



# College Catalog 2023-24



The information in this printed edition of the 2023-24 Wells College Catalog was accurate and verified as of September 29, 2023

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# Welcome Letters

Dear Wells Community,

I hope this catalog will serve as a guidebook for you as it contains a lot of helpful and useful information. Whenever a question arises, a good first step is to take a look at the college catalog. Beyond that, if you cannot find the answers you're looking for, I hope you will reach out to your faculty, mentors, and other supportive staff on our campus. That is why we are here – to lead you through your educational journey at Wells College. We are here for you, just as this catalog is here for you. Please seek the support you need.

Sincerely,



Jonathan Gibraltar, President

Dear Wellsians,

Welcome to your catalog. Catalogs can be boring or fun but are always important in helping you pursue your college journey. We hope you will explore it, ask questions of mentors and friends, and find your way forward. Identify majors or minors you might pursue, requirements you must fulfill, others courses you might take, and more. The catalog represents our commitment to you, and your use of it as students, guided by your faculty and other mentors, represents your commitment to your education, as tailored by you.

I can't wait to see what how you make this catalog your map for your journey.

Best,



Susan Henking, Vice President of Academic and Student Affairs

# Decoding the College Catalog

Each year, the college catalog is compiled by the Office of the Registrar and serves as a kind of contract between you and the College. Here you will find exactly what is expected of you, as well as what you can expect of the institution. The catalog gives you information on the types of degrees you can pursue, the classes you will need to take to achieve those degrees, and further information you will need as a Wells student. In addition to academic information, you will also find here information on financial aid, as well as business office procedures. These are important for you to understand in order to succeed at Wells.

This catalog begins with the College's Mission Statement and declaration of community standards. Then, explanations of academic information and experiential learning will introduce you to the rules and expectations that apply to all departments and majors. The Areas of Study section provides you with a description of each major and minor offered here at Wells, along with a list of the courses required for completion of the degree of study.

Before you jump into planning your semester using the Courses section, we've compiled a few resources below that will help you decode this catalog. If you have questions after looking through the catalog, you can also talk with an upperclass student about their experiences, as well as your academic adviser.

## Common Terms and Definitions

Term	Definition
# sem. hrs.	# of semester hours (credits).
Degree program	All of the specific courses you will take to achieve your academic degree.
Major, minor	Your major, if your degree requires one, is the main area of focus for your studies. Your minor, if you choose to declare one, is a secondary area of focus for your studies.
Corequisite	A course you will need to take at the same time as another course.
Prerequisite	A course you will need to take before taking the course listed.
Cross-listed	A single course that is shared by more than one department or major.
May be repeated for credit	You can take this course multiple times, and each time you will gain credit(s) toward your degree.
Experiential Learning	Courses that are based around real-world experiences, such as internships and immersive study abroad, rather than time in a classroom.
Requirement	A course that you are required to take in order to complete your degree.
Elective	A course that is not required but is a way for you to explore and pursue other interests you may have outside of your area of focus.
Academic Adviser	A faculty or staff member who will be assigned to you to help you select your degree program, the courses you will need to take, and generally help you navigate your time at Wells.
Tuition	The total amount of money required for your academic courses, usually split by semester.

Term	Definition
Housing and Food	Your housing and food costs when you live on-campus, usually listed by semester.
Federal Student Loan	Money loaned to you by the federal government, usually with a lower interest rate and better terms than private loans.
Grant	Money for your education that does not need to be repaid; often given with certain terms such as income level or GPA.

## Course Numbering

At Wells, each division is free to number its courses in its own way. These numbers are typically based on the level of knowledge (factual, conceptual, procedural, metacognitive) expected for the course. One common numbering guideline you will see across many departments is:

100-199: A 100-level course introduces students to a particular subject or topic. No previous knowledge, except what one might learn in high school, is expected of students enrolling in these courses. Students in these courses are often first-year students or upperclassmen with a general interest. 100 level courses are often an introduction to further study in a discipline and serve as prerequisites for more advanced study.

200-299: A 200-level course assumes some level of skills' development. These courses may introduce new experiences in factual, conceptual, and procedural knowledge, but the level of skills will emphasize application and analysis. Students enrolled in these courses are often sophomores, very advanced first-year students, or students with a general interest in the discipline/subject.

300-399: A 300-level course continues to offer experiences in factual, conceptual, and procedural knowledge, but at an advanced level. Unlike a 200 level course, there is emphasis on the cognitive process of analysis, evaluation, and/or creation. Students enrolled in these courses are generally junior or seniors, or students who have fulfilled prerequisites allowing them to enroll.

400-499: A 400-level course synthesizes the four levels of knowledge – factual, conceptual, procedural, and metacognitive. Students are expected to use their skills as they generate new ideas, products, or ways of viewing things. Creative cognition includes designing, constructing, planning, producing and/or inventing to produce a senior project. Students enrolled in these courses are seniors majoring in the discipline.

The numbering is not a universal rule. For example, you may take a 200-level course intended for a specific major even if it's outside of your field. To help determine whether a course is the right fit for your interests and academic journey, read its description within the Courses section of this catalog. If you're still not certain, we recommend you check-in with the course instructor, the division chair, or your academic adviser.

After a close look through the catalog, you'll notice courses that end with a letter. Wells uses these letters as shorthand for whether a course has a lab or other components:

L: a course with a laboratory component (e.g., CHEM 107L)

It is important to note that if a course has multiple components, such as a lecture and a discussion section, or a lecture and a lab, you must sign up for each component.

## How to Request Instructor or Department Chair Permission

Within the Areas of Study section, you might notice language such as, "Students are encouraged to explore other relevant courses which may be approved with permission of department

chair." Similarly, in the Courses roster, some courses have prerequisites of, "one course in the social sciences, or permission of instructor." So, you might ask, how do you ask permission of either the instructor or the department chair?

You can get it done in three steps:

1. Search the course of interest on the Globe:

Course Code	Name	Faculty	Seats Open	Status	Schedule	Credits	Begin Date	End Date
<a href="#">ITH 161</a>	Introduction to Anthropology	Olson, Ernest G.	0/20	Full		3.00	8/29/2022	12/16/2022
<a href="#">ITH 222</a>	Anthropology,Relig.&Colonialism	Olson, Ernest G.	13/20	Open		3.00	8/29/2022	12/16/2022

-OR-

2. Talk with your major adviser about the appropriate faculty member to email.

3. Send an email to the faculty member or stop by their office hours. Introduce yourself, explain why you are seeking instructor or chair permission, whether you have experience in the topic from a high school course, related work experience, or other reason. Be sure to mention what you hope to learn by taking the course. Each instructor handles requests differently, depending on the number of open seats in the course and other course-specific factors. If you are granted permission to add the course to your schedule, you will receive information from the registrar.

These few pages provide some guidelines to using and understanding this catalog, but the catalog is only one part of ensuring your academic success here at Wells. Working with advisers, understanding syllabi, and exploring your interests are equally important. We cannot wait to see how you immerse yourself in Wells and make this your very own experience.



**Mission,  
Community  
Standards, and  
Student Life**



# 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, embrace new ways of knowing, be creative, and 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 established institutional and academic program goals (see "Academic Information" for further details).

## 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, with mutual understanding, and with 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.

## 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, faculty and staff in academic and student life aspire to cultivate a socially responsible community, comprising knowledgeable students of integrity. Staff members 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, lifestyle choices, co-curricular pursuits, and political and religious concerns. However, they share 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 all members of the student body to be honest and trustworthy in the conduct of their collegiate life as it is defined or encompassed by 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.



# Academic Information

# 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 disciplines
- ▶ The ability to employ effective 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, how to use resources effectively, and seek help

### 6. Skills and Beliefs to Navigate Living and Working in Community

- ▶ The ability to engage in problem solving and work in a team environment
- ▶ The ability to manage time effectively and possess a positive work ethic
- ▶ The ability to offer and accept constructive criticism, possess self-confidence, be flexible, adapt quickly, and work well under pressure

## When Students Graduate

They leave as 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

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 become accountable for themselves, their education, and 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 inclusivity, 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 to prioritize 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

During the strategic planning process that occurred in the 2020–2021 year, Wells College identified the following core values:

**Challenge:** Learning founded on challenging and intellectual inquiry, requiring active student engagement, resulting in a transformative experience

**Community:** Provide a welcoming and supportive space to live, learn, and socialize

**Creativity:** Encourage originality of thought and expression; imagine new ways of being and doing

**Empathy:** Awareness and sensitivity to difference that encourages open-mindedness and responsible action

**Equity:** Recognize people as unique individuals; ensuring equitable access to opportunity, inclusion, and resources for all

**Integrity:** Actions by those within the community are governed by the Honor Code

**Support:** Continual emotional and intellectual advocacy

## 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 general education curriculum plus majors that integrate related disciplines.

## General Requirements

In order to be recommended by the faculty for the bachelor's degree, a student must

successfully: 1) complete at least 120 semester hours (90 LAS for BA; 60 LAS for BS); 2) complete two years in residence at Wells (at least 48 semester hours, which may include up to 16 semester hours in Wells College-approved off-campus study 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.

## Degree Expected

Students with senior standing may participate in Commencement activities as “degree expected” if all requirements for the major and at least 114 semester hours have been completed. Such students are encouraged 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 College has been completed. Students in the Inclusive Childhood Education major and the Adolescence Certification program shall be eligible for the designation of “degree expected” if they have satisfied all graduation requirements except the experience, credits, and courses related to student teaching. The Registrar determines eligibility to participate in Commencement activities as “degree expected.”

## The Major

Each Wells student must elect a major to ensure exploration of an area of interest in-depth and to develop the knowledge and skills involved in the mastery of a field. 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 the faculty adviser and other appropriate faculty members, develop an individualized major.

No major for a B.A. will require more than 65 semester hours. No major for a B.S. will require more than 75 semester hours. A student may not elect a double concentration within a major.

## Double Major

Students may elect to pursue a double major in one degree (B.A. or B.S.) or a double degree course of study that includes a major in a B.A. degree and a major in a B.S. degree. A double major/double degree proposal form shall be filed with the Registrar. 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 adviser from each major. At the time of the proposal, a student must have a cumulative GPA of at least 3.0, have completed at least four courses toward their first major, and have a GPA of at least 3.0 for courses taken for that major. The student must also have completed at least one 200-level or higher course required for the intended second major that is not counted toward the first major at Wells College or through an affiliated program and have earned a GPA of at least 3.0 in the course or courses.

No more than half of the courses to be applied to the first major may also be applied to the second major. At least five courses (of 3 to 4 semester hours each) in each major must be taken at Wells College or through an affiliated program. The student must fulfill senior requirements for both majors, which includes completing the capstone course for each major. Students must complete a separate, unique project or thesis for each major. The proposal form must be submitted to the Registrar no later than the last day of classes of the semester in which a student expects to have earned 75 credit hours. Final approval rests with the Academic Standing, Advising, and Admissions Committee.

## 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.

# 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 the senior year. Requirements of the minors can be found in the "Areas of Study" section of the catalog.

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. Wells does not offer individualized minors, but a student may elect up to 3 minors. At least half of the courses must be unique to each minor. At least three courses (of 3 to 4 semester hours each) must be taken at Wells College or in an approved program to complete a minor. No more than four semester hours graded "S/U" may be used toward the minor.

## Core Requirements

The College's core curriculum has the following three components: Foundations, which develop essential building blocks of a high-quality liberal arts and sciences education; Perspectives, through which the student is immersed in a diverse world of learning and scholarship across the liberal arts and sciences; and Connections, whereby the student takes advantage of programs and resources that promote rigorous scholarship, healthy lifestyles, financial well-being, and career preparation. Taken together with the entirety of the Wells experience, fulfillment of the core curriculum ensures that every Wells student has the opportunity to explore breadth in the liberal arts and sciences while developing the skills for successful professional development, rewarding social engagement, and effective 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 Registration and Advising 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 a case-by-case basis in order to determine remaining college requirements. Students have access to track their progress on the Globe.

## Core Curriculum

A course can fulfill only one component of the general education curriculum.

### I. Foundations

- 1. Gateway Course**  
An introductory course that helps students adjust to learning and living at Wells College within an academic discipline of interest. (first year, fall semester)
- 2. WLLS 100: Wellness, Engagement, and Lifelong Learning for Success**  
Taken in conjunction with a Gateway Course, this course further introduces students to the expectations and support services offered on campus. (first year, fall semester)
- 3. WLLS 105: College Writing**  
This course covers the fundamentals of college-level writing. (first year, either fall or spring semester)

### II. Perspectives

A maximum of six (6) credits in any one discipline may be counted for the Perspectives component of the general education curriculum.

- 4. Creative Expression**

Students will explore and develop various forms of creative expression. Could be met by one 3-credit semester hour course or a combination of courses to total 3 semester hours.

**5. Enduring Questions of Human Nature**

Students will explore what it means to be human, be it from ancient to contemporary times or through various types of representations of the human experience.

**6. Social Systems**

Students will explore the interactions within and between individuals, groups, institutions, and the environment.

**7. Inclusion and Justice**

Students will explore equality, access, and inclusivity.

**8. Quantitative Reasoning**

Students will explore mathematical concepts and skills.

**9. Natural Sciences**

Students will explore one of the natural sciences via a course that includes a laboratory.

**10. Languages and Cultures**

Students will develop a cultural appreciation and familiarity with a language other than English.

### III. Connections

**11. Experiential Learning**

Students will apply course-based learning to situations outside the classroom. Two experiential learning experiences are required, one of which must be off-campus. Only one can be for one semester hour of credit, which would need to be taken in the first or second year. For students transferring in with 60 credits or more, only one off-campus experience is required.

**12. Skills for Lifelong Learning**

Students will develop skills for learning outside the classroom and beyond their Wells College experience. Two courses are required.

**13. Mind-Body Wellness**

Students will develop bodily-kinesthetic intelligence. Students will choose four courses, two of which must be activity-based, from the following: physical education courses, certain dance courses, nutrition courses, holistic health, or healthy lifestyles.

**14. Financial Wellness**

Students will build skills to develop the ability to make informed financial decisions. All students will take WLLS 110: Personal Financial Management.

#### Course Requirements and Semester Hour Limitations

1. Students must successfully complete at least 120 semester hours of college-level credit.
2. At least 48 semester hours must be taken on-campus at Wells College or in Wells College-approved programs. While students may take more than 16 semester hours in Wells off-campus programs, no more than 16 semester hours will be counted toward the 48-semester-hour requirement.
3. At least 5 courses (of 3 to 4 semester hours each) in a major must be taken at Wells College or through an approved program. For students declaring a minor, at least 3 courses (of 3 to 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 must successfully complete at least 90 liberal arts and science semester hours for a Bachelor of Arts degree or 60 liberal arts and science semester hours for a Bachelor of Science degree.
7. Students shall maintain a minimum GPA of 2.0 for all Wells and Wells-approved courses.
8. Students may earn no more than 4 semester hours of credit during any given January Intersession and no more than 8 semester hours during the summer.
9. No more than 6 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 8 semester hours of credit toward the minimum 120 semester hours of credit required for graduation for courses that have fewer than 3 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. A maximum of 12 semester hours of credit for internships and 12 semester hours of credit for independent studies may count toward the 120 semester hours of credit for graduation.
13. A maximum of 8 semester hours of credit for tutorials may count toward the 120 semester hours of credit 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.

## Experiential Learning

### Off-Campus Study

Wells has both domestic and international off-campus study options available. Most Wells students participate in either the Wells College program (Wells in Florence) or an approved program. Wells in Florence is administered by Wells College and enrolls both Wells- and non-Wells-matriculated students. About 20 additional approved 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 approved program appear on a student's Wells transcript and are included in the Wells GPA. If enrolled in a non-approved 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 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 adviser, the coordinator of



off-campus study, and the Dean of Students before studying-off campus.

- ▶ Student must be in good academic and behavioral standing at Wells.
- ▶ Student's financial account must be paid in full. If the student is on the payment plan, the account must be current.
- ▶ Enrollment in or completion of OCS 271 and OCS 272: Cross-Cultural Preparation and Cross-Cultural Reflection (if the student is studying abroad).
- ▶ All students must return to Wells for at least one semester after studying off-campus.

## Wells College Programs and Approved Programs

Students participating in Wells College or approved off-campus study programs pay Wells College tuition, housing and food, and fees. Students receive their institutional aid for one semester when studying on a Wells College or approved program; should a student choose to study abroad for more than one semester on a Wells College or an approved program, the student will be charged Wells College tuition, housing and food, and fees, but institutional aid will not be available. Wells will cover the cost of tuition, housing and food on the Wells College or approved program. If program fees exceed the cost of tuition, housing and food at Wells, students will be billed for the cost difference.

## Non-approved Programs

If the Wells College or approved programs do not fit a student's academic or cultural objectives, they may apply to study on a non-approved program. Students applying to a non-approved program must meet the same eligibility requirements and general regulations for approval as students on a Wells College or an approved program. Their institutional aid will not be available, and they must withdraw from the College for the semester. Students participating in non-approved programs must pay the College an administrative fee of \$150. Please note that credits earned on a non-approved program will be treated as transfer credit. This means only the credits, not the grades, will transfer, and only courses in which grades of C- or better are earned will transfer. Students may not be approved for a non-approved program if Wells offers a Wells College or an approved program with similar learning objectives. Students exploring non-approved programs should speak with the coordinator of off-campus study before applying to any program.

## Intersession Off-Campus Study

Students may also study off-campus in 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 chemistry professor, anthropology studies in Hawaii taught by an anthropology professor, tutoring on a Navajo reservation led by an education professor, and study of theatre in London led by a theatre professor.

## 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 their 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 academic and career advising staff, and an on-site sponsor who supervises and evaluates the on-site work. In many cases, Wells alumni 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; most internships earn between two and four semester hours of credit.

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 Center for Academic and Career Advising prior to registration ([wells.edu/advising](https://wells.edu/advising)). Deadlines are posted in the Center for Academic and Career Advising and on the Globe ([global.wells.edu](https://global.wells.edu)).

First-year and sophomore students are able to do more exploratory and experiential learning through WLLS 190, a course that features individually-arranged field experiences which introduce students to careers through job-sharing and networking.

## 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, described below, 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 degree.

### Art Therapy Program

This pre-professional program combines a focus in visual art and studio art with a strong foundation in psychology to help students work toward a career in art therapy. This career path is meant for those who value art's ability to enrich patients' lives and wish to employ art-making within a psychotherapeutic practice. To become an art therapist, a student must advance on to a graduate program in the field, followed by state and national licensure. By participating in this pre-professional program, students will have completed the coursework to present a strong application to graduate programs in the field and will be guided toward opportunities to participate in additional courses, internships, and programming that can further strengthen their applications. More information can be found in the "Areas of Study" section.

### Educational Studies Program

The Wells Education Program is designed to train professional educators for the demands of the 21st century. Wells prepares teachers to have a 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 Association for Advancing Quality in Education Preparation (AAQEP). Students who complete the Inclusive Childhood Education major and pass the required New York State examinations qualify for initial New York State certification in general Childhood Education (grades 1-6) and Teaching Students with Disabilities (grades 1-6). Students who complete the Adolescence Education Certification Program (the Education minor, a major in the supporting content area, and a full semester of student teaching) and pass the required New York State examinations qualify for initial certification (grades 7-12).

### 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 3.0 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 coursework 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 3.0 and earned a B- or higher in the required

methods courses (Inclusive Childhood: EDUC 301, 302, 304, 307, 402 or Adolescence: EDUC 304, 331, 332, 406). Student-teaching placements 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 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. fingerprint screening prior to student-teaching

## **Childhood Education**

### **Childhood Certification, Grades 1-6**

#### **Teaching Students with Disabilities Certification, Grades 1-6**

Note: see "Education: Inclusive Childhood Education Major" in the Areas of Study section of this catalog for details on core requirements.

The College's Inclusive Childhood Education Major is designed to meet all the academic requirements for New York State initial Childhood Certification (grades 1-6) and New York State initial Teaching Students with Disabilities Certification (grades 1-6). This major/certification program is open to any qualified Wells student. See general requirements.

## **Additional Requirements for Certification**

Multi-subject Core Requirements:

In addition to the education core, students must complete at least 30 semester hours across the liberal arts. These semester hours may overlap with general college requirements, and six of these semester hours may overlap with the chosen minor. The 30 liberal arts semester hours must address learning in the following areas and be approved by an education faculty adviser:

- ▶ Artistic expression
- ▶ Humanities
- ▶ Concepts in history and social sciences
- ▶ A language other than English (two semesters required)
- ▶ Written analysis and expression
- ▶ Scientific and mathematical processes
- ▶ Information retrieval
- ▶ Communication skills

## **A Liberal Arts Minor**

Students must minor in one of the following areas of the liberal arts: anthropology, art history, biology, chemistry, earth science, economics, English, environmental science, First Nations and Indigenous studies, global and international studies, history, mathematics, physics, political science, psychology, sociology, Spanish, sustainability, or women's, transgender & queer studies

## **Certification Workshops**

The New York State teacher certification process requires students to complete the following noncredit workshops, which are taken online for a nominal fee:

EDUC 001 Child Abuse Seminar

EDUC 002 Drug & Alcohol Seminar

EDUC 003 Violence Prevention and Intervention Seminar

EDUC 004 Harassment, Bullying, and Discrimination Prevention and Intervention (DASA)

In addition, fingerprinting must be completed and processed prior to student teaching (fee required).

New York State Certification Exams:

- ▶ EAS (Educating All Students)
- ▶ CST (Content Specialty Test)
  - ▶ Multi-Subject CST
  - ▶ Teaching Students with Disabilities 1-6 CST
- ▶ edTPA (Teacher Performance Assessment)

### **Adolescence Education and Certification, Grades 7-12**

Note: see "Education: Adolescence Certification" in the Areas of Study section of this catalog for details on core requirements.

The adolescence education teacher initial certification program is open to any qualified Wells student. Students who choose to obtain their initial adolescence certification must major in the subject area most closely related to the content they will teach. Certification in biology, chemistry, earth science, English, mathematics, physics, and social studies is available. Students who choose to obtain their initial adolescence certification in earth science complete the Group 4 option of the environmental science major.

Certification Workshops:

The New York State teacher certification process requires students to complete the following noncredit workshops, which are taken online for a nominal fee:

EDUC 001 Child Abuse Seminar

EDUC 002 Drug & Alcohol Seminar

EDUC 003 Violence Prevention and Intervention Seminar

EDUC 004 Harassment, Bullying, and Discrimination Prevention and Intervention (DASA)

In addition, fingerprinting must be completed and processed prior to student teaching (fee required).

New York State Certification Exams:

- ▶ EAS (Educating All Students)
- ▶ CST (Content Specialty Test)
- ▶ edTPA (Teacher Performance Assessment)

### **Health Professions**

*(including medicine, nursing, dentistry, veterinary medicine, and other health professions)*

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 Profession ([neaahp.org](http://neaahp.org)) and is also affiliated with the Central New York Area Health Education Center ([cnyahec.com](http://cnyahec.com)).

Members of the Wells College Health Professions Advising Committee serve as supplementary advisers in matters related to preparing for careers in the health sciences. Contact them at [prehealth@wells.edu](mailto:prehealth@wells.edu).

## Pre-law

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 advisers 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 advisers in their first year. Special programs held on campus will introduce students to representatives from law schools and to Wells College alumni 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.

# Articulation Agreements

## 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 should be arranged through the major program faculty at the time of declaration.
- ▶ The approval of the Academic Standing, Advising, and Admissions 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 attend 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.

## **Business Administration (4+1): B.A., Major in Economics and Management or other approved major, and M.B.A. from Clarkson University**

Advisor: Professor Muin Uddin

Wells has a formal articulation, or 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. If accepted, students 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 the summer before they begin 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.

## **Chiropractic (4+3 or 3+3): B.S. from Wells, and D.C. from Northeast College of Health Sciences**

Advisor: Health Professions Advising Group

Students wishing to pursue a career as a chiropractor can obtain a B.S. in health sciences or other appropriate degree from Wells in either three or four years. This is followed by an additional three years at the Northeast College of Health Sciences in Seneca Falls, New York, where they will complete a doctor of chiropractic degree.

Students must earn GPA of at least 3.0 at Wells and earn a minimum of C in all specified courses. Those entering Northeast with a GPA of 3.0 to 3.499 automatically receive a Northeast merit scholarship of \$1,500, and those with a GPA of 3.5 or higher receive a \$2,500 scholarship. Students must apply to Northeast at least one year in advance of their desired entrance date and complete all Northeast application requirements.

Up to 20 semester hours of a candidate's pre-professional requirements can be earned through the College Level Examination Program (CLEP) and certain other college proficiency exams. Credits must be granted by an accredited, degree-bearing institution. Note that science prerequisites cannot be satisfied through examination programs.

### **Education (4+1): B.A. Wells, and M.A.T. or M.S. University of Rochester**

Advisor: Professor Meghan Zarnetske

Wells College has a formal agreement with the Margaret Warner Graduate School of Education at the University of Rochester. The 4+1 program for Wells College undergraduates would result in a B.A. or B.S. 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, and B.S. in Engineering from Clarkson University and/or Clarkson University**

Advisor: Professor Scott Heinekamp

Students 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.

Arrangements with 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 also 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 School of Engineering and Applied Science Dean. 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 discretion of the SEAS Dean.

## **Management (4+1 or 3+1): B.A./B.S. from Wells, and M.S. in Management from Hobart & William Smith Colleges**

Advisor: Professor Kevin Miles

The Master of Science in Management program was developed jointly by Hobart & William Smith Colleges and Wells College. It is a one-year program. This degree is available to college graduates, regardless of their undergraduate degree. The traditional M.B.A. has a broad-level focus, while the M.S. in Management is a type of master's degree in business that has a focus on management and leadership. The M.S. in Management can be an ideal graduate degree for students who would like to gain knowledge and skills to position themselves for supervisory, management, or leadership positions in their career. It is also an ideal degree for students considering a career as an entrepreneur. While most students in the M.S. in Management program complete this degree after their four years of undergraduate studies (4+1), students who carefully plan their undergraduate courses with their academic adviser have the option of completing both their undergraduate degree and the M.S. in Management in four years (3+1). To date, approximately one-third of the Wells students in the M.S. in Management program have completed both degrees in four years.

## **Nursing (4+1+2): B.A./B.S. from Wells, B.S. in Nursing, and Nurse Practitioner Master's from University of Rochester**

Advisor: Health Professions Advising Group

Wells has an early acceptance program with the University of Rochester School of Nursing. Students will complete a B.A./B.S. at Wells, including prerequisites for nursing courses. After graduation, students will spend one year earning a B.S. in Nursing and then move on to enter the nurse practitioner master's program, which can be completed in two years. Students must have a cumulative GPA of 3.0 or better and can choose to end the program after earning the B.S. in nursing.

## **Pharmaceutical Sciences (3+4): B.S. from Wells, and Pharm.D from Binghamton University**

Advisor: Health Professions Advising Group

Based on mutual respect for the integrity of parallel programs and in an effort to better serve students intending to pursue a doctor of pharmacy (Pharm.D) degree from Binghamton University's School of Pharmacy and Pharmaceutical Sciences, Wells College and Binghamton have developed an articulation agreement. This arrangement creates the opportunity for the successful completion of both the entry into Binghamton University's doctor of pharmacy program and the requirements to confer the Bachelor of Science Degree in Biological Sciences: Health Sciences from Wells College. The agreement is based on a mutual commitment by Wells College and Binghamton University to support the preparation of outstanding pharmacy professionals. Students should consult the Binghamton University Bulletin (<http://bulletin.binghamton.edu>) for specific information about program requirements and admissions requirements for the School of Pharmacy and Pharmaceutical Sciences. Information regarding degree requirements and degree conferral for Wells College may be found elsewhere within this college catalog.

Binghamton University School of Pharmacy and Pharmaceutical Sciences agrees to grant admission to the Pharm.D program at Binghamton University provided that specific criteria are met. At the completion of the first professional year at Binghamton University, select courses from the Pharm.D curriculum will transfer back to Wells College, fulfilling the remaining degree requirements for a B.S. in biological sciences: health sciences. Please contact the Wells College Registrar's Office at 315-364-3215 or [registrar@wells.edu](mailto:registrar@wells.edu) for more information.

## **Sustainability (4+1 or 4+2): B.A. in Sustainability or Environmental Science from Wells, and M.S. in Sustainable Systems from Rochester Institute of Technology**

Advisors: Professors Jen Myers and Jackie Schnurr

Wells College has a Sustainability Partnership Program with the Golisano Institute for Sustainability (GIS) at Rochester Institute of Technology (RIT). Students may apply to RIT as early as the fall semester of their junior year. Applications will be collected and reviewed on a rolling admissions basis, and RIT will waive the \$55 application fee.

To qualify for admittance to the Sustainable Systems M.S. program at RIT, Wells College students must complete the following with a grade of B or higher: two science courses, one calculus course, and one statistics course. Students must also meet the following requirements: have a cumulative undergraduate GPA of 3.25 or better, remain continuously enrolled in good academic and financial standing at Wells until receipt of the bachelor's degree, and gain and maintain a record of good citizenship and character as evidenced by compliance with Wells' and RIT's student codes of conduct.

In the first year of the Partnership Program, accepted students will be awarded a merit award of at least 30% tuition remission. Partnership Program students are also eligible for consideration for graduate fellowships at GIS through a separate application process.

## Cross-Registration Agreements

A student may register for one course per 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 GPA. Summer and Intersession 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 eight 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 adviser and the Wells Registrar. Except with prior approval from the adviser 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.

### **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 GPA of at least 2.0 after completing the first semester. A student may take one course per semester at CCC but no more than four throughout their career at Wells and must be granted permission by the academic adviser and the Registrar. Except with prior approval, 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. At the conclusion of the course, students are responsible for ordering and paying for a transcript to be sent to Wells from CCC. If the transcript is not received at Wells by the eighth week of the following semester or the last day of exams for degree candidates, the grade of F will be entered.

### **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 at least a 2.0 GPA after completing the first semester. A student may take one course per semester at IC but no more than 12 semester hours total throughout their career at Wells and must be granted permission by the academic adviser 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 adviser 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.

## Other Academic Information

### Accreditation

Wells College is accredited by the Middle States Commission on Higher Education (MSCHE) and by the New York State Department of Education. As of June 27, 2022, Wells College's accreditation status is "Accreditation Reaffirmed." The Commission's most recent action on the institution's accreditation status on June 24, 2021, was to reaffirm accreditation. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). Current documents concerning the College's accreditation are available for review upon request to the Office of the President. You may also find further information at the MSCHE website at [msche.org](https://msche.org).

### Academic 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 at least 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, theater, dance, music, research, and tutorials.

### Normal Course Load/Full-Time Status

The normal course load is 15 hours per semester; 12 semester hours is considered full-time. Students holding state or federal loans, scholarships or grants, and those living in on-campus residence halls, are required to carry at least 12 semester hours each semester.

### Overloads

Incoming students with first-year standing who wish to take more than 16 semester hours in their first semester, and all other students who wish to take 18.5 to 21 semester hours in one semester, must file a petition with the Registrar's Office. Students may not enroll in more than 21 semester hours in one semester.

### 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 their major, and the requirements of their minor, if applicable, as stated in the catalog in effect at the time they first matriculate at Wells College. However, if 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.

## **Degree with Honors**

The traditional Latin honors – cum laude, magna cum laude, and summa cum laude – are awarded at graduation for excellence in coursework throughout a student's Wells College career. The Bachelor of Arts or Bachelor of Science degree is awarded cum laude to those who have a Wells GPA of 3.50 to 3.749; magna cum laude to those who have a Wells GPA of 3.75 to 3.899; and summa cum laude to those who have a Wells GPA of 3.90 or above.

## **Distinction in the Major**

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

## **Academic Advising and Registration**

The College's academic advising system strikes the balance between making advisers easily accessible and encouraging student initiative in seeking advice. Upon entering Wells, each student is assigned an academic adviser. It is the special responsibility of these advisers to encourage each student to choose a program of study that is varied and broad. Students are also assigned a professional adviser who will serve as a mentor during their first year on campus. Upon declaration of major, each student selects or is assigned an adviser from the major field who will help guide their studies. Although a student is assigned to particular advisers, students are encouraged to consult with anyone or with several advisers to gain opinions, expertise, and perspectives.

All students register for classes online through the Globe. New students will have the opportunity to become acquainted with the College community, consult with an academic adviser regarding a degree program, and register for classes via phone or virtual advising. 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 period of academic advising before registration, the student's schedule for the semester shall be planned with and approved by the student's academic adviser.

Each student is responsible for registering online on or before the deadline set by the Registrar.

## **Accessibility & Learning Support**

Wells College recognizes learners of all types, including those who might have a disability.

Students who have a documented disability and wish to request accommodation to ensure equal access to their education at Wells must disclose their disability. Students must provide official documentation from a professional qualified to make the diagnosis and recommendations about accommodations that relate to the disability. Please contact the office by email at [accessibility@wells.edu](mailto:accessibility@wells.edu). More information can also be found on the Globe under Students/Accessibility Services.

## Adding, Dropping, and Withdrawing from Courses

A student may add a class within the first 10 days of classes (the instructor's signature is required after the fifth class day), and drop a class with no record through the tenth class day, or the fifth class day for seven-week classes. 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 adviser. The withdrawal will appear on the student's transcript with a grade of "W" for "withdraw." After the ninth week of classes and before the end of classes, a student who wishes to withdraw from a class must submit a petition to the Academic Standing, Advising, and Admissions Committee. If the petition is approved, the student will receive a grade of "W" or "WF" for "withdraw failing" based on work to date, except in cases by which – in the judgment of the dean of students – the withdrawal was required for medical or other grave personal reasons. In such cases, the student will receive a "W" (see also "Withdrawal from the College" later in this section).

## Prerequisites

A student is expected to have the prerequisites and corequisites stated in a course description in order to enroll in a course.

## Repeating a Course

Students may only repeat courses for which they have previously earned a grade of "U," a grade of "D+" or lower, or courses that are designated "repeatable."

In the case of a course designated "repeatable," every grade earned shall be posted on the transcript and be calculated into the semester, cumulative, and major GPAs. This is true even when a grade of "U" or "F" is received.

In the case of a course not designated "repeatable," and for which the student received a grade of "U" or a grade of "D+" or lower, the following regulations apply:

- ▶ A course can only be repeated once
- ▶ Repeats are limited to courses taken on Wells campus or on Wells approved programs only
- ▶ The college will only award credit for a repeated course once
- ▶ Both grades will be posted on the transcript
- ▶ Only the second grade earned will be calculated into the semester, cumulative, and major GPAs. This is true even when the second grade is lower than the first grade
- ▶ Students may take a repeated course as pass/fail

Note: Because repeating courses may have financial aid implications, students are not able to use the Globe to self-register for repeated courses. Instead, students must consult with the Registrar in order to register for a repeated course.

## Auditing a Course

A student may visit a course on mutual agreement with 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 adviser and the instructor of the course no later than the tenth class day.

Under either of the following circumstances, students must petition the Vice President for Academic and Student Affairs if they wish to audit more than one course in a semester or if the request to audit a course is made after the tenth 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, and tutorials. 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 their abilities to new material with less guidance. While there are not formal course prerequisites for such work, it is the normal expectation that independent projects will involve in-depth explorations 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 they have little or no background in a manner not provided for by the regular curricula. Independent study is normally conducted at the 300-level as Discipline of Study 399. Under exceptional circumstances and at the discretion of the instructor, students may undertake independent study with the designation Discipline 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 curricula can be taken as an independent study with the regular course number but only at the discretion of the instructor and with approval from the Curriculum Committee.

First-year students in their second semester, sophomores, juniors, or seniors may pursue one independent study project during any semester. Students who have a plan for independent study should consult with the instructor under whose guidance the work is proposed. If the instructor approves the project, a brief description of the project and the amount of credit proposed for it, approved by the instructor and adviser, must be submitted on the Independent Study Form available through the Registrar's Office. Final approval of all projects rests with the Curriculum Committee. Copies of the proposal shall be distributed to the instructor and student upon approval or disapproval. Students should not assume approval until formally notified.

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, by private study, or 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:

**Transfer Courses:** Passing a college-level, non-remedial course in the liberal arts or sciences with a grade of C- or better taken from an accredited college or program regardless of the mode of delivery. Students entering Wells College under an articulation agreement shall be granted credit according to the agreement. Coursework from non-regionally accredited institutions will be evaluated on a case-by-case basis.

**Articulation Agreements:** Entering with an associate's degree under an articulation agreement. Such students will be granted credit according to the agreement.

**Advanced Placement Exams:** Scoring a grade of 3, 4 or 5 on the Advanced Placement exam in a liberal arts field.

**British A-level Examinations:** Completing three A-level examinations with grades of C or above are eligible for sophomore standing, or 30 semester hours.

**International Baccalaureate:** Earning results of 30 or better on the full International Baccalaureate diploma program and having no score lower than 4 in any one of the six examination groups. Students who accomplish this will receive sophomore standing, or 30 semester hours. If 30 or better is not achieved, credit for higher level, or HL, exams with a score of 5 or better may be considered, or 5 semester hours per exam. No credit is given for standard level, or 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.

**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 adviser or minor coordinator. Each program is to be reviewed individually.

**CLEP:** Passing a College-Level Examination Program, or CLEP, student examination in a subject covered in the Wells College curricula, and prior to enrollment at Wells, with the minimum score recommended by the American Council of Education. Normally no more than two courses, or 4-8 semester hours, of such credit may be applied toward a Wells degree.

**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, or 6-8 semester hours, of such credit may be applied toward a Wells degree. Examination requested must be taken during the student's first year and before further credit is completed in the discipline.

**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, Advising, and Admissions Committee. Such approval is normally only given 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 their academic work, and a letter of evaluation from a supervisor or employer. Credit so earned is limited to a maximum of two internships, or 6-8 semester hours.

**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, Advising, and Admissions Committee within the student's first semester at Wells for approval for credit. Credit earned is limited to a maximum of two courses, or 6-8 semester hours.

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

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 declare a single intended major on their admissions application. Students who do not do so upon entry must declare a major by the end of the seventh week of the semester in which they expect to have earned 60 semester hours. Failure to declare a major by this deadline will result in a registration hold. Students transferring in with 60 or more semester hours must declare a major upon 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 at least 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, or four semester hours. It must include at least 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

### Criteria

Grades at Wells College are recorded in terms of the letters A, B, C, D, and 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.

### Conspicuous Failure

In case of a conspicuous failure in a final examination, when the student, in the opinion of the instructor, fails to show anything like a satisfactory comprehension of the subject, the student may be marked as failing the course, even though the numerical value of the classwork would yield a grade of "D-."

### Grade Reports

At the end of each semester, grades will be available for students to view on the Globe. The financially responsible individual may also request grade reports, providing that they certify to the Registrar that the student is carried as a dependent on the most current federal income tax return.

### Satisfactory/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 6 semester hours of courses graded S/U may be used for a major. No more than 4 semester hours of courses graded S/U may be used for a minor. Grades of "S" are not included in computation of the GPA.

### **Pass/Fail Option**

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

- ▶ At the time of registration, or within the first 10 days of either semester, students may designate courses that are normally graded on a letter scale to be graded Pass or Fail. A first-year student may elect one course on a pass or fail basis in the spring semester. A sophomore, junior, or senior may elect up to one course per semester for which a grade of Pass or Fail may be earned.
- ▶ After the first 10 days in either semester, students must petition the Academic Standing, Advising, and Admissions Committee to change the basis of grading a course, either from a letter grade to a grade of Pass or Fail, or from a grade of Pass or Fail to a letter grade. After the sixth week of classes, such petitions shall be approved only in unusual circumstances, such as when there are medical reasons.
- ▶ Students may not take courses for the major or the minor as pass/fail.
- ▶ In the computation of grade point averages, all grades of "P" shall be disregarded by the Registrar and all grades of "F" shall have the numerical equivalent of 0.
- ▶ 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.

### **Grade Appeal**

If students feel that there is a mistake in the grade earned, they 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, they will submit to the Vice President for Academic and Student Affairs 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 Vice President for Academic and Student Affairs, the change will be recorded by the Registrar.

### **Incompletes**

1) Under extraordinary circumstances, an instructor may request a grade of "I" (Incomplete) be assigned if a student is unable to complete the work of a course on schedule but will be able to complete it at a later date without further class attendance. The extraordinary circumstances must be beyond the student's control (e.g., reasons of health or severe personal contingencies), and they must be documentable. The need for the Incomplete must have become apparent after the withdrawal period, and the student must have been passing the course at that time.

2) The student must file the incomplete grade request and contract form with the Registrar by the last day of the final exam period. Both the student and the instructor must sign the contract. The incomplete grade request and contract form shall specify the requirements yet to be completed and the deadline for completion (no later than the end of the eighth week of the subsequent semester). The form shall also specify what the grade shall be if the work is not completed. If a contract is not submitted, the instructor may not assign an Incomplete but shall assign the grade that the student would earn without completing the remaining work for the course. In order for the incomplete grade request to be granted, it must be approved by the Registrar.

3) 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 Point Average**

For the computation of academic standing, a grade point system is used. In this system, A+ = 4.0; 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, and F, with additional gradation for the letters "A" through "D" indicated by plus or minus signs. Certain courses are graded as "S" (satisfactory) and "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-approved 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-approved 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](http://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 Engagement 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 student's enrollment at the College.

## Education Records

With certain exceptions, an education record is any record from which a student can be personally identified and can be maintained by the College. Education records include any records in whatever medium, including but not limited to: 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 the 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 email 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, guardian, or 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 their 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's 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 their 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 their 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 their right to privacy of the academic or disciplinary record by signing a Release of Information form, available in the Dean of Students Office, 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.

### Transcript of Academic Record

Official transcripts of the academic record will be available for a fee to each student or alum. Requests for transcripts must be submitted via [getmytranscript.com](http://getmytranscript.com). Unofficial transcripts are

available on the Globe.

The College makes notations on the transcript in the case of some academic prizes, Dean's List, academic standing, and some suspensions/expulsions for code of conduct violations. In accordance with New York State Law, Wells College includes notations on the official transcripts for students found responsible through the institution's conduct process for crimes of violence, including but not limited to, sexual violence, as set forth in 20 U.S.C. 1092(f)(1)(F)(i)(I)-(VIII) of the Clery Act. For information on how to appeal a transcript notation, contact the Registrar's Office.

### **Academic Standing**

After the end of each semester, the registrar will prepare the Registrar's List for the use of the Committee on Academic Standing, Advising, and Admissions. The Registrar's List will consist of the names of students whose cumulative and/or major GPAs are below 2.0.

The Committee on Academic Standing, Advising, and Admissions shall review student records after each semester to ascertain whether students are achieving a cumulative GPA of at least 2.0. Students whose cumulative and/or major GPA is below 2.0 shall be notified.

The Committee on Academic Standing, Advising, and Admissions will issue an Academic Warning to any student whose cumulative and/or major GPA falls below 2.0 for the first time. The Committee will issue an Academic Probation to any student whose cumulative GPA falls below 2.0 for the second time, and a second Academic Probation to any student whose cumulative GPA falls below 2.0 for the third time. The Committee shall evaluate students who have a major GPA below a 2.0 for a second time on a case-by-case basis.

For a student whose cumulative GPA falls below 2.0 for a fourth time, the Committee on Academic Standing, Advising, and Admissions will issue an Academic Suspension for at least two semesters. In addition, the Committee on Academic Standing, Advising, and Admissions will consider any student for suspension at any time if it is deemed the student has failed to make satisfactory progress toward the degree. Suspended students must apply for re-admission to the Vice President for Academic and Student Affairs. Readmission is at the discretion of the Vice President for Academic and Student Affairs. The Vice President for Academic and Student Affairs may set expectations that the student must satisfy upon return, based on the student's academic progress thus far.

The Vice President for Academic and Student Affairs or the Committee on Academic Standing, Advising, and Admissions 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 GPA of 2.0 any semester after returning, or who fails to meet other expectations as outlined by the Vice President for Academic and Student Affairs for that student's readmission from suspension.

### **Academic Conduct Probation**

The Committee on Academic Standing, Advising, and Admissions may place any student on academic conduct probation who has been found responsible 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 needs to be given. Unless a student is financially independent, their parents will be notified of the dismissal.

In addition, a student, whose behavior indicates to the Vice President for Academic and Student Affairs or the Dean of Students a need for professional consultation, may be required at any time to obtain such 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 coursework. 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**

A student studying off-campus is 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.
- ▶ Approved Programs – Approved 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-Approved Programs – Non-Approved 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 they are not planning to return to Wells College or when they need 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 Vice President for Academic and Student Affairs – 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 Vice President for Academic and Student Affairs to review the withdrawal form and Exit Interview Questionnaire.

### **Readmission**

A student who withdraws from Wells College and wishes to return must complete an application of readmission available by contacting 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.



# Areas of Study

# Areas of Study

## Anthropology Minor

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 people 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 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

This program blends coursework in art historical and theoretical frameworks with studio practices to build skills in interpreting, discussing, researching, and writing about works of art. It is structured to provide students with the foundations they will need to engage creatively and critically with our increasingly image-saturated world. The minor in Art History has been designed to give recognition to the non-major who completes the prescribed course of study. 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 adviser 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.)

## Art Therapy Pre-Professional

Art therapy is a professional graduate program of study with licensure requirements that differ across states. Undergraduate students at Wells are supported and well-advised to be successful candidates in any of these programs. Admission requirements to graduate programs in art therapy may be met via several pathways at Wells College. Prerequisite requirements may be met in conjunction with any major at Wells through careful selection of courses. Alternatively, students may choose to major in one of the two primary areas (Visual Arts: Studio art or Psychology) and minor in the other, or, they may apply to double major in these two fields. Any approach that formally includes studio art will include a portfolio upon completion, but students may also develop a portfolio through a mindful and supervised curating process. By concentrating studies in the field of visual arts and/or psychology at Wells, students will gain academic credentials that far surpass minimum graduate admissions standards.

### Required Courses

#### All of the following in Art (6 sem. hrs.)

- ▶ ART 118 Three-Dimensional Design (3 sem. hrs.)
- ▶ ART 121 Drawing and Painting I (3 sem. hrs.)
- ▶ An additional four courses in art (12 sem. hrs.)
- ▶ Recommended courses include: ART 221 Drawing and Painting II (strongly recommended); ART 119 Visual Organization (strongly recommended); ART 241 Introduction to Ceramic Sculpture or ART 242 Introduction to Wheel-thrown Pottery; or ART 261 Photographic Digital Imaging.

#### All of the following in psychology (9 sem. hrs.)

- ▶ PSY 101 General Psychology (3 sem. hrs.)
- ▶ PSY 227 Abnormal Psychology (3 sem. hrs.)
- ▶ PSY 210 Child Development (3 sem. hrs.) -or- PSY 318 Adolescent Development (3 sem. hrs.) -or- PSY 355 Adult Development and Aging (3 sem. hrs.)

#### One additional course in psychology (3 sem. hrs.)

- ▶ Recommended courses include: PSY 280 Psychology of Art; PSY 338 Psychotherapy; or PSY / THEA 285 Approaches to Drama Therapy.

#### Additional Electives

Courses in the following areas may help to further prepare students:

- ▶ Performance arts: theatre, dance, and music
- ▶ Book arts
- ▶ English, specifically creative writing
- ▶ Physical education, specifically yoga or meditation
- ▶ Visual arts or the PSY 290/390 Internship

## Biochemistry and Molecular Biology Major (B.A., B.S.)

This program provides students with a broad background in the physical and life sciences, including biology at a molecular level and the chemical processes in living organisms; an understanding of how to conduct laboratory research, present their ideas, and collaborate with other scientists; and critical thinking and problem-solving skills they can apply to a variety of challenges and careers. *The number of courses required for the major is the equivalent of 17 courses of 3-4 semester hours (63-65 semester hours). At least 7 of these courses (18 semester hours) are at the 300-level or above.*



## Required Courses

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

- ▶ BCS 398 Independent Research in Biology and Chemistry (2-4 sem. hrs.) -or- BCS 290/390 Internship in Biology (2-4 sem. hrs.)
- ▶ BCS 403 Senior Seminar (4 sem. hrs.)
- ▶ BIOL 130L Systems Biology: Biology of Organisms (4 sem. hrs.)
- ▶ BIOL 201L Cellular and Molecular Biology (4 sem. hrs.)
- ▶ BIOL 326L Genetics and Genomics (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 305 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.)

## Biological and Chemical Sciences Major (B.A.)

This program will provide students a broad understanding of biological sciences and chemical sciences to prepare them for careers that do not require advanced graduate study. Students will learn how the fields of chemistry and biology intertwine with and influence one another, and gain research and problem-solving skills that they can apply to diverse careers in the sciences and beyond. *The number of courses required for the major is 13 (47-52 semester hours).*

## Required Courses

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

- ▶ BCS 398 Independent Research in Biology and Chemistry (2-4 sem. hrs.) -or- BCS 290/390 Internship in Biology (2-4 sem. hrs.)
- ▶ BCS 403 Senior Seminar in the Biological and Chemical Sciences (4 sem. hrs.)
- ▶ BIOL 119L Systems Biology: Ecology and Evolution (4 sem. hrs.)
- ▶ BIOL 130L Systems Biology: Biology of Organisms (4 sem. hrs.)
- ▶ BIOL 201L Cellular and Molecular Biology (4 sem. hrs.)
- ▶ BIOL 214L Anatomy and Physiology I (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 additional 300-level course in chemistry (3-4 sem. hrs.)**

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

## Biological Sciences: Health Sciences Major (B.S.)

The program offers innovative and creative possibilities for undergraduates who wish to pursue a specialized study of health care or a career in the health professions. Students in the major will hear from guest speakers representing different medical fields, visit nearby hospitals and medical centers, and learn about various career options, and see how health professionals in different fields work together. Numerous undergraduate research, internship, and other hands-on opportunities will help students gain real-world career experience in the health care industry and build their professional network. *The number of courses required for the major is 17 (59-65 semester hours).*

### Required Courses

**All of the following (44-46 sem. hrs.)**

- ▶ HS 100 Introduction to Health Sciences (3 sem. hrs.)
- ▶ HS 290/390 Internship in Health Sciences (2-4 sem. hrs.)
- ▶ HS 401 Senior Seminar in Health Sciences (4 sem. hrs.)
- ▶ BIOL 130L Biology of Organisms (4 sem. hrs.)
- ▶ BIOL 201L Cellular and Molecular Biology (4 sem. hrs.)
- ▶ BIOL 214L Anatomy and Physiology I (4 sem. hrs.)
- ▶ BIOL 310L Microbiology (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.)
- ▶ PSY 101 General Psychology (3 sem. hrs.)

**One of following (3 sem. hrs.)**

- ▶ SOC 151 Principles of Sociology
- ▶ SOC 228 Social Problems

**One of following (3-4 sem. hrs.):**

- ▶ MATH 111 Calculus I: Introduction to Calculus I (4 sem. hrs.)
- ▶ MATH 112 Calculus II: Introduction to Calculus II (4 sem. hrs.)
- ▶ MATH 151 Elementary Statistics (3 sem. hrs.)

**Three of the following from at least two different disciplines (9-12 sem. hrs.)**

- ▶ ANTH 211 Medical Anthropology (3 sem. hrs.)
- ▶ BIOL 304L Vertebrate Zoology (4 sem. hrs.)
- ▶ BIOL 324L Animal Behavior (4 sem. hrs.)
- ▶ BIOL 330L Anatomy and Physiology II (4 sem. hrs.)
- ▶ BIOL 331 Developmental Biology (3 sem. hrs.)

- ▶ CHEM 303 Medicinal Chemistry (3 sem. hrs.)
- ▶ CHEM 323L Biochemistry (4 sem. hrs.)
- ▶ CHEM 326 Biochemical Pathways (3 sem. hrs.)
- ▶ HS/WTQS 200 Gender, Sexuality and Health (3 sem. hrs.)
- ▶ PHYS 111L Fundamentals of Physics I ( 4 sem. hrs.)
- ▶ PHYS 212L Fundamentals of Physics II ( 4 sem. hrs.)
- ▶ PSY 206 Health Psychology (3 sem. hrs.)
- ▶ PSY 227 Abnormal Psychology (3 sem. hrs.)
- ▶ PSY 242 Addiction (3 sem. hrs.)
- ▶ PSY 301 Child Clinical Psychology (3 sem. hrs.)
- ▶ PSY 342 Biological Bases of Psychology (3 sem. hrs.)
- ▶ PSY 343 Neuropsychology (3 sem. hrs.)

## Biology Major, Minor (B.A., B.S.)

Biology majors will gain a strong understanding of biology; how to apply the scientific method to biological questions; how to think critically and ethically about these issues; and learn skills about research and problem solving that will prepare them for graduate study and a wide range of careers. The biology major, either a B.S. or B.A. degree, provides students a strong foundation in the science of biology. In this hands-on program, students venture outside the classroom and into the world to explore how nature works, using the College's lakeside campus and nearby natural areas to their benefit. Our partnership with the Cayuga Lake Floating Classroom Project allows biology majors to spend time on the water doing hands-on marine biology work. Academic conferences provide an additional place to present original research and learn about current areas of study in biology and related sciences. ***The number of courses required for the major is the equivalent of 15 courses of 3-4 semester hours (55-58 semester hours).***

The minor in biology gives the student training in the breadth of the field, as well as providing in-depth study. Students majoring in biochemistry and molecular biology may not minor in biology. ***The number of courses required for the minor is 6 (23-24 semester hours).***

## Major Required Courses

**All of the following (38-50 sem. hrs.)**

- ▶ BCS 398 Independent Research in Biology and Chemistry (2-4 sem. hrs.) -or- BCS 290/390 Internship in Biology (2-4 sem. hrs.)
- ▶ BCS 403 Senior Seminar (4 sem. hrs.)
- ▶ BIOL 119L Systems Biology: Ecology and Evolution (4 sem. hrs.)
- ▶ BIOL 130L Systems Biology: Biology of Organisms (4 sem. hrs.)
- ▶ BIOL 201L Cellular and Molecular Biology (4 sem. hrs.)
- ▶ BIOL 205 Terrestrial Field Biology (3 sem. hrs.)
- ▶ BIOL 214L Anatomy and Physiology I (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.)
- ▶ MATH 151 Elementary Statistics (3 sem. hrs.)

**Three additional 300-level electives in biology, at least two of which have labs**

(11-12 sem. hrs.)

## Minor Required Courses

All of the following (16 sem. hrs.)

- ▶ BIOL 119L Systems Biology: Ecology and Evolution (4 sem. hrs.)
- ▶ BIOL 130L Systems Biology: Biology of Organisms (4 sem. hrs.)
- ▶ BIOL 201L Cellular and Molecular Biology (4 sem. hrs.)
- ▶ BIOL 214L Anatomy and Physiology I (4 sem. hrs.)

Two 300-level biology courses, at least one of which has a lab (7-8 sem. hrs.)

## Book Arts Minor

The minor presents a broad survey of skills, methodologies, and cultural and historical frameworks in the book arts. The minor in Book Arts 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 7 (19-21 semester hours).*

## Required Courses

All of the following (12 sem. hrs.)

- ▶ BKRT 115 Hand Bookbinding I (3 sem. hrs.)
- ▶ BKRT 120 Letterpress Printing (3 sem. hrs.)
- ▶ BKRT 121 Paper Formation and Form (3 sem. hrs.)
- ▶ BKRT 225 The History of the Book (3 sem. hrs.)

At least two of the following (6-8 sem. hrs.)

- ▶ ART 119 Visual Organization (3 sem. hrs.)
- ▶ ART 260 Intro to Darkroom Photography (3 sem. hrs.)
- ▶ ART 261 Digital Photography (3 sem. hrs.)
- ▶ ART/BKRT 127 Intro to Print and Graphic Design (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 290/390 Internship in the Book Arts (2-4 sem. hrs.)
- ▶ BKRT 299/399 Independent Study in the Book Arts (1-3 sem. hrs.)

One of the following (3 sem. hrs.)

- ▶ ARTH 270 A Survey of Modern Art
- ▶ ARTH 235 Contemporary Art

## Business Major, Minor (B.S.)

The goal of the business 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 practices applied locally and globally. The focus of the business major is surrounded by a few key schools such as economics, marketing, management, statistics, accounting, human resources, organizational behavior, and innovation. *The total courses required for the business major is 17 (51-54 semester hours).*

*The total courses required for the business minor is 7 (21 semester hours).*

## **Major Required Courses**

### **All of the following (39-41 sem. hrs.)**

- ▶ BUS 201 Principles of Management (3 sem. hrs.)
- ▶ BUS 202 Principles of Marketing (3 sem. hrs.)
- ▶ BUS 213 Accounting I: Intro to Financial Accounting (3 sem. hrs.)
- ▶ BUS 230 Intro to Human Resource Management (3 sem. hrs.)
- ▶ BUS 290/390 Internship in Business (2-4 sem. hrs.)
- ▶ BUS 303 Small Business Management (3 sem. hrs.)
- ▶ BUS 305 Legal Environment of Business (3 sem. hrs.)
- ▶ BUS 310 Corporate Finance (3 sem. hrs.)
- ▶ BUS 402 Senior Seminar in Business (4 sem. hrs.)
- ▶ ECON 101 Principles of Macroeconomics (3 sem. hrs.)
- ▶ ECON 102 Principles of Microeconomics (3 sem. hrs.)
- ▶ MATH 151 Elementary Statistics (3 sem. hrs.)
- ▶ WLLS 110 Personal Financial Management (3 sem. hrs.)

### **Four of the following (12-13 sem. hrs.)**

- ▶ BUS 100 Principles of Business (3 sem. hrs)
- ▶ BUS 203 Social Entrepreneurship (3 sem. hrs)
- ▶ BUS 204 Business Analytics (3 sem. hrs)
- ▶ BUS 214 Principles of Accounting II (3 sem. hrs)
- ▶ BUS 215 Leadership in Global Society (3 sem. hrs)
- ▶ BUS 220 International Business (3 sem. hrs)
- ▶ BUS 231 Principles of Project Management (3 sem. hrs)
- ▶ BUS 250 Innovation: Creative Problem Solving (3 sem. hrs)
- ▶ BUS 253 Investment Management and Strategies (3 sem. hrs)
- ▶ BUS 302 Brand Management (3 sem. hrs)
- ▶ BUS 307 Marketing Analytics (3 sem. hrs)
- ▶ BUS 350 Business Strategy (3 sem. hrs)
- ▶ BUS 360 Strategic Marketing and e-Commerce. (3 sem. hrs)
- ▶ BUS 365 Business Sustainability and Social Responsibility (3 sem. hrs)
- ▶ BUS 368 Sales and Sales Management (3 sem. hrs)
- ▶ ECON 286 Money, Banking and Capital Markets (3 sem. hrs)
- ▶ ECON 302 Managerial Economics (3 sem. hrs)
- ▶ ECON 330 The World Economy: Trade and Finance (3 sem. hrs)
- ▶ PHIL 240 Ethics, Equality and Justice (3 sem. hrs.)
- ▶ PSY 306 Organizational Behavior (3 sem. hrs.)
- ▶ SS 394 Research Methods for the Social Sciences (4 sem. hrs.)
- ▶ THEA 201 Arts Management (3 sem. hrs.)

## Minor Required Courses

### All of the following (15 sem. hrs.)

- ▶ BUS 201 Principles of Management (3 sem. hrs.)
- ▶ BUS 202 Principles of Marketing (prereqs. ECON 102 and BUS 201) (3 sem. hrs.)
- ▶ BUS 213 Principles of Accounting I (3 sem. hrs.)
- ▶ BUS 250 Innovation & Creative Problem Solving (3 sem. hrs.)
- ▶ MATH 151 Elementary Statistics (3 sem. hrs.)

### 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 100 Principles of Business
- ▶ BUS 214 Principles of Accounting II (prereq. BUS 213)
- ▶ BUS 230 Introduction Human Resource Management (prereq. BUS 201)
- ▶ BUS 365 Business Sustainability and Social Responsibility (prereqs. BUS 201 and 302)
- ▶ BUS 368 Sales and Sales Management (prereqs. BUS 201, 202, 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)
- ▶ PSY 306 Organizational Behavior (prereq. PSY 101)
- ▶ THEA 201 Arts Management

## Chemistry Major, Minor (B.A., B.S.)

Chemistry students at Wells College are active participants in both the classroom and the laboratory, exploring and discovering how nature works at the atomic and molecular level. Modern equipment and engaging experimentation are a part of every class, with a focus on research and hands-on learning so that students learn how to collaborate with other scientists and effectively communicate their ideas to different audiences. Students take core courses in areas such as chemical analysis and organic chemistry, advanced courses in physical and inorganic chemistry and instrumental analysis, and related courses in calculus and physics. The number of courses required for the B.A. major is the equivalent of 16 (51–56 semester hours); at least 6 of these courses (18 semester hours) are at the 300-level or above. The number of courses required for the B.S. major is the equivalent of 17 (60–64 semester hours); at least 6 of these courses (18 semester hours) are at the 300-level or above. 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 biochemistry and molecular biology may not minor in chemistry. Students majoring in biology or biological sciences: health science should work with their adviser to ensure that no more than half of the semester hours applied to this minor are also applied to their major. *The total number of courses required for the minor is 6 (21–24 semester hours).*

## Major Required Courses for B.S.

### All of the following (54–56 sem. hrs.)

- ▶ BCS 398 Independent Research in Biology and Chemistry (2–4 sem. hrs.) -or- BCS 290/390 Internship in Biology (2–4 sem. hrs.)

- ▶ BCS 403 Senior Seminar in the Biological and Chemical Sciences (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 215L Inorganic Chemistry (4 sem. hrs.)
- ▶ CHEM 305 Physical Chemistry (3 sem. hrs.)
- ▶ CHEM 308L Laboratory in Physical Chemistry (1 sem. hr.)
- ▶ CHEM 323L Biochemistry (4 sem. hrs.)
- ▶ CHEM 327L Instrumental Analysis (4 sem. hrs.)
- ▶ MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)
- ▶ MATH 112 Calculus II (4 sem. hrs.)
- ▶ PHYS 111L Fundamentals of Physics I (4 sem. hrs.)
- ▶ PHYS 212L Fundamentals of Physics II (4 sem. hrs.)

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

- ▶ CHEM 303 Medicinal Chemistry (3 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.)
- ▶ PHYS 302 Modern Physics (3 sem. hrs.)
- ▶ PHYS 307 Special Relativity and Intermediate Quantum Mechanics (3 sem. hrs.)

## Minor Required Courses

**All of the following (12 sem. hrs.)**

- ▶ CHEM 107L General Chemistry (4 sem. hrs.)
- ▶ CHEM 108L Chemical Analysis (4 sem. hrs.)
- ▶ CHEM 213L Organic Chemistry I (4 sem. hrs.)

**Three additional courses in chemistry above the 100-level (9-12 sem. hrs.)**

## Cognitive and Brain Sciences Minor

This interdisciplinary minor provides a focused study of the cognitive products of biological and non-biological computational systems (e.g., humans and computers). Topics covered include perception, attention, learning, memory, language, reasoning, decision making, problem solving, creativity, and action, as well as the instantiation of these functions in neural 'hardware'. 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 (20-23 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 (6-7 sem. hrs.)

- ▶ BIOL 214L Anatomy and Physiology I (4 sem. hrs.)
- ▶ CS 131 Programming I: Procedural Methods (3 sem. hrs.)
- ▶ PHIL 325 Belief and Knowledge (3 sem. hrs.) or PHIL 331 Mind (3 sem. hrs.)

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

- ▶ PSY 340 Psycholinguistics
- ▶ PSY 349 Cognition and Culture
- ▶ PSY 370 Sensation and Perception

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

- ▶ BIOL 324L Animal Behavior (4 sem. hrs.)
- ▶ PSY 242 Addiction (3 sem. hrs.)
- ▶ PSY 342 Biological Bases of Behavior (3 sem. hrs.)

## Computer Science Major, Minor (B.A., B.S.)

Computer research is yielding powerful new methods of analysis and visualization in all kinds of areas, making computer science an essential part of a 21st-century liberal arts education. In this major, students learn technical computing skills in areas such as computer programming, software engineering, and database systems as well as professional leadership and communication skills. They also gain experience in solving challenging problems using the latest computer technology, as well as analytical and critical-thinking skills they can apply to a wide range of careers. The number of courses required for the major is 16 (50 semester hours). 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 (18 semester hours).**

## Major Required Courses

### All of the following (47 sem. hrs.)

- ▶ CS 131 Programming I: Procedural Methods (3 sem. hrs.)
- ▶ CS 132 Programming II: Advanced Design (3 sem. hrs.)
- ▶ CS 225 Computer Organization and Architecture (3 sem. hrs.)
- ▶ CS 233 Object-Oriented Programming (3 sem. hrs.)
- ▶ CS 234 Data Structures (3 sem. hrs.)
- ▶ CS 322 Algorithms (3 sem. hrs.)
- ▶ CS 325 Database Systems (3 sem. hrs.)
- ▶ CS 341 Linux Systems Administration (3 sem. hrs.)
- ▶ CS 385 Topics in Computer Science (3 sem. hrs.)
- ▶ MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)
- ▶ MATH 212 Linear Algebra (3 sem. hrs.)
- ▶ MATH 251 Mathematical Statistics (3 sem. hrs.)
- ▶ MATH 267 Discrete Mathematics (3 sem. hrs.)
- ▶ MPS 402 Senior Seminar in Mathematical and Physical Sciences I (3 sem. hrs.)
- ▶ PHYS 221L Principles of Electronics (4 sem. hrs.)



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

- ▶ MATH 300 Probability Theory
- ▶ MATH 305 Operations Research

## Minor Required Courses

### All of the following (12 sem. hrs.)

- ▶ CS 131 Programming I: Procedural Methods (3 sem. hrs.)
- ▶ CS 132 Programming II: Advanced Design (3 sem. hrs.)
- ▶ CS 225 Computer Organization and Architecture (3 sem. hrs.)
- ▶ MATH 267 Discrete Mathematics (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

The creative writing minor gives students the chance to explore multiple genres of writing as both authors and scholars before diving deeply into one of their choice. Courses in the minor examine classic and contemporary practitioners of the craft, equipping students with the ability to discover what they want to express along with the tools to give life to those expressions. 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

### The following (3 sem. hrs.)

- ▶ ENGL 104 Introduction to Literature

### Two of the following (6 sem. hrs.)

- ▶ CREA 271 Short Story Writing (3 sem. hrs.)
- ▶ CREA 272 Poetry Writing (3 sem. hrs.)
- ▶ CREA 275 Creative Nonfiction (3 sem. hrs.)

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

- ▶ CREA 371 Advanced Fiction Writing
- ▶ CREA 372 Advanced Poetry Writing
- ▶ CREA 375 Advanced Creative Nonfiction

### Two additional literature courses (6 sem. hrs.)

## Criminal Justice Major, Minor (B.A.)

This program critically examines the social, cultural, and individual-level factors that impact crime rates and the formal social control mechanisms (e.g., the police, the courts, and the penal system) charged with reducing these rates. *The total number of courses required for the major is 15 (46-48 semester hours). The minor requires 6 courses (18 semester hours).*

## Major Required Courses

### **All of the following (28-30 sem. hrs.)**

- ▶ CRIM 116 Law and Society (3 sem. hrs.)
- ▶ CRIM 202 Introduction to Criminal Justice Systems (3 sem. hrs.)
- ▶ CRIM 203 Correctional Institutions (3 sem. hrs.)
- ▶ CRIM 304 Criminology (3 sem. hrs.)
- ▶ CRIM 390 Internship in Criminal Justice (2-4 sem. hrs.)
- ▶ CRIM 401 Senior Research Seminar (4 sem. hrs.)
- ▶ MATH 151 Elementary Statistics (3 sem. hrs.)
- ▶ PHIL 240 Ethics, Equality, and Justice (3 sem. hrs.)
- ▶ SS 394 Research Methods for the Social Sciences (4 sem. hrs.)

### **Two of the following (6 sem. hrs.)**

- ▶ CRIM 201 Juvenile Justice (3 sem. hrs.)
- ▶ CRIM 285/385 Special Topics (3 sem. hrs.)
- ▶ CRIM 303 Comparative Systems in Social Control (3 sem. hrs.)
- ▶ CRIM 305 Critical Issues in Criminal Justice (3 sem. hrs.)
- ▶ CRIM 306 Domestic and Intimate Partner Violence (3 sem. hrs.)
- ▶ CRIM 399 Independent Study (3 sem. hrs.)

**Additional CRIM courses approved by the academic adviser may count as electives in the major.**

### **Four of the following (12 sem. hrs.)**

- ▶ ANTH 302 Anthropology of Violence (3 sem. hrs.)
- ▶ BUS 305 Legal Environment of Business (3 sem. hrs.)
- ▶ POLS 155 American Politics (3 sem. hrs.)
- ▶ POLS 360 The U.S. Judiciary (3 sem. hrs.)
- ▶ PSY 101 General Psychology (3 sem. hrs.)
- ▶ PSY 227 Abnormal Psychology (3 sem. hrs.)
- ▶ PSY 235 Forensic Psychology (3 sem. hrs.)
- ▶ PSY 242 Addiction (3 sem. hrs.)
- ▶ PSY 347 Cognitive Psychology (3 sem. hrs.)
- ▶ SOC 151 Principles of Sociology (3 sem. hrs.)
- ▶ SOC 277 Social Inequality (3 sem. hrs.)
- ▶ SOC 228 Social Problems (3 sem. hrs.)
- ▶ SOC 235 Social Deviance (3 sem. hrs.)

**Additional courses approved by the academic adviser may count as interdisciplinary connections in the major.**

## **Minor Required Courses**

### **All of the following (12 sem. hrs.)**

- ▶ CRIM 116 Law and Society (3 sem. hrs.)
- ▶ CRIM 202 Introduction to Criminal Justice Systems (3 sem. hrs.)
- ▶ CRIM 203 Correctional Institutions (3 sem. hrs.)

- ▶ CRIM 304 Criminology (3 sem. hrs.)

**Two additional courses related to criminal justice and approved by the academic adviser.**

## Dance Minor

The minor in dance allows students to explore theoretical, historical, compositional, performance, and production elements of the dance within a multidisciplinary framework. With courses being offered in choreography, various dance techniques, dance conditioning, and injury prevention, students can feel prepared and confident creating dance works and/or performing set choreography on stage. *The total number of courses required for the minor is 6-9 (16-21 semester hours).*

### Required Courses

**Both of the following (7 sem. hrs.)**

- ▶ DANC 106 Get Moving! (3 sem. hrs.)
- ▶ THEA 100 Introduction to Performing Arts (4 sem. hrs.)

**The following theory and creative process course (3 sem. hrs.)**

- ▶ DANC 316 Dance History

**Several of the following technique and/or performance courses for a total of 6-12 sem. hrs.**

*Note: Students must take classes in at least three different genres, or two different genres and an additional performance course (DANC 281 or DANC 350) to satisfy this requirement.*

### Technique Courses

- ▶ DANC 205 Modern Dance Technique I (2 sem. hrs.)
- ▶ DANC 206 Ballet Technique I (2 sem. hrs.)
- ▶ DANC 210 Dance Technique I (2 sem. hrs.)\*
- ▶ DANC 305 Modern Dance Technique II (2 sem. hrs.)
- ▶ DANC 306 Ballet Technique II (2 sem. hrs.) DANC 310\*\*
- ▶ Dance Technique II (2 sem. hrs.)\*
- ▶ DANC 210 topics may include Jazz, Contemporary, Tap, Musical Theatre, and/or Choreography.\*
- ▶ DANC 310 topics may include Jazz II, Contemporary II, and/or Tap II.\*\*

### Performance Courses

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

## Data Analytics Major (B.S.)

In today's data-driven world, everyone has a vested interest in understanding the numbers that impact our lives and livelihoods. Whether you dream of becoming a data scientist or simply want to become more data literate, having the ability to read and communicate the story behind complex numbers is an asset in almost any academic or professional setting. An exciting career that blends the science of data-driven decision-making with the art of problem-solving, data analysts gather the research and identify the key insights that help organizations plan new

marketing strategies, make business decisions, and map out their path to future success. Our data analytics program is structured to provide the critical thinking skills, technical background, and research experience needed to hit the ground running. About half of the courses will be in-person at Wells, and the rest will be done online. This hybrid format gives dedicated faculty mentors to guide learning on campus, and online access to more top data experts and the most up-to-date techniques in this field. In addition to conducting data analysis and exploring experimental design, students will participate in regular "data labs" where they'll analyze, display, and manipulate data sets individually and in teams. They'll gain even more practical experience through local internships and the completion of a capstone research project focusing on real-world data drawn from sports, politics, business or public health. *The total number of courses required for the major is 15 (46-48 semester hours).*

## Required Courses

### All of the following (37 sem. hrs.)

- ▶ CS 100 Introduction to Computers and Microsoft Office (3 sem. hrs.)
- ▶ CS 131 Programming I: Procedural Methods (3 sem. hrs.)
- ▶ CS 132 Programming II: Advanced Design (3 sem. hrs.)
- ▶ CS 133 Programming for Everyone II (3 sem. hrs.)
- ▶ CS 234 Data Structures (3 sem. hrs.)
- ▶ MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)
- ▶ MATH 251 Mathematical Statistics (3 sem. hrs.)
- ▶ DATA 131 Foundations of Data Analytics I (3 sem. hrs.)
- ▶ DATA 132 Foundations of Data Analytics II (3 sem. hrs.)
- ▶ DATA 333 Principles and Techniques of Data Analytics I (3 sem. hrs.)
- ▶ DATA 334 Principles and Techniques of Data Analytics II (3 sem. hrs.)
- ▶ DATA 402 Data Analytics Practicum (3 sem. hrs.)

### Three of the following (9-11 sem. hrs.)

- ▶ BUS 204 Business Analytics (3 sem. hrs.)
- ▶ CS 303 Machine Learning (3 sem. hrs.)
- ▶ CS 322 Algorithms (3 sem. hrs.)
- ▶ ECON 314 Econometrics (3 sem. hrs.)
- ▶ PHIL 240 Ethics, Equality and Justice (3 sem. hrs.)
- ▶ PSY 365L Quantitative Methods in Psychology (4 sem. hrs.)
- ▶ SS 394 Research Methods for the Social Sciences (4 sem. hrs.)

## Digital Marketing Major (B.S.)

From must-follow social feeds to customized email campaigns, every industry needs digital marketing teams who connect consumers with their brands. This program puts students at the center of an essential field that touches nearly every industry today. Integrated with established business and marketing offerings, this digital marketing major is focused on the most vital, in-demand skills that entry-level marketing coordinators and managers need to succeed. Digital marketing, often referred to as online marketing, refers to all marketing efforts that occur on the internet. Businesses and nonprofits leverage digital channels such as search engines, social media, email, and websites to engage with current and prospective customers. This also includes strategic communication efforts executed via video, text, and multimedia. Staying on

top of the latest trends and innovations within the field of digital marketing is a huge challenge for both businesses and colleges, and this hybrid program was created with those challenges in mind. Developed in consultation with Fortune 500 companies, CEOs, and startups, this program is designed to teach students the core digital marketing concepts they're looking for. They'll take roughly one-third of their coursework online with remote faculty experts, and the rest of their classes on campus with Wells faculty and peers. *The total number of courses required for the major is 17 (51-54 semester hours).*

## Required Courses

### All of the following (36-38 sem. hrs.)

- ▶ BUS201 Principles of Management 3 OR THEA201 Arts Management (3 sem. hrs.)
- ▶ BUS202 Principles of Marketing (3 sem. hrs.)
- ▶ BUS250 Innovation: Creative Problem Solving (3 sem. hrs.)
- ▶ BUS290/390 Internship in Business (2-4 sem. hrs.)
- ▶ BUS302 Brand Management (3 sem. hrs.)
- ▶ BUS402 Senior Seminar in Business (4 sem. hrs.)
- ▶ MATH151 Elementary Statistics (3 sem. hrs.)
- ▶ DM200 Social Media Marketing (3 sem. hours.)
- ▶ DM201 Email Marketing (3 sem. hrs.)
- ▶ DM301 Search Engine Optimization and Marketing (3 sem. hrs.)
- ▶ DM300 Digital Marketing Analytics (3 sem. hrs.)
- ▶ DM202 Viral & Organic Growth (3 sem. hrs.)

### Five of the following (15-16 sem. hrs.)

- ▶ BUS203 Social Entrepreneurship (3 sem. hrs.)
- ▶ BUS204 Business Analytics (3 sem. hrs.)
- ▶ BUS306 Business Ethics (3 sem. hrs.)
- ▶ BUS307 Marketing Analytics (3 sem. hrs.)
- ▶ BUS350 Business Strategy (3 sem. hrs.)
- ▶ BUS360 Strategic Marketing and E-commerce (3 sem. hrs.)
- ▶ ART127/BKRT 127 Introduction to Graphic Design (3 sem. hrs.)
- ▶ ART261 Photographic Digital Imaging (3 sem. hrs.)
- ▶ ART262 Introduction to Video Art (3 sem. hrs.)
- ▶ ARTH251 A Cultural History of Photography (3 sem. hrs.)
- ▶ ARTH235 Contemporary Art (3 sem. hrs.)
- ▶ BKRT220 Digital Book and Graphic Design (3 sem. hrs.)
- ▶ POLS201 Media and Politics (3 sem. hrs.)
- ▶ PSY370 Sensation and Perception (3 sem. hrs.)
- ▶ PSY224 Social Psychology (3 sem. hrs.)
- ▶ SOC331 Mass Media and Society (3 sem. hrs.)
- ▶ SS394 Research Methods for the Social Sciences (4 sem. hrs.)

## Economics Minor

Minor in economics at Wells will provide students with an overview of the basic principles, methods of inquiry, and awareness of contemporary issues in economics and business. Through foundational courses in management, macro- and microeconomics, and statistics, students will hone their skills in individual and business decision-making as they evaluate real-world case studies from a variety of domestic and global contexts. *The total number of courses required for the minor is 8 (24 semester hours).*

### Required Courses

#### All of the following (18 sem. hrs.)

- ▶ BUS 201 Principles of Management (3 sem. hrs.)
- ▶ ECON 101 Principles of Macroeconomics (3 sem. hrs.)
- ▶ ECON 102 Principles of Microeconomics (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 Minor

This minor is for students who are interested in gaining a strong foundation in the field of education. Students may use this coursework as a basis for graduate school programs or other professional or personal interests. Most students who certify in Adolescence Education will minor in Education. *The total number of courses required for the minor is 6 (18 semester hours).*

### Required Courses

#### All of the following (3 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 216 The Inclusive Classroom (3 sem. hrs.)
- ▶ EDUC 304 Inclusive Instruction and Assessment (3 sem. hrs.)

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

- ▶ EDUC 225 Technology in the Classroom (3 sem. hrs.)
- ▶ EDUC 226 Building Classroom Community (3 sem. hrs.)

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

- ▶ EDUC 301 Primary Literacy and Diverse Learners (3 sem. hrs.)
- ▶ EDUC 331 Reading and Writing in the Content Areas (4 sem. hrs.)

## Education: Adolescent Certification

Students who are interested in teaching at the adolescent level (grades 7-12) may participate in this education certification program. Students who choose to obtain their initial teaching certificate in Adolescence Education must major in the subject area most closely related to the content they will teach. The Wells College Education Program offers certification in the following content areas: biology, chemistry, earth science, english, mathematics, physics, and social studies.

### Required Courses

#### All of the following (54 sem. hrs.)

- ▶ PSY 101 General Psychology (3 sem. hrs.)
- ▶ PSY 210 Child Development (3 sem. hrs.)
- ▶ PSY 340 Psycholinguistics (3 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 216 The Inclusive Classroom (3 sem. hrs.)
- ▶ EDUC 217 Inclusive Methods Practicum (1 sem. hrs.)\*
- ▶ EDUC 225 Technology in the Classroom (3 sem. hrs.)
- ▶ EDUC 226 Building Classroom Community (3 sem. hrs.)
- ▶ EDUC 304 Inclusive Instruction and Assessment (3 sem. hrs.)
- ▶ EDUC 331 Reading and Writing in the Content Areas I (4 sem. hrs.)
- ▶ EDUC 332 Reading and Writing in the Content Areas II (3 sem. hrs.)
- ▶ EDUC 344 Adolescence Methods Practicum I (1 sem. hrs.)\*
- ▶ EDUC 345 Adolescence Methods Practicum II (1 sem. hrs.)\*
- ▶ EDUC 406 Instructional Strategies for Secondary Education (3 sem. hrs.)
- ▶ EDUC 408 Student Teaching Reflective Seminar (3 sem. hrs.)
- ▶ EDUC 410 Student Teaching: Preparation and Analysis (12 sem. hrs.)
- ▶ EDUC 290/390 Internship in Education (2-4 sem. hrs.)

*\*Field Experience 1 sem. course*

*Students will complete a major at Wells College in addition to the education core listed above. This will lead to a bachelor's degree in their chosen major, an education minor, and a certification to teach that content area within grades 7-12th in New York State.*

## Education: Inclusive Childhood Major (B.S.)

Students who are interested in teaching at the childhood level (grades 1-6) may major in Inclusive Childhood Education. Students who major in Inclusive Childhood Education will be able to teach both general and special education classrooms, grades 1-6, after successfully completing the required courses, student teaching, and passing the required New York State Certification Exams. This major provides a strong base in current, effective pedagogy rooted in methods courses and more than 200 hours of field-based practical experience that develop Wells College students into reflective, knowledgeable, and compassionate educators. ***The number of courses required for the major is 18 (60-61 semester hours).***

## Required Courses

### All of the following (59 sem. hrs)

- ▶ PSY 101 General Psychology (3 sem. hrs.)
- ▶ PSY 210 Child Development (3 sem. hrs.)
- ▶ PSY 340 Psycholinguistics (3 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 216 The Inclusive Classroom (3 sem. hrs.)
- ▶ EDUC 217 Inclusive Methods Practicum (1 sem. hrs.)\*
- ▶ EDUC 225 Technology in the Classroom (3 sem. hrs.)
- ▶ EDUC 226 Building Classroom Community (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 304 Inclusive Instruction and Assessment (3 sem. hrs.)
- ▶ EDUC 307 Teaching Students with Disabilities (3 sem. hrs.)
- ▶ EDUC 308 Students with Disabilities Practicum (1 sem. hrs.)\*
- ▶ EDUC 309 Inclusive Elementary Methods Practicum (1 sem. hrs.)\*
- ▶ EDUC 350 Elementary Methods: Teaching Social Studies and Science (4 sem. hrs.)
- ▶ EDUC 402 Elementary Methods: Teaching Mathematics (3 sem. hrs.)
- ▶ EDUC 408 Student Teaching Reflective Seminar (3 sem. hrs.)
- ▶ EDUC 410 Student Teaching: Preparation and Analysis (12 sem. hrs.)
- ▶ EDUC 290/390 Internship in Education (2-4 sem. hrs.)

\*Field Experience 1 sem. course

## Multi-Subject Core Requirements

In addition to the education core, students must complete at least 30 semester hours across the liberal arts.

## English Major, Minor (B.A.)

The English program includes the investigation of texts from British and American literature for their cultural and historical importance, for how they express literary types and values, and how 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 discovering and exploring themselves and their place in the world and lead a richer, fuller, more examined life. *The number of courses required for the major is 13-14 (40-43 semester hours). Total number of courses required for the minor is 6 (18-22 semester hours).*

## Major Required Courses

### All of the following (19 sem. hrs.)



- ▶ ENGL 104 Introduction to Literature (3 sem. hrs.)
- ▶ ENGL 206 British Literature 1100-1800 (3 sem. hrs.)
- ▶ ENGL 215 American Literature and Culture (3 sem. hrs.)
- ▶ ENGL 225 Shakespeare (3 sem. hrs.)
- ▶ ENGL 250 British Literature 1800 to the Present (3 sem. hrs.)
- ▶ ENGL 401 Senior Thesis in English (4 sem. hrs.)

## Concentrations

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

### Creative Writing

#### All of the following (9 sem. hrs.)

- ▶ CREA 271 Short Story Writing (3 sem. hrs.)
- ▶ CREA 272 Poetry Writing (3 sem. hrs.)
- ▶ CREA 275 Creative Nonfiction (3 sem. hrs.)

#### One course from each of the following categories: (15 sem. hrs.)

##### Writing

- ▶ CREA 371 Advanced Fiction Writing (3 sem. hrs.)
- ▶ CREA 372 Advanced Poetry Writing (3 sem. hrs.)
- ▶ CREA 375 Advanced Creative Nonfiction (3 sem. hrs.)

##### Poetry

- ▶ ENGL 219 International Poetry (3 sem. hrs.)
- ▶ ENGL 245 The Maker's Craft: Form in Poetry (3 sem. hrs.)
- ▶ ENGL 349 American Poetry (3 sem. hrs.)
- ▶ ENGL 366 British Poetry (3 sem. hrs.)

##### Prose

- ▶ ENGL 204 International Prose (3 sem. hrs.)
- ▶ ENGL 226 Genre Fiction (3 sem. hrs.)
- ▶ ENGL 302 The American Novel (3 sem. hrs.)
- ▶ ENGL 362 The British Novel (3 sem. hrs.)

##### Drama

- ▶ ENGL 218 International Drama (3 sem. hrs.)
- ▶ ENGL 367 Anglophone Drama (3 sem. hrs.)
- ▶ OCS 215 London Theatre (3 sem. hrs.)

##### Theory

- ▶ ENGL 301 Reading Translations (3 sem. hrs.)
- ▶ ENGL 380 Writing Literary Criticism (3 sem. hrs.)

##### Literature

- ▶ CREA 271 Short Story Writing (3 sem. hrs.)
- ▶ CREA 272 Poetry Writing (3 sem. hrs.)
- ▶ CREA 275 Creative Nonfiction Writing (3 sem. hrs.)

**Six of the following, including at least one course from each of the groups (18 sem. hrs.)**

### Poetry

- ▶ ENGL 219 International Poetry (3 sem. hrs.)
- ▶ ENGL 245 The Maker's Craft: Form in Poetry (3 sem. hrs.)
- ▶ ENGL 349 American Poetry (3 sem. hrs.)
- ▶ ENGL 366 British Poetry (3 sem. hrs.)

### Prose

- ▶ ENGL 204 International Prose (3 sem. hrs.)
- ▶ ENGL 226 Genre Fiction (3 sem. hrs.)
- ▶ ENGL 302 The American Novel (3 sem. hrs.)
- ▶ ENGL 362 The British Novel (3 sem. hrs.)

### Drama

- ▶ ENGL 218 International Drama (3 sem. hrs.)
- ▶ ENGL 367 Anglophone Drama (3 sem. hrs.)
- ▶ OCS 215 London Theatre (3 sem. hrs.)

### Theory

- ▶ ENGL 301 Reading Translations (3 sem. hrs.)
- ▶ ENGL 380 Writing Literary Criticism (3 sem. hrs.)

## Minor Required Courses

### The following course

- ▶ ENGL 104 Introduction to Literature (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 Science Major, Minor (B.S.)

The program in environmental science guides students in examination and analysis of the earth and the human-environment interaction, and develops the technical and scientific skills necessary to build a career related to the environment. Required courses in the major examine what is the nature of the earth, its ecosystems, and environmental problems, what is the scientific and technical basis for environmental problem-solving and mitigation of the human impact on planet earth, how scientific findings are used in society's decision-making about environmental resources, and how science and technology can help us be better stewards of earth, its ecosystems, and its natural resources? *The number of courses required for the major is 14 (45-50 semester hours).*

Off-campus study courses may substitute for some of the requirements below. 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).*

## Major Required Courses

### All of the following (32-34 sem. hrs.)

- ▶ BIOL 119L Ecology and Evolution (4 sem. hrs.)
- ▶ ENVR 101L Introduction to Environmental Science (4 sem. hrs.)

- ▶ ENVR 102L Conservation of Biodiversity (4 sem. hrs.)
- ▶ ENVR 131L Physical Geology (4 sem. hrs.)
- ▶ ENVR 196 Tutorial in Geographic Information Systems (1 sem. hr.)
- ▶ ENVR 290/390 Internship in Environmental Science (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 Science (4 sem. hrs.)
- ▶ MATH 151 Elementary Statistics (3 sem. hrs.) or MATH 251 Probability and Statistics (3 sem. hrs.)

## Area of Specialization

**Four courses from Group 1, Group 2, Group 3, or Group 4, as indicated below (13-16 sem. hrs.)**

### Group 1 (Environmental Biology)

- ▶ BIOL 130L Biology of Organisms (4 sem. hrs.)
- ▶ BIOL 205 Terrestrial Field Biology (3 sem. hrs.)
- ▶ BIOL 324L Animal Behavior (4 sem. hrs.)
- ▶ BIOL 325L Limnology (4 sem. hrs.)
- ▶ BIOL 363 Advanced Ecology (3 sem. hrs.)
- ▶ ENVR 285/285L/385/385L Topics in Environmental Science (3 sem. hrs.)

### Group 2 (Environmental Chemistry)

- ▶ 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 215L Inorganic Chemistry I (4 sem. hrs.)
- ▶ CHEM 327L Instrumental Analysis (4 sem. hrs.)
- ▶ ENVR 285/285L/385/385L Topics in Environmental Science (3 sem. hrs.)

### Group 3 (Environmental Engineering)

- ▶ ENVR 285/285L/385/385L Topics in Environmental Science (3 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 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.)

### Group 4 (Earth Science Teacher Certification for Education)

- ▶ BIOL 205 Terrestrial Field Biology (3 sem. hrs.)
- ▶ BIOL 325L Limnology (4 sem. hrs.)
- ▶ CHEM 107L General Chemistry (4 sem. hrs.)
- ▶ ENVR 285/285L/385/385L Topics in Environmental Science (3 sem. hrs.)
- ▶ MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)

- ▶ PHYS 106L Introductory Astronomy (4 sem. hrs.)
- ▶ PHYS 111L Fundamentals of Physics I (4 sem. hrs.)
- ▶ SUS 101 Introduction to Sustainability (3 sem. hrs.)

## Minor 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 196 Tutorial in Geographic Information Systems (1 sem. hrs.)
- ▶ 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 305 Terrestrial Field Biology (3 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 285/285L Topics in Environmental Science (3-4 sem. hrs.)
- ▶ ENVR 340 Sustainable Agriculture (3 sem. hrs.)

## Exploratory Program

Wells College's talented faculty and professional advisors are ready to help students merge their hopes, dreams, and goals for their future into the perfect academic experience. College is all about learning who you are and what you'd love to do with your life. Whether you're excited by academic options or simply not sure where to start in the Wells Exploratory Program, has all the tools and support you need to find the best major for you.

## First Nations and Indigenous Studies Minor

The title of the minor 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 of the following, including at least one FNIS course (18 sem. hrs.)

- ▶ ANTH 210 Material Culture and Museums (3 sem. hrs.)
- ▶ ANTH 250 Hawaii (3 sem. hrs.)
- ▶ ANTH 345 Maya Ethnography (3 sem. hrs.)
- ▶ ANTH 359 Pacific and Cultural Survival (3 sem. hrs.)

- ▶ FNIS 212 Home Lands (3 sem. hrs.)
- ▶ FNIS 285/385 Topics (3 sem. hrs.)
- ▶ HIST 372 Colonial Encounters (3 sem. hrs.)
- ▶ PSY 330 Indigenous Psychologies (3 sem. hrs.)
- ▶ WGS 260 Indigenous Women's Experience (3 sem. hrs.)

## Health Care Management Minor

This minor, open to all Wells students, is designed for those who have a specific interest in pursuing a career in the health care industry. The program builds upon the College's strengths in both business and health sciences through a multidisciplinary approach that features courses in field-specific areas such as the economics of health care, as well as core business offerings in management, accounting, statistics, and organizational behavior. *The total courses required the minor is 7 (20-22 semester hours).*

### Required Courses

#### All of the following (17-19 sem. hrs.)

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

## Health Professions Pre-Professional

The first step is to learn about the different health related professions. An excellent source of information is NEAAHP (Northeast Association of Advisors for the Health Professions). The Health Career Links page has many other good sources. Medical schools 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.

## History Major, Minor (B.A.)

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, in the nature of the tools used to understand people in the past. 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; to write on a complex topic in a way that is generally understandable, not mystifying; 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; to sift through large bodies of evidence to discover which is more, or less, important to making sense of the topic; to develop the immensely valuable faculty of thinking historically, 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. Total number of courses required for the minor is 6 (18 semester hours).*

## Major Required Courses

### All of the following (7 sem. hrs.)

- ▶ HIST 375 Writing History: Theory and Practice (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
- ▶ HIST 103 Introduction to World Civilizations, 1650-Present

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

- ▶ HIST 228 The Making of Modernity, 1815-1914
- ▶ HIST 241 Interpreting U.S. History I
- ▶ HIST 242 Interpreting U.S. History II

### The following (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 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 Making of Modernity, 1815-1914 (3 sem. hrs.)
- ▶ HIST 229 20th Century Europe and the World (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 290 Internship in History (2-4 sem. hrs.)
- ▶ HIST 310 Colonial and Revolutionary America (3 sem. hrs.)
- ▶ HIST 325 The African American Experience (3 sem. hrs.)
- ▶ HIST 327 The Gilded Age and Progressive Era (3 sem. hrs.)

- ▶ HIST 328 The Early American Republic (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 357 Modern 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 (6 sem. hrs.)**

- ▶ ARTH 255 A Survey of Renaissance Art (3 sem. hrs.)
- ▶ DANC 316 Dance History (3 sem. hrs.)
- ▶ ECON 340 History of Economic Analysis (3 sem. hrs.)
- ▶ ENGL 215 Survey of American Literature (3 sem. hrs.)
- ▶ ENGL 362 The British Novel (3 sem. hrs.)
- ▶ MUS 112 Listening: A Survey of Western Music (3 sem. hrs.)
- ▶ PHIL 230 Ancient 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.)

## Minor Required Courses

**The following course (3 sem. hrs.):**

- ▶ HIST 375 Writing History: Theory and Practice

**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 coursework across a variety of disciplines and at least one internship, students focus on sustainable, lifelong 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, occupational or mental health therapist; personal trainer; midwife; massage therapist; dance/yoga instructor; athletic or wellness coach; herbalist or nutritionist; or chiropractic or osteopathic medicine. *The number of courses required for the minor is 9 (comprising 20-24 semester hours).*

## Required Courses

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

- ▶ BIOL 214L Anatomy and Physiology I (4 sem. hrs.)
- ▶ HS 100 Introduction to Health Sciences (3 sem. hrs.)
- ▶ HHS 290/390 Internship in Holistic Health Studies (2-4 sem. hrs.)

### Any two of the following (1 sem. hr.)

- ▶ PE 105 Meditation for Stress Reduction (0.5 sem. hrs.)
- ▶ PE 123 Yoga (0.5 sem. hrs.)
- ▶ PE 129 Beginning Horseback Riding (0.5 sem. hrs.)
- ▶ PE 185 Beginning Shorin-ryu Karate (0.5 sem. hrs.)
- ▶ PE 223 Intensive Yoga (0.5 sem. hrs.)

### Any two of the following (6 sem. hrs.)

- ▶ PSY 206 Health Psychology (3 sem. hrs.)
- ▶ PSY 242 Addiction (3 sem. hrs.)
- ▶ PSY 250 Human Sexuality (3 sem. hrs.)
- ▶ PSY 275 Positive Psychology (3 sem. hrs.)
- ▶ PSY 330 Indigenous Psychologies (3 sem. hrs.)
- ▶ PSY 338 Psychotherapy (3 sem. hrs.)

### Any two of the following, for a total of at least 4 credits (4-6 sem. hrs.)

- ▶ ANTH 270 The Anthropology of Food (3 sem. hrs.)
- ▶ CHEM 303 Medicinal Chemistry (3 sem. hrs.)
- ▶ ECON 233 Economics of Health and Medical Care (3 sem. hrs.)
- ▶ FOOD 201 Gardening (1 sem. hr.)
- ▶ SOC 200 Humans, Animals and Interaction (3 sem. hrs.)
- ▶ WGS 245 Body Politics (3 sem. hrs.)

## Hospitality Management Major, Minor (B.S.)

Students in this program will explore the role of hospitality in society at large, examining the way economies and natural resources are preserved or harmed through tourism and development, how the industry impacts local labor forces and employment for populations with and without access to post-secondary education, and how the foundational principles learned through immersive experiences and hands-on work with Wells College's learning partners, including the nearby Inns of Aurora, can translate and also be applied to non-profits and atypical service organizations. The major is designed to offer students a multi-pronged approach to their academic career. Students will hone skills that transfer across the array of hospitality operations and service-oriented businesses found out in the real world and understand the financial and strategic implications of decisions, the unique dynamics at play in a services-based economy, and their role in navigating the workforce as both employee and employer. Throughout the



academic journey, students will find opportunities to earn industry-recognized certifications, be immersed in the day-to-day operations of a working resort, explore potential career paths, and capitalize on networking opportunities with industry professionals. ***The total number of courses required for the major is 17 (51 semester hours).***

The hospitality minor, which is open to all Wells students, will give students a thorough grounding in the basics of the industry through an innovative combination of the liberal arts and pre-professional practice. Students will learn the fundamentals of business management, marketing, and financial analysis, while also immersing themselves in the operations of local travel and tourism businesses. In addition, students will choose supplemental courses from a wide variety of liberal arts offerings in areas like psychology, theatre, and sustainability. ***The total number of courses required for the minor is 7 (21 credit hours).***

## Major Required Courses

### All of the following (32 sem. hrs.)

- ▶ HM 201 Principles of Hospitality and Tourism (3 sem. hrs.)
- ▶ HM 202 Hospitality Financial Performance Analysis (3 sem. hrs.)
- ▶ HM 203 Hospitality Industry Leaders Series (2 sem. hrs.)
- ▶ HM 204 From Concept to Completion: Developing a Service Facility (3 sem. hrs.)
- ▶ HM 205 Principles of Food Service (3 sem. hrs.)
- ▶ HM 302 Beverages and the Finger Lakes Region (3 sem. hrs.)
- ▶ HM 303 Designing and Marketing Experiences (3 sem. hrs.)
- ▶ BUS 303 Entrepreneurship and Small Business Management (3 sem. hrs.)
- ▶ HM 304 From Revenue Management to Revenue Strategy (3 sem. hrs.)
- ▶ HM 305 Specialty Hospitality Operations (3 sem. hrs.)
- ▶ ANTH 306/HM 306 The Anthropology of Tourism (3 sem. hrs.)

### The following practical and applied experiences (10 sem. hrs.)

- ▶ HM 290/390 Hospitality Internship (3 sem. hrs.)
- ▶ HM 301 Hospitality Immersion Experience (3 sem. hrs.) -or- a second HM 290/390 internship
- ▶ HM 401 Senior Seminar in Applied Hospitality Management (4 sem. hrs.)

### One of the following business electives (3 sem. hrs.)

- ▶ BUS 202 Principles of Marketing
- ▶ BUS 203 Social Entrepreneurship
- ▶ BUS 213 Principles of Accounting I
- ▶ BUS 230 Introduction to Human Resource Management
- ▶ BUS 231 Principles of Project Management
- ▶ BUS 250 Innovation, Creative Problem Solving
- ▶ BUS 302 Brand Management
- ▶ BUS 305 Legal Environment of Business
- ▶ BUS 306 Business Ethics
- ▶ BUS 307 Marketing Analytics
- ▶ BUS 350 Business Strategy
- ▶ BUS 365 Business Sustainability and Social Responsibility

### At least of two of the following (6 sem. hrs.)

- ▶ ANTH 231 Culture and Water (3 sem. hrs.)
- ▶ ANTH 250 Hawaii: Colonialism and Tourism (3 sem. hrs.)
- ▶ ANTH/FOOD 270 Anthropology and Food Studies (3 sem. hrs.)
- ▶ ART 119 Visual Organization (3 sem. hrs.)
- ▶ FOOD 285/385 Topics in Sustainable Food Systems (3 sem. hrs.)
- ▶ PSY/SOC 224 Social Psychology (3 sem. hrs.)
- ▶ PSY 306 Organizational Behavior (3 sem. hrs.)
- ▶ THEA 128 Acting One (3 sem. hrs.)
- ▶ THEA 201 Arts Management (3 sem. hrs.)

## Minor Required Courses

### All of the following (21 sem. hrs.)

- ▶ BUS 201 Principles of Management (3 sem. hrs)
- ▶ BUS 230 Intro to Human Resource Management (3 sem. hrs)
- ▶ BUS 305 Legal Environment of Business (3 sem. hrs)
- ▶ HRM1 Training & Development (3 sem. hrs)
- ▶ HRMII Total Compensation Management (3 sem. hrs)
- ▶ HRM III Employment and Labor Law (3 sem. hrs)
- ▶ HRMIV Human Resource Risk Management (3 sem. hrs)

## Human Resource Management Minor

Engaging people in the workplace, human resources is a multidisciplinary area of study within the field of business administration that focuses on managing people and organizations. A degree in human resources prepares students to understand and apply the principles of employment, labor relations, compensation and benefits, talent management, training and development, and organizational behavior. This area of study emphasizes the importance of effective communication, problem-solving, and decision-making skills in the workplace. Additionally, students learn about legal and ethical issues that can arise in the workplace, as well as strategies for promoting diversity and inclusion. The program provides graduates with the skills and knowledge needed to pursue a variety of careers in areas such as human resource management, labor relations, training and development, compensation and benefits, and consulting. This minor is open to all Wells students and provides a foundation of core knowledge and theories related to management, training, law/ethics, development, staffing, recruitment, and compensation strategies. This minor complements a variety of majors (e.g., business, psychology, sociology) as human resource management is a core function of every business and nonprofit organization. *The total number of courses required for the minor is 7 (21 semester hours).*

## Required Courses

- ▶ BUS 201 Principles of Management (3 sem. hrs.)
- ▶ BUS 230 Intro to Human Resource Management (3 sem. hrs.)
- ▶ BUS 305 Legal Environment of Business (3 sem. hrs.)
- ▶ HRMI Training & Development (3 sem. hrs.)
- ▶ HRMII Total Compensation Management (3 sem. hrs.)
- ▶ HRM III Employment and Labor Law (3 sem. hrs.)

- ▶ HRMIV Human Resource Risk Management (3 sem. hrs.)

## Individualized Major (B.A.)

Rather than pursuing one of the established majors and/or minors at Wells College, students may propose a self-designed individualized area of study if they have an educational objective. Each individualized major is expected to meet the philosophical and educational goals of Wells College and afford the student maximum exposure to the breadth and depth of a liberal arts 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.

## Management Minor

Open to all Wells students, the management minor provides a solid, broad grounding in the principles of managing a business in the 21st century, while helping them build skills related to decision-making and quantitative analysis. Regardless of whether a student wants to start their own business or work at a Fortune 500 firm, the program will expose them to the principles of management, economics, and statistics, while also allowing them to further investigate their specific areas of interest through several elective courses. ***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.)
- ▶ 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.)

### Three of the following, at least two of which courses must be at the 300-level (7-12 sem. hrs.)

- ▶ BUS 202 Principles of Marketing (3 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 and Strategies (3 sem. hrs.)
- ▶ BUS 303 Entrepreneurship and Small Business Management (3 sem. hrs.)
- ▶ BUS 305 Legal Environment of Business (3 sem. hrs.)
- ▶ BUS 310 Corporate Finance (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 (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.)
- ▶ 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.*

## Marketing Minor

An interdisciplinary course of study for students who are interested in or preparing for a career in marketing such as management, marketing and sales, accounting, media and advertising, branding and consumer behavior. Students who major in business may not minor in marketing. ***The total number of courses required for the marketing minor is 7 (20–22 sem. hrs.).***

## Required Courses

### All of the following (15 sem. hrs.)

- ▶ BUS 100 Principles of Business (3 sem. hrs.)
- ▶ BUS 201 Principles of Management (3 sem. hrs.)
- ▶ BUS 202 Principles of Marketing (3 sem. hrs.)
- ▶ BUS 204 Business Analytics (3 sem. hrs.)
- ▶ BUS 302 Brand Management (3 sem. hrs.)

### Two of the following (5–7 sem. hrs.)

- ▶ ART 127 Introduction to Graphic Design (3 sem. hrs.)
- ▶ ART 261 Photographic Digital Imaging (3 sem. hrs.)
- ▶ ART 390 Internship in Studio Art (2–4 sem. hrs.)
- ▶ ARTH 285 Topics in Art History (3 sem. hrs.)
- ▶ BUS 213 Principles of Accounting I (3 sem. hrs.)
- ▶ BUS 250 Business Strategy (3 sem. hrs.)
- ▶ BUS 360 Strategic Marketing and E-Commerce (3 sem. hrs.)
- ▶ ECON 101 Principles of Macroeconomics (3 sem. hrs.)
- ▶ ECON 102 Principles of Microeconomics (3 sem. hrs.)
- ▶ FMS 101 Introduction to Cinema Studies (3 sem. hrs.)
- ▶ PSY 370 Sensation and Perception (3 sem. hrs.)
- ▶ SOC 331 Mass Media and Society (3 sem. hrs.)
- ▶ THEA 201 Arts Management (3 sem. hrs.)
- ▶ VART 315 Professional Visual Arts Practices (3 sem. hrs.)

## Mathematics Major, Minor (B.A.)

Students in this program will gain a thorough understanding of the fundamentals of mathematics including calculus, linear algebra, computer science, and physics. The program also will teach analytical and critical thinking skills that can be applied to virtually any career, as well as mathematical theory and problem-solving methods directed toward a variety of real-world applications. ***The number of courses required for the major is 13 (42–45 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. 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).*

## Major Required Courses

### All of the following (25 sem. hrs.)

- ▶ CS 131 Programming I: Procedural Methods (3 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 (3 sem. hrs.)
- ▶ MPS 402 Senior Seminar in Mathematical and Physical Sciences I (2 sem. hrs.)
- ▶ PHYS 111L Fundamentals of Physics I (4 sem. hrs.)

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

- ▶ MATH 312 Real Analysis
- ▶ MATH 313 Abstract Algebra

### 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 sem. hrs.)

- ▶ Courses in mathematics, computer science, or physics above the 100-level (3 sem. hrs.), or CHEM 301 Physical Chemistry (3 sem. hrs.)
- ▶ CS 132 Programming II: Advanced Design (3 sem. hrs.)
- ▶ ECON 314 Econometrics (3 sem. hrs.)

## Minor 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.)

## Museum Studies Minor

This interdisciplinary program provides an exploration of theoretical, historical, and applied knowledge pertaining to museum management and programming. The museum studies

minor trains students in the technical practice of museum curation, including subjects such as business, visual organization and design, archaeology, and arts management. Given the broad relevance of museum studies skills, students may approach the minor from a variety of disciplines with particular parallels in social and physical sciences, history and art. In combining this specialized type of organizational knowledge with a major in a specific fields, students gain a foothold in the area of their own choosing. Students combine this specialization in a field with hands-on work in Wells' discussion-based classes; internships with one of the many local arts; history or regional-interest museums; and opportunities to get involved in the College's own art collection or the String Room Gallery exhibition venue. As a result, they graduate with a familiarity and proficiency needed to pursue a career in museum work. **Total number of courses required is 6 (18-20 semester hours).**

## Required Courses

### The following (3 sem. hrs.)

- ▶ MSEU 100 Introduction to Museum Studies

### One of the following in Management Skills, Education Skills, and Conservation and Presentation Skills

#### Management Skills (3 sem. hrs.)

- ▶ BUS 201 Principles of Management
- ▶ BUS 203 Social Entrepreneurship
- ▶ BUS 303 Entrepreneurship and Small Business Management
- ▶ THEA 201 Arts Management

#### Education Skills (3 sem. hrs.)

- ▶ EDU 105 Teaching in a Diverse Society

#### Conservation and Presentation Skills (1-3 sem. hrs.)

- ▶ ART 118 Three-Dimensional Design (3 sem. hrs.)
- ▶ ART 260 Introduction to Darkroom Photography (3 sem. hrs.)
- ▶ ART 261 Photographic Digital Imaging (3 sem. hrs.)
- ▶ ART/BKRT 127 Introduction to Graphic Design (3 sem. hrs.)
- ▶ BKRT 115 Hand Bookbinding I (3 sem. hrs.)
- ▶ BKRT 220 Digital Book and Graphic Design (3 sem. hrs.)
- ▶ THEA 224 Production Practical (3 sem. hrs.)
- ▶ THEA 325 Production Practical (3 sem. hrs.)
- ▶ VART 315 Professional Visual Arts Practices (3 sem. hrs.)

### One of the following in Local and Global Perspectives of History, Art, and the Museum (3 sem. hrs.)

- ▶ ANTH 210 Material Culture and Museums
- ▶ ANTH 280 World Archaeology
- ▶ EDU 215 Issues in Multicultural and English Lang. Learner Education
- ▶ HIST 357 Modern America
- ▶ HIST 375 Writing History: Theory and Practice
- ▶ OCS 110 January at the Arts Students League-New York City
- ▶ OCS 215 London Theatre

- ▶ OCS 300 The Anthropological Experience in Hawaii
- ▶ OCS 305 The Anthropological Experience in Belize
- ▶ One OCS course from one of the Wells College Programs and Approved Programs (with permission of the Museum Studies minor coordinator(s). Examples include, but are not limited to:

### Florence Program

- ▶ ART 230 The World of Museums: Museology (3 sem. hrs.)
- ▶ ART 360 Museum Experience (3 sem. hrs.)
- ▶ ART 450 Museum Education (3 sem. hrs.)
- ▶ ART 460 Museum: Ethics & the Law (3 sem. hrs.)

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

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

## Philosophy and Religion Minor

Philosophy and Religion emphasizes problem-solving, methods for resolving conflicting positions, and cultivation of the moral imagination and expansion of human sympathies. This program advances the understanding and appreciation of relationships between the various disciplines and fields of study. It accomplishes these goals by combining 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. 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 of the following (9 sem. hrs.)

- ▶ ANTH 222 Anthropology, Religion and Colonialism (3 sem. hrs.)
- ▶ PHIL 240 Ethics, Equality and Justice (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.)

## Physics Major, Minor (B.A., B.S.)

In this program, students study the fundamental laws of nature through investigation and mathematical formulation and examine the roles of computers in the sciences. Students will learn how physics interconnects with other sciences through an interdisciplinary, liberal arts program that enables them to bring a broad perspective to any problem. *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. 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).*

## Major 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.)
- ▶ 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.)

### Either of the following (3–4 sem. hrs.)

- ▶ CHEM 107L General Chemistry (4 sem. hrs.)
- ▶ CS 131 Programming I: Procedural Methods (3 sem. hrs.)

### Three of the following (9–10 sem. hrs.)

- ▶ CHEM 301 Physical Chemistry (3 sem. hrs.)
- ▶ CS 132 Programming II: Advanced Design (3 sem. hrs.)
- ▶ PHYS 221L Principles of Electronics (4 sem. hrs.)
- ▶ PHYS 307 Special Relativity and Intermediate Quantum Mechanics (3 sem. hrs.)

### Two of the following (6–7 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: Advanced Design (3 sem. hrs.)
- ▶ PHYS 221L Principles of Electronics (4 sem. hrs.)
- ▶ PHYS 307 Special Relativity and 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.

## Minor 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 courses above the 100-level (6-7 sem. hrs.)

## Political Science Major, Minor (B.A.)

At the heart of political science analysis is the question of the struggle for power. 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 is 14 (43-45 semester hours).*

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 5 (15 semester hours).*

### Major Required Courses

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

- ▶ POLS 151 Introduction to International Politics (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.)
- ▶ MATH 151 Elementary Statistics (3 sem. hrs.)
- ▶ PHIL 240 Ethics, Equality and Justice (3 sem. hrs.)
- ▶ SS 394 Research Methods for the Social Sciences (4 sem. hrs.)

**Three to four of the following courses in the American Politics subfield, one of which must be at the 300-level (9-12 sem. hrs.)**

- ▶ POLS 201 Media and Politics (3 sem. hrs.)
- ▶ POLS 202 Political Leadership in American Democracy (3 sem. hrs.)
- ▶ POLS 230 Democracy in America (3 sem. hrs.)
- ▶ POLS 235 U.S. Congress (3 sem. hrs.)
- ▶ POLS 345 Public Opinion (3 sem. hrs.)
- ▶ POLS 360 U.S. Judiciary (3 sem. hrs.)

**Three to four of the following courses in the International and Comparative Politics subfields, one of which must be at the 300-level (9-12 sem. hrs.)**

- ▶ POLS 213 Sustainability and Comparative Environmental Policy (3 sem. hrs.)
- ▶ POLS 261 Government and Politics in the Developing World (3 sem. hrs.)
- ▶ POLS 263 Politics of Globalization (3 sem. hrs.)

- ▶ POLS 340 Politics of Emerging Nations in Asia (3 sem. hrs.)
- ▶ POLS 355 Approaches to International Relations (3 sem. hrs.)
- ▶ POLS 365 Governments and Politics in Industrialized Countries (3 sem. hrs.)

## Minor Required Courses

### Both of the following (6 sem. hrs.)

- ▶ POLS 151 Introduction to International Politics (3 sem. hrs.)
- ▶ POLS 155 American Politics (3 sem. hrs.)

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

- ▶ MATH 151 Elementary Statistics (3 sem. hrs.)
- ▶ PHIL 240 Ethics, Equality and Justice (3 sem. hrs.)

### Three additional political science courses (9 sem. hrs.)

## Psychology Major, Minor (B.A.)

The field of psychology addresses the questions of how humans act, know, develop, and interact. Psychology aims to understand behavior and mind through the tool and lens of the scientific method. At Wells, we focus on developing an appreciation of an evidence-based understanding of behavior and mind, an empathetic stance toward others, critical thinking, and a curiosity to know and understand more about ourselves and others. Students develop a solid foundation that requires coursework in psychology's five main subdisciplines: clinical, cognitive, biological, social, and developmental. A sixth category, intradisciplinary, offers students an opportunity to explore a behavior, such as art, sports, or sustainability, through all five lenses. An experiential learning requirement provides an opportunity for students to experience "psychology in action" outside of the classroom and discover the translation from theory to practice in the real world. Senior-level coursework and requirements provide students with the opportunity to demonstrate the abilities they have developed, which favorably situates them for professional-level training.

*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. Completion of a senior comprehensive exam is a requirement of the major. No more than one internship may be taken to meet the requirements for the major. The total number of courses required for the minor is 6 (18 semester hours).*

## Major Required Courses

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

- ▶ MATH 151 Elementary Statistics (3 sem. hrs.) or MATH 251 Mathematical Statistics (3 sem. hrs.)
- ▶ PSY 101 General Psychology (3 sem. hrs.)
- ▶ PSY 270 Foundations and Methods in Psychology (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 (3 sem. hrs.)

- ▶ PSY 212 Cultural Psychology
- ▶ PSY 224 Social Psychology
- ▶ PSY 250 Human Sexuality

- ▶ BUS 308/PSY 306 Organizational Behavior

### **Developmental (3 sem. hrs.)**

- ▶ PSY 210 Child Development
- ▶ PSY 214 The Psychology of Women
- ▶ PSY 301 Clinical Child Psychology
- ▶ PSY 318 Adolescent Development
- ▶ PSY 355 Adult Development, Aging, and Agism

### **Clinical (3 sem. hrs.)**

- ▶ PSY 227 Abnormal Psychology
- ▶ PSY 235 Forensic Psychology
- ▶ PSY 301 Clinical Child Psychology
- ▶ PSY 330 Indigenous Psychologies
- ▶ PSY 338 Psychotherapy
- ▶ PSY 343 Neuropsychology

### **Cognitive (3 sem. hrs.)**

- ▶ PSY 340 Psycholinguistics
- ▶ PSY 347 Cognitive Psychology
- ▶ PSY 349 Cognition and Culture
- ▶ PSY 370 Sensation and Perception

### **Biological (3-4 sem. hrs.)**

- ▶ BIOL 324L Animal Behavior
- ▶ PSY 242 Addiction
- ▶ PSY 342 Biological Bases of Behavior
- ▶ PSY 343 Neuropsychology
- ▶ PSY 370 Sensation and Perception

### **Intradisciplinary (3 sem. hrs.)**

- ▶ PSY 200 Sport Psychology
- ▶ PSY 206 Health Psychology
- ▶ PSY 212 Cultural Psychology
- ▶ PSY 275 Positive Psychology
- ▶ PSY 280 Psychology of Art
- ▶ PSY 335/SUS 335 Psychology of Sustainability

## **Minor Required Courses**

### **All of the following (6 sem. hrs.)**

- ▶ PSY 101 General Psychology (3 sem. hrs.)
- ▶ MATH 151 Elementary Statistics or MATH 251 Mathematical Statistics (3 sem. hrs.)

**One course each from four of the following categories, at least two at the 300-level (12 sem. hrs.)**

### **Social (3 sem. hrs.)**

- ▶ PSY 212 Cultural Psychology
- ▶ PSY 224 Social Psychology
- ▶ PSY 250 Human Sexuality
- ▶ BUS 308/PSY 306 Organizational Behavior

### **Developmental (3 sem. hrs.)**

- ▶ PSY 210 Child Development
- ▶ PSY 214 The Psychology of Women
- ▶ PSY 301 Clinical Child Psychology
- ▶ PSY 318 Adolescent Development
- ▶ PSY 355 Adult Development, Aging, and Agism

### **Clinical (3 sem. hrs.)**

- ▶ PSY 227 Abnormal Psychology
- ▶ PSY 235 Forensic Psychology
- ▶ PSY 301 Clinical Child Psychology
- ▶ PSY 330 Indigenous Psychologies
- ▶ PSY 338 Psychotherapy
- ▶ PSY 343 Neuropsychology

### **Cognitive (3 sem. hrs.)**

- ▶ PSY 340 Psycholinguistics
- ▶ PSY 347 Cognitive Psychology
- ▶ PSY 349 Cognition and Culture
- ▶ PSY 370 Sensation and Perception

### **Biological (3-4 sem. hrs.)**

- ▶ BIOL 324L Animal Behavior
- ▶ PSY 242 Addiction
- ▶ PSY 342 Biological Bases of Behavior
- ▶ PSY 343 Neuropsychology
- ▶ PSY 370 Sensation and Perception

### **Intradisciplinary (3 sem. hrs.)**

- ▶ PSY 300 Sport Psychology
- ▶ PSY 206 Health Psychology
- ▶ PSY 212 Cultural Psychology
- ▶ PSY 275 Positive Psychology
- ▶ PSY 280 Psychology of Art
- ▶ PSY 335/SUS 335 Psychology of Sustainability

## **Religious Studies Minor**

*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
- ▶ ANTH 250 Hawaii: Colonialism and Tourism
- ▶ RELG 255 Islamic Civilization and Culture
- ▶ RELG 263 The Hebrew Bible and Jewish Tradition
- ▶ RELG 264 The New Testament and Early Christianity
- ▶ RELG 275 Religions of Asia
- ▶ RELG 330 Native Americans and the Environment

### 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.))**

## Sociology Minor

Sociology is the systematic study of society and human behavior, seeking to understand the patterns, structures, and dynamics that shape our collective existence. Students majoring in sociology and anthropology may not minor in sociology. *The total number of courses required for the minor is 6 (18-19 semester hours).*

## Required Courses

### All of the following (9-10 sem. hrs.)

- ▶ SOC 151 Principles of Sociology (3 sem. hrs.)
- ▶ SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
- ▶ SS 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.)**

## Sociology and Anthropology Major (B.A.)

Anthropology and sociology examine humanity from global systems to interpersonal 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.)

- ▶ ANTH 161 Introduction to Anthropology (3 sem. hrs.)
- ▶ MATH 151 Elementary Statistics (3 sem. hrs.)
- ▶ SOC 151 Principles of Sociology (3 sem. hrs.)
- ▶ SOC 401 Senior Essay and Research Seminar in Sociology and Anthropology (4 sem. hrs.)

### One of the following in Methods (4 sem. hrs.)

- ▶ SS 294 Research Methods for the Social Sciences or ANTH 361 Ethnographic Methods

### One of the following in Theory (3 sem. hrs.)

- ▶ SOC 363 Sociological Theory or ANTH 330 Anthropological Theory and Ethnography

### Experiential Learning: 2-4 semester hours from experiential learning opportunities.

These can either be internships with sociology and anthropology (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.**

- ▶ CREA 275 Creative Nonfiction (3 sem. hrs.)
- ▶ 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 Writing Literary Criticism: Methods and Theory (3 sem. hrs.)
- ▶ ENVR 101L Introduction to Environmental Science (4 sem. hrs.)
- ▶ FMS 101 Introduction to Cinema Studies (3 sem. hrs.)
- ▶ FMS 281 Film and Literature (3 sem. hrs.)
- ▶ HIST 372 Colonial Encounters (3 sem. hrs.)
- ▶ PHIL 235 Modern and Post-Modern Philosophy (3 sem. hrs.)
- ▶ POLS 151 Introduction to International Studies (3 sem. hrs.)
- ▶ POLS 221 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.)
- ▶ 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.)

## Spanish Minor

Coursework in the modern language familiarizes students with the language and culture of societies around the world. Foreign language minors greatly enhance a student's career prospects. The Spanish minor provides the opportunity to develop language proficiency as well as expand knowledge of Hispanic linguistics, literature, and cultures. In addition to providing students with linguistic competencies and communication skills, the Spanish minor offers a global perspective. Therefore, in addition to language acquisition, our courses develop a variety of topics, including cultural awareness of the diversity in Spanish-speaking communities, film studies, literary history, and more. *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. *The total number of required courses for the minor is 6 (17-19 semester hours).*

### 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
- ▶ BUS 202 Principles of Marketing
- ▶ BUS 305 Legal Environment of Business

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

- ▶ PSY 200 Sport Psychology
- ▶ WGS 230 Women and Gender in Sport

## Studio Art Minor

The program blends coursework in studio methodologies, art historical frameworks, and applied skills to give students an immersive experience in making, interpreting, and communicating about a broad spectrum of fine arts. The minor in Studio Art has been designed to give recognition to the non-major who completes the prescribed course of study. It is an excellent complement to students' other academic pursuits, offering an individual creative path for research. 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.)

## Sustainability Major, Minor (B.A.)

This area of study recognizes the environment as a physical, social, cultural, and psychological entity that is threatened by many forms of human activity. The program also recognizes that humanity can make a difference by developing multi-faceted solutions that will help us to exist as a species, create a just and equitable society, and maintain a healthy planet. *The number of courses required for the major is 14 (42–46 semester hours).*

The minor in sustainability examines the interplay among the environmental, social, and economic forces involved in addressing the challenges to a sustainable future. *The total number of courses required for the minor is 8 (22–26 semester hrs.).*

### Major Required Courses

#### All of the following (24–26 sem. hrs.)

- ▶ SUS 101 Introduction to Sustainability (3 sem. hrs.)
- ▶ SUS 195 Tutorial: Critical Thinking about Sustainability (2 sem. hrs.)
- ▶ ENVR 101L Introduction to Environmental Science (4 sem. hrs.)
- ▶ ECON 102 Principles of Microeconomics (3 sem. hrs.)
- ▶ MATH 151 Elementary Statistics (3 sem. hrs.)
- ▶ PSY 335 Psychology of Environmental Sustainability (3 sem. hrs.)
- ▶ SUS 290/390 Internship in Sustainability (2–4 sem. hrs.)
- ▶ SUS 401 Capstone project in sustainability (4 sem. hrs.)



**Six courses to be chosen from two areas of specialization: Two courses from each of the two areas chosen (18-20 sem. hrs.)**

**Ecology and Environmental Systems**

- ▶ ENVR 102L Conservation of Biodiversity (4 sem. hrs.)
- ▶ BIOL 119L Ecology and Evolution (4 sem. hrs.)
- ▶ ENVR 340 Sustainable Agriculture (3 sem. hrs.)

**Economics**

- ▶ ECON 101 Principles of Macroeconomics (3 sem. hrs.)
- ▶ ECON 209 Introduction to Political Economy (3 sem. hrs.)
- ▶ ECON 255 The Political Economy of Globalization (3 sem. hrs.)
- ▶ ECON 325 Ecological Economics (3 sem. hrs.)
- ▶ ECON 326 Energy and the Economy (3 sem. hrs.)

**Social**

- ▶ ANTH 230 Culture and Gardens (3 sem. hrs.)
- ▶ ANTH 270 The Anthropology of Food (3 sem. hrs.)
- ▶ ANTH 359 The Pacific and Cultural Survival (3 sem. hrs.)
- ▶ INTL 350 Comparative Environmental Policy Analysis (3 sem. hrs.)
- ▶ SOC 200 Humans, Animals and Interaction (3 sem. hrs.)
- ▶ SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
- ▶ WGS 385 Topic: Gender, the Environment and Sustainability (3 sem. hrs.)

**Minor Required Courses**

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

- ▶ SUS 101 Introduction to Sustainability (3 sem. hrs.)
- ▶ SUS 195 Critical Thinking about Sustainability (2 sem. hrs.)
- ▶ ENVR 101L Introduction to Environmental Science (4 sem. hrs.)
- ▶ SUS 290/390 Internship in Sustainability (2-4 sem. hrs.)

**Four additional courses, one from each of the following categories (11-13 sem. hrs.)**

**Anthropology and Philosophy**

- ▶ ANTH 230 Culture and Gardens (3 sem. hrs.)
- ▶ ANTH 231 Culture and Water (3 sem. hrs.)
- ▶ ANTH 250 Hawaii: Colonialism and Tourism (3 sem. hrs.)
- ▶ ANTH 270 The Anthropology of Food (3 sem. hrs.)
- ▶ ANTH 345 Maya Ethnography (3 sem. hrs.)
- ▶ ANTH 359 The Pacific and Cultural Survival (3 sem. hrs.)
- ▶ PHIL 240 Ethics, Equality and Justice (3 sem. hrs.)
- ▶ PHIL 340 Ethics 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 305 Plant Diversity and Evolution (4 sem. hrs.)
- ▶ BIOL 325L Limnology (4 sem. hrs.)
- ▶ BIOL 363 Advanced Ecology (4 sem. hrs.)
- ▶ ENVR 102L Conservation of Biodiversity (4 sem. hrs.)
- ▶ ENVR 131L Physical Geology (4 sem. hrs.)
- ▶ ENVR 204 The Climate System (3 sem. hrs.)
- ▶ ENVR 303 Environmental Impact Assessment (3 sem. hrs.)
- ▶ ENVR 340 Sustainable Agriculture (3 sem. hrs.)

### **Business, Economics, and International Studies**

- ▶ BUS 203 Social Entrepreneurship (3 sem. hrs.)
- ▶ BUS 250 Innovation: Creative Problem Solving (3 sem. hrs.)
- ▶ BUS 365 Business Sustainability and Social Responsibility (3 sem. hrs.)
- ▶ ECON 101 Principles of Macroeconomics (3 sem. hrs.)
- ▶ ECON 102 Principles of Microeconomics (3 sem. hrs.)
- ▶ ECON 255 The Political Economy of Globalization (3 sem. hrs.)
- ▶ ECON 325 Ecological Economics (3 sem. hrs.)
- ▶ ECON 326 Energy and the Economy (3 sem. hrs.)
- ▶ ECON 350 Economics of the Developing Countries (3 sem. hrs.)
- ▶ INTL 151 Introduction to International Studies (3 sem. hrs.)
- ▶ INTL 350 Comparative Environmental Policy Analysis (3 sem. hrs.)
- ▶ POLS 355 Approaches to International Relations (3 sem. hrs.)

### **Psychology, Sociology, and Other Programs**

- ▶ PSY 275 Positive Psychology (3 sem. hrs.)
- ▶ PSY 335 Psychology of Environmental Sustainability (3 sem. hrs.)
- ▶ SOC 200 Humans, Animals, and Interaction (3 sem. hrs.)
- ▶ SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
- ▶ FNIS 212 Homelands (3 sem. hrs.)
- ▶ FNIS 215 The Haudenosaunee and New York State (3 sem. hrs.)
- ▶ FOOD 201 Introduction to Gardening (1 sem. hr.)

## **Sustainable Business Minor**

The minor in sustainable business integrates the world of business with the environmental, social, and cultural aspects of sustainability. Students gain understanding of the impacts of business on society and the challenges and opportunities associated with creating socially responsible businesses. *The total number of courses required for the minor is 7 (20-22 semester hours).*

### **Required Courses**

#### **All of the following (15 sem. hrs.)**

- ▶ SUS 101 Introduction to Sustainability (3 sem. hrs.)
- ▶ BUS 100 Principles of Business (3 sem. hrs.) -or- BUS 201 Principles of Management

(3 sem. hrs.)

- ▶ BUS 203 Social Entrepreneurship (3 sem. hrs.)
- ▶ BUS 365 Business Sustainability and Social Responsibility (3 sem. hrs.)
- ▶ BUS 306 Business Ethics (3 sem. hrs.)

### Two additional courses (5–7 sem. hrs.)

- ▶ BUS 250 Innovation and Creative Problem-Solving (3 sem. hrs.)
- ▶ ECON 325 Ecological Economics (3 sem. hrs.)
- ▶ ECON 326 Energy and the Economy (3 sem. hrs.)
- ▶ ECON 255 The Political Economy of Globalization (3 sem. hrs.)
- ▶ ENVR 340 Sustainable Agriculture (3 sem. hrs.)
- ▶ POLS 213 Comparative Environmental Policy Analysis (3 sem. hrs.)
- ▶ PSY 306 Introduction to Organizational Behavior (3 sem. hrs.)
- ▶ SBS 290/390 Internship in Sustainable Business (2–4 sem. hrs.)
- ▶ SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
- ▶ SUS 335 / PSY 335 Psychology of Sustainability (3 sem. hrs.)

## Sustainable Food Systems Minor

We all eat. But what we eat—and where we get what we eat—significantly impacts our world. The sustainable food systems minor enables students to investigate the challenges of the current global food system by exploring the cultural meanings of food and the social and physical conditions under which we grow and consume foods. Students will also acquire the skills needed to help build a more sustainable world that will easily translate to complement any major. Internships are available at area organic farms and farm markets, as well as with the Maya Mountain Research Farm in Belize.

### Required Courses

#### All of the following (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.)

## Theatre Major, Minor (B.A.)

The theatre program provides an area of study that prepares students for a wide range of careers in the performing arts, including acting, design, stage management, arts management, producing, directing, teaching, and technical theatre. Students will gain experience in peer leadership and the creative process. Hands-on learning is supported and enriched by the study of history and theory, which informs the interpretive technique of the theatre artist and fosters intellectual curiosity and cross-cultural awareness. The theatre 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 17–20 (43–49 semester hours).*

The theatre minor would complement any students' interests outside of major fields of study such 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 (21–23 semester hours).*

## Major Required Courses

### All of the following (8 sem. hrs.)

- ▶ THEA 100 Introduction to Performing Arts (4 sem. hrs)
- ▶ THEA 401 Senior Thesis Project in Theatre (3 sem. hrs)
- ▶ THEA 402 Senior Seminar: Building a Career in Theatre (1 sem. hr)

### Production, Performance, and Performance Theory

#### All of the following (12 sem. hrs.)

- ▶ THEA 128 Acting One (3 sem. hrs.)
- ▶ THEA 130 Stagecraft (3 sem. hrs.)
- ▶ THEA 315 Theatre History (3 sem. hrs.)
- ▶ MUS 112 Listening: A Survey of Western Music (3 sem. hrs.)

#### Any of the following (for at least 6 sem. hrs.)

- ▶ THEA 224 Production Practical (1–3 sem. hrs.)
- ▶ THEA 325 Production Practical (1–3 sem. hrs.)
- ▶ THEA 280 Rehearsal and Performance/Theatre (1–3 sem. hrs.)

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

- ▶ THEA 222 Topic: Lighting Design
- ▶ THEA 285 Topic: Scenic Design
- ▶ THEA 338 Methods of Directing

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

- ▶ THEA 201 Arts Management
- ▶ THEA 255 Stage Management

### Technique and Skills Training

#### Any of the following (for a total of 6 sem. hrs.)

- ▶ DANC 205 Modern Dance Technique (2 sem. hrs.)
- ▶ DANC 206 Modern Dance Technique II (2 sem. hrs.)
- ▶ DANC 210 Dance Technique (2 sem. hrs.)
- ▶ THEA 222 Topic: Lighting Design (3 sem. hrs.)
- ▶ THEA 285 Topic: Advanced Stagecraft (3 sem. hrs.)
- ▶ THEA 285 Topic: Scenic Design (3 sem. hrs.)
- ▶ THEA 200 Acting Two (3 sem. hrs.)
- ▶ THEA 330 Improvisational Theatre (1 sem. hrs.)
- ▶ THEA 331 Acting Shakespeare (1 sem. hrs.)
- ▶ THEA 332 Acting Styles (1 sem. hrs.)
- ▶ THEA 333 Getting the Part: Monologues and Audition Techniques (1 sem. hrs.)

## Electives

### Two of the following (3-7 sem. hrs.)

- ▶ MUS 145 Introduction to Music Theory (3 sem. hrs.)
- ▶ THEA 278 Rehearsal and Performance: Theatre/Student (1 sem. hrs.)
- ▶ THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs.)
- ▶ THEA 285/385 Topics in Theatre (2–4 sem. hrs.)
- ▶ THEA 399 Independent Study in Theatre (1–3 sem. hrs.)
- ▶ Any dramatic literature course
- ▶ Any studio art course
- ▶ Any art history course

## Internship

### The following (2-4 sem. hrs.)

- ▶ THEA 390 Internships in Theatre

## Minor Required Courses

### All of the following (13 sem. hrs.)

- ▶ THEA 100 Introduction to Performing Arts (4 sem. hrs.)
- ▶ THEA 128 Acting One (3 sem. hrs.)
- ▶ THEA 130 Stagecraft (3 sem. hrs.)
- ▶ THEA 315 Theatre History (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 201 Arts Management (3 sem. hrs.)
- ▶ THEA 224 Production Practical (for a total of 3 sem. hrs.)
- ▶ THEA 285/385 Topics in Theatre (2–4 sem. hrs.)
- ▶ THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs.)
- ▶ THEA 325 Production Practical (for a total of 3 sem. hrs.)
- ▶ THEA 338 Methods of Directing (3 sem. hrs.)

## Visual Arts Major (B.A.)

The major in Visual Arts is designed to engage students in an exploration of studio arts and visual studies within the context of a liberal arts education. Through coursework across a variety of artistic disciplines, art historical and theoretical frameworks, internships, and study abroad opportunities, students focus on developing individual, sustainable, research-based practices and marketable skills for a wide range of careers in the arts. 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 of the thesis requirements in the senior year, visual arts majors who wish to study abroad must do so before their senior year. Students majoring in Visual Arts may select

from three concentrations: Art History, Book Arts, and Studio Arts. All Visual Arts majors will take a holistic blend of coursework from the three concentrations. *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.*

## Required Courses

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

- ▶ ART 119 Visual Organization
- ▶ ART 121 Beginning Drawing
- ▶ ART 260 Introduction to Darkroom Photography

### 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

- ▶ BKRT 115 Hand Bookbinding I (3 sem. hrs.)
- ▶ BKRT 120 Letterpress Printing (3 sem. hrs.)
- ▶ BKRT 121 Paper Formation + Form (3 sem. hrs.)

### All of 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 315 Professional Visual Arts Practices (3 sem. hrs.)
- ▶ VART 300 Theoretical Frameworks in the Visual Arts (3 sem. hrs.)
- ▶ VART 402 Senior Project in Visual Arts (3 sem. hrs.)

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

- ▶ ARTH 105 Art of Non-Western Cultures Survey
- ▶ ARTH 255 A Survey of Renaissance Art
- ▶ ARTH 270 A Survey of Modern Art
- ▶ BKRT 225 The History of the Book

### 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

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

### One additional course in book arts or studio art (3 sem. hrs.)

## Book Arts (17–21 sem. hrs.)

### The following (11-15 sem. hrs.)

- ▶ BKRT 115 Hand Bookbinding I (3 sem hrs.)
- ▶ BKRT 120 Letterpress Printing (3 sem. hrs.)
- ▶ BKRT 121 Paper Formation + Form (3 sem. hr)
- ▶ 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 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.)
- ▶ BKRT 325 The Printed Book (3 sem. hrs.)

## Studio Art (14–16 sem. hrs.)

### The following

- ▶ 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.)

### Two additional studio art courses (6 sem. hrs.)

## Visual Communication Minor

Working across visual arts, business, creative writing, and other academic disciplines, students minoring in Visual Communication will gain experience in print and web design, introducing them to skills needed for careers in fields such as communications, advertising, or publishing. The program contains options for students to further intensify skills in related content areas based on their individual interests. *The total number of courses required for the minor is 6 (19-22 semester hours).*

## Required Courses

### All of the following (9 sem. hrs.)

- ▶ ART 119 Visual Organization (3 sem. hrs.)
- ▶ ART/BKRT 127 Introduction to Graphic Design (3 sem. hrs.)
- ▶ BKRT 120 Letterpress Printing (3 sem. hrs.)

### One course from each of the following categories:

#### Visual Skills

- ▶ ART 261 Digital Photography (3 sem. hrs.)
- ▶ ART 121 Beginning Drawing (3 sem. hrs.)
- ▶ BKRT 285 Special Topics in Book Arts (2-4 sem. hrs.)
- ▶ BKRT 320 The Printed Book (3 sem. hrs.)

### Writing

- ▶ JOUR 101 Writing to be Read

### Context and Analysis

- ▶ ARTH 235 Contemporary Art History (3 sem. hrs.)
- ▶ BKRT 225 History for the Book (3 sem. hrs.)
- ▶ FMS 101 Introduction to Cinema Studies
- ▶ PSY 280 Psychology of Art (3 sem. hrs.)

## Web Design Major (B.S.)

Effective web design is more than just creating pretty pages for people to click on. The real purpose of a website is to drive action and deepen engagement with site visitors while minimizing confusion, maintaining a consistent brand identity, and helping to achieve an organization's strategic goals. This interdisciplinary program combines a comprehensive background in user experience (UX) with graphic design, marketing, and programming coursework, giving you the skills and vocabulary students need to develop aesthetically pleasing sites with maximum impact. Taught in a hybrid format, students will spend roughly 50% of their time in online courses, and 50% of their time taking classes with expert Wells faculty and peers. Designed to be both immersive and project-based, this curriculum is built around the exact skills and hands-on experience today's employers are looking for. You'll spend ample time designing database-driven websites while learning to apply branding, search engine optimization, and lead-generation concepts to optimize the customer journey. Students in this program have the option to focus more on coding or design, based on their skills and interests. And every Wells student participates in at least one internship, ensuring more real-world experience before you graduate. Students can envision themselves as a freelance web designer or working in a marketing agency, this program is a perfect fit. It's also ideal for computer science students looking to enhance their design skills. Students will graduate with plenty of hands-on experience and a deep knowledge of web design best practices to propel a career forward. *The total number of courses required for the major is 16 (48 semester hours).*

## Required Courses

### All of the following (48 sem. hrs.)

- ▶ ART 119 Visual Organization (3 sem. hrs.)
- ▶ ART/BKRT 127 Introduction to Print and Graphic Design (3 sem. hrs.)
- ▶ BKRT 220 Digital Book and Graphic Design (3 sem. hrs.)
- ▶ BUS 202 Principles of Marketing (3 sem. hrs.)
- ▶ BUS 231 Principles of Project Management (3 sem. hrs.)
- ▶ CS 131 Programming I: Procedural Methods (3 sem. hrs.)
- ▶ CS 132 Programming II: Advanced Design\*\* (3 sem. hrs.)
- ▶ CS 133 Programming for Everyone II (3 sem. hrs.)
- ▶ MATH 151 Elementary Statistics (3 sem. hrs.)



- ▶ CS270 Web Development (3 sem. hrs.)
- ▶ CS370 Application Development I - Exploring Web Applications (3 sem. hrs.)
- ▶ CS371 Application Development II - Building Web Applications (3 sem. hrs.)
- ▶ CS372 Product Development (3 sem. hrs.)
- ▶ CS271 User Experience I: Understanding User Experience (3 sem. hrs.)
- ▶ CS373 User Experience II: Building Compelling User Experiences (3 sem. hrs.)
- ▶ WEB402 Goal-Oriented Web Design (3 sem. hrs.)

## Women's, Transgender and Queer Studies Major, Minor (B.A.)

This interdisciplinary program engages feminist, Indigenous, transgender and queer lenses to understand, analyze, and transform interconnected systems of oppression. Through intersectional and reflective approaches, we examine gender inequalities, gender identities and gender expressions, sexualities, race, socioeconomic class, disabilities, immigration status, LGBTQ+ issues, and health disparities at local, national and global levels. Wells College is geographically located near or at the intersection of social justice movements: Harriet Tubman and her abolitionist and political activism, the women's suffrage movement created through relationships between the early White feminists and Haudenosaunee women in Seneca Falls, the influence of the Six Nations of the Haudenosaunee governance system on the creation of the U.S. Constitution. WTQS at Wells therefore pays particular attention to the ways that our geographic and historical location shapes our work within women's, transgender, and queer studies. Grounded in place and applying a paradigm of intersectionality, students develop a wide range of analytical skills, reflective practices, creativity, and innovation through collaborative experiential learning, not only vital career skills, but transformative methods in creating a more just world for gender and sexual diversity. *The total number of courses required for the major is 10 (30–32 semester hours).*

The WTQS minor is an interdisciplinary course of study that engages feminist, transgender, queer and indigenizing theories and reflective practices to understand, analyze, and transform interconnected systems of oppression. *The total number of courses required for the minor is 6 (16–19 semester hours).*

### Major Required Courses

**All of the following: (30–32 sem. hrs.)**

- ▶ WTQS 148 Introduction to Women's, Transgender and Queer Studies (3 sem. hrs.)
- ▶ WTQS 245 Body Politics (3 sem. hrs.)
- ▶ WTQS 260 Indigenous Women's Experiences (3 sem. hrs.)
- ▶ WTQS/HS 200 Gender, Sexuality and Health (3 sem. hrs.)
- ▶ WTQS 302 Intersectionalities (3 sem. hrs.)
- ▶ WTQS 303 Transgender Studies (3 sem. hrs.)
- ▶ WTQS/THEA 210 Queer Theatre and Feminist Activism (3 sem. hrs.)
- ▶ WTQS/THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs.) -or- HIST/WTQS 304 Women and Gender in Asian History (3 sem. hrs.) -or- WTQS 230 Women and Gender in Sport (3 sem. hrs.)
- ▶ WTQS 401 Senior Project in Women's, Transgender and Queer Studies (4 sem. hrs.)
- ▶ WTQS 290/390 Internship in Women's, Transgender and Queer Studies (2–4 sem. hrs.)

### Minor Required Courses

**All of the following (16–19 sem. hrs.)**

- ▶ WTQS 148 Introduction to Women's, Transgender and Queer Studies (3 sem. hrs.)
- ▶ WTQS 245 Body Politics (3 sem. hrs.)
- ▶ WTQS 260 Indigenous Women's Experiences (3 sem. hrs.)
- ▶ WTQS 302 Intersectionalities (3 sem. hrs.)
- ▶ WTQS 303 Transgender Studies (3 sem. hrs.)
- ▶ WTQS 290/390 Internship in Women's, Transgender and Queer Studies (2–4 sem. hrs.)



# Courses

# Courses of Instruction

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**

This course introduces the fundamentals of anthropology: what does it mean to "think anthropologically?" Ethnographic case studies reveal the ways in which anthropology encourages students to confront critical issues of survival for indigenous peoples and local cultures.

*Offered annually, fall semester. (3 sem. hrs.)*

### **ANTH 210. Anthropology and Museums**

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 or MSEU 100 or permission of instructors. Offered every spring semester. (3 sem. hrs.)*

### **ANTH 211. Anthropology of Body and Health**

Are bodies just biological entities? Is illness based solely in genes and behaviors? This course introduces the student to the field of medical or health anthropology that investigates those questions and more. Students will look at the ways culture, social structure, and environment effect students understandings of bodies, illness, health and well-being. Student will use concepts such as embodiment, structural violence, and personhood to think about bodies in culture and in society. *Prerequisites: ANTH 161 or HS 100 or PSY 101 or SOC 151 or WTQS 148 or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **ANTH 222. Anthropology, Religion, and Colonialism**

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 years, fall semesters. (3 sem. hrs.)*

### **ANTH 230. Culture and Gardens**

This course will travel through time and space to garden spaces and practices found in a wide range of cultures. *(3 sem. hrs.)*

### **ANTH 231. Culture and Water**

Water is essential for human existence, and culture is inherent to human experience. With that in mind, this applied anthropology course examines how our daily need for water is informed by a diversity of cultural expectations, tastes, and desires, as well as by environmental constraints. The course will also pay particular attention to the challenges of climate change in the 21st century. *(3 sem. hrs.)*

### **ANTH 250. Hawaii: Colonialism and Tourism**

This course is an anthropological examination of the cultures and religions of Hawaii, from pre-contact with the West to the contemporary context. Particular attention is paid to the effects of colonialism and tourism. *Prerequisites: Any social science course. Offered annually, fall semester. (3 sem. hrs.)*

### **ANTH 260. Ethnographic Methods**

A hands-on course for learning about and practicing ethnographic research methods. Students will spend class time examining different styles of write-up, approaches to getting informa-

tion, and ways of interpreting data. Students must complete a research project. *Prerequisites: One of the following – ANTH 161, SOC 151, PSY 101, POLS 155, EDUC 105, or permission of instructor. (4 sem. hrs.)*

### **ANTH 270. Anthropology and Food Studies**

This course introduces students to the anthropological side of food studies. Students will look at cross-cultural meanings of food and eating, food and identity, the social correlates of subsistence patterns, global food systems, food insecurity, the relationship between cooking and human evolution and social movement associated with food (ex: sustainability and food, decolonization of food systems, the slow food movement, etc.) *Prerequisites: ANTH 161 or SOC 151, or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **ANTH 280. World Archaeology**

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 years, fall semesters. (3 sem. hrs.)*

### **ANTH 290/390. Internship in Anthropology**

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 sem. hrs.)*

### **ANTH 301. The Museum in Theory and Practice**

The course considers a range of critical approaches to and questions about exhibition spaces and the myths about art, history, and culture that underlie museum practices. *Prerequisites: Sophomore standing or permission of instructor. (3 sem. hrs.)*

### **ANTH 302. Anthropology of Violence**

Anthropology studies lived human experiences within specific social structures. This class will focus on violence, the structures it takes, and the effects on people. As a society, we tend to think of violence simply as interpersonal, the harm one person effects onto another, when anthropologists tend to think of it as sociological. The focus for this class will be on three forms of violence: state sponsored genocide, the structural violence of our migration policies and symbolic violence, or the violence of our thought structures. Much of what student will look at will deal with the effects of violence on human bodies and minds. *Prerequisites: ANTH 161 or SOC 151 or HS 100 or PYSCH 101 or POLS 151/155 or CRIM 116. (3 sem. hrs.)*

### **ANTH 306. The Anthropology of Tourism**

This course applies an anthropological theory and concepts to the trillion-dollar global industry of tourism. Students will consider several social and cultural concerns regarding tourism, such as what tourism is, and what its relationship is to social inequalities here and abroad; students will consider the economics of tourism, the politics consuming the "Other," efforts to maintain cultural survival; issues of race, class, and gender in the tourism trade; issues of authenticity and ownership, and historical and cultural representation; the tourists' gaze and experience; environmental sustainability, and more. *Prerequisites: ANTH 161 or ECON 101 or ECON 102 or POLS 151 or HM 201 or SOC 151, or the permission of the instructor. (3 sem. hrs.)*

### **ANTH 330. Anthropological Theory and Ethnography**

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. *Offered annually, spring semester. (3 sem. hrs.)*

### **ANTH 345. Maya Ethnography**

By reading ethnographic texts, students will explore issues pertinent to the lives of Maya peoples in Guatemala, Mexico and Belize, such as genocide and resilience, human rights, economic globalism, immigration, and the relationship between traditional lifeways and well-being. Students will explore topics of interest, such as anthropology, psychology, criminal justice, political science, and sustainability. *Prerequisites: One course in the social sciences, or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **ANTH 359. The Pacific and Cultural Survival**

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. *Prerequisites: One course in anthropology or sociology. Offered alternate years. (3 sem. hrs.)*

### **ANTH 385. Topics in Anthropology**

In-depth study of a selected topic in anthropology. Past topics included: Contemporary Native American Issues. *Prerequisites: Any introductory course in the social sciences, or permission of instructor. May be repeated for credit. Offered as needed. (2-4 sem. hrs.)*

### **ANTH 399. Independent Study in Anthropology**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 sem. hrs.)*

## **Art**

### **ART 100. Art and Sustainability in the Field**

This interdisciplinary course is designed for first year students. It explores the question: what does it mean to work in the field? Every week, students travel to a different location to consider the many varieties of working, living, and making that exist, or could exist, in that particular place through a wide spectrum of creative, scholarly, and experiential research methodologies. Topics may include rewilding, Indigenous land histories, local land use issues, wild pigments and ceramic ingredients, and more. Through collective, hands-on immersion in the cultural and ecological histories of the Cayuga watershed, students will explore how they build, understand, and communicate their own experiences of the world. *(3 sem. hrs.)*

### **ART 118. Three-Dimensional Design**

A fundamental sculpture design course with emphasis on experimentation with materials, forms, and images. Found objects, string, rope, twine, wire, glue, cardboard, foamcore, Styro-foam, wood, plaster, clay, etc. will be used. Wood cutting and carving, plaster mold-making, and ceramic processes will be introduced. *Materials fee of \$50. Offered alternate years. (3 sem. hrs.)*

### **ART 119. Visual Organization**

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 of \$50. Offered alternate years. (3 sem. hrs.)*

### **ART 121. Drawing from Life**

This course is an introduction to drawing from direct observation with an emphasis on building skills in perception, expression, and a variety of drawing techniques using graphite, charcoal, and inks made from local plants. Daily sketchbook exercises and long-term projects will be

supported by research, field trips, and critiques to introduce students to a broad foundation of historical and contemporary approaches towards drawing. *Course fee of \$50 covers basic kit of art supplies. Students should be prepared to spend an additional \$50 to \$100 over the course of the semester on materials for individual use. Prerequisites: ART 119. Offered every fall semester. (3 sem. hrs.)*

### **ART 127. Introduction to Print and Graphic Design**

Fundamental principles of graphic design and visual communication. Content to include current techniques and tools, including digital and historical processes as well as hands-on work. *Offered alternate years. (3 sem. hrs.)*

### **ART 200. Fields**

This seven-week outdoor interdisciplinary course explores the question: what does it mean to work "in the field?" Every class, student will travel to a different nearby location to consider the many layers of working, living, and making that exist in that place through creative prompts, case studies, and exploration. Site visits, activities, and instructors will vary from semester to semester, so students may repeat this course. Potential topics include: local cultural and natural histories; agriculture; resource management, and recreation; learning from plants, animals, and rocks; creative writing; drawing; taking samples; and other interdisciplinary forms of field work. *May be repeated for credit. Graded: S/U. Offered annually. (2 sem. hrs.)*

### **ART 220. The Photographic Book: Design and Print**

This course explore the use of multiple photographic images in book form as contemporary art. It focuses on the history, sequencing, spacing, and narrative aspects of photographs in books, as well as introducing students to various techniques in bookbinding, text printing, digital photographic capture, editing, and layout with Adobe Lightroom, Photoshop, and InDesign, and Epson digital photographic printing. Students will experiment with various photo-book forms, and create a final photobook that combines photographs with hand bookbinding. Emphasis will be placed on developing relationships between content, form, and materiality within the medium of photographic books. Previous experience in photography and/or book arts is recommended but not required. *Lab fee of \$40. (3 sem. hrs.)*

### **ART 223. Drawing and Painting II**

Intermediate course in drawing and painting focusing on developing technique and craftsmanship in support of content. Coursework will include material exploration, individual projects, and reading and research assignments. Students will explore approaches to representation, color, form, non-objectivity, and materiality through their own studio work and engagement with historical and contemporary methodologies. *Recommended Pre-Requisite: ART 119. Materials fee of \$50. Prerequisites: ART 121 or permission of instructor. (3 sem. hrs.)*

### **ART 241. Introduction to Ceramic Sculpture**

An introductory studio course oriented towards sculptural ceramic traditions and techniques through hand-building: pinch, coil, slab, extrusion, and casting. A series of technical and conceptual assignments will engage spatial and creative problem-solving, introduce basic physical and chemical ceramic processes, and explore form and function through various material, cultural, and historical frameworks. *Materials fee of \$50. (3 sem. hrs.)*

### **ART 242. Introduction to Wheel-thrown Pottery**

An introductory studio course oriented toward ceramic vessel-making traditions and techniques through intensive use of the potter's wheel. A series of technical and conceptual assignments will engage spatial and creative problem-solving, introduce basic physical and chemical ceramic processes, and explore form and function through various material, cultural, and historical frameworks. *(3 sem. hrs.)*

### **ART 260. Analog Photography: Experiments with Iron, Silver and Light**

This course is an introduction to analog photographic processes through which students ex-

plore photography's broad range of material and conceptual possibilities. Processes covered vary each semester, and may include the following: cyanotype; photogenic drawing; Vandyke brown; pinhole cameras; digital negatives; silver gelatin film exposure and printing. These processes will be considered in their contemporary and historical contexts. *Course fee of \$50 covers basic kit of art supplies. Students should be prepared to spend an additional \$50 to \$100 over the course of the semester on materials for individual use. Offered alternate years. (3 sem. hrs.)*

### **ART 261. Photographic Digital Imaging**

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 of \$50. Offered alternate years. (3 sem. hrs.)*

### **ART 262. Introduction to New Media**

This hybrid seminar/studio course examines time-based art practices. Course content will be centered on introductory skills in video and sounds with a historical and practical introduction to performance art. Through experimentation, watching and looking at artworks, readings, and individual projects, students will learn to create, edit, and share a range of new media artworks. Students will engage with the history of video art, exploring its function as a distinct artistic medium in addition to its long-standing role in fostering social engagement and political action. *Previous coursework in VART or THEA recommended. Materials fee of \$50 Prerequisites: Recommended (but not required): ART 261 or ART 260. (3 sem. hrs.)*

### **ART 285/385. Topics in Art**

In-depth study of a selected topic in studio art. Past topics have included: Materials and Techniques, Abstract Painting, and Pottery on the Potter's Wheel. *May be repeated for credit. Offered as needed. (3 sem. hrs.)*

### **ART 290. Internship in Art**

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 sem. hrs.)*

### **ART 323. Painting II: Oil Painting**

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. *Materials fee of \$25. Prerequisites: ART 121 or ART 221. Offered alternate years. (3 sem. hrs.)*

### **ART 350. Creative Art Projects**

Advanced study focusing on purposefully merging concepts and techniques, and developing informed creative thinking skills. Coursework includes assigned reading, studio projects developed in consultation with instructor, and research. This course increases contemporary art awareness, conceptual intentionality, and technical skill. *Prerequisites: Junior VART Major concentration in Book Arts or Studio Art. May be repeated for credit. Offered annually, spring semester. (4 sem. hrs.)*

### **ART 385. Pictures and Words – Doodling the Unknowns**

Pictures and Words – Doodling the Unknown is a drawing class for students who like to draw, don't draw, like looking at drawings, drew a lot as a child, and even have never drawn before. And for people who like to draw. The primary mode of investigation will be the act of drawing itself, so enrolling in this class is a commitment to sustained doodling. It's an advanced class, so that means a lot of doodling. Along the way, students will look at many kinds of drawing, such as petroglyphs and cave paintings and comic strips, graffiti and comic books, medieval doodles and naughty marginalia. *Course fee of \$50 covers first notebook + a*



variety of introductory mark-making supplies. Prerequisites: Sophomore standing or permission of the instructor. Offered as needed. (3 sem. hrs.)

### **ART 390. Internship in Studio Art**

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 sem. hrs.)*

### **ART 395. Tutorial in Art**

Advanced work in ceramics, photography, and lithography. *Materials fee of \$50. May be repeated for credit. Offered as needed. (1 sem. hr.)*

### **ART 399. Independent Study in Studio Art**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. Majors and minors will be given first priority. *Materials fee of \$50. Prerequisites: At least two courses in the chosen area of study and/or demonstrated advanced skills. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

## **Art History**

### **ARTH 101. Prehistoric to Renaissance Survey**

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 sem. hrs.)*

### **ARTH 102. Renaissance to Contemporary Survey**

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 sem. hrs.)*

### **ARTH 105. Art of Non-Western Cultures Survey**

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 years, fall semesters. (3 sem. hrs.)*

### **ARTH 235. Contemporary Art**

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 sem. hrs.)*

### **ARTH 251. A Cultural History of Photography**

This course explores a range of critical approaches to the photographic image as students examine major developments in the legacy of the medium. *Offered alternate years. (3 sem. hrs.)*

### **ARTH 270. A Survey of Modern Art**

A survey of European and American art from 1750 to the present. *Offered alternate years, fall semesters. (3 sem. hrs.)*

### **ARTH 285. Special Topics in Art History**

In-depth study of a selected topic in art history. 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. *May be repeated for*

*credit. Offered as needed. (3 sem. hrs.)*

### **ARTH 290. Internship in Art History**

Individually arranged participation in the work of an institution devoted to the visual arts, such as museums, galleries, or libraries. *Prerequisites: Permission of instructor. May be repeated for credit. Graded: S/U. Offered as needed. (2-4 sem. hrs.)*

### **ARTH 301. The Museum in Theory and Practice**

The course considers a range of critical approaches to and questions about exhibition spaces and the myths about art, history, and culture that underlie museum practices. *Prerequisites: Sophomore standing or permission of instructor. (3 sem. hrs.)*

### **ARTH 302. Art and Catastrophe: Visual Responses to Trauma**

Grounded in a discussion of artistic practice from 1945 to the present, this course explores visual responses to loss, trauma, and cultural catastrophe. Students will consider how artistic traces of suffering offer insight into ruptures so painful that they linger beyond the limitations of linear narrative and along the fringes of cognition. This class is structured to bring together disparate works of art, including film, photography, video, sculpture, painting, performance art, the graphic arts, the book arts, and curatorial practice, as a means of exploring the possibilities and limits of representation. This course engages not only with the intersections between different visual strategies but also between divergent legacies of loss. Students will bring together works of art that frame questions about the collisions between cultural catastrophe and familial loss, the overlaps between unthinkable devastation and more ordinary forms of suffering. *(3 sem. hrs.)*

### **ARTH 385. Topics in Art History**

In-depth study of a selected topic in art history. 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. *May be repeated for credit. Offered as needed. (3 sem. hrs.)*

### **ARTH 390. Internship in Art History**

Individually arranged participation in the work of an institution devoted to the visual arts, such as museums, galleries, or libraries. *Prerequisites: Permission of instructor. May be repeated for credit. Graded: S/U. Offered as needed. (2-4 sem. hrs.)*

### **ARTH 395. Tutorial in Art History**

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 sem. hr.)*

### **ARTH 399. Independent Study in Art History**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

### **ARTH 401. Senior Seminar in Art History**

A research seminar leading to the development of students' individual research priorities, bibliography, and thesis proposal. *Prerequisites: Senior ARTH major and VART 300. Offered as needed, fall semester. (2 sem. hrs.)*

### **ARTH 402. Senior Essay in Art History**

A research paper and presentation on a topic approved by the instructor. *Prerequisites: ARTH 401. Offered as needed, spring semester. (2 sem. hrs.)*

## Arts (Interdisciplinary)

### **ARTS 285/385. Special Topics in the Arts**

In-depth study of a selected topic in the arts. May be repeated for credit. *Offered alternate years. (2-4 sem. hrs.)*

### **ARTS 310. Women and the Arts**

The course focuses on art of the 19<sup>th</sup> and 20<sup>th</sup> centuries by and about women. Students will address questions about whether the category of gender is applicable to aesthetic considerations in the arts, what is masculine and feminine in the arts, and are political concerns relevant to analysis of the arts. *Offered as needed. (3 sem. hrs.)*

## Biological and Chemical Sciences

### **BCS 290. Internship in Biological and Chemical Sciences**

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 their internship upon their return to campus. *Prerequisites: two 100-level BIOL courses or CHEM 107L and CHEM 108L, or permission of instructor. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

### **BCS 292. Research Practicum**

The BCS research practicum is designed to provide research-based experiential learning beyond the classroom. The practicum might include BCS field work or laboratory based research experience on or off-campus. *Prerequisites: permission of instructor. Graded: S/U. (2-4 sem. hrs.)*

### **BCS 390. Advanced Internship in Biological and Chemical Sciences**

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. *Prerequisites: five courses in biology and/or chemistry, or permission of instructor. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

### **BCS 392. Research Practicum**

The BCS research practicum is designed to provide research-based experiential learning beyond the classroom. The practicum might include BCS field work, or laboratory based research experience on or off-campus. *Prerequisites: permission of instructor. Graded: S/U. (2-4 sem. hrs.)*

### **BCS 398. Independent Research**

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. *Prerequisites: four courses in biology and/or chemistry and permission of instructor. May be repeated for credit. Offered every semester. (1-4 sem. hrs.)*

### **BCS 399. Independent Study in Biological and Chemical Sciences**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-4 sem. hrs.)*

### **BCS 401. Advanced Research**

Original laboratory or field research on a biological or chemical problem. *Prerequisites: junior or senior class standing and permission of instructor. May be repeated for credit. Offered every semester. (1-2 sem. hrs.)*

### **BCS 402. Senior Research Paper in Biological and Chemical Sciences**

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. *Prerequisites: permission of instructor. Offered annually, fall semester. (2 sem. hrs.)*

### **BCS 403. Senior Seminar in Biological and Chemical Sciences**

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. *Prerequisites: Senior standing. Offered annually, fall semester. (4 sem. hrs.)*

## **Biology**

**Students may not take two 100-level courses in Biology concurrently.**

### **BIOL 116L. Plants!**

Plant blindness has become a large problem in modern society with students unsure of basic identification of even the most common plants. This course will explore basic plant biology and the importance of plants to our lives. Emphasis will be placed on the common plants found in our region. *(4 sem. hrs.)*

### **BIOL 119L. Systems Biology: Ecology and Evolution**

Organic evolution, the unifying concept in biology, its relationship with ecology and the distribution and abundance of organisms. The role of ecology and evolution in environmental science and conservation biology. *Offered annually, fall semester (4 sem. hrs.)*

### **BIOL 130L. Systems Biology: Biology of Organisms**

The study of 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 sem. hrs.)*

### **BIOL 185. Topics in Biology**

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. May be repeated for credit. Offered occasionally. (2-4 sem. hrs.)*

### **BIOL 201L. Cellular and Molecular Biology**

A study of the molecular composition of cellular components, organelles, and the genome, and how these molecules and their interactions ultimately dictate cell structure and function. This includes a consideration of DNA replication, transcription, translation, and mutation. The laboratory focuses on application of current molecular techniques, microscopy, and plant cell culture. Students will leave this course with an appreciation of the importance of understanding cellular and molecular processes in order to comprehend larger scale physiological,

organismal, and evolutionary processes. *Prerequisites: BIOL 130L or BIOL 119L or permission of instructor. CHEM 107L is also recommended. Offered once per year. (4 sem. hrs.)*

### **BIOL 205. Terrestrial Field Biology**

Terrestrial Field Biology is designed to teach students the major plants and animals found in the habitats of Central New York. Students will be able to identify approximately 200 common taxa of plants, mammals, birds, reptiles, amphibians, and insects in the northeastern region and understand the natural history of those species and their relationship to the environment. *Prerequisites: BIOL 119L or BIOL 130L or permission of instructor. (3 sem. hrs.)*

### **BIOL 214L. Anatomy and Physiology I**

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 physiology exercises using student volunteers. *Prerequisites: BIOL 130L and CHEM 107L. Offered annually, spring semester. (4 sem. hrs.)*

### **BIOL 285. Topics in Biology**

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 sem. hrs.)*

### **BIOL 301L. Evolution**

This class will focus on how natural selection influences evolution. It can be difficult to see and understand how natural selection affects the evolutionary course of a particular species or trait. Because the evolution of flight has to adhere to very strict selection pressures, it is relatively easy to understand how flighted animals' anatomy and physiology evolved; they all look very similar. However, the reason why flight evolved is much more complex, and students will discuss that while considering the differences at each evolutionary step. Students will also be discussing why flight only evolved four times in animals. *Prerequisites: BIOL 119L or BIOL 130L or permission of instructor. (4 sem. hrs.)*

### **BIOL 304L. Vertebrate Zoology**

The classification, comparative morphology, and evolution of vertebrates. Demonstrations and dissections of selected vertebrates. *Prerequisites: BIOL 130L, BIOL 214L, or permission of instructor. (4 sem. hrs.)*

### **BIOL 310L. Microbiology**

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. *Prerequisites: BIOL 130L and BIOL 201L or permission of instructor. (4 sem. hrs.)*

### **BIOL 324L. Animal Behavior**

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. *Prerequisites: BIOL 119L and BIOL 130L or permission of instructor. (4 sem. hrs.)*

### **BIOL 325L. Limnology**

The biological, chemical, geological, and physical aspects of fresh waters. Emphasis will be on the study of lakes and streams as ecosystems. Consideration will also be given to the biology of the organisms that inhabit these bodies of water. *Prerequisites: BIOL 119L and BIOL 130L or*

*ENVR 101 or permission of instructor. (4 sem. hrs.)*

### **BIOL 326L. Genetics and Genomics**

Students will study the transmission of traits both through classical mutational analysis and modern genome-wide association studies. The laboratory will include both hands-on wet lab experiments and computer-based bioinformatics. This course will also consider the ethical implications of genomics in modern life, including its applications to medicine. *Prerequisites: BIOL 201L or permission of instructor. Offered every spring semester. (4 sem. hrs.)*

### **BIOL 330L. Anatomy and Physiology II**

Basic physiological mechanisms in animals, including a detailed analysis of the physiology of neural control, excretion, movement, respiration, nutrition, thermoregulation, and reproduction. *Prerequisites: BIOL 130L and BIOL 214L. (4 sem. hrs.)*

### **BIOL 331L. Developmental Biology**

The patterns and mechanisms of development in animals including gametogenesis, totipotency, cellular interactions, and genetic control development. *Prerequisites: BIOL 130L and BIOL 201L or BIOL 226L, or permission of instructor. (4 sem. hrs.)*

### **BIOL 363. Advanced Ecology**

The interactions that determine the distribution and abundance of organisms. *Prerequisites: BIOL 119L and BIOL 130L or permission of instructor. Offered alternate years, fall semesters. (3 sem. hrs.)*

### **BIOL 364L. Lab in Advanced Ecology**

Lab to accompany BIOL 363 Advanced Ecology. Students will explore an ecological topic by performing lab and field work. *Prerequisites: BIOL 119L; corequisite: BIOL 363. Offered alternate years, fall semesters. (1 sem. hr.)*

### **BIOL 385. Topics in Biology**

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. Offered occasionally. (2-4 sem. hrs.)*

### **BIOL 395. Tutorial in Biology**

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 sem. hr.)*

### **BIOL 399. Independent Study in Biology**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

## **Book Arts**

### **BKRT 105. Introduction to Calligraphy**

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 individual projects. *Lab/Tool kit fee of \$80. Offered annually, fall semester. (3 sem. hrs.)*

### **BKRT 115. Hand Bookbinding I**

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. *Lab/Tool kit fee of \$75. Offered every semester. (3 sem. hrs.)*

### **BKRT 120. Letterpress Printing**

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 their own individual projects, such as postcards, broadsides, book, etc. *Lab/materials fee of \$75. Offered every semester. (3 sem. hrs.)*

### **BKRT 121. Paper Formation + Form**

Students will learn the basic techniques, materials, processes, and concepts used in the Papermaking Studio. Projects will focus on using papermaking as an image-making tool and sculptural material. Projects engaging micro-industry, environmental, and community building models will also be considered. Students will gain skills in harvesting and beating a variety of fibers, sheet forming, watermaking, pulp painting, and high-shrinkage techniques. The second half of the course will be an opportunity for students to learn and practice the craft of paper engineering to create complex folded book structures. Projects will address hand skills and incorporate digital fabrication techniques using resources on-campus with applications ranging from pop-ups to product design and packaging. Students will study the descriptive techniques offered by leaders in the Book Arts field, including MacArthur Fellows like Timothy D. Barrett, papermaker, historian and Director of the University of Iowa's Center for the Book, and Claire Van Vilet, book artist and proprietor of Janus Press. *Additional fee of \$50. (3 sem. hrs.)*

### **BKRT 127. Introduction to Print and Graphic Design**

Fundamental principles of graphic design and visual communication. Content to include current techniques and tools, including digital processes as well as hands-on work. *Offered alternate years. (3 sem. hrs.)*

### **BKRT 215. Hand Bookbinding II**

As a continuation of Hand Bookbinding I, students will discuss topics related to craftsmanship. While learning more complex structures, students will learn experimental image-making techniques with contemporary letterpress printing. The students will create a series of editioned books. *Prerequisites: Permission of the Director of the Book Arts Center. Offered as needed. (3 sem. hrs.)*

### **BKRT 220. The Photographic Book: Design and Print**

This course explore the use of multiple photographic images in book form as contemporary art. It focuses on the history, sequencing, spacing, and narrative aspects of photographs in books, as well as introducing students to various techniques in bookbinding, text printing, digital photographic capture, editing, and layout with Adobe Lightroom, Photoshop, and InDesign, and Epson digital photographic printing. Students will experiment with various photobook forms, and create a final photobook that combines photographs with hand bookbinding. Emphasis will be placed on developing relationships between content, form, and materiality within the medium of photographic books. Previous experience in photography and/or book arts is recommended but not required. *Lab fee of \$40. Prerequisites: Permission of the Director of the Book Arts Center. Offered annually. (3 sem. hrs.)*

### **BKRT 225. The History of the Book**

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. *Prerequisites: Permission of the Director of the Book Arts Center. Offered as needed. (3 sem. hrs.)*

### **BKRT 285. Topics in Book Arts**

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. *Prerequisites: Permission of the Director of the Book Arts Center. May be repeated for credit. Offered as needed. (2-4 sem. hrs.)*

### **KRT 290. Internship in the Book Arts**

Individually arranged participation in the work of an institution devoted to the book arts. *May be repeated for credit. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

### **BKRT 295. Tutorial in Book Arts**

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. (1-3 sem. hrs.)*

### **BKRT 299. Independent Study in the Book Arts**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of the Director of the Book Arts Center. May be repeated for credit. Offered as needed. (1-3 sem. hrs.)*

### **BKRT 320. The Printed Book**

Each student will produce an edition of letterpress printed books with text and images. Image-making using linoleum blocks, pressure printing, and polymer plates will be taught, as well as simple bookbinding techniques. *Lab/materials fee of \$75. Prerequisites: BKRT 120 or permission of the director of the Book Arts Center. (3 sem. hrs.)*

### **BKRT 385. Topics in Book Arts**

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. *Prerequisites: Permission of the Director of the Book Arts Center. May be repeated for credit. Offered as needed. (2-4 sem. hrs.)*

### **BKRT 390. Internship in the Book Arts**

Individually arranged participation in the work of an institution devoted to the book arts. *May be repeated for credit. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

### **BKRT 399. Independent Study in the Book Arts**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of the Director of the Book Arts Center. May be repeated for credit. Offered as needed. (1-3 sem. hrs.)*

## **Business**

### **BUS 100. Principles of Business**

This course emphasizes an introduction to 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. *Offered every fall semester. (3 sem. hrs.)*



### **BUS 201. Principles of Management**

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 sem. hrs.)*

### **BUS 202. Principles of Marketing**

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, and pricing and consumer behavior. *Offered alternate years, fall semesters. (3 sem. hrs.)*

### **BUS 203. Social Entrepreneurship**

A practical and theoretical introduction to the field of social entrepreneurship in which entrepreneurs are using business methods to help solve social challenges often ignored by commerce. Topics include: developing initiatives to make a positive social impact; B corporations; and social intrapreneurship. *Offered alternate years, spring semesters. (3 sem. hrs.)*

### **BUS 204. Business Analytics**

Business analytics is the study of data through statistical and operations analysis, the formation of predictive models, application of optimization techniques, and the communication of these results to customers, business partners, and colleague executives. Students will master the skills of data analysis, modeling, and spreadsheet use with business analytics when making business decisions in areas such as accounting, finance, human resources, marketing, and operations management. This quantitative methods course provides students with tools to succeed with a student-friendly writing style and complete Excel integration. *(3 sem. hrs.)*

### **BUS 213. Principles of Accounting I**

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 sem. hrs.)*

### **BUS 214. Principles of Accounting II**

A study of accounting concepts employed by internal management. Cost-volume-profit relationships, budgeting, cost accounting, capital planning, and price estimating are some of the topics covered. *Prerequisites: BUS 213 or equivalent. Offered alternate years, spring semesters. (3 sem. hrs.)*

### **BUS 215. Leadership in a Global Society**

This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine such topics as: understanding leadership; recognizing leadership traits; engaging people's strengths; understanding philosophy and styles; attending to tasks and relationships; developing leadership skills; creating a vision; establishing a constructive climate; listening to out-group members; handling conflict; addressing ethics in leadership and overcoming obstacles. Students will assess their leadership traits and skills to improve their own leadership performance. This course is also designed to facilitate reading and discussion of various classic and current theories related to leadership in a global context. The perspective taken in this course is that the leader cannot think in terms of local (micro) and regional (macro) issues but must think also of the impact that world (mega) issues have on the leaders of organizations and how both the leader and the organization may, in turn, impact the global society. *(3 sem. hrs.)*

### **BUS 220. International Business**

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 to conduct international and multinational business in a global context. *Prerequisites: ECON*

101 and/or ECON 102 or BUS 201. Offered alternate years, spring semesters. (3 sem. hrs.)

### **BUS 230. Introduction to Human Resource Management**

Principles of managing personnel in an organization. Topics include hiring, training, evaluating, and compensating employees. *Offered annually, fall semester. (3 sem. hrs.)*

### **BUS 231. Principles of Project Management**

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. *Offered every fall semester. (3 sem. hrs.)*

### **BUS 250. Innovation: Creative Problem Solving**

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 sem. hrs.)*

### **BUS 253. Investment Management and Strategies**

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. *Prerequisites: WLLS 110 or permission of instructor. (3 sem. hrs.)*

### **BUS 290. Internship in Business**

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 sem. hrs.)*

### **BUS 295. Tutorial in Business**

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. *(1-3 sem. hrs.)*

### **BUS 302. Brand Management**

Brand management is the discipline that links strategic business objectives, marketing, and operations. The fundamental focus of this course is to deliver theoretical and practical understanding of brand management in order to leverage marketing efficiencies in organizations. High performance companies (for-profit or not-for-profit) understand the importance of their brand and actively manage brand equity. This course will address the importance of brand building, measuring, and managing. *Prerequisites: BUS 201 and BUS 202, or permission of instructor. (3 sem. hrs.)*

### **BUS 303. Entrepreneurship and Small Business Management**

A practical and theoretical introduction to the issues faced by entrepreneurs and small businesses. Topics include: establishing and funding the business or social organization, finance, marketing and personnel management. BUS 213 is recommended but not required *Prerequisites: BUS 100 or BUS 201, or permission of instructor. (3 sem. hrs.)*

### **BUS 305. Legal Environment of Business**

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. *Prerequisites: POLS 155 or BUS 201, or permission of instructor. Offered annually. (3 sem. hrs.)*

### **BUS 306. Business Ethics**

This course explores foundational concepts of ethics and discusses application to contemporary business and sustainability issues. Students will discuss, debate, and critically analyze the practical application of these concepts to issues such as corporate social responsibility, ethical

supply chains, and workplace leadership issues like inclusion and diversity, sexual harassment, and whistleblowing. *Prerequisites: BUS 100 or BUS 201. Offered annually. (3 sem. hrs.)*

### **BUS 307. Marketing Analytics**

Marketing Analytics focuses on data-driven marketing management techniques and strategies necessary to make quantitative marketing decisions in organizations. Marketing concepts, such as pricing, forecasting, consumer needs analysis, customer value, market segmentation, advertising, marketing research, internet, and social media are integrated. These concepts will be investigated using descriptive, predictive, and prescriptive statistics such as regression, clustering, classification, tree-methods, conjoint analysis, principal component analysis, market basket analysis, and neural networks. *Prerequisites: MATH 151, BUS 201, BUS 202. Offered annually. (3 sem. hrs.)*

### **BUS 308. Organizational Behavior**

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. *Prerequisites: PSY 101 or permission of instructor. (3 sem. hrs.)*

### **BUS 310. Corporate Finance**

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. *Prerequisites: BUS 213, plus either BUS 201 or permission of instructor. (3 sem. hrs.)*

### **BUS 350. Business Strategy**

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. *Prerequisites: BUS 201 and ECON 102 or permission of instructor. (3 sem. hrs.)*

### **BUS 360. Strategic Marketing and E-commerce**

A study of the theory and practice of utilizing databases and the internet to increase the effectiveness of sales and marketing for business and fundraising and servicing for social organizations. Topics are taught and extensively illustrated through use of the internet. *Prerequisites: BUS 202 and either BUS 204 or permission of instructor. (3 sem. hrs.)*

### **BUS 365. Business Sustainability and Social Responsibility**

Course provides 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. *Prerequisites: BUS 100 or BUS 201 or SUS 101 or permission of instructor. (3 sem. hrs.)*

### **BUS 385. Topics in Contemporary Business Issues**

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. *Prerequisites: ECON 101 or ECON 102 and BUS 201. May be repeated for credit. Offered alternate years, spring semesters. (2-4 sem. hrs.)*

### **BUS 390. Internship in Business**

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 sem. hrs.)*

### **BUS 395. Tutorial in Business**

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 sem. hr.)*

### **BUS 399. Independent Study in Business**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *May be repeated for credit. (1-3 sem. hrs.)*

### **BUS 402. Senior Seminar in Business**

Students complete a senior research report or project in an acceptable business format to completely explore a topic of current relevance in business or management. *Prerequisites: rising senior status or permission of instructor. Offered annually, fall semester. (4 sem. hrs.)*

## **Chemistry**

### **CHEM 107L. General Chemistry**

A study of the properties of matter with emphasis on the relation of properties to structure, atomic theory, chemical bonding, the periodic table, and stoichiometry. *Offered annually, fall semester. (4 sem. hrs.)*

### **CHEM 108L. Chemical Analysis**

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. *Prerequisites: CHEM 107L. Offered annually, spring semester. (4 sem. hrs.)*

### **CHEM 213L. Organic Chemistry I**

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. *Prerequisites: CHEM 108L. Offered annually, fall semester. (4 sem. hrs.)*

### **CHEM 214L. Organic Chemistry II**

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. *Prerequisites: CHEM 213L. Offered annually, spring semester. (4 sem. hrs.)*

### **CHEM 215L. Inorganic Chemistry**

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. *Prerequisites: CHEM 108L or PHYS 212L or permission of instructor. Offered alternate years, spring semesters. (4 sem. hrs.)*

### **CHEM 303. Medicinal Chemistry**

The chemistry, biological evaluation, and mode of action of representative types of drugs with consideration of structure-activity relationships. Current topics selected for detailed study depend on the interests of those enrolled in the class. *Prerequisites: CHEM 214L or permission of instructor. Offered occasionally. (3 sem. hrs.)*

### **CHEM 305. Physical Chemistry I**

Special emphasis on those aspects of the subject pertinent to biology and biochemistry; gases and liquids, thermodynamics and thermochemistry, properties of solutions, chemical equilib-

ria, electrode potentials; reaction kinetics. *Prerequisites: CHEM 108L and MATH 111 and PHYS 111L, or permission of instructor. Offered alternate years, fall semesters. (3 sem. hrs.)*

### **CHEM 308L. Lab in Physical Chemistry I**

Study of selected physicochemical topics in the laboratory. Examples include calorimetry, ideal gas thermometry and behavior, Joule-Thompson effect, index of refraction of organic liquids, and ratio of specific heats. *Prerequisites: Corequisite: CHEM 305. Offered alternate years, fall semesters. (1 sem. hr.)*

### **CHEM 323L. Biochemistry**

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 and biochemical thermodynamics. *Prerequisites: CHEM 214L. Offered alternate years, fall semesters. (4 sem. hrs.)*

### **CHEM 326. Biochemical Pathways**

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. *Prerequisites: CHEM 214L or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **CHEM 327L. Instrumental Analysis**

Introduction to modern physicochemical methods of analysis with discussion of the theoretical concepts involved and the application of these in the laboratory. *Prerequisites: CHEM 214L or permission of instructor. CHEM 215L is highly recommended. Offered alternate years, spring semesters. (4 sem. hrs.)*

### **CHEM 331. Solid State Chemistry**

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. *Prerequisites: CHEM 108L or PHYS 212L or permission of instructor. Offered alternate years, fall semesters. (3 sem. hrs.)*

### **CHEM 385. Topics in Chemistry**

In-depth study of a selected topic in chemistry. *May be repeated for credit. Offered as needed. (2-4 sem. hrs.)*

### **CHEM 395. Tutorial in Chemistry**

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 sem. hr.)*

### **CHEM 399. Independent Study in Chemistry**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

## **Computer Science**

### **CS 100. Introduction to Computers and Microsoft Office**

This course covers the fundamentals of modern computing for non-technical majors. Topics include operation systems, Microsoft Office Suite, fundamentals of hardware and software, file management, networking and the internet, digital security, and the impact of computing and

the internet on society. (3 sem. hrs.)

### **CS 131. Programming I: Procedural Methods**

An introduction to computer programming. The course will include basic data and control structures, an overview of program organization and problem solving using structured programming, and recursion. (3 sem. hrs.)

### **CS 132. Programming II: Advanced Design**

This is the second course in computer programming and the continuation of CS 131. This semester deals with more advanced topics such as generative recursion while maintaining the strong focus on design principles learned in CS 131. *Prerequisites: CS 131 or permission of instructor.* (3 sem. hrs.)

### **CS 133. Programming for Everyone II**

In the first half of the course, students will learn how to leverage their Python skills to treat the internet as a source of data. The second half of the course will teach you the fundamentals of Structured Query Language (SQL) and database design. By the end of the course, students will improve their programming skills and learn how to build a range of applications. This online class has optional live sessions. *Prerequisites: CS 131. Offered every semester.* (3 sem. hrs.)

### **CS 199. Independent Study in Computer Science**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *May be repeated for credit. (1-3 sem. hrs.)*

### **CS 225. Computer Organization and Architecture**

Computers operate according to specific organization and logic. The logic is at the most basic level. In order to understand how computers work at the most thorough level, this course emphasizes the importance of understanding their language and organization. *Prerequisites: CS 131 or permission of instructor. Offered alternate years, spring semesters.* (3 sem. hrs.)

### **CS 233. Object-Oriented Programming**

This course explores object-oriented programming principles using programming language. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. *Prerequisites: CS 131 and CS 132 or permission of instructor. Offered alternate years.* (3 sem. hrs.)

### **CS 234. Data Structures**

Theory and implementation of data structures using an object-oriented programming language; investigation of how and why different data structures should be used in various programming situations. The data structures will include arrays, stacks, queues, lists, trees, and graphs. *Prerequisites: CS 233 or permission of instructor. Offered alternate years.* (3 sem. hrs.)

### **CS 270. Web Development**

This course, built in collaboration with Google, covers everything students need to know in order to build a website from scratch. Students will learn HTML, CSS and Javascript, the core technologies which power modern websites, and build a website of their own. By the end of this course students will be able to create interactive, aesthetically pleasing websites for any purpose they can imagine. *Prerequisites: CS 131 or MATH 111.* (3 sem. hrs.)

### **CS 271. User Experience I: Understanding User Experience**

Technology companies spend billions of dollars ensuring that their products are intuitive and delight users. Students will learn what drives product usability, the basics of User Experience (UX) design and research, and how to build wireframes and prototypes. By the end of this course, students will be on their way to building experiences that make customers happy. (3 sem. hrs.)

### **CS 285. Topics in Computer Science**

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. Offered as needed. (3 sem. hrs.)*

### **CS 290. Internship in Computer Science**

Individually arranged work relating to computers in an industrial, academic, or governmental setting. Primary responsibility rests with the student for making their own arrangements in consultation with the instructor. *Prerequisites: Three hours or equivalent in computer science and permission of instructor. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

### **CS 303. Machine Learning**

Students will investigate supervised and unsupervised learning techniques such as linear and logistic regression, k-nearest neighbors, decision trees/forests, etc. In particular they will focus on the relative strengths and weaknesses of these techniques, evaluation the accuracy of a technique, and how to select the best technique for the job at hand. Students will finish with reinforcement learning, and complete a project on the topic. *Prerequisites: CS 131 and CS 325 or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **CS 322. Algorithms: Design and Analysis**

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. *Prerequisites: MATH 267 or permission of instructor. Offered alternate years, spring semesters. (3 sem. hrs.)*

### **CS 325. Database Systems**

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. *Prerequisites: CS 131 or permission of instructor. Offered alternate years, spring semesters. (3 sem. hrs.)*

### **CS 341. LINUX System Administration**

An introduction to Unix/Linux system administration and network administration using Linux and Virtual Machine software. Topics covered include: basic operating system concepts; command line administration and utilities; file system management; process control; multitasking; and shell programming. A graphical interface for system administration and management will also be used. Students spend a portion of the class installing, configuring, and administering their own Linux system. *Prerequisites: CS 132. (3 sem. hrs.)*

### **CS 370. Application Development I: Exploring Web Applications**

Modern development relies on frameworks which provide developers with powerful tools to speed up development. Building app requires a strong understanding of frameworks. This course, which has been built in collaboration with Google, will introduce students to Django - a framework used for data-driven web applications. Students will learn the fundamentals of Django, improve their database management skills, and begin developing their own apps. *Prerequisites: CS 131 and CS 133. (3 sem. hrs.)*

### **CS 371. Application Development II: Building Web Applications**

This course is the second part of the application development series. In this course, students will put their skills into practice and build their own application. By the end of this course, students will have a greater understanding of the technologies that power modern apps and be able to build their own. *Prerequisites: CS 131, CS 133, CS 270, and CS 370. (3 sem. hrs.)*

### **CS 372. Product Development**

Creating Software products is more than just writing code. It requires an analysis of what customers want and how to meet their needs. As a result, understanding product development is key to a successful career in technology. By the end of this course students will understand how product teams and processes work, and learn how to develop an idea into an actual product that delights their users. *Prerequisites: Sophomore standing or higher. (3 sem. hrs.)*

### **CS 373. User Experience II: Building Compelling User Experiences**

This course builds upon User Experience I and will teach students how to build effective user experiences through a rigorous process of implementing best practices, testing designs, and iterating. Students will also cover topics such as branding, color palettes, user journeys, and designing for multiple platforms. By the end of this course, students will be able to build a mobile app or website prototype and iterate upon it based on user feedback. *Prerequisites: CS 271 and ART/BKRT 127. (3 sem. hrs.)*

### **CS 385. Topics in Computer Science**

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. Offered as needed. (3 sem. hrs.)*

### **CS 390. Advanced Internship in Computer Science**

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 their own arrangements in consultation with the instructor. *Prerequisites: CS 290 and permission of instructor. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

### **CS 395. Tutorial in Computer Science**

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 sem. hr.)*

### **CS 399. Independent Study in Computer Science**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

## **Creative Writing**

### **CREA 271. Stranger than Short Fiction**

This spin on the introductory fiction workshop will foreground the biology and evolution of the human mind to establish and exercise the basics of writing short fiction. This course includes workshops, conferences, and discussions with visiting writers. *Offered annually, spring semester. (3 sem. hrs.)*

### **CREA 272. Poetry Writing**

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. *Offered annually, fall semester. (3 sem. hrs.)*

### **CREA 275. Creative Nonfiction**

Practice in writing creative nonfiction, in particular the personal essay and lyric essay, with emphasis on workshopping student pieces. 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. *Offered annually. (3 sem. hrs.)*

### **CREA 285. Topics in Creative Writing: Writing and Creating Performances**

This course combines writing and performance in a workshop designed to explore and practice original and contemporary work. Students will develop original work in the forms of spoken word, poetry, screenplays, plays, dialogues, and monologues and will subsequently showcase their work in a public forum. Students may write for live performance, new media, or may combine modalities. *(3 sem. hrs.)*

### **CREA 290. Internship in Creative Writing**

Individually arranged participation in work of institutions devoted to creative writing. *Graded: S/U. (2-4 sem. hrs.)*

### **CREA 295. Tutorial in Creative Writing**

In this workshop, the focus will be on writing, discussing, and revising flash fiction, but by first examining the quirky tradition. Flash fiction is usually defined as a short story under 1,000 words, though there are other terms for even shorter texts, including micro fiction, sudden fiction, short shorts, and prose poetry. All creative writing is in some sense about movement, and how each part of the text changes what came before it, but the pared-down forms students will study concentrate our attention on each sentence, each word bearing real weight. In this tutorial, students will study the elements of flash fiction and its related forms in order to write into its compressed, surprising, suggestive tradition. One of the most famous pieces of flash fiction is these six words: "For sale: baby shoes, never worn." *May be repeated for credit. (1-3 sem. hrs.)*

### **CREA 371. Advanced Fiction Writing**

Advanced work in fiction writing for those who have distinguished themselves in CREA 271. Course includes workshops and conferences. Some classes to be taught by visiting writers. *Prerequisites: CREA 271. Offered alternate years. (3 sem. hrs.)*

### **CREA 372. Advanced Poetry Writing**

This advanced poetry course builds on the skills developed in CREA 272. Students will hone their poetic craft through workshops, conferences, and discussions with visiting poets. We will also use the facilities in the Book Arts Center to create a collaborative chapbook, working together to bring the students' poems all the way from rough early drafts to a thoughtfully designed, obsessively crafted, handmade codex. *Prerequisites: CREA 272. Offered alternate years. (3 sem. hrs.)*

### **CREA 375. Advanced Creative Nonfiction**

A combination of group workshop and individual manuscript/project guidance, this course builds upon CREA 275 with an aim toward building and refining methods for sustained projects in the genre of creative nonfiction. The course will draw material from immersion journalism, methods in historical nonfiction, and practices in long-form memoir and essay writing. Through class visits and/or engagement with the Visiting Writer Series, we will also work with contemporary practitioners of the genre. *Prerequisites: CREA 275. Offered alternate years. (3 sem. hrs.)*

### **CREA 390. Internship in Creative Writing**

Individually arranged participation in work of institutions devoted to creative writing. *Graded: S/U. (2-4 sem. hrs.)*

### **CREA 399. Independent Study in Creative Writing**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *May be repeated for credit. (1-3 sem. hrs.)*

## **CRIM 116. Law and Society**

This course provides an introduction to the study of law as a social institution and its relationship to other institutions in society. It offers an overview of the structure and function of courts, legislatures, and administrative agencies along with a discussion of both criminal and civil law. The course takes an interdisciplinary approach and examines how legal rules both reflect and shape basic social values and their relation to social, political, and economic conflicts within society. It also investigates how the law seeks to achieve certain objectives such as compliance, deterrence, and social control by considering key topics such as inequality, international human rights, privacy, and surveillance. (3 sem. hrs.)

## **CRIM 201. Juvenile Justice**

Through reading and discussion, students will trace the development of the concept of the juvenile delinquent and explore the criminal justice system's response to this particular type of offender. (3 sem. hrs.)

## **CRIM 202. Introduction to Criminal Justice Systems**

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. *Prerequisites: CRIM 116 or permission of the instructor.* (3 sem. hrs.)

## **CRIM 203. Correctional Institutions**

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. *Prerequisites: CRIM 116 or permission of the instructor.* (3 sem. hrs.)

## **CRIM 285. Special Topics in Criminal Justice: Introduction to Family Law**

In-depth study of a selected topic in crime. *Prerequisites: SOC 151 or CRIM 115 or sophomore standing or permission of instructor. May be repeated for credit. Offered as needed.* (2-4 sem. hrs.)

## **CRIM 290. Internship in Criminal Justice**

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 sem. hrs.)

## **CRIM 303. Comparative Systems of Social Control**

The study of criminal justice in contemporary society requires a focus on the diverse institutions and mechanisms of justice and social control that exist throughout the developed and developing world. Through a cross-cultural comparative approach, the course will explore contemporary topics in international law, including genocide, caste-system, transnational crimes. *Prerequisites: CRIM 115, CRIM 301, or permission of instructor.* (3 sem. hrs.)

## **CRIM 304. Criminology**

This course critically examines a wide range of criminological theories with special emphasis given to the ways that social factors can produce or reduce crime. *Prerequisites: CRIM 116 or SOC 151 or ANTH 161 or POLS 151 or permission of instructor.* (3 sem. hrs.)

## **CRIM 305. Critical Issues in Criminal Justice**

This course examines current issues and debates in criminal justice from different viewpoints.

It investigates recent critical issues facing all components of the criminal justice system as they develop and are discussed by the media. The course also analyzes the controversial topics which have been discussed for a long time without proper solution. Students are assigned to discuss these issues and build their approach based on the available research. *Prerequisites: At least one of the following 100-level courses (CRIM 115, CRIM 116, POLS 155, POLS 151, SOC 151, or ANTH 161) or permission of instructor. Offered once per year. (3 sem. hrs.)*

### **CRIM 306. Domestic and Intimate Partner Violence**

Domestic violence between adults will be studied from an interdisciplinary perspective. The cycle of violence, dominance, and control are among the issues covered sociologically and psychologically. The legal perspective includes a discussion of proactive arrest policies, restraining orders, and anti-stalking legislation that have emerged across the United States. *Prerequisites: CRIM 116 or SOC 151 or permission of instructor. (3 sem. hrs.)*

### **CRIM 385. Special Topics in Criminal Justice**

In-depth study of a selected topic in crime. *Prerequisites: SOC 151 or CRIM 115 or sophomore standing, or permission of instructor. May be repeated for credit. Offered as needed. (2-4 sem. hrs.)*

### **CRIM 390. Internship in Criminal Justice**

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 crime and society internship. Costs and arrangements are the responsibility of the student. *Graded: S/U. Offered every semester. (3-4 sem. hrs.)*

### **CRIM 399. Independent Study in Criminal Justice**

Individually arranged readings and assignments in a focused area within crime and society arranged in consultation with the major/minor coordinator. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

### **CRIM 401. Senior Research Seminar**

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. *Prerequisites: Senior criminal justice majors. Offered annually, spring semester. (4 sem. hrs.)*

## **Dance**

### **DANC 106. Get Moving!**

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 years, fall semesters. (3 sem. hrs.)*

### **DANC 199. Independent Study in Dance**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *May be repeated for credit. (1-3 sem. hrs.)*

### **DANC 205. Modern Dance Technique I**

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. *May be repeated for credit. Offered annually, fall semester. (2 sem. hrs.)*

### **DANC 206. Ballet Technique I**

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. *May be repeated for credit. Offered annually. (2 sem. hrs.)*

### **DANC 210. Dance Technique**

Foundations of dance technique. Develops strength, flexibility, creativity, dynamic range, and style. *May be repeated for credit. (2 sem. hrs.)*

### **DANC 279. Rehearsal and Performance/Dance (Student)**

Performing, stage managing, or serving as assistant choreographer for a student senior thesis project in dance. Experiential learning: students develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. *May be repeated for credit. Graded: S/U. Offered annually. (1-3 sem. hrs.)*

### **DANC 281. Rehearsal and Performance/Dance**

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. *(1-3 sem. hrs.)*

### **DANC 300. Dance Kinesiology**

This course is designed to serve as an introduction to anatomical language and its biomechanically sound application in dance practice. By focusing on the skeletal and muscular systems of human anatomy, dancers will become more comfortable with basic terminology, dynamic alignment; and joint function. Included is the exploration of conditioning methods and equipment for dancers tailored to individual physiological needs, as well as discussions of wellness issues, including but not limited to: stress management, diet, rest, etc. Integration of course material will be through lectures, class discussions, and guided movement explorations. *(3 sem. hrs.)*

### **DANC 305. Modern Dance Technique II**

In depth study of principles and techniques of modern dance for more experienced dancers. Further develops physical skills, performance presence, and musicality. Students study and compare a range of contemporary techniques (Cunningham, Limon, Hawkins) from a Laban Movement Analysis perspective. Satisfies physical education activity requirement. *Prerequisites: DANC 205 or DANC 206 or permission of instructor. May be repeated for credit. Offered annually, spring semester. (2 sem. hrs.)*

### **DANC 306. Ballet Technique II**

In depth study of principles and techniques of classical ballet for more experienced dancers. Further develops alignment, strength, flexibility, dynamic range, style, and expressiveness. Emphasis on both historical perspective and current developments in ballet training, as well as musicality and performance quality. Satisfies physical education requirement. *Prerequisites: DANC 205 or DANC 206 or permission of instructor. May be repeated for credit. Offered annually. (2 sem. hrs.)*

### **DANC 310. Dance Technique II**

This course will delve deeper into the history of each genre of dance while also embodying and enhancing movement practice. Students will develop strength, flexibility, creativity, dynamic range and style. *Prerequisites: One of the following: DANC 205, DANC 206, or DANC 210. May be repeated for credit. (2 sem. hrs.)*

### **DANC 316. Dance History**

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 are explored by viewing live and recorded performances. *Prerequisites: Any 100-level course in theatre, dance, music, art history or studio art, or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **DANC 325. Dance Composition and Laban/Bartenieff**

#### **Movement Analysis**

Basic principles of Laban Movement Analysis Theory and its application through Bartenieff Fundamentals exercises and choreography. Students will compose, perform, teach, analyze, and notate their original choreography as well as selected masterworks. *(3 sem. hrs.)*

### **DANC 349. Advanced Rehearsal and Performance/Dance (Student Supr.)**

Performing at an advanced level, stage managing, or serving as assistant choreographer for a student senior thesis project in dance. Students further develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. *Prerequisites: Permission of instructor; corequisite: for performers, any dance technique class. May be repeated for credit. Graded: S/U. Offered annually. (1-3 sem. hrs.)*

### **DANC 350. Advanced Rehearsal and Performance/Dance**

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. *(1-3 sem. hrs.)*

### **DANC 395. Tutorial in Dance**

One hour tutorial in dance in selected topics. Recent topics include: Teaching Dance; Advanced Dance Studies; Advanced Solo Repertory; Advanced Choreography; Bodywork. May be repeated for credit. Offered as needed. *(1 sem. hr.)*

## **Data Analytics**

### **DATA 131. Foundations of Data Analytics I**

In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not students want to work as a data analyst, being "data literate" will help them in their chosen field. In this course, students will learn the core concepts of inference and data analysis by working with real data. By the end of the term, students will be able to analyze large datasets and present your result. *(3 sem. hrs.)*

### **DATA 132. Foundations of Data Analytics II**

This course is intended as a continuation of Foundations of Data Analytics I. In this course, students will learn how data analytics are applied within the workforce. Particular attention will be paid to the role of the data scientist or analyst, machine learning, and the applications of Big Data. By the end of the term, students will be able to design and execute a range of data-driven experiments. *Prerequisites: DATA 131. (3 sem. hrs.)*

### **DATA 333. Principles and Techniques of Data Analytics I**

Data Analytics combines data, computation, and inferential thinking to solve challenging problems and understand their intricacies. This class explores key principles and techniques of data science and teaches students how to create informative data visualizations. It also explores particular concepts of linear algebra, which are central to Data Science. *Prerequisites: DATA 131, DATA 132, CS 131, and CS 133. (3 sem. hrs.)*

### **DATA 334. Principles and Techniques of Data Analytics II**

This course is intended as a continuation of Principles and Techniques of Data Analytics I. This

class explores key principles and techniques of data science, including quantitative critical thinking and algorithms for machine learning methods. It will also introduce students to the ways in which data analytics is deployed in healthcare, marketing, political science, criminal justice, and other fields. *Prerequisites: DATA 131, DATA 132, DATA 333, MATH 111, CS 131, and CS 133. (3 sem. hrs.)*

### **DATA 402. Data Analytics Practicum**

This course is a capstone project in which students are asked to work through a full data science workflow on a set of real data drawn from sports, politics, business, or public health. This course exists to prepare students for the kind of work they will do on Data Science or Analytics teams, and also features an emphasis on interviewing for jobs in the space and communicating results to stakeholders. *Prerequisites: DATA 131, DATA 132, DATA 333, MATH 111, CS 131, and CS 133. (3 sem. hrs.)*

## **Digital Marketing and Web Design**

### **DM 200. Social Media Marketing**

The average consumer spends 2.5 hours per day on social media sites. This course explores how to effectively use social media to move those consumers to action. In order to be a successful marketer, students must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of their efforts. This online class has optional live sessions. Completion of this course will enable students to participate in online certification in Social Media Marketing Strategy from Hubspot. *Prerequisites: BUS 202, or permission of instructor. (3 sem. hrs.)*

### **DM 201. Email Marketing**

Email marketing is vital to modern businesses and a primary tool in any skilled marketer's toolkit. In this course, students will learn how to craft successful e-mail marketing campaigns for sales, engagement, and activation. By the end of this course, students will know how to write e-mails that drive customers to take desired actions, structure campaigns for maximum effect, and build their own marketing campaign. This online class has optional live sessions. Completion of this course will enable students to complete online certification in Email Marketing from Hubspot. *Prerequisites: BUS 202 or WLLS 105. (3 sem. hrs.)*

### **DM 202. Viral and Organic Growth**

Going viral is the goal of most web-based marketing content. Companies that generate content that can spread through the internet organically are the most successful in growing their brand. This course will teach students what drives people to share content and how to build content that is shareable. By the end of this course, students will understand what drives viral sharing and learn how to facilitate it. Completion of this course will enable students to complete online certification in Content Marketing from Hubspot. *Prerequisites: BUS 202 or permission of instructor. (3 sem. hrs.)*

### **DM 300. Digital Marketing Analytics**

Marketing Professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. This course will teach students how to analyze digital customer behavior data using a range of tools and use that data to test marketing hypotheses and improve customer acquisition. *Prerequisites: One of the following: DM 200, or DM 201, or DM 301, or permission of instructor. (3 sem. hrs.)*

### **DM 301. Search Engine Optimization and Search Engine Marketing**

How do you find what you're looking for on the internet? Chances are you turn to Google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the

end of this course students will learn how to optimize a website so that it shows up first on a search, build search ads that will drive customers to their website. Completions of this course will enable students to complete online certifications in Google Ads Search by Google and Search Engine Optimization by Hubspot. *Prerequisites: BUS 202 or permission of instructor. Offered annually. (3 sem. hrs.)*

### **WEB 402. Goal-Oriented Web Design**

One of the main goals of a company's website is to improve its bottom line. In this course, students will propose and build a new website for an existing company. This website should be optimized to boost conversation events for the company in question. In doing so, students will need to research customer behavior and industry trends in order to successfully generate leads and sales. This course will test all of the skills built up through the Web Design major: design, prototyping, optimization, and programming. *Prerequisites: All of the following: CS 131, CS 280, ART/BKRT 127, BKRT 200, CS 281, CS 283. (3 sem. hrs.)*

## **Economics**

### **ECON 101. Principles of Macroeconomics**

An in-depth survey of the basic principles of economic analysis and their application with emphasis on the macroeconomic concepts and issues of aggregate income, economic growth, employment, unemployment, inflation, and interest rates. The effects of fiscal and monetary policies on the economy and their role in economic stabilization are studied. *(3 sem. hrs.)*

### **ECON 102. Principles of Microeconomics**

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 sem. hrs.)*

### **ECON 209. Introduction to Political Economy**

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. *(3 sem. hrs.)*

### **ECON 233. Economics of Health and Medical Care**

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 sem. hrs.)*

### **ECON 255. Political Economy of Globalization**

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. *Prerequisites: ECON 101 or ECON 102 or POLS 151. Offered alternate years. (3 sem. hrs.)*

### **ECON 286. Money, Banking, and Capital Markets**

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. *Prerequisites: ECON 101. Offered alternate years. (3 sem. hrs.)*

### **ECON 290. Internship in Economics and Business**

Students are encouraged to discover for themselves the use of economic principles and techniques in various institutional settings, including research, institutes, government agencies,

banks, and corporations. *Prerequisites: ECON 101 or ECON 102 or permission of instructor. Graded: S/U. Offered as needed. (2–4 sem. hrs.)*

### **ECON 302. Managerial Economics**

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. *Prerequisites: ECON 102 and MATH 111, or exemption or higher-level course in calculus. Offered alternate years, fall semesters. (3 sem. hrs.)*

### **ECON 303. Intermediate Microeconomic Theory**

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. *Prerequisites: ECON 101, ECON 102, and MATH 111 or exemption or higher-level course in calculus. Offered annually, fall semester. (3 sem. hrs.)*

### **ECON 306. Intermediate Macroeconomic Theory**

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. *Prerequisites: ECON 101 and ECON 102. Offered annually, spring semester. (3 sem. hrs.)*

### **ECON 314. Econometrics**

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. There will be extensive applications of the techniques developed in the course to economic problems. *Prerequisites: ECON 101 and/or ECON 102, and MATH 111 or MATH 151 or MATH 251. Offered alternate years. (3 sem. hrs.)*

### **ECON 325. Ecological Economics**

This course models the economy as a sub-system of larger ecosystems, 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. *Prerequisites: ECON 102 or ENVR 101L. Offered alternate years. (3 sem. hrs.)*

### **ECON 326. Energy and the Economy**

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. *Prerequisites: ECON 101 or ECON 102 or ENVR 101. Offered alternate years. (3 sem. hrs.)*

### **ECON 330. The World Economy: Trade and Finance**

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. *Prerequisites: ECON 101 or ECON 102. Offered alternate years. (3 sem. hrs.)*

### **ECON 340. History of Economic Analysis**

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. *Prerequisites: ECON 101 or ECON 102. Offered alternate years. (3 sem. hrs.)*

### **ECON 350. Economics of Developing Countries**

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. *Prerequisites: ECON 101 or ECON 102. Offered alternate years. (3 sem. hrs.)*

### **ECON 390. Advanced Internship in Economics and Business**

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. *Prerequisites: ECON 101 and ECON 102, and ECON 303 and ECON 306 or ECON 290. Graded: S/U. Offered as needed. (2-4 sem. hrs.)*

### **ECON 395. Tutorial in Economics**

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 sem. hr.)*

### **ECON 399. Independent Study in Economics and Business**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 sem. hrs.)*

### **ECON 402. Senior Seminar in Economics and Management**

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. *Prerequisites: ECON 101 and ECON 102, or BUS 201 and BUS 303. Offered annually, spring semester. (4 sem. hrs.)*

## **Education**

### **EDUC 105. Teaching in a Diverse Society**

In this course, students learn what it meant to be an excellent teacher and examine what it takes to meet the needs of an increasingly diverse student population in today's schools. *8 hours of fieldwork is required. Offered every semester. (3 sem. hrs.)*

### **EDUC 190/290/390. Internship in Education**

This course is individually arranged participation in an educational institution. Students seeking NYS certification in Inclusive Education or Adolescence Education must complete the internship in an inclusive school setting. The internship must take place in a classroom at a grade level in the certification area. *120 hours of fieldwork is required. May be repeated for credit. Graded: S/U. Offered as needed. (2-4 sem. hrs.)*

### **EDUC 215. Issues in Multicultural and English Language**

#### **Learner Education**

This course explores foundational and recent research in multicultural and English language learner education (MC/ELL). Students read a variety of empirical, autobiographical, and practitioner-based texts as they develop their understanding of the complex, multi-layered issues related to MC/ELL education in today's classroom. *Prerequisites: EDUC 105 or permission of instructor. Offered annually. (3 sem. hrs.)*

### **EDUC 216. The Inclusive Classroom**

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. A 40-hour practicum is connected to this course. *Prerequisites: EDUC 105 or permission of instructor. Corequisites: EDUC 217. Offered annually, fall semester. (3 sem. hrs.)*

### **EDUC 217. Inclusive Methods Practicum**

Students will spend 40 hours in local schools supporting teachers and students. Students will be placed with teachers in their field of certification: Special Education, Elementary, Secondary, English, Spanish, Biology, Chemistry, Physics, Mathematics, or History. *Prerequisites: EDUC 105. Corequisites: EDUC 216.(1 sem. hr.)*

### **EDUC 225. Technology in the Classroom**

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. *Prerequisites: EDUC 105 and sophomore standing, or permission of instructor. Offered every spring semester. (3 sem. hrs.)*

### **EDUC 226. Building Classroom Community**

This course will address the current research and practice related to increasing student motivation and developing positive, inclusive classroom communities. Students will explore strategies for making their elementary or secondary classrooms a healthy, effective learning environment. Offered annually spring semester. *8 hours of fieldwork is required. Prerequisites: EDUC 105 and sophomore standing, or permission of instructor. Offered annually, spring semester. (3 sem. hrs.)*

### **EDUC 275. Using Children's Literature in the Classroom**

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 select literature appropriate for diverse educational programs. *Prerequisites: EDUC 105 or permission of instructor. Offered occasionally. (3 sem. hrs.)*

### **EDUC 285. Topics in Education**

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. Offered as needed. (2-4 sem. hrs.)*

### **EDUC 301. Primary Literacy and Diverse Learners**

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. *Prerequisites: EDUC 105 and junior standing or permission of instructor. Offered annually, spring semester. (3 sem. hrs.)*

### **EDUC 302. Literacy for Diverse Upper Elementary Classrooms**

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. *A 40-hour practicum is connected to this course. Prerequisites: EDUC 105 and EDUC 301, or permission of instructor. Corequisite: EDUC 309. Offered annually, fall semester. (3 sem. hrs.)*

### **EDUC 304. Inclusive Instruction and Assessment**

This course will focus on important skills that lead to being an effective practitioner in student-centered classrooms. *Prerequisites: EDUC 105 or permission of instructor. Offered annually, fall semester. (3 sem. hrs.)*

### **EDUC 307. Teaching Students with Disabilities**

This course will explore instructional planning, assessment and intervention strategies for students with significant disabilities in the general and special education classroom. Students will also explore how to support students' needs and development in the contexts of home and community. *A 40-hour practicum is connected to this course. Prerequisites: EDUC 304*

and EDUC 216, or permission of instructor. Co-requisite: EDUC 308. Offered annually, spring semester. (3 sem. hrs.)

### **EDUC 308. Students with Disabilities Practicum**

Students will spend time supporting students with disabilities in local general and special education classrooms. *A 40-hour practicum is required. Prerequisites: EDUC 216, EDUC 304, or permission of instructor. Co-requisite: EDUC 307. Offered annually, spring semester. (1 sem. hr.)*

### **EDUC 309. Inclusive Elementary Methods Practicum**

Students will spend time supporting students in local inclusive general education classrooms. *A 40-hour practicum is required. Prerequisites: EDUC 301 and EDUC 304, or permission of instructor. Co-requisite: EDUC 302 and EDUC 402. Offered annually, fall semester. (1 sem. hr.)*

### **EDUC 331. Reading and Writing in Content Areas I**

This course will provide students with instructional methods for teaching reading and writing through content in grades 7-12. *20-hours of fieldwork is required. Prerequisites: EDUC 105 and junior standing or permission of instructor. Offered annually, fall semester. (4 sem. hrs.)*

### **EDUC 332. Reading and Writing in Content Areas II**

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. *A 40-hour practicum is connected to this course. Prerequisites: EDUC 105 and EDUC 331, or permission of instructor. Offered annually, spring semester. (3 sem. hrs.)*

### **EDUC 344. Adolescence Methods Practicum I**

This course must be taken concurrently with EDUC 332 Reading and Writing in the Content Areas II. Students will spend time in local schools supporting teachers and students. Students will be placed with teachers in their field of certification: English, Spanish, Biology, Chemistry, Physics, Mathematics, or History. *A 40-hour practicum is required. Prerequisites: EDUC 331 or permission of instructor. Co-requisite: EDUC 332. Graded: S/U. (1 sem. hr.)*

### **EDUC 345. Adolescence Methods Practicum II**

This course must be taken concurrently with EDUC 406 Instructional Strategies for Secondary Education. Students will spend time in local schools supporting teachers and students. Students will be placed with teachers in their field of certification: English, Spanish, Biology, Chemistry, Physics, Mathematics, or History. *A 40-hour practicum is required. Prerequisites: EDUC 332 and junior standing, or permission of instructor. Co-requisite: EDUC 406. (1 sem. hr.)*

### **EDUC 350. Elementary Methods: Teaching Social Studies and Science**

This course will prepare students to integrate literacy, social studies, and science 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 and science content and concepts. *20 hours of fieldwork is required. Prerequisites: EDUC 105 and junior standing, or permission of instructor. (4 sem. hrs.)*

### **EDUC 395. Tutorial in Education**

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 sem. hr.)*

### **EDUC 399. Independent Study in Education**

Students who wish to pursue research and/or fieldwork in an educational setting may submit plans for doing so to the appropriate faculty member. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

### **EDUC 402. Elementary Methods: Teaching Mathematics**

This course explores instructional methods and assessment strategies within mathematics for grades 1–6. Specific focus is on developing mathematics understandings through differentiation and the formative assessment practices of observing, documenting, and reflecting on students' responses. *A 40-hour practicum is connected to this course. Prerequisites: EDUC 304 or permission of instructor. Co-requisite: EDUC 309. (3 sem. hrs.)*

### **EDUC 406. Instructional Strategies for Secondary Education**

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. *A 40-hour practicum is connected to this course. Prerequisites: EDUC 105 and junior standing or permission of instructor. Offered annually, fall semester. (3 sem. hrs.)*

### **EDUC 408. Student Teaching Reflective Seminar**

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. *Prerequisite: EDUC 402 or EDUC 406. Corequisite: EDUC 410. Offered every semester. (3 sem. hrs.)*

### **EDUC 410. Student Teaching: Preparation and Analysis**

Full-time student teaching in selected elementary and secondary settings students will receive 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. *Prerequisites: EDUC 402 or EDUC 406. Corequisite: EDUC 408. Offered every semester. (12 sem. hrs.)*

## **English**

### **ENGL 104. Introduction to Literature**

This course introduces students to reading and analyzing the three main genres of literature: poetry, fiction, and drama. Students will develop a rich critical and theoretical vocabulary and hone their argumentative and analytical skills through both in-class discussions and essays. *(3 sem. hrs.)*

### **ENGL 200. Modern Southeast Asia through Anti-Imperial Literature**

This course explores the history of modern Southeast Asia through the medium of anti-imperialist novels, short stories, and essays. Historically a region of rugged seafarers, intrepid explorers, religious thinkers, and hardworking farmers, Southeast Asia became a crucial center for European, American, and Japanese imperial designs in the 19<sup>th</sup> century. Many people benefited from this imperial arrangement, but many more resisted. *(3 sem. hrs.)*

### **ENGL 204. International Prose**

An exploration of important fiction and nonfiction from around the globe in English translation. Special attention will be paid to narrative traditions that transcend national boundaries as well as the interactions between canonical and underrepresented texts and authors. *(3 sem. hrs.)*

### **ENGL 206. British Literature: Pre-1800**

This course will survey British literature from the Middle Ages through 1800, including Arthurian romance, Elizabethan drama, *Paradise Lost*, and 18<sup>th</sup> century satire. Students will pay particular attention to acts of transgression and their consequences. How can these imaginative portrayals of violation in early British literature help us to discern historical understandings of class, gender, race, religion, and sexuality, and how can we interpret them now using our own critical tools? This examination of transgression will also extend to how authors establish, reinterpret, and cross the boundaries of literary forms in their periods. *(3 sem. hrs.)*

### **ENGL 215. The Evolving Canons of American Literature**

Beginning with indigenous creation narratives and ending with difficult questions about the place of literature in contemporary American culture, this course provides students with some of the social and aesthetic contexts underpinning both canonical and historically excluded American writers and storytellers. Students will look to the oral traditions, short stories, poetry, novels, essays, plays, films, and emerging media that comprise the complexity of the chimeric American literary tradition. (3 sem. hrs.)

### **ENGL 218. International Drama**

An exploration of important plays and dramatic traditions from around the globe in English translation. Special attention paid to dramatic lineages that transcend national boundaries, such as international existentialism, surrealism, and the avant garde, as well as how dramatic traditions, such as the Japanese Noh, evolve as they spread internationally. (3 sem. hrs.)

### **ENGL 219. International Poetry**

Guided in part by student interest, this course explores important poems and poetic traditions from around the world in English translation. We will celebrate a diverse canon of poets, paying special attention to poetic lineages that transcend national boundaries. Possible focuses include international surrealism, the evolving haiku, Western epics, poetry of witness, and contemporary masters. (3 sem. hrs.)

### **ENGL 225. Shakespeare**

Sampling from different early modern dramatic genres, students will read tragedies, histories, comedies, and romances by Shakespeare. Students will explore the purposes of playing within Shakespeare's drama, including plays-within-plays, role playing, the performance of gendered, sexual, racial, religious, and class identities, and the literary form of the play itself. Students will develop close reading, research, and writing skills to analyze and enjoy Shakespeare with close reading, research, and writing skills to analyze and enjoy Shakespeare on the page, stage, and screen. This course considers the literary and performance texts of Shakespeare both within their historical moments of production and as works that are reshaped and reinterpreted across centuries and the globe. (3 sem. hrs.)

### **ENGL 226. Genre Fiction**

A study of genre fiction that incorporates analysis, theory, and creative writing within the genre(s) under discussion. Possible topics include young adult, fantasy, sci-fi, mystery, romance, horror, westerns, and graphic novels. *May be repeated for credit.* (3 sem. hrs.)

### **ENGL 245. Forms of Poetry**

In this course, students will explore how meter, stanza structure, repetition, and rhyme interact to shape poems, and how they fit into traditional forms like sonnets, villanellas, and pantoums. In addition to both literary analysis and creative writing assignments, students will pursue independent editorial projects, providing the opportunity for intensive study of poetic forms of their choice from diverse communities. *May be repeated for credit.* (3 sem. hrs.)

### **ENGL 250. British Literature: Post-1800**

This course will survey British poems, short stories, plays, a film, and novels written after 1800. Students will pay particular attention to the changing social and historical contexts of war and empire as they trace different literary movements and reworking of form by diverse authors. (3 sem. hrs.)

### **ENGL 285. Topics in English**

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.* (3-4 sem. hrs.)

### **ENGL 290. Internship in English**

Individually arranged work experience in publishing, journalism, library work, and other fields or areas related to bibliography, literature, or skills in writing. *Prerequisites: One course in English and permission of instructor. Graded: S/U. (2-4 sem. hrs.)*

### **ENGL 301. Found in Translation**

What makes a good translation? Is anything really lost in translation, and what can be found? To try to address these questions, students will examine canonical translation theory texts and English translations of international poetry, developing a rich understanding of the theory and practice of literary translation. Students do not need access to any other language to take the course, but they will have the opportunity to shape major elements of the course around the literature, language, and culture of their choice. *Prerequisites: ENGL 104. (3 sem. hrs.)*

### **ENGL 302. The American Novel: Banned, Burned, and Adapted**

Why are Octavia Butler's books banned in prisons? Why does Bechdel's *Fun Home* still rank among the top banned books among American libraries? In this course, students will trace the evolution of the modern and postmodern American novel alongside national and transnational moments of controversy, censorship, and revival. Several of the texts selected were banned when they first published but found a second life generations later as films, musicals, and graphic novels. *Prerequisites: ENGL 104. May be repeated for credit. (3 sem. hrs.)*

### **ENGL 304. American Drama**

This course provides an introduction to major developments in American theater, from its inception in the early 1800s to the present. Special emphasis is given to the perspectives of Asian American, African American, Hispanic American, Native American, and LGBTQ-authored play scripts. *Prerequisites: Sophomore standing or permission of instructor. (3 sem. hrs.)*

### **ENGL 349. American Poetry**

Advanced study of the writing of significant American poets and/or movements. Past topics included Global American Poets, African American Poetry After the Harlem Renaissance, and Berryman in Context. *Prerequisites: ENGL 104 or permission of instructor. May be repeated for credit. (3 sem. hrs.)*

### **ENGL 362. The British Novel**

A study of British novels based on a topic, genre, or author, as tailored by student interest. Previously themed on "The Fiction of Jane Austen," future subjects could include, for example, detective fiction, Virginia Woolf, Kazuo Ishiguro, contemporary London fiction, or a variety of other topics. *Prerequisites: ENGL 104 or permission of instructor. May be repeated for credit. (3 sem. hrs.)*

### **ENGL 366. British Poetry**

Advanced study of the writing of 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. *Prerequisites: ENGL 104 or permission of instructor. May be repeated for credit. (3 sem. hrs.)*

### **ENGL 367. Anglophone Drama**

This survey of English-language drama will begin with some fundamental conceptions of how theatre works and its purposes, then will jump forward in time to study how authors use the form of the play to both entertain and stage ideas in modern American and British drama. Past topics of study have ranged from performances of identity to drama's methods of probing relationships between humans and the environment. For all plays, students will be attentive to the inherent strangeness, fun, and potential power of live performance. *Prerequisites: ENGL 104 or THEA 100 or permission from instructor. May be repeated for credit. (3 sem. hrs.)*

### **ENGL 380. Writing Literary Criticism: Methods and Theory**

A study of literary criticism as a form. Engaging in a series of paper exercises, annotated bib-

liographies, abstracts and oral presentation, students will explore historical and philosophical questions about the acts of reading and writing. Theoretical approaches to literature, "literary theory", will be drawn from a variety of critical movements and methodologies. Especially recommended for students who plan to pursue graduate study in English-related professions. *Prerequisites: ENGL 104 or permission of instructor. (3 sem. hrs.)*

### **ENGL 385. Topics in Literature: Film Analysis**

This course aims to change the way that you watch movies. Students often encounter stories through films, but analyzing their cinematic narratives of visuals and sounds requires a unique vocabulary and set of observational strategies. Rather than focus on literary adaptations, the course will prioritize reading films as their own form of literature. Students will gain technical terminology and an introduction to schools of film theory, as well as an appreciation for film history. *Prerequisites: ENGL 104 or permission from faculty. May be repeated for credit. (3 sem. hrs.)*

### **ENGL 390. Advanced Internship in English**

Individually arranged work experience in publishing, journalism, library work, and other fields or areas related to bibliography, literature, or skills in writing. *Prerequisites: Three courses in English, ENGL 290, and permission of instructor. Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

### **ENGL 395. Tutorial in English**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. *May be repeated for credit. Offered as needed. (1 sem. hr.)*

### **ENGL 399. Independent Study in English**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

### **ENGL 401. Senior Thesis in English**

Completion of an extended literary essay by students in the literature concentration or an extended creative project with a short critical essay by students in the creative writing concentration. *Open only to senior English majors. (4 sem. hrs.)*

## **Environmental Science**

### **ENVR 101L. Introduction to Environmental Science**

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 sem. hrs.)*

### **ENVR 102L. Conservation of Biodiversity**

An introduction to the field of conservation science. Local and global aspects of species, ecosystem, and landscape conservation will be discussed. *(4 sem. hrs.)*

### **ENVR 103. Introduction to Geographic Information System I**

This course introduces the concepts and components of a geographic information system (GIS). It is designed to provide students with foundational knowledge in analytical cartography and expose them to how geographic information can be used to answer questions and solve problems in natural resource management and emergency preparedness. GIS I is the first of a two-course sequence of GIS technology and applications. Students will learn concepts such as data acquisition, input, and manipulation; cartographic output; report and map generation. *Offered every fall semester. (3 sem. hrs.)*

### **ENVR 131L. Physical Geology**

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 years, spring semesters. (4 sem. hrs.)*

### **ENVR 195. Tutorial in Environmental Science**

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. *(1-3 sem. hrs.)*

### **ENVR 196. Tutorial: Mapping our World**

A hands-on tutorial in visualizing, analyzing, and utilizing geographic information using ArcGIS online with applications to many fields of study. Focus is on the development of practical skills in the context of understanding what geographic information is and where it comes from. Course includes a combination of instructor-guided and self-guided activities. *(1 sem. hr.)*

### **ENVR 199. Independent Study in Environmental Science**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: permission of instructor required. May be repeated for credit. (1-3 sem. hrs.)*

### **ENVR 204. The Climate System**

From paleoclimate to the current climate crisis, this course overviews climate science examining both regional and global scales. The interdependent elements of the climate system are examined and the manner in which humans have perturbed the climate system is discussed. Techniques used to generate the global climate record are reviewed. *Prerequisites: One college-level course in any natural science or permission of instructor. (3 sem. hrs.)*

### **ENVR 285. Topics in Environmental Science**

In-depth study of a selected topic in environmental science. Past topics have included: Agriculture and the Environment and Pollution Science. *Prerequisites: Will be dependent on the specific topic. May be repeated for credit. Offered as needed. (3-4 sem. hrs.)*

### **ENVR 290. Internship in Environmental Science**

Work relating to environmental policy or science in an academic, governmental, industrial or public interest group setting. *Prerequisites: ENVR 101L or permission of instructor. Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

### **ENVR 292/392. Research Practicum**

The ENVR research practicum is designed to provide research-based experiential learning beyond the classroom. The practicum might include ENVR field work, or laboratory based research experience on or off-campus. *Prerequisites: Permission of instructor. Graded: S/U. (2-4 sem. hrs.)*

### **ENVR 303. Environmental Impact Assessment**

Examination of the process that seeks to predict and mitigate the environmental impacts of proposed development or other projects and that produces environmental impact statements. The goals, steps, strengths, and limitations of various kinds of environmental impact assessments will be discussed. *Offered alternate years. (3 sem. hrs.)*

### **ENVR 340. Sustainable Agriculture**

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. *Prerequisites: ENVR 101L or BIOL 119L or*



*permission of instructor. Offered alternate years, fall semesters. (3 sem. hrs.)*

### **ENVR 385. Topics in Environmental Science**

In-depth study of a selected topic in environmental studies. Past topics have included: Agriculture and the Environment and Pollution Science. *Prerequisites: Will be dependent on the specific topic. May be repeated for credit. Offered as needed. (3-4 sem. hrs.)*

### **ENVR 390. Advanced Internship in Environmental Science**

Work relating to environmental policy or science in an academic, governmental, industrial or public interest group setting. *Prerequisites: ENVR 290 or permission of instructor. Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

### **ENVR 399. Independent Study in Environmental Science**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

### **ENVR 401. Advanced Research in Environmental Science**

Independent research on self-designed project overseen by a faculty member in Environmental Science. Course provides experience in designing and conducting research and communicating findings. *Prerequisites: Permission of instructor. May be repeated for credit. Offered every semester. (1 sem. hr.)*

### **ENVR 403. Senior Thesis Environmental Science**

Identification of an original topic and development of a senior research paper or alternative project in environmental policies and values. Preparation and presentation of a paper or project based on independent research and analysis. Work to be conducted in conjunction with a faculty member. *Prerequisites: Senior standing and permission of instructor. Offered annually, spring semester. (4 sem. hrs.)*

## **First Nations and Indigenous Studies**

### **FNIS 212. Home Lands**

This seminar will focus on making a home and the multiple relationships that exist between what sexual minorities call "home" as First Nations people, people in Diaspora, and/or immigrants. *(3 sem. hrs.)*

### **FNIS 213. Indigenous Environmental Activism and Resistance**

This course will examine ways in which Indigenous Peoples locally and globally are engaged in the defense of water, land, and all our relations, how indigenous knowledge and Western sciences can collaborate to restore environmental damage, and how indigenous and non-indigenous people can work together for environmental justice. *Offered annually. (3 sem. hrs.)*

### **FNIS 215. The Haudenosaunee and New York State**

This course covers the relationship between the Haudenosaunee (Iroquois) Confederacy and Euro-Americans from earliest contact to the 21<sup>st</sup> century with particular attention paid to circa 1970 to the present. *(3 sem. hrs.)*

### **FNIS 285/385. Topics in First Nations and Indigenous Studies**

Selected topics of interest. 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. *May be repeated for credit. Offered as needed. (3 sem. hrs.)*

## Food Systems

### **FOOD 201. Gardening**

This course provides students with both classroom and hands-on knowledge about gardening. Topics will vary according to the season and instructor expertise. Examples of topics include seed starting, raised bed construction, plant biology, food preservation (canning, fermentation), garden planning, soil composition, bed preparation, composting, biochar, water basics, among others. *May be repeated for credit. (1 sem. hr.)*

### **FOOD 202. Introduction to Cooking!**

This is a seven week course meant to provide students with basic cooking skills. Students will have hands-on making several quick and easy dishes that will provide them with basics useful in many more. *Exact recipes will vary from semester to semester, as will the instructors. May be repeated for credit. Offered every semester. (2 sem. hrs.)*

### **FOOD 270. Anthropology and Food Studies**

This course introduces students to the anthropological side of food studies. students will look at cross-cultural meanings of food and eating, food and identity, the social correlates of subsistence patterns, global food systems, food insecurity, the relationship between cooking and human evolution and social movement associated with food (ex: sustainability and food, decolonization of food systems, the slow food movement, etc.) *Prerequisites: ANTH 161 or SOC 151, or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **FOOD 285/385. Topics in Sustainable Food Systems**

In-depth study of selected topics in Sustainable Food Systems. *May be repeated for credit. Offered as needed. (3 sem. hrs.)*

### **FOOD 290/390. Internship in Sustainable Food**

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. *Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

## Holistic Health Studies

### **HHS 100. Introduction to Holistic Health Studies**

Overview of holistic health studies as a learning community dedicated to personal and planetary well-being and growth. The course introduces a range of holistic health modalities and certified techniques, such as Bartenieff Fundamentals and the Alexander Technique. Professionally supervised, hands-on work with fellow students. *Offered every fall semester. (3 sem. hrs.)*

### **HHS 290/390. Internship in Holistic Health Studies**

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.)*

## Health Sciences

### **HS 100. Introduction to Health Sciences**

Exploration of skills and knowledge needed for success in the health professions. Conducted within the context of discussion of healthcare systems and health professions. *Prerequisites: First-year or sophomore standing, or permission of instructor. Offered annually, fall semester. (3 sem. hrs.)*

### **HS 109. Community First Aid and Safety**

American Red Cross certification includes Community CPR and Standard First Aid. Additional fee. *Graded: S/U. Offered every semester. (1 sem. hr.)*

### **HS 195/295. Tutorial in Health Sciences**

A study of selected topics. *(1 sem. hr.)*

### **HS 200. Gender, Sexuality and Health**

Students will explore the complexities of gender and sexual diversity, as well as the differences between sex and gender within the context of health and wellness. Particular emphasis will be placed on the specific health issues and health disparities faced by women, transgender, and gender non-binary individuals, and lesbian, gay, bisexual, and intersex individuals, as well as professional competencies in responding to these issues. This survey course will be a foundation for further exploration of the specific issues faced by these vulnerable populations. *(3 sem. hrs.)*

### **HS 201. Medical Terminology**

Beginning with a systematic presentation of word origins and structure through the introduction of prefixes, suffixes, word roots, and plurals, this course guides the student through the fundamental concepts, terminology, and vocabulary used to describe systems and structures of the human body in health and disease. Abbreviations, symbols, surgical procedures, medical specialties, and diagnostic tests will be discussed. *Offered every semester. (3 sem. hrs.)*

### **HS 285. Topics in Health Sciences**

In-depth study of a selected topic in health sciences. *Prerequisites: Sophomore standing or higher, or permission of instructor. (3 sem. hrs.)*

### **HS 290. Internship in Health Sciences**

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 their internship upon return to campus. *Prerequisites: Two courses in the health sciences major. Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

### **HS 300. Principles of Human Nutrition**

This course is intended for students pursuing a career in healthcare and will cover principles of human nutrition that are essential for the well-being of an individual and community. Topics covered include food chemistry, metabolism assessment, life cycle nutrition practices, and utilizing nutrition in the treatment of diseases. There will also be discussions associated with food safety, supply, and security. *Prerequisites: BIOL 114L or BIOL 130L or permission of instructor. (3 sem. hrs.)*

### **HS 301. Introduction to Animal Nutrition**

This course will cover the basics of animal nutrition. This includes the classification and functions of nutrients, gastrointestinal tract anatomy of domestic mammals, digestion and metabolism, feed regulations, and feeding/nutrition of cattle, small ruminants, horses, swine, poultry, dogs, and cats. *Prerequisites: BIOL 130L or CHEM 214L. (3 sem. hrs.)*

### **HS 385. Special Topics in Health Sciences**

In-depth study of a selected topic in health sciences. *(3 sem. hrs.)*

### **HS 390. Internship in Health Sciences**

These advanced 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 their internship upon return to campus. *Prerequisites: Two courses in the health sciences major. Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

## **HS 399. Independent Study in Health Science**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *May be repeated for credit. (1–3 sem. hrs.)*

## **HS 401. Senior Seminar in Health Sciences**

This capstone course covers current topics in the health sciences. Students will write and present original research in the area of discussion amongst the class. Post-graduate career opportunities and how to pursue them will also be considered. *Prerequisites: Rising senior or permission of instructor. Offered annually, fall semester. (4 sem. hrs.)*

# History

## **HIST 101. Introduction to World History to 1650**

This course examines the rise of interconnected cities, societies, and empires; the invention of languages, technologies, and ways of life; the formulation of novel philosophies; and the experiences of humans across the globe from our evolution in eastern Africa to the year 1650 C.E. Students will focus on how the world was connected and divided and how we know about the study of the past. *Offered every fall semester. (3 sem. hrs.)*

## **HIST 103. Introduction to World History, 1650–Present**

This course explores evolving global empires and trade networks; revolutions, wars, and genocides; scientific and philosophical innovations; and the lives of humans, both ordinary and extraordinary. Students will focus on how can learning about the past can inform our understanding of the present and how do we know about and study the past. *Offered every spring semester. (3 sem. hrs.)*

## **HIST 200. Modern Southeast Asia through Anti-Imperial Literature**

This course explores the history of modern Southeast Asia through the medium of anti-imperialist novels, short stories, and essays. Historically a region of rugged seafarers, intrepid explorers, religious thinkers, and hardworking farmers, Southeast Asia became a crucial center for European, American, and Japanese imperial designs in the 19<sup>th</sup> century. Many people benefited from this imperial arrangement, but many more resisted. *(3 sem. hrs.)*

## **HIST 201. History of Asia to 1650**

This chronological and thematic survey, which highlights major events and figures from South, Central East, and Southeast Asia from earliest times to 1650, sometimes referred to as the ancient, medieval, and early modern periods, traces commonality, contact, and continuity across this mega-continent. Asia is the home of critical theories on governance such as Confucianism and Legalism; major world religions such as Zoroastrianism, Hinduism, and Buddhism; cultural creations such as Kabuki Theater, Beijing Opera, and countless influential works of fiction; and technologies and scientific inventions such as the abacus, gun powder, and the compass. In this course students will explore the foundations. *(3 sem. hrs.)*

## **HIST 206. History of Immigrant America**

A historical analysis of race, ethnicity, and immigration in the American experience from the colonial era to the present. Students will explore the intersections of American, European, African, and Asian cultures, compare and contrast different immigrant experiences, and examine nativism, racism, and the construction of identity in U.S. history. *(3 sem. hrs.)*

## **HIST 207. Modern Chinese History, 1644–Present**

China is one of the most populous country in the world. It has the largest landmass, the second largest economy, and the largest standing military. As China takes an increasingly prominent role on the world stage in the 21<sup>st</sup> century, it is important to look at how it got here. This course is a chronological and thematic survey of Chinese history from the Qing Dynasty to the pres-

ent. It will analyze major historiographical debates and introduce important people, events and ideas that influenced the Celestial Kingdom. *Offered alternate years. (3 sem. hrs.)*

### **HIST 210. Women and Gender in Europe, 1550–Present**

Course surveys the experiences of women and men in European history and various social constructions of gender over time. Using primary documents, historical scholarship, novels, films, and memoirs, students examine the legacy of ancient attitudes toward gender and sexuality; the evolving definitions of feminine and masculine; structures of everyday life; misogyny and witchcraft; sexuality and honor; marriage and family; working-class and middle-class distinctions; feminism and social protest; the impact of war and revolution on gender roles; women's quest for education, individual and collective struggles to transform society; literature and the arts; and LGBTQ+ issues of the past and present. *Offered alternate years. (3 sem. hrs.)*

### **HIST 213. A History of Modern South Asia**

Home to nearly one quarter of the world's population, South Asia, which includes the contemporary nation states of Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka, is a region of great importance. Its modern history has been shaped by the Himalayas and the monsoons they caused, as well as the Indian Ocean and the trade, wealth, and colonizers it invited. In this course students will research famous leaders like the Mughal Emperor Aurangzeb and Mohandas Gandhi, yet also examine the subaltern and explore a rich historiographical tradition steeped in postcolonial theory. *(3 sem. hrs.)*

### **HIST 228. The Making of Modernity, Europe 1815–1914**

Focus on European thought, society, events, and social movements that dominated the tumultuous 19th century and helped create and define what we think of as modernity today. Topics include reactions to the French Revolution and industrial revolution; the development of modern political ideologies; the rise of the bourgeoisie and working classes; social protest, reform, and revolution; urbanization and urban life; nationalism; social Darwinism and global imperialism; changing attitudes toward women, gender, and sexuality; the fascination with the irrational; new notions of leisure and consumption; and the creative thinkers, writers, and innovative artists who challenged status quo. *Offered annually. (3 sem. hrs.)*

### **HIST 229. 20th-Century Europe and the World**

The social, cultural, economic, and political history of Europe from 1900 to the present. Using primary documents, recent historical scholarship, memoirs, documentaries, and feature films, students will examine the causes and consequences of World War I and II; the Russian Revolution; The Great Depression; the rise of Nazism, Fascism and anti-Semitism; the Holocaust; origins of the Cold War; imperialism and de-colonization; the social and cultural revolutions of post-World War II period; Eastern European communism; the fall of communism and its aftermath; shifting notions of gender over the century; and terrorism and challenges to tolerance in the multicultural Europe of the late 20th century. *Offered alternate years. (3 sem. hrs.)*

### **HIST 241. Interpreting U.S. History I**

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 sem. hrs.)*

### **HIST 242. Interpreting U.S. History II**

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 sem. hrs.)*

### **HIST 245. Civil War and Reconstruction**

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 homefront, and the promises and failures of Reconstruction. *Offered alternate years. (3 sem. hrs.)*

### **HIST 285. Special Topics in History: Spartans, Caesars, and Saviors: The Ancient Mediterranean World**

This course explores the ancient Mediterranean world from the colonization of sea by the Greeks starting around 800 B.C.E. until the fall of the Western Roman Empire in 476 C.E. Students will learn about: the competition between Athens, Sparta, and the Persians; the Ptolemaic era launched by Alexander the Great; the great North African empire of the Carthaginians; the rise and expansion of Rome; the integration of North African and Near Eastern territories into the Roman Empire; the increasing role of Christianity in the Mediterranean; and the variety of problems that eventually led to the breakdown of Roman power in the region. Throughout the semester, students will engage with sources ranging from the philosophical, the literary, the arts, religion, to science and technology. *May be repeated for credit. Offered as needed. (2-4 sem. hrs.)*

### **HIST 290. Internship in History**

Individually arranged participation in work of institutions devoted to historical work and practice. *Prerequisites: One course in history and permission of instructor. Graded: S/U. Offered as needed. (2-4 sem. hrs.)*

### **HIST 303. World War II**

World War II was a complex and catastrophic combination of regional wars fueled by competing ideologies and interests that continues to shape the world order in the present. This reading-and-discussion intensive history course, which is global in scope, approaches World War II through five overlapping themes: meaning and rationale, tactics and technology, race and gender, violence and death, and memory and legacies. *Prerequisites: Sophomore standing or above. (3 sem. hrs.)*

### **HIST 304. Women, Gender and Sexuality in Asian History**

This thematic course examines how gendered discourses regarding parenting, masculinity, femininity, and sexuality were imagined, crafted, and challenged in Asian history from earliest times to the present. Students will learn topics such as labor and equity, widow-immolation and agency, eunuchs and gender spectrums, Orientalism and fetishization, foot binding, anarcho-feminism, gender identity and expression, abortion and legal regimes, and much more. *(3 sem. hrs.)*

### **HIST 310. Colonial and Revolutionary America**

A critical examination of the American experience from early settlement to the Revolutionary Era. Topics include the clash of European, American, and African cultures, the evolution of colonial societies, economic development, war and diplomacy, the origins of the Revolution, the War for Independence, and the founding of the Republic. *Prerequisites: Sophomore standing or above. (3 sem. hrs.)*

### **HIST 325. The African-American Experience**

A critical historical examination of the African American experience from enslavement to the modern era. Students will explore the emergence of slavery and race in Early America, the evolution of African-American culture, slave life, black abolitionism, emancipation, Reconstruction, migration and urbanization, the freedom struggle during the Age of "Jim Crow," and the modern Civil Rights Movement. *Prerequisites: Sophomore standing or above. Offered alternate years. (3 sem. hrs.)*

### **HIST 327. The Gilded Age and Progressive Era**

A critical examination of the American experience from Reconstruction through World War I. Students will explore industrialization and the changing world of work, popular culture, the rise of the middle class, gender and the "New Woman," race and immigration, Populism and Progressive reform, imperial expansion, and the American experience in the "Great War."

*Prerequisites: Sophomore standing or above. (3 sem. hrs.)*

### **HIST 328. The Early American Republic**

A critical examination of the American experience from the Founding of the Republic through the War with Mexico. Students will explore the emergence of popular politics and the party system, the capitalist Market Revolution, religion and the Second Great Awakening, intellectual movements, utopian communities, social reform, slavery and abolitionism, women's rights, and territorial expansion during the age of "Manifest Destiny." *Prerequisites: Sophomore standing or above. (3 sem. hrs.)*

### **HIST 330. Enlightenment and the French Revolution**

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. *Prerequisites: Sophomore standing or above. Offered alternate years. (3 sem. hrs.)*

### **HIST 335. Popular Culture in Early Modern Europe, 1400-1800**

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, the impact of printing, popular rebellions, relations between "the people" and the elite. *Prerequisites: Sophomore standing or above. Offered alternate years. (3 sem. hrs.)*

### **HIST 357. Modern America**

A critical examination of the American experience from the end of World War I to the present. Topics include industrialization and economic change, the emergence of the modern bureaucratic state, social reform, civil rights, popular culture, war, and America's place in the world. *Prerequisites: Sophomore standing or above. (3 sem. hrs.)*

### **HIST 372. Colonial Encounters**

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. *Prerequisites: Sophomore standing or above. Offered alternate years. (3 sem. hrs.)*

### **HIST 375. Writing History: Theory and Practice**

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. *Prerequisites: Sophomore standing or above. Offered annually, fall semester. (3 sem. hrs.)*

### **HIST 385. Topics in History: The Ottoman Empire's Golden Age, 1453-1683**

This course explores the history of the Ottoman Empire from Sultan Mehmed II's victory over the Byzantines at Constantinople in 1453 to the Ottomans' defeat at the Siege of Vienna in 1683. Following a generally chronological format, students will examine this era from a variety of perspectives, including: Ottoman military innovations on land and sea; the advantages and limitations of the Ottomans' system of government; cosmopolitan life in the Ottoman capital of Istanbul; religion and philosophy in the Ottoman world; and the relationship between power, gender, and sexuality in Ottoman culture and politics. *Prerequisites: Sophomore standing. May be repeated for credit. Offered as needed. (2-4 sem. hrs.)*

### **HIST 390. Advanced Internship in History**

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. *Prerequisites: HIST 290 and permission of instructor. Graded: S/U. Offered as needed. (2-3 sem. hrs.)*

### **HIST 395. Tutorial in History**

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 sem. hr.)*

### **HIST 399. Independent Study in History**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

### **HIST 401. Senior Essay in History**

Preparation of an essay based on individual research. *Prerequisites: Senior history major. Offered annually, fall semester. (3 sem. hrs.)*

### **HIST 402. Senior Seminar in History**

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. *Prerequisites: Senior history major. Offered annually, fall semester. (1 sem. hr.)*

## **Hospitality Management**

### **HM 201. Principles of Hospitality and Tourism**

This course examines the breadth and influence of the hospitality industry and the impact of tourism, from local visitors bureaus to the \$9.25 trillion that tourism contributes to the global economy. Students will be exposed to the interrelated nature of hospitality, travel, and tourism and introduced to the many different and exciting professional opportunities that exist in industries such as hotels, restaurants, cruise lines, spas, private clubs, gaming, airlines, and the many industries that support hospitality and tourism. Students will develop a holistic perspective of hospitality and tourism across local, regional, and global levels. *Offered annually. (3 sem. hrs.)*

### **HM 202. Hospitality Financial Performance Analysis**

This course places students in the role of an operations manager who must understand the nuances and information contained in accurate financial records. Students will explore the various metrics that owners, managers, franchisors and franchisees utilize to judge their performance in relation to industry standards and market competition. Extensive use will be made of MS Excel to model potential operational opportunities as a first step in creating solutions to identified problems. As part of this course, students will earn a Certification in Hotel Industry Analytics (CHIA) through the American Hotel and Lodging Association. *Offered annually. (3 sem. hrs.)*

### **HM 203. Hospitality Industry Leaders Series**

The Hospitality Industry Leaders Series serves as an ambassador program, that connects the Wells College Hospitality Major to the industry and offers students and faculty the opportunity to meet and network with industry leaders while also gaining valuable insight into relevant industry topics. In the weekly course meeting, speakers will provide an overview of their workplace, where it fits within the industry, and their own role and responsibilities. Speakers



will share their personal career path and experiences, as well as open the floor for live Q&A. Students will be required to sign up for small group sessions and will join the speaker for a hosted meal on campus as part of the course. *May be repeated for credit. (2 sem. hrs.)*

### **HM 204. From Concept to Completion: Developing a Service Facility**

Hospitality is centered on tangible experiences that take place in the physical landscape as apposed to the digital. This course will examine the principles of building and design that contribute to an experience, as well as provide students with a foundational knowledge about how large-scale buildings function both from a systems and daily operations perspective, as well as from a concept-to-built perspective. A "brick and mortar" facility becomes just as integral to operating a business as does its staff, customers, marketing efforts, brand promise, and more. cursory knowledge of systems design, the architectural process, capital expenditures and ongoing maintenance concerns is essential for any manager responsible for a physical space. *(3 sem. hrs.)*

### **HM 205. Principles of Food Service**

To understand the hospitality business, it is essential to understand the impact that food and beverage operations play from the local to the international level; from institutional feeding in hospitals, schools, and prisons to glamorous Michelin rated showplaces; from local farmers trying to be ecologically conscientious to gargantuan beef producers destroying the atmosphere. Students will examine the foundational operating principles of delivering responsible food and beverage experiences and understanding the role these essential functions play within a larger hospitality organization. Students will also delve into the larger issues that hospitality and tourism are challenged with, such as cultural differences, to supply chain, labor shortages, diversity, and more. *(3 sem. hrs.)*

### **HM 290. Internship in Hospitality Management**

Individually arranged participation in work of institutions devoted to hospitality management. *Graded: S/U. (2-4 sem. hrs.)*

### **HM 301. Hospitality Immersion Experience**

The course places students within an active hospitality operation and provides them with hands-on experiences designed to expose them to multiple facets of the business. Starting with the guest perspective, students will explore a luxury resort through the eyes of a consumer, understanding critical guest needs, recognizing where areas of disconnect and friction lie, and interpreting guest experience expectations through marketing and promotional materials. Students will then transition to the employee perspective, gaining insight into the effort and skill it takes "behind the scenes" to create the ideal guest experience, the roles that support the delivery of that experience, and the complexity of bringing all the unique parts together. *Offered annually during the January intersession. (3 sem. hrs.)*

### **HM 302. Beverages and the Finger Lakes Region**

As the second largest wine producing region in the United States, the Finger Lakes continues to see consistent growth, development, and expansion of the beverage industry. This course will explore the history of the Finger Lakes through the lens of its viticulture heritage, the legislative rules and changes from New York State that are altering the landscape for beverage production, and how these economic changes are shifting the employment, tourism, and agricultural landscape for the region. In addition to exploring the historical growth of the various beverage industries in the Finger Lakes, this course will also include: a broad introduction to cultivation of fruits and other crops necessary to produce wine, beer, hard cider and distilled spirits; the chemistry of fermentation and distillation; regulation of bottling, labeling, and distributing alcoholic beverages; an overview of vineyard, brewery, orchard and distillery practices; responsible marketing of alcoholic beverages; and the alignment between beverages and experiential travel and tourism. *Prerequisites: BUS 202 or HM 205 or permission of instructor. (3 sem. hrs.)*

### **HM 303. Designing and Marketing Experiences**

Experiences tap into a consumer's senses, memories, and emotions, creating memories and forming lasting impressions and connections along the way. Services marketing is the concept of selling an idea, relationship, trust with a brand or entity, or a yet-to-happen experience, and bridges the gap between anticipation and the reality of living through a pre-conceived notion or expectation. Consumer behavior refers to an individual's emotions, attitudes, and preferences and how they influence that individual's purchasing behavior. These disciplines combine in the complex process of designing and marketing experiences as the tools and techniques required to effectively market something. In the marketing of services and experiences, understanding the buyer's expectations and then how the experience is designed to deliver on those expectations is key to achieving successful outcomes. *Prerequisites: BUS 202 or HM 205 or permission of instructor. (3 sem. hrs.)*

### **HM 304. From Revenue Management to Revenue Strategy**

Revenue management explores the practice of dynamic pricing and reflects the shifting demand for perishable inventory. These skills can be applied to a variety of industries and concepts - from concert tickets to airline seats to grocery store produce. In this course, students will utilize coursework through HSMIA (Hospitality Sales & Marketing Association International) that provides hospitality professionals with the most up-to-date and forward-looking information on revenue optimization principles, practices, and strategies. Students enrolled in this course will have the option to become Certified Revenue Management Analysts (CRMA). In addition, students will examine different applications of revenue management, learning to think critically about how these powerful tools can be applied, and new industries that would benefit by transitioning from a fixed pricing to a dynamic pricing model. *Prerequisites: HM 205 or permission of instructor. (3 sem. hrs.)*

### **HM 305. Specialty Hospitality Operations**

The hospitality industry encompasses a vast array of niche industries that make up the world's tourism, travel, entertainment, and leisure sectors. This course will offer insight into the depth and breadth of the industry, including the unique attributes of each segment, and the impact of these businesses on local communities. From private clubs to cruise lines, casinos to convention centers, sports stadiums to spas, and glamping to eco-tourism, students will gain an exposure to the wide and varied entities that make up the industry while honing skills to critically assess how to evaluate demand for a specific product where opportunity exists within a given market. *Prerequisites: HM 201 or HM 204 or permission of instructor. (3 sem. hrs.)*

### **HM 306. The Anthropology of Tourism**

This course applies an anthropological theory and concepts to the trillion-dollar global industry of tourism. Students will consider several social and cultural concerns regarding tourism, such as what is tourism is, and what its relationship is to social inequalities here and abroad. Students will consider the economics of tourism, the politics consuming the "Other," efforts to maintain cultural survival; issues of race, class, and gender in the tourism trade; issues of authenticity and ownership, and historical and cultural representation; the tourists' gaze and experience; environmental sustainability, and more. *Prerequisites: ANTH 161 or ECON 101 or ECON 102 or POLS 151 or HM 201 or SOC 151, or permission of the instructor. (3 sem. hrs.)*

### **HM 390. Internship in Hospitality Management**

Individually arranged participation in work of institutions devoted to hospitality management. *Graded: S/U. (2-4 sem. hrs.)*

### **HM 401. Senior Seminar in Applied Hospitality Management**

This course is a consummation of what the students have learned in the Hospitality Major. It brings together the many components of hospitality management and leadership that have been developed over the course of the academic journey. Delving into the qualities that define leadership, the people who exemplify it, and the strategies that anyone can apply to

achieve it, this course will give students unique insight into their own management and leadership styles. To fully utilize the many management and leadership skills students have learned, they will work together to conceptualize, market, and execute an event for members of the broader community. This, along with their event debrief, will serve as their final project and deliverable for the course. *Prerequisites: open to seniors in the hospitality management major, or with permission of instructor. (4 sem. hrs.)*

## Human Resource Management

### **HRM 300. Training and Development**

Training and Development are key to building an empowered and motivated workforce. This course will help students build knowledge and skill in the design, development, delivery, and evaluation of organization training. Students will also learn how to create effective performance improvement programs, a vital resource in talent retention that is often overlooked. Lastly, students will get hands on experience, by producing their own sample training plan.

*Prerequisites: BUS 230 or permission of instructor. Offered once per year. (3 sem. hrs.)*

### **HRM 301. Total Compensation Management**

Great people power great businesses, but attracting and retaining top talent requires companies to offer competitive compensation packages. This course will help students develop knowledge and skills in the development and evaluation of pay structures and benefits packages. Students will also learn how total compensation issues affect every manager in an organization and analyze processes and procedures to create effective compensation plans.

*Prerequisites: BUS 230 or permission of instructor. Offered once per year. (3 sem. hrs.)*

### **HRM 302. Employment and Labor Law**

This course is an overview of laws and regulations that determine the rights and obligations of employees and employers. Students will learn about the nature of the employment relationship, common law principles, prohibitions against discrimination, wage law, specific governmental acts, and other areas of labor and employment law. By the end of this course, students will become familiar with the federal and state laws that govern employment.

*Prerequisites: BUS 230 or BUS 305 or permission of instructor. Offered once per year. (3 sem. hrs.)*

### **HRM 303. Human Resource Risk Management**

This course will examine the scope and role of HR in the occupational health and safety arena, the fundamental components of comprehensive programs, the interplay between these considerations, and how important HR professionals are in their success. Topics covered include OSHA requirements, risk management and loss prevention, management of safety and workers' compensation, employee assistance plans, preventative health issues, emergency response and preparedness, and developing a culture of safety. There will be focus on the fundamental components of a comprehensive health and safety program to protect the employees in an organization and costly liability.

*Prerequisites: BUS 230 or BUS 305 or permission of instructor. Offered once per year. (3 sem. hrs.)*

## Humanities

### **HUM 230. Decolonization and Post-Colonial Worlds**

Using a variety of sources such as travel accounts, novels, and 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 sem. hrs.)

## Interdisciplinary

### **ID 223. Oral History: Tell Me Your Story**

Students will engage in the pursuit of knowledge by learning how to conduct an oral history interview. Experience with the primary sources will emphasize the importance of creating and sharing meaningful lives from any perspective. (3 sem. hrs.)

### **ID 290. Interdisciplinary Internship**

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. Graded: S/U. Offered every semester, plus January and summer. (2-4 sem. hrs.)*

### **ID 390. Interdisciplinary Internship**

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. Graded: S/U. Offered every semester, plus January and summer. (2-4 sem. hrs.)*

### **ID 399. Interdisciplinary Independent Study**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *May be repeated for credit. (1-3 sem. hrs.)*

### **IM 401. Senior Essay In An Individualized Major**

Preparation for senior essay based on individual research. (4 sem. hrs.)

## **Mathematical and Physical Sciences**

### **MPS 295. Tutorial: Fourier Methods**

Introduction to the mathematics of Fourier analysis with application to physical systems.

*Prerequisites: MATH 112, familiarity with complex variable analysis is preferred. May be repeated for credit. (1 sem. hr.)*

### **MPS 402. Senior Seminar in Mathematical and Physical Sciences I**

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. *Prerequisites: Senior MPS major in good standing or permission of instructor. Offered every fall semester. (3 sem. hrs.)*

## **Mathematics**

### **MATH 105. Contemporary Mathematics**

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. *Prerequisites: Permission of instructor. Offered at least annually. (3 sem. hrs.)*

### **MATH 109. Precalculus**

An introduction to the algebra of sets and functions, emphasizing polynomials, exponential, logarithmic and trigonometric functions. Applications to business, economics, and biology. Serves as preparation for calculus. *Prerequisites: Three years of high school mathematics, including two of algebra, and permission of instructor. Offered annually, fall semester. (3 sem. hrs.)*

### **MATH 111. Calculus I: Introduction to Calculus**

Properties and graphs of algebraic and transcendental functions. Conceptual and analytical

introduction to limits, continuity and derivatives with applications. *Prerequisites: MATH 109 or four years of secondary school mathematics, or permission of instructor. Offered every semester. (4 sem. hrs.)*

### **MATH 112. Calculus II: Introduction to Calculus**

Continuation of MATH 111. The fundamental theorem of calculus, methods of integration, and applications. Introduction to differential equations, partial derivatives, vectors, and vector functions. *Prerequisites: MATH 111. Offered every spring semester. (4 sem. hrs.)*

### **MATH 151. Elementary Statistics**

Fundamental techniques of applied statistics, descriptive statistics and data analysis, probability, population parameters, hypothesis testing, regression, and correlation. *Prerequisites: Three years of high school mathematics. Offered every semester. (3 sem. hrs.)*

### **MATH 211. Calculus III: Multivariable Calculus**

Continuation of MATH 112. Topics includes: infinite sequences and series; vector functions; functions of several variables and applications. Multiple integrals and vector analysis. *Prerequisites: MATH 112. Offered annually, fall semester. (3 sem. hrs.)*

### **MATH 212. Linear Algebra**

Matrices, vector spaces, linear transformations, determinants, and eigenvalues with applications. *Prerequisites: MATH 112 or permission of instructor. Offered annually, spring semester. (3 sem. hrs.)*

### **MATH 213. Ordinary Differential Equations and Applications**

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. *Prerequisites: MATH 112. Offered annually, spring semester. (3 sem. hrs.)*

### **MATH 251. Mathematical Statistics**

Topics include: 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. *Prerequisites: MATH 111 or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **MATH 267. Discrete Mathematics**

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. *Prerequisites: One mathematics course or CS 131 or permission of instructor. Offered annually, fall semester. (3 sem. hrs.)*

### **MATH 290. Internship in Mathematics**

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. *Prerequisites: Background in mathematics appropriate to the project and permission of instructor. Graded: S/U. Offered as needed. (2-4 sem. hrs.)*

### **MATH 300. Probability Theory**

Topics include: densities and cumulative distributions of discrete and continuous random variables; mathematical expectations 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. *Prerequisites: MATH 112 or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **MATH 301. Applied and Computational Math**

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. *Prerequisites: MATH 112, PHYS 111L, and a 200-level MPS course; or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **MATH 305. Operations Research**

Theory and application of representative methods in operations research including linear programming, network analysis, dynamic programming, game theory, and queuing theory. *Prerequisites: MATH 212 or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **MATH 312. Real Analysis**

Topics include: 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. *Prerequisites: MATH 267 or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **MATH 313. Abstract Algebra**

Topics include: properties and examples of groups, rings and fields; emphasis on common categorical notions such as homomorphisms, quotients and isomorphism theorems. *Prerequisites: MATH 267 or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **MATH 385. Topics in Mathematics**

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. Offered as needed. (2-4 sem. hrs.)*

### **MATH 390. Internship in Mathematics**

Individually arranged participation in the work of a computer laboratory, statistical office, or industrial research office designed primarily for more advanced students. *Prerequisites: MATH 290 or permission of instructor. May be repeated for credit. Graded: S/U. Offered as needed. (2-4 sem. hrs.)*

### **MATH 399. Independent Study in Mathematics**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

## **Modern Languages**

### **ASL 101. Elementary American Sign Language I**

Courses are designed to develop the skills and knowledge needed to communicate in American Sign Language. Students are first introduced to basic sign language vocabulary, finger-spelling, and aspects of American Deaf culture and history. *Offered annually, fall semester. (3 sem. hrs.)*

### **ASL 102. Elementary American Sign Language II**

In 102, students continue to develop American Sign Language vocabulary and finger spelling while learning sentence construction as well. Students will continue to learn about Deaf culture, community, and education. *Offered annually, spring semester. (3 sem. hrs.)*

### **ESL 255. English as a Second Language I**

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. *Prerequisites: Interview and permission of instructor. Offered annually, fall semester. (3 sem. hrs.)*

### **ESL 256. English As A Second Language II**

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.

*Prerequisites: Interview and permission of instructor. Offered annually, fall semester. (3 sem. hrs.)*

### **ESL 257. English as a Second Language III**

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, and advancing from paragraphs to essays. *Prerequisites: Permission of instructor. Offered annually, spring semester. (3 sem. hrs.)*

### **ESL 295. Tutorial in English as a Second Language**

In this course, students will look at various aspects of American life, while learning vocabulary and reviewing grammatical points related to the readings and discussions. In addition, students will explore several ways to develop ideas and organize them into papers. *(1-3 sem. hrs.)*

### **GRMN 101. Elementary German I**

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. *Prerequisites: 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. Offered every fall semester. (4 sem. hrs.)*

### **GRMN 102. Elementary German II**

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. *Prerequisites: GRMN 101 or permission of instructor. Offered every spring semester. (4 sem. hrs.)*

### **GRMN 123. Intermediate German I**

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. *Prerequisites: GRMN 102 or Level III or IV of high school German, or permission of instructor. Offered every fall semester. (3 sem. hrs.)*

### **GRMN 124. Intermediate German II**

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. *Prerequisites: GRMN 123 or permission of instructor. Offered every spring semester. (3 sem. hrs.)*

### **GRMN 195. Tutorial in German**

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. (1-3 sem. hrs.)*

### **JPN 101. Elementary Japanese I**

Development of the four basic communication skills: speaking, listening, reading, and writing.

There will be an emphasis on oral and written practice in class. Students will also learn about Japanese culture and society. *Offered annually, fall semester. (4 sem. hrs.)*

### **JPN 102. Introduction to Japanese II**

Development of the four basic communication skills: speaking, listening, reading, and writing. There will be an emphasis on oral and written practice in class. Students will also learn about Japanese culture and society. *Prerequisites: JPN 101 or permission of instructor. Offered annually, spring semester. (4 sem. hrs.)*

### **JPN 123. Intermediate Japanese I**

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. *Prerequisites: JPN 102 or permission of instructor. Offered annually, fall semester. (3 sem. hrs.)*

### **JPN 124. Intermediate Japanese II**

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. *Prerequisites: JPN 123 or permission of instructor. Offered annually, spring semester. (3 sem. hrs.)*

### **JPN 195. Tutorial in Japanese**

Designed to increase students' ability to express thoughts in sustained conversation and to approximate native speech and pronunciation. *Prerequisites: JPN 101/102 and permission of instructor. May be repeated for credit. Offered every semester. (1 sem. hr.)*

### **SPAN 101. Elementary Spanish I**

This course is for beginners with little or no prior experience with the Spanish language. It focuses on oral and written language development and practice, basic readings on Hispanic culture and civilization, and essentials of grammar. Oral training, grammar essentials, and practice in writing and reading. *Prerequisites: No more than two years of high school Spanish; those with two years of high school Spanish may take a placement exam to determine enrollment at a higher level. Offered annually, fall semester. (3 sem. hrs.)*

### **SPAN 102. Elementary Spanish II**

This is the second course of Elementary Spanish I. Students will build upon skills learned in the first semester course. This class is for beginners with some experience with Spanish. It focuses on oral and written language development and practice, basic readings in Hispanic culture and civilization, and essentials of grammar. Through varied activities, emphasis will be placed on communication. An appreciation of Hispanic culture will be a fundamental part of the course. By introducing the learner to the rich culture of the Hispanic world, this course aims also to develop students' intercultural knowledge and understanding. Course materials are designed to support students in developing an understanding of diverse Spanish-speaking cultures. *Prerequisites: SPAN 101 or permission of instructor. Offered annually, spring semester. (3 sem. hrs.)*

### **SPAN 103. Introduction to Latin American Literature and Culture**

This course serves as an introduction to Latin American literature and culture through texts of varied length from different genres during the 20th and 21st centuries. Representative texts examine images of Latin America from various critical perspectives. By critically analyzing works from a range of genres and cultural expressions, including poetry, fiction, memoirs, film, and performance, along with recent literary and cultural theory works, the course will explore some of the major themes and issues that inform the cultural production of Latinx communities. Topics to be discussed include: identity, race, gender, and class; diaspora and emigration; and activism through art. This course will be conducted in English. *(3 sem. hrs.)*



### **SPAN 123. Intermediate Spanish I**

Designed to improve the student's ability to understand, speak, read, and write Spanish, while concentrating on social and cultural aspects of Hispanic society. This course aims to expand the oral and written communication skills acquired in earlier classes and broaden students' understanding of the cultures of the Spanish-speaking world, including the Hispanic/Latinx communities in the U.S. *Prerequisites: 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. Offered annually, fall semester. (3 sem. hrs.)*

### **SPAN 124. Intermediate Spanish II**

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, and drills. *Prerequisites: SPAN123 or permission of instructor. Offered annually, spring semester. (3 sem. hrs.)*

### **SPAN 128. Spanish for the Healthcare Professions**

This course addresses the need of Wells students with some experience with the Spanish language for the acquisition of a medical vocabulary in order to accompany Spanish-speaking patients to medical appointments and be able to translate medical forms and interpret and communicate three ways (as patient, provider and interpreter) in different environments such as hospitals, specialists, ERs, therapists, family doctors, dentists' office, perinatal, labs and imaging offices. Students will participate in language tasks through listening, reading, writing, and conversation to accurately use the medical terminology and be able to interview and record completely and accurately the patients' medical histories, as well as explain correctly, in a culturally appropriate way, necessary medical tests and procedures; and diagnosis, treatment and prognosis of medical conditions, as well as provide written information when needed. This course will be a great opportunity to explore and compare the health-culture of different Spanish speaking countries with the healthcare system in the U.S. *Prerequisites: SPAN 101 and/ or two or more years of high school Spanish. (3 sem. hrs.)*

### **SPAN 200. Spanish for the Professions**

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 sem. hrs.)*

### **SPAN 203. Advanced Grammar in Context**

Spanish 203 studies the structural principles of Spanish. It makes use of current audiovisual technology and provides practice in writing, reading comprehension, and conversation aimed at the development of a reasonable competence in writing and speaking correct Spanish. *Prerequisites: SPAN 124, Level V of high school Spanish, or departmental placement exam, or permission of instructor. Offered annually, fall semester. (3 sem. hrs.)*

### **SPAN 204. Conversation and Composition Through Film**

The course aims to give students a new appreciation of Spanish language cinema and Hispanic culture while improving their written and conversational skills. *Prerequisites: SPAN 124, Level V of high school Spanish, or departmental placement exam, or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **SPAN 207. Introduction to Hispanic Literature**

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. *Prerequisites: SPAN 203 or SPAN 204; permission of instructor or placement exam. (3 sem. hrs.)*

### **SPAN 209. Introduction to Hispanic Culture**

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. *Prerequisites: SPAN 203 or SPAN 204; placement exam or permission of instructor. (3 sem. hrs.)*

### **SPAN 211. Introduction to Hispanic Linguistics**

This course is an introduction to basic concepts in Spanish linguistics and the methodology of its acquisition. It explores fundamental aspects of linguistics, including Spanish variation, acquisition, and phonology, among other crucial topics. *Prerequisites: SPAN 203 or SPAN 204 or permission of instructor. (3 sem. hrs.)*

### **SPAN 213. Spanish Translation**

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. *Prerequisites: SPAN 123/124 or placement exam. (3 sem. hrs.)*

### **SPAN 285. Topics in Spanish and Latin American Studies**

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. (3 sem. hrs.)*

### **SPAN 290/390. Internship in Spanish**

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. *Prerequisites: Evidence of workplace-ready fluency in Spanish and permission of instructor. Graded: S/U. Offered as needed. (2-4 sem. hrs.)*

### **SPAN 295. Tutorial in Spanish and Latin American Studies**

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 sem. hr.)*

### **SPAN 299. Independent Study in Spanish**

The courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 sem. hrs.)*

### **SPAN 385. Topics in Spanish and Latin American Studies**

In-depth study of a selected topic in Spanish. Past topics have included: Renaissance and Baroque in Spanish and Latin American Letters and Societies, Magic Realism in Latin American Literature, and Latin American Masterpieces. Past topics include: Study of developments in dramatic literary expression in Latin America throughout the 20th century. Includes works by Villarrutia, Carballido, Dragun, Diaz, Gambaro, Luis Rafael Sanchez, and Fornes. *Prerequisites: At least one 200-level Spanish course or permission of instructor. May be repeated for credit. Offered as needed. (3 sem. hrs.)*

### **SPAN 395. Tutorial in Spanish and Latin American Studies**

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 sem. hr.)*

### **SPAN 399. Independent Study in Spanish and Latin American Studies**

These courses are available for students who have demonstrated an ability to work without

close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 sem. hrs.)*

## Museum Studies

### **MSEU 100. Introduction to Museum Studies**

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 sem. hrs.)*

### **MSEU 290/390. Internship in Museum Studies**

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**

The evolution of musical theatre from the 19th century to the present day, and how society is 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 sem. hrs.)*

### **MUS 109. Listening to Rock and Roll**

A survey of Rock and Roll from 1950 to the present with a focus on listening to style and the evolution of style through hybridization. *(3 sem. hrs.)*

### **MUS 112. Listening: A Survey of Western Music**

A survey of Western classical musical styles in historical perspective, including compositions by Bach, Mozart, Beethoven, and Stravinsky. *(3 sem. hrs.)*

### **MUS 121. Beginning Class: Guitar**

Group instruction on acoustic guitar for beginning students. *May be repeated for credit. Graded: S/U. Offered every semester. (1 sem. hr.)*

### **MUS 141. Beginning Class: Piano**

Class lessons at the beginning level using the electronic keyboard lab. Students will learn basic symbols, terms, rhythms, and to play simple solo and ensemble pieces. *May be repeated for credit. Graded: S/U. Offered annually, fall semester. (1 sem. hr.)*

### **MUS 145. Introduction to Music Theory**

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. *(3 sem. hrs.)*

### **MUS 150. Concert Choir**

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. *Prerequisites: Audition. May be repeated for credit. Graded: S/U. Offered every semester. (2 sem. hrs.)*

### **MUS 220. Wells College Jazz Band**

Students learn to perform the standard jazz repertoire on their instrument of expertise. They also learn improvisation technique. *Prerequisites: Audition or permission of instructor. May be repeated for credit. Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **MUS 242. Music Theory I**

A study of the language of music and its construction. Includes part writing in four-part vocal style and analysis of Western music and harmony with some composition. Electronic keyboard lab is used for practice and assignments. *Prerequisites: MUS 145 or permission of instructor. (3 sem. hrs.)*

### **MUS 253. Chamber Orchestra**

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. *Prerequisites: 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 sem. hr.)*

## **Off-Campus Study**

### **AOCS 001. University of Stirling: Stirling, Scotland**

Study abroad in Scotland. Visit study abroad office for more information. *(12 sem. hrs.)*

### **AOCS 012. Art-Culture-Lang: Lorenzo de Medici**

Study abroad in Italy. Visit study abroad office for more information. *(12 sem. hrs.)*

### **AOCS 014. Off- Campus Study: Spain**

Study abroad in Spain. Visit study abroad office for more information. *(12 sem. hrs.)*

### **AOCS 019. Doshisha Women's College, Kyoto, Japan**

Study abroad in Japan. Visit study abroad office for more information. *(12 sem. hrs.)*

### **AOCS 026. University College, Cork, Ireland**

Study abroad in Ireland. Visit study abroad office for more information. *(12 sem. hrs.)*

### **AOCS 032. OCS in Berlin, Germany**

Study abroad in Germany. Visit study abroad office for more information. *(12 sem. hrs.)*

### **AOCS 039. University of Tasmania**

Study abroad in Australia. Visit study abroad office for more information. *(12 sem. hrs.)*

### **AOCS 040. Victoria University-Wellington, NZ**

Study abroad in New Zealand. Visit study abroad office for more information. *(12 sem. hrs.)*

### **AOCS 049. First Sem in Florence Program: CEA**

Study abroad in Italy. Visit study abroad office for more information. *(12 sem. hrs.)*

### **AOCS 050. Costa Rica Summer Study**

Study abroad in Costa Rica. Visit study abroad office for more information. *(3 sem. hrs.)*

### **AOCS 051. USAC Study Abroad: Brighton, England**

Study abroad in England. Visit study abroad office for more information. *(12 sem. hrs.)*

### **OCS 110. January at the Art Students League-NYC**

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. *May be repeated for credit. Graded: S/U. Offered In January. (3 sem. hrs.)*

### **OCS 200. Pre-veterinary and Animal Science Immersion Program**

The animal science/pre-vet immersion program provides hands-on animal experiences to

students interested in pursuing an animal-related career. These experiences are essential for graduate and vet school applications, developing a professional network, and exploring career options in animal science. Students will also investigate critical issues faced by veterinarians and animal professionals. (1 sem. hr.)

### **OCS 205. Exploring Business and Sustainability in Costa Rica**

This course involves three weeks of experiential and immersive learning about how businesses, non-profits, and governmental organizations value and implement environmental, social, and economic sustainability practices in Costa Rica. Topics may include: social entrepreneurship; ecological diversity and conservation policy; resource management; renewable energy; sustainable agriculture and land management practices; and the impacts of tourism. Field trips may include visits to national parks, ecological preserves, green energy facilities, and tours of Indigenous and other locally-owned businesses and artisans. Students will also participate in a short homestay with a local family. This experience is a partnership with Universidad Veritas in San Jose, Costa Rica. Course work will be in English. Spanish is not required but encouraged. (3 sem. hrs.)

### **OCS 215. London Theatre**

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; course will include reading of selected plays, discussion and written reviews of performances. *Prerequisites: Permission of instructor. Offered alternate years.* (3 sem. hrs.)

### **OCS 271. Cross-Cultural Preparation**

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.* (0.5 sem. hrs.)

### **OCS 272. Cross-Cultural Reflection**

Required during and after studying abroad, this course addresses, 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.* (0.5 sem. hrs.)

### **OCS 275. Women and Public Policy Seminar: Washington, D.C.**

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. *May be repeated for credit. Graded: S/U.* (1 sem. hr.)

### **OCS 280. Women and Science/Technology Seminar**

Week-long seminar with women leaders working in the fields of science and technology, held in Washington, D.C. Speakers are drawn from a variety of agencies and organizations. *May be repeated for credit. Graded: S/U.* (1 sem. hr.)

### **OCS 285. Topics in Experiential Learning**

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 sem. hrs.)

### **OCS 300. The Anthropological Experience in Hawaii**

This course will involve two to three 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. *Prerequisites: ANTH 250 and permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **OCS 305. Anthropological Experience in Belize**

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. *Prerequisites: Permission of instructor. Offered occasionally. (3 sem. hrs.)*

## **Philosophy**

### **PHIL 100. Philosophy**

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 sem. hrs.)*

### **PHIL 114. Logic and Critical Thinking**

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 sem. hrs.)*

### **PHIL 230. Ancient Philosophy**

This course introduces students to major philosophies of the ancient world. Greek and Roman philosophy, as well as Eastern philosophies, will be discussed. *Offered alternate years. (3 sem. hrs.)*

### **PHIL 235. Modern and Post-Modern Philosophy**

A study of philosophy from 17th to the 20th century. Focus on major philosophers, such as Descartes, Pascal, Kant, Hegel, Mil, Derrida, and Foucault. *Offered alternate years. (3 sem. hrs.)*

### **PHIL 240. Ethics, Equality and Justice**

This course introduces philosophical theories of ethics. Students focus on major issues of equality and justice in lieu of these theories. *Offered at least annually. (3 sem. hrs.)*

### **PHIL 245. Meaning**

This course focuses on philosophical perspectives on the human quest for meaning. Students will discuss existentialist themes in philosophy, film, literature, and psychoanalytic theory. *Prerequisites: PHIL 100 or permission of instructor. Offered annually. (3 sem. hrs.)*

### **PHIL 285/385. Topics in Philosophy**

In-depth study of a selected topic in philosophy. Examples include: the ethics of the family, abortion, or war, or a topic on human nature or religion, such as philosophy of mind, Buddhist philosophy, or existentialism. *Prerequisites: PHIL 240 (for ethics topics) or permission of instructor. May be repeated for credit. Offered occasionally. (2-4 sem. hrs.)*

### **PHIL 300. Philosophy of Religion**

This course focuses on main issues in the Philosophy of Religion, such as the existence of god, the problem of evil, the nature of faith, and the evolutionary origins of beliefs in the supernatural. Students will also consider the social and communal aspects of religious commitment and major differences in religious expression across cultures and time periods. *Offered alternate years. (3 sem. hrs.)*

### **PHIL 325. Belief and Knowledge**

This course explores philosophical perspectives on belief and knowledge. Sociological, psy-

choanalytic, and historical perspectives also will be considered. Some topics to be examined include: the ethics of belief, the meaning and significance of skepticism, theories of knowledge, the social construction of reality, and faith versus reason. *Prerequisites: PHIL course or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **PHIL 331. Mind**

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, students consider multiple perspectives on these questions and others in the philosophy of mind. *Prerequisites: PHIL 100 or permission of instructor. Offered annually. (3 sem. hrs.)*

### **PHIL 340. Ethics and the Environment**

This course focuses on the unique and pressing ethical issues that are related to human ecology and the environment. Students consider in a careful and sustained way what moral obligations they have to each other, other animals, and the broader world in view of modern institutions, values, and our unprecedented technology, which can radically alter entire ecosystems. *Prerequisites: PHIL 100 or SUS 101 or ENVR 101L or permission of instructor. (3 sem. hrs.)*

### **PHIL 390. Internship in Philosophy**

Individually arranged participation in the work of an institution devoted to philosophy. *Graded: S/U. (2-4 sem. hrs.)*

### **PHIL 399. Independent Study in Philosophy**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 sem. hrs.)*

## **Physical Education**

### **PE 102. Boot Camp**

This class is a combination of high intensity cardio and strength training. Each week is a different format to prevent participants from becoming bored and keep the body challenged. Great for any fitness level with modifications available for each exercise. *May be repeated for credit. Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **PE 103. Tobata Training**

One of the most popular forms of high intensity interval training, consisting of eight rounds of ultra high intensity exercises in a specific 20 seconds on, 10 seconds off interval. Excellent program for calorie burning, cardio and strength. *May be repeated for credit. Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **PE 104. HIIT(High Intensity Interval Training)**

The objective of this course is to provide participants with a combination of strength and cardio training. Student will learn proper form while performing certain exercises. *Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **PE 105. Meditation for Stress Reduction and Relaxation**

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. *May be repeated for credit. Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **PE 110. Beginning Swimming**

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. (0.5 sem. hrs.)*

### **PE 115. Aerobic Kickboxing**

This course will explore aerobic kickboxing and fitness training using "Seven Minute Internal-Fire Functional Fitness" routines. In each session, new aerobic and kickboxing sequences will be presented and practiced, working up a great sweat and stoking metabolic furnace with a routine that is not only a great workout but customizable to personal goals. *Additional fee. May be repeated for credit. Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **PE 118. Beginning Sailing**

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. *May be repeated for credit. Graded: S/U. Offered annually, fall semester. (0.5 sem. hrs.)*

### **PE 119. Canoeing and Kayaking**

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. *May be repeated for credit. Graded: S/U. Offered annually, fall semester. (0.5 sem. hrs.)*

### **PE 121. Water Aerobics**

Low-impact exercises designed to tone the body, increase strength and flexibility, and improve cardiovascular endurance. *May be repeated for credit. Graded: S/U. Offered annually. (0.5 sem. hrs.)*

### **PE 123. Yoga**

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 hygienic and nutritional hints. *May be repeated for credit. Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **PE 124. Toning**

Exercises designed to increase strength and flexibility of the various body parts. Challenging. Low impact. *May be repeated for credit. Graded: S/U. Offered every semester. 0.5 sem. hrs.*

### **PE 125. Exercise and Weight Training**

Introduction to weight training and exercise principles. Instruction in proper technique and maintenance of a weight training program utilizing the Universal unit. *May be repeated for credit. Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **PE 129. Horseback Riding**

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. Please see instructor for more information. May be repeated for credit. Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **PE 135. Golf**

Instruction in basic techniques from being through more advanced levels of play. Opportunity for videotaping and course play. *May be repeated for credit. Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **PE 175. SCUBA Diving**



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. Please see instructor for more information. Graded: S/U. Offered every semester. (1 sem. hr.)*

### **PE 180. Self-Defense I**

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. *May be repeated for credit. Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **PE 185. Beginning Shorin-ryu Karate**

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. *May be repeated for credit. Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **PE 199. Independent Study in Physical Education**

With approval and under special extenuating circumstances, a student may elect an independent course of study for seven weeks in the area of their choice. Minimum requirements include seven weeks of activity, five times weekly, for at least 30 minutes. A journal is to be submitted upon course completion. *May be repeated for credit. Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **PE 223. Intensive Yoga**

Yoga is a dynamic system of balance that has received scientific documentation for leading to a healthy mind and body and has 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. *May be repeated for credit. Graded: S/U. Offered every semester. (0.5 sem. hrs.)*

### **PE 290. Internship in Physical Education**

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. *Prerequisites: Permission of instructor. Graded: S/U. Offered as needed. (2-4 sem. hrs.)*

### **PE 315. Lifeguard Training**

American Red Cross certification. Instruction in advanced rescues and escape techniques. *Additional fee. Prerequisites: Swimming endurance required. Graded: S/U. Offered every semester. (2 sem. hrs.)*

### **PE 390. Internship in Physical Education**

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. *Prerequisites: Permission of instructor. Graded: S/U. Offered as needed. (2-4 sem. hrs.)*

### **PE 410. Intercollegiate Swimming**

*Prerequisites: Tryout. Graded: S/U. Offered annually, spring semester. (1 sem. hr.)*

### **PE 414. Intercollegiate Baseball**

*Prerequisites: Tryout. Graded: S/U. Offered annually, spring semester. (1 sem. hr.)*

### **PE 415. Intercollegiate Softball**

*Prerequisites: Tryout. Graded: S/U. Offered annually, spring semester. (1 sem. hr.)*

### **PE 416. Water Safety Instructor**

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. Prerequisites: Permission of instructor. Graded: S/U. Offered annually, spring semester. (2 sem. hrs.)*

### **PE 420. Intercollegiate Volleyball**

*Prerequisites: Tryout. Graded: S/U. Offered every semester. (1 sem. hr.)*

### **PE 435. Intercollegiate Cross-Country**

*Prerequisites: Tryout. Graded: S/U. Offered annually, fall semester. (1 sem. hr.)*

### **PE 440. Intercollegiate Field Hockey**

*Prerequisites: Tryout. Graded: S/U. Offered annually, fall semester. (1 sem. hr.)*

### **PE 442. Intercollegiate Soccer**

*Prerequisites: Tryout. Graded: S/U. Offered annually, fall semester. (1 sem. hr.)*

### **PE 445. Intercollegiate Lacrosse**

*Prerequisites: Tryout. Graded: S/U. Offered annually, spring semester. (1 sem. hr.)*

### **PE 446. Intercollegiate Basketball**

*Prerequisites: Tryout. Graded: S/U. Offered annually, spring semester. (1 sem. hr.)*

### **PE 447. Intercollegiate Golf**

*Prerequisites: Tryout. Graded: S/U. Offered annually, fall semester. (1 sem. hr.)*

## **Physics**

### **PHYS 106L. Introductory Astronomy**

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. Includes nighttime telescope work, weather permitting. Meets natural sciences general education requirement. *(4 sem. hrs.)*

### **PHYS 111L. Fundamentals of Physics I**

A calculus-based introductory course for all science, mathematics, and pre-engineering students. Topics include: particle kinematics; vectors; Newton's law; forces and their effects; energy conservation; systems of particles; momentum conservation; introductory rotational kinematics. *Prerequisites: Four years of high school mathematics and MATH 111 or equivalent. Offered annually, spring semester. (4 sem. hrs.)*

### **PHYS 212L. Fundamentals of Physics II**

A continuation of PHYS 111L. Topics include: 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. *Prerequisites: PHYS 111L, MATH 112. Concurrent registration in MATH 211 is encouraged. Offered annually, fall semester. (4 sem. hrs.)*

### **PHYS 221L. Principles of Electronics**

Introduction to analog and digital electronics. Topics include: DC and AV circuit theory; impedance; filters; transistor operation and amplification; operational amplifiers; simple logic gates; counters, and D/A converters. *Prerequisites: MATH 111 or permission of instructor. Offered alternate years. (4 sem. hrs.)*

### **PHYS 290. Internship in Physics**

Individually arranged participation in research with industry or a university. This course will not satisfy any requirement in the mathematics/physics major or minor. *Prerequisites: Permission of instructor. Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

### **PHYS 295. Tutorial in Physics**

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. (1-3 sem. hrs.)*

### **PHYS 302. Modern Physics**

This course completes the introductory sequence in physics. Topics include: the photoeffect; black-body radiation; other early results in atomic physics; Schrodinger equation in one and three dimensions; hydrogen atom; atomic spectroscopy; introduction to quantum statistical mechanics, and applications. *Prerequisites: PHYS 111L, MATH 112. Offered alternate years. (3 sem. hrs.)*

### **PHYS 303. Theoretical Mechanics**

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. *Prerequisites: PHYS 212L and MATH 112. Offered alternate years. (3 sem. hrs.)*

### **PHYS 305. Physical Chemistry I**

Special emphasis on those aspects of the subject pertinent to biology and biochemistry. Topics include: gases and liquids; thermodynamics and thermochemistry; properties of solutions; chemical equilibria; electrode potentials; reaction kinetics. *Prerequisites: CHEM 108L and MATH 111 and PHYS 111L, or permission of instructor. Offered alternate years, fall semesters. (3 sem. hrs.)*

### **PHYS 307. Special Relativity and Intermediate Quantum Mechanics**

An in-depth study of the two pillars of 20<sup>th</sup> century physics. Einstein's special relativity revolutionized humanity's understanding of space and time, and students will study its treatment of kinetics and energetics with consideration of length contraction, time dilation, and mass-energy equivalence. Students then turn to, Schrodinger's quantum mechanics as applied to bound and free states, culminating in the hydrogen atom. Finally, students consider an alternative formulation, using operator methods, which allow for understanding of spin and angular momentum, for single and multi-electron systems. *Prerequisites: MATH 111, PHYS 302, or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **PHYS 340. Experimental Physics**

Advanced laboratory work in the physical sciences, using a variety of specialized equipment. Examples include: Cavendish torsion balance; frequency response analysis of mechanical systems using Fourier methods; hyperfine splitting of rubidium vapor using Doppler methods; measurement of the  $e/m$  ratio). *Offered alternate years. (3 sem. hrs.)*

### **PHYS 385. Topics in Physics**

In-depth study of selected advanced topic in physics, such as Electricity and Magnetism; Quantum Mechanics; or Thermal and Statistical Physics. *Prerequisites: Junior and senior majors and permission of instructor. May be repeated for credit. Offered as needed. (3 sem. hrs.)*

### **PHYS 390. Advanced Internship in Physics**

Individually arranged participation in research with industry or a university. This course will not satisfy any requirement in the mathematics/physics major or minor. *Prerequisites: Permission of instructor. Graded: S/U. Offered as needed. (2-4 sem. hrs.)*

### **PHYS 395. Tutorial in Physics**

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.* (1-3 sem. hrs.)

### **PHYS 398. Supplementary Advanced Work in Physics**

Advanced work or research relevant to the discipline created under the supervision of, or in conjunction with, a faculty member. *Prerequisites: Permission of instructor. Offered as needed.* (3 sem. hrs.)

### **PHYS 399. Independent Study in Physics**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *May be repeated for credit.* (1 sem. hr.)

## **Political Science**

### **POLS 151. Introduction to International Studies**

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 work areas and ecosystems, social-cultural differences, cultural identity, values, and international/intercultural relations. *Offered annually, fall semester.* (3 sem. hrs.)

### **POLS 155. American Politics**

An introduction to the institutional and behavioral foundations of American politics. *Offered every semester.* (3 sem. hrs.)

### **POLS 201. Media and Politics**

This course examines the role of media in American politics by assessing the relationships between and among the media, public officials, and the public in the context of democratic norms and expectations. What should the media do in our democracy? Why? What does the media do? What are the implications? (3 sem. hrs.)

### **POLS 202. Political Leadership in American Democracy**

This course assesses the critical characteristics of successful political leaders in modern American democracy. What do Americans want from leaders? How do good leaders succeed? Why do poor leaders fail? What are the results of successful and unsuccessful leadership for American democracy? (3 sem. hrs.)

### **POLS 210. The United Nations Simulation**

Students participate actively in Model U.N. Club may receive credit for work done in conjunction with the club's activities. *May be repeated for credit. Offered as needed, spring semester.* (1 sem. hr.)

### **POLS 213. Sustainability and Comparative Environmental Policy**

This course will introduce major concepts in the national and global environmental policy discourse such as sustainability, development, and climate change. It will examine intellectually and politically the nature of relationship between them. It will deal with the evolution of sustainability with the United Nations system and analyze how governments are pursuing sustainability as an urgent recommended goal in articulation of their environmental policies. To achieve this assessment objective, it will compare selected national environmental policies and their various implementation processes. *Offered alternate years.* (3 sem. hrs.)

### **POLS 221. Liberalism and Its Critics**

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. *Offered alternate years. (3 sem. hrs.)*

### **POLS 230. Democracy in America**

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. *Prerequisites: POLS 155 or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **POLS 235. The U.S. Congress**

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. *Offered annually, spring semester. (3 sem. hrs.)*

### **POLS 261. Governments and Politics in the Developing World**

This course will examine and compare governmental institutions, their functions, their decision-making processes and their policy formulations, and implementations among selected countries located in Africa, the Caribbean, the Middle East and South America. It will analyze the nature of the division of powers among the institutions of government, their relationship to civil society and society at large, how contemporary political leadership has emerged, how it has been maintaining itself in power, and how it has been managing the systems of governance in relationship to popular demands for liberal democracy. *Offered alternate years. (3 sem. hrs.)*

### **POLS 263. Politics of Globalization**

More and more we perceive and define the world as a global system, also called the world system. What does it mean in relationship to the functioning of the world of a nation-state and its borders and the world political economy and its imperative? The course introduces students to various concepts, approaches, and intellectual perspectives which are articulated in the discipline of political science in order to analyze and understand the globalization phenomenon, which is produced as a result of the interactions, interdependence, and interconnection between economic, political, cultural and geographical borders within nation-states and beyond. *Offered alternate years. (3 sem. hrs.)*

### **POLS 285/385. Special Topics in Public Policy and Politics**

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. 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. *Prerequisites: POLS 155 or sophomore standing. May be repeated for credit. Offered as needed. (3 sem. hrs.)*

### **POLS 290/390. Internship in Political Science**

Students may submit proposals for internships in any governmental, political, or legal office. *Prerequisites: One course in political science or permission of instructor. May be repeated for credit. Graded: S/U. Offered as needed. (2-4 sem. hrs.)*

### **POLS 299/399. Independent Study in Political Science**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 sem. hrs.)*

### **POLS 340. Politics of the Emerging Nations in Asia**

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. *Prerequisites: POLS 151 or POLS 155. Offered alternate years. (3 sem. hrs.)*

### **POLS 345. Public Opinion**

An investigation of the substance and structure of public opinion in the United States. Students will assess the current literature and conduct independent research. *Prerequisites: POLS 155 or permission of instructor. Offered alternate years, fall semesters. (3 sem. hrs.)*

### **POLS 355. Approaches to International Relations**

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. *Prerequisites: POLS 151 or POLS 155 or permission of instructor. Offered alternate years, fall semesters. (3 sem. hrs.)*

### **POLS 360. The U.S. Judiciary**

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. *Prerequisites: POLS 155 or HIST 242. Offered alternate years. (3 sem. hrs.)*

### **POLS 365. Governments and Politics in Industrialized Countries**

Analysis of the government and politics in major industrialized countries with particular emphasis on political culture, political institutions, policies, and electoral process and behavior. *Prerequisites: POLS 151 or POLS 155 or permission of instructor. Offered alternate years, spring semesters. (3 sem. hrs.)*

### **POLS 401. Senior Seminar and Thesis in Political Science**

This seminar is about the examination of individual research issues and topics that seniors in political science are working on in their theses. In addition to specific sessions on methodological and theoretical issues, seniors will regularly meet to exchange ideas related to their common experience. *Prerequisites: POLS senior. Offered annually, fall semester. (4 sem. hrs.)*

## **Psychology**

### **PSY 101. General Psychology**

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 sem. hrs.)*

### **PSY 200. Sport Psychology**

An overview of 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; and psychobiology of sport. *Prerequisites: PSY 101. Offered every spring semester. (3 sem. hrs.)*

### **PSY 206. Health Psychology**

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 health care. *(3 sem. hrs.)*

### **PSY 210. Child Development**

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. *Prerequisites: PSY 101. (3 sem. hrs.)*

### **PSY 212. Cultural Psychology**

This course offers an exploration of psychological aspects from the perspectives of other cultures than the predominantly Western ones that most research has been conducted with. This course will offer a view of both cultural and cross-cultural approaches to psychology, as well as Indigenous perspectives. All along students will wrestle with the dominant perspectives of psychology and how they can help shed light on universal human behaviors as well as highlight when the Western paradigm fails to be culturally competent. *Offered annually. (3 sem. hrs.)*

### **PSY 214. The Psychology of Women**

This course uses theories and methods of psychology to focus on women's development, personality, and role in society. *(3 sem. hrs.)*

### **PSY 224. Social Psychology**

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. *Prerequisites: PSY 101 or SOC 151. (3 sem. hrs.)*

### **PSY 227. Abnormal Psychology**

A survey of research and descriptive aspects of behavior pathology and methods of treatment. *Prerequisites: PSY 101. (3 sem. hrs.)*

### **PSY 235. Forensic Psychology**

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. *Prerequisites: PSY 101. (3 sem. hrs.)*

### **PSY 242. Addiction**

A course on addictive behaviors, including drug, technology, gambling, and sex addictions. The psychological causes and effects of addictive behaviors will be explored from biological, social, developmental, cultural, and cognitive perspectives. *Prerequisites: PSY 101. (3 sem. hrs.)*

### **PSY 250. Human Sexuality**

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 of sexual behavior and sexual dysfunctions, and controversial issues in human sexuality. *(3 sem. hrs.)*

### **PSY 270. Foundations and Methods in Psychology**

This course will provide students with a solid foundation for their continued study of psychology including an overview of the history and systems of scientific psychology, research ethics, APA format, career exploration, and information literacy. The course also provides an overview of the research methods, both qualitative and quantitative, used in the study of behavior and mind. In addition, students will develop skills in scholarly communication. *(3 sem. hrs.)*

### **PSY 275. Positive Psychology**

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. *(3 sem. hrs.)*

### **PSY 280. Psychology of Art**

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.) *Students who have previously taken Wells 101: Psychology, Art, Culture, & Experience should not enroll for this course. (3 sem. hrs.)*

### **PSY 285. Topics in Psychology**

In-depth study of a selected topic in psychology. Past topics have included: Constructing Sexual Identities: Cross-Cultural Perspectives; Environmental Psychology; Violence and Schools; and Organized Psychology. *May be repeated for credit. (2-4 sem. hrs.)*

### **PSY 290. Internship Program in Psychology**

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. *Prerequisites: Two courses in psychology and permission of instructor. Graded: S/U. (2-4 sem. hrs.)*

### **PSY 292. Research Practicum**

The research practicum is designed to provide research-based experiential learning beyond the classroom. The practicum might include field work or laboratory based research experience on or off-campus. *Prerequisites: Permission of instructor. Graded: S/U. (2-4 sem. hrs.)*

### **PSY 295. Tutorial in Psychology**

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. (1-3 sem. hrs.)*

### **PSY 299. Independent Study in Psychology**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *May be repeated for credit. (1-3 sem. hrs.)*

### **PSY 301. Clinical Child Psychology**

An examination of prevalent psychological disorders among children, including behavioral, emotional, health-related, development, and learning disorders. Objectives include: improved understanding of etiology, learning the basics of assessment and diagnosis, and applying theories to the treatment of childhood mental disorders. *Prerequisites: PSY 210 or PSY 227 or permission of instructor. Offered alternate years, fall semesters. (3 sem. hrs.)*

### **PSY 306. Organizational Behavior**

Students will explore issues such as employee motivation, group goal achievement, development of leadership skills, and working successfully with diverse populations. Students will discuss power and politics, stress and coping, and other topics related to navigating the workplace. *Prerequisites: PSY 101 or permission of instructor and at least sophomore standing. PSY/SOC 224 Social Psychology is recommended. (3 sem. hrs.)*

### **PSY 318. Adolescent Development**

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. *Prerequisites: PSY 101. (3 sem. hrs.)*

### **PSY 330. Indigenous Psychologies**

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. *Prerequisites: PSY 101 and two other courses in psychology or permission of the instructor. (3 sem. hrs.)*



### **PSY 335. Psychology of Sustainability**

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. *Prerequisites: Sophomore standing or above. (3 sem. hrs.)*

### **PSY 338. Psychotherapy**

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. *Prerequisites: PSY 227 or PSY 301 or permission of instructor. (3 sem. hrs.)*

### **PSY 340. Psycholinguistics**

The psychological study of language as a cognitive process. The course explores theories and research on first and second language acquisition, oral and written comprehension and production, bi- and multilingualism, dialectic and linguistic differences, social and cultural influences on language development and use, and language disorder (e.g., dyslexia, dysgraphia, aphasia, dysarthria), among other topics. *Prerequisites: PSY 101. (3 sem. hrs.)*

### **PSY 342. Biological Bases of Behavior**

A study of the three biological bases of behavior – nervous system, endocrine system, and genetics – and how each plays a role in the expression of behavior, from thirst and hunger and sexual behavior to addictions, psychological disorder and more. *Prerequisites: PSY 101. (3 sem. hrs.)*

### **PSY 343. Neuropsychology**

A study of the brain and its basis in human behavior and cognition. The course provides a foundation in neuroanatomy and physiology, structure and function relationships, assessment, and neurological diversity. Case studies provide a view of clinical applications and fodder for lessons on ethical, identity-preserving treatment. *Prerequisites: PSY 101 or permission of instructor. (3 sem. hrs.)*

### **PSY 347. Cognitive Psychology**

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. *Prerequisites: PSY 101. (3 sem. hrs.)*

### **PSY 349. Cognition and Culture**

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. *Prerequisites: PSY 101 or ANTH 161, PSY 347 recommended. (3 sem. hrs.)*

### **PSY 355. Adult Development, Aging and Agism**

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 promote positive attitudes and expectations about aging. *Prerequisites: PSY 101. (3 sem. hrs.)*

### **PSY 360L. Qualitative Research Methods**

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. *Prerequisites: Two courses in psychology and MATH 151, or permission of instructor. (4 sem. hrs.)*

### **PSY 365L. Quantitative Methods in Psychology**

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. *Prerequisites: Two courses in psychology and MATH 151, or permission of instructor. (4 sem. hrs.)*

### **PSY 370. Sensation and Perception**

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. *Prerequisites: PSY 101 or permission of instructor. (3 sem. hrs.)*

### **PSY 385. Topics in Psychology**

In-depth study of a selected topic in psychology. Past topics have included: Constructing Sexual Identities: Cross-Cultural Perspectives; Environmental Psychology; Sensation and Perception; and Stereotyping and Stigmatization. *May be repeated for credit. (2-4 sem. hrs.)*

### **PSY 390. Advanced Internship Program in Psychology**

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. *Prerequisites: PSY 290 and permission of instructor. Graded: S/U. (2-4 sem. hrs.)*

### **PSY 392. Research Practicum**

The research practicum is designed to provide research-based experiential learning beyond the classroom. The practicum might include field work or laboratory based research experience on or off-campus. *Prerequisites: Permission of instructor. Graded: S/U. (2-4 sem. hrs.)*

### **PSY 396. Diversity and Psychology**

Students 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, and 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 sem. hr.)*

### **PSY 398. Supplementary Advanced Work in Psychology**

Advanced work or research relevant to the discipline created under the supervision of, or in conjunction with, a faculty member. *Prerequisites: Adequate preparation for advanced work in the field, and permission and approval of instructor. May be repeated for credit. (3 sem. hrs.)*

### **PSY 399. Independent Study in Psychology**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. (1-3 sem. hrs.)*

### **PSY 403. Senior Seminar in Psychology**

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. *Prerequisites: Senior standing with major field in psychology. (4 sem. hrs.)*

### **PSY 404. Senior Empirical Research Project**

Empirical research project based on PSY 403 research proposal. *Prerequisites: Permission of*

*instructor. (4 sem. hrs.)*

## Religion

### **RELG 100. Gods and Creation: East and West**

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 with that order.

*Offered annually, fall semester. (3 sem. hrs.)*

### **RELG 263. The Hebrew Bible and Jewish Tradition**

A study of the literature, religion, and faith of ancient Israel in light of the ancient Near Eastern environment, religious and ethical factors with Israel, and the course of historical events and social change. *Offered alternate years. (3 sem. hrs.)*

### **RELG 264. New Testament and Early Christianity**

A study of the literature, religion, and faith of early Christianity, as compared to and contrasted with early Judaism and Hellenistic religions. Jesus, Paul, and the first Christian communities are discussed. *Offered alternate years. (3 sem. hrs.)*

### **RELG 285. Topics in Religion**

In-depth study of a selected topic in religion. Past topics have included: Religion and the News Media; Gnosticism; Science and Religion; Women and World Religions; Rule the World for God?; and Goddess Worship in Western Religions. *May be repeated for credit. Offered as needed. (2-4 sem. hrs.)*

### **RELG 290. Internship in Religion**

The function of this internship is to allow students to explore areas where they might use their background in religion. The student should devise the internship in consultation with instructor. *Graded: S/U. (2 sem. hrs.)*

### **RELG 321. Faith and Post-Modern Culture**

This course explores the unique characteristics and complexities of faith in contemporary cultures. *Offered occasionally. (3 sem. hrs.)*

## Social Sciences

### **SS 290/390. Internship in the Social Sciences**

Individually arranged field experiences in the Social Sciences. *Graded: S/U. (2-4 sem. hrs.)*

### **SS 299/399. Independent Study in the Social Sciences**

Individually arranged independent study in the social sciences. *May be repeated for credit. (1-3 sem. hrs.)*

### **SS 394. Research Methods for the Social Sciences**

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 class research project.

*Prerequisites: One course in the social sciences or permission of instructor. Offered annually, spring semester. (4 sem. hrs.)*

## Sociology

### **SOC 151. Principles of Sociology**

An introduction to the basic concepts and major perspectives of sociology. Sociology is the study of the way societies are structured, how these structures affect people, and how people affect those structures. The course may focus on such topics as the criminal justice system, environmental racism, socialization, identity, race and class. *Offered annually. (3 sem. hrs.)*

### **SOC 199. Independent Study in Sociology**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *May be repeated for credit. (1-3 sem. hrs.)*

### **SOC 201. Sociology of the Paranormal**

How do we know what is real? Why do we trust some pieces of evidence but ignore or discount others? Using social science concepts and theories, students will offer sociological accounts for the seemingly "unexplainable." *Prerequisites: SOC 151. (3 sem. hrs.)*

### **SOC 223. Oral History: Tell Me Your Story**

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 sem. hrs.)*

### **SOC 224. Social Psychology**

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. *Prerequisites: PSY 101 or SOC 151. (3 sem. hrs.)*

### **SOC 228. Social Problems**

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). *(3 sem. hrs.)*

### **SOC 235. Social Norms/Social Deviance**

What are social norms? Who defines them and why? This course investigates the creation, perpetuation, and disruption of social norms in various social arenas, such as the criminal justice system, in psychology and medicine, in entertainment, and in the economy. Students will cast a critical eye on the moral aspects of "deviance" and question the assumption that having norms and following them is always "good." Offered alternate years. *(3 sem. hrs.)*

### **SOC 277. Social Inequality**

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 students will also examine global inequalities. *Prerequisites: SOC 151 or SOC 228 or permission of instructor. Offered every spring semester. (3 sem. hrs.)*

### **SOC 285. Topics in Sociology**

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. Offered as needed. (2-4 sem. hrs.)*

### **SOC 290. Internship in Social Service Agencies**

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. *Prerequisites: One sociology or anthropology course and permission of instructor. Graded: S/U.*

*Offered every semester. (2-4 sem. hrs.)*

### **SOC 300. Humans, Animals and Interaction**

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 our best friend? This course examines our complicated and often contradictory relationships with animals. *Prerequisites: SOC 151 or ANTH 161 or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **SOC 304. Criminology**

This course critically examines a wide range of criminological theories with special emphasis given to the ways that social factors can produce or reduce crime. *Prerequisites: CRIM 116 or SOC 151 or ANTH 161 or POLS 151 or permission of instructor. (3 sem. hrs.)*

### **SOC 315. Men and Masculinities**

This course explores gender as an individual, interactional, and institutional dimension of society. Reading across the disciplines, students theorize multiple masculinities and analyze the relationships among hegemonic, marginalized, subjugated, oppositional, and hybrid forms. *Prerequisites: SOC 151 or ANTH 161 or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **SOC 331. Mass Media and Society**

This course investigates two major aspects of media and society. First, it looks at the social and societal benefits and challenges of electronic and social media. Second, it examines the social history of media in relationship to the creation of harmful stereotypes and current challenges to that history. Students are required to work on an original research project for this class. *Prerequisites: ANTH 161 or SOC 151 or SOC 228 or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **SOC 363. Sociological Theory**

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 change, social structure/agency, and society/individual) which give rise to competing streams of social thought. *Prerequisites: SOC 151 and rising sophomore, or permission of instructor. Offered annually, fall semester. (3 sem. hrs.)*

### **SOC 385. Topics in Sociology**

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. *Prerequisites: ANTH 161 or CRIM 115 or POLS 151 or POLS 155 or SOC 151 or permission of instructor. May be repeated for credit. Offered as needed. (2-4 sem. hrs.)*

### **SOC 390. Advanced Internship in Social Service Agencies**

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. *Prerequisites: Five sociology and anthropology courses and permission of instructor. Graded: S/U. Offered as needed. (2-4 sem. hrs.)*

### **SOC 398. Independent Research**

Topic open. *Prerequisites: Adequate preparation for advanced work in the field and permission of instructor. May be repeated for credit. (1-3 sem. hrs.)*

### **SOC 399. Independent Study in Sociology**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant

topic. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

### **SOCA 401. Senior Essay and Research Seminar in Sociology and Anthropology**

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. *Prerequisites: 1) major in sociology and anthropology; 2) either ANTH 260 or SS 394; and 3) either ANTH 330 or SOC 363. Offered annually, fall semester. (4 sem. hrs.)*

## **Sport Management**

### **SMGT 101. Introduction to Sport Management**

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. *Offered every fall semester. (3 sem. hrs.)*

### **SMGT 210. Contemporary Sport**

The duality of sport in the 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. *Offered every fall semester. (3 sem. hrs.)*

### **SMGT 290/390. Internship in Sport Management**

Individually arranged participation in the work at an institution engaged in sport management, such as youth, scholastic, collegiate, minor and major professional sport organization. *Prerequisites: SMGT 101 or SMGT 210. Graded: S/U. (2-4 sem. hrs.)*

### **SMGT 310. Organizational Leadership and Management in Sport**

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. *Prerequisites: SMGT 101 or SMGT 210 or permission of instructor. Offered every spring semester. (3 sem. hrs.)*

## **Sustainability**

### **SUS 100. Art and Sustainability in the Field**

This interdisciplinary course is designed for first year students. It explores the question: what does it mean to work in the field? Every week, students travel to a different location to consider the many varieties of working, living, and making that, exist or could exist, in that particular place through a wide spectrum of creative, scholarly, and experiential research methodologies. Topics may include rewilding, Indigenous land histories, local land use issues, wild pigments and ceramic ingredients, and more. Through collective, hands-on immersion in the cultural and ecological histories of the Cayuga watershed, students will explore they build, understand, and communicate their own experiences of the world. *(3 sem. hrs.)*

### **SUS 101. Introduction to Sustainability**

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. (3 sem. hrs.)*

### **SUS 102. Identity and Belonging in the Outdoors**

This course will examine the intersections of gender, race, ability, nationality, and class in

regard to knowledge production about human-nature relationships, access to outdoor spaces, and recreation in nature, and focus on cultivating a better understanding of our local relationships to land and community. Through a mix of discussion-based classes and experiential learning, including fieldtrips, students will build a connection to both the campus and local community around Wells and develop key academic skills. (3 sem. hrs.)

### **SUS 195. Tutorial: Critical Thinking about Sustainability**

Students will attend sustainability-related events and activities during the semester and write reflections on their experience. Students will be prepared to discuss those events they attended at weekly meetings of the tutorial group. Events eligible for tutorial credit will be announced in advance or pre-approved by the instructor for eligibility. Events will include, but not be limited to, Sustainability Perspectives series and Sustainable Business series talks, and other events and activities organized by the Center for Sustainability and the Environment, and other campus programs and groups. *May be repeated for credit. (2 sem. hrs.)*

### **SUS 200. Fields**

This seven-week outdoor interdisciplinary course explores the question: what does it mean to work "in the field?" Every class, students will travel to a different nearby location to consider the many layers of working, living, and making that exist in that place through creative prompts, case studies, and exploration. Site visits, activities, and instructors will vary from semester to semester, so students may repeat this course. Potential topics include: local cultural and natural histories; agriculture; resource management, and recreation; learning from plants, animals, and rocks; creative writing; drawing; taking samples; and other interdisciplinary forms of field work. *May be repeated for credit. Graded: S/U. Offered annually. (2 sem. hrs.)*

### **SUS 213. Indigenous Environmental Activism and Resistance**

This course will examine ways in which Indigenous Peoples locally and globally are engaged in the defense of water, land, and all our relations, how indigenous knowledge and Western sciences can work together to restore environmental damage, and how indigenous and non-indigenous people can work together for environmental justice. *Offered once per year. (3 sem. hrs.)*

### **SUS 214. Power, Privilege, and the Environment**

This course offers an in-depth introduction to the social dimension of sustainability. Students will examine the ways systemic inequalities in the U.S. impact access to resources, participation in outdoor recreation, and protections from the environmental harms. Students will explore the historical roots of mainstream U.S. environmentalism and analyze contemporary case studies illustrating the ways sustainability challenges disproportionately impact members of minoritized communities. (3 sem. hrs.)

### **SUS 215. Systems Thinking: Building Resilient Communities**

Understanding the complexity of ways Earth's ecological, social, and economic systems function, and how they can be transformed, is fundamental to the work of sustainability. This course offers students opportunities to build their capacity as systems thinkers to better understand feedback loops, leverage points, and interdependence. Students will investigate case studies examining holistic efforts to strengthen community resilience locally and around the world.

*Prerequisites: SUS 101 or permission of instructor. Offered once per year. (3 sem. hrs.)*

### **SUS 231. Culture and Water**

Water is essential for human existence, and culture is inherent to human experience. With that in mind, this applied course examines how our daily need for water is informed by a diversity of cultural expectations, tastes, and desires, as well as by environmental constraints. The course will also pay particular attention to the challenges of the climate change in the 21<sup>st</sup> century. (3 sem. hrs.)

### **SUS 285. Topics in Sustainability**

In-depth study of a selected topic in sustainability. (3 sem. hrs.)

### **SUS 290. Internship in Sustainability**

Individually arranged participation in work of institutions devoted to sustainability. *Prerequisites: Permission of instructor. Graded: S/U. (2-4 sem. hrs.)*

### **SUS 335. Psychology of Sustainability**

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. *Prerequisites: Sophomore standing or above. (3 sem. hrs.)*

### **SUS 340. Ethics and the Environment**

This course focuses on the unique and pressing ethical issues that are related to human ecology and the environment. Students consider in a careful and sustained way what moral obligations they have to each other, other animals, and the broader world, in view of modern institutions, values, and our unprecedented technology, which can radically alter entire ecosystems. *Prerequisites: PHIL 100 or SUS 101 or ENVR 101L or permission of instructor. (3 sem. hrs.)*

### **SUS 385. Special Topics in Sustainability**

In-depth study of a selected topic in sustainability. (3 sem. hrs.)

### **SUS 390. Advanced Internship in Sustainability**

Individually arranged participation in work of institutions devoted to sustainability. *Prerequisites: SUS 290 and permission of instructor. Graded: S/U. (2-4 sem. hrs.)*

### **SUS 399. Independent Study in Sustainability**

Independent work in subject in Sustainability. *May be repeated for credit. (1-3 sem. hrs.)*

### **SUS 401. Senior Capstone in Sustainability**

Students will complete research projects on a topic of their interest. *Prerequisites: Senior standing and major in sustainability. (4 sem. hrs.)*

## **Sustainable Business**

### **SBS 290/390. Internship in Sustainable Business**

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 sem. hrs.)*

## **Theatre**

### **THEA 128. Acting One**

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 sem. hrs.)*

### **THEA 130. Stagecraft**

A lecture and studio class to introduce students to terminology and processes of theatrical productions. Students will become familiar with the theatre while learning skills like 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 years, fall semesters. (3 sem. hrs.)*

### **THEA 200. Acting Two**



Intermediate acting class. Approached to playing characters, text analysis and ensemble work. *Prerequisites: Theatre major or permission of instructor. Offered alternate years, spring semesters. (3 sem. hrs.)*

### **THEA 201. Arts Management**

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 years, spring semesters. (3 sem. hrs.)*

### **THEA 202. Scenic Design**

A lecture and studio class which guides students through the scenic design process as it pertains to the designer's vision and execution of their design. *(3 sem. hrs.)*

### **THEA 210. Queer Theatre and Feminist Activism**

Students will explore a range of current issues in feminist and queer activism through the lens of Theatre of the Oppressed, a participatory theatre methodology. Coursework will include readings, discussion, and substantial in-class theatre-based work. Open to students from any discipline, and no prior theatre experience is required. *(3 sem. hrs.)*

### **THEA 222. Introduction to Stage Lighting and Design**

A lecture and studio class to introduce students to the use and operation of stage lighting equipment, basic elements of lighting design, and implementation of design. *(3 sem. hrs.)*

### **THEA 224. Production Practical**

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. *Prerequisites: Permission of instructor. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

### **THEA 255. Stage Management**

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 sem. hrs.)*

### **THEA 278. Rehearsal and Performance/Theatre (Student)**

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. *Prerequisites: Permission of instructor. May be repeated for credit. Graded: S/U. Offered as needed. (1 sem. hr.)*

### **THEA 280. Rehearsal and Performance/Theatre**

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. *Prerequisites: Permission of instructor. May be repeated for credit. Offered annually. (1-3 sem. hrs.)*

### **THEA 285. Topics in Theatre and Dance: Writing and Creating Performances**

This course combines writing and performance in a workshop designed to explore and

practice original and contemporary work. Students will develop original work in the forms of spoken word, poetry, screenplays, plays, dialogues, and monologues and will subsequently showcase their work in a public forum. Students may write for live performance, new media, or may combine modalities. *Offered as needed. (2-4 sem. hrs.)*

### **THEA 290. Internship in Theatre**

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 sem. hrs.)*

### **THEA 292/392. Research Practicum**

The theatre research practicum is designed to provide research-based experiential learning beyond the classroom. The practicum might include theatre field work, or laboratory based research experience on or off campus. *Prerequisites: Permission of instructor. Graded: S/U. (2-4 sem. hrs.)*

### **THEA 295. Tutorial in Theatre**

In-depth study of one topic agreed upon by students and instructor. May be repeated for credit. *(1-3 sem. hrs.)*

### **THEA 315. Theatre History**

An historical exploration of theatre arts from the ancient Greeks to the present, and 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.

*Prerequisites: THEA 100, any ARTH, HIST, or dramatic literature course, or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **THEA 320. Marginalized Voices: Women Playwrights**

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. *Prerequisites: THEA 100 or a course in dramatic literature; or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **THEA 325. Production Practical**

This course will put the theoretical knowledge students have gained in technical theatre and performance 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. *Prerequisites: THEA 224 or permission of instructor. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

### **THEA 330. Improvisational Theatre**

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. Coursework consists of group projects and ensemble acting. Some acting experience is helpful but not required. *Prerequisites: THEA 128 or permission of instructor. May be repeated for credit. Offered alternate years. (1 sem. hr.)*

### **THEA 331. Acting Shakespeare**

Students will investigate 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 is helpful but not required. *Prerequisites: THEA 128 or permission of instructor. May be repeated for credit. Offered alternate years. (1 sem. hr.)*

### **THEA 332. Acting Styles**

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 students to advanced styles of acting. Styles may include Greek tragedy, commedia dell'arte, Moliere, Chekhov, Ibsen, and/or Shaw. Some acting experience is helpful but not required. *Prerequisites: THEA 128 or permission of instructor. May be repeated for credit. Offered alternate years. (1 sem. hr.)*

### **THEA 333. Getting the Part**

Students will learn the techniques of researching and finding monologues for audition material. Students will also learn about the process of auditioning and gain knowledge of various methods for a successful audition. Monologues, headshots, and resumes will be prepared to be "audition ready" by the end of the course. Some acting experience is helpful but not required. *Prerequisites: THEA 128 or permission of instructor. May be repeated for credit. Offered alternate years. (1 sem. hr.)*

### **THEA 338. Methods of Directing**

The study of theories, practices and techniques of stage direction with special emphasis on the function of director as interpreter, organizer, teacher, and visionary. *Prerequisites: THEA 128, THEA 200, or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **THEA 349. Advanced Rehearsal and Performance/Theatre (Student Supr.)**

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. *Prerequisites: Permission of instructor. May be repeated for credit. Graded: S/U. Offered as needed. (1 sem. hr.)*

### **THEA 350. Advanced Rehearsal and Performance/Theatre**

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 4-5 days per week for 6-9 weeks. Two to three performances and formal critique. *Prerequisites: Permission of instructor. May be repeated for credit. Offered annually. (1-3 sem. hrs.)*

### **THEA 385. Topics in Theatre and Dance**

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 sem. hrs.)*

### **THEA 390. Internship in Theatre**

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 sem. hrs.)*

### **THEA 395. Tutorial in Theatre**

In-depth study of one topic agreed upon by students and instructor. Past topics have included Advanced Directing. *Prerequisites: Permission of instructor. May be repeated for credit. Offered as needed. (1 sem. hr.)*

### **THEA 399. Independent Study in Theatre**

Individually arranged participation in areas of arts management, dance, education, or other related careers in the performing arts. Students may submit proposals. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

### **THEA 401. Senior Thesis Project in Theatre**

Each student completes a senior thesis project in theatre. Topics must be approved by a faculty member. *Offered annually. (3 sem. hrs.)*

### **THEA 402. Senior Seminar: Building a Career in Theatre**

Seminar includes presentations and discussion as well as individual meetings with faculty advisers. *Offered annually, spring semester. (1 sem. hr.)*

## **Visual Arts**

### **VART 300. Theoretical Frameworks in Visual Art**

This course focuses on the philosophical questions related to the making and interpretation of visual art, introducing theories and frameworks about perception, visual languages, arts institutions, and identity. This course will prepare students to critically engage their capstone work. *Prerequisites: Visual arts major, junior standing or permission of instructor. (3 sem. hrs.)*

### **VART 315. Professional Visual Art Practices**

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. *Prerequisites: Visual arts major, junior standing or permission of instructor. Offered annually. (3 sem. hrs.)*

### **VART 401. Senior Seminar in Visual Arts**

Art history students will engage in an intensive study of approaches, research methods, and historiographies that apply to art history. Studio art students will do advanced work in their discipline under the guidance of the appropriate faculty. The course will also address professional concerns including preparation for graduate school and/or a professional career in the arts. *Lab fee of \$50. Prerequisites: Senior visual arts major concentrating in studio or book arts. Offered annually, fall semester. (4 sem. hrs.)*

### **VART 402. Senior Project in Visual Art**

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 of \$50. Offered annually spring semester. Prerequisites: VART 401. Corequisite: VART 403. Offered annually, spring semester. (3 sem. hrs.)*

### **VART 403. Senior Exhibition in Visual Art**

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 sem. hr.)*

## **Wells Core Courses**

### **WLLS 100. Wellness, Engagement, and Lifelong Learning for Success**

Students will be introduced in a holistic manner to the values, resources, and support services of Wells College. Staff and Peer Leaders will help students develop healthy habits for living, learning, and being a member of the Wells community. Students will engage in hands-on and participatory experiences both inside and outside of the classroom, which will help them to better understand themselves and the community. *Offered annually, fall semester. (1 sem. hr.)*

### **WLLS 105. College Writing**

This course, covers the fundamentals of college writing. Intended for all first-year students at

Wells College, the purpose of this course is to give all Wells students regardless of major a shared understanding of how to approach writing throughout their time at Wells and beyond.

*Corequisite: WLLS 106. Offered every semester. (3 sem. hrs.)*

### **WLLS 106. College Writing Foundations**

This course is designed as a writing workshop class supporting students concurrently enrolled in WLLS 105 with additional instruction in writing about readings, essay structure, paragraph development, grammatical precision, and the essentials of punctuation. *Corequisite: WLLS 105. Graded: S/U. Offered every semester. (1 sem. hr.)*

### **WLLS 110. Personal Financial Management**

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. Course is offered to first year, second semester students through senior year. *Offered annually. (3 sem. hrs.)*

### **WLLS 121. Research Tools and Skills**

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. (4 sem. hrs.)*

### **WLLS 122. Learning Strategies**

This course will assist students on semester warning or academic probation 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. *(1 sem. hr.)*

### **WLLS 123. Student Development and Values**

This course is designed to enhance students' effectiveness as a leader at Wells through reflection, exploration of values, understanding of the environment in which they operate, and examining their philosophy of leadership-all within the context of their student organization. *May be repeated for credit. (1 sem. hr.)*

### **WLLS 124. Writing Lab**

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 helps students create meaningful academic argument across the curriculum. *Offered annually. (1.5 sem. hrs.)*

### **WLLS 126. Internship, Career and Networking**

This seven-week course will prepare students for internships and career and/or graduate school efforts. The course will educate participants regarding concepts, attitudes, and actions to attain internship goals and inspire ongoing career explorations, expression, and goal attainment efforts. *Graded: S/U. Offered every semester. (1 sem. hr.)*

### **WLLS 127. Career Preparation**

A semester-long course that focuses on the development of professional workplace skills and job search techniques for students who plan to enter their career field upon graduation. Topics such as becoming a professional, marketing yourself, interviewing, and locating and securing a job will be covered. Students who are successful in this course will develop increased career confidence due to their enhanced workplace readiness skills. *Prerequisites: Junior standing or above. Offered every semester. (1 sem. hr.)*

### **WLLS 190. Experiential Learning and Reflection**

Individually-arranged field experiences allowing students to transcend boundaries by explor-

ing their interests. Through reflection activities, students assess their learning and their own personal development. The student's academic adviser serves as the faculty sponsor for the experience. *Prerequisites: First-year or sophomore standing. May be repeated for credit. Grad-ed: S/U. Offered as needed. (1-3 sem. hrs.)*

### **WLLS 199. Independent Study**

These courses are available for students who have demonstrated an ability to work without close supervision. Student(s) and faculty members develop the course together on a relevant topic. *May be repeated for credit. (1-3 sem. hrs.)*

## **Women's, Transgender and Queer Studies**

### **WTQS 102. Identity and Belonging in the Outdoors**

This course will examine the intersections of gender, race, ability, nationality, and class in regard to knowledge production about human-nature relationships, access to outdoor spaces, and recreation in nature and focus on cultivating a better understanding of our local relationships to land and community. Through a mix of discussion-based classes and experiential learning, including fieldtrips, students will build a connection to both the campus and the local community around Wells and develop key academic skills. *(3 sem. hrs.)*

### **WTQS 148. Introduction to Women's, Transgender and Queer Studies**

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 sem. hrs.)*

### **WTQS 200. Gender, Sexuality and Health**

Students will explore the complexities of gender and sexual diversity, as well as the differences between sex and gender within the context of health and wellness. Particular emphasis will be placed on the specific health issues and disparities faced by women, transgender, and gender non-binary individuals, and lesbian, gay, bisexual, and intersex individuals, as well as professional competencies in responding to these issues. This survey course will be a foundation for further exploration of the specific issues faced by these vulnerable populations. *Offered alternate years. (3 sem. hrs.)*

### **WTQS 210. Queer Theatre and Feminist Activism**

Students will explore a range of current issues in feminist and queer activism through the lens of Theatre of the Oppressed, a participatory theatre methodology. Coursework will include readings, discussion, and substantial in-class theatre-based work. Open to students from any discipline, and no prior theatre experience is required. *(3 sem. hrs.)*

### **WTQS 212. Home Lands**

This seminar will focus on making a home and the multiple relationships that exist between what sexual minorities call "home" as First Nations people, people in Diaspora, and/or immigrants. *(3 sem. hrs.)*

### **WTQS 230. Women and Gender in Sport**

This course will use sport to understand gender relations in a society. It will focus on how sports shape cultural ideas of masculinity and femininity and examine how assumptions about professional and amateur athletes reflect and challenge social norms about gender, sexuality, race, and class. This course will invite students to consider the intersection of politics, economics, society, culture, and representation in sport and map out and respond to the multifaceted issues that emerge when women enter the sports world. *(3 sem. hrs.)*

### **WTQS 245. Body Politics**

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, and self defense. *Prerequisites: WTQS 148 or permission of instructor. Offered occasionally. (3 sem. hrs.)*

### **WTQS 260. Indigenous Women's Experiences**

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 sem. hrs.)*

### **WTQS 285. Topics in Women's, Transgender and Queer Studies**

In-depth study of a selected topic in women's, transgender and gender studies. Past topics have included: Women's Utopian/Anti-Utopian Fiction; Transgenderism; Femininities/Masculinities. *May be repeated for credit. Offered occasionally. (3 sem. hrs.)*

### **WTQS 290/390. Internship in Women's, Transgender and Queer Studies**

Students will use their backgrounds in women's, transgender 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, and N.O.W. Arrangements are the student's responsibility in consultation with the instructor(s) and the Office of Career Development Services. *Prerequisites: Permission of instructor and successful completion of a course listed for the WTQS major. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 sem. hrs.)*

### **WTQS 295. Tutorial in Women's, Transgender and Queer Studies**

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. *May be repeated for credit. Offered as needed. (1 sem. hr.)*

### **WTQS 302. Intersectionalities**

Intersectionalities is a paradigm for analyzing multiple oppressions in relation to each other. This course applies the interdisciplinary paradigm of intersectionalities as a method of theorizing within the context of feminist, queer, trans-, and gender studies. Emphasis placed on writing as thinking and preparing for a senior project. *Prerequisites: WTQS 148 or permission of instructor. Offered annually. (3 sem. hrs.)*

### **WTQS 303. Transgender Studies**

This course offers students an overview of the rich and evolving field of transgender studies. Topics include foundational concepts in gender diversity, key sociopolitical issues, pivotal moments in trans activism, and cultural representation and misrepresentation of trans lives. Particular emphasis will be placed on the intersections of trans lives with issues of race, class, disability, immigration status, and incarceration. *Prerequisites: WTQS 148 or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **WTQS 304. Women, Gender and Sexuality in Asian History**

This thematic course examines how gendered discourses regarding parenting, masculinity, femininity, and sexuality were imagined, crafted, and challenged in Asian history from earliest times to the present. Students will learn topics such as labor and equity, widow-immolation and agency, eunuchs and gender spectrums, Orientalism and fetishization, foot binding, anarcho-feminism, gender identity and expression, abortion and legal regimes, and much more. *(3 sem. hrs.)*

### **WTQS 320. Marginalized Voices: Women Playwrights**

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. *Prerequisites: THEA 100 or a course in dramatic literature; or permission of instructor. Offered alternate years. (3 sem. hrs.)*

### **WTQS 385. Special Topic in Women's, Transgender and Queer Studies**

In-depth study of a selected topic in women's and gender studies. Past topics have included: Women's Utopian/Anti-Utopian Fiction; Transgenderism; Femininities/Masculinities. *May be repeated for credit. Offered occasionally. (3 sem. hrs.)*

### **WTQS 395. Tutorial in Women's, Transgender and Queer Studies**

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. *May be repeated for credit. Offered as needed. (1 sem. hr.)*

### **WTQS 399. Independent Study in Women's, Transgender and Queer Studies**

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. *Prerequisites: Permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 sem. hrs.)*

### **WTQS 401. Senior Project in Women's, Transgender and Queer Studies**

Project of an interdisciplinary nature, informed by the student's disciplinary focus, concerning gender studies. Directed by a primary adviser, selected from women's studies faculty, and a secondary adviser. Students will present their work in the Women's Studies Colloquium. *Prerequisites: Senior standing and WTQS major. Offered annually, spring semester. (4 sem. hrs.)*





# Financial Information

# Full-Time Students

Full-time students are defined as 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 2023–2024:

Tuition, Housing and Food for first-year students, returning students, and new transfer students:

<b>Tuition and Fees</b>	\$35,166
<b>Housing and Food</b>	\$14,950

Fees include but are not limited to:

- ▶ Health and wellness programs
- ▶ Student government and activities
- ▶ Technology

## Single Rooms

<b>Additional fee:</b>	\$1,000
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## Fairlane Apartments

<b>Room (not including Board):</b>	\$11,800
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## International Students

<b>Additional Insurance Fee:</b>	\$1,500
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## Dining Dollars Express Card

Each semester, \$100 will be added to the Express Card for students on the College's meal plan. Additional money can be added to the Express card by visiting the online card management page.

Commuter meal plans may be purchased from Residence Life.

## Transportation

The College provides regular van service to various locations as posted while classes are in session. Fees may be incurred for special transportation requests outside the regular schedule.

## Billing/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.

A Financial Responsibility Agreement form will be included with our tuition statement. This form must be completed and returned to the Business Office.

The fall semester bill, due in early August, is sent to the student's parents at their home address or to the financially responsible party. The spring semester bill is due in early January.

The College accepts MasterCard, Visa, DiscoverCard, and American Express for tuition payments. Credit card payments for tuition are processed online only. Please see the Globe (<https://global.wells.edu>) and log in with the student's ID and password. Select the "Student" tab, then "Pay My Bill" in the lefthand menu. If paying by check, make checks payable to Wells College and mail to the following address:

Wells College  
Attn: Business Office  
170 Main Street  
Aurora, NY 13026

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.

### Monthly Payment Plans

These plans are described in detail in the Financial Planning section.

### Student Billing Policy

Students who have a prior semester outstanding balance will not be permitted to register for classes or return to campus for the next semester until their account balance is paid-in-full or satisfactory payment arrangements have been made. In the event that a student returns to campus without having made satisfactory payment arrangements, access to campus housing will be denied, and meal plans will be suspended.

At the start of each semester, it is the responsibility of the student to make payment, or satisfactory payment arrangements, on any outstanding charges – including charges for that current semester – by no later than the fifth day of classes. If arrangements have not been made by that date, the student will be de-registered from classes and asked to leave campus. Access to campus housing will be denied, and meal plans will be suspended.

## 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-semester hour 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-semester hour 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-semester hour 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 Students

**Part-time students (registered for 1 to 11 credit hours per semester):** \$850/semester hour

**Technology fee:** \$200/semester

Please note: special course fees may apply.

## Non-Traditional Students

**High school students:** \$225/semester hour (not to exceed 6 semester hours)

Please note: special course fees may apply.

**Audit (non-credit-bearing):** \$40/semester hour

Please note: special course fees may apply.

## Full-Time (1) and Part-Time (2) Employees

Full-time employees who are registered as part-time students (1 to 11 semester hours/semester): \$10/semester hour (not to exceed 120 semester hours)

Note: special course fees may apply.

Part-time employees: \$160/semester hour (not to exceed 120 semester hours)

Note: special course fees may apply.

## Spouse/Domestic Partner (3) of Full-Time Employees

Spouse/domestic partner of full-time employees who are registered as part-time students (1 to 11 semester hours/semester): \$40/semester hour

Technology fee: \$200/semester

Note: special course fees may apply.

Spouse/domestic partner of full-time employees who are registered as full-time students (12 to 18 semester hours/semester): \$40/semester hour (not to exceed 120 semester hours)

Technology fee: \$200/semester

Note: special course fees may apply.

1. To be eligible, full-time employees must have completed one year of service.
2. "Part-time employee" as defined in the Wells College Employee Handbook.
3. "Domestic partner" as defined in the Domestic Partner Policy.

## Other Fees and Charges

<b>Car Registration*</b>	\$40
<b>Parking Fines**</b>	\$25-\$150
<b>Lost room key</b>	\$45 (includes core replacement)
<b>Lost student ID card</b>	\$10
<b>Official transcripts</b>	\$10
<b>Late payment of tuition, Housing &amp; Food</b>	\$250 per semester
<b>Returned check fee</b>	\$50

\*Refer to the "Safety and Security" page on the Globe for detailed information on transportation-related fees and fines.

\*\*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 to \$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, the Withdrawal Date, the Wells College Tuition Refund Schedule, and the Federal Title IV Financial Aid Refund Calculation, which can be found 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 their status after this date. After the drop deadline, a student can withdraw from a course(s) through the ninth week, but the student will retain the course(s) on their 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 a meeting with the Dean of Students and completing the Withdrawal form provided by the Dean, or 2) the last recorded date of class attendance by the student, if the student drops out without notifying the school, or 3) the date will be established as the midpoint of the enrollment period, if a withdrawal cannot be determined based on the above.

## 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:

<b>1st-10th day</b>	100%
<b>11th-17th day</b>	70%
<b>18th-24th day</b>	50%
<b>25th-30th day</b>	25%
<b>over 30 days</b>	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.

## Return of Financial Aid for Students Who Withdraw

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 their Title IV financial aid based on the period of time they remain enrolled. During the first 60% of the enrollment period, a student earns funds in direct proportion to the length of time they remain 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 a student did not receive all of the funds that they earned, they may be due a post-withdrawal disbursement. If a student's post-withdrawal disbursement includes loan funds, the College must get the student's permission before it can disburse them. A student may choose to decline some or all of the loan funds so that the student does not incur additional debt. The College may use all or a portion of a student's post-withdrawal grant disbursements for tuition, fees, and housing and food charges. The College needs a student's permission to use the post-withdrawal grant disbursement for all other school charges. If the student does not give their permission, the student will be offered the funds, however, it may be in their best interest to allow the College to keep these funds to reduce the student's debt to the school.

If a student (or their parent on their behalf ) receives excess Title IV program funds that must be returned, the College must return a portion of the excess equal to the lesser of (1) their institutional charges multiplied by the unearned percentage of their 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 a student withdraws are separate from any refund policy that the College may have. Therefore, a student may still owe funds to the College to cover unpaid institutional charges. The College may charge a student for any Title IV program funds that the College is 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. Note that a student who withdraws during the first 10 class days of the enrollment period will not have earned institutional funds, and all institutional funds, including grants and scholarships, will be returned. 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.

### **Housing and Food**

After a student has registered and occupies a room, 50% of the housing fee will be charged. In addition, a per-diem food 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 fees after the first day of classes.

If the student withdraws from the College prior to the first day of classes, all tuition, housing and food, and other fees will be refunded, and any dispersed financial aid cancelled.

## **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 students are eligible for financial aid, they must apply. Complete information on Wells College financial aid policies can be found on the Globe under the "Student" tab, then click on the Financial Aid page.

Note: In no way does an application for financial assistance affect your admission to Wells College.

### **New Student Application Process**

To apply for federal and institutional financial assistance, a student and their family must file the Free Application for Federal Student Aid (FAFSA). Our federal school code is #002901. Students can complete one of the three following procedures for applying:

Complete the FAFSA electronically. Filing electronically shortens the time it takes schools to receive a student's information and lessens the chances for errors. The federal application website is [studentaid.gov](http://studentaid.gov). A student and, if dependent, one parent must each have an FSA ID that will serve as their signature. The FSA ID is the student's identifier to let them access personal information in various U.S. Department of Education systems. A student's FSA ID serves as their electronic signature and should not be given to anyone. Students and parents cannot share the same FSA ID. If a student does not have an FSA ID, the student can print out the signature page of the FAFSA and mail it to the federal processor. The FSA ID can be completed at any time at <https://studentaid.gov/fsa-id/create-account/launch>.

Complete the paper FAFSA. Forms are available by contacting the Central Processing Center at 1-800- 433-3243. Allow 4-6 weeks to process a paper application.

### **Renewal FAFSA for Returning Students**

Some students are renewal-eligible for FAFSA (i.e., the student had a valid application the year before). When they enter their personal identifiers on the FAFSA website, the federal processor will ask the student if they want to pre-fill some of the application with data from the prior year. If the student chooses this option, they can review each pre-filled item, correct any information that has changed, and provide new information as needed.

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 re apply for aid online. Wells College also will send a reminder to all students in January who applied for aid in the current year.

### **Transfer Students**

Transfer students are considered a special asset to the Wells College community. The College defines a transfer student as someone who has attempted or earned any college credits at a

post-secondary institution after the summer in which they earned their high school diploma or its equivalent. These students bring a breadth and depth of experience that enrich and add value to the Wells experience. As with all students, transfers apply for federal, state, and institutional financial aid by completing the Free Application for Federal Student Aid (FAFSA) at [studentaid.gov](https://studentaid.gov). The federal school code for Wells is #002901. The transfer student and their parent, if appropriate, will need to obtain an FSA ID to serve as their electronic signature. The student can apply for their FSA ID at <https://studentaid.gov/fsa-id/create-account/launch>.

### **International Students**

Wells College recognizes the special financial needs of many foreign students. However, Wells is unable to help all foreign students who enter the country on a student visa. The College does not offer any scholarships, grants, or loans that cover the full cost of attending. Students who do not meet U.S. Citizenship status are not eligible for any need-based financial aid funds. The College does not have institutional grant or loan funds to award international students. The Admissions Office at Wells College will determine if an international student is eligible for a merit-based scholarship upon acceptance to the institution. Realizing that foreign students are only eligible to work on campus, they are eligible to apply for campus employment with the Office of Academic and Career Advising ([wells.edu/careers](https://wells.edu/careers)) upon their arrival to campus. Due to the limited number of available work opportunities, Wells College cannot guarantee all students will be employed in work-study programs.

### **Deadline Dates for Filing the FAFSA**

- ▶ First-Year Applicants: Recommended filing date of December 1 (may be delayed for December 2023)
- ▶ Returning Applicants: May 1 for the upcoming academic year (Verification completion date is June 1)
- ▶ Early Decision Applicants: December 15 (may be delayed for December 2023)
- ▶ Fall Transfer Applicants: Recommended filing date of August 1
- ▶ Spring Transfer Applicants: Recommend filing date of December 15

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.

### **Billing Cycle**

Bills are generated in early July for the fall semester and in early December for the spring semester. Payment or payment arrangements are due in early August and early January respectively. To coincide with our two-semester enrollment and billing cycle, student financial aid is disbursed in two equal disbursements. Federal regulations do not allow the financial aid office to disburse federal financial aid funds to student billing accounts any earlier than 10 days prior to the beginning of each semester. Note that financial aid will not be disbursed until the student has returned their signed financial aid offer and completed all verification, loan counseling, annual loan confirmation, and loan promissory note requirements.

### **State Grant Application**

New York State students initiate their TAP grant application when they file the FAFSA. If a student did not successfully complete their TAP application at the time they filed their FAFSA, the student should receive a postcard in the mail from the state processing center outlining the application instructions. The TAP application can be completed online at <https://www.tap.hesc.ny.gov/totw/>. The College's New York State TAP code is #1050.

Students from Vermont can have their state grants transferred to Wells College. Application procedures for these grants may vary, so Wells recommends students contact their state processing center for application instructions.

### **Part-Time Students**

Wells College does not offer institutional 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**

Students not living with their parents or not being claimed by them on tax forms, or their parents' ability or willingness to pay, does not determine a student's independent status. Students must meet one of the following conditions to be considered an independent student:

- ▶ The student is 24 years old.
- ▶ The student will be enrolled in a master's or doctorate program.
- ▶ The student is married.
- ▶ The student has children who will receive more than half of their support from them during the school calendar year.
- ▶ The student has dependents (other than children or spouse) who live with them and receive more than half of their support from them now and during the school calendar year.
- ▶ The student is currently serving on active duty in the U.S. Armed Forces for purposes other than training.
- ▶ The student is a veteran of the U.S. Armed Services. A student is considered a veteran if they 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 the student turned 13, both of their parents were deceased, and they were in foster care or were a dependent or ward of the court. This condition applies even if a student is no longer in foster care or a dependent or ward of the court.
- ▶ The student has no living parent (biological or adoptive) since they turned age 13, even if the student is now adopted.
- ▶ The student is or was an emancipated minor, as determined by a court in their state of legal residence. A student must be able to provide a copy of a court's decision that as of today, they are or they were an emancipated minor or in legal guardianship immediately before the student reached the age of being an adult in their state. The court must be located in the student's state of legal residence at the time the court's decision was issued.
- ▶ The student was at any time from July 1 of the previous year, determined by their high school or school district homeless liaison, that they were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless.
- ▶ The student was 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 they were an unaccompanied youth who was homeless or were at risk of being homeless.
- ▶ The student was 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 they were an unaccompanied youth who was homeless or was self-supporting and risked being homeless.

To define these terms that describe potential independent students, "homeless" means lacking fixed, regular, and adequate housing, which includes living in shelters, motels, cars, or temporarily living with other people, because a person had nowhere else to go. "Unaccompanied" means a person who is not living in the physical custody of their parents or guardian. "Youth" means a person who is 21 years of age or younger or who is 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, 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) "Asylum Granted," or (c) "Parolee," or (d) "Cuban-Haitian Entrant," or (e) the holder of a valid certification or eligibility letter from the Department of Health and Human Services showing a designation of "Victim of human trafficking."
- ▶ An official statement that shows the student has been granted asylum in the U.S.

If a student only has a Notice of Approval to Apply for Permanent Residence (I-171 or I-464), they are not eligible for federal student aid. If a student is in the U.S. on certain visas, including F1 (or F2) student visa or a G series visa, they are not eligible for federal financial aid.

## **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 their 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 only need to accrue courses at half the rate of full-time students.

The following regulations will apply when reviewing a student's program pursuit:

- ▶ A student must earn 120 semester hours to graduate.
- ▶ A student is eligible to receive institutional and federal financial assistance for 180 attempted semester hours in their 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 their degree requirements regardless of their eligibility for financial aid.
- ▶ Grades at Wells College are recorded in terms of the letter A, B, C, D, and 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+ = 4.0, 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 GPA with the exception of F and U = 0. However, all courses passed can be applied to the total number of semester hours 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 semester hours and must have successfully earned a certain number of semester hours 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 and earn at least 12 credits per semester. 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 when 1) a failed course is repeated and when 2) 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 who have been determined to be ineligible for state financial aid at the end of each semester. 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:

- ▶ Students can make up past academic deficiencies by completing one or more semesters of study without receiving any state grants or scholarships.
- ▶ Students must maintain a GPA of at least 2.0 by their fourth semester of payment for New York State grants.
- ▶ 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.
- ▶ Students who did not meet the required academic progress at the time of their withdrawal and are readmitted after a full year (two semesters) of absence and received less than four semesters of NYS grant payments can be placed on the chart of satisfactory academic progress based either on the number of credits earned or award payments (whichever is most beneficial to the student). Students who withdrew and are readmitted and did not meet the required academic progress requirements at the time of their withdrawal and had used four payment of the NYS grants must have a minimum cumulative 2.0 GPA to receive further state aid.
- ▶ Students can 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 only intended 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 explain the reasons the student failed to meet satisfactory academic progress. Appeals will not be automatically granted because a student accepts their learning contract. The appeal will only be granted when there is reasonable expectation that the student will meet future satisfactory academic progress requirements.

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 Vice President for Academic and Student affairs, 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 Vice President for Academic and Student Affairs, Dean of Students, Director of Financial Aid, and Registrar and Director of Academic Advising and Success 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 Credits 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

For students who repeat a course, only the most recent attempt will be calculated into the cumulative GPA. 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 course-work 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 written 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 will notify all students who have been determined to be ineligible for federal financial aid at the end of each academic year. All students have the right to appeal their loss of federal financial aid. 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 explain the reasons the student failed to meet satisfactory academic progress and describe what actions the student plans on taking to ensure their academic success in the next semester. Appeals will not be automatically granted because a student accepts their learning contract. The appeal will only be granted 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 Vice President for Academic and Student Affairs, Dean of Students, and Director of Academic and Career Advising.

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 Vice President for Academic and Student Affairs, Registrar and Director of Academic and Career Advising, 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 should 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. 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 they failed to achieve satisfactory academic progress based on earning the required number of semester hours, a student could attend another institution and earn semester hours 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 they have 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 attempted at previous institutions. 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

Students 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 their financial need (this process includes how costs for tuition and fees, housing and food, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in their budget, and what resources, such as parental contribution, other financial aid, assets, etc., are considered in the calculation of their need)
- ▶ how much of their financial need, as determined by the institution, has been met
- ▶ how and when they will be paid
- ▶ to explain each type and amount of assistance in their financial aid offer
- ▶ to choose their own lender for private education loans
- ▶ if they have a loan, to know what the interest rate is, the total amount that must be paid, the length of time they have to repay their loan, when they must start paying it

back, and any cancellation and deferment provisions that apply

- ▶ if they 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 they will be paid
- ▶ to reconsider their aid offer, if they believe a mistake has been made
- ▶ how the school determines whether they are making satisfactory progress, and what happens if they are not
- ▶ what special facilities and services are available to people with disabilities
- ▶ a description of the data compiled by Campus Security

### **Student Responsibilities**

It is a student's responsibility to:

- ▶ review and consider all information about a school's program before they enroll
- ▶ pay special attention to their application for student financial aid, complete it accurately, and submit it on time to the right place (errors can delay any student 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 they submitted their application
- ▶ read and understand all forms that they are asked to sign and keep copies of them
- ▶ accept responsibility for the promissory note and all other agreements that they sign
- ▶ notify the loan service of changes in their name, address, or school status, if they 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 their school's refund procedures
- ▶ meet satisfactory academic progress requirements

To receive federal, state, and institutional financial assistance, students must be enrolled as full-time. Full-time status, according to the regulations governing most financial aid programs, is 12 semester hours. Intersession semester hours 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 recognizes 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. Therefore, the College offers a monthly payment plan. Under the payment plan, parents and students can pay the semester's tuition and housing and food charges in four equal payments for a charge of \$50 per semester. For the first semester, payments are due in August, September, October, and November, while for the second semester, payments are due in January, February, March, and April.

### **Parent Loans for Undergraduate Students (PLUS)**

Parent loans, or 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 Direct PLUS Loan interest rate for 2023-2024 is 8.05%. Repayment of the amount borrowed plus interest begins two months after the loan is dis-

bursed. The minimum monthly payment is \$50, and repayment must be completed within 10 years.

### **MasterCard, VISA, DiscoverCard, and American Express**

MasterCard, VISA, DiscoverCard, and American Express will be accepted for payment of College Store and tuition charges. Credit card payments for tuition are processed online only. Please see the Globe under the Students tab, ([global.wells.edu/ICS/Students](http://global.wells.edu/ICS/Students)) then click on "Pay My Bill" for more information.

## **Veterans Affairs (VA) Compliance**

In accordance with Title 38 U.S. Code 3679, subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- ▶ prevent nor delay the student's enrollment
- ▶ assess a late penalty fee to the student
- ▶ require the student to secure alternative or additional funding
- ▶ deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including (but not limited to) access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- ▶ produce the Certificate of Eligibility by the first day of class
- ▶ provide written request to be certified
- ▶ provide additional information needed to properly certify the enrollment as described in other institutional policies

## **Faculty Organization**

### **The Divisional Structure**

The faculty are organized into three divisions: arts and humanities, natural and mathematical sciences, and social sciences.

### **Division of the Arts and Humanities**

The Division of the Arts and Humanities is the heart of the liberal arts and the focal point of artistic activity on campus. Areas such as visual communication, book arts, and museum studies belong to this division, as do the more familiar courses in art, art history, English, philosophy, history, creative writing, theatre, dance, religion, and modern languages. Through studies in these areas, students have many opportunities to engage with the great works, as well as explore the rich diversity of human expression in its many forms across the world. Courses offered by the Division of the Arts and Humanities cultivate knowledge, creative skills, and ways of thinking that can provide a basis for understanding and success in other areas of the curriculum. This division also sponsors performances and exhibitions by students, faculty, and outside artists and writers.

### **Division of Natural and Mathematical Sciences**

The Division of Natural and Mathematical Sciences includes major programs in biological and chemical sciences, computer science, environmental science, health sciences, and mathematical and physical sciences. 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.

## 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 behavior and institutions. To this end, the Division of Social Sciences offers coursework in anthropology, business, economics, education, First Nations and Indigenous studies, international studies, political science, psychology, sociology, sustainability, and women's and gender studies.

## Academic Awards and Prizes

### Prizes in the Arts and Humanities

#### **Helen Gertrude Dean '25 Prize for Dramatic Expression**

Awarded to a member of the senior class who has exhibited the best efforts in dramatics, represented by characterization and expression. Established in 1925 by Helen Gertrude Dean '25.

#### **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**

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

#### **Theatre/Dance Prize in Choreography**

Awarded to a senior who has distinguished himself or herself in the creative, teaching, and performing facets of choreography.

#### **Kate Clugston Class of 1914 Prize in Theatre**

Awarded annually to a member of the senior class who, apart from on-stage performance, has made an outstanding contribution to Wells theatre, either by one striking achievement or through continuous dedication. Established in honor of Kate Clugston '14, who was a playwright, poet, and English teacher and initiated the public relations office at Wells, serving as its director from 1944 to 1947.

#### **Kathryn Walker '64 Prize in Acting**

The Kathryn Walker '64 Prize in Acting recognizes a student of any class who, in the last year and in the judgment of the panel, has done the best job of acting in a play on-campus or in an off-campus play in which a committee member is involved. Established in 2018 by G. Alan Clugston, professor emeritus of English.

#### **Edwin B. Morgan Prize**

Awarded to the student who has acquired the greatest knowledge of the Spanish language in at least two years of college work in Spanish.

#### **M. Helena Zachos 1875 Prize**

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

#### **Class of 1905 Poetry Prize**

Awarded for the best poem or poems written by an undergraduate during the year. Established

in 1930.

### **Catherine B. Depau '24 Prize**

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

### **Julia Taylor Martin Prize in American History**

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

### **The History/Political Science Prize**

Awarded to a student of high standing in history or political science who has shown the greatest ability to use their 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**

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

### **Prize for Excellence in Book Arts**

The Prize for Excellence in Book Arts is awarded to a graduating senior who has completed the minor in the Book Arts, 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. Established in 2006 by the faculty and staff of the Book Arts Center.

### **JJ Lankes Prize in Book Arts**

The JJ Lankes Book Arts Award will be presented to an outstanding graduating student in the Book Arts at the end of the academic year. The award is named in honor of JJ Lankes, who taught at Wells from 1932 to 1939 and is credited with reviving the art of the woodcut in America in the 1930s. There is no application for this award, which is presented based on a consensus of faculty based on the cumulative work of the student. Preference for the award is given to book arts majors and minors, but any Wells student who has taken book arts classes is eligible.

### **The Chronicle Prize**

The Chronicle Prize is awarded to the student who has been the most valuable contributor to the Chronicle magazine throughout the year. Classroom work in English is also considered. Established in 1906.

## **Prizes in the Social Sciences**

### **Wall Street Journal Award**

Awarded each year for excellence in work in economics and the Corporate Affiliates Investment Fund.

### **Jean Scobie Davis Prize**

Awarded to a 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, which were characteristic of Jean Scobie Davis, professor of sociology and economics at Wells from 1928 to 1957. Established in 1966 by Elizabeth W. Walter '33.

### **Carter A. Woods Prize**

Awarded to the student graduating with a major in sociology and anthropology, whose actions most typify the ideals and scholarship of Wells College Professor Carter A. Woods, professor of sociology from 1931 to 1972. Established in 1972 by Patricia Woods Reed '54 and Barbara Woods Hillman '58 in honor of the retirement of their father after his 41 years at Wells.

### **Margaret Schwartz Psychology Prize**

Awarded to a member of the graduating class who has demonstrated consistent excellence in their work in psychology. Established and endowed by Margaret Schwartz.

### **Psychology Service Award**

The Psychology Service Award recognizes a student who has used their education in psychol-

ogy to contribute to the greater good of the psychology program, Wells College, and/or the community at large.

### **Excellence in Psychology Award**

This award recognizes a student who has demonstrated outstanding leadership, service, and contribution to the life of the psychology major.

### **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.

### **Excellence in Teacher Education Award**

This award is given to a student who has a passion for teaching. The recipient understands the complex decision-making skills teachers use every day and has shown the ability to apply them during student teaching. This student has internalized the tenets of inclusive education and equity pedagogy and demonstrated their commitment to providing rich educational experiences for all students in line with the Wells College mission to think critically, reason wisely, and act humanely.

### **Ida B. Wells-Barnett Prize in Criminal Justice**

This prize is awarded to a member of the graduating class who has demonstrated a deep understanding of the criminal justice system and a commitment to the pursuit of justice for all people. Criteria include the GPA of courses in the student's major, excellence in thesis research, and excellence in experiential learning activities such as internships or off-campus study. Established in 2018.

### **Sustainability Prize**

Awarded to a graduating senior majoring in sustainability, this prize is given to the student who has demonstrated consistent excellence in the knowledge and skills necessary to understand the multifaceted origins and solutions to environmental problems.

### **Outstanding Business Major Award**

Awarded to a graduating senior who demonstrates high academic achievement, leadership, and outstanding performance in the major.

### **Susan W. and Pike Sullivan Entrepreneur Award**

This prize is awarded to a member of the graduating class who demonstrated a deep interest and understanding of entrepreneurship and/or social entrepreneurship. The award criteria includes GPA, participation, and achievement in the annual business idea competition, excellence in experiential learning activities, such as internships or off-campus study, and a demonstrated interest in entrepreneurship. Established in 2018.

### **Thomas Knuth International Prize**

The Thomas Knuth International Prize is awarded to a member of the graduating class who has demonstrated both academic excellence in the area of international studies and a commitment to the improvement of international understanding. Established and endowed in 1979 by Thomas Knuth.

## **Prizes in the Natural and Mathematical Sciences**

### **Eleanor C. McMullen Biology Prize**

Awarded to a graduating senior for exceptional performance in biology. Established in honor of Eleanor C. McMullen, professor of biology from 1935 to 1961.

### **Ruth M. Dunlap Prize in Chemistry**

Awarded to the student who has established the best record in their class in chemistry courses at the end of their senior year.

### **Nancy Ann Reed Chemistry Prize**

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

### **CRC Press Freshman Chemistry Achievement Award**

Recognition for outstanding achievement by a freshman in the introductory chemistry courses.

### **Wells Women in Science Prize**

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

### **Wood Prize in Physics and Its Application**

Awarded to a member of the graduating class who has shown outstanding interest and ability in physics or its application to closely related disciplines, particularly engineering. Established in 2004 in memory of Wells seminarians Cornelia Louis Wood Conger, and her sister, Mary Della Wood Dey, class of 1873.

### **John Perry Prize in Mathematics and Computer Science**

Awarded to a member of the graduating class for excellence in either mathematics or computer science.

### **Cayuga Watershed Prize in Environmental Science**

Awarded to a member of the graduating class with an outstanding academic record in environmental studies who has engaged in significant professional activities during their undergraduate years and shows promise for future professional development in the field.

### **Distinguished Health Sciences Student Award**

Presented annually to an outstanding senior in health sciences on the basis of scholarship, service, and notable experiential learning accomplishments.

### **Early-Career Health Sciences Student Award**

This award is for a health sciences major who has demonstrated exceptional commitment to the field through service to the community, experiential learning, and academic excellence. This award is open to all health sciences students but priority for consideration will be given to a first-, second-, or third-year student.

## **General Prizes**

### **Student Library Prizes: General and Special Interest**

Awarded to the seniors who have the best, not the largest, collections of books. There are separate prizes for the categories of "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 an indication of discriminating judgment in collecting books, and of growing interest in books through the College years. Rare editions and fine bindings are of secondary importance in this contest. Established in 1937 by the Chicago Wells Club and endowed in 1943 by Ruth Chamberlain Koch, class of 1907.

### **Ariel Lawson '08 Memorial Prize**

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. Their 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 they believe is right, even in the face of opposition, while maintaining a commitment to building the Wells and Aurora communities. They should also be committed to solving larger issues of economic and social justice.

### **William Liberi '05 Memorial 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 their service as an ally to the Transgender, Lesbian, Gay, Bisexual, Questioning and Allies (TLGBQA) community via activism, visibility, literary, or artistic endeavors.

### **Anne J. Russ Prize for Social Responsibility**

This prize is awarded to a member of the Wells community who has made the most significant social, political, or ethical contribution, especially involving matters of human diversity and

inclusiveness, during the course of the year.

## Commencement Awards

Several distinct awards, granted to members of the senior class, are announced annually during the Commencement ceremony.

### **Gertrude H. Freiert Prize in Fine Arts**

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 their college career. Established in 1961 and endowed in 1987 by Charlotte Dalton Boline '61 in honor of her mother Gertrude H. Freiert.

### **Koch Prize for Best Senior Research Paper**

The prize committee reads senior essays representing fields across the curriculum in each of the College's majors. Established and endowed in 1953 by Albert and Ruth Koch, parents of Elizabeth Koch Darlington, class of 1935.

### **Frances Tarlton Farenthold Leadership Award**

Presented to a senior who has consistently demonstrated qualities of commitment and activism in the Wells community and the wider world.

### **Presidential Leadership Award**

This award honors a student who has demonstrated particular initiative and responsibility in the service to the community.

## Faculty Awards

### **Excellence in Advising Award**

Academic advising is a vitally important responsibility of the faculty at Wells College. The purpose of this award is to recognize the fundamental importance of academic advising to the students of Wells College as they choose their courses and major field and plan activities to support their academic and career goals. Students nominate faculty members for this prestigious award, and a committee convened by the Vice President for Academic and Student Affairs, and comprised of former advising award recipients, students, and alumni, choose the recipient.

### **Excellence in Teaching Award**

This award recognizes the fundamental importance of the quality of teaching to the mission of Wells College and the importance of supporting faculty in their pursuit of excellence in teaching. A committee convened by the Vice President for Academic and Student Affairs and Dean of the College, comprised of former teaching award recipients, students, and alumni, choose the recipient.

## Honor Societies

**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, a knowledge of mathematics or science, and 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 by invitation only.

**Chi Alpha Sigma, New York Chapter Alpha Omicron** – Chi Alpha Sigma was founded in 1996 by Nick Mourouzis, then the head football coach at DePauw University. His goal was to provide outstanding student-athletes with an opportunity to become connected within an association

that aligns their educational and athletic successes for a lifetime. Chi Alpha Sigma recognizes student-athletes from accredited four-year institutions who excel in both the classroom and in competition. In order to be inducted, a student-athlete must attend a four-year accredited college or university that is a member of the NCAA, NAIA, or NCCAA. The honoree must achieve at least junior academic standing by the fifth semester or seventh quarter, as determined by the certifying institution, and must have achieved a cumulative GPA of at least 3.4.

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