minimum standards of satisfactory academic progress for the payment of TAP, as defined by Wells College. Should a student fail to meet attendance and progress requirements, she or he may, under exceptional circumstances, qualify for a waiver. Eligibility for a waiver will be determined by the director of financial aid, academic dean, registrar, and the dean of students upon the student's formal request. This requirement is outlined in detail under the Satisfactory Academic Progress section.

NYS Aid for Part-time Study (APTS)

New York State students who will be enrolled for between six and eleven credits, and who meet the income criteria limits are eligible to apply. Applications may be obtained from any high school or college financial aid office. The number of awards and the total amount of awards will be limited to the amount of funds allocated by the state. Wells College will award grant funds ranging from \$250 to \$1,000.

NYS Part-time TAP

Part-time students who are legal residents of New York State who were full-time, first-time freshmen in 2006-2007 may be eligible for Part-time TAP to help them pay for college beginning in 2007-2008. To be eligible for this award, a student must have earned 12 credits or more in each of the two consecutive semesters, for a minimum total of 24 credits earned and maintain a minimum of a "C" average or cumulative GPA of 2.0 or better. The student must be enrolled for 6-11 credits per

semester, not be in default on a student loan and meet the same income limitations as students applying for TAP. A student's award will be dependent on the number of credits enrolled in a semester.

Other New York State Scholarships

The following is a list of New York State scholarships. Detailed information and application materials for these scholarships can be obtained at a student's local high school guidance office or on the New York State Higher Education Services Corporation website: www.hesc.com.

Military Service Recognition Scholarship (MSRS)/Military Enhanced Recognition Incentive & Tribute (MERIT)

MSRS/MERIT provides financial aid to children, spouses, and financial dependents of members of the armed forces of the United States or state organized militia who, at any time on or after August 2, 1990, while New York State residents, died or became severely and permanently disabled while engaged in hostilities or training for hostilities. Students must establish eligibility by submitting a MSRS supplement form that is available in their local high school guidance office. The tuition allowance is equal to the undergraduate tuition costs at the State University of New York and the non-tuition allowance is determined annually by the Commissioner of Education.

New York State Regents Award for Children of Deceased and Disabled Veterans (CV)

Awards for students whose parent(s) served in the U.S. Armed Forces during specified periods of war or national emergency and, as a result of service, died or suffered a 40% or more disability, is classified as missing in action, or was a prisoner of war. The veteran must have been a New York State resident at the time of death, if death occurred during or as a result of service. Annual award amount is \$450.

New York State World Trade Center Memorial Scholarships

The World Trade Center Memorial Scholarship guarantees access to a college education for the families and financial dependents of innocent victims who died or were severely and permanently disabled as a result of the September 11, 2001 terrorist attacks on the United States and rescue and recovery efforts. This includes victims at the World Trade Center site, Pentagon, or on flights 11, 77, 93, or 175. Students must submit an application with the necessary documentation to the Higher Education Services Scholarship Unit. The tuition allowance is equal to the undergraduate tuition costs at the State University of New York and the non-tuition allowance is determined annually by the Commissioner of Education.

Scholarships for Academic Excellence

This program provides scholarship assistance to outstanding New York State high school graduates. Each year, 8,000 scholarships are awarded — up to 2,000 scholarships of \$1,500 and 6,000 scholarships of \$500 to top scholars from registered New York State high schools. Awards are based on student grades in certain regents exams. The State Education department will notify those students who have been nominated by their high school to receive the scholarship.

New York State Math and Science Teaching Incentive Program

This program provides awards to students attending school at the undergraduate and/or graduate degree level in exchange for five years of full-time employment as secondary education math and science teachers. Applicants must: (1) be a U.S. citizen or eligible non-citizen; (2) be matriculated at a degree-granting institution in NYS leading to a career as a math or science teacher in secondary education; (3) have a cumulative GPA of 2.5 or better; (4) not have a service obligation under another program and (5) not be in default on a student loan. Successful applicants will be required to complete a service agreement in which they agree to teach full-time for five years in math or science for grades 7-12 and agree to repay the amounts disbursed plus interest if they fail to fulfill their service obligation. Recipients shall receive an annual award for full-time study equal to the annual tuition charged to students attending a SUNY college or actual tuition charged, whichever is less. The maximum award is \$5,895. Recipients shall be entitled to an annual award for not more than four academic years of full-time undergraduate study and one academic year of full-time graduate study while matriculated in an approved program leading to permanent certification as a secondary education teacher in mathematics and science.

Flight 587 Memorial Scholarship

Flight 587 Memorial Scholarships provide financial aid to children, spouses and financial dependents of individuals killed as a direct result of American Airlines Flight 587's crash in the Belle Harbor neighborhood of Queens, NY on the morning of November 12, 2001. Recipients need not be NYS residents or U.S. citizens to receive this scholarship, however they must be full-time, undergraduate, matriculated students in an approved program in NYS. The award covers up to four years of full-time undergraduate study and includes an award component about equal to a SUNY four-year tuition and average mandatory fees and allowance for room and board, books, supplies, and transportation. This amount will be determined each year.

Veterans Tuition Award

Veterans Tuition Awards provide for full-time study and part-time study for eligible veterans matriculated in an undergraduate or graduate degree granting institution in New York State. Awards are available for up to 8 semesters of undergraduate study for full-time students and 16 semesters for part-time study. Students must be legal residents of NYS discharged under other than dishonorable conditions from the U.S. Armed Forces and are: 1) Vietnam Veterans who served in Indochina between December 22, 1961 and May 7, 1975; (2) Persian Gulf Veterans who served in the Persian Gulf on or after August 2, 1990; (3) Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001 and (4) Veterans of the Armed Forces of the U.S. who served in hostilities that occurred after February 28, 1961, as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal, or Marine Corps Expeditionary Medal. Students must have applied for a NYS TAP Grant and Federal Pell Grant. A recipient shall receive an award of up to the full cost of undergraduate tuition at a SUNY college or actual tuition charged, whichever is less.

Memorial Scholarships

Memorial Scholarships for Families of Deceased Police Officers, Peace Officers, and Firefighters, including Volunteer Firefighters and Emergency Medical Service workers, provide financial aid to children and spouses of deceased officers and/or volunteers of New York State who have died as a result of injuries sustained in the line of duty. Students must establish eligibility by submitting a Memorial Scholarship Supplement which is available in their local high school guidance office. The tuition allowance is equal to the undergraduate tuition costs at the State University of New York and the non-tuition allowance are determined annually by the Commissioner of Education.

State Aid to Native Americans

Enrolled members of a New York State tribe and their children who are attending, or planning to attend, a college in New York State and are New York State residents are eligible to receive State Aid to Native Americans. Awards are made to all eligible applicants; there is no qualifying examination. Awards for full-time students are up to \$2,000 annually for up to four years of full-time study. You must apply by July 15 for the fall semester; December 31 for the spring semester; and by May 20 for the summer session. Application materials can be obtained at: Native American Education Unit, NYS Education Department, Room 461 EBA, Albany, NY 12234.

Flight 3407 Memorial Scholarships

Flight 3407 Memorial Scholarships provide financial aid to children, spouses and financial dependents of individuals killed as a direct result of the crash of Continental Airlines Flight 3407 in Clarence, N.Y., on February 12, 2009. This program will help families who lost loved ones cover the cost of attending college in New York State. Students must be studying at a postsecondary institution in New York State, be enrolled full-time, and not be in default on any state or federal student loan. The award is equal to the amount of a SUNY four-year tuition and average mandatory fees and allowance for room and board, books and supplies as determined by the Commissioner of Education annually.

OTHER STATE GRANT PROGRAMS

Rhode Island State Grant

To be eligible to receive a Rhode Island State Grant, a student must: (1) be a U.S. citizen or eligible non-citizen; (2) be a Rhode Island resident since January 1 prior to the academic year in which the applicant enrolls in school; (3) be enrolled or accepted for enrollment in a program that leads to a degree or certificate; (4) attend school on at least a half time basis; (5) not owe a refund on a federal Title IV grant; (6) not be in default of a Title IV loan without having made satisfactory repayment arrangements with the holder of the loan to re-establish Title IV eligibility; (7) if already enrolled, be making satisfactory academic progress as defined by the school's satisfactory progress policy; (8) not already possess a bachelor's degree and (9) meet Title IV eligibility requirements concerning drug convictions and registering with Selective Service.

Applicants must file a FAFSA. This is the only form that needs to be completed to apply for the Rhode Island State Grant. Awards range from \$250 to \$1,200 depending on the recipient's financial need. The FAFSA must be received at the processing center by March 1 prior to the academic year the applicant is applying for aid.

For complete information on this program, please visit <http://www.riheaa.org>.

Vermont State Grant

To be eligible to receive a grant from Vermont Student Assistance Corporation, a student must: (1) be a Vermont resident; (2) be an undergraduate student enrolled in a program leading to a degree, diploma or certificate; (3) have financial need as determined by the Vermont Student Assistance Corporation Grant Program; (4) be maintaining satisfactory academic progress (as defined by the institution); (5) be attending an eligible institution; (6) not have already received the equivalent of 10 semesters of Vermont Grants; (7) not have already received your bachelor's degree UNLESS you are enrolled in the University

of Vermont College of Medicine or any accredited doctor of veterinary medicine program; (8) not be in default on any federal or state student loan and not owe a refund to any federal or state grant or scholarship program; and (9) be a U.S. citizen or eligible non-citizen.

Students will need to fill out and submit a Vermont State Grant application as soon as possible after January 1 if they want to receive grant funds as applications will be considered on a first-come, first-served basis as long as funding is available.

For complete information on this program, please visit www.vsac.org.

The state programs listed above are subject to modification by legislative action and federal appropriation levels.

SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL AND STATE FINANCIAL AID PROGRAMS

Full-time and Part-time Students

Wells College is required to have Standards of Satisfactory Academic Progress to comply with the federal and state regulations governing financial aid programs. These standards are in reference to financial aid programs. They are not the academic standards defined by the faculty of Wells College. This means that a student can be placed on academic probation and still receive financial aid as long as they are in compliance with the financial aid standards outlined below. These regulations are subject to change by both federal and state legislative action at any time.

Wells College's academic progress policy for financial aid includes a qualitative and quantitative measure in reviewing a student's academic progress. To ensure that a student is making both qualitative and quantitative progress throughout her or his course of study, Wells College will assess the student's progress at the end of each semester for New York State TAP requirements and at the end of each academic year for federal aid purposes.

Part-time students shall be evaluated by the same standards as full-time students from the date they first matriculate. However, part-time students need only to accrue courses at one-half the rate of full-time students.

The following regulations will apply when reviewing a student's program pursuit:

- A student must earn 120 credit hours to graduate.
- A student is eligible to receive institutional and federal financial assistance for 180 attempted credit hours in her or his pursuit of the Baccalaureate Degree. A student is eligible under federal guidelines to receive (12) semesters of a Pell Grant and in the New York State TAP program to receive (8) semesters of aid. However, a student has (7) years in which to complete her or his degree requirements, regardless of her or his eligibility for financial aid.
- Grades at Wells College are recorded in terms of the letter A, B, C, D, F with additional gradation for the letters A through D, indicated by plus or minus signs. The numerical equivalent of these letter grades for the computation of academic standing is as follows: A+ = 4.3, A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = 0.7, and F = 0.
- Certain courses are graded as U (Unsatisfactory), S (Satisfactory), and Pass/Fail. These courses will not be used in the calculation of a student's grade point average with the exception of F and U = 0. However, all courses passed can be applied to the total number of credits successfully completed.

New York State Student Aid

In order to maintain eligibility for New York State financial aid awards, students must meet minimum requirements for academic progress. These requirements are both qualitative (minimum GPA) and quantitative (minimum courses successfully completed). Eligibility is reviewed prior to the start of each semester using cumulative GPA and courses completed. Students must attempt a minimum number of credits and must have successfully earned a certain number of credits for each payment period. These requirements are outlined in the chart below.

Semester Payment	Minimum # of Credits Attempted	Total # Earned Credits	GPA
1	0	0	0
2	6	6	1.5
3	6	15	1.8
4	9	27	1.8
5	9	39	2.0
6	12	51	2.0
7	12	66	2.0
8	12	81	2.0
9	12	96	2.0
10	12	111	2.0

Note: All students who have received four semester payments of New York State TAP must have a 2.0 GPA. This includes students who may have received TAP payments at another college prior to enrolling at Wells College.

Repeated Courses

New York State regulations mandate that if a student repeats a course in which a passing grade acceptable to the institution has been received previously, the course cannot be included as part of the student's minimum full-time course load for New York State financial aid purposes. However, in the following instances repeated courses may count toward full-time or part-time study: (1) when a failed course is repeated and (2) when a grade received is passing at the College, but is not acceptable in a particular student's major field of study.

Incomplete Courses

A student with incomplete courses at the end of the semester must complete the coursework prior to the start of the next semester or may lose state financial aid eligibility. Incomplete courses will not be used to evaluate a student's academic progress as indicated in the chart above. If a student completes these courses during the next semester and regains satisfactory academic progress, state aid may be reinstated upon the student's written request.

Withdrawals and Leave of Absence

A grade of "W" does not indicate whether the student passed, failed, or completed all work in a course, and therefore cannot be counted toward meeting either qualitative or quantitative standards. Students who received New York State aid for a semester from which they withdraw or take a leave of absence and do not earn any academic credits are not considered to be meeting the state's pursuit of program requirements and will not be eligible to receive state aid the following semester. A student who withdraws from the College and is readmitted will be eligible for state financial aid provided they were in compliance at the end of their last semester of attendance.

Loss of State Financial Aid

Students who have not fulfilled the chart requirements listed above in a term when they received a state grant or scholarship are not eligible for an award for the next semester. The financial aid office will notify all students at the end of each semester who have been determined to be ineligible for state financial aid. All students have the right to appeal their loss of state financial aid by following the appeal process below.

Reinstatement of State Financial Aid

Students who have lost their state financial aid and have not been granted an appeal may restore aid eligibility in one of the following ways:

- Make up past academic deficiencies by completing one or more semesters of study without receiving any state grants or scholarships.
- Students who lose state aid for not maintaining a cumulative GPA of 2.0 or better after four semester payments of state aid cannot regain eligibility for state aid by sitting out two semesters. Students can only regain eligibility by acquiring a GPA of 2.0 or better or attending without NYS TAP Grants for 2 semesters.
- Students who lose state aid because they did not attempt the minimum number of credits required and choose to attend the following semester without state aid, will regain their eligibility if they complete the number of credits that were deficient.
- Be readmitted to the College after an absence of at least one year (two semesters). This is not allowed if a student has a cumulative GPA of less than 2.0 after attempting 60 credit hours.
- Transfer to another institution and earn credits that could be transferred back to Wells.

Appeal Process for State Aid

The satisfactory academic progress requirements for state aid may be waived for undue hardship based on: 1) the death of a relative or student; 2) the personal injury or illness of the student; or 3) other extenuating circumstances. The appeal is intended only to accommodate extraordinary or unusual cases directly related to academic performance and the student's failure to achieve the requirements. The appeal process does not exist to provide one additional term of eligibility for all students who fail to meet pursuit or progress requirements. It will not be granted automatically. Students will be asked in their appeal to 1) explain the reasons the student failed to meet satisfactory academic progress and 2) describe what actions the student plans on taking to ensure their academic success in the next semester. The College has developed a learning contract and academic course for all students who have not met their academic standards and this contract and course can be used in their action plan. Appeals will not be automatically granted because a student accepts their learning contract. The appeal will be granted only when there is reasonable expectation that the student will meet future satisfactory academic progress requirements.

Please note that:

- A student may be granted only one waiver of New York State requirements for failing to meet the minimum requirements; whether the number of courses or the GPA requirement, before the fifth payment.

- A waiver of New York State requirements may be granted only once for failure to accrue the required number of courses in a student's undergraduate career.
- A student may be granted more than one waiver of New York State requirements for failing to meet the GPA requirement of 2.0 or higher after the fourth semester.

A student's failure to achieve "good academic standing" shall be identified by the director of financial aid. The student will be notified before the beginning of the student's next semester if they have not met the standards of financial aid academic progress and are ineligible for financial aid funds. Notification will also be sent to the provost, dean of students, and registrar.

All students have the right to request an appeal of the determination that they are not making satisfactory academic progress. The student should request an appeal in writing within the time frame outlined by the director of financial aid. Students should be specific in outlining those mitigating circumstances and provide any documentation which they would like taken into consideration upon their reviews. The provost, registrar, dean of students, and director of financial aid shall review the student's appeal. Notification of their decision and any specific requirements that must be fulfilled will be sent to the student in writing. Copies of the student's appeal letter and decision will be retained in the student's permanent financial aid file.

Federal Student Aid

Students must meet minimum requirements for satisfactory academic progress in order to maintain eligibility for federal financial aid awards as well. These requirements are also both qualitative (GPA) and quantitative (maximum time for program completion). The financial aid office will review a student's satisfactory academic progress annually. The chart below outlines the minimum number of credits a student must earn and the minimum cumulative GPA required for each payment period.

Academic Year	Total AY Earned	Total Cumulative Credits Earned	Cumulative GPA
AY1	21	21	2.0
AY2	21	42	2.0
AY3	21	63	2.0
AY4	21	84	2.0
AY5	21	105	2.0

Repeated Courses

Repeated courses will not impact any federal aid if the student receives credit for the course from Wells College. However, only the highest grade earned will be calculated into the cumulative GPA average. Students can only receive financial aid funds for one repeated attempt to achieve a passing grade or an improved grade in a course.

Incomplete Courses

A student with incomplete courses at the end of the academic year must complete the coursework prior to the start of the next academic year. If a student completes these courses during the next academic year and regains satisfactory academic progress, federal aid may be reinstated upon the student's request.

Withdrawals and Leave of Absence

When evaluating a student's annual satisfactory progress, grades of "W" do not constitute grades which indicate that a student passed, failed, or completed all work in a course and cannot be counted toward meeting program pursuit requirements. If a student withdraws from all courses during a semester or takes a leave of absence and does not complete the semester for which they received federal aid, they will most likely not meet satisfactory academic progress and will not be eligible for federal aid.

Loss of Federal Aid Eligibility

Students who do not meet the standards listed above forfeit eligibility for federal financial aid awards for each subsequent academic year until academic progress standards are met. The financial aid office, at the end of each academic year, will notify all students who have been determined to be ineligible for federal financial aid. All students have the right to appeal their loss of federal financial. The student should request an appeal in writing within the time frame outlined by the director of financial aid.

The appeal process does not exist to provide one additional term of eligibility for all students who fail to meet progress requirements. It will not be granted automatically. Students will be asked in their appeal to 1) explain the reasons the student failed to meet satisfactory academic progress and 2) describe what actions the student plans on taking to ensure their academic success in the next semester. The College has developed a learning contract and academic course for all students who have not met their academic standards and this contract and course can be used in their action plan. Appeals will not be automatically granted because a student accepts their learning contract. The appeal will be granted only when there is reasonable expectation that the student will meet future satisfactory academic progress requirements. If a student is appealing

because of extenuating circumstances such as a death in the family or illness, they may not be required to sign a learning contract. However, they should submit supporting documentation to support these reasons.

The financial aid director will notify all students who have not met their satisfactory academic progress standards and are ineligible for financial aid funds by the beginning of the student's next semester. Notification will also be sent to the provost, dean of students, and registrar.

The student should request an appeal in writing within the time frame outlined by the director of financial aid. The Financial Aid Appeals Committee will review the student's letter of appeal and all supporting documentation. The provost, registrar, dean of students, and director of financial aid shall review the student's appeal. Notification of their decision and any specific requirements that must be fulfilled will be sent to the student in writing. Copies of the student's appeal letter and decision will be retained in the student's permanent financial aid file.

Financial Aid Probation

If a student is granted a financial aid appeal, that student is placed on financial aid probation. They will be given an academic action plan with specific requirements that the committee feels would improve the student's academic status. Also, the committee will provide a new, revised schedule that outlines the student's requirement for cumulative number of credits earned and cumulative GPA that is to be achieved in a specific time period.

Students who fail the satisfactory progress check after the end of the probationary payment period may only continue to receive aid if the Appeals Committee grants a second appeal with a revised academic plan. Students will have an opportunity to present any documentation that explains reasons why they were unable to meet their original revised academic plan.

Reinstatement of Federal Financial Aid When Appeals Are Denied

Students who have lost their federal financial aid and have not been granted an appeal may restore their aid eligibility in one of the following ways:

- Attend Wells College without financial aid. The financial aid office will review the student's academic progress every semester and once the student has made up past academic deficiencies they can have their aid reinstated. Financial aid cannot be retroactively reinstated for semesters the student was not achieving satisfactory academic progress.
- If failed to achieve satisfactory academic progress based on earning the required number of credits, a student could attend another institution and earn credits that could be transferred back to Wells.

Transfer Student Eligibility

Transfer students will be considered using slightly different procedures than that of students in continuing status. For example, when a student transfers into Wells College from another institution, Wells College will evaluate the student's academic record and determine a certain number of credits it is willing to accept in transfer from the student's previous study. That assessment and the number of payments received by the student will be used to place the student at an appropriate point in the institution's schedule of academic progress. Placement for state aid purposes may be either in accord with the number of payments received or number of credits earned – whichever is more beneficial to the student. The point at which the transfer student is placed, and the number of payments she or he has received, may not line up. Students can receive TAP for a maximum of 8 semesters and Federal Pell Grant and Direct Loan funds for 12 semesters, regardless of the number of semesters needed to complete their degree requirements at Wells College. Placement for federal aid purposes is in accord with the number of credits earned and accepted by Wells College. Students can only receive federal aid for a maximum of 180 attempted credit hours. Students who have received four or more semesters of TAP or students who have earned junior standing must maintain a cumulative GPA of 2.0 or greater.

STUDENT CONSUMER RIGHTS AND RESPONSIBILITIES

Student Rights

You have the right to ask a school:

- the names of its accrediting organizations;
- about its programs, its instructional, laboratory, and other physical facilities, and its faculty;
- what the cost of attending is, and what its policies are on refunds to students who drop out;
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs;
- what the procedures and deadlines are for submitting applications for each available financial aid program;
- what criteria it uses to select financial aid recipients;
- how it determines your financial need (this process includes how costs for tuition and fees, room and board, travel, books

and supplies, personal and miscellaneous expenses, etc. are considered in your budget, and what resources — such as parental contribution, other financial aid, your assets, etc. — are considered in the calculation of your need);

- how much of your financial need, as determined by the institution, has been met;
- how and when you will be paid;
- to explain each type and amount of assistance in your financial aid package;
- to choose your own lender;
- if you have a loan, to know what the interest rate is, the total amount that must be paid, the length of time you have to repay your loan, when you must start paying it back, and any cancellation and deferment provisions that apply; you have the right to a lender of your choice;
- if you are offered a work-study job, to know what kind of job it is, what hours you must work, what your duties will be, what the rate of pay will be, and how and when you will be paid;
- to reconsider your aid package, if you believe a mistake has been made;
- how the school determines whether you are making satisfactory progress, and what happens if you are not;
- what special facilities and services are available to the handicapped;
- a description of the data compiled by Campus Security.

Student Responsibilities

It is your responsibility to:

- review and consider all information about a school's program before you enroll;
- pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place (errors can delay your receiving financial aid);
- provide all additional documentation, verification, corrections, and/or new information requested by either the financial aid office or the agency to which you submitted your application;
- read and understand all forms that you are asked to sign and keep copies of them;
- accept responsibility for the promissory note and all other agreements that you sign;
- notify the lender of changes in your name, address, or school status, if you have a loan;
- perform in a satisfactory manner the work that is agreed upon in accepting a College work-study job;
- know and comply with the deadlines for application or reapplication for aid;
- know and comply with your school's refund procedures;
- meet satisfactory academic progress requirements.

To receive federal, state, and institutional financial assistance, you must be enrolled as a full-time student. Full-time status according to the regulations governing most financial aid programs is 12 credit hours. Intersession credits can be applied to the spring semester.

FINANCIAL PLANNING

There are several services available to families that will help manage a student's educational costs.

Wells College Monthly Payment Plan

Wells College, recognizing that most parents finance at least a portion of their child's college education out of current earnings and that the traditional two-installment method does not meet the needs of all parents, offers a monthly payment plan. Under the payment plan, parents and students can pay the semester's tuition and room and board charges in four equal payments for a charge of \$75 per semester. For the first semester, payments are due on the 15th of August, September, October, and November, while for the second semester, payments are due on the 15th of January, February, March, and April. An additional convenience fee for payment by credit card will be assessed. Upon request, the Controller's Office will provide information about this plan.

Individualized Payment Plans

When special problems arise, a family may contact the controller and request an individualized payment plan.

Parent Loans for Undergraduate Students (PLUS)

Parent loans (PLUS loans) are available to parents of financially dependent undergraduate students through the federal government. A parent may borrow up to the cost of education minus other aid, per dependent. The annual interest rate is 7.9%. Repayment of the amount borrowed plus interest begins two months after the loan is disbursed. The minimum monthly repayment amount is determined by the amount borrowed the requirement to complete repayment within 10 years.

MasterCard, VISA, DiscoverCard, and American Express

MasterCard, VISA, DiscoverCard, and American Express will be accepted for payment of bookshop and tuition charges.

COLLEGE ORGANIZATION

The faculty are organized into four divisions: arts, humanities, natural and mathematical sciences, and social sciences. The Divisional Structure

DIVISION OF THE ARTS

The division of the arts is the focal point for artistic activity at Wells. The division sponsors performances and exhibitions by students, faculty, and outside artists. Faculty in the arts division offer course work in art and art history, music history, theory and performance, theatre and dance history, performance, theory and criticism, and arts management. Related courses in creative writing and dramatic literature are offered by the English faculty in the division of the humanities. The division of the arts includes major programs in theatre and dance and in visual arts.

The arts are housed in five campus buildings: Morgan Hall, Campbell Art Building, Barler Music Building, the Schwartz Athletic Center, and Phipps Auditorium. The Barler Music Building offers a recital hall, lecture rooms, student practice rooms, faculty studios, electronic piano lab, electronic music studio, and the recordings and study score library and listening area. Students have access to all facilities including 15 pianos, a Dowd harpsichord, and an early instrument collection. The Campbell Art Building houses darkrooms, a workshop, lithography presses, kilns, potters wheels, a sculpture studio, a painting studio, a drawing and design studio, and a ceramics studio. The 500-seat Phipps Auditorium features excellent acoustics, a computerized lighting board, a classically beautiful proscenium stage, a scene shop, and a lobby and box office. Among the resources available to students of art history are an extensive collection of slides, the College's own collection of original art, and a large art-related collection of books within the College's library. Morgan Hall is home to art history and the Book Arts Center. Among the resources available to students in the book arts are seven Vandercook presses; an 1870s iron hand press; a Baltimore jobber press; over 300 cases of metal and wood type, ornaments and antique advertising cuts; and a complete fine bindery. An electronic classroom/lab allows instruction in digital imagery, videography, and computer-aided (CAD) theatrical design. The London theatre course attracts many theatre and dance students. Off-campus programs in Florence, Italy and Bath, England are of particular interest to students in the visual arts.

DIVISION OF HUMANITIES

The division of humanities comprises major programs in English, Spanish, history, and philosophy with courses in the disciplines of English, modern languages, history, philosophy, and religion. These disciplines have long been considered an integral part of the liberal arts. Through them students may come to an understanding of their heritage, of attempts to explain the human condition, and the way in which humans creatively communicate perceptions of the universe. Unique afternoon seminars that enable students and teachers to explore topics in-depth, and an emphasis on writing, both expository and creative, are two of Wells' strengths most prized by the faculty in the humanities.

Study of modern languages and literatures has three basic educational objectives. First, it seeks to provide students with a working knowledge of the modern language. Second, it aims to give a background in cultures and a more global perspective; and third, it offers students the opportunity to study non-English literatures from a varied range of perspectives: historical, cultural, and stylistic.

Wells offers a variety of opportunities for study abroad. Of interest particularly to students of language but open to all students are the semester programs in Germany, Italy, Japan, and Senegal (see Off-Campus Study). Wells students may also participate in study abroad programs administered by other American colleges.

Several distinguished lecture series, including the endowed Beckman Lectures and the Phi Beta Kappa Visiting Scholars program, bring to campus renowned scholars in the humanities and other fields. In addition, the College sponsors a Visiting Poets and Writers Series.

DIVISION OF NATURAL AND MATHEMATICAL SCIENCES

The division of natural and mathematical sciences includes major programs in biological and chemical sciences, environmental studies, and mathematical and physical sciences. Graduates with majors in the natural and mathematical sciences often pursue further study and careers in research, health professions, engineering, business, teaching, or computer applications.

Graduates with majors in the natural sciences are prepared to enter various professional programs including medicine, dentistry, and veterinary medicine, to pursue graduate study in biology, chemistry, physics, mathematics, computer science, engineering, or environmental studies, or to seek employment in academic and industrial laboratories. Science majors who

also complete teacher certification requirements at Wells are qualified to accept positions in primary and secondary education. Faculty help students individually plan academic programs that meet the students' interests and goals.

Logical and analytical thought is the basis for study in the mathematical and natural sciences. In the natural sciences the steps of observation, conjecture, experimentation, and evaluation lead to the development of new scientific theories or laws. In mathematics there is an analogous thought process, but experimentation and evaluation are replaced by logical proof from axioms. The studies of mathematics and the sciences are intertwined, for historically most mathematical developments have been motivated by the need for mathematical laws in the establishment of scientific theories. Conversely, mathematics provides the means for the sciences to formulate theories precisely and measure theories' predictions against the natural world. Thus students in all these fields learn explanations of natural phenomena and mathematical concepts, develop the tools needed to work with them, and learn techniques to enable them to establish results of their own.

The science building, housing research, teaching, and computer laboratories, and the incomparable environment of the Finger Lakes area provide an excellent venue for teaching and learning science. Computers, including facilities for geospatial analysis (GIS), are used in and out of the laboratory for data acquisition and analysis. Upper-level majors have the opportunity to assist in teaching and laboratory preparation for introductory and intermediate-level courses. There are also opportunities for research in special areas of biology, chemistry, and environmental studies such as watershed science, molecular and cellular biology, genetics, bioinformatics, plant physiology, and both organic and inorganic chemistry. Students can pursue independent research projects in computer science, mathematics, physics, and applied physics as well.

Semester-long off-campus study opportunities with field experience are offered in various parts of the world through the School for Field Studies in which students learn about environmental issues in a variety of areas (Australia, the Caribbean, Africa, etc.) and through our affiliation with University College, Cork, Ireland.

Science provides a particularly useful and successful means for understanding the world while it enhances and speeds technological progress. The faculty, facilities, and programs of the natural and mathematical sciences division at Wells College make students a part of this continuing tradition.

DIVISION OF SOCIAL SCIENCES

The role of the social sciences in a liberal education is to contribute to an understanding of society through the study of human institutions and behavior. To this end, the division offers course work in anthropology, business, communication studies, economics, education, First Nations and Indigenous studies, international studies, political science, psychology, sociology, and women's and gender studies.

Qualified social science majors may pursue an innovative experiential off-campus study option at the Salt Institute for Documentary Studies (Portland, Maine). Pairs of students (one writer, one photographer) engage in in-depth field research in a variety of settings. International studies majors enroll in semester-long programs in Europe and Africa.

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**Upon nomination of the junior and senior classes

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Pound Ridge, New York
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Wilson, Wyoming
Basking Ridge, New Jersey
Basking Ridge, New Jersey

PROVOST AND DEAN OF THE COLLEGE

Cindy J. Speaker (2006), Provost and Dean of the College. B.A., Bard College at Simon's Rock; M.S., Ph.D., University of Massachusetts at Amherst

PROFESSORS

*On Leave fall semester 2014

**On Leave spring semester 2015

***On Leave 2014-2015

Christopher T. Bailey (1987), Professor of Chemistry, Mary Perley Wakeman '23 Professor. B.S., Beloit College; Ph.D., University of Vermont

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*Brad Frazier (2008), Associate Professor of Philosophy and Religion and Pre-law Advisor. B.A., Lee University; M.A., Reformed Theological Seminary; Ph.D., Saint Louis University

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Kristina Blake-Hodek (2010, 2012), Assistant Professor of Biology. B.A., St. Olaf College; Ph.D., Cornell University

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Dan Rosenberg (2014), Visiting Assistant Professor of English. B.A., Tufts; M.F.A., University of Iowa; Ph. D. (expected), University of Georgia

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PART-TIME FACULTY

Elizabeth Wilmot Bishop (2002), Lecturer in Dance. Dance Educator Certification, Hartford Ballet Teachers' Training School

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ADDITIONAL ACADEMIC PROGRAM STAFF

Joseph C. DeForest (1994), Technical Director/Facilities Manager and Lecturer in Performing Arts. B.A., SUNY Cortland

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