WILSON COLLEGE

2015-2016 CATALOG



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UNDERGRADUATE COLLEGE
800-421-8402 | 717-262-2002
admissions@wilson.edu

ADULT DEGREE PROGRAMS
For men and women who are four full years beyond high school completion.
800-421-8402 | 717-262-2025
degrees@wilson.edu

TEACHER INTERN PROGRAM
Elementary and secondary certification for men and women with a bachelor's degree.
717-262-2009
tip@wilson.edu

MASTER OF ACCOUNTING
717-264-4141, ext. 3258
james.hay@wilson.edu

MASTER OF EDUCATION
717-262-2045
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MASTER OF FINE ARTS
RoseAnne.Spradlin@wilson.edu

MASTER OF HEALTHCARE MANAGEMENT FOR SUSTAINABLITY
717-264-4141, ext. 3258
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MASTER OF HUMANITIES
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WILSON COLLEGE

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Honor Principle

Students enrolled at Wilson College live under an Honor Principle and within a system of shared, community-based governance. The Honor Principle states that:

"In order to provide an atmosphere congenial to the pursuit of a liberating education, government at Wilson College rests on the assumption that every member of the community will act with integrity in all aspects of life. We trust each other to be mature and responsible individuals.

"The cooperative effort of learning and living in which we are all involved proceeds most satisfactorily when the members of the community acknowledge their responsibility to strive to realize their common aim. The soundness of the community depends upon the concern for both individual freedom and the rights and welfare of others; both call for the observance of certain regulations in order to promote this common aim.

"In this spirit, therefore, we have agreed upon the Joint Regulations of the Faculty and Students, the Residence Regulations, and the Academic and Administrative Regulations.

"We undertake the responsibility for keeping them just and relevant to the needs of the present community."

History

Wilson College was founded in 1869 by the Revs. Tryon Edwards and James W. Wightman—pastors of Presbyterian churches in nearby Hagerstown, Md., and Greencastle, Pa. The two submitted plans for a women's college to the Presbytery of Carlisle and received its endorsement in April 1868. The Pennsylvania Legislature granted the original charter on March 24, 1869. Sarah Wilson, a resident of nearby St. Thomas, Pa., provided two generous donations used to secure property formerly owned by Col. A.K. McClure—a close friend and adviser of President Abraham Lincoln—in Chambersburg, Pa. for use as a campus. In gratitude for Wilson's gifts, the Trustees voted to name the new institution in her honor. Instruction at the new institution began on Oct. 12, 1870.

Since its inception, the College has fostered a rigorous liberal arts academic program that features close faculty-student interactions. Wilson has continued to build upon this foundation by growing the curriculum, improving research opportunities and bringing distinguished visitors and lecturers to campus. In 1950, a chapter of Phi Beta Kappa—the nation's oldest and most prestigious academic honorary society—was established at Wilson College, a measure of the institution's intellectual strength.

In the years since 1931, the College has recognized outstanding contributions to society by awarding honorary degrees. Recipients have included U.S. Rep. Margaret Chase Smith, Supreme Court Justice Harry Blackmun, anthropologist Margaret Mead, author and activist Rita Mae Brown, news correspondent Walter Cronkite, Vice Adm. Patricia A. Tracey (U.S. Navy) and astronaut and physician Mae Jemison.

Throughout its long history, Wilson has responded to changing times while staying true to its liberal arts mission. In 1982, the College became one of the first in the region to offer a continuing studies program to meet the needs of a growing population of adults seeking a postsecondary education. In 1996, the College was one of the first in the nation to offer an on-campus residential educational experience for single mothers with children. Since the program's inception, it has won national attention and Wilson has established a National Center for Single Mothers in Higher Education. In January 2013, the Board of Trustees voted to admit men to Wilson's residential undergraduate program as of fall 2014, making the program fully coeducational.

Today, students of all ages and backgrounds study at Wilson, earning master's, bachelor's and associate degrees and post-baccalaureate certificates. To make a Wilson education available to adults, many courses are offered not only during the day, but also in the evening and during the summer and January terms, and at convenient off-campus sites.

Institutional Learning Goals

The Institutional Learning Goals* articulate seven essential learning goals for students at Wilson College and reflect the values in the College's mission. A specific set of learning outcomes follows each essential goal in order to help students, faculty and staff members develop a fuller, shared vocabulary for learning. These goals and outcomes apply across the curriculum and co-curriculum; thus, students are provided multiple opportunities to develop relevant skills and knowledge through classes in the liberal arts curriculum, in their majors and during experiences beyond the classroom. The goals and outcomes are stated broadly so that students, faculty and staff members may adapt them to a variety of learning contexts.

Overall, the learning goals represent the common core skills and knowledge students will attain during their years at Wilson College. They are:

COMMUNICATION (W1): Students will write and speak well in different contexts.

Outcomes: Communication skills are demonstrated by the student's ability to:

- Use the writing process to deepen learning.
- Write effectively for a variety of purposes and audiences.
- Deliver effective oral presentations.
- Achieve proficiency in a language other than English at the intermediate-low level or above.

CRITICAL AND CREATIVE THINKING (W2): Students will analyze, synthesize and interpret texts, images, experiences or other information.

Outcomes: Critical and/or creative thinking skills are evidenced by the student's ability to:

- Demonstrate quantitative literacy.
- Analyze and interpret texts, images or experiences with increasing facility and innovation.
- Gather evidence and analyze it to make a judgment or solve theoretical or practical problems.

RESEARCH (W3): Students will conduct research, collaboratively or independently, using methods and tools that are appropriate to their discipline.

Outcomes: Research skills are evidenced by the student's ability to:

- Demonstrate information literacy.
- Effectively implement the research process in the major.

ETHICAL AWARENESS (W4): Students will identify and analyze ethical issues in their own lives and as they pertain to questions that arise within their major.

Outcomes: Ethical awareness is demonstrated by the student's ability to:

- Articulate the meaning and applicability of the Wilson College Honor Principle.
- Recognize and analyze ethical problems from more than one perspective.
- Work cooperatively and responsibly within a group.

ENGAGING DIVERSITY (W5): Students will demonstrate awareness of their own culture in comparison with other cultures and communities within the United States and globally. Additionally, students will learn about the obstacles women and minorities face now and historically, and the contributions they have made to cultures despite those obstacles.

Outcomes: Engaging diversity is demonstrated by the student's ability to:

- Analyze the implications of global interdependence, including the impact of cultures, world views, politics and economic and environmental policies on students' personal and professional lives.
- Formulate a well-reasoned response to the historical and/or contemporary position of women and minorities in the U.S. or in other cultures.

DISCIPLINARY AND INTERDISCIPLINARY KNOWLEDGE (W6): Students will achieve depth of knowledge in at least one field of study and breadth of knowledge through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts.

Outcomes: Depth and breadth of knowledge are evidenced by the student's ability to:

- Demonstrate proficiency in at least one field of study through required coursework in the major, including at least one capstone experience, such as a senior thesis, art exhibit, senior-level course or portfolio of written work.
- Learn across the Wilson College foundations and liberal arts curriculum.

INTEGRATION AND APPLICATION OF LEARNING (W7): Students will integrate learning in the major and across the Wilson College liberal arts curriculum to deepen engagement with big questions, both contemporary and enduring.

Outcomes: Integration of skills and knowledge is demonstrated by the student's ability to:

- Connect learning from multiple courses.
- Connect learning inside and outside the classroom.
- Extend ideas or ask new questions stemming from learning within or across the disciplines.

* These goals and outcomes are modeled on the Essential Learning Outcomes, as identified in a number of documents from the Association of American Colleges and Universities, including, "Greater Expectations: A New Vision for Learning as a Nation Goes to College" (2002) and others. The format and tone are modeled on the Indiana University-Purdue University Indianapolis Principles of Undergraduate Learning.

Academic Program Overview

PROGRAM OFFERINGS

Wilson students may choose from among 29 majors, 22 areas of concentration and 44 minors. Six master's degrees and five associate degrees are offered. Certificate programs in 10 areas are available as well. Pre-professional programs are offered in law, medicine, veterinary medicine and the health sciences. Cooperative programs and a variety of special academic opportunities are also available. Majors and areas of concentration are described in this section of the catalog; minors, programs of instruction and special academic opportunities are described in the following section.

BACCALAUREATE MAJORS

- Accounting
- Animal Studies
  - Concentrations in Biology/Psychology, English and Communications, and Environmental Science
- Biochemistry and Molecular Biology
- Biology
- Business Management
- Chemistry
- Communications
- Education
  - Early Childhood (Pre-K-4) Education
  - Pre-K-4/Special Education Dual Certification
  - Middle Level Education: English/Language Arts and Reading
  - Middle Level Education: Mathematics
  - Middle Level Education: Science
  - Middle Level Education: Social Studies
- English
  - Concentrations in Literary Studies and Creative Writing
- Environmental Science
- Environmental Sustainability
- Equestrian Studies
  - Concentrations in Equine Management and Equestrian Management
- Equine-Facilitated Therapeutics
- Equine Journalism
- Financial Mathematics
- Global Studies
  - Concentrations in Cultural Studies, The Francophone World, and The Hispanic World
- Graphic Design
  - Concentrations in Graphic Arts and Graphic Media
- Health and Physical Education (for K-12)
- Health Sciences
  - Required minor in Biology, Business, Communications, Exercise and Sport Science, Psychology or Religion Studies
- History and Political Science
  - Concentrations in History and Political Science
- Mathematics
- Nursing: Pre-licensure BSN
- RN-to-BSN
- Philosophy
- Psychology
- Religion Studies
- Sociology
- Spanish
- Special Major (see page 126)
  - Students are able to design a major that meets their educational/career needs. Examples of special majors that students have taken in previous years include: computer science, dance performance, dance education, environmental ecology, international economics, law and international studies, public administration and women's studies.
- Studio Art
- Veterinary Medical Technology
  - Concentrations in Veterinary Biology and Veterinary Business Management

BACCALAUREATE MINORS

Accounting
Animal Science
Archaeology
Art History
Athletic Coaching
Biology
Business
Chemistry
Communications
Computer Science
Dance
Drawing/Painting
Economics
English
Entrepreneurship and Small Business Management
Environmental Studies
Equestrian Teaching
Equestrian Training
Equine Management
Ethics
Exercise and Sport Science
Film Studies
French Studies
Global Studies
Graphic Arts
Graphic Media
Historic Preservation
History
Latin
Mathematics
Peace and Conflict Studies
Philosophy
Photography
Political Science
Printmaking
Psychology
Religion
Sociology
Spanish
Special Education
Sport Management
Studio Art
Theater
Women's Studies

ASSOCIATE DEGREES

Accounting
Communications
Early Childhood (Pre-K-4) Education
Liberal Studies
Management

MASTER'S DEGREES

Master of Accountancy (M.Acc.)
Master of Education (M.Ed.)
Master of Arts in Humanities (M.A.Hum.)
Concentrations in Art and Culture, Critical and Cultural Theory, English Language and Literature, Special Concentration, and Women Studies
Master of Fine Arts (M.F.A.)
Concentrations in Choreography and Visual Arts
Master of Healthcare Sustainability
Master of Science in Nursing (M.S.N.)
Concentrations in Education and Leadership and Management

OTHER PROGRAMS

Pre-professional Programs

- Health Sciences
- Law
- Medicine
- Veterinary Medicine

Special Learning Opportunities

Exchanges:

- Gettysburg College
- Shippensburg University

Foreign Study:

- Aichi Shukutoku University (Japan)
- Bahrom International Program (South Korea)
- Effat College (Saudi Arabia)
- Ewha Womans University (South Korea)
- Sakae Institute of Study Abroad (Japan)
- Seoul Women's University (South Korea)
- CEA affiliation

Other Opportunities

- Internships
- January Term
- Public Leadership Education Network (PLEN)
- The Washington Center

Certificate Programs

Accounting
Athletic Coaching
Entrepreneurship and Small Business Management
Graphic Design
Proficiency Certificate in Drawing and Painting
Proficiency Certificate in Graphic Arts
Proficiency Certificate in Graphic Media
Proficiency Certificate in Photography
Proficiency Certificate in Printmaking
Education Certification Programs

OFFERED THROUGH TEACHER INTERN PROGRAM (TIP) OR BACHELOR'S DEGREE.

Secondary

- Biology
- Chemistry
- English
- Mathematics
- Social Studies
- Spanish

Middle Level

- Language Arts and Reading
- Mathematics
- Science
- Social Studies

Early Childhood (Pre-K-4) Education

- Pre-K-4
- Pre-K-4/Special Education Dual Certification

ACADEMIC PROGRAM ASSESSMENT/PLACEMENT TESTING

DEGREE-SEEKING UNDERGRADUATES

All degree-seeking students are required to complete assessment in reading, writing and math. Once assessment is completed, students will be eligible to register for classes.

Depending on placement, students are required to enroll in courses in reading, writing and math, as outlined in the Reading, Writing-Intensive and Mathematics Placement policies.

First-time, full-time students are required to enroll in courses in reading, writing and math, as appropriate, in the first semester they register for classes. Full-time students must complete the quantitative skills requirement by the end of their first two semesters.

First-time, part-time students are required to enroll in a writing skills foundations course (ENG 101, ENG 104, ENG 108 or ENG 180) and ENG 095, as appropriate, in the first semester in which they register. Part-time students must complete the quantitative skills requirement prior to earning 24 semester hours.

Full-time transfer students are required to enroll in the appropriate courses in reading, writing and math, as indicated by placement results, in the first semester they register for classes.

Depending on placement results, *part-time transfer students* are required to enroll in a writing skills foundations course (ENG 101, ENG 104, ENG 108 or ENG 180) and ENG 095 or an English 100-level writing-intensive course and ENG 095, as appropriate, in the first semester in which they register. Transfer students who have not met the quantitative skills requirement must enroll in the appropriate course in their first semester at Wilson (or the first semester the appropriate course is available).

Transfer students who have met Wilson's transfer requirements for foundations writing skills but score 0 to 5 on the Compass Writing Test are required to enroll in a 100-level writing-intensive course in the English department during the first semester.

Transfer students who bring in transfer credits for mathematics but score below the level of the courses transferred in on the placement exam will be advised to retake certain transferred-in courses, depending on the need for such courses as prerequisites and/or courses required in the major.

International exchange students will be assessed by the English language learners (ELL) instructor to determine the appropriate level of English composition. Students must enroll in English composition in the first semester in which they are registered. Students who complete ENG 104 are required to enroll in ENG 106 the next semester.

Students will be required to complete the math assessment only if math is prerequisite to a course the student would like to enroll in.

ACCOMMODATIONS

A request for accommodations as well as any paperwork required for disability accommodations must be submitted to the Academic Support Center at least two weeks prior to the testing date.

APPEALS

An appeal to placement results must be submitted in writing and clearly explain the basis for making the request. The English or mathematics departments will review the request and make a determination as to whether the situation warrants that a student retake one or more sections of the initial assessment.

MATHEMATICS PLACEMENT POLICY

Students will be placed in the appropriate mathematics class based on their score on the Compass Mathematics Test.

Full-time students must complete the quantitative skills requirement by the end of their first two semesters. *Part-time students* must complete the quantitative skills requirement prior to earning 24 semester hours. *Transfer students* who have not met the

quantitative skills requirement must enroll in the appropriate course in the first semester at Wilson (or the first semester the appropriate course is available).

READING PLACEMENT POLICY

Students who score below 80 on the Compass Reading Test are required to enroll in ENG 095 in the same semester in which they are enrolled in the foundations course in English composition.

Transfer students who score below 80 on the Compass Reading Test are required to enroll in ENG 095 in the same semester in which they are enrolled in the foundations course in English composition. Transfer students who transfer in the English foundation requirement but receive a score below 80 on the Compass Reading Test must enroll in a 100-level English writing-intensive course and ENG 095, as appropriate, in the first semester in which they register.

WRITING INTENSIVE PLACEMENT POLICY

Students who score 0 to 5 on the Compass Writing Test are required to enroll in ENG 101, ENG 104 or ENG 108 and, in their next semester, a 100-level writing-intensive course in the English department.

Transfer students who have fulfilled the English foundation requirement but receive a score of 0 to 5 on the Compass Writing Test are required to enroll in a 100-level writing-intensive course in the English department during their first semester.

BACCALAUREATE DEGREE REQUIREMENTS

A minimum of 120 semester hours, including both departmental and general college requirements, must be successfully completed to earn a baccalaureate degree. At least 24 of the final 30 semester hours must be completed at Wilson. At least 60 semester hours must be completed outside of any single discipline. A minimum grade-point average of 2.0 is required in all courses that constitute the major. (The education major requires a higher grade-point average.) Other requirements and regulations are published annually in the Academic Regulations.

The course of study may lead to the Bachelor of Arts or the Bachelor of Science degree. The Bachelor of Arts degree is awarded for majors in communications, business management, early childhood (pre-K-4) education, Pre-K to 4/Special Education Dual Certification, Middle Level Education in English/Language Arts, Middle Level Education in Mathematics, Middle Level Education in Science, Middle Level Education in Social Studies, English, environmental sustainability, equine journalism, global studies, graphic design, health and physical education (pre-K-12), history and political science, philosophy, religion studies, Spanish and studio art. The Bachelor of Science degree is awarded for majors in accounting, animal studies, biochemistry and molecular biology, biology, chemistry, environmental science, equestrian studies, equine-facilitated therapeutics, financial mathematics, health sciences, mathematics, and veterinary medical technology. Students majoring in psychology or sociology may select either a Bachelor of Arts or Bachelor of Science degree. Students majoring in nursing will receive a Bachelor of Science in Nursing (B.S.N.)

CURRICULUM

The liberal arts curriculum reflects the distinctive mission of Wilson College. Through requirements that bridge the sciences, humanities and social sciences, students develop effective written and oral communication skills, the power to reason critically and increased appreciation of cultural differences within the U.S. and between the U.S. and other countries.

LIBERAL ARTS CURRICULUM (OVERVIEW)

I. Foundations

A. First-Year Seminar*
B. Writing Skills
C. Computer Skills
D. Quantitative Skills
E. Physical Activity and Wellness

II. Liberal Studies Requirements

Courses are required in the following categories:

A. Foreign Language:
Two courses in one foreign language or placement above the intermediate level

B. Western Cultures and Societies:
Foundations of Western Cultures, History of Western Cultures, Contemporary U.S. Cultures and Institutions

C. Studies in Cultural Diversity:
Women's Studies, Cultural Diversity Within the U.S., Non-Western Cultures

D. The Natural World:
Natural Sciences, Environmental Studies

E. Modes of Thought, Inquiry and Expression:
The Arts, Literature, Frontiers of Knowledge/Human Beliefs

III. Major Area of Study

A. Major
B. Minor (**optional**)
C. Synthesis of the Liberal Arts with the Major

** This requirement does not apply to students enrolled in the Adult Degree Programs.*

EXPLANATIONS

I. Foundations

A. First-Year Seminar
Requirement: Required for all first-time students in the first semester of enrollment. Waived for Adult Degree Program and most transfer students.

The First-Year Seminar informs students about the College's Honor Principle, traditions, history and mission. FYS also promotes students' identification of their academic and personal strengths, interests and areas for potential growth. Assignments emphasize the development of skills in writing, oral communication, library and database research methods, study skills, time management and critical thinking. Led by a faculty member and peer teacher, the course explores aspects of Wilson College life, examines issues that affect the transition to college and seeks to deepen the understanding of self.

B. Writing Skills
Requirement: Students must complete one of the following: ENG 101, ENG 104, ENG 108 or ENG 180.

Effective writing is an essential skill that is necessary for academic success. Based upon placement, students enroll in one of the following courses during their first semester of enrollment: English 101 Written Communication, English 104 EAP: English Composition in the Academic Environment, English 108 College Writing, or English 180 Writing and Literature. Students who enroll but do not complete English 101, 104, 108, or 180 must enroll in the appropriate course during the first semester it is subsequently offered and continue to enroll in the appropriate course until the requirement is completed.

A writing enrichment seminar that focuses on skill development is required of some students, depending on placement results.

Students who complete ENG 101 or ENG 108 continue to develop their writing skills by taking at least three additional writing-intensive courses. Students who complete ENG 180 will take a minimum of two additional writing-intensive courses. Students who receive a score of 4 or 5 on the Advanced Placement exam in English will take at least one writing-intensive course.

All students who are placed in ENG 104: Writing at the College Level I are also required to complete ENG 106: Writing at the College Level II.

Note: Students in ENG 106 who are visiting Wilson for a year are also allowed to enroll in other 100- and 200-level English, communications or writing-intensive courses. Three 100-level courses would be considered on a case-by-case basis in consultation with the adviser and instructor.

Writing-intensive courses are designed to improve writing skills through writing instruction and substantial writing requirements in the context of a course in English or another discipline. Writing-intensive courses promote student understanding of the process of writing and the integration of writing and thinking. Students learn the importance of sustained evaluation and feedback from peers and instructors. Writing is also the means by which sophisticated ideas are developed, understood and communicated.

Students are encouraged to complete the writing-intensive requirement by the end of the junior year. The writing-intensive courses may concurrently satisfy requirements in liberal studies or in the major field of study.

C. Computer Skills
Requirement: Any computer science course, typically CS 110, CS 150, COM 130 or FA 120.

Computer skills and knowledge have become a widely assumed aspect of economic and social interaction. Students must be prepared throughout their lives and careers to continually learn and develop their understanding of and ability to use computing technologies. This requirement provides a foundation for understanding current and emerging computer technologies, uses, trends and issues. Students develop knowledge of computer terms, technical concepts and basic operations while learning how to use a computer as a tool for practical applications.

Full-time students are encouraged to complete the computer skills requirement no later than the fourth semester of enrollment. Part-time students are encouraged to complete the computer science requirement prior to 30 semester hours at Wilson College.

If a student completes CS 150 to fulfill the computer science requirement, the student may not subsequently enroll in CS 110 and then use CS 150 to fulfill the formal thought liberal studies category.

Students who enroll in but do not successfully complete the foundations computer course must enroll in the appropriate course in the next semester it is offered and must continue to enroll until the requirement is passed.

D. Quantitative Skills

Requirement: Successful completion of one quantitative skills course (PSY 115, MAT 101, MAT 103, MAT 115 or above) based on placement.

Additional quantitative skills courses may be required by the major or recommended for students interested in pursuing graduate or professional studies.

It is vital for well-educated people to be comfortable with mathematics as a tool for describing and analyzing their environment. Wilson students are expected to demonstrate the ability to solve basic mathematical problems. Students learn to interpret and present numerical data in research settings or in everyday situations in which critical evaluation is required.

Full-time students must begin the quantitative skills requirement by the end of their second semester of enrollment. Part-time students must begin the quantitative skills requirement prior to earning 27 semester hours at Wilson College.

Students who enroll but do not complete the requirement must enroll in the appropriate course during the first semester it is subsequently offered and continue to enroll in the appropriate course until the requirement is completed.

E. Physical Activity and Wellness

Requirement: ESS 281 Health and Wellness and 2 semester hours of activity courses.

Health and Wellness and the activity requirements are designed to help students develop lifelong strategies for overall wellness and physical fitness. As a liberal arts institution, Wilson College believes in the integration of mind, body and spirit. Opportunities for students to strengthen their capacity for physical, intellectual and creative pursuits are, therefore, provided through activity course offerings in dance, equitation and physical education.

Academic credit is assigned to activity courses at the rate of one semester hour or two semester hour per semester. No more than six semester hours in activity courses – including the graduation requirement in physical education (ESS 281) – may be applied toward the 120 semester hours required for graduation. However, students may take as many activity courses as they wish for academic credit beyond the 120 semester hours required for graduation.

Students with physical limitations may meet the physical education activity requirement by arranging a special program of modified activities (PE 100: Special Program). Physical education activity courses may be taken on a credit/no-credit basis.

ACTIVITY COURSE OFFERINGS

***Dance* (*DNC*)**

151, 462	**Dance Techniques (any level; 2 semester hours)**

***Environmental Studies* (*ENV*)**

120	**Gardening for Fitness and Pleasure (2 semester hours)**

***Equitation* (*EQT*)**

103, 104	**Basic I, II (2 semester hours)**
113, 114	**Novice I, II (2 semester hours)**
203, 204	**Intermediate I, II (2 semester hours)**
205, 206	**Intermediate III, IV (2 semester hours)**
207, 208	**Intermediate V, VI (2 semester hours)**
303, 304	**Advanced I, II (2 semester hours)**
305, 306	**Advanced III, IV (2 semester hours)**
307, 308	**Specialization I, II (2 semester hours)**

313, 314 **Specialization III, IV** (**2 semester hours**)

323, 324 **Specialization V, VI** (**2 semester hours**)

Physical Education (***PE***)

100 **Special Program** (**2 semester hours**)

101 **Swimming I for Non-Swimmers** (**2 semester hours**)

102 **Swimming II** (**2 semester hours**)

106 **Lifeguard Training** (**American Red Cross; 2 semester hours**)

107 **Water Safety Instructor** (**American Red Cross WSI; 2 semester hours**)

120 **Aerobics** (**2 semester hours**)

128 **Strength and Weight Training** (**2 semester hours**)

130 **Special Activity** (**2 semester hours**)

131 **Archery** (**one semester hour**)

132 **Bowling** (**one semester hour**)

133 **Badminton** (**one semester hour**)

134 **Tennis** (**one semester hour**)

136 **Canoeing** (**one semester hour**)

137 **Self Defense** (**one semester hour**)

139 **Golf** (**one semester hour**)

140 **Personal Fitness** (**2 semester hours**)

170 **Lifetime Sports** (**2 semester hours**)

170 **Disc Golf** (**2 semester hours**)

II. Liberal Studies Requirements

The general requirements for categories A-E that follow are:

- Courses must be taken in at least six different disciplines.
- At least four of the courses must be at the 200 or above.
- Each requirement must be satisfied by a different course.
- Courses required by the major that are outside the primary discipline may be used to satisfy these requirements. Two courses in the primary field of study may be used to satisfy liberal studies requirements.
- Writing-intensive courses may be used to satisfy these requirements.

A. Foreign Language

Requirement: Two courses in one foreign language or placement above the intermediate level.

Additional foreign language courses may be required by the major or recommended for students interested in pursuing graduate or professional studies.

Knowledge of and exposure to foreign languages and cultures is an essential component of a liberal education. Preparation for leadership and service in a global society is not genuinely attainable without knowledge of the language and culture of the people with whom we interact, whether on an economic, political or social basis. Study in a foreign language promotes more global understanding, provides insight into ethnic diversity within the U.S., prepares students for work or study in a foreign setting and develops skills that may be useful or essential for certain careers or vocations.

B. Western Cultures and Societies

Requirement: Three courses (minimum of 3 semester hours each), one in each of the following categories:

- Foundations of Western Cultures (FWC)
- History of Western Cultures and Institutions (HWC)

- Contemporary U.S. Culture and Institutions (CC)

In order to function capably in a globally interdependent society, students benefit from an understanding of the institutions, histories and traditions of various cultures, including our own. Some of the courses in this category address the economic, political and social influences on U.S. culture and society, and promote student understanding of the ethnocentric nature and development of knowledge, ideas and experience.

Pedagogical approaches encourage students to think critically in analyzing economic, social and political dimensions of contemporary conflicts and issues. In addition, in-depth understanding of contemporary issues should provide a foundation for social and civic responsibility and action.

Certain courses in the classics, economics, history, historical treatments of art, literature, communications, philosophy, political science, psychology, religion studies and sociology satisfy these requirements.

C. Studies in Cultural Diversity

Requirement: Three courses (minimum of 3 semester hours each), one in each of the following categories:

- Women's Studies (WS)
- Cultural Diversity within the U.S. (CD)
- Non-Western Cultures and Institutions (NWC)

Studies in cultural diversity at Wilson College provide broad exposure to diversity, including different values and different ways of knowing. Students are exposed to perspectives and voices of populations historically excluded from academic discourse, such as women, racial and ethnic minorities, lesbians and gay men, the physically challenged and others who are disadvantaged and/or disempowered within our society.

Students also learn about the social construction of gender as it interacts with class, race, age, sexual orientation and nationality in a variety of settings, cultures and times. Students explore and analyze the experiences of racial, ethnic and cultural diversities found among people living in the United States and develop an understanding of groups of people whose culture, language, literature and history are significantly different from the Western tradition.

D. The Natural World

Requirement: Three courses (minimum of 3 semester hours each), at least one with a laboratory component* and at least one in each of the following categories:

- Natural Sciences (NS)
- Environmental Studies (ES)

** The designation of a course as NSL or ESL indicates that it meets the requirement of a lab.*

Students explore the natural world with the aim of increasing scientific literacy. Students learn basic concepts and principles. They also achieve an understanding of the methods and limits of scientific discovery, and they are exposed to the history and philosophy of science. Relationships among science, technology and society are also considered. Courses are available in biology, chemistry, math, physics, behavioral sciences and exercise and sport science.

All students take at least one course in environmental studies from among several academic disciplines, such as economics, environmental studies, biology, English, religion studies or sociology.

E. Modes of Thought, Inquiry and Expression

Requirement: Three courses (minimum of 3 semester hours each), one in each of the following categories:

- The Arts (ART)
- Literature (LIT)
- Frontiers of Knowledge and Human Beliefs (ETH)

Consistent with Wilson College's mission as a liberal arts college, these courses broaden students' exposure to knowledge, values and different ways of knowing. Students develop artistic expression through courses in dance, studio art, music and creative writing. Literature courses are available in the disciplines of English, religion studies, French and Spanish.

Students explore the frontiers of knowledge and human beliefs through courses that emphasize thinking in a disciplined and reasoned way about questions of meaning, ethics and values. Courses that satisfy this requirement are offered in the disciplines of philosophy, religion studies, environmental studies, political science and communications. Appropriate cours-

es that satisfy the formal thought requirement are available in fields such as computer programming, English, higher-level mathematics, music theory, philosophy and sociology.

III. Major Area of Study

A. Major

Depth of knowledge in one of the student's principal intellectual and professional interests is sought through the selection of a major in a single discipline or a major that combines two or more disciplines.

- Single-discipline majors involve in-depth study in a specific academic discipline. Some include the option of a specific track within the major.
- Combined majors integrate two interrelated or complementary disciplines (e.g., history and political science). Within some majors, areas of concentration permit in-depth study within a specific field of knowledge.
- Special majors cover topics not ordinarily offered as a major at the College. Special majors are individually designed interdisciplinary majors composed of two or more related fields of knowledge. Students design special majors in consultation with faculty members from appropriate disciplines. The proposed major is subject to approval by the Committee on Academic Policy and Procedure.
- Double majors may be pursued under some circumstances, although they may take longer than four years to complete. Students confer with academic advisers for each major and meet the major requirements of both major fields of study.

B. Minor (**optional**)

Students may select one or more minors. The minors are designed to provide opportunities for in-depth study outside of the major field. In selecting a minor, students are encouraged to venture out into disciplines that are unrelated to their major field of study. Courses required by the major that are outside the primary discipline may be used to satisfy requirements for the minor.

C. Synthesis of the Liberal Arts with the Major

Senior Experience

The supervision and implementation of a senior experience resides within the major area. Students in many majors at Wilson complete a senior thesis, senior seminar or internship. These experiences bring together the student's accomplishments and

learning from within and outside the major. The senior experience may also be designed to assist students with the transition from the undergraduate experience to graduate school, professional school or a career.

MAJOR AND MINOR REQUIREMENTS

Accounting

Chair: James F. Hay, MBA, CPA, CGMA, Associate Professor of Accounting and Business

A Bachelor of Science degree in accounting presents an opportunity to acquire managerial and accounting knowledge while developing analytical abilities and critical-thinking skills necessary for careers in management and the accounting profession.

The accounting major incorporates the full body of knowledge for both certified public accountants (CPAs) and certified management accountants (CMAs).

Note: Students are advised that MAT 103 and MAT 115 or the Math Placement Test are prerequisites for certain courses within the major.

Required Courses

ACC 105	Financial Accounting
ACC 106	Managerial Accounting
ACC 205	Intermediate Accounting I
ACC 206	Intermediate Accounting II
ACC 220	Accounting Information Systems
ACC 307	Cost Accounting
ACC 321	Taxes I
ACC 322	Taxes II
ACC 355	Internship

One additional accounting course at the 300 level

BUS 124	Introduction to Management
BUS 225	Business Law
BUS 240	Corporate Finance Fundamentals

One of the following three:

BUS 321	Labor and Employee Relations
BUS 322	Organizational Behavior
BUS 326	Human Resource Management
ACC 499	Senior Thesis/Project
	or
BUS 413	Strategic Management
ECO 101	Introduction to Macroeconomics
ECO 102	Introduction to Microeconomics
ECO 303	International Economics
	or
ECO 315	Comparative Economic and Political Systems
MAT 115	Introductory Statistics
PHI 226	Business Ethics
	or
RLS 207	Private Values and Public Policy

Students enrolled in the Adult Degree Programs (ADP) may substitute a 300-level accounting course in lieu of the internship if approved by the department.

MINOR IN ACCOUNTING

Required Courses

ACC 105	Financial Accounting
ACC 106	Managerial Accounting
ACC 205	Intermediate Accounting I
ACC 206	Intermediate Accounting II
ACC 220	Accounting Information Systems

ACC 307	Cost Accounting
ACC 321	Taxes I

MASTER OF ACCOUNTANCY

The Master of Accountancy program is designed to provide students with greater knowledge in accounting and related subjects than they may have received in their undergraduate programs. It is also designed to produce graduates who will be successful regardless of their career paths and who are prepared to assume managerial positions within their employer organizations. Graduates of the program provide increased value to their employers and clients through acquired strategic and executive leadership perspective.

The program provides students with sufficient college credits in accounting and related subjects and in total to qualify educationally to become CPAs. Many accounting firms have announced that they will not hire staff accountants who do have 150 college credit hours, with at least 36 credit hours in accounting and related subjects. Students who successfully complete this program will meet these requirements and hold a master's degree.

The Master of Accountancy is a 10-course program that can be completed on a full- or part-time basis while the student continues to work. Wilson College has more than 30 years of experience in educating the part-time adult student.

Wilson's program is different from many others because it provides students with flexibility to select most of the courses they need to earn the degree, allowing students to target subject areas they need more knowledge in to pass the CPA exam, or to focus on areas of knowledge they would like to specialize in.

Students who want to earn the Master of Accountancy degree in one year would generally take five courses per semester – the maximum number of courses a student in this program can take in one semester. It is strongly recommended, however, that students employed full time take no more than two courses per semester.

ADMISSION TO THE MASTER OF ACCOUNTANCY PROGRAM

Degree program admission is based on the following criteria:

- Completion of the baccalaureate degree from a regionally accredited institution of higher education. (The 3 + 1 option described below is the one exception to this requirement.)
- Successful completion of the prerequisite courses or their equivalents. Provisional status may be granted to those students who meet all the admission requirements except for successful completion of the prerequisite courses or their equivalents.
- Completion of an application for admission to the Master of Accountancy program.
- Two letters of recommendation from educators or employers. Letters should be sent directly to the Office of Admissions.
- Official transcripts from all undergraduate and graduate colleges and universities attended must be sent directly to the Office of Admissions.
- Resume.
- Personal interview with the director of the Master of Accountancy program (may be accomplished by phone).

Wilson College students who successfully complete the Bachelor of Science in Accounting degree with a GPA of at least 3.0 in their major may enroll in the Master of Accountancy program by simply completing the application.

ENROLLMENT OF NON-DEGREE STUDENTS IN MASTER OF ACCOUNTANCY COURSES

Undergraduate students, students working toward the Post-Baccalaureate Certificate in Accounting and nondegree students may enroll in any Master of Accountancy course for which they have the necessary prerequisites with approval of the program director.

PROVISIONAL STATUS

Provisional status allows a student to enroll in classes in order to qualify for admission to the degree program. A student may be granted provisional status after a written plan of action that will assist the student in meeting the prerequisites or entrance requirements of the program has been approved by the program director.

If granted provisional status, the student must complete the approved plan of action with a GPA of 3.0 or higher before being officially admitted to the program.

TRANSFER CREDITS

Courses taken toward another degree cannot be transferred to the program, although courses at the graduate level taken in another degree program that are in addition to those necessary to meet the other degree's requirements can be transferred to the program. No more than three courses may be transferred from other institutions. Courses at the 500 level taken toward

the Post-Baccalaureate Certificate in Accounting at Wilson College can be transferred to the program.

3 + 1 OPTION

Wilson College offers a 3 + 1 option leading to the student earning both the Bachelor of Science in Accounting and Master of Accountancy degrees in four years. Some summer classes are generally necessary. In order to qualify for this option, students must have an overall GPA, as well as a GPA in at least four accounting courses, of at least 3.75 by the end of their sophomore year or at least 3.5 by the end of their junior year.

Prerequisite Courses

Candidates for the Master of Accountancy program must have successfully completed the following courses or their equivalents with a grade of at least 2.0 on a 4.0-point scale:

ACC 105	Financial Accounting
ACC 106	Managerial Accounting
ACC 205	Intermediate Accounting I
ACC 206	Intermediate Accounting II
ACC 220	Accounting Information Systems
ACC 301	Auditing
ACC 307	Cost Accounting
ACC 321	Taxes I
ACC 322	Taxes II
BUS 225	Business Law
BUS 240	Corporate Finance Fundamentals

A candidate for the Master of Accountancy program who has not successfully completed one or more of these courses or their equivalents prior to entry into the program needs to successfully complete those course(s); they do not count toward the 10 courses for the master's degree. Students also must satisfy prerequisites for any of these courses or their equivalents.

Master of Accountancy Degree Requirements

Students must satisfactorily complete 10 courses in order to earn the Master of Accountancy degree.

Required Courses

ACC 535	Interpersonal Dynamics and Covert Behavior
ACC 540	Business Law for Accountants
ACC 580	Enterprise Risk Management
ACC 582	The Chief Financial Officer and Executive Leadership

Six courses from the following:

ACC 507	Advanced Managerial Accounting
ACC 509	Government and Not-for-Profit Accounting
ACC 511	Advanced Accounting
ACC 513	International Accounting
ACC 526	Tax Planning
ACC 531	Advanced Auditing and Assurance Services
ACC 537	Forensic Accounting
ACC 539	Fraud Examinations
ACC 563	Business Valuation
ACC/BUS 533	Data Mining
ACC/BUS 565	Business Consulting

Any of the above courses or their equivalents that the student may have taken to meet the requirements for another degree may not be taken to meet the requirements for their Master of Accountancy degree.

Any of the above courses taken toward the Post-Baccalaureate Certificate in Accounting at Wilson College may be included to meet the requirements for the Master of Accountancy degree.

ACADEMIC PROBATION AND DISMISSAL FROM THE MASTER OF ACCOUNTANCY PROGRAM

Graduate students must maintain a 3.0 grade-point average. If a student's GPA falls below 3.0 or the student receives a fourth final course grade below B-, the student will be placed on academic probation. A student will be involuntarily dismissed for poor scholarship from the program at the end of any term in which they receive a fifth final course grade below B-.

Once a student is placed on probation, she or he stays on probation until graduation.

A student who has been dismissed for poor scholarship is ineligible to enroll for the next term. After that next term, the student may petition for readmission. If the department and the dean's office both approve the petition, the student will be re-admitted on probation and may be dismissed again with any additional final course grade below B–.

All students in the Master of Accountancy program are subject to the Wilson College Honor Principle and the college's academic and administrative regulations and judicial process.

TIME TO COMPLETE DEGREE

All coursework and degree requirements must be completed within six years of taking the first class in the Master of Accountancy program at Wilson College. Courses taken to meet the prerequisites for full admission to the program do not count toward this six-year completion requirement until the student has embarked on her/his second course toward the 10 courses (30 semester hours) required to earn the degree. Appeals for extension of the six-year limit must be submitted in writing to the program director.

LEAVE OF ABSENCE

A leave of absence for a graduate student may not exceed one year. See the complete description regarding applying for a leave of absence and termination of a leave of absence in the Academic Policies and Procedures section of this catalog.

GRADUATION REQUIREMENTS

The successful degree candidate will complete 10 courses (30 semester hours) after meeting the prerequisites for the program, including all of the required courses, while maintaining a grade-point average of 3.0 or higher.

Graduate credit will be awarded only when the student has earned a final course grade of C or better.

A student must complete and submit a graduation application to the registrar prior to the last semester before the anticipated graduation date. A fee will be assessed for late applications. Any student failing to submit a graduation application will not be eligible for graduation.

Spring graduates completing their degree requirements during the following summer:

- Will have their degree conferred on the first day of the fall semester.
- Will participate in and receive their diploma covers at the preceding May Commencement and will be considered part of May's graduating class as long as they submitted their graduation application prior to the start of the spring semester.
- Will receive their diplomas in late September.
- Must petition the Committee on Academic Procedures by the last day to withdraw from classes for the spring semester to participate in the May Commencement if more than one course requirement remains to be met.
- Must submit a written plan to the registrar and the program director outlining how the requirements will be met before the end of the summer following May Commencement. This plan must be approved and signed by the program director. The written plan must be submitted by the last day of classes for the spring semester.

POST-BACCALAUREATE CERTIFICATE IN ACCOUNTING

The Master of Accountancy should not be confused with the Post-Baccalaureate Certificate in Accounting. They are two distinct educational programs for two distinct student populations.

The Master of Accountancy is designed for those who have a baccalaureate degree in accounting or some other business field who already have most, if not all, of the prerequisite courses listed above and who wish to earn another 30 semester hours—some of which are in accounting and related courses.

The Post-Baccalaureate Certificate in Accounting is appropriate for those individuals with a baccalaureate degree in another major who have taken few, if any, accounting and related courses and who need to not only earn another 30 semester hours, but also 36 semester hours in accounting and related subjects. Someone who earns the Post-Baccalaureate Certificate in Accounting might continue on to complete the Master of Accountancy degree.

This certificate program provides individuals with the courses necessary to sit for the CPA exam.

Required courses (at least half of which must be taken at Wilson College):

ACC 105	Financial Accounting
ACC 106	Managerial Accounting
ACC 205	Intermediate Accounting I
ACC 206	Intermediate Accounting II
ACC 220	Accounting Information Systems

ACC 301	Auditing and Other Assurance Services
ACC 307	Cost Accounting
ACC 321	Taxes I
ACC 322	Taxes II
ACC 509	Government and Not-for-Profit Accounting
BUS 225	Business Law

One elective from the following courses:

ACC 511	Advanced Accounting
ACC 526	Tax Planning

Animal Studies

A Bachelor of Science degree in Animal Studies is an interdisciplinary liberal arts major that prepares graduates for sustainable employment in animal-related fields or for entrance to graduate school.

The animal studies courses in the major emphasize critical and creative thinking in the areas of: animal behavior, the animal-human bond, animal-human interactions, animals in service, ethical standards of practice, ethical treatment, environmental impact, training and handling methods, and current events, as these topics relate to canines, equines, farm animals, felines and exotics, and wildlife.

Breadth of knowledge is critical in the animal studies major. This breadth is achieved through the student's choice of an interdisciplinary concentration in one of the following: biology/psychology, English/communications or environmental science. The concentrations are designed to focus and develop additional occupational skills and prepare for graduate-level coursework, while enhancing the core curriculum.

Students will demonstrate depth of understanding in the advanced seminar and senior thesis in animal studies. Through experiential learning, observation, internships or research, students will identify specific areas of interest that will prepare them for employment or graduate school. The student's capstone experience will culminate with the submission of a thesis or oral presentation.

Required Courses

PSY 110	Introduction to Psychology
ANS 101	Introduction to Animal Studies
ANS 201	Animal Studies - Equines
ANS 202	Animal Studies - Canines
ANS 203	Animal Studies – Felines and Exotics
ANS204	Animal Studies - Wildlife
ANS 205	Animal Studies - Farm Animals
ANS 380	Advanced Seminar
ANS 499	Capstone – Senior Thesis

In addition, the student must fulfill the requirements for one of the following concentrations:

CONCENTRATION IN ENGLISH AND COMMUNICATIONS

BIO 110	Contemporary Biology
	or
BIO 101/102	General Biology I and II
ENG 185	Literature and the Environment
ENG 212	Technical Writing
COM 201	Journalism I
ENG 355	Internship

CONCENTRATION IN ENVIRONMENTAL SCIENCE

BIO 110	Contemporary Biology
	or
BIO 101/102	General Biology I and II
ENV 110	Intro to Environmental Science
BIO 230	Conservation Biology

Two of the following four courses (at least one at the 300 level)

ENV 224	Environmental Law
ENV 220/320	Stewardship of Watershed Ecosystems
ENV 210/310	Environmental History
ENV 216	Agroecology

CONCENTRATION IN BIOLOGY/PSYCHOLOGY

BIO 101	General Biology I
BIO 102	General Biology II
BIO 220	Animal Behavior
PSY 218	Biological Foundations of Behavior
PSY 335	Evolutionary Psychology
BIO 314	Ecology

MINOR IN ANIMAL STUDIES

A minor in animal studies will introduce students to the field of animal studies and allow them to focus on three of the species-specific courses.

BIO 110	Contemporary Biology
	OR
BIO 101/102	General Biology I and II (prerequisite)
ANS 101	Introduction to Animal Studies

And choose three of the following five courses:

ANS 201	Animal Studies – Equines
ANS 202	Animal Studies – Canines
ANS 203	Animal Studies – Felines and Exotics
ANS 204	Animal Studies – Wildlife
ANS 205	Animal Studies – Farm Animals

Biology

The curriculum in biology provides thorough and intensive coursework in both theoretical and applied aspects of biological science. Active participation by the students in laboratory and field courses is required and direct experience with living organisms and scientific instrumentation is a central focus of the program. The science of biology is taught within the larger context of a liberal arts education and every effort is made to encourage interdisciplinary connections with the social sciences and the humanities. Courses strongly emphasize writing and speaking skills and avoid reducing science to the accumulation of factual knowledge. Majors are encouraged to pursue summer internships in field and laboratory settings.

An undergraduate degree in biology offers a variety of career options, including technical positions in business and medicine. Many graduates earn advanced degrees in medical and veterinary schools or complete graduate research in fields such as biochemistry and ecology. Students with expertise in genetics, physiology and environmental science are increasingly in demand in business and government. Undergraduate work in the sciences provides the student with skills in research and the clarity of thought and communication skills essential for success in the contemporary world.

Note: A secondary education certification in biology is available – see the education curriculum.

Required Courses

BIO 101	General Biology I
BIO 102	General Biology II
CHM 101, 102	General Chemistry I, II
	or
CHM 103	Fundamentals of General Chemistry
CHM 201, 202	Organic Chemistry I, II
	or
CHM 104	Fundamentals of Organic Chemistry
MAT 130	Calculus and Analytic Geometry I
MAT 140	Calculus and Analytic Geometry II
BIO 398	Design and Methods of Scientific Research
BIO 400, 402	Senior Research Seminar I, II

	or
EDU 433	Student Teaching-Secondary

Six courses equaling a minimum of 18 semester hours at the 200 or 300 level, at least two courses of which are at the 300 level, EXCEPT BIO 215 - Anatomy and Physiology I and 216 - Anatomy and Physiology II.

The student may choose a special emphasis by selecting courses from one of the following groups:

GENERAL

BIO 208	Genetics
BIO 210	Introductory Botany
BIO 211	Microbiology
BIO 270, 370	Topics in Biology
BIO 302	Developmental Biology
BIO 306	Immunology
BIO 310	Molecular Cell Biology I
BIO 317	Basic Techniques of Electron Microscopy

BIOCHEMISTRY AND PHYSIOLOGY

BIO 205	Comparative Anatomy of Vertebrates
BIO 207	Vertebrate Physiology
BIO 209	Nutrition
BIO 304	Histology
BIO 312	Molecular and Cell Biology II
CHM 310	Biochemistry

ECOLOGY AND EVOLUTIONARY BIOLOGY

BIO 206	Invertebrate Zoology
BIO 230	Conservation Biology
BIO 309	Evolution
BIO 314	Ecology

MINOR IN BIOLOGY

Four courses (a minimum of 12 semester hours)in biology above the 100 level, except BIO 215.

Biochemistry and Molecular Biology

The biochemistry and molecular biology major is interdisciplinary in nature, focusing on the interface between biology and chemistry. Biochemistry examines specifically the composition, structure, properties and reactions of biologically relevant molecules. Said another way, biochemistry uses the viewpoint of chemistry to look at biological molecules, processes and problems. Students draw from information learned in biology courses and apply detailed chemical analysis to explain how and why biological molecules interact; why chemically certain signals are chosen in a protein or a cell; how DNA, protein and/or ligand binding work at the chemical level; the chemical details of how a protein is degraded or targeted for degradation; and what happens chemically to "turn on" a gene or "knock it out."

The Biochemistry I and II course sequence provides the synthesis of information learned in foundations biology and chemistry courses and shows how the synthesis of the two fields enables a student to understand, critically analyze and potentially solve complex biological problems. The biology and chemistry faculty collaborate in the delivery of an advanced laboratory techniques course that informs and equips students to develop and implement quality independent research projects that examine biological molecules, processes and problems from the perspective of chemistry.

Students completing this program of study have a wide variety of career options. Graduate and professional programs in biochemistry, molecular biology and the biomedical sciences are expanding to meet the needs of a rapidly growing biotechnology industry. Graduate degree options include the M.S., Ph.D. and Ph.D./M.D. degrees. For students interested in pre-professional programs, Physics I and II are also recommended.

A biochemistry and molecular biology major would be well-prepared to transfer to a bachelor's degree in a nursing program.

A biochemistry and molecular biology major without aspirations of graduate school would be well-trained for a career in the

pharmaceutical industry, biotech companies, environmental or forensic testing laboratories, academic research laboratories and government or military laboratories.

Required Courses

BIO 101	General Biology I
BIO 102	General Biology ll
BIO 208	Genetics
BIO 310	Molecular Cell Biology
BIO 312	Molecular Genetics
BIO 315	Advanced Molecular Biology and Biochemistry Lab Techniques
CHM 101	General Chemistry I
CHM 102	General Chemistry II
CHM 201	Organic Chemistry I
CHM 202	Organic Chemistry II
CHM 205	Analytical Chemistry
CHM 318	Biochemistry I
CHM 320	Biochemistry ll
CHM 398	Design and Methods of Scientific Research
CHM 400	Senior Research Seminar I
CHM 402	Senior Research Seminar II
MAT 130	Calculus and Analytical Geometry I
MAT 140	Calculus and Analytical Geometry ll

Business Management

Business enterprises are increasingly seeking liberal arts graduates with sound educational preparation in business and a broad knowledge of related disciplines, including economics and other social sciences.

The business management major is intentionally interdisciplinary, designed to develop students' analytical and decision-making abilities, as well as the understanding of the domestic and international environments in which today's organizations must function. While most courses are drawn from the areas of economics and business, the student will also study aspects of mathematics, computer systems, political science and psychology.

The business management major prepares students for employment in corporate functions such as production, purchasing, sales, public relations and financial and human resource management, as well as for opportunities in financial, government and nonprofit organizations.

A minor or certificate in entrepreneurship and small business management provides knowledge and skills for the student who wishes to work in a small business or as an independent entrepreneur.

Students frequently express the desire to pursue a graduate degree in business, government, economics or law. Faculty advisers assist students in tailoring academic programs to meet the requirements of the graduate-level studies they wish to pursue.

Note: Students are advised that MAT 103 or placement above MAT 103 is a prerequisite for certain courses within the major.

Required Courses

ACC 105	Financial Accounting
ACC 106	Managerial Accounting
BUS 124	Introduction to Management
BUS 223	Marketing Management
BUS 225	Business Law
BUS 240	Corporate Finance Fundamentals
BUS 311	Business Environment and Public Policy
BUS 340	Advanced Financial Management

Two of the following three:

BUS 321	Labor and Employee Relations
BUS 322	Organizational Behavior

BUS 326	Human Resource Management
BUS 328	International Business
BUS 355	Internship*
BUS 499	Senior Thesis/Project
	or
BUS 413	Strategic Management
ECO 101	Introduction to Macroeconomics
ECO 102	Introduction to Microeconomics
ECO 303	International Economics
	or
ECO 315	Comparative Economic and Political Systems
MAT 115	Introductory Statistics
PHI 226	Business Ethics
	or
RLS 207	Private Values and Public Policy

* Students enrolled in the Adult Degree Programs may substitute a 300-level business course in lieu of the internship, as approved by the department.

SPECIAL CONCENTRATION

A special concentration may be designed in consultation with an academic adviser. No more than two courses may be from the business management major and at least two must be at the 300 level.

MINORS

MINOR IN BUSINESS

Required Courses

Five courses to be chosen in consultation with the department adviser, one of which must be at the 300 level

MINOR IN COMPUTER SCIENCE

See mathematics and computer science curriculum.

MINOR AND CERTIFICATE IN ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

Required Courses

ACC 105	Financial Accounting
BUS 124	Introduction to Management
BUS 220/320	Entrepreneurship and Small-Business Management
BUS 223	Marketing Management
PS 120	American Government
	or
PS 202	State and Local Government

MINOR IN ECONOMICS

Required Courses

ECO 101	Introduction to Macroeconomic
ECO 102	Introduction to Microeconomics
ECO 201	Intermediate Macroeconomics
ECO 202	Intermediate Microeconomics

Two additional 300-level courses in economics

Chemistry

Courses in the chemistry curriculum focus on the connections between theory and application of chemical principles. Independent laboratory work under collaborative supervision of faculty is required of all students. Written and oral communi-

cation of scientific knowledge is emphasized. In keeping with the tradition of a liberal arts education, the program has been designed with sufficient flexibility to allow students to explore areas within the social sciences and humanities. Students are strongly encouraged to participate in summer internship programs.

Because of the extensive hands-on experience afforded at Wilson, students possess a decisive advantage in gaining employment or in continuing their education. The chemistry faculty aims to prepare students for graduate work in specialized areas of chemistry and biochemistry; the application of chemistry in medicine, biology and environmental science; positions in industry or government services; or secondary education certification.

Biochemistry I and II (CHM 318 and 320) are recommended for students interested in medicine or veterinary medicine.

Secondary education certification in chemistry is also available; see the education curriculum.

Required Courses

CHM 101	General Chemistry I
CHM 102	General Chemistry ll
CHM 201	Organic Chemistry I
CHM 202	Organic Chemistry ll
CHM 205	Analytical Chemistry
CHM 301	Physical Chemistry I
CHM 302	Physical Chemistry ll
CHM 333	Physical/Instrumental Analysis

One of the following three:

CHM 303	Inorganic Chemistry
CHM 310	Fundamentals of Biochemistry
CHM 318	Biochemistry I
MAT 130	Calculus and Analytic Geometry I
MAT 140	Calculus and Analytic Geometry ll
PHY 101	Physics I
PHY 102	Physics ll
CHM 398	Design and Methods of Scientific Research
CHM 400, 402	Senior Research Seminar I, II
	or
EDU 326	Student Teaching-Secondary

MINOR IN CHEMISTRY

Four courses in chemistry above the 100 level

Education Programs

The College offers a major in early childhood (pre-K-4) education; early childhood and special education (pre-K-8); middle-level (4-8) education in math, science, English and Social Studies; health and physical education (pre-K-12); certification in Spanish (pre-K-12); secondary (7-12) education certification programs in biology, chemistry, English, mathematics and social studies; and the Teacher Intern Program (TIP). A major in education leads to the Bachelor of Arts degree. Secondary and Spanish education certification is awarded in addition to the bachelor's degree in the appropriate subject area. The Teacher Intern Program, for students who already hold a baccalaureate degree, leads to early childhood, dual early childhood and special education, middle level, secondary or pre-K-12 certification. For TIP requirements, see page ___ .

Successful completion of state-approved teacher education programs qualifies students to apply to the Commonwealth of Pennsylvania for Instructional Level I certification. Graduates holding pre-K-4 certification are eligible for employment in Pennsylvania schools at all levels from pre-K through grade 4. Graduates holding middle-level certification are eligible for employment in state-approved schools, grades 4-8. Graduates holding secondary certification are eligible for employment in the area of certification in state-approved schools, grades 7-12. Graduates holding pre-K-12 certification are eligible for employment in the area of certification in state-approved schools, grades pre-K-12.

The programs are designed to develop professional competence through integration of theory, observation, practice and clinical experience. Undergraduate majors choose courses across a wide range of disciplines that provide the broad knowledge base required for classroom teaching. A minor is recommended in one of the required disciplines (i.e., biology, chemistry, English, history, fine arts, mathematics, psychology, sociology or Spanish). A minor in Spanish is recommended for eligibility as a teacher of English as a Second Language (ESL).

For certification in secondary education or pre-K-12 Spanish, students fulfill:

- Course requirements for the major in the chosen area of secondary or pre-K-12 Spanish certification.

Any additional required courses in the subject area that is required for certification.

- The required professional education courses.

POLICIES AND PROCEDURES

Policies, procedures, requirements and other information about the education programs (four-year degree, TIP and associate degree) listed in this catalog are contained in the academic regulations. Also, education program handbooks are available in the education department office. These are updated annually and amended as needed to reflect state requirements and other changes.

ADMISSION TO THE EDUCATION PROGRAM

Students considering a major in education or one of the secondary or Spanish education certification programs must apply for admission to the education program before the end of the spring semester of their sophomore year.

ADMISSION PROCEDURES

1. Students seeking admission to the education program must make an appointment with the College's Department of Education division head to discuss the application process.
2. Students must achieve and submit the following for admission:
   - A student may apply for admission into education any time after he/she has earned at least 48 semester hours of credits.
   - A cumulative grade-point average (GPA) of 3.0.
   - A GPA of 3.0 in education courses (a minimum grade of B in each course).
   - Completion of the following courses: One English composition course, one literature course, two college-level math courses (MAT 101 or above) and EDU 204 or 207 and 206.
   - Achieve a minimum required score on the entrance exams (PAPA, CORE or SAT/ACT).
   - Completion of an application form (obtained from the education department forms button on the TIP/EDU page at my.wilson.edu).
   - Two letters of recommendation, at least one from a faculty member at Wilson College .
   - Three dispositions forms (see guidelines, posted under the education department forms button).
3. If a student's cumulative GPA is at least 2.90, he or she may petition the Wilson education department if he/she has met all other requirements for admission to the education program except for GPA.
4. Transfer students must achieve the minimum required score on the entrance exams (PAPA, CORE or SAT/ACT) prior to program entry/transfer if he/she has earned more than 60 semester hours of credits and/or has taken professional core courses.
5. Students must maintain a 3.0 cumulative GPA for certification.
6. Education Restrictions
   - Grades of B or above are required in all education courses.
   - Students in the education programs may repeat education courses only one time (i.e., a course may be taken for credit a maximum of two times). This includes the pre-practicum and student teaching practicum.
   - A student who has earned 60 semester hours of credits will not be permitted to enter into the education program unless or until he/she passes the entrance exams. The student must schedule an appointment with his/her education adviser to discuss alternative options.

CERTIFICATION

Candidates for certification must pass all required Pennsylvania PRAXIS/PECT tests. The Pennsylvania certificate is also valid in the 46 states with interstate agreements. An Instructional Level I certificate is valid for six years of service, during which time the following requirements must be completed: an approved induction program; 24 credit hours of post-baccalaureate coursework from a state-approved, four-year, degree-granting institution; and three years of satisfactory full-time service under contract in Pennsylvania. Completing these requirements leads to qualification for Level II certification. Once a student has attained initial certification, she/he must adhere to Pennsylvania's Act 48, which requires all teachers to complete six credit hours or 180 clock hours of professional development every five years in order to retain a valid certificate. This applies to both Instructional I and Instructional II certificates.

REQUIRED PRE-SERVICE FIELD EXPERIENCES

On enrolling in the teacher education curriculum, a student begins a program of field experiences designed to integrate theory and practice. The first component, executed through education course requirements, is a sequence of structured classroom observations in local schools.

The second component is a supervised, full-time, 180-hour pre-practicum in a local school. Typically, the pre-practicum is completed one day per week over 15 weeks during the spring semester of the junior year or the fall semester of the senior year. Students must plan for transportation to and from the practicum site. The culminating component is a full-time, off-campus, semester-long student teaching practicum, which occurs in the senior year. This clinical experience approximates an actual teaching position and provides a thorough test of professional readiness for classroom teaching. All education courses must be completed prior to the student teaching practicum. The practicum and attendant special needs seminar constitute a full load. Students may not schedule additional courses during this semester. Placements are made within the Wilson College service area and are supervised by Wilson faculty.

EARLY CHILDHOOD (PRE-K-4) EDUCATION

Required Courses

EDU140	Geography for Educators
EDU 204	Child Development, Cognition and Learning
EDU 206	Educational Psychology
EDU 215	Education for Students with Special Needs
EDU 238	Pre-K-4 Language and Literacy Development
EDU 312	Teaching English Language Learners
EDU 336	Teaching Social Studies in Pre-K-4 Classroom
EDU 337	Teaching Science in Pre-K-4 Classroom
EDU 338	Pre-K-4 Reading, Writing and Assessment Methods
EDU 339	Teaching Mathematics in Pre-K-4 Classroom
EDU 341	Educational Assessment
EDU 348	Pre-Practicum
EDU 430	Special Needs Seminar
EDU 436	Practicum: Pre-K-4
HIS 124	American History to 1865
MAT 101	Intermediate Algebra
	or
MAT 103	College Algebra
MAT 115	Introductory Statistics
	or
PSY 115	Understanding Statistics
PS 120	American Government
PSY 110	Introduction to Psychology

One elective In fine arts
One course in biology or physical science
One course in economics
One course in literature (ENG 213 or ENG 214 recommended)
One course in sociology
Four noncredit workshops: Physical Education, Art, Music and Technology

EARLY CHILDHOOD (PRE-K-4)/SPECIAL EDUCATION (PRE-K-8)

Required Courses

EDU 140	Geography for Educators
EDU 204	Childhood Development and Learning
EDU 206	Educational Psychology
EDU 215	Students with Special Needs
EDU 238	Pre-K Language and Literacy Development
SPE 216	High-Incidence Disabilities
SPE 217	Low-Incidence Disabilities
EDU 312	Teaching English Lang Learners
EDU 336	Teaching Social Studies
EDU 337	Teaching Science and Health
EDU 338	Pre-K Reading and Writing
EDU 341	Educational Assessment

SPE 329	Conferencing and Collaboration
SPE 338	Reading/Writing Methods
SPE 339	Math/Technology Methods
SPE 340	Foundations of Autism
SPE 348	Pre-Practicum
SPE 430	Special Needs Seminar
SPE 436	Early Child/Special Education Practicum
HIS 124	American History to 1865
MAT 101	Intermediate Algebra
	or
MAT 103	College Algebra
MAT 115	Introductory Statistics
	or
PSY 115	Understanding Statistics
PS 120	American Government
PSY 110	Introduction to Psychology

One elective in fine arts
One course in biology or physical science
One course in economics
One course in literature (ENG 213 or ENG 214 recommended)
One course in sociology
Four noncredit workshops: Physical Education, Art, Music and Technology

MIDDLE-LEVEL EDUCATION

Required courses for all middle-level education majors

EDU 204	Child Development, Cognition and Learning
EDU 206	Educational Psychology
EDU 215	Education for Students with Special Needs
EDU 312	Teaching English Language Learners
EDU 341	Educational Assessment
EDU 343	Middle-Level Teaching Methods
EDU 345	4-8 Reading, Writing, and Assessment
EDU 348	Pre-Practicum
EDU 430	Special Needs Seminar
EDU 441-45	Middle-Level Practicum
MAT 115	Introductory Statistics
	or
PSY 115	Understanding Statistics

One noncredit workshop in technology

MIDDLE-LEVEL CERTIFICATION AREAS

In addition to completing the courses above, each student must fulfill the major requirements for one of the following subject areas of middle-level certification:

SECONDARY EDUCATION

Required courses for secondary education certification (all contents):

EDU 206	Educational Psychology
EDU 207	Adolescent Development, Cognition and Learning
EDU 312	Teaching English Language Learners
EDU 215	Education for Students with Special Needs
EDU 341	Educational Assessment
EDU 332	Secondary Methods in Content

EDU 348	Pre-Practicum
EDU 430	Special Needs Seminar
EDU 431	Practicum: Secondary English
	or
EDU 433	Practicum: Secondary Science
	or
EDU 434	Practicum: Social Studies
	or
EDU 435	Practicum: Mathematics
PSY 110	Introduction to Psychology

One course in English literature
One mathematics course
One statistics course
One noncredit workshop in technology

SECONDARY CERTIFICATION AREAS

In addition to completing the courses above, each student must fulfill the major requirements for one of the following subject areas of secondary certification: biology, chemistry, English, mathematics, or social studies.

PRE-K-12 EDUCATION

Required courses for pre-K-12 certification (all contents):

EDU 206	Educational Psychology
EDU 204	Child Development, Cognition and Learning
EDU 312	Teaching English Language Learners
EDU 215	Education for Students with Special Needs
EDU 341	Educational Assessment
EDU 332	Teaching in Secondary Schools
	or
ESS 331	Teaching Strategies for Health and Physical Education
EDU 348	Pre-Practicum
EDU 430	Special Needs Seminar
EDU 432	Foreign Language Practicum
	or
EDU 437	Health and Physical Education Practicum
PSY 110	Introduction to Psychology

One English literature course
One mathematics course
One statistics course
One noncredit workshop in technology

PRE-K-12 CERTIFICATION AREAS

In addition to completing the courses above, each student must fulfill the major requirements for one of the following subject areas of pre-K-12 certification: Spanish or health and physical education.

SPECIAL EDUCATION MINOR

Courses in the special education minor will explore theoretical, instructional and legal aspects in working with pre-K-8 special needs students.

The following courses are required:

EDU 215	Education for Students with Special Needs
SPE 216	High-Incidence Disabilities
SPE 217	Low-Incidence Disabilities
SPE 329	Conferencing and Collaboration
SPE 340	Foundations of Autism

Teacher Intern Program

In 1985, the Pennsylvania Department of Education approved the Wilson College Teacher Intern Program (TIP). This program is for people who hold a bachelor's degree from a regionally accredited college or university and want to earn a PA Level I Instructional Certificate. Wilson offers certification in: early childhood (pre-K-4) education; dual certification in early childhood and special education; language arts and reading, mathematics, science and social studies at the middle (4-8) level; English, biology, chemistry, mathematics and social studies at the secondary (7-12) level ; and pre-K-12 Spanish and health and physical education.

Wilson College offers the traditional post-baccalaureate route to Pennsylvania Instructional I certification: application, acceptance, student-specific program design, coursework, standardized testing and, lastly, student teaching, which rounds out the program, resulting in achievement of the state-issued certificate. Most students choose to take this route to achieve certification. An alternate route may also be taken.

The concept of the intern certificate was developed to provide an alternate route to certification for an Instructional I certificate. The Wilson TIP program, in compliance with PDE guidelines, has incorporated this option into the program. The TIP student can begin his/her prescribed program of study once accepted, but must pass standardized professional testing and secure professional paid employment to obtain the intern certificate. While employed, the intern student will receive continuous, long-term supervision while simultaneously taking the academic coursework required for the Instructional I certification.

TIP ADMISSION

To be considered for TIP admission, students must hold a bachelor's degree from a regionally accredited college or university.

Provisional acceptance will be granted based on an application process that includes: a review of the candidate's application packet (transcripts, reference letters, essay, resume) and a successful interview with the director of the Teacher Intern Program. Successful candidates will be those who have acquired work and life experience transferable to classroom teaching, and who reflect potential for success in an early childhood (pre-K-4), special education, middle-level, pre-k-12 or secondary classroom. During the admissions interview, the student will receive an official transcript evaluation completed by the TIP director.

Official acceptance will be granted when the student has earned a 3.0 in the courses listed below:

- Two introductory education courses:

EDU 206	Educational Psychology
	and
EDU 204	Child Development
	or
EDU 207	Adolescent Development

- One course in English composition
- One course in statistics

Note: The English and statistics course may be accepted from the undergraduate transcript if the GPA requirement is met. Otherwise, one of the four courses needs to be retaken.

TIP ENROLLMENT

- Students are expected to be continuously enrolled and to maintain the required GPA of 3.0.
- Grades of B or above are required in all education courses.

Students in the education department may repeat education courses only one time (i.e., a course may be taken for credit a maximum of two times). This includes pre-practicum and student teaching practicum.

The number of required courses for each student is based on a transcript evaluation of all completed baccalaureate and post-baccalaureate coursework, as well as work and life experience. This document lists the required courses the student needs to earn certification.

Required Courses for TIP

EARLY CHILDHOOD (PRE-K-4) EDUCATION CERTIFICATION

One course in each of the following eight areas: American government, early American history, English composition, economics, psychology, sociology, science and statistics

EDU140	Geography for Educators
EDU 204	Child Development, Cognition and Learning

EDU 206	Educational Psychology
EDU 215	Education for Students with Special Needs
EDU 238	Pre-K-4 Language and Literacy Development
EDU 312/512	Teaching English Language Learners
EDU 336	Teaching Social Studies in Pre-K-4 Classrooms
EDU 337	Teaching Science in Pre-K-4 Classrooms
EDU 338	Pre-K-4 Reading, Writing and Assessment Methods
EDU 339/539	Teaching Mathematics in Pre-K-4 Classrooms
EDU 341/541	Educational Assessment
EDU 348	Pre-Practicum or Field Experience Portfolio
EDU 430	Special Needs Seminar
EDU 436	Early Childhood (Pre-K-4) Practicum
	or
EDU 428	Intern Teaching Practicum I and
EDU 429	Intern Teaching Practicum II

Four noncredit workshops: physical education, art, music and technology

EARLY CHILDHOOD (PRE-K-4)/SPECIAL EDUCATION (PRE-K-8) CERTIFICATION

One course in each of the following eight areas: American government, early American history, English composition, economics, psychology, sociology, science and statistics

Required Courses

EDU 140	Geography for Educators
EDU 204	Childhood Development and Learning
EDU 206	Educational Psychology
EDU 215	Students with Special Needs
EDU 238	Pre-K Language and Literacy Development
SPE 216	High-Incidence Disabilities
SPE 217	Low-Incidence Disabilities
EDU 312/512	Teaching English Lang Learners
EDU 336	Teaching Social Studies
EDU 337	Teaching Science and Health
EDU 338	Pre-K Reading and Writing
EDU 341/541	Educational Assessment
SPE 329	Conferencing and Collaboration
SPE 338	Reading/Writing Methods
SPE 339	Math/Technology Methods
SPE 340	Foundations of Autism
SPE 348	Pre-Practicum
SPE 430	Special Needs Seminar
SPE 436	Early Child/Special Education Practicum
or	
SPE 428	Intern Teaching Practicum I and
SPE 429	Intern Teaching Practicum II

Four noncredit workshops: physical education, art, music and technology

TIP MIDDLE-LEVEL (4-8) CERTIFICATION

The following courses are required for students seeking certification in any middle-level area:

EDU 204	Child Development, Cognition and Learning
EDU 206	Educational Psychology
EDU 312/512	Teaching English Language Learners
EDU 215	Education for Students with Special Needs
EDU 341/541	Educational Assessment
EDU 345	4-8 Reading, Writing and Assessment
EDU 343	Middle-Level Teaching Methods

EDU 348 Pre-Practicum or Field Experience Portfolio
EDU 430 Special Needs Seminar
EDU 441 Middle-Level (4-8) English Practicum
or
EDU 443 Middle-Level (4-8) Science Practicum
or
EDU 444 Middle-Level (4-8) Social Studies Practicum
or
EDU 445 Middle-Level (4-8) Mathematics Practicum
or
EDU 428 Intern Teaching Practicum I and
EDU 429 Intern Teaching Practicum II
PSY 110 Introduction to Psychology
One course in statistics
One course in English composition
One noncredit workshop in technology
In addition, each student must fulfill the requirements of one of the subject areas of middle-level certification (English/language arts and reading, mathematics, science or social studies).

TIP SECONDARY (7-12) CERTIFICATION

The following courses are required for students seeking certification in any secondary area:
EDU 206 Educational Psychology
EDU 207 Adolescent Development, Cognition and Learning
EDU 215 Education for Students with Special Needs
EDU 312/512 Teaching English Language Learners
EDU 332/522 Teaching in Secondary Schools
EDU 341/541 Educational Assessment
EDU 348 Pre-Practicum or Field Experience Portfolio
EDU 430 Special Needs Seminar
EDU 431 Practicum: Secondary English
or
EDU 433 Practicum: Science
or
EDU 434 Practicum: Social Science
or
EDU 435 Practicum: Mathematics
or
EDU 428 Intern Teaching Practicum I and
EDU 429 Intern Teaching Practicum II
PSY 110 Introduction to Psychology
One course in English composition
One course credit in statistics
One noncredit workshop in technology.
In addition, each student must fulfill the requirements of one of the subject areas of secondary-level certification (biology, chemistry, English, mathematics or social studies).

TIP PRE-K-12 CERTIFICATION

The following courses are required for students seeking certification in any pre-K-12 area:
EDU 206 Educational Psychology
EDU 204 Child Development, Cognition and Learning
EDU 215 Education for Students with Special Needs
EDU 312/512 Teaching English Language Learners
EDU 332/522 Teaching in Secondary Schools
or

ESS 331/531	Teaching Strategies for Health and Physical Education
EDU 341/541	Educational Assessment
EDU 348	Pre-Practicum or Field Experience Portfolio
EDU 430	Special Needs Seminar
EDU 432	Foreign Language Practicum
	or
EDU 437	Health and Physical Education Practicum
	or
EDU 428	Intern Teaching Practicum I and
EDU 429	Intern Teaching Practicum II
PSY 110	Introduction to Psychology

One course in English composition

One course credit in statistics

One noncredit workshop in technology.

In addition, each student must fulfill the requirements of one of the subject areas of pre-k-12 certification (Spanish or health and physical education).

EDUCATION CERTIFICATION PLUS MASTER OF EDUCATION

TIP students may choose to take three of the required undergraduate course credits as master's-level courses. After completion of the TIP certification program, students would then take the remaining seven M.Ed. courses to earn the M.Ed. degree.

The program allows the following master's-level courses to be taken as part of the TIP certificate program:

EDU 312/512	Teaching English Language Learners
EDU 339/539	Teaching Mathematics in the Pre-K-4 classroom
EDU 332/522	Secondary Methods in Content
EDU 341/541	Educational Assessment
EDU 343/543	Middle-Level Teaching Methods
ESS 331/531	Teaching Strategies in Health and Physical Education

M.Ed. courses taken after TIP certification:

EDU 533	Differentiated Instruction
EDU 548	Reading in the Content Areas
EDU 551	Inclusive Education for Students with Special Needs
EDU 552	Best Practices and Effective Teaching
EDU 598	Educational Research
EDU 599	Master's Project

One of the following:

EDU 531	Contemporary Issues in Education
EDU 532	Education Perspectives in a Diverse Society
EDU 535	Standards Aligned Systems
EDU 553	Technology Integration for the Classroom
EDU 554	Formal and Informal Classroom Assessment

ENROLLMENT PROCEDURES FOR TIP CERTIFICATION PLUS M.ED. STUDENTS

Initial admittance into TIP with current enrollment procedures through the director of the Teacher Intern Program.

Students may choose to complete either a TIP track or certification plus master's track. Students may opt into the certification plus master's track at any point prior to enrolling in EDU 312/512.

Enroll In the two or three appropriate 500-level courses (use the TIP/M.Ed. course registration form).

Upon completion of the student's TIP certification requirements, the student will apply to the M.Ed. program. The application fee will be waived since students will have already paid a TIP application fee.

Master of Education

The Master of Education degree has been creatively designed to actively engage certified elementary and secondary teachers in the critical analysis of best practices. The program is based on the premise that successful teachers will need a strong liberal arts education, in-depth knowledge of pedagogy and mastery of current theory, practice and technology to become teacher-leaders. A significant goal of the program is to prepare candidates to genuinely understand the key issues and theories in the courses, so these teachers can immediately integrate and apply the theories in their classrooms. These elementary teachers with a commitment to improving their craft will hone their teaching skills through research and classroom practices, thereby fostering teaching excellence. Pennsylvania Instructional I-certified candidates, on successful completion of the M.Ed., will be eligible for a Pennsylvania Instructional II Certificate.

The typical full-time course load is three classes (nine semester hours) per term or semester. It is recommended, however, that candidates employed full-time take no more than two classes (six semester hours) per semester.

A maximum of three classes (nine semester hours) may be taken during any fall or spring semesters, and either of the two summer sessions. Candidates wishing to attempt more than the maximum load should seek permission from the director of the M.Ed. program.

ADMISSION TO THE MASTER OF EDUCATION PROGRAM

Admission is competitive and space is limited so interested students should apply early. Degree program admission is based on the following criteria:

- Completion of the baccalaureate degree from a regionally accredited institution of higher education.
- A 3.0 or higher GPA and passing test scores on all five Praxis tests.
- Completion of an application for admission to the M.Ed. program.
- Two letters of recommendation from educators or employers. (Note: One letter should be from your current principal or supervisor. Letters should be mailed directly to the director of the M.Ed. program.)
- A current certification for eligibility to teach in grades K-12.
- Foundations in statistics and technology, as approved by the program director.
- Official transcripts from all undergraduate and graduate colleges and universities attended must be sent directly to the program director.
- Resume.
- Personal interview with director of the M.Ed. program.

ENROLLMENT OF NON-DEGREE STUDENTS IN MASTER OF EDUCATION COURSES

Nondegree students may enroll in any M.Ed. courses they have the necessary prerequisites for if they have the approval of the director of the M.Ed. program. Students must be formally admitted to the M.Ed. program prior to enrolling in their fourth course in order for the prior coursework to count toward their degree.

PROVISIONAL STATUS

Provisional status allows a student to enroll in graduate classes in order to qualify for admission to the degree program. A student may be granted provisional status by the program director after a plan of action is written that will assist the student to meet the entrance requirements of the program.

If students are granted provisional status, they must first satisfactorily complete the educational plan approved by the program director with a GPA of 3.0 or higher before being officially admitted to the program.

TRANSFER CREDITS

At the discretion of the program director, no more than two courses (six semester hours) may be transferred into the M.Ed. program. In order for a course to transfer into the M.Ed. program, the grade in the course must be 3.0 or higher on a 4.0-point scale and the goals, outcomes and assessment results must be similar to that of the M.Ed. course being fulfilled through transfer credit.

M.Ed. Required Courses

M.Ed. candidates will plan their course of studies with their academic adviser, choosing from evening fall and spring semesters and day/evening summer terms.

MASTER'S-LEVEL COURSES

EDU 531	Contemporary Issues in Education
EDU 532	Educational Perspectives in a Diverse Society
EDU 533	Differentiated Instruction

EDU 535	Standard Aligned Systems*
EDU 548	Reading in the Content Areas
EDU 551	Inclusive Education for Students with Special Needs
EDU 552	Best Practices in Elementary Education (for elementary teachers)
EDU 553	Technology Integration for the Classroom
EDU 554	Formal and Informal Classroom Assessment (prerequisite: foundation in statistics: MAT 115, PSY 115 or permission from the M.Ed. program director)
EDU 555	M.Ed. Internship*
EDU 570	Topics in Education* (generally for secondary teachers)

COMPLETION-LEVEL COURSES

EDU 598	Educational Research and Design
EDU 599	Master's Project

* Optional courses.

EXIT ASSESSMENTS

- Comprehensive examination or defense of master's project.
- Electronic portfolio.

ACADEMIC PROBATION AND DISMISSAL FROM THE MASTER OF EDUCATION PROGRAM

Graduate students must maintain a 3.0 grade-point average. If the GPA falls below 3.0 or a grade of C is received in any course, the student will be placed on academic probation. A student may be dismissed from the program if an academic probation extends beyond the completion of nine semester hours or the student receives two course grades of C or lower or one course grade of F at any time during their graduate studies at Wilson. All students in the M.Ed. program are subject to the Wilson College Honor Principle, academic and administrative regulations and the Wilson College judicial process.

TIME LIMIT TO COMPLETE DEGREE

All coursework and degree requirements must be completed within six years of taking the first class in M.Ed. program at Wilson. Appeals for extension of the six-year limit must be submitted in writing to the director of the M.Ed. program.

LEAVE OF ABSENCE

A leave of absence for a graduate student may not exceed one year. See complete description regarding applying for a leave of absence and termination of a leave of absence in the Academic Policies and Procedures section of this catalog.

GRADUATION REQUIREMENTS

The successful degree candidate will complete 10 courses (minimum of 30 semester hours), including a master's project, while maintaining a cumulative grade-point average of 3.0 or higher. Graduate credit will be awarded only for earned grades of C or better.

Students must complete and submit a graduation application to the registrar two semesters before the anticipated graduation date. A fee will be assessed for late applications. Students who fail to officially submit a graduation application will not be eligible for graduation.

FOR SPRING GRADUATES COMPLETING REQUIREMENTS DURING SUMMER:

- Students who completed their degree requirements during the summer will have their degree conferred on the first day of the fall semester.
- Students will participate in and receive their diploma covers at the preceding May Commencement and be considered part of May's graduating class.
- Diplomas will be released to the students in late September.
- Students who have not completed all requirements for graduation must petition the Committee on Academic Procedures by the last day to withdraw from classes to participate in spring Commencement if more than one course requirement remains to be met.
- Regardless of the number of courses remaining to be completed, students must submit a written plan to the registrar and M. Ed. program director outlining how the requirements will be met before the end of the summer following spring Commencement. This plan must be signed and approved by the director of the master's program. The written plan must be submitted by the last day of classes for the spring semester.

For further information, contact the director of the M.Ed. program at 717-262-2045 or med@wilson.edu.

English and Communications Studies

Students who major in either English or communications learn to better understand and write about the world in which they live. The major in English is designed for students who have an abiding interest in one of two areas: literary studies or creative writing. The major in communications is intended for students who wish to focus on media studies or professional writing. All majors in the department complete assessment portfolios.

COMMUNICATIONS

Students majoring in communications will take courses in the major that emphasize critical thinking, speaking and writing in the liberal arts, in keeping with the Wilson College Mission and Strategic Plan. These capacities will then be applied to media analysis and practice, whether in journalism, strategic communication or digital design, in both the for-profit and not-for-profit sectors. The suggested concentrations demonstrate the efficacy of developing an identifiable expertise in a body of knowledge, along with a generalists' understanding of media practices. A foundation in the liberal arts provides rigor sufficient for graduate study.

MAJOR IN COMMUNICATIONS

Required Courses

COM 105	Introduction to Media Communication
COM 130	Digital Communication and Design I
COM 201	Journalism
COM 230	Digital Communication and Design II
COM 233	Integrated Marketing and Advertising
COM 303	Media Law in a Digital Age
COM 304	Media Theory
COM 355	Internship
COM 400	Assessment Portfolio (two semester hours)
COM BB	Print/Online Journalism Practicum (for four semester hours in total)

Four additional courses from among the following:

BUS 223	Marketing Management
COM 110	Effective Speaking
COM 310	Women in the Media
CS 150	Programming and Design I
CS 152	Programming and Design II
ENG 210	Advanced Exposition
ENG 212	Technical Writing
FA 118	Introduction to Photography
FA 120	Graphic Design I
FA 221	Graphic Design II
FA 330	Graphic Design III (Web Design)

A relevant topics class may be substituted with permission from a student's academic adviser and the program director.

Students must complete courses in at least two of the four disciplines above. At least two of the four courses must be completed at the 200 level or higher.

Students may substitute a relevant topics class with permission of their academic adviser and the program director.

MINOR IN COMMUNICATIONS

Required Courses

COM 105	Introduction to Media Communication

Four additional courses, with at least one at the 300 level

ENGLISH

Students choosing to concentrate in literary studies will read contemporary writers, as well as works of literature and philosophy that have stood the test of time. Simultaneously, students will learn to interpret what they have read by studying new developments in critical theory. Broadly integrative in design, a concentration in literary studies emphasizes the shaping authority of cultural texts. It thus prepares students for careers in teaching (including in higher education or journalism), public service and other jobs that require analytical ability.

The concentration in creative writing is for students who have an abiding interest in developing their talent as novelists, short fiction or creative nonfiction writers, poets and dramatists while still emphasizing a strong background in literary studies and general writing skills. Students in the concentration are prepared for lives as writers, which includes both career and graduate school preparation. By the end of the program, students will have completed a full-length manuscript and have the necessary skills to submit their work. Students will also be prepared for graduate study in M.A., M.F.A. and Ph.D. programs emphasizing creative writing. The department's emphasis on general writing skills and career preparedness also ensures that students will be ready to enter the world of work, whether in publishing, freelance writing or numerous other writing-related fields.

Both English concentrations lead to a knowledge of literature, heightened awareness of language, appreciation of cultural differences and an understanding of human relations over time.

Note: Secondary certification in English is available; see the education curriculum.

CONCENTRATION IN LITERARY STUDIES

Required Courses

ENG 346	Shakespeare's Romances and Tragedies
	or
ENG 345	Shakespeare's Histories and Comedies
ENG 311	Structure of the English Language
ENG 380	Literary and Cultural Interpretation
ENG 400	Assessment Portfolio (0.5 credit)

At least eight (24 semester hours) additional literature courses. Of these, at least three must be taken at the 300 level and one must be in each of the following areas: British literature, American literature, European literature, literature written before 1700 and literature written after 1900. Students may choose ENG 220 as one of the eight courses provided that the above criteria are met. No 100-level English courses count toward completion of the concentration.

CONCENTRATION IN CREATIVE WRITING

Required Courses

ENG 210	Advanced Exposition
ENG 212	Technical Writing
	or
COM 201	Journalism I
ENG 220	Creative Writing
ENG 346	Shakespeare's Romances and Tragedies
	or
ENG 345	Shakespeare's Histories and Comedies
ENG 311	Structure of the English Language
ENG 321	Advanced Creative Writing: Poetry
	or
ENG 323	Advanced Creative Writing: Fiction
ENG 499	Thesis in Creative Writing
	or
ENG 459, 460	Honors Thesis
ENG 355	Internship in Writing
ENG 400	Assessment Portfolio (0.5 credit)

Three additional courses from the offerings in literature in English. At least one of the three literature courses must be at the 300 level. No 100-level English courses count toward the completion of the concentration.

At least four courses from a subject area other than English, which is satisfied by (1) constructing a coherent subject area from a single department or from multiple departments with approval from student's adviser, (2) earning a formal Wilson College minor or (3) declaring a double major in another subject area.

Students who choose this route may wish to declare the creative writing concentration in English as a second major. The primary major will then satisfy their coherent subject area requirement, and the English second major can be used to satisfy the liberal studies and writing-intensive requirements.

Coursework is supplemented each semester with seminars in genres, markets and master classes conducted by visiting writers.

MINOR IN ENGLISH

Required Courses

Five courses in English above the 100 level, including one in writing (either ENG 210, 212, 220, 311, 321 or 345) and one at the 300 level

MINOR IN FILM STUDIES

Courses in the film studies minor explore the production, reception, history and business of film.

Required Courses

Four courses from among the following:

ENG 230	Film Analysis and History
ENG 335	Film Genres and Genders
ENG 380	Literary and Cultural Interpretation
COM 304	Media Theory
COM 370	Topics

MINOR IN THEATER

The Wilson College theater minor combines the academic study of theater – the critical study of drama and dramatic writing – and the study of theater performance, including introductory acting techniques, playwriting and directing. The minor allows students with an interest in the theater to combine courses over several disciplines into a concentrated minor.

The theater minor not only teaches students the rudiments of these skills, but also teaches them how to think critically about dramatic text and performance, speak clearly and ably in a public forum and express creative and critical thoughts in writing. Students also complete a significant independent project in theater in which they must demonstrate their ability to conceive and organize a large directing, writing or academic project.

Required Courses

ENG 345	Shakespeare's Histories and Comedies
	or
ENG 346	Shakespeare's Romances and Tragedies
THE 100	Techniques of Acting I (0.5 credits)
THE 200	Techniques of Acting II (0.5 credit)
THE 340	Independent Project in Theater

Three courses from the following:

DNC 151	Dance Technique
DNC ORC	Orchesis (two semesters for 1 total credit)
ENG 220	Creative Writing (includes playwriting)
ENG 236/336	British Literature 1200-1700
ENG 325/525	Advanced Creative Writing: Drama
ENG 232	Modern Drama
ENG 340	Independent Project in Creative Writing (must focus on playwriting)
COM 110	Effective Speaking
MUS 116	Introduction to Music
THE 355	Internship

Note: Only two courses from ENG 220, ENG 320, and ENG 340 may be applied toward the minor. Students who major in English and minor in theater may only count two English courses toward the minor.

Environmental Studies

Environmental studies majors and minors plan their programs in close collaboration with faculty advisers. Because many careers require intensive preparation in a traditional major, some students may find it advisable to consider a double major or minor in a related discipline. Students with special interests may develop individual programs of study in collaboration with advisers from appropriate disciplines. Graduates of the environmental studies program may choose to pursue graduate work in ecology, environmental science, environmental policy or environmental law, or they may find employment with government or nongovernmental organizations.

MAJOR IN ENVIRONMENTAL SCIENCE

The major in environmental science leads to a Bachelor of Science degree and is designed to achieve a broad understanding of the social, ethical and scientific aspects of environmental problems, with a strong grounding in the natural sciences and an orientation in experiential learning.

Features of this major include:

- A rigorous multidisciplinary education in the sciences.
- An orientation toward service learning and experiential learning.
- An internship (or study-abroad) experience with coursework that is interdisciplinary and project-oriented.

Core courses provide a survey of environmental issues; a grounding in basic principles of environmental science, ecology, chemistry and statistics; and field experience in both natural and human environments. In upper-level work, students use science and the technical skills they have acquired to examine community, regional and global issues. An internship in the student's selected area of focus is required so students gain practical experience in their field of interest. Opportunities are also provided for independent study in specialized areas of research.

Goals and objectives of the major are to:

- Develop effective writing, speaking, reading, information gathering and listening skills.
- Develop skills in problem-solving and critical thinking (i.e., analysis, synthesis and evaluation of information and argument).
- Develop skills in creative thinking and expression.
- Develop a basis for broad scientific literacy.
- Develop the ability to formulate independent judgments that reflect awareness of environmental, ethical, social and interpersonal implications.
- Promote an understanding of one's connection with and responsibilities to serving the community and society.
- Promote understanding of ways in which social forces influence the development of knowledge, ideas and experiences through the comparative exploration of beliefs and cultures.
- Encourage students to connect theory to application and experience.

BIO 101	General Biology l
BIO 102	General Biology II
BIO 230	Conservation Biology
BIO 314	Ecology
CHM 101, 102	General Chemistry I, II
	or
CHM 103	Fundamentals of General Chemistry
CHM 201, 202	Organic Chemistry I, II
	or
CHM 104	Fundamentals of Organic Chemistry in Biological Systems
ENV 110	Introduction to Environmental Science
ENV 107	Environmental Geology
	or
ENV/HIS 210/310	Environmental History
ENV 224	Environmental Law
MAT 115	Introductory Statistics
	or
MAT 130	Calculus and Analytical Geometry
ENV 401	Ecological Perspectives in the Sciences and Humanities
PHI 121	Ethics
	or
RLS/PHI 220	Environmental Ethics

Three of the following, at least one of which is at the 300 level:

BIO 206	Invertebrate Zoology
BIO 210	Introductory Botany
BIO 223	Marine Biology
BIO 309	Evolution
CHM 205	Analytical Chemistry

ENV 203	Science, Technology and Society
ENV 216	Agroecology
ENV 220/320	Stewardship of Watershed Ecosystems
ENV 304	Environmental Policy
ENV 305	Environmental Education
ENV 355	Internship

Note: While not a requirement, students are encouraged to take ENG 185 to fulfill their literature liberal studies requirement.

Special topics courses are offered on a regular basis at the 170, 270, 370 and occasionally 570 (graduate) level. Some of these courses are: Stewardship of Watershed Ecosystems, Sustainable Architecture, Sustainable Energy and Permaculture.

MAJOR IN ENVIRONMENTAL SUSTAINABILITY

The Bachelor of Arts in Environmental Sustainability is distinguished by a sustainability framework for resolving environmental problems. Students will apply both scientific and nonscientific knowledge to analyze pervasive environmental problems.

Features of this major include:

- An orientation toward service learning and experiential learning.
- An internship (or study-abroad) experience with coursework that is interdisciplinary and project-oriented.
- A curriculum that is both multidisciplinary and interdisciplinary.
- Goals and objectives of the major are to:
- Promote institutional and systemic thinking that uses the systems approach to finding solutions to local to global environmental problems.
- Develop social leaders who are adept in community organizing, service learning, organization and management.
- Educate students about environmental policy issues and foster in them an ability to understand and solve complex environmental problems.
- Cultivate an appreciation of environmental challenges through a framework of sustainability.
- Use a cross-disciplinary research in the natural and social sciences and humanities to develop a holistic approach to these environmental challenges.

Further, students complete a series of core courses that develop a broad base in the natural and social sciences, as well as the humanities, in order to cultivate a foundation for analyzing the complex environmental problems that challenge our species. The core courses provide a solid foundation across disciplines.

Required Courses

ENV 105	Foundations of Environmental Sustainability
ENV 110	Introduction to Environmental Science

Choose two of four:

ENV 107	Environmental Geology
ENV 220/320	Stewardship of Watershed Ecosystems
ENV 203	Science, Technology and Society
	or
ENV 210/310	Environmental History
ENV 224	Environmental Law
ENV 304	Environmental Policy
ENV 355	Internship
ENV 401	Ecological Perspectives in the Science and Humanities
MAT 115	Statistics
PHI 121	Ethics
	or
PHI/RLS 220	Environmental Ethics
PS 216	Public Policy
	or
SOC 227/327	Environmental Sociology

*With the permission of adviser, students may substitute ENV 270 or ENV 370 for any course except ENV 110 or ENV 204.

To further strengthen the major, students will be required to complete either:

Option A: A second coordinating major or

Option B: A minor that supports the study of environmental sustainability.

Special topics courses are offered on a regular basis at the 170, 270, 370 and occasionally 570 (graduate) level. Some of these courses are: Stewardship of Watershed Ecosystems, Sustainable Architecture, Sustainable Energy and Permaculture.

THE RICHARD ALSINA FULTON CENTER FOR SUSTAINABLE LIVING

The curriculum in environmental studies works in conjunction with the Richard Alsina Fulton Center for Sustainable Living (also, see page 101). A central aspect of the FCSL is the Fulton Farm, located adjacent to the campus on a 100-acre historic farm and woodland. A variety of habitats provide a background for restorative and sustainable land-use projects, as well as for field studies in the natural sciences. Through classes, research opportunities, workshops and conferences, the FCSL highlights a variety of models for environmentally sound practices in agriculture, home, ecology and spiritual and community life.

MINOR IN ENVIRONMENTAL STUDIES

Required Courses

ENV 110	Introduction to Environmental Science
ENV 224	Environmental Law

Three additional ENV courses at the 200, 300, or 400 level

Equestrian Studies

Wilson offers two concentrations within the equestrian studies major: equine management and equestrian management. Students interested primarily in the management of a barn will select the equine management concentration. This program directs the student's interests to the mechanics of running a stable and the handling of horses, including practical stable management. The equestrian management concentration is for the student primarily interested in riding and the teaching of riding. This program improves skills in riding and provides an education focused on teaching. Students entering the equestrian management concentration must place into EQT 203 – Intermediate Equitation I prior to enrolling in EQS 240 – Introduction to Teaching.

All students enrolling in equitation classes (riding) are evaluated and classified as beginner, novice, intermediate, or advanced, according to their demonstrated skills. Students are grouped with riders of comparable skills in small classes. Equitation is considered a physical education activity and, as such, earns two semester hours per course. All students, regardless of major, may take as many equitation courses as their schedules can accommodate; however, the student in the equestrian management track may apply a maximum of 14 semester hours (seven semesters) toward graduation requirements. Non-equestrian majors and students concentrating in equine management may apply a maximum of six semester hours (three semesters) of equitation courses toward graduation requirements. Equitation class levels may be repeated until all skill requirements are successfully completed.

In a continuing effort to be mindful of our horses' physical and emotional well-being, Wilson has established weight-carrying limits for all riders using school-owned horses. The weight limit for basic and novice equitation classes is 200 pounds. The weight limit for intermediate through specialized equitation classes is 220 pounds.

CONCENTRATION IN EQUINE MANAGEMENT

Required Courses

BUS 124	Introduction to Management

One of the following six courses:

ACC 105	Financial Accounting
BUS 220	Entrepreneurship and Small Business Management
BUS 223	Marketing Management
BUS 225	Business Law
ECO 101	Introduction to Macroeconomics
ECO 102	Introduction to Microeconomics
BIO 101	General Biology I
	or
BIO 110	Contemporary Biology
EQS 110	Introduction to Equine Management
EQS 116	Equine Anatomy and Physiology
EQS 125	Equine Breeding Management
EQS 220	Management of Equine Events

EQS 225	Equine Health Management
EQS 230	Introduction to Training the Horse
EQS 240	Introduction to Teaching Horsemanship
EQS 310	Equine Facility Management
EQS 315	Equine Performance Management
EFT 213	Ground Training the Horse
PSY 110	Introduction to Psychology
ESS 145	First Aid and CPR/AED

A student must graduate with active first aid and CPR/AED certifications. Students who take ESS 145 as a first-year or sophomore student must repeat it during their junior or senior year in order to fulfill graduation requirements. Noncredit first aid and CPR/AED certifications will not be accepted as completion of the major requirement.

CONCENTRATION IN EQUESTRIAN MANAGEMENT

Required Courses

BIO 101	General Biology I
	or
BIO 110	Contemporary Biology
EQS 110	Introduction to Equine Management
EQS 116	Equine Anatomy and Physiology
EQS 220	Management of Equine Events
EQS 230	Introduction to Training the Horse
EQS 235	Applied Horse Training Techniques I
EQS 240	Introduction to Teaching Horsemanship
EQS 326, 327	Methods of Teaching and Training I, II
EQS 328, 329	Principles and Practices of Equestrian Management I, II
EQT XXX	Six equitation courses, the levels of which are based on the rider's skill
EFT 213	Ground Training the Horse
ESS 145	First Aid and CPR/AED
PSY 110	Introduction to Psychology

Students must graduate with active first aid and CPR/AED certifications. Students who take ESS 145 as a first-year or sophomore student must repeat it during their junior or senior year in order to fulfill graduation requirements. Noncredit first aid and CPR/AED certifications will not be accepted as completion of the major requirement.

MINORS

The equestrian minors are designed for students who may wish to enhance their marketability or further their personal interests by adding equine studies to their primary major. While concentrating in fields such as business, the sciences, liberal arts or pre-health professions, the minor prepares the student in important concepts and terminology unique to the equine industry. Students may pursue occupations in equine-related businesses, laboratories and pharmaceutical and feed companies or continue further educational opportunities in graduate and/or professional degrees such as veterinary medicine.

Three minors are offered: equine management, equestrian training and equestrian teaching.

MINOR IN EQUINE MANAGEMENT

Required Courses

BIO 101	General Biology I
	or
BIO 110	Contemporary Biology
EQS 110	Introduction to Equine Management
EQS 116	Equine Anatomy and Physiology
EQS 220	Management of Equine Events
EQS 225	Equine Health Management
EQS 310	Equine Facility Management
EQS 315	Equine Performance Management

MINOR IN EQUESTRIAN TRAINING

Required Courses

BIO 101	General Biology I
	or
BIO 110	Contemporary Biology
EQS 110	Introduction to Equine Management
EQS 116	Equine Anatomy and Physiology
EQS 220	Management of Equine Events
EQS 225	Equine Health Management
EQS 235	Applied Horse Training Techniques I
EQS 315	Equine Performance Management

MINOR IN EQUESTRIAN TEACHING

Required Courses

BIO 101	General Biology I
	or
BIO 110	Contemporary Biology
EQS 110	Introduction to Equine Management
EQS 116	Equine Anatomy and Physiology
EQS 230	Introduction to Training the Horse
EQS 240	Introduction to Teaching Horsemanship
EQS 326	Methods of Teaching and Training I
EQS 327	Methods of Teaching and Training II

Note: VMT 216 may be substituted for EQS 116. Any student may challenge out of EQS 110 (by examination), shortening the time to complete the minor.

DUAL MINORS

Although it is unlikely that a student will have time to complete a major and two of the minors listed above, the core courses of BIO 101 (or BIO 110), EQS 110, EQS 116 and EQS 225 may be applied to more than one minor from this department. For example, this would allow a student to indicate an education in equine reproduction and equestrian teaching to strengthening her or his application to a future employer or career choice.

MINORING WITHIN THE EQUESTRIAN STUDIES MAJOR

Students majoring in equestrian studies will not be eligible to have a minor within the department. Students who want to show a broad educational background in equestrian studies should complete both the equine management and equestrian management concentrations.

EQUINE-FACILITATED THERAPEUTICS

The equine-facilitated therapeutics (EFT) major combines the student's knowledge of the horse with an in-depth study of the use of the horse as a therapeutic partner. Students pursuing this major will graduate with a thorough working knowledge of human disabilities, biomechanics and kinesiology of the horse; evaluation techniques; training the therapy horse; and methods of teaching riders with disabilities (also known as equine-assisted activities or therapeutic riding). Classes combine traditional lecture periods, structured hands-on laboratories and simulated, as well as actual, student teaching.

Required Courses

BIO 101, 102	General Biology I, II
	or
BIO 110	Contemporary Biology
BUS 124	Introduction to Management
BUS 220	Entrepreneurship and Small-Business Management
EFT 201, 202	Equine-Facilitated Therapeutics I, II
EFT 213	Ground Training the Horse
EFT 215	Equine Biomechanics and Kinesiology
EFT 331, 332	Teaching I, II
EQS 110	Introduction to Equine Management
EQS 116	Equine Anatomy and Physiology

EQS 230	Introduction to Training the Horse
EQS 240	Introduction to Teaching Horsemanship
EQT XXX	Minimum of one semester; must ride to the EQT 204 level
ESS 145	First Aid and CPR/AED
PSY 110	Introduction to Psychology

A student must graduate with active first aid and CPR/AED certifications. Students who choose to take ESS 145 as a first-year or sophomore student must repeat it during her junior or senior year in order to fulfill graduation requirements. Noncredit first aid and CPR/AED certifications will not be accepted as completion of the major requirement.

Required Supplemental Courses

Choose one of the following concentrations:

2 courses at the 200/300 level in Education

or

2 courses at the 200/300 level in Psychology

or

2 courses at the 200/300 level in Business

Equine Journalism

The Bachelor of Arts in equine journalism provides in-depth knowledge of equestrian studies in conjunction with the foundations of journalism. Courses in equestrian studies offer comprehension of equine anatomy, horsemanship and horse-related industries. Courses in journalism and writing teach the basics of Associated Press style, conventions of journalism, public relations, feature-writing and media ethics and practices. Students apply this learning in courses that prepare them for careers as professional writers.

All equine journalism majors complete an internship in the field, selected in consultation with the student's academic adviser and the director of career services, and positions on the campus newspaper are open to all students. Students in any major may try out for equestrian teams and volunteer at college-sponsored equestrian events.

Graduates in equine journalism can write for media organizations that report on equestrian events – everything from local newspapers, where equestrian activities are popular, to national news and media outlets that cover such activities.

In addition to writing for print and online publications, graduates will be prepared to work in public relations and corporate communications for large companies in the field. The major also prepares graduates for careers directly in the equestrian industry, in creating marketing, sales and technical writing for pharmaceutical companies, horse barns, breeders and manufacturers of tack and apparel.

Students completing the major will also appeal very strongly to associations, foundations and nonprofit organizations related to the horse/equestrian industry, as well as to the public relations/communications departments of schools/universities where equestrian studies is an important part of the program.

As they pursue their liberal arts education, students in equine journalism are encouraged to include coursework in fields such as business, fine arts, ethics, media studies, English, biology or environmental studies.

Required Courses

BIO 101	General Biology I
	or
BIO 110	Contemporary Biology
COM 130	Digital Communication and Design I
COM 230	Digital Communication and Design ll
COM 201	Journalism
COM 355	Internship
COM 400	Assessment Portfolio (0.5 credit)
ENG 210	Advanced Exposition
	or
ENG 212	Technical Writing
EQS 110	Intro to Equine Management
EQS 116	Equine Anatomy and Physiology

EQS 225	Equine Health Management
EQS 230	Intro to Training the Horse
EQS 240	Intro to Teaching Horsemanship
EQS 310	Equine Facility Management

One of the following courses (chosen in consultation with academic adviser):

ENG 220	Creative Writing
FA 118	Introduction to Photography
FA 120	Introduction to Computer Graphics
COM 233	Integrated Marketing and Design
COM 303	Media Law in a Digital Age
COM BB	Billboard (for total of three semester hours)
	or

Relevant communications topics course, per academic adviser's approval.

One of the following courses, chosen in consultation with academic adviser:

EFT 201	Equine-Facilitated Therapeutics I
EFT 213	Training the Therapy Horse
EFT 215	Equine Biomechanics and Kinesiology
EQS 125	Breeding Management
EQS 220	Management of Equine Events
EQS 315	Equine Performance Management
EQT XXX	Equitation (for a total of four semester hours)
	or

Relevant EQS topics course (per academic adviser's approval)

Financial Mathematics

With the dynamic development of global financial markets, corporations place a premium on graduates with strong quantitative skills for solving problems in the world of finance. A Bachelor of Science in financial mathematics is an interdisciplinary degree integrating business finance, economics and mathematics in preparation for careers in banking, investment management, insurance and risk management.

Required Courses

ACC 105	Financial Accounting
ACC 106	Managerial Accounting
BUS 240	Corporate Finance Fundamentals
BUS 305	Quantitative Methods in Business
BUS 327	International Finance
BUS 340	Investments
BUS 355	Internship
ECO 101	Introduction to Macroeconomics
ECO 102	Introduction to Microeconomics
ECO 204	Money and Banking
MAT 115	Introductory Statistics
MAT 130	Calculus I
MAT 140	Calculus II
MAT 205	Discrete Math
MAT 320	Ordinary Differential Equations
MAT 325	Mathematical Statistics

Fine Arts and Dance

The fine arts program introduces students to a complex and important area of human culture. In art history courses, they learn to evaluate works aesthetically and to comprehend and recognize influences of contributing forces (physical, political,

intellectual and spiritual) on artists and the viewing public. In graphic design and visual arts courses, the creative experience is emphasized along with concerns of artistic activity.

Majors are offered in graphic design (with concentrations in graphic arts or graphic media) or studio art (with concentrations in drawing/painting, photography or printmaking). In addition, students may earn either academic or proficiency certificates in any of the concentrations. Minors are offered in visual arts, history and dance. All students should plan their program of study in consultation with the fine arts program chair. Courses include field trips to museums and galleries in nearby cities.

Internships are encouraged for all students in the major (required for graphic design) or minor, especially those planning careers in museums, galleries, educational or cultural institutions, commercial art or arts administration. The program benefits from several campus resources, including the Bogigian Art Gallery and the Barron Blewett Hunnicutt Classics Gallery. An artist-in-residence program helps to expose students to visual and performing artists. These resources are described under the section on academic resources.

MAJOR IN GRAPHIC DESIGN: CONCENTRATION IN GRAPHIC ARTS

Required Courses

FA 114	Drawing I
DNC 147	Movement as Culture
FA 242	2D Design
FA 120	Graphic Design l
FA 221	Graphic Design II
FA 330	Graphic Design III
FA 355	Internship
FA 420	Senior Seminar I
FA 422	Senior Seminar II

One art history course

WS 370	Feminist Theory: Visual Culture

In addition, all graphic design majors must complete a proficiency certificate in one of the following secondary arts areas: painting/drawing, photography or printmaking.

MAJOR IN GRAPHIC DESIGN: CONCENTRATION IN GRAPHIC MEDIA

Required Courses

FA 242	2D Design
FA 120	Graphic Design I
FA 221	Graphic Design II
FA 330	Graphic Design III
COM 130	Digital Communication and Design I
COM 230	Digital Communication and Design II
COM 233	Integrated Marketing and Advertising
FA 355	Internship
FA 420	Senior Seminar I
FA 422	Senior Seminar II
WS 370	Feminist Theory: Visual Culture

In addition, all graphic media majors must complete a proficiency certificate in one of the following secondary arts areas: painting/drawing, photography, printmaking.

MAJOR IN STUDIO ART

Required Courses

DNC 147	Movement as Culture
FA 114	Drawing I
FA 242	2D Design
WS 370	Feminist Theory: Visual Culture

One of the following three:

FA 118	Photography I
FA 218	Photography II

FA 318	Photography III
	or
FA216	Printmaking I
FA 246	Printmaking II
FA 316	Printmaking III
or	
FA 116	Painting I
FA 214	Drawing/Painting II
FA 314	Drawing/Painting III
FA 420	Senior Seminar I
FA 422	Senior Seminar II

Two art history courses

In addition, all studio art majors must complete a proficiency certificate in a secondary arts area (painting/drawing, photography, printmaking, graphic arts or graphic media) different from the concentration they have selected.

Proficiency Certificate Curriculum

Proficiency certificates in graphic design and visual art give the student a foundation in both the conceptual and technical aspects of various media. They serve as elements in the fine art majors and as an end in themselves for career preparation or enrichment.

Proficiency Certificate in Drawing/Painting

Required Courses

FA 114	Drawing I
FA 116	Painting I
FA 214	Painting/Drawing II
FA 314	Painting/Drawing III

Proficiency Certificate in Printmaking

Required Courses

FA 114	Drawing I
FA 216	Printmaking II
FA 246	Printmaking II
FA 316	Printmaking III

Proficiency Certificate in Photography

Required Courses

FA 114	Drawing l
FA 118	Photography I
FA 218	Photography II
FA 318	Photography III

Proficiency Certificate in Graphic Arts

Required Courses

FA 114	Drawing I
FA 242	2D Design
FA 120	Graphic Design l
FA 221	Graphic Design II
FA 330	Graphic Design III

Proficiency Certificate in Graphic Media

Required Courses

FA 120	Graphic Design I
FA 221	Graphic Design II
FA 330	Graphic Design III
COM 130	Digital Communication and Design I
COM 230	Digital Communication and Design II

Students wishing to complete a minor in any of the proficiency certificate areas simply take the curriculum in the certificate plus one additional course in art history. (Note: This would include WS 320, as well as classes in art and dance history and culture.) On completion of the minor, the student will have also earned the proficiency certificate.

Academic Certificate in Graphic Design

The academic certificate in graphic design is designed to prepare the student for a career in the related subject area. Coursework is entirely within the discipline and is designed to allow completion in two years.

Required Courses

English foundations course (ENG 101, 104, 108 or 180)

FA 114	Drawing I
FA 118	Photography I
FA 242	2D Design
FA 120	Graphic Design I
FA 221	Graphic Design II
FA 330	Graphic Design III
COM 130	Digital Communication and Design I
COM 230	Digital Communication and Design ll
COM 233	Integrated Marketing and Advertising
FA 420	Senior Seminar l in Graphic Arts (portfolio)

MINORS

MINOR IN ARCHAEOLOGY

Required Courses

CLS/FA 222/322	Greek Archaeology and Art
	or
CLS/FA 224/324	Roman Archaeology and Art
FA 128	Introduction to Archaeology

Three courses chosen in consultation with the archaeology adviser.

MINOR IN ART HISTORY

Required Courses

Four courses in art history
One studio art course

MINOR IN STUDIO ART

Required Courses

FA 114 Drawing I
One art history course
Three studio art courses

MINOR IN DANCE

The curriculum in dance endeavors to introduce the student to the broadest opportunities possible for active participation in the various forms of dance. The curriculum is enhanced by Orchesis, a co-curricular organization in which students engage in performance and dance-related activities.

Central to the study of dance is the creative use of the dance medium. Dance composition and choreography are emphasized as students are guided and encouraged to develop their own creative and performing abilities.

Contemporary and modern styles of dancing are taught because they allow greater adaptability in choreography for students with varying degrees of previous dance experience. Independent study projects are encouraged and are designed to meet the specific interests and needs of students.

Required Courses

Two semesters of Modern Dance Technique at the 200 level or above
Three additional dance courses (excluding DNC 151 and 152) selected in consultation with the dance faculty

Master of Fine Arts

LOW-RESIDENCY MASTER OF FINE ARTS

The Master of Fine Arts at Wilson College is a terminal degree program designed for working professionals or experienced artists in choreography or visual art. This program is designed specifically with these individuals in mind, and is constructed with structural, curricular, and financial appeal for this demographic. The goal is to allow these individuals, in either the choreography or visual arts concentration, to reach the next level in their professional field, furthering their education while simultaneously allowing them to gain further experience as artists in their respective fields.

PROGRAM

The MFA program is a two-year, 60 semester-hours terminal degree designed for professionals or experienced artists already working in their respective fields. This is a low-residency program, requiring only two four-week residency periods during two consecutive summers and one on-campus defense of thesis work.

The summer intensives consist of individual studio time with faculty mentoring and critique, as well as seminars addressing major concerns in the discipline. The seminars are conducted with participants from both concentrations in order to foster more in-depth exploration. Each student is responsible for substantial preparation as determined with the instructor before the residency in order to make most effective use of the residency period. During the non-residence periods, students work in their home studios in regular contact with local faculty mentors (nominated by the student and approved by the Wilson faculty and academic dean) and the Wilson program faculty. Each semester at home includes a distance/hybrid seminar among members of the program learning community.

The program ends with a thesis exhibition/performance, portfolio review and oral defense.

ADMISSIONS AND ACADEMIC PROCEDURES

Admissions and academic procedures for the program will follow standard Wilson College graduate admissions policies as described for the Master of Arts in Humanities at www.wilson.edu/MFA-adm with the substitution of a portfolio review for the writing sample. If it is more practical, interviews may be done over the Internet.

The M.F.A. program is designed as an intense, 24-month program, with students proceeding as a cohort. However, individual circumstances may prevent students from completing the program in this fashion. The program must be completed within five years of matriculation; however, a student may take a one-semester (summer residency intensive or academic year semester) leave of absence by submitting a letter to the director. A full academic year leave of absence requires approval from the director. A leave of absence beyond one full year, or two missed summer residency intensives, will be considered a withdrawal and will require the student to reapply to the program. Credit for completed coursework will be honored as long as the five-year completion deadline is met. Partial attendance of the summer residency intensive is strongly discouraged but may be permitted by the director.

Incompletes for the summer residency intensives will be arranged with the director and registrar. Withdrawal and incompletes for individual classes will be granted as allowed under standard Wilson academic procedures.

A limited number of work-study positions may be made available as future revenues permit.

COURSE SEQUENCE

The M.F.A. program is designed for students to matriculate at summer-residency intensive. In rare circumstances it may be more practical for students to begin their course sequence during the fall or spring semesters of the academic year. In that case the student and the director will make appropriate arrangements.

MASTER OF FINE ARTS: CONCENTRATIONS IN CHOREOGRAPHY AND VISUAL ART

First Summer Residency Intensive

DNC/FA 501	Summer Residency Studio I
DNC/FA 502	Summer Residency Studio Seminar I
DNC/FA 503	Summer Residency Contemporary Arts Practice I
DNC/FA 504	Summer Residency Interdisciplinary Seminar I
DNC/FA 505	Summer Residency Media Art Seminar I

First fall academic semester (**student at home-studio**)

DNC/FA 511	Independent Studio Work I
FA 510	Art History Theory and Methods

First spring academic semester (**student at home-studio**)

DNC/FA 521	Independent Studio Work II
DNC/FA 523	Contemporary Arts Seminar
	or
PHI 535	Aesthetics
	or
WS 520	Feminist Theory: Visual Culture

Second Summer Residency Intensive

DNC/FA 532	Summer Residency Studio II
DNC/FA 532	Summer Residency Studio Seminar II
DNC/FA 533	Summer Residency Contemporary Arts Practice II
DNC/FA 534	Summer Residency Interdisciplinary Seminar II
DNC/FA 535	Summer Residency Media Art Seminar II

Second Fall academic semester (**student at home studio**)

DNC/FA 598	Thesis Exhibition/Performance I

Second Spring academic semester (**student at home studio**)

DNC/FA 599	Thesis Exhibition/Performance II

Foreign Language and Literature

The foreign language and literature program at Wilson College offers courses in French, Latin and Spanish and a major in Spanish. Its primary objective is to expand and enhance a student's liberal arts backgrounds by enabling her or him to enter into another culture directly through mastery of its language and especially, through the study of its literature – one of the most significant expressions of a culture. Exposure to other peoples' languages, cultures and literature is an enriching experience that is open and available to every student, regardless of professional interests or fields of specialization.

To accomplish our aims, we offer the following sequence of courses:

- Language courses at the introductory, intermediate and advanced levels in which the study of grammar is accompanied by discussion of cultural and literary readings, and by constant oral practice, both in class and out. Placement tests may be used to determine the class level of the students, although decisions regarding placement for students with previous experience in the language can often be made after consultation with advisers and/or professors in the department. Students with three or more years of high school language (with no gap between high school and college) whose previous instructors taught in the target language (except for Latin) are usually prepared for continued study at the intermediate level.
- Courses on the cultures and civilizations of French- and Spanish-speaking countries, as well as those of ancient Greece and Rome, provide comprehensive overviews of those historical processes, social and political institutions, traditions, customs and intellectual and artistic achievements generally considered as essential and distinctive elements of their cultural identity.
- Literature courses at the intermediate and advanced levels are aimed at majors or minors in language and literature but are open to anyone with the ability to work in the given language. Often, literature and culture courses are taught in a dual-language format to accommodate interested students who have not studied the language in question. Students enrolling in sections taught in translation must have completed the English foundation requirement and one course at the 200 level in any discipline. Both introductory and advanced courses in literature share the intention of enlarging the literacy and enhancing the analytical skills of students, at the same time that they present – at the introductory level – general overviews of the most important works, authors and trends that make up a particular cultural and literary tradition. The advanced level is a more focused and concentrated study of particular topics or themes.

SPANISH MAJOR

The Spanish major provides instruction in the language, literatures and cultures of Spain and Hispanic America (including South America, Central America, Mexico, the Caribbean and the United States). Intermediate courses offer panoramic overviews of linguistic, literary and cultural developments. Advanced courses in literature and culture take a thematic approach to major literary and cultural developments in the Hispanic world. In these courses representative texts are studied both as artistic and cultural expressions within a socio-historical context. Advanced courses in language address practical language applications in the areas of service, translation, business and medicine. Secondary certification in Spanish is also available (see Education).

Required Courses

SPN 205	Intermediate Spanish
SPN 209	Intermediate Spanish Conversation
SPN 240	Advanced Spanish Grammar and Composition
SPN 242	Advanced Spanish Conversation and Phonetics
SPN 223	Hispanic Literatures
SPN 224	Hispanic Cultures

Three additional Spanish courses at the 300 level

SPN 499	Senior Thesis (capstone experience)

Note: Students who major in Spanish should attain a reasonable knowledge of both Spanish and Hispanic American worlds. In addition, it is highly recommended that students in this major spend time working or studying in a country where Spanish is the primary language.

SPANISH MINOR

Required Courses

SPN 205	Intermediate Spanish
SPN 209	Intermediate Spanish Conversation
SPN 240	Advanced Spanish Grammar and Composition
SPN 242	Advanced Spanish Conversation and Phonetics
SPN 223	Hispanic Literatures
	or
SPN 227	Business Spanish
	or
SPN 228	Medical Spanish
SPN 224	Hispanic Cultures
	or
SPN 227	Business Spanish
	or
SPN 228	Medical Spanish

MINOR IN FRENCH STUDIES

Students who minor in French studies are expected to achieve proficiency in oral and written French and demonstrate a general understanding of French and Francophone literatures and cultures. Four of the six required credits must be taken in courses that are taught in the target language. Study abroad in a French-speaking country is strongly encouraged.

Requirements for a minor in french studies:

FRN 205	Intermediate French
FRN 209	Intermediate French Conversation
FRN 230	Advanced French Grammar and Composition
FRN 260	Literatures and Cultures of the French-Speaking World

Two courses at the 300 level

Courses taught in French

FRN 205	Intermediate French
FRN 209	Intermediate French Conversation
FRN 230	Advanced French Grammar and Composition
FRN 260	Literatures and Cultures of the French-Speaking World
FRN 360	French Cinema and Society (Advanced Conversation)

Courses taught in English

(Students may choose up to two of the following to complete the minor, although they are strongly encouraged to enroll in FRN 360 to fill one of the 300-level requirements)

FRN 341/541	Francophone Women Writers of Africa/Caribbean
FRN 340/540	Autobiography and Exile: Subjectivity in Francophone Literature
FRN 342/542	Reimagining Childhood in the Francophone World

MINOR IN LATIN

The minor in Latin extends the student's knowledge of Roman culture and the language, which has been a major source of the alphabet, vocabulary and structure of most European languages and English. Latin and Roman civilization have been a source of inspiration for European cultures and, through them, Anglo-American culture.

Required Courses

LAT 204	Augustan Poetry
LAT 206	Roman Epic Poetry
LAT 370	Topics in Latin Literature

One of the following:

CLS 215	Women in Antiquity
CLS 224/324	Roman Archaeology and Art
CLS 270/370	Topics in Classical Civilization

GLOBAL STUDIES PROGRAM

The global studies major is an interdisciplinary academic program designed to develop proficiencies in communicating across cultural difference and thinking critically about our interconnected world. Students take core courses in language, culture, politics, economics and gender studies, as well as introductory and capstone courses that broaden and deepen their capacity to be engaged global citizens. Service learning and media literacy are integrated throughout a student's course of study. While students are highly encouraged to study abroad, those who are unable to do so will still partake in an immersion internship experience within the United States. Finally, while research skills are built into the core curriculum, particularly the capstone course, interested students may also elect to conduct significant research within the major as a senior thesis project.

MAJOR

(14 courses plus a study-abroad or immersion internship experience in the United States)

Core Courses: Each Global Studies major will take the following 10 courses.

GS 100	Introduction to Global Studies
FRN 205	Intermediate French
	or
SPN 205	Intermediate Spanish)
	or
Equivalent credit in another foreign language	
FRN 209	Intermediate French Conversation
	or
SPN 209	Intermediate Spanish Conversation
	or
Equivalent credit in another foreign language	
GS 212	Cultural Geography
GS 206	Comparative Contemporary Cultures
PS 225	Politics in Comparative Perspective
PS 203	International Relations
ECO 315	Comparative Economic and Political Systems
SOC 345	Gender in Global Society
GS 410	Global Studies Advanced Seminar

STUDY-ABROAD OR IMMERSION INTERNSHIP EXPERIENCE

Each global studies major will take part in a study-abroad experience or, alternatively, an immersion internship experience, GS 355.

AREA OF SPECIALIZATION

Each global studies major will also take four additional courses in one of the three below areas of specialization, at least two of which must be at the 300 level and only one of which may be at the 100 level.

AREA STUDIES: THE HISPANIC WORLD (AT LEAST TWO OF THE FOUR COURSES WILL BE TAKEN IN SPANISH.)

SPN 224	Hispanic Cultures
SPN 223	Hispanic Literatures
SPN 321	Spanish Service Learning
SPN 322	Spanish Translation
SPN 320	Hispanic Film Studies
SPN 323	Coloniality in the Hispanic World
SPN 324	Hispanic Women Writers
SPN 325	Hispanic Nation in Narration
GS 220	Translation and Global Cultures

AREA STUDIES: THE FRANCOPHONE WORLD (AT LEAST TWO OF THE FOUR COURSES WILL BE TAKEN IN FRENCH.)

FRN 230	Advanced French Grammar and Composition
FRN 260	Literatures and Cultures of the French-Speaking World
FRN 360	French Cinema and Society
FRN 341	Francophone Women Writers of Africa/Caribbean
FRN 340	Autobiography and Exile
FRN 342	Reimagining Childhood in the Francophone World
GS 220	Translation and Global Cultures

AREA STUDIES: CULTURAL STUDIES

DNC 235/335	Feminist Perspectives through Cultural Choreographies
GS 220	Translation and Global Cultures
GS 210	Explorations in Global Culture
FA 226/326	Medieval and Islamic Art
FA 238	Women Artists and Women in Art
HIS 216	Race Relations in Early North America
PHI 120	World Philosophy
RLS 108	Religions of the World
SOC 242/342	Food, Culture and Society
WS 320	Feminist Theory: Visual Culture

MINOR (SIX COURSES)

Core Courses

Each minor will take the following three courses.

GS 100	Introduction to Global Studies
GS 212	Cultural Geography
GS 410	Global Studies Advanced Seminar

Area of specialization

Each minor will also take three additional courses in one of the three above areas of specialization, at least one of which must be at the 300 level and only one of which may be at the 100 level.

Note: If a student is majoring or minoring in an adjacent field to the global studies core curriculum (including French, Spanish, political science or sociology) and also seeks to earn a double major in global studies, she or he may count overlapping core courses towards both majors. In political science and sociology, a maximum of one course will necessarily overlap (PS 225 or SOC 215/315). In French and Spanish, a maximum of two courses will necessarily overlap (FRN/SPN 205 and FRN/SPN 209). (For example, if a Spanish major decides to double major in global studies, the two courses in language (SPN 205/209) will count toward both majors.)

Note: If a student is majoring or minoring in an adjacent field to the global studies areas of specialization (including French, Spanish, sociology, history, political science, English, philosophy and religion, fine arts and dance, or women's studies) and also seeks to earn a double major or minor in Global Studies, she or he may count a maximum of two overlapping courses from her/his other major or minor towards an area of specialization for the major or minor in Global Studies. (For example, if a Spanish major decides to double major in global studies with a specialization in area studies: the Hispanic world, a maximum of two courses in the area of specialization can simultaneously count towards both major programs.)

Note: Due to the interdisciplinary nature of the global studies major, students may count major coursework toward the College's liberal studies requirements.

Health and Physical Education for Teacher Certification

The Bachelor of Arts degree in health and physical education for teacher certification will prepare students to teach health and/or physical education in the public schools of Pennsylvania. The program benefits individuals interested in studying contemporary trends in teacher education; developing a knowledge base in health and physical education; and forming skills as educators with updated teaching methods. In this program, students will be provided with a strong content base about exercise and health and the opportunity to observe, teach and obtain real classroom experience. Upon graduation and certification, students in this field may obtain jobs in public and private school settings, as well as within colleges and universities.

Course Requirements

EDU 204	Child Development, Cognition and Learning
EDU 206	Educational Psychology
EDU 215	Education for Students with Special Needs
EDU 312	Teaching English Language Learners
EDU 341	Educational Assessment
EDU 348	Pre-Practicum
EDU 420	Special-Needs Practicum Seminar
EDU 426	Student-Teaching Practicum

(12 semester hours)

PSY110	Introduction to Psychology
SOC120	Introduction to Sociology
ESS 145	First Aid and CPR/AED
	or
ESS 215	Care and Prevention of Athletic Injuries
ESS 220	Exercise Testing and Prescription
ESS 230	Adaptive Physical Education
ESS 231	Teaching Strategies in Health and Physical Education
ESS 281	Health and Wellness
ESS 240	Kinesiology and Applied Anatomy
ESS 223	Physiological Foundations of Training
	or
ESS 245	Physiology of Exercise
ESS 320	Administrative Aspects of Exercise and Sport Science
ESS 330	Psychosocial Aspects of Sport

Physical Activity (15 semester hours required)

(two semester hours) Swimming: P.E. 101, 102, 106 or 107 (select one)

(two semester hours) Fitness: P.E. 120, 130 (Couch to 5K)
or 140 (select one)

(two semester hours) Strength: P.E. 128

(three semester hours) Dance: DNC 151, 152, 231, 232 or 234

(two semester hours) Sport: ATH 241 or PE 130 (team sports)

(two semester hours) Leisure: P.E. 170 (lifetime sport 0.5) or PE 131, 132, 133, 134, 137 or 139 (0.25 - select two)

(two semester hours) Choice: any untaken P.E. courses

Official Acceptance to Education:

EDU 204	Child Development, Cognition and Learning
EDU 206	Educational Psychology

2 English/literature courses

2 Math courses (Foundations and Statistics)

GPA requirement of 3.0 or above

Passing of PAPA exams

*Grades of B or above are required in all education courses.

*Students must maintain a 3.0 cumulative GPA for certification.

The students majoring in health and physical education will be required to follow all of the education guidelines set forth by the Pennsylvania Department of Education in order to obtain certification. This information is also noted in the course catalog under the pre-K-4 and secondary certifications.

HEALTH SCIENCE

A health science degree focuses on health prevention, health promotion, population health or health behavior change. This degree meets a growing demand for professi0onals in such areas as personal health and wellness, occupational health and safety, community health and environmental health. Career options are available in the government setting, nonprofit organizations, community health centers, wellness companies and health promotion organizations. Because of an aging population, healthcare is recognized as one of the largest and fastest-growing industries within the U.S., with the Bureau of Labor Statistics projecting 20-28% job growth over the next 10 years. Over the next five years, 28% of all new jobs are anticipated to be in the healthcare industry.

A health science degree can also be used for those students who would like to enter a graduate program, such as public health, social work or healthcare administration. The health science program is designed to take advantage of Wilson's strong offerings in liberal studies and sciences. A block of five course credits is used to create a concentration, satisfies requirements for a minor and allows the student to meet career or graduate study requirements.

A degree in in health science:

- Prepares students to effectively communicate within a legal, ethical and political framework to become active participants in the delivery of healthcare.
- Empowers graduates to assume a leadership role that uses critical thinking and problem-solving in planning, managing and evaluating healthcare to improve patient and community outcomes.
- Prepares students to evaluate care from an evidence-based approach that encompasses research and theory to promote improved patient outcomes through an understanding of healthcare diversity and critical inquiry.
- Assists students in creating a healthcare framework that is ethical and holistic, placing emphasis on the biological, psychological, social and spiritual elements of human development.
- Provides students with the knowledge, attitudes and skills necessary for health promotion among diverse populations and to assume a leadership role in a rapidly changing healthcare environment.
- Prepares students with the knowledge and values to function within a collaborative environment that facilitates patient safety, innovation and accountability.
- Allows students the opportunity to engage in broad learning environments that foster growth and understanding of an interdisciplinary practice and the need for lifelong learning.

Required courses

BIO 101	General Biology I
BIO 102	General Biology II
HSC 215	Human Anatomy and Physiology I
HSC 216	Human Anatomy and Physiology II
BIO 111 or 211	Microbiology or HSC 111 Microbiology for Nurses
MAT 115	Introductory Statistics (May need additional MAT course based on placement test)
PHI 205	Bioethics or PHI 230 Healthcare Ethics
PSY 110	Introduction to Psychology
PSY 331	Health Psychology
SOC 120	Introduction to Sociology
SOC 225/235	Social Problems and Inequalities or Race, Class and Gender
NUR 280	Healthcare Informatics (meets foundation CS requirement)
NUR 380	Research and Evidence-Based Practice
HSC 330	Health Promotion and Program Development
HSC 420	Public Health and Clinical Epidemiology
HSC 430	Health Care Systems, Policy and Regulation

In addition, students must complete a required minor from the following:

Biology*
Business
Communications
Exercise and Sports Science

Psychology
Religious Studies

***For a Pre-Physical Therapy concentration, the students would need to complete following additional courses (It is recommended that students must meet with their advisor prior to beginning the program as not are graduate programs require the same prerequisite courses.):**

CHM 101	General Chemistry I
CHM 102	General Chemistry II
PSY 202	Life-Span Development
MAT 110	Pre-calculus
PHY 101	Physics I
PHY 102	Physics II
HSC 355	Internship

Master of Healthcare Management for Sustainability

The objective of the Master of Healthcare Sustainability program is to produce graduates who will be successful managers of their healthcare organizations, particularly in the context of regulatory reform including the requirements of the Patient Protection and Affordable Care Act of 2010 (PPACA).

The Master of Healthcare Management for Sustainability is a degree in healthcare management or administration with a strong focus on preparing organizations to survive the requirements of Healthcare Reform, particularly the Patient Protection and Affordable Care Act.

Wilson's program differs from traditional healthcare management or healthcare administration programs offered by other institutions because of: Our focus on sustainability under PPACA; our ability to be nimble in keeping our courses current with the ever-changing regulatory environment; and the development of a curriculum centered around a core group of courses with various tracks that students can pursue based on their varied undergraduate and work experiences.

Students are required to take 10 courses. Courses taken toward a student's undergraduate degree would not be included, although courses at the 500 level taken as an undergraduate - in addition to their undergraduate degree requirements - could be included.

The prerequisite for the Master of Healthcare Management for Sustainability program is a baccalaureate degree from a regionally-accredited college or university.

Degree Requirements

Students must satisfactorily complete 30 semester hours in order to earn the Master of Healthcare Management for Sustainability.

Required courses

BUS 505	Healthcare Economics
BUS 542	Legal Issues in Healthcare
BUS 551	History of Healthcare Reform in the U. S. and Universal Healthcare Models
BUS 552	Patient Protection and Affordable Care Act of 2010
BUS 558	Innovative Management Models
BUS 567	Process Reengineering

In addition, students must complete four course credits from the following courses:

BUS 533	Data Mining
BUS 548	The Political Process, Communications and Managing Regulatory Change in Healthcare
BUS 554	Assessing the Quality of Healthcare Services
BUS 556	Analysis and Reporting of Healthcare Data
BUS 583	Executive Leadership
BUS 585	Clinical Decision-Making
BUS 586	Managerial Decision-Making
BUS 587	Public Sector Leadership Models

Note: Any of the above courses or their equivalents the student may have taken to meet the requirements for an undergraduate degree can not be taken to meet the requirements for the Master of Healthcare Management for Sustainability degree.

History and Political Science

History and political science is an interdisciplinary liberal arts major. The interdisciplinary emphasis deepens understanding of the nature and development of human institutions and behavior. In particular, students gain a historical perspective that is vital to a comprehensive understanding of contemporary social and political issues. Courses in the major also increase the student's awareness of strategies available for dealing effectively with these issues. The program emphasizes development of skills useful in various occupations, as well as in graduate school. Coursework stresses development of verbal and written communication skills and analytical thinking. Small class sizes allow faculty members to frequently use innovative teaching methods, including simulations and collaborative learning.

While breadth of knowledge in the major is emphasized, students also concentrate in an area of their choice. Concentrations are offered in these areas: history, political science and thematic.

Note: A certificate for secondary teaching in social studies is also available; see education curriculum for secondary teacher certification.

The study of history and political science is an excellent introduction to the study of law. Virtually all Wilson alumnae/i who have applied to law schools have been accepted. Career choices include politics or government service, social service, publishing, librarianship, teaching, museum work, journalism, business or criminal justice. Some careers require graduate study. Wilson has an excellent record in graduate school placements. Students are assisted in planning their academic programs to meet the needs of advanced degree programs.

MAJORS IN HISTORY AND POLITICAL SCIENCE

Required Courses

ECO 101	Introduction to Macroeconomics
	or
ECO 102	Introduction to Microeconomics*

One of the following three:

HIS 110	Ancient and Mediterranean World
HIS 111	Medieval and Early Modern Europe
HIS 112	Modern European History

One of the following three:

HIS 124	American History to 1865
HIS 125	American History 1865 to 1945
HIS 126	American History Since 1945
HIS/PS 399	Senior Thesis
PS 110	Introduction to Political Science
PS 120	American Government
SOC 120	Introduction to Sociology*

Optional Courses:

All majors are encouraged to take the following courses.

HIS/PS 355	Internship
SOC 380	Qualitative Methods and Social Research

*Note: For the history concentration, the requirements in economics (ECO 101 or 102) and sociology (SOC 120) may be replaced with two humanities courses for those who seek a humanities-oriented major.

CONCENTRATIONS

In addition to the requirements above, one of the following concentrations will be completed:

CONCENTRATION IN HISTORY

Required Courses

Five courses in history, two of which must be at the 300 level, and two additional courses in political science. Students fulfilling a humanities focus in the history concentration may substitute two courses in classics, art history, music history, literature, philosophy or religion studies for SOC 120 and ECO 101 or 102.

CONCENTRATION IN POLITICAL SCIENCE

Required Courses

Five courses in political science, to include work in American government and international politics, with at least three of the five courses taken at the 300 level, and two additional courses in history.

THEMATIC CONCENTRATION

This option is available for students who wish to design their own program in area studies, such as European studies or American studies, or in a policy area of particular interest. The program is designed with a department adviser and includes seven additional courses, at least two of which are taken at the 300 level.

MINORS

MINOR IN HISTORIC PRESERVATION

Required Courses

HIS 124	American History to 1865
HIS 316	American Material Culture
	or
FA 237	American and 20th Century Art
HIS 355	Internship

One course in art history or archaeology

Two additional courses in consultation with the minor adviser, which may be selected from art history, archaeology, communications, business management, political science or history.

MINOR IN HISTORY

Five courses in history, one at the 200 level or above and one at the 300 level

LAW AND PUBLIC POLICY MINOR

Required Courses

PS 120	American Government
PS 204	Introduction to Law
PS 216	Public Policy

Plus three of the following, at least one at the 300 level:

BUS 225	Business Law (prerequisite is BUS 124 - Introduction to Management)
COM 303/503	Media Law in the Digital Age
ENV 224	Environmental Law
ENV 304	Environmental Policy
HIS/PS 318	Constitutional Law
GS 370	International Law and Organizations
PHI/RLS 207	Private Values and Public Policy
PS 310	Women and Minorities: Law and Social Change

No more than one-half of the semester hours required for the Law and Public Policy minor may apply to another major or minor.

MINOR IN POLITICAL SCIENCE

Five courses in political science, including PS 110, 120 and at least one at the 300 level

Students majoring in history and political science and concentrating in history may not minor in political science. Students majoring in history and political science and concentrating in political science may not minor in history.

Master of Arts in Humanities

The Master of Arts in Humanities has been designed to actively engage working professionals and serious students in humanities fields in order to continue and accelerate their understanding of the critical interrogations, processes and investigations that mark the field. The program is built on the best and most current practices found within the humanities division and

focuses students on learning to articulate their own expression of original ideas based on rigorous theoretical, critical and historical study of the humanities field.

A significant goal of the program is to prepare students to genuinely enjoy engaging their intellect in a variety of humanities subject areas while also focusing the student in an in-depth study of a topic that will become that student's area of expertise. Ultimately, students will learn to conceptualize and write critically on a variety of areas within the humanities before pursuing a particular subject area in which they can achieve expertise.

Students enter the program from a wide variety of backgrounds. Many will be professionals returning to college to pursue graduate study. Others may come into the program directly from their undergraduate work. Local educators and teachers may also pursue this degree to deepen their knowledge of their own subject areas and expand and refine their pedagogical expertise. Some may be embarking on a new career, while others may be seeking further opportunities where they work now. Some students merely wish to pursue the degree for their own intellectual curiosity and to satisfy the personal goal of achieving their graduate degree.

Regardless of students' motivation, this degree will aid in achieving their goals. Graduate study in the humanities can prepare students for careers in teaching and education, publishing and communications, nonprofit work, government work, arts and arts management and many other fields. The skills and knowledge gained though this degree – combined with Wilson College's traditional hands-on investment in students and their education – will only aid in making their education the experience they hope it to be.

MASTER OF ARTS IN HUMANITIES

Candidates for the Master of Arts in Humanities program will plan their course of studies with their academic adviser prior to enrolling in the degree.

Required Courses

HUM 510	Methods and Materials of Research in the Humanities
HUM 598	Master's Thesis I
HUM 599	Master's Thesis II

(HUM 510 should be completed during the first fall semester in which the degree candidate is enrolled. Students will be required to publicly defend their thesis.)

CONCENTRATIONS

All candidates for the master's degree in humanities are required to select one of the five areas of concentration offered. Students then complete five courses within their given concentration. Two additional elective courses are also required.

CONCENTRATION IN ENGLISH LANGUAGE AND LITERATURE

Students choosing the concentration in English language and literature focus their studies on critical, sociocultural and historical understandings and interpretations of written media and its influence on and interrelationship with the larger cultures that create, sustain and define it. This concentration focuses on how the broadly defined constructs of text and media operate within culture, as well as how they transform it. Students study critical, theoretical, historical and sociocultural ways of understanding literature and literary history, film, drama, narrative, linguistics and other media. Students gain insight into the textual process; the formulation of critical, theoretical and intercultural responses to written media; and the diverse human experiences that lead to the generation of that media. The concentration in English language and literature ultimately prepares students for a range of careers or further graduate study, including teaching, media work, public relations, human resources, technical or corporate communications, the nonprofit sector, public history, publishing and the arts.

Required Courses

Five courses in the English language and literature concentration, including two of the following:

ENG 511	History and Structure of the English Language
ENG 518	Chaucer
ENG 580	Literary and Cultural Interpretation
ENG 545	Shakespeare's Histories and Comedies
HUM 570	Topics in Language and Literature

The remaining three courses may be selected from any coursework listed as language and literature (LL).

CONCENTRATION IN ART AND CULTURE

Students choosing the concentration in art and culture focus their studies on critical sociocultural and historical understandings and interpretations of visual media and its influence on and interrelationship with the larger cultures that create, sustain and define it. This concentration focuses on how the broadly defined fields of art and media operate within culture,

as well as how they transform it. Students study formal, aesthetic, historical and sociocultural ways of understanding visual art and art history, film, theater and other media. Students gain an understanding of the creative process; the formulation of critical, theoretical and intercultural insights into artistic creativity and representation; and the diverse human experiences that lead to the generation of visual media. The concentration in art and culture ultimately prepares students for a range of careers or further graduate study, including work in media, museums, teaching, public relations, the nonprofit sector, public history and the arts.

Students selecting this concentration must take five courses in the arts and culture concentration. Among those five courses, they must choose two of the following:

Required Courses

HUM 572	Topics in Arts and Culture
FA 510	Art History Theory and Methods
ENG 535	Film Genres and Genders
PHI 535	Aesthetics

Three additional courses may be selected from any coursework listed as arts and culture (AC).

CONCENTRATION IN CRITICAL/CULTURAL THEORY

Students choosing the concentration in critical/cultural theory will focus their studies on critical, philosophical and conceptual understandings and interpretations of humanities subject matter. This concentration focuses on the methodologies humanists may use to interpret and understand the narrative texts and visual objects they study as well as the larger world and culture around them. Students gain insight into the interpretation of culture, the formulation of critical, theoretical and conceptual responses to written, visual and performative media, and the diverse human experiences that lead to the generation of that media.

The concentration in critical/cultural theory is ultimately designed to prepare students for further graduate study at the doctoral level, especially in the fields of literary studies, philosophy, semiotics, comparative literatures, and critical/cultural theory.

Students selecting this concentration must complete five courses from the following in the critical/cultural theory concentration:

COM 504	Media Theory
ENG 580	Literary and Cultural Interpretation
PHI 535	Aesthetics
RLS 548	Theory of Religion
HUM 520	Feminist Theory: Visual Culture
WS 521	Feminist Theory: Literary Analysis

Relevant topics courses in theoretical fields may be substituted with the approval of the program director.

Students then take two elective courses from the available M.A. in Humanities curriculum.

CONCENTRATION IN WOMEN'S STUDIES

Students choosing the concentration in women's studies will focus their studies on the critical, philosophical and cultural understandings and interpretations of the role of women and gender in the development of history, culture, text and visual media. This concentration focuses on how the methodologies humanists may use to interpret and understand how women have shaped our historical and cultural notions of gender, and also how women have been vitally contributing to this debate for millennia. Students gain insight into not only into how women have been both celebrated and marginalized by dominant cultures, but will continue the work of rediscovering and re-conceptualizing the role that women have long played in society's development.

The concentration in women's studies is designed to prepare students for further graduate study at the doctoral level, for work in the non-profit sector, in higher education or in other fields where the critical history of women is significant.

Students selecting this concentration must complete these two courses:

WS 520	Feminist Theory: Visual Culture
WS 521	Feminist Theory: Literary Analysis

Plus three courses from the following in the Women's Studies concentration:

ENG 535	Film Genres and Genders
ENG 570	Environmental (In)Justice in American Literature
ENG 570	19th-Century Women Writers

FRN 541	Francophone Women Writers of Africa/Caribbean
SPN 524	Hispanic Women Writers

Relevant topics courses in humanities fields may be substituted with the approval of the program director.

Students then take two elective courses from the available M.A. in Humanities curriculum.

SPECIAL MASTER OF ARTS IN HUMANITIES CONCENTRATION

Students choosing the special concentration in the M.A. in Humanities program will have the opportunity to both design and name their own course of study. For this concentration area, students work with the M.A. in Humanities program director to select five courses from among the graduate curriculum offered at Wilson and use those five courses as the basis of their M.A. degree. The student must then both name the concentration and pen a description of the degree's goals, as well as apply to the College's Committee on Academic Procedures for approval. If approved, the student's M. A. in Humanities degree will bear the name of the concentration that the student has created. This process must be finalized prior to the completion of the student's third course in the program.

Students will pair their five-course concentration with HUM 510 and the M.A. in Humanities two-semester thesis sequence. Students will also take two elective courses from the available M.A. in Humanities curriculum.

GRADUATION REQUIREMENTS

The successful master's candidate will complete 30 semester hours, including six semester hours of master's thesis, while maintaining a cumulative grade-point average of 3.0 or higher. Graduate credit will be awarded only for earned grades of C (2.0 on a 4.0-point scale) or better.

All coursework and degree requirements must be completed within six years of taking the first class in the master's program. Appeals for extension of the six-year limit must be submitted in writing to the program director.

Mathematics and Computer Science

With the increased emphasis in science-related fields on more precise modeling of real-world situations, the need for well-trained computer scientists and mathematicians is also increasing. The mathematics and computer science curriculum emphasizes the theory and application of mathematical and computer science principles. Obtaining a degree in mathematics within the framework of a liberal arts curriculum strengthens the student's understanding of the interrelationship between the sciences, social sciences and the humanities. Some common choices for mathematics and computer science graduates are graduate study and/or research in mathematics or computer science; teaching; or employment in the fields of business (actuarial science, economics, numerical analysis, programming), government (statistics, cryptology, operations research) and medicine (optometry, research medicine).

Note: Secondary certification in math is available; see the education curriculum.

A major is offered in mathematics, as well as minors in both mathematics and computer science. A major in financial mathematics is offered jointly with the business department; see financial mathematics curriculum.

MAJOR IN MATHEMATICS

Required Courses

Two courses from biology, chemistry, physics or computer science from offerings below:*

BIO 101, 102	General Biology I, ll
CHM 101, 102	General Chemistry I, ll
CS 152, 235	Programming and Design II, Data Structures and File Processing
PHY 101, 102	General Physics I, ll
CS 150	Programming and Design I
MAT 115	Introductory Statistics
MAT 130	Calculus and Analytic Geometry I
MAT 140	Calculus and Analytic Geometry II
MAT 205	Discrete Mathematics
MAT 207	Introduction to Linear Algebra
MAT 242	Calculus and Analytic Geometry III
MAT 308	Introduction to Abstract Algebra
MAT 321	Advanced Calculus
MAT 410	Senior Research Seminar

Three additional 300-level courses in mathematics

* Students who take CHM 101 and 102, BIO 101 and 102, or CS 152 and 235 for requirements are strongly advised to take PHY 101 and 102 as electives.

MINORS

MINOR IN COMPUTER SCIENCE

Required Courses

CS 150	Programming and Design I (C++)
CS 235	Data Structures and File Processing (C++)
CS 310	Computer Organization and Programming
CS 348	Operating Systems
MAT 205	Discrete Mathematics

One additional 300-level course

MINOR IN MATHEMATICS

Required Courses

Four courses in mathematics above 130

Nursing

DEPARTMENT OF NURSING MISSION

Faculty in the Department of Nursing actively engages in transforming lives through the promotion of health and in increasing the quality of health care, particularly for underserved and vulnerable populations. We will cultivate a multicultural community of faculty and students to create innovative models of education and practice, foster well-being and a collegial spirit that employs an interdisciplinary approach to nursing education. To accomplish these goals, we embrace the following values:

- Diversity and respect
- Collaboration and excellence within a culture of safety
- Stewardship of personal and environmental resources

PHILOSOPHY

The central purpose of the Department of Nursing is to increase the quality of healthcare by graduating nurses who excel in meeting the healthcare needs of individuals and the community in a rapidly changing environment. The department provides an education that is interdisciplinary in nature and designed to meet the ongoing challenges of a changing world. Nursing education at Wilson College is holistic in nature and supports the belief that nursing practice is based on providing those we serve with the tools and information necessary to sustain growth and promote self-care.

Expert nursing care addresses patient and family advocacy, promotion of health and wellness, prevention of illness or injury, and the relationship of physical and emotional well-being to the environment. In collaboration with other disciplines, nurses promote optimal healthcare and the comfort of individuals and the community through the systematic application of knowledge.

Nursing, as a profession, is an art and a science. Implicit in the practice of professional nursing is accountability for professional growth and practice, demonstration of leadership and commitment to the development and application of nursing theory and research. Lifelong learning leads to the optimal development of both the individual practitioner and the discipline of nursing.

Wilson College believes that the education of nurses must support and encourage critical thinking and promote awareness of social and cultural diversity among individuals. The core of the Wilson experience is the strong connection between student and professor that encourages students to take an active role in the learning process. The collaborative, student-focused nature of the academic program creates an individualized education that motivates students to push the boundaries of personal expectations. Professional knowledge and clinical competence occur as a result of engaged student involvement and faculty mentoring.

PRE-LICENSURE BACHELOR OF SCIENCE IN NURSING PROGRAM

TRADITIONAL FOUR-YEAR PROGRAM

This program is designed for students seeking a traditional four-year, campus-based experience. Students who are first-time college attendees must complete a First-Year Seminar in the first semester of their studies. This additional course creates a total of 126 semester hours to complete the program.

CAMPUS-BASED THREE-YEAR PROGRAM

This course is designed for students seeking a year-round accelerated campus-based experience. Students who select this option typically transfer in more than 20 semester hours of credit. Students must have two references that address ability to succeed in an accelerated program, a 3.2 grade-point average (3.0 if high school graduation occurred more than three years prior to admission to the program), and permission of the director. Because this is an accelerated program, full-time work is not typically possible. Additionally, LPNs, paramedics and military medics may be able to test out of a portion of clinical experiences that fall within their scope of practice. Students are able to sit for NCLEX at the end of the third year and will earn a baccalaureate degree in nursing. A total of 123 semester hours are needed to complete this program.

3 + 1 OPTION

Students with previous healthcare experience (LPN, respiratory therapist, radiology technician, surgical technician or other careers requiring at least an associate degree) or previous military service may opt for a 3+1 plan of study in which they complete their BSN in three years, substituting one BSN courses with its MSN counterpart. Students without the necessary experience may request to be admitted to the 3+1 option. These students must have a 3.5 grade-point average in sciences and two references from an educator indicating the student's ability to successfully complete an accelerated program of study. Students will also need to meet with the director for approval.

With a further year of online study, students will be able to complete a Master of Science in Nursing (education or leadership track). MSN courses are online and could also be completed on a part-time basis. In this option, students complete 120 semester hours in their BSN and an additional 38 semester hours to complete their MSN.

Required Courses

NUR 101	Health Assessment
NUR 102	Foundations Concepts of Nursing Practice
NUR 113	Health and Wellness
NUR 121	Pharmacology for Nurses
NUR 201	Chronic Illness in Adult Populations
NUR 203	Population Focused Care
NUR 212	Mental and Behavioral Health In Nursing
NUR 280	Healthcare Informatics
NUR 281	Pathophysiology for Nurses or NUR 310 Intermediate Pathophysiology
NUR 304	Nursing Care of Childbearing and Childrearing Families
NUR 361	Adult Medical Surgical Concepts
NUR 380	Research and Evidence-Based Practice
NUR 382	Complex Care Across the Lifespan
NUR 404	Senior Practicum
NUR 414	Nursing Leadership
CLS 105	Scientific and Medical Terminology
HSC 111	Microbiology for Nurses
HSC 209	Human Nutrition
HSC 215	Human Anatomy and Physiology I
HSC 216	Human Anatomy and Physiology II
HSC 218	Genetics for Health Science
HSC 420	Public Health/Clinical Epidemiology
HSC 430	Healthcare Systems, Policy and Regulations
MAT 115	Introduction to Statistics OR PSY 115 Understanding Statistics
PHI 230	Healthcare Ethics
PSY 202	Lifespan Development

RN-TO-BSN PROGRAM

The RN-to-BSN online completion program offers a bridge for registered nurses with a diploma or associate degree and targets those nurses who are already working and wish to advance their education. All courses within this program are offered online, but students have the option of completing selected courses on campus

The program offers students 34 semester hours for nursing studies, as evidenced by a valid nursing license. Students may transfer up to an additional 47 semester hours of credit, but must complete a minimum of 39 semester hours within the program to graduate from Wilson College.

A sound liberal arts foundation is part of accrediting standards, and must encourage nurses to develop a collaborative practice while furthering an understanding of the reasoning behind policies and standards. Topics of importance to nurses, as identified by the American Association of Colleges of Nursing, include diverse family and community structures, global interdependence, and economic and political changes within the United States. These key topics are met with Wilson College's liberal studies requirements.

Required Nursing Courses (additional courses may be needed to fulfill liberal studies requirements)

three semester hours Psychology

three semester hours Social Sciences

PHI 230	Health Care Ethics (Meets ETH requirement)
HSC 111	Microbiology (Meets NSL requirement)
HSC 215/216	Human Anatomy and Physiology I, II (Meets NSL requirement)
HSC 218	Genetics for the Health Sciences
HSC 209	Human Nutrition
MAT 115	Introductory Statistics
	or
PSY 115	Understanding Statistics
NUR 280	Health Care Informatics
NUR 301	Role Transitions
NUR 310	Pathophysiology
NUR 330	Health Assessment
NUR 380	Research and Evidence-Based Practice
NUR 401	Community and Health Promotion

*Students may transfer up to 81 total semester hours to Wilson College (34 of these are attained with a valid nursing license).

ADMISSION REQUIREMENTS:

Students interested in any of the nursing programs will apply directly to the Department of Nursing. The nursing application may be found www.wilson.edu/nursing. Each state has different registration and approval regulations for online degree programs offered within their state. Wilson College is not approved to offer online degree programs in all states. Students may call the nursing department to verify the status of approval for their state.

ENTRY REQUIREMENTS FOR RN-TO-BSN PROGRAM:

- Active RN license in the state in which the student practices
- Transcripts from all universities
- GPA of at least 2.7 (A lower GPA may be accepted upon interview and conditions set at the discretion of the program director.)
- Upon acceptance into the RN-to-BSN program, additional paperwork may be required.

Master of Science in Nursing

In order for nurses to advance in their career, a graduate degree is often needed. The Master of Science in Nursing program is designed to provide the necessary education to excel as nurses. Courses are offered online to help meet the needs of working adults.

Two tracks would be offered: nursing education or nursing leadership. The education track would prepare the student to work as a clinical instructor of nursing faculty member, or in a staff education role. This track may also be used by students who intend to pursue a Doctor of Nursing Practice (DNP) degree or Ph.D., as the curriculum is appropriate for direct care providers. Students in the leadership track, as indirect care providers, would be prepared to assume a leadership role or to pursue a Ph.D.

All students in the MSN program will complete the following core requirements, as well as the courses listed for their selected track:

NUR 501	Concepts and Roles of Advanced Practice
NUR 520	Theory for Advanced Practice
NUR 525	Informatics for Advanced Practice
NUR 523	Ethics and Healthcare Regulations
NUR 588	Research and Statistical Methods for Nurses
NUR 599	Master's Project

MSN: EDUCATION

Within the U.S., nursing faculty shortages are viewed as an emerging crisis. Reasons for this include budget constraints, an aging faculty and increasing job competition from clinical sites. National faculty vacancy rates may be as high as 8 percent. Job opportunities also exist in staff education or community outreach programs.

Required Courses

NUR 530	Health Assessment for Advanced Practice
NUR 533	Advanced Pharmacology
NUR 535	Advanced Pathophysiology
NUR 536	Foundations of Nursing Education and Curriculum
NUT 537	Outcomes and Program Evaluation
NUR 538	Teaching Practices

MSN: NURSING LEADERSHIP AND MANAGEMENT

As the healthcare environment becomes increasingly complex and costly, the need for highly skilled nurse leaders also increases. Healthcare managers and executives require clinical expertise coupled with strong communication skills, business acumen and detailed knowledge of personnel and financial management. National initiatives and certifications call for advanced education on the part of nurse leaders.

Required Courses

NUR 540	Healthcare Systems
NUR 543	Human Resource Management
NUR 545	Healthcare Finance I
NUR 546	Healthcare Finance II
NUT 547	Quality and Safety in Healthcare
NUR 548	Leadership in Nursing

RN-TO-MSN OPTION

The RN-to-MSN program is intended for those nurses who have a diploma or associate degree in nursing, along with at least three years of experience. Students do not obtain a baccalaureate degree and so need careful advising to ensure that this plan of study is appropriate for their career goals. In this program, students complete three semesters (one year) of bridge courses designed to prepare them for success in a graduate program. After successful completion of the bridge, students enter the MSN program.

Bridge Requirements

PHI 230	Healthcare Ethics
PSY 331	Health Psychology or NUR 223 Health Promotion
NUR 280	Healthcare Informatics
NUR 480	RN-to-MSN Bridge
MAT 115	Introductory Statistics
	or
PSY 115	Understanding Statistics
NUR 401	Community and Health Promotion

ADMISSION REQUIREMENTS

Students interested in any of the nursing completion programs will apply directly to the Department of Nursing. The nursing application may be found online at www.wilson.edu/nursing. Each state has different registration and approval regulations

for online degree programs offered within that state. Wilson College is not approved to offer online degree programs in all states. Students may call the nursing department to verify the status of approval for their state.

ENTRY REQUIREMENTS FOR THE MSN PROGRAM

- Active RN license in the state in which the student practices
- Interview with the program director
- GPA of 3.0 (A lower GPA may be accepted upon interview and conditions set at the discretion of the program director.)
- Resume or curriculum vita and a one- to two-page essay regarding career goals
- Upon acceptance into the MSN or RN-to-MSN program, additional paperwork may be required.

TRACK-SPECIFIC REQUIREMENTS

- Direct entry into the MSN education track requires a baccalaureate degree in nursing.
- Direct entry into the MSN nursing leadership track requires an RN license and a baccalaureate degree in any major.
- The RN-to-MSN option requires a minimum of three years of nursing experience or a baccalaureate degree in any major, and an example of scholarly writing.

Philosophy and Religion

The primary mission of the Department of Philosophy and Religion is to deepen understanding of those philosophical and religious traditions most often associated with Western culture and values—Christianity and Western philosophy. The program also strives to acquaint students with the study of minority and non-Western philosophies and religions. Students may elect to major or minor in either philosophy or religion studies, or to pursue an interdisciplinary minor in ethics.

Courses in philosophy and religion studies examine fundamental issues of human existence, such as good vs. evil, the meaning of life and faith in God. Students also consider practical issues of the moral life, such as animal rights and the role of religion in public life. Simply put, the department is devoted to helping students excel in philosophy and religious studies within the context of a student-centered community of learning, as stated in the College's mission. The primary method of learning is dialogue with other students and professors about outstanding works in philosophy and religion studies.

CAREER OPPORTUNITIES

Students majoring in either philosophy or religion studies are well-equipped for positions that call for perceptive and insightful thinking. Alumnae/i have elected to pursue professional and graduate degrees in such fields as ministry, law, counseling and social work. Others have opted to pursue employment opportunities in teaching, human resources and youth ministry.

MAJOR IN PHILOSOPHY

Required Courses

PHI 120	World Philosophy
	or
PHI 121	Ethics
PHI 222	Logic
PHI 224	Ancient and Medieval Philosophy
PHI 225	Modern Philosophy
PHI 240	Feminist Philosophy

Three additional 200- or 300-level courses in philosophy, at least two at the 300 level.

PHI 415	Advanced Seminar

MAJOR IN RELIGION STUDIES

Required Courses

RLS 108	Religions of the World
RLS 215	Christianity
RLS 240	Bible
RLS 217	Religion in America
RLS 328	Comparative Religious Ethics
RLS Elective	
RLS Elective	

RLS 347	Humanity 2.0
RLS 348	Theory of Religion
RLS 415	Advanced Seminar
	or
RLS 499	Senior Thesis

MINORS

MINOR IN PHILOSOPHY

Required Courses

PHI 224	Ancient and Medieval Philosophy
PHI 225	Modern Philosophy

Three additional courses in philosophy, at least one at the 300 level.

MINOR IN RELIGION

Required Courses

RLS 108	Religions of the World

Four additional courses in religion, at least one at the 300 level.

MINOR IN ETHICS

Required Courses

Three of the following:

PHI 121	Ethics
PHI/RLS 205	Bioethics
PHI/RLS 207	Private Values and Public Policy
PHI/RLS 209	Ethical Issues Today
PHI/RLS 220	Environmental Ethics
PHI/RLS 226	Business Ethics
RLS 250/350	Independent Study
RLS 355	Internship

Two related courses, chosen in consultation with the adviser, that serve the student's goals. These two courses may be in other fields.

Psychology

Psychology adopts a rigorous, scientific approach to understanding behavior—an approach that provides the solid foundation necessary for admission to graduate programs and/or for immediate employment in a myriad of service-based occupations. While the department's faculty members agree with psychologist Kurt Lewin that there's nothing as useful as a good theory, the major in psychology also requires skills-based courses in statistics and the use of computer software programs to help the student master basic research methods. Students have the opportunity to participate in laboratory and/or fieldwork because human behavior can often be studied best outside of the classroom, and because research projects, internships and other types of practical experiences are important preparation for a career in the behavioral sciences.

As practical as it is popular, a major in psychology readily translates into a career in teaching, counseling, research, social work, health sciences, advertising, marketing, human resources management, conflict mediation or forensics. Many careers require only the baccalaureate degree, while others require graduate or professional training. In both, Wilson students have an excellent record in obtaining placements. Faculty members assist in designing programs of study that meet admissions requirements for graduate school and can often suggest educational institutions for further study, based on a student's career objectives.

The psychology major focuses primarily on understanding principles of human behaviors from a variety of perspectives: neurological, cognitive, social and emotional. From the development of the self through the aging process, the complex interaction of the individual with internal and environmental forces is critically examined. The psychology program is designed to familiarize the student with essential scientific methods and concepts as applied to the analysis of psychological research.

In addition to the psychology major, a minor is available for students wishing to supplement their education in this widely applicable area.

MAJOR IN PSYCHOLOGY

Required Courses

PSY 110	Introduction to Psychology
PSY 115	Understanding Statistics
PSY 218	Biopsychology
PSY 217	Social Psychology
PSY 341	Experimental Methods in Psychology
PSY 468	and Systems in Psychology
PSY 498	Senior Thesis I
PSY 499	Senior Thesis II
BIO 101	General Biology I
	or
BIO 110	Contemporary Biology
SOC 120	Introduction to Sociology

Four additional Psychology courses, at least two at the 300 level, selected in consultation with the adviser

Select one course from the following:

BUS 124	Introduction to Management
CS 150	Programming and Design I
ECO 102	Introduction to Microeconomics
MAT 103	College Alegbra
MAT 110	Pre-calculus Mathematics
MAT 130	Calculus and Analytical Geometry I
PS 110	Introduction to Political Science
PHI 121	Ethics
PHI 222	Logic
PHI 224	Ancient and Medieval Philosophy
PHI 225	Modern Philosophy
RLS 205	Bioethics
RLS 207	Private Values and Public Policy
RLS 209	Ethical Issues Today

MINOR IN PSYCHOLOGY

Required Courses

PSY 110	Introduction to Psychology

Five additional courses in psychology, at least one at the 300 level

Sociology

The sociology major is directed toward the exploration of theories that help to explain the order, meaning and coherence of human social life. Courses in sociology emphasize the principles of social organization and conflict; a comparative analysis of societies and social institutions; the role of culture in shaping human behavior; and principles of social interaction. Students develop a fundamental understanding of sociological theories and research methods, as well as breadth in substantive areas of the discipline.

At Wilson, the sociology major pays particular attention to social inequalities and the myriad ways that social life is structured by social class, race and ethnicity, gender and sexuality. Students are required to complete an internship and an advanced seminar that strengthen their ability to understand and analyze social life.

MAJOR IN SOCIOLOGY

Required Courses

SOC 120	Introduction to Sociology
PSY 115	Statistics
SOC 315	Sociological Theory
SOC 355	Internship

SOC 380	Qualitative Methods and Social Research
SOC 401	Advanced Seminar

FOUR additional Sociology courses, at least one at the 300 level, from the following courses:

SOC 202	Sociology of the Family
SOC 225	Social Problems and Inequalities
SOC 227/327	Environmental Sociology
SOC 230	Deviance and Criminal Justice
SOC 234	Conflict Resolution
SOC 235	Race, Class and Gender
SOC 240/340	Social Movements
SOC 242/342	Food, Culture and Society
SOC 245/345	Gender in Global Society
SOC 270/370	Topics in Sociology

MINOR IN SOCIOLOGY

Required Courses

SOC 120	Introduction to Sociology

Five additional courses in sociology, at least one at the 300 level.

Veterinary Medical Technology

The Bachelor of Science in veterinary medical technology provides the student with skills in surgical nursing, anesthesia, clinical laboratory, animal handling and radiology. All clinical tasks required by the American Veterinary Medical Association are performed by the student in laboratory and clinical situations. Graduates are eligible for the National Veterinary Technician Examination and individual state licensure.

Two concentrations for the Bachelor of Science degree are offered: veterinary biology and veterinary business management. The veterinary biology concentration prepares the student for opportunities in clinical practice, education, research or industry. Although the concentration provides good preparation for entry to veterinary school, additional coursework is necessary to fulfill the prerequisites required for entrance. An academic adviser will assist students with course planning.

The second concentration in veterinary business management is intended for the student who plans to work in private veterinary practice. The graduate will be able to function as a supervisor or hospital manager, as well as a veterinary technician. Since many of the requirements are met through this concentration, students may also wish to pursue a minor and certificate in entrepreneurship and small-business management. The VMT program is accredited by the AVMA.

MAJOR IN VETERINARY MEDICAL TECHNOLOGY

Students must obtain at least a grade of C (2.0 on a 4.0-point scale) in each VMT course prior to taking another sequenced VMT course. Animal care will be required of all students in courses utilizing animals. A VMT handbook (available through the Wilson College bookstore) is required by all students enrolled in the major.

Required Courses

COM 110	Effective Speaking
	or
COM 120	Interpersonal Communications
VMT 115	Introduction to Animal Management
VMT 210	Parasitology
VMT 213	Clinical Practices I
VMT 216	Anatomy and Physiology of Domestic Animals
VMT 218	Animal Diseases and Nutrition
VMT 220	Clinical Practices II
VMT 312	Laboratory Techniques
VMT 318	Pharmacology
VMT 320	Laboratory Animal Science
VMT 355	Veterinary Internship
VMT 415	Clinical Experience

CONCENTRATIONS

In addition to the required courses listed above, choose a concentration.

CONCENTRATION IN VETERINARY BIOLOGY

Required Courses

BIO 101	General Biology I
BIO 102	General Biology II
BIO 211	Microbiology
CHM 101	General Chemistry I
CHM 102	General Chemistry II
CHM 201	Organic Chemistry I
CHM 202	Organic Chemistry II
MAT 103	College Algebra

Two of the following:

Any 200- or 300-level biology course	
CHM 310	Biochemistry
CHM 318	Biochemistry I
CHM 320	Biochemistry II
VMT 270/370	Topics in VMT

CONCENTRATION IN VETERINARY BUSINESS MANAGEMENT

Required Courses

ACC 105	Financial Accounting
BIO 101, 102	General Biology I, II
	or
BIO 110	Contemporary Biology
BIO 111	Clinical Aspects of Microbiology
BUS 124	Introduction to Management
BUS 220	Entrepreneurship and Small-Business Management
CHM 103	Fundamentals of General Chemistry
CHM 104	Fundamentals of Organic Chemistry
MAT 103	College Algebra
PS 120	American Government
	or
PS 202	State and Local Government

One of the following:

BUS 223	Marketing Management*
BUS 326	Human Resource Management

* Selection of BUS 223 will complete the minor and the certificate in entrepreneurship and small business management.

CONCENTRATION IN VETERINARY EQUI-ASSIST

Required Courses

BIO 101, 102	General Biology I, II
	or
BIO 110	Contemporary Biology
BIO 111	Clinical Aspects of Microbiology
CHM 103	Fundamentals of General Chemistry
CHM 104	Fundamentals of Organic Chemistry
EQS 110	Introduction to Equine Management
EFT 213	Ground Training the Horse
EQS 225	Equine Health Management
VMT 330	Advanced Equine Techniques
VMT 417	Equine Clinical and Surgical Practices

Minors and Other Programs

MINOR/CERTIFICATE IN ATHLETIC COACHING

The athletic coaching program is designed for students interested in coaching athletes. The program can be completed as a minor within the four-year baccalaureate program or as a special certificate program.

Required Courses

ATH 241	Coaching and Officiating
ATH 243	Leadership in Sport
ATH 355	Coaching Internship
BIO 101, 102	General Biology I, II
	or
BIO 110	Contemporary Biology
ESS 215	Care and Prevention of Athletic Injuries
ESS 223	Physiological Foundations of Training
	or
ESS 245	Physiology of Exercise
ESS 240	Kinesiology and Applied Anatomy
ESS 330	Psychosocial Aspects of Sport

MINOR IN EXERCISE AND SPORT SCIENCE

This minor is designed for students who are interested in expanding employment opportunities in the field of exercise and sport science. Students completing the minor will be able to implement preventative health programs in private, corporate, commercial and community settings. The minor also helps prepare students for graduate work in exercise physiology, exercise science, sports medicine, kinesiology, occupational therapy, physical therapy or athletic training using knowledge, skills and abilities recommended by the American College of Sports Medicine (ACSM).

Required Courses

BIO 101/102	General Biology I, II
BIO 209	Nutrition
CHM 103	Fundamentals of General Chemistry
CHM 104	Fundamentals of Organic Chemistry
ESS 215	Care and Prevention of Athletic Injuries
ESS 220	Exercise Testing and Prescription
ESS 222	Exercise Management for Special Populations
ESS 240	Kinesiology and Applied Anatomy
ESS 245	Exercise Physiology
ESS 330	Psychosocial Aspects of Sport

MINOR IN PEACE AND CONFLICT STUDIES

A minor in peace studies offers a multidisciplinary approach to studying the alternatives to violence and conflict from interpersonal to international settings. The goal of peace studies is to focus on issues of global concerns such as war, roots of violence, social movements and nonviolent alternatives in a mindset that looks beyond the nation-state system. A related field, conflict analysis and resolution, has grown from the search for alternatives to violent solutions to interpersonal, group and international conflict. The minor brings together the strength of the academic and non-state orientation of peace studies and the applied orientation of conflict resolution.

Students in the minor study the foundations of the field through three required courses. As an interdisciplinary minor, students are encouraged to select additional courses from the approved list, based on what best extends their own interests or major area of study. A minor in peace and conflict studies prepares students widely for employment in the nonprofit sector, human services, international service or mediation centers in communities or state programs. It also serves as preparation for graduate school in the humanities and social sciences or law school.

Required Courses

ECO 315	Comparative Economic and Political Systems
PCS 101	Introduction to Peace and Conflict Studies
SOC 234	Conflict Resolution

In addition, in consultation with their major adviser and the coordinator of the peace and conflict studies minor, the student will select three additional courses from the following list:

Three additional courses chosen in consultation, with the major adviser and the coordinator of the peace and conflict studies major, from the following courses:

ECO 362	Problems of Developing Countries
ENV 110	Introduction to Environmental Science*
ENV 204	Environmental Policy*
HIS 219	America in the '50s and '60s
IS 203	Culture of Southeast Europe
IS 205	Culture and Politics of the Middle East
IS 206	Comparative Contemporary Cultures
PS 221/321	Women in Global Perspective
PS 310	Law and Social Change: Women and Minorities
RLS 207	Private Values and Public Policy
SOC 240/340	Social Movements
SOC 310	Environmental Sustainable Communities
WS 222	Introduction to Feminist Studies

Students may also petition the program coordinator to have relevant topics courses at the 200 or 300 levels counted toward the minor.

*Students may choose either ENV 110 or ENV 204 as one of their three additional courses, but not both.

MINOR IN SPORT MANAGEMENT

Sport management is an interdisciplinary program that examines sport business and provides professional preparation for jobs in one of the nation's largest industries. This program enhances the liberal arts curriculum by combining business, economics, philosophy, English, accounting, mass communications and sport management-related courses in exercise and sport science. Students successfully completing the requirements of this minor will be prepared for careers in profit and nonprofit sport and recreation organizations, including industries such as youth sports, professional and semi-professional sports, and sports in educational settings. Job opportunities exist within the sport management profession in such positions as: athletic director, sports information director, intramural director, community recreation manager, sales person, media relations director, sports entrepreneurship, sports club manager, ticket operations, and sales and promotions, among many others. Students would also be prepared for graduate studies in sports management or athletic administration.

Course Requirements

ESS 114	Foundations of Sport Management
ESS 225	Women in Sport
ESS 320	Administrative Aspects of Exercise and Sport Science
ATH 243	Leadership in Sport
Bus 124	Introduction to Management

Two courses in business management

or

One course in business management

ESS 355	Internship

MINOR IN WOMEN'S STUDIES

The women's studies program represents an interdisciplinary approach to the integration of feminist scholarship into established academic programs and addresses the following objectives:

- Provide opportunities to examine the traditional images of women, explore misconceptions and envision new possibilities.
- Provide opportunities to learn about the social construction of gender as it interacts with class, race, age, ethnicity, nationality and sexual identity in a variety of settings, cultures and times.

Increase the range of career options by providing skills and pre-professional education in a liberal arts framework. Women's studies offers excellent preparation for graduate school and for careers in areas that affect women's lives, such as counseling; teaching; and work with civil/environmental rights organizations, fundraising organizations, political action groups, publications, reproductive services and women's centers.

Required Courses

WS 222	Feminist Theories and Perspectives
SOC 215	Women in Society
	or
PS 221/321	Women in Global Perspective

Four electives chosen in consultation with the major adviser and the coordinator of the women's studies program, at least one of which must be a 300-level course other than an internship.

OTHER MINORS

The following minors and their requirements are listed under programs related to the minors (see index):

Accounting
Animal Science
Archaeology
Art History
Athletic Coaching
Biology
Business
Chemistry
Communications
Computer Science
Dance
Drawing/Painting
Economics
English
Entrepreneurship and Small Business Management
Environmental Studies
Equestrian Teaching
Equestrian Training
Equine Management
Ethics
Exercise and Sport Science
Film Studies
French Studies
Graphic Arts
Graphic Media
Historic Preservation
History
Latin
Mathematics
Peace and Conflict Studies
Philosophy
Photography
Political Science
Printmaking
Psychology
Religion
Sociology
Spanish
Special Education
Sport Management
Studio Art
Theater
Women's Studies

PRE-PROFESSIONAL PROGRAMS

Wilson prepares students for entrance to graduate programs in law, medicine, veterinary medicine and the health sciences. In general, professional schools require a strong liberal arts background and a firm grounding in those disciplines in the sciences, social sciences or humanities most closely related to the profession. A high percentage of Wilson graduates who apply to professional schools are accepted.

LAW

In its statement on pre-legal education, the Association of American Law Schools has expressed the view that there is no "pre-law major." Because law is created and applied within a political, social and economic context, law school applicants should acquire a broad liberal arts education to help them understand the place of law in our society. Law school admission is primarily based on: undergraduate cumulative grade-point average, results of the Law School Admissions Test and evaluations from faculty. In addition, a personal interview (if requested) and participation in community and college activities may be considered by some law schools. Students interested in attending law school should take courses that stress logical and analytical thinking, written and verbal expression, reading comprehension and knowledge of government and economics.

Courses in areas such as political science, philosophy, accounting, writing and literature, mathematics, sociology and economics are particularly useful. The pre-law adviser is available for help in selecting appropriate undergraduate courses and to offer advice about preparation for the LSAT exam and applying to law schools.

MEDICINE

Medical schools prefer students who have a broad background in the humanities and social sciences, as well as completion of certain specified courses in the sciences. Many pre-medical students elect a major in biology or chemistry, but a major in any field is acceptable. Results show that liberal arts majors attain the highest scores on the Medical College Admissions Test.

Medical school admission is based on: undergraduate cumulative grade-point average, results of the MCAT and/or Graduate Record Exam, evaluations from faculty, a personal interview (if requested) and off-campus experience in community service or activities relating to the medical profession.

Students interested in studying medicine should take courses that stress logical and analytical thinking, written and oral expression, reading comprehension and the relationships among science, technology and society. The science requirements of most medical schools can be met at Wilson by completing the following courses: BIO 101 and 102; CHM 101, 102, 201 and 202; MAT 130 and 140; and PHY 101 and 102. These minimum requirements should be completed by the end of the junior year.

Interested students should contact the associate dean for academic advising. Students are referred to one of the pre-professional advisers, who help students select appropriate undergraduate courses and provide advice about preparing for the MCAT exam and applying to medical schools.

VETERINARY MEDICINE

Students interested in veterinary medicine are expected to have sound training in the sciences. Most students elect a major in biology or chemistry. Some may elect a major in veterinary medical technology, although additional courses are required to meet prerequisites for veterinary school. Veterinary school admission is based on: undergraduate cumulative grade-point average, results of the Veterinary College Admissions Test and/or Graduate Record Exam, letters of recommendation from faculty and other personal references, a personal interview (if requested) and off-campus experience in community service or the veterinary field.

Requirements for entrance to veterinary schools vary considerably. Most schools require at least two semesters of biology, general/inorganic chemistry, organic chemistry, physics and calculus. Some schools also require biochemistry, genetics, microbiology, molecular cell biology, statistics, English composition and literature and electives in the humanities and social sciences. Interested students should consult with one of the pre-professional advisers who help students select appropriate undergraduate courses and offer advice about preparing for the VCAT exam and applying to veterinary schools.

HEALTH SCIENCES

Other pre-professional options in the health sciences include, but are not limited to: dentistry, nursing, optometry, pharmacy and physical therapy. Students interested in these or other health professions should contact the associate dean for academic advising for referral to one of the pre-professional advisers.

SPECIAL LEARNING OPPORTUNITIES

Internships, foreign study, off-campus study and other special opportunities are available to qualified students. The student's academic record and objectives will be taken into account in considering the proposed program.

INTERNSHIPS

Internships afford an opportunity for students to explore various career possibilities while still in college, enabling them to make better career choices. Internships may be completed in January term (J-term), summer and during the regular academic year. Internships are available in most disciplines and must have a strong academic component in order to be approved for credit. No more than two internships may be counted toward graduation. Other internships are designated as exploratory experiences and may be taken for either two or three semester hours, but will not fulfill graduation requirements.

Students who wish to pursue an internship should obtain an internship application (paperwork needed for the student to obtain academic credit for the internship) from the Office of Career Services. Students must attend one of the "All about Internships" workshops led by the director of career services. Students must obtain permission from their academic adviser and the dean of the faculty. Regulations governing internships for credit are stated in the academic regulations.

SHIPPENSBURG UNIVERSITY EXCHANGE

Through a cooperative agreement between Wilson College and Shippensburg University, qualified full-time students may schedule courses on each other's campuses on a space-available basis. The course credit, along with the grade earned, appears as regular credit – not as transfer credit – on the student's official record. Students register and pay tuition at the college at which they have matriculated.

Most course offerings at each college are open to those students at the other college who have the necessary prerequisites. However, students may not schedule a course available on their own campus at the alternate college.

A student's course load, including the course(s) scheduled at the other college, should not exceed the maximum load for the home college.

GETTYSBURG COLLEGE

By special arrangement through the Office of the Registrar, a Wilson student may enroll in courses at Gettysburg College.

STUDY ABROAD

Students who wish to develop their skills in a foreign language are encouraged to study for a summer, semester or year at an appropriate institution abroad. Study abroad may be useful for the experience of living in another culture and learning within a different academic environment.

Interested students should consult with their advisers and meet with the director of the Wilson College Study-Abroad Program at least nine months in advance of the time they intend to apply to programs abroad. Additional information about global education and international volunteer opportunities is available through the director of the study-abroad program.

BAHROM INTERNATIONAL PROGRAM

The Bahrom International Program provides the opportunity for Wilson College students, faculty and staff to experience the rich culture of South Korea in an intensive and rewarding four-week course of study. Each year, Seoul Women's University invites participants to learn about the language, art, history, political system and economic structure of South Korea by providing an exciting and varied curriculum. Courses include hands-on learning activities, lectures, sightseeing, group study sessions and field trips. American scholars are paired with Korean counterparts to enhance the exchange of cultures and help form lifelong friendships. Additional information is available from the director of the study abroad program.

PUBLIC LEADERSHIP EDUCATION NETWORK

Wilson College is a Public Leadership Education Network member institution. PLEN offers women students the opportunity to attend seminars in the nation's capital, where they are introduced to role models, career paths and skills training. Students meet with and learn from women leaders in diverse fields, build their resumes and gain networking opportunities through the PLEN seminars. Past programs include Women in Science/Technology Policy; Women and Public Policy; Women and International Policy; and Women, Law and Public Policy. More information is available at www.plen.org and from the Office of the Academic Dean.

THE WASHINGTON CENTER

Wilson College is affiliated with the Washington Center. The center provides students from any major with an opportunity

to live, study and complete an internship in the nation's capital. Students should be at least second-semester students with a minimum 2.75 GPA.

The program is available in the summer, as well as fall and spring terms. More information is available at www.twc.edu and from the academic dean's office.

THE WILSON COLLEGE SCHOLARS PROGRAM

The Wilson College Scholars Program was established in 2005 to offer a supportive and challenging program for highly motivated and academically talented students. The program focuses on the first and second years of a student's education, during which students take a broad range of liberal arts courses. Students interested in the program should contact the director of the Wilson College Scholars Program.

JANUARY TERM

During the month of January, students have the opportunity to engage in on- and off-campus activities, including courses, internships, study abroad, guided study and independent study.

SUMMER STUDY

Students should obtain permission in advance to receive credit for work satisfactorily completed at summer sessions of regionally accredited colleges and universities in the U.S. and abroad, or through approved travel study tours. Summer courses are also offered on the Wilson College campus or in an online format.

ASSOCIATE DEGREE PROGRAMS

ASSOCIATE DEGREE REQUIREMENTS

The successful completion of a minimum of 60 semester hours are required for the associate degree. At least 30 semester hours must be completed at Wilson College. All degree candidates must achieve a minimum cumulative grade-point average of 2.0 for graduation — higher if required for the particular associate degree. A minimum grade-point average of 2.0 is required in all the courses that constitute the major. Other requirements and regulations are published annually in the academic regulations.

The Associate of Arts degree is awarded for elementary education, liberal studies, management and mass communications. The Associate of Science degree is awarded for accounting.

For each associate degree program, students have a choice of completing Option A or Option B to fulfill the liberal arts component of the degree.

Option A – General requirements:

Foundations requirements:

- English
- Computer science
- Math
- Writing intensive (one course)

Liberal studies requirements:

- Four courses, one from each main category: Natural World; Western Cultures and Societies; Studies in Cultural Diversity; and Modes of Thought, Inquiry and Expression.

Option B – General requirements:

Foundations requirements:

- English
- Computer science
- Math
- Foreign language (two courses)
- Writing intensive (one course)

Liberal studies requirements:

- Two courses, one from two of the main categories: Natural World; Western Cultures and Societies; Studies in Cultural Diversity; and Modes of Thought, Inquiry and Expression.

ASSOCIATE OF SCIENCE IN ACCOUNTING

The Associate of Science in Accounting develops competencies that enable professionals to perform accounting functions within business organizations or as qualified service practitioners.

The associate degree may be regarded as either an educational entity or as an introduction to a more inclusive baccalaureate program. The associate degree provides the basic segment of an appropriate business curriculum for those wishing to earn a baccalaureate degree or to pursue certification in the accounting field.

Required Courses

ACC 105	Financial Accounting
ACC 106	Managerial Accounting
ACC 205	Intermediate Accounting I
ACC 206	Intermediate Accounting II
ACC 220	Accounting Information Systems
ACC 307	Managerial/Cost Accounting
ACC 321	Taxes I
ACC 322	Taxes II
BUS 124	Introduction to Management
BUS 225	Business Law
BUS 240	Corporate Finance Fundamentals
CS 110	Introduction to Computer-Based Systems
ECO 101	Introduction to Macroeconomics
ECO 102	Introduction to Microeconomics
MAT 103	College Algebra
MAT 115	Introductory Statistics
PHI 226	Business Ethics
	or
RLS 207	Private Values and Public Policy

English foundations course (ENG 101, 108 or 180)

One of the following options:

Option A: One liberal studies elective in Studies in Cultural Diversity and one liberal studies elective in Modes of Thought, Inquiry and Expression.

Option B: Two courses in the same foreign language

ASSOCIATE OF ARTS DEGREE IN COMMUNICATIONS

The Associate of Arts in communications enables the student to develop as an oral, written, visual and technological communicator in a liberal arts context. This degree serves students who are pursuing careers in business, advertising, public relations or mass media.

Required Courses

CS 110	Introduction to Computer-Based Systems

English foundations course (ENG 101, 108 or 180)

One additional course in English

MAT 101	Math for Liberal Studies
COM 105	Introduction to Media Communications
COM 110	Effective Speaking
COM 130	Digital Communication and Design I
COM 201	Journalism
COM 230	Digital Communication and Design II

One additional course in communications at the 200 level or higher of the student's choosing.

One of the following:

PSY 110	Introduction to Psychology
PS 110	Introduction to Political Science
SOC 120	Introduction to Sociology

Three elective courses, chosen in consultation with adviser.

One of the following options:

Option A: One liberal studies elective in the Natural World, one liberal studies elective in Western Cultures and Societies, one liberal studies elective in Studies in Cultural Diversity, and one liberal studies elective in Modes of Thought, Inquiry and Expression.

Option B: Two courses in foreign language and two liberal studies electives: one course from two of the main categories: Natural World, Western Cultures and Societies, Studies in Cultural Diversity, and Modes of Thought, Inquiry and Expression.

ASSOCIATE OF ARTS IN EARLY CHILDHOOD (PRE-K-4) EDUCATION

The Associate of Arts in early childhood (Pre-K-4) education is designed to prepare students to work as teaching aids in the early childhood education setting. The program is designed so that the majority of courses completed are transferable toward the baccalaureate degree in early childhood (Pre-K-4) education, including teacher certification at Wilson College or another college.

The following requirements must be fulfilled for admission into this program:

- Completion of foundation math and English requirements.
- Maintain a grade-point average of 3.0 in all courses.

Students who wish to pursue a four-year degree in early childhood (Pre-K-4) or secondary education after completing the associate degree should be aware that the Pennsylvania Department of Education requires a cumulative GPA of 3.0; this GPA requirement also applies to all education courses.

Required Courses

CS 110	Introduction to Computer-Based Systems
EDU 204	Child Development, Cognition and Learning
EDU 206	Educational Psychology
EDU 238	Pre-K-4 Language and Literacy Development
EDU 215	Education for Students with Special Needs
EDU 312	Teaching English Language Learners
EDU 338	Pre-K-4 Reading, Writing and Assessment Methods
EDU 339	Teaching Mathematics in Pre-K-4 Classrooms
EDU 341	Educational Assessment
EDU 418	Professional Practicum* (1.0 credit)
COM 120	Interpersonal Communications
PSY 110	General Psychology
SOC 120	Introduction to Sociology

English foundations course (ENG 101, 108 or 180)

One of the following four math courses:

MAT 101	Mathematics for Liberal Studies
MAT 103	College Algebra
MAT 115	Introductory Statistics
PSY 115	Understanding Statistics

One of the following options:

Option A: Three liberal studies electives, one from the Natural World and one from Modes of Thought, Inquiry and Expression; the third can be from any main category.

Option B: Two courses in the same foreign language and one writing-intensive course.

Three noncredit workshops: Teaching Physical Education in the Elementary School, Teaching Art in the Elementary School and Teaching Music in the Elementary School.

* EDU 418 is a three-week, full-time clinical experience in a local elementary school. Requires observing, aiding, tutoring, teaching and maintaining a portfolio. Supervised by college faculty.

ASSOCIATE OF ARTS IN LIBERAL STUDIES

The Associate of Arts in liberal studies is designed as a transfer program to a baccalaureate degree at Wilson or elsewhere. Students matriculating in this program will receive a solid background in general education courses. They will also have the opportunity, in consultation with an adviser, to elect courses of unique benefit to them as they contemplate their baccalaureate degree major.

Foundations requirements:

- Writing skills: Students must complete one of the following - ENG 101, 104, 108 or 180

- Foreign language: Two courses in one foreign language or placement above the intermediate level; students who place above the intermediate level must complete two additional free electives
- Computer skills: Any computer science course, typically CS 110 or CS 150.
- Quantitative skills: Successful completion of one quantitative skills course (PSY 115, MAT 101, 103, 115 or above) based on placement.

Liberal studies requirements* (at least one must be a writing-intensive [WI] course):

Eight courses (one in each of the following categories):

Foundations of Western Culture (FWC) or History of Western Culture (HWC)

Natural Science with a Lab (NSL) or Environmental Studies with a Lab (ESL)

Contemporary U.S. Culture and Institutions (CC)

Women's Studies (WS)

Cultural Diversity in the U.S. (CD) or Non-Western Cultures and Institutions (NWC)

The Arts (ART)

Literature (LIT)

Frontiers of Knowledge and Human Beliefs (ETH)

Five additional free electives

* Courses must be taken in at least four different disciplines with at least three courses at the 200 or 300 level.

ASSOCIATE OF ARTS DEGREE IN MANAGEMENT

The Associate of Arts in management prepares students to serve as managers and supervisors in various enterprises, such as small businesses; corporations; and financial, governmental and nonprofit organizations.

Required Courses

ACC 105	Financial Accounting
ACC 106	Managerial Accounting
BUS 124	Introduction to Management
BUS 223	Marketing Management
BUS 225	Business Law
BUS 240	Corporate Finance Fundamentals
CS 110	Introduction to Computer-Based Systems
ECO 101	Introduction to Macroeconomics
ECO 102	Introduction to Microeconomics

English foundations course (ENG 101, 108 or 180)

MAT 103	College Algebra
MAT 115	Introductory Statistics
PHI 226	Business Ethics
	or
RLS 207	Private Values and Public Policy

Three additional electives

One of the following options:

Option A: One liberal studies elective in Studies in Cultural Diversity and one liberal studies elective in Modes of Thought, Inquiry and Expression, one of which must be writing intensive.

Option B: Two courses in the same foreign language.

CERTIFICATE PROGRAMS

Wilson College offers certificate programs in:

- Accounting (see Accounting)
- Athletic Coaching (see Minors)
- Entrepreneurship and Small Business Management (see Business Management)

These programs are designed for the bachelor's degree candidate who wishes to augment the major with a more specialized, career-oriented program. The requirements for a certificate program must be satisfied in addition to the requirements for the degree. These certificate programs are also designed for the person who does not wish to receive a degree but wants specialized training. On completion of a program, the student receives a certificate from Wilson College.

Admissions

Undergraduate Admissions

Wilson College seeks students who have a solid foundation of successful college preparatory coursework that will allow them to handle the challenges of the College's rigorous academic programs. Students applying to Wilson should want to be active participants in a college community where values and perspectives are tested, new talents are discovered and lifelong friendships are established. As a private college, Wilson selects those students who demonstrate solid citizenship throughout their lives and who will benefit from and contribute to the Wilson community. In an effort to gain a comprehensive impression of an applicant's personal and academic qualifications, each applicant receives individual consideration.

Wilson reserves the right to request additional information from an applicant, as necessary, to acquire a comprehensive view of the student. The College follows a rolling admissions policy that, under normal circumstances, enables the Office of Admissions to advise an applicant of the admissions decision within 10 days of receipt of a completed application and all required supplemental materials.

FIRST-YEAR STUDENT ADMISSION

Applications from students completing secondary school are accepted for fall and spring semester enrollment. Wilson College seeks students who have been enrolled in a college preparatory curriculum that minimally includes four years of English; four years of history/social studies; Algebra I, II and geometry; two years of natural science that includes laboratory work; and two years of the same foreign language.

To apply for admission, students must submit the following:

- A completed application for admission. Options include the Wilson College application located on our website or the Universal College Application or the Common Application.
- A recommendation completed by a guidance counselor or an 11th- or 12th-grade teacher of a college preparatory subject.
- An official secondary school transcript showing courses and grades completed through 11th grade with a list of courses in progress in 12th grade.
- A graded English paper written in 11th or 12th grade.
- Results of the SAT or ACT if the student has a cumulative unweighted average of less than 3.0 on a 4.0 scale, or has not been enrolled in a complete college preparatory curriculum. Wilson is test-optional for students demonstrating an unweighted cumulative GPA of 3.0 or higher in a complete college preparatory curriculum.

HOME- AND CYBER-SCHOOLED STUDENTS

Wilson College welcomes applications from home- and cyber-schooled students. The educational background of these students is distinctive. The evaluative documentation mandated by the applicant's state of residence must be submitted, along with a transcript or detailed profile of all coursework studied at the secondary level and verification of high school completion. Standardized test scores are required of all home and cyber-schooled applicants. Contact the Office of Admissions for details.

INTERNATIONAL STUDENT ADMISSION

Wilson encourages international students who have the English language skills necessary for college-level work to apply for admission.

The following should be mailed to the Office of Admissions:

- Completed application.
- 500-word essay addressing the reasons you wish to attend Wilson College OR the completed essays indicated on the Common Application or Universal College Application.
- Official secondary school transcript with a certified English translation.
- An English language test such as TOEFL or IELTS is required for students whose first language is not English. (Wilson's minimum TOEFL requirement is 500 or higher or 61 on the Internet-based test. The minimum IELTS score that Wilson accepts is 5.0.).
- A recommendation from a teacher or counselor.

To aid in the financial aid process we will also need:

- A copy of the photo page from your passport.
- A completed statement of finances form.

International students may submit the online application for international students found on the Wilson College website, the Common Application or the Universal College Application

PROVISIONAL ADMISSION FOR UNDERGRADUATE STUDENTS

Students who do not meet the College's admissions criteria may be eligible for provisional admission. Provisional admission is available for the fall semester only so all new students can fully participate in orientation and all transitional activities, including the first-year seminar experience. Students admitted provisionally may attend as full-time or part-time students. Students may not enroll in more than 12 semester hours per semester while provisionally admitted. At the conclusion of the fall semester or the student's fourth course, the provisionally admitted student must have a cumulative GPA of 2.0 to be fully admitted and continue at Wilson. Any student who does not attain this standard will not be permitted to remain enrolled.

Early Admission Program

OVERVIEW

Students with demonstrated academic achievement who are currently enrolled in high school may be permitted to attend Wilson College during their senior year.

ADMISSION CRITERIA FOR MATRICULATION

- Cumulative GPA of B (3.0 on a 4.0 scale) or above in an academic or college preparatory program.
- A written recommendation from the high school counselor or principal addressing the student's ability to be successful in a collegiate environment; this includes the academic environment and the social co-curricular environment.

APPLICATION PROCESS

Submit all application materials required for first-year students to the admissions office.

Submit a letter of recommendation and approval from the high school counselor or principal addressing the student's ability to be successful at Wilson College and any remaining requirements the student must meet in order to graduate with her or his high school class.

Visit the campus and meet with an admissions counselor (required).

Apply by May 1 for fall semester and Dec. 1 for spring semester admission.

Students interested in residing on campus must meet with a representative of the office of the dean of students. Students matriculated through the early admission program are eligible to apply for federal, state and institutional financial aid.

The College will admit those students who demonstrate the academic background and maturity necessary for successful completion of college-level academic work.

DUAL ENROLLMENT FOR HIGH SCHOOL STUDENTS

Wilson College welcomes qualified area high school students to take one or two courses per our academic year during their junior and senior year through the Dual Enrollment/Early-to-College Program. Following the guidelines of the dual enrollment program previously subsidized by the state, high school students are limited to those courses defined under No Child Left Behind. Students must be in a college preparatory curriculum and endorsed by their guidance counselor or principal as being capable of handling college-level work. A special application form for this program is provided. Students should contact the Office of Admissions at 717-262-2002 or 800-421-8402 to discuss the program and receive the application form. A special tuition rate exists for students participating in this program. All costs are the responsibility of the student.

Transfer Applicant Admission

A student who has enrolled in college courses following the completion of high school requirements is considered a transfer applicant. Wilson accepts applications from transfer applicants for both the fall and spring semesters. Previous academic work completed with a grade of C or better from a regionally accredited institution will be considered for transfer. Wilson College may accept up to 72 semester hours toward a bachelor's degree and a maximum of 30 semester hours toward an associate degree. All transferable credits will be determined by the registrar's office, although an unofficial evaluation can be done prior to admission to Wilson.

Transfer applicants must submit the following to complete the application process:

- Completed application for admission. This can be Wilson's form or the Universal College Application.
- Official college transcript from all colleges attended.

- A graded English paper if the applicant has not successfully completed a transferable course that is comparable to our required course in college writing, ENG 108.

Applicants who have successfully completed five college courses need not submit standardized test results or a high school transcript. However, a final high school transcript demonstrating high school graduation will be required after admission is granted because it must be on record at Wilson College.

Single Parent Scholar Program

APPLICATION PROCESS

Students interested in being considered for the Single Parent Scholar Program must first apply for admission to the College under the guidelines previously described in this section for first-year or transfer students, per the applicant's circumstances. Students who are admitted to the College are sent additional information about applying for the program.

ADVANCED PLACEMENT

Wilson College gives credit for advanced placement to students with demonstrated academic achievement through:

- Advanced Placement (AP) test scores of 4 and 5.
- International baccalaureate (IB) examinations.
- A-level examinations.
- College Level Examination Program (CLEP).

ENROLLMENT DEPOSIT

All students who have been accepted for admission must submit a $400 enrollment deposit as confirmation of their intent to enroll; the deposit secures their place at Wilson. Receipt of the enrollment deposit allows the Office of Admissions to inform all other offices of the student's intent to enroll. The preferred enrollment deposit deadline for students who will enroll in the fall semester is May 1; the spring semester enrollment deposit is due on Jan. 2. Enrollment deposits are not refundable.

ADMISSIONS VISITS AND INTERVIEWS

Interviews are not usually required; however, a visit to the campus gives prospective students and their families a clearer understanding of the academic and social environment at Wilson. Staff members in the Office of Admissions, located in Norland Hall, will be happy to arrange a campus tour, an interview with an admissions counselor, classroom visits or meetings with professors. Campus tours are offered Monday through Friday during business hours. To schedule a tour and/or an interview, contact the Office of Admissions at 717-262-2002 or 800-421-8402 or via email at admissions@wilson.edu. Office hours are 8:30 a.m. to 5 p.m., Monday through Friday.

Adult Degree Program Admissions

Wilson College is friendly to adult students, whether beginning a college career or completing an interrupted degree program. The Adult Degree Program (ADP) offers the opportunity for women and men who are four full years beyond high school completion to earn a college degree at the associate or baccalaureate level. Prospective students to the ADP are encouraged to visit Wilson College. During the visit, students have the opportunity to speak with an admissions counselor, tour the campus, meet with a financial aid officer and visit with a professor from the applicant's major area of interest. Visits are arranged by calling 717-262-2025 or 800-421-8402 or via email at degrees@wilson.edu. The ADP office, located In Norland Hall, is open Monday through Friday, 8:30 a.m. to 5 p.m. Meetings occurring outside normal business hours can be arranged in advance.

Adult Degree Program students may enroll in courses held during the day, evenings or weekends. Five majors may be completed exclusively during evening hours. To complete other majors, students may be required to attend some courses offered during the day.

ADP APPLICATION PROCESS

Individuals intending to pursue an undergraduate degree apply for admission through the Adult Degree Program office, where they will work with an admissions counselor. The following materials are required to be submitted:

- Completed and signed application.
- One-page essay response to one of the following questions: What event prompted you to seek an education or why is a college education important in today's workforce?

- Official high school or GED transcript.
- Official college transcripts from each college or university attended prior to Wilson College, if applicable. We require all transcripts, whether you intend to transfer any credits or not.

Note: A personal interview with an admissions counselor is strongly recommended.

Applications are accepted on a rolling basis and should be received no later than 10 days before the semester in which the applicant plans to enroll. ADP students may apply for enrollment for summer I, II, fall or spring semesters. Students interested in applying for financial aid should submit a Free Application for Federal Student Aid (FAFSA) when they apply to the College.

PROVISIONAL ADMISSION FOR ADP STUDENTS

ADP students who do not meet the College's admissions criteria may be eligible for provisional admission. Provisional admission is available for the fall and spring semesters only, so all new students can begin their studies during a full semester. Students admitted provisionally may attend as full-time or part-time students. Students may not enroll in more than 12 semester hours per semester and may want to enroll as a part-time student while provisionally admitted. Students are also expected to work closely with our Academic Support Center to complete a learning contract for each semester. At the conclusion of the semester or her/his 12th semester hour, the provisionally admitted student must have a cumulative GPA of 2.0 to be fully admitted and continue at Wilson. Any student who does not attain this standard will not be permitted to remain enrolled.

ADP MATRICULATION

Students who are fully accepted as associate or bachelor's degree candidates are automatically matriculated at the College, regardless of full- or part-time status. All academic policies and procedures apply, including, but not limited to transfer work, off-campus study and registration priority.

ADP DECLARATION OF MAJOR/PROGRAM

Students seeking to enroll in a degree program must first be accepted to the College and then to the major of choice. Baccalaureate degree candidates should declare an intended major no later than the semester in which 60 semester hours will be completed; associate degree students should declare a major no later than the semester in which 10 semester hours will be completed. Acceptance to the College does not guarantee acceptance to the intended major. Students complete a Declaration of Major/Program Form, which includes signatures of the director of the major area or program and the student's current academic adviser. Forms are available online or in the registrar's office.

ADP HONORS

Baccalaureate degree candidates must complete a minimum of 54 semester hours at Wilson to be considered for Latin honors at graduation. Distinction may be awarded for high academic achievement for students completing fewer than 54 semester hours at Wilson.

ADP TRANSFER CREDIT

The associate dean for academic advising evaluates transfer credit prior to admission, with final approval granted by the college registrar. The college may accept up to 72 semester hours toward a bachelor's degree and up to 30 semester hours toward an associate degree. A minimum of 48 semester hours must be completed at Wilson for the student to be awarded a bachelor's degree and a minimum of 30 semester hours for an associate degree.

ADP SECOND BACHELOR'S AND ASSOCIATE DEGREES

Second Bachelor's Degree

Students who hold a bachelor's degree from another regionally accredited institution may earn a second bachelor's degree from Wilson College through the Adult Degree Program.

Students must complete at least 27 semester hours as a degree candidate at Wilson and must meet the degree requirements of the major. The foundations and liberal studies course requirements will be waived. The registrar will determine how many course credits must be earned for the second degree based on the evaluation of the transcripts from previous institutions attended.

Course requirements cannot be met by non-traditional means such as Credit by Examination, CLEP or Non-Collegiate Learning. Contact the Adult Degree Program office for more information.

Second Associate Degree

Students who hold a bachelor's degree from another regionally accredited institution may earn an associate degree from Wilson College through the Adult Degree Program.

Students must complete 15 additional semester hours at Wilson College and must meet all the degree requirements for the major. The foundations and liberal studies course requirements will be waived. The registrar will determine how many course credits must be earned for the second degree based on the evaluation of the transcripts from all previous institutions attended. Course requirements cannot be met by non-traditional means such as Credit by Examination, CLEP or Non-Collegiate Learning. Contact the Adult Degree Program office for more information.

ADP COMPLETION OF ADDITIONAL MAJORS FOR STUDENTS WITH WILSON COLLEGE ASSOCIATE OR BACHELOR'S DEGREES

Students who hold an associate or bachelor's degree from Wilson College may complete additional majors through the Adult Degree Program. Students must complete all the degree requirements of the major under the current curriculum. The foundations and liberal studies course requirements will be waived. A determination of how many course credits must be earned for the additional major is made by the registrar, based on an evaluation of the student's Wilson College transcripts. Contact the Adult Degree Program office for more information.

Course requirements cannot be met by transfer credit or non-traditional means, such as Credit by Examination, CLEP or Non-Collegiate Learning. Only one diploma will be granted at the completion of the baccalaureate degree. Additional majors will be reflected on the transcript and noted with the completion date. Students completing additional majors are not candidates for participation in Commencement.

Teacher Intern Program

The Teacher Intern Program is a non-degree certification-only program for persons with a bachelor's degree from a regionally accredited institution. The program leads to instructional certification in early childhood, middle level, secondary or K-12 education. When the student is provisionally accepted as a certification candidate, she/he is automatically matriculated at the College, regardless of full- or part-time status. When admitted and matriculated to the College, all academic policies and procedures related to the particular certificate program apply, including, but not limited to, transfer work, off-campus study and minimum academic standards.

For a more complete description of the program (including eligibility requirements, elementary and secondary certification requirements and dual certification programs) see the Early Childhood (pre-K-4) Education and Other Education Programs section of this catalog.

Certificate Programs

Anyone interested in earning a certificate at Wilson should contact the Adult Degree Program office for an application and the current certificate requirements. When admitted and matriculated to the College, all academic policies and procedures related to the particular certificate program apply, including, but not limited to, transfer work, off-campus study and minimum academic standards. For more information on specific certificate programs, see Certificate Programs in the Major and Minor Requirements section of this catalog.

Non-Degree Enrollment

Individuals may enroll as a non-degree student on a space-available basis. Course prerequisites must be satisfied. Applications are available through the registrar's office.

Financial Information

Payment for the fall semester is due the last week of July. Payment for the spring semester is due the first week of January. Some financial aid may be available (see the Financial Aid section of this catalog).

2015-16 Tuition and Fees

Traditional Undergraduate Students

Note: Fees are subject to change.

TUITION:

Full-time	$23,745
Part-time or overload per semester hour	$792
J-term per semester hour	$327

ROOM:

Double room	$5,390
Single room	$5,906
Double room as a single	$6,336
Room J-term	$217

BOARD:

Phoenix Meal Plan (19 meals/wk.)	$5,522
Gold Meal Plan (14 meals/wk.)	$4,634
Silver Meal Plan (10 meals/wk.)	$3,912
Bronze Meal Plan (??)	$625

FEES:

Technology fee	$382
College government fee	$265

TOTAL ANNUAL COMPREHENSIVE FEE

(excluding J-term and summer terms)	$35,304

ADDITIONAL FEES AS APPLICABLE

Admissions application fee (teacher intern and graduate degree programs)	$35
New student orientation fee	$285
Enrollment deposit	$400
Residential parking fee (annual)	$165
Commuter parking fee (annual)	$75
Lab fee (/course)	$100
Credit by exam (/course)	$590
Non-collegiate learning portfolio	$590
Payment plan fee	$70
Late payment fee	$65
Horse board (/semester)	$2,670
Equitation activity fee	$895
Art studio fee (/course)	$70
Instrumental/vocal music lessons (/semester, one hour/wk.)	$630
Graduation fee (senior year)	$105
Transcript fee	$5
Rush transcript fee	$15
Summer housing fees (/month)	$552

Adult Degree Programs

TUITION

Part-time (/semester hr.)	$327
Full-time (/semester)	$11,872.50
TIP (/semester hr.)	$430
TIP professional semester	$6,000
Nursing BSN/MSN (/semester hr.)	$425
Bachelor's degree student teaching (12 semester hours)	$6,300
EDU 401 Advanced professional practicum	$2,067
M.Ed./M.Hum/MFA. graduate courses (/semester hr.)	$470
MAcc./MSMgmt/MHCS graduate courses (/semester hr.)	$530

FEES

Auditing fee (/course)	$340
Educational Services (/semeser hr.)	$35
TIP course transfer fee	$110

ALUMNI OR SENIOR CITIZEN AGE 60+

Tuition (up to two courses/semester for personal enrichment only, no lab classes)	$125

Policies

PAYMENT INFORMATION

The College will bill the fees for the fall semester in July and for the spring semester in December. Payment is due on or before the published date for the applicable semester. Students may need to participate in a tuition payment plan in order to meet financial obligations associated with their education. Students should contact the business office to obtain information about the payment plan.

Payment plan payments begin in the fall semester for a 12-month period. The payment plan covers both fall and spring semesters, beginning July 20 and ending June 20. Payments made in the fall semester will be credited to spring semester, allowing student accounts to be paid in full by the end of the spring semester.

NON-PAYMENT OF CHARGES

Students are not permitted to register for classes in any new semester if their account for the previous semester has not been paid. Grades, academic transcripts, certificate of withdrawal and the diploma will not be issued unless all financial obligations to Wilson College have been met.

WITHDRAWAL AND REFUNDS POLICY

Refunds for withdrawal from full-semester classes are based on the following schedule for the fall and spring semesters, although regulations governing federal financial aid programs may mandate a refund later in the semester. Other semesters are based on comparable periods.

Period of Withdrawal	Tuition Refund	Charge
First week of semester	100%	0%
Second week of semester	75%	25%
Third week of semester	50%	50%
Fourth week of semester	25%	75%
Fifth week of semester	0%	100%

Note: All requests for withdrawal must be in writing.

- The date of withdrawal is considered to be the day on which the College approves the withdrawal.
- Students enrolled in the traditional undergraduate and Adult Degree Programs withdraw through the Office of the Registrar.
- The student's meal plan will be prorated through the last day on the Wilson College campus.

The following charges are not refundable if a student leaves the College during a semester: bookstore (college store and/or electronic bookstore) charges, registration fees, lab fees, art studio fees, parking fees, equitation activity fee and any other special charges. Room charges are not refundable after the first day of occupancy.

A percentage of financial aid funds may be returned to the granting programs, and outstanding charges are deducted before making a refund to the student or parents. Institutional financial aid may also be prorated.

WITHDRAWAL AND FINANCIAL AID POLICY

Withdrawal during a payment period of enrollment may be subject to federal regulatory requirements. Students receiving federal financial aid, such as a Federal Stafford Loan, Federal Direct PLUS Loan or Pell Grant, are also subject to a federal refund policy as well as Wilson's refund policy.

- Any student who withdraws from all classes during the semester before the end of 60 percent of the enrollment period (approximately the end of the ninth week) must have financial aid prorated.
- Any student who stops attending all classes will be considered for financial aid purposes as an unofficial withdrawal. For example, if a student completed 30 percent of the payment period or period of enrollment, the student has earned 30 percent of the assistance she/he was originally scheduled to receive. Once the student has completed more than 60 percent of the payment period or period of enrollment, the student has earned all of her/his assistance.
- If the student received (or Wilson College received on the student's behalf) less assistance than the amount that the student earned, the student will be able to receive those additional funds.
- If a student received more assistance than she/he earned, the excess funds must be returned to the federal aid programs.

The unearned portion of financial aid will be prepaid first from the aid used to pay institutional charges in the following order:

- Unsubsidized Federal Direct Loans.
- Subsidized Federal Direct Loans.
- Federal Perkins Loans.
- Federal Direct PLUS Loans.
- Federal Pell Grant.
- Federal Supplemental Educational Opportunity Grant (FSEOG).
- Other federal aid programs.

Students who have received money from financial aid refunds for living expenses may be required to repay some of the money disbursed to them. Repayments will be applied in the following order:

- Unsubsidized Federal Direct Loans.
- Subsidized Federal Direct Loans.
- Federal Perkins Loans.
- Federal Direct PLUS Loans.
- Federal Pell Grant.
- FSEOG.

Other federal, state, private or institutional sources of aid.

The student or parent (for Direct PLUS Loan only) must repay any unearned portion of federal aid that cannot be repaid by the College. Any loan funds that a student or parent must return are repaid in accordance with the terms of the promissory note. That is, the student or parent makes scheduled payments to the holder of the loan over a period of time.

If a student is responsible for returning grant funds, the student will not have to return the full amount. The law provides that the student is only required to return 50 percent of the grant assistance that has been received.

Students who fail all courses during the term will have the last date of attendance identified for each course to determine whether this refund policy will apply and their financial aid reduced or cancelled.

Financial Aid

Wilson's financial aid program is designed to supplement the family's or student's best efforts to fund the student's education. The College strives to meet financial need through a combination of grants, loans and work on campus. Scholarships may be awarded based on student attributes (e.g., academic or extracurricular ability), while grants are provided based on financial need. More than 95 percent of Wilson students receive financial aid. All students are encouraged to apply. Financial aid office staff will meet with any prospective student to discuss the various financial aid programs and options available. Families with extenuating circumstances are also encouraged to discuss their concerns.

FINANCIAL AID APPLICATION PROCESS

Complete the Free Application for Federal Student Aid (FAFSA) annually. This form is completed online at www.fafsa.ed.gov. Families can attend FAFSA completion workshops or contact the financial aid office for assistance in completing the FAFSA.

Submit FAFSA after Oct. 1 for the next academic year. Students who complete the FAFSA and submit all requested documents to the financial aid office prior to April 30 will be considered for maximum aid eligibility, including Wilson College scholarships. Supporting documentation may include, but is not limited to, correction forms, FAFSA worksheets, federal income tax data and documentation of citizenship status. Students completing the FAFSA or their financial aid application files after April 30 will receive consideration for the Federal Pell Grant, loans and other aid on a funds-available basis.

Complete the verification process. Occasionally, the federal processor or the financial aid office may require that verification be completed. The IRS tax transcript form or other documents may be requested. Award packages are not finalized until the verification process is completed. The priority deadline to complete the verification process for maximum consideration of financial aid assistance is April 30.

AWARD PROCESS

The financial aid office sends an award letter to the student that may include grants, scholarships, work-study and loans.

- All newly accepted traditional undergraduate students who file an FAFSA will receive an estimated financial aid package.

- Continuing students and new adult students will receive financial aid packages in the order in which the FAFSA was filed and verification completed.
- The award package cannot exceed the total cost of education.

Students may accept or decline any portion of the aid package offered. For example, a student or parent may reduce or cancel a loan and may instead use the College's monthly payment plan. To reduce or decline any portion of the financial aid package, please provide written instructions to the financial aid office.

Financial aid will be credited to the student's account after the end of the drop/add period. Any excess aid, after institutional charges are deducted, will be refunded to the student.

- Aid may be reduced if the student drops courses before financial aid is disbursed. Any student receiving federal or institutional financial aid who withdraws from all classes (or stops attending all classes) before the end of 60 percent of the enrollment period (approximately the ninth week) is subject to a federally mandated refund policy. (See Withdrawal and Refund Policy.)
- Students should report all enrollment changes to the financial aid office.
- Students must maintain enrollment and make satisfactory academic progress (see below) to receive the awarded aid.
- Students must be enrolled at least half-time (six semester hours) to receive most types of financial aid except the Federal Pell Grant.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

Students who receive federal or institutional financial aid must be making satisfactory academic progress (SAP) toward completion of their academic program. The Higher Education Act of 1965 (34 CFR 668.16[e]), as amended, requires Wilson College to establish a policy with reasonable qualitative and quantitative standards that students must meet to be eligible for financial aid. All students receiving financial aid will be evaluated for SAP at the end of each semester. Institutional aid includes all need-based Wilson aid, work-study, and tuition remission/exchange for college employees.

Students with merit scholarships or state grants have different progress requirements that must be met for renewal of those awards.

QUALITATIVE STANDARDS

Satisfactory academic progress is evaluated at the end of each semester for continuing students. Students must earn the minimum grade-point average as required by the College's Academic Probation Policy. Some merit scholarships require a higher GPA.

PROGRAM	CREDITS ATTEMPTED	MINIMUM GPA
Associate degree	0 - 11.99	0
	12 - 26.99	1.70
	27 - 44.99	1.85
	45 and above	2.00
Bachelor's degree	0 - 11.99	0
	12 - 26.99	1.70
	27 - 59.99	1.80
	60 - 89.99	1.90
	90 and above	2.00
Teacher Intern Program		3.00
Master's degree		3.00

Note: Students who are provisionally admitted into the Adult Degree Program must meet the academic standards set forth in their admission letter.

QUANTITATIVE STANDARDS

Students must also successfully complete at least 75 percent of all courses that are attempted. All courses that are part of the student's record after the drop/add period will be considered attempted credits. Grades of W, F and NCR are credits attempted but are not considered successful completions; a grade of IN will be excluded from the credits attempted. Repeated courses will impact the GPA and credits attempted but not necessarily the credits earned. Audited courses do not count as credits attempted.

All TIP and master's degree students must pass at least 80 percent of the credit hours attempted.

TRANSFER STUDENTS

Transfer students will be considered to be making satisfactory academic progress at the time of admission. The credits accepted toward a Wilson degree will count toward the total hours attempted and earned. Any credits the student earns while enrolled in high school will not impact the credit limits. Only the Wilson College GPA will be considered for SAP.

MAXIMUM LENGTH OF STUDY

Students may receive aid up to 150 percent of the published time frame for an undergraduate degree. Students enrolled in associate degree programs, which require 60 credits and four semesters (if full time), would be limited to 90 credits and the equivalent of six full-time semesters. Students enrolled in bachelor's degree programs, which require 120 credits for graduation and eight full-time semesters, would be limited to 180 credits and 12 full-time semesters. Part-time students would have an equivalent limit. Students who first receive federal aid after July 1, 2009, will not be able to appeal the maximum time frame per federal law.

Students enrolled in the TIP or master's programs may receive aid for a maximum of six full-time semesters or the part-time equivalent.

AID SUSPENSION, PROBATION AND APPEAL PROCESS

Students who do not meet the qualitative and quantitative standards at the end of their first semester or prior to their first receipt of financial aid at Wilson College will be notified by the financial aid office that they are not making satisfactory academic progress for federal and most institutional aid programs. The receipt of future institutional and federal financial aid will be suspended.

Students who do not meet either the qualitative or quantitative standard at the end of the fall, spring or summer semesters will be placed on financial aid warning for one semester. Students will be eligible to have their aid continue if they are able to successfully complete at least 75 percent of their credits attempted and earn a minimum GPA according to the table in the Qualitative Standards section. Students who are unable to maintain this requirement will have their aid eligibility suspended.

Students who have had their aid suspended have the right of appeal to the Academic Procedures Committee of the College. Students should complete the Appeal Form and submit a letter to the financial aid office with an explanation of any extenuating circumstances that prevented successful completion of courses. Supporting documentation is also helpful for the committee's consideration. Students should also explain what steps, if any, need to be taken to assure future academic success. The committee will make a decision about aid eligibility and the dean of financial aid or a designee will send a letter to the student about the outcome of the appeal.

The committee may reinstate aid eligibility for one semester for those students who do not meet the standards for satisfactory academic progress. The student will be on financial aid probation and must successfully follow the academic plan that is outlined by the committee.

Should the committee deny the appeal, the student is not eligible for any further financial aid from Wilson College until such time that the student becomes compliant with the SAP policy. Neither paying for classes nor sitting out a semester will automatically reinstate a student's financial aid eligibility.

VETERANS PROGRAMS

Military veterans, active-duty personnel and their dependents, National Guard and Reservists may receive educational benefits at Wilson College. Federal Veterans Administration education benefits as well as state grant programs are available to part-time and full-time students. The Post-9/11 GI Bill (Chapter 33) educational benefits may fully pay for a student's tuition and fees. The Veterans Administration approved Wilson's participation in the Yellow Ribbon Program. Students should contact the financial aid office for more information about the application procedure. Wilson College students may participate in the Army ROTC program through nearby Shippensburg University. ROTC scholarships have been awarded to Wilson students.

TYPES OF AID AVAILABLE

GRANTS

Federal Pell Grant – Federal grants awarded to lower income students. Students enrolled less than half-time may qualify for assistance from this program. Awards range from $590 to $5,815 for full-time enrollment during 2016-17. To apply, complete the Free Application for Federal Student Aid (FAFSA). Recipients may receive the federal Pell Grant for the equivalent of six years of full-time enrollment at all Institutions.

Federal Supplemental Educational Opportunity Grant (FSEOG) – Federal grant program assisting exceptionally needy students with a preference given to Federal Pell Grant recipients. Awards range from $200 to $2,000. To apply, complete the FAFSA by April 30.

State grants – Some states offer grant assistance to their students studying in Pennsylvania. Currently, these include Delaware, Massachusetts, Ohio, Rhode Island, Vermont, West Virginia and the District of Columbia. Maryland residents may receive a state grant if they enroll in a program at Wilson not offered in Maryland. Because each state varies in application procedure and deadline, students are advised to check with the financial aid office or their high school guidance counselor for additional information.

Students who do not apply for their home state's grant program will not receive the full amount of assistance for which they qualify: Their financial aid package will contain a gap equal to the amount of state grant assistance they would have received if they had applied on time. Students must file the FAFSA form annually for state grant consideration. Pennsylvania state grants are awarded based on need to Pennsylvania residents seeking their first undergraduate degree who are enrolled at least half-time. Awards for 2016-17 range from $500 to $4,020. Students should file the FAFSA according to the printed deadlines.

Wilson grants – Awarded to students with financial need who are enrolled on a full-time basis. Funds are made available through the College's endowment and special gifts. A list of endowed scholarship funds appears later in this catalog and online at www.wilson.edu/finaid. To apply, complete the FAFSA and all supporting documentation as requested by the financial aid office by April 30.

LOANS

Federal Direct Parent Loans for Undergraduate Students (PLUS) – Federal loans designed to help parents meet educational expenses not already covered by financial aid. Like Federal Direct loans, Federal Direct PLUS loans are available through the federal government and require a credit check. If a parent is denied a Direct PLUS Loan, the dependent student may borrow an additional $4,000 from the unsubsidized Federal Direct Loan. Federal Direct PLUS borrowers may borrow the difference between the student's cost of education and any financial aid already awarded. The interest rate is fixed at 6.31 percent, effective July 1, 2016. The interest rate is reset annually.

Repayment begins within 60 days after the final loan disbursement for the loan term. However, parents may arrange deferred payment through their lender. Wilson College is required to notify student or parent borrowers in writing whenever it credits the student's account (via electronic funds transfer or EFT) with Perkins, Stafford or PLUS Loan funds. This notification will be sent to borrowers no sooner than 30 days before and no later than 30 days after the College credits the student's account. Student or parent borrowers have the right to cancel all or a portion of the loan by informing Wilson College's financial aid office of their wishes, in writing, within 30 days after the date of the College's loan disclosure notice.

Federal Perkins Loans – Federal program providing loans to exceptionally needy students at a 5 percent interest rate. Students may borrow up to $5,500 for each year of undergraduate study. Repayment and interest accrual begins nine months after the student graduates, withdraws or drops below half-time enrollment status. Loans must be repaid within 10 years. To apply, complete the FAFSA, institutional aid application and all supporting documentation as requested by the financial aid office by April 30. Federal Perkins Loan entrance counseling and a Master Promissory Note is required by all first-time borrowers and will be completed online. Students must be awarded the maximum Federal Direct Loan first before being awarded a Federal Perkins Loan. This loan program may also expire Sept. 30, 2017.

Subsidized Federal Direct Loan – Federal need-based student loans available through the federal government for undergraduate students. The federal government pays the interest while the student is enrolled. Generally, loans are repaid over a period of up to 10 years, although other repayment options are available. Interest begins accruing during the grace period. Repayment begins six months after the student graduates, withdraws or drops below half-time enrollment status. To apply, complete the FAFSA and the financial aid supplemental form. The Federal Direct Loan Master Promissory Note can be completed online at www.studentloans.gov. First-time borrowers must complete entrance counseling. Starting July 1, 2013, new subsidized Federal Direct Loan borrowers are limited to three years of eligibility for an associate degree and six years for a bachelor's degree of full-time enrollment or the equivalent as a part-time student. The interest rate is fixed at 3.76 percent, effective July 1, 2016. The interest rate for unsubsidized Federal Graduate Direct Loans is 5.31% effective July 1, 2016

TASC (The Alumnae-Student Contract) – Well-qualified traditional students who otherwise may not be able to attend Wilson can receive loans from a fund subsidized by alumnae, foundations and other friends of the College.

Awards are based on potential for leadership, academic merit and character. Students selected as TASC Scholars receive $1,500 per academic year and, after graduation, repay $300 (interest-free) for each year they received TASC assistance. TASC Scholars who do not graduate from Wilson repay all TASC money received. The TASC program is open to currently enrolled students in the Traditional Undergraduate College as well as to Wilson degree candidates who are enrolled full time in the Adult Degree Program. Incoming students in the Traditional Undergraduate College receive first preference for TASC awards. TASC Loans can be deferred for continued enrollment of six or more credits in a graduate program. Repayment to the program begins after a nine-month grace period.

Unsubsidized Federal Direct Loan – Federal loans not based on financial need are available to students enrolled at least half-time. These loans are the same as subsidized Federal Direct Loans except that the student is responsible for paying interest charges while in school and during the period of deferment. The student borrower may let the interest accumulate until repayment begins. Unpaid interest, at the time repayment begins, will be added to the principal of the loan. The application process is the same as for the Federal Direct Loan Program described above. The interest rate as of July 1, 2016, is fixed at 3.76 percent and will be reset annually.

ON-CAMPUS WORK OPPORTUNITIES

Wilson College provides part-time employment opportunities for students during the academic year in many different positions. Worksites may be related to a student's major, such as in the fitness center, chemistry lab or equestrian center. Other students may work in the library, tutor students or provide literacy programs within the community. Students work eight to 10 hours per week. The work schedule is often flexible and can be arranged around the student's classes. Students must complete the FAFSA annually and indicate on the form that there is an interest in participating in the work-study program. All student workers will attend a session just before classes begin to receive information about all available worksites. The priority deadline for consideration is April 30.

Federal Work-Study (FWS) – Federally funded on-campus work program for students who demonstrate financial need. Students who prefer not to work through the FWS program, or who wish to work fewer than 10 hours per week, may be able to borrow additional money through one of the loan programs.

Institutional Work-Study (IWS) – On-campus jobs provided to students not eligible to work under the FWS program, such as international students and those who do not qualify for need-based aid.

State Work-Study Program (SWSP) – Full-time students from Pennsylvania who receive a PHEAA grant may be eligible for campus employment through the SWSP in a position related to her or his major. Summer employment opportunities may also be available for students.

Scholarships

Merit Scholarships

Merit scholarships are awarded to incoming undergraduate students and are based on outstanding academic achievement in secondary school or college, if a transfer student. Scholarships are renewable for up to four years for full-time students who maintain a specific cumulative grade-point average. Merit scholarships may include:

Academic Merit Scholarships – Based on unweighted, cumulative grade-point average, and are renewable (see chart).

First-Year Student Merit Scholarships – At the point of admission to Wilson College, first-year students who meet all academic requirements for merit scholarship eligibility are offered one of these awards. Eligibility is based on being enrolled in a college preparatory curriculum that demonstrates a minimum of 15 units that include (1) four units of English; (2) four units of social studies/history; (3) algebra I, algebra II and geometry; (4) two laboratory sciences; and (5) two years of a foreign language. The secondary school attended must be regionally accredited. These scholarships are renewed for a maximum of four years, provided the student continues to enroll full time and maintains the required cumulative grade-point average for the level of merit scholarship.

Note: Transfer students who transfer in at least four college courses completed after graduating from high school are eligible for a merit scholarship based on college cumulative GPA. Students must have a cumulative GPA of at least 3.0 from a regionally accredited institution. Phi Theta Kappa members automatically will be eligible for the Presidential Merit Scholarship. Students who transfer in fewer than four courses will be considered for the First-Year Merit Scholarship. Students must maintain the required cumulative GPA for scholarship renewal for the level of merit scholarship. Students

with previously earned bachelor's degrees are not eligible for merit scholarships.

Hagop Bogigian Scholarships – Established from the estate of Hagop Bogigian, two full-tuition scholarships are awarded to students of Armenian descent with a preference for citizens of Armenia. These awards are renewable for up to four years.

Class of 1952 Scholarship – Recognizes an outstanding incoming student who plans to major in education or one of the liberal arts and sciences. This competitive scholarship is for one year. Scholarship applications, available from the admissions office, are due March 1.

Curran Scholarships – Established in 1936 as a trust under the will of the late William Curran, M.D., and supplemented by gifts from former Curran Scholarship recipients. Preference is given to new students admitted as traditional undergraduate students with a proven history of service to community and/or church. First-year students receive $4,000 and upper-class students receive $4,000 to $7,500, depending on the amount of eligibility from need-based work-study and student loans. Curran Scholars complete a 260-hour volunteer service requirement each academic year and take two classes in religion and/

or philosophy while at Wilson College. Recipients must maintain at least a 2.0 cumulative grade-point average after their first year and at least a 2.5 cumulative grade-point average every year thereafter. Applications, due no later than March 1, are available from the admissions office.

Affiliation Scholarships

Full-time traditional students or admitted undergraduate students in the Adult Degree Programs being charged the full-time tuition rate may receive one of the following scholarships. Those receiving a merit scholarship receive an additional $1,000 for one of the affiliation scholarships. Affiliation scholarships are not based on financial need and, therefore, require no financial aid application. Students with previously earned bachelor's degrees are not eligible for affiliation scholarships. Recipients are welcome, however, to apply for additional forms of assistance.

Note: Students who are eligible for more than one of these scholarships may receive only one of the scholarships listed in this section. Affiliation scholarships are not offered for study during the summer or to students who already hold a baccalaureate degree. Students must maintain satisfactory academic progress (see the Standard Academic Progress for Financial Aid section) to receive the award each year.

Alumna Daughter/Son Scholarship – Children and grandchildren of Wilson, Penn Hall Junior College and Tift College alumnae may receive a scholarship. Qualifying students may receive the award each year they attend Wilson.

Boy Scout Eagle Scout Award – Students who have achieved the rank of Eagle Scout and have at least a 3.0 high school GPA in a college preparatory curriculum will be eligible for this scholarship. The student's Boy Scout leader or council must provide documentation that the student has received this award.

Camp Fire Wohelo Award – Students who have achieved the WoheloAward and have at least a 3.0 high school GPA in a college preparatory curriculum will be eligible for this scholarship. The student's Camp Fire leader or council must provide documentation that the student has received this award.

Franklin County Scholarship – Residents of Franklin County, Pa., may receive a scholarship each year they attend Wilson. In the case of dependent students, eligibility is based on parents' residence. Students who move to Franklin County for purposes of enrolling at Wilson College are not eligible for this scholarship.

Girl Scout Gold Award – Students who have achieved the Gold Award and who have at least a 3.0 high school GPA in a college preparatory curriculum will be eligible for this scholarship. The student's Girl Scout leaders or council must provide a letter that the student has received this award.

Pony Club – Pony Clubbers with a rating of C-3 or higher who have a high school GPA of 3.0 or better in a college preparatory curriculum and the recommendation of their district commissioner will be eligible for this award.

Presbyterian Student Scholarship – Active members of the Presbyterian Church (USA) may receive a scholarship each year they attend Wilson. A letter from the student's minister, on church letterhead, will be required to document eligibility.

Transfer Student Scholarship – Wilson College has articulation agreements with several colleges. Students who graduate with an associate degree with a cumulative GPA of 2.50-2.99 from one of the following institutions may receive a scholarship each year they attend Wilson College: Harrisburg Area Community College, Hagerstown Community College, Central Penn College, Cottey College, Frederick Community College, Howard Community College, Luzerne County Community College, Lehigh-Carbon Community College and Harcum College. Students must maintain at least a 2.5 cumulative GPA at Wilson College each year for renewal.

Specialty Scholarships

Military Survivors Scholarship – Wilson College recognizes that many men and women have made the ultimate sacrifice during the operations in Iraq and Afghanistan in Operation Enduring Freedom and Operation Iraqi Freedom. Wilson will provide tuition scholarships to two full-time children or spouses of these soldiers (active duty, Guard or Reserve). The recipients of these scholarships must reside on campus and must meet the admissions requirements necessary for acceptance into the traditional undergraduate program. These awards will cover the full cost of tuition that is not otherwise met by any other educational benefits.

National Presbyterian College Scholarships – Awards made to superior students who enroll as full-time first-year students in one of the participating colleges related to the Presbyterian Church (USA), such as Wilson. Applicants must be members of the Presbyterian Church (USA), high school seniors and U.S. citizens or permanent residents, and they must take the SAT/ACT exam no later than Dec. 15 of their senior year in high school and demonstrate financial need. Awards range from $500 to $1,500 per academic year and are renewable. To apply for this national scholarship, obtain an application from Wilson's Financial Aid Office. The application must be filed by Jan. 31 of the student's senior year in high school.

Twin Towers/Pentagon/Flight 93 Tuition Scholarship – A maximum of two, full-time tuition scholarships will be awarded each year to the children of those lost or permanently disabled in the Sept. 11, 2001, terrorist attacks, including children of police, fire safety or medical personnel who were killed or suffered debilitating injuries in their attempt to rescue those who were victims of the attacks. The recipients of these scholarships must reside on campus and must meet the admissions

requirements necessary for acceptance as traditional undergraduate students. The scholarships will continue to be awarded through the 2018-19 academic year, pending eligible applicants.

Twins and Triplets Scholarship – Wilson College offers a scholarship to one set of twins and one set of triplets annually. The scholarship is 45 percent of tuition for each student; students need to enroll full-time every semester. These scholarships cannot be combined with other merit or affiliation scholarships awarded by the College, with the exception of the Disert Award. Students may receive this scholarship for a maximum of four years as long as they maintain satisfactory academic progress as defined in the college catalog. Priority will be given to students who will reside on campus. Awards are made on a first-come, first-served basis.

Note: The combined total of merit, affiliation and specialty scholarships will not exceed tuition.

***Endowed Scholarships* (*Need-Based*)**

Students do not need to complete a separate application for the endowed scholarships. Students who annually file the FAFSA and meet the scholarship criteria will automatically be considered for these scholarships.

Education

Carrie Westfall McCormick Scholarship (preference given to students preparing to teach)

Class of 1952 Scholarship in Liberal Arts, Sciences and Education (for first-time or transfer student pursuing teacher certification in these fields)

Suzanne Hodgson Gottling '56 Scholarship Endowment

Carrie Westfall McCormick Scholarship

(preference given to students preparing to teach)

Class of 1952 Scholarship in Liberal Arts, Sciences and Education (for first-time or transfer student pursuing teacher certification in these fields)

Suzanne Hodgson Gottling '56 Scholarship Endowment

Financial Need

(* Student must be in good academic standing)

Abraham and Mary Cohen Jacobs Scholarship*

Anna F Welles Scholarship

Anna L. Schroyer Harris 1951 Scholarship*

Anna Louise Sybrandt Scholarship

Anne Petralito Scholarship

Arline E. Shannon Scholarship Endowment*

A.K. Wright Scholarship*

AICUP Scholarship - UPS*

Carrie Westfall McCormick Scholarship (* and preference given to students preparing to teach)

Class of 1954 Memorial Scholarship*

Class of 1905 in memory of Mabel Gallagher Wilson*

Class of 1950 Scholarship Endowment*

Dr. Carl E. Seifert Memorial Scholarship (* and preference for women students who have interest in French or Latin)

Edwin T. and Mary Niemyer Hollinger Scholarship

Elizabeth and Lawrence Dunlap Scholarship (* and preference given to students applying from Lancaster Day School)

Elizabeth Karns-Lennox Scholarship

Ella May Coover Logan 1876 Scholarship*

Ella B. Everitt Scholarship

The Esther L. Saanum and Julian E. Jensen Memorial Scholarship*

Eunice Abbie Dickinson '19 Scholarship

Fannie W. and W. Stanford Hilton Scholarship*

Fernandez Family Scholarship*

Julia Solleveld Osborne 1964 Scholarship*

Lennox Endowed Scholarship

Louise Lindsay McKnight Scholarship

Louise Howell '38 Memorial Scholarship Endowment

The Madame Helena Rubenstein Scholarship

Margaret and Martha Jamison Scholarship
Marguerite McGregor '51 Scholarship Endowment*
Mary E. Moore '31 Scholarship
Mary I. Stephens '50 Scholarship
Miriam C. Matthews '17 and Miriam M. Haddad '47 Scholarship
Olga Bozzan Bastin '26 Scholarship
Peter and Sara Jo Mazur Scholarship*
Ruth Jacob Kelley 1950 Scholarship*
Sarah Cocharan Coppes Scholarship
Surdna Foundation Scholarship
Veronica Storey Rollka Memorial Scholarship*
Abraham and Mary Cohen Jacobs Scholarship*
M&T Bank Scholarship*
Fernandez Family Scholarship*Arline E. Shannon Scholarship Endowment*
A.K. Wright Scholarship*
AICUP Scholarship - UPS*
Carrie Westfall McCormick Scholarship (* and preference given to students preparing to teach)
Class of 1954 Memorial Scholarship*
Class of 1905 in memory of Mabel Gallagher Wilson*
Class of 1950 Scholarship Endowment*
Dr. Carl E. Seifert Memorial Scholarship (* and preference for women students who have interest in French or Latin)
Elizabeth and Lawrence Dunlap Scholarship (* and preference given to students applying from Lancaster Day School)
Ella May Cover Logan Scholarship*
The Esther L. Saanum and Julian E. Jensen Memorial Scholarship*
Fannie W. and W. Stanford Hilton Scholarship*
Marguerite McGregor '51 Scholarship Endowment*
Peter and Sara Jo Mazur Scholarship*
Veronica Storey Rollka Memorial Scholarship*

Foreign Languages

The Marjorie Adair '48 and Richard H. Parsons Scholarship Endowment (preference given to a U.S. citizen/student taking languages)
Mary Belle McElwain – Class of 1898-Scholarship
Nancy Jane Criswell – Class of 1889-Scholarship

Social Sciences

Ann M. Ewing, Ph.D., Memorial Scholarship (psychology or sociology)
Charlotte I. Davison '63 History Scholarship
Dorothy E. and Leroy Straight Scholarship
Emily Ritner Alter Werkheiser '24 and Isabel McFarlane Alter Hill '18 Scholarship
Julia Dunn Howells '37 Scholarship
The Sarah Anderson Memorial Scholarship
Verna Parker Scholarship
Charlotte I. Davison '63 History Scholarship
Dorothy E. and Leroy Straight Scholarship
Julia Dunn Howells '37 Scholarship
Julia Solleveld Osborne 1964 Scholarship*

Science Scholarships

Eleanor Lowe Leaman and William G. Leaman Jr., M.D., Scholarship
The Janet Hess Garis '48 Scholarship for Science
Joseph Roszkowski Memorial Environmental Scholarship
Peggy Hurst '46 Memorial Scholarship (preference for student in sophomore or junior year majoring in chemistry, physics, biology or mathematics)

Viola Ohler '35 and William H. Phillips Scholarship Endowment (preference given to full-time residential students majoring in mathematics or chemistry)

Van Looy Scholarship for VMT students

The Howard R. Tate and Agnes Helen Holden Tate '15 Scholarship

Eleanor Lowe Leaman and William G. Leaman Jr., M.D., Scholarship

The Janet Hess Garis '48 Scholarship for Science

Peggy Hurst '46 Memorial Scholarship (preference for student in sophomore or junior year majoring in chemistry, physics, biology or mathematics)

Scholarship to Enhance Biology and Chemistry Learning and Research (SEBCLAR)

Viola Ohler '35 and William H. Phillips Scholarship Endowment (preference given to full-time residential students majoring in mathematics or chemistry)

Study Abroad - Global Citizenship Initiative - International Students

The Brenda Ashton Aiken '57 and Robert McCutchen Aiken Study-Abroad Scholarship for study in Italy by art majors

Charlotte Klein Swaim Scholarship Endowment

CV Starr Scholarship Endowment

Elizabeth Swain Havens Scholarship

Elizabeth Clugston Titzel '27 Scholarship

Global Scholarship Endowment

Global Student Exchange Scholarship

The Hagop Bogigian Scholarship (for women of Armenian descent)

Howard and Elizabeth Guest Endowment for Cross-Cultural Understanding

Helen L. and Edmund B. Redington and Mary Redington Galbraith Scholarship

Thomas and Peggy Kauffman Hyde Endowment

International Scholarships

Jean Dill Scholarship

Lucy A. Bremmer '51 Global Citizenship Service Learning Award Endowment

Patricia W. Telkins '63 and Stephen Telkins Int'l Scholarship (preference for international students or students with interest in international affairs)

Margaret Sieber Trimmer '35 International Travel Grant

Mary McKnight Richards – Class of 1897-Memorial Fund

Thomas and Peggy Kauffman Hyde Scholarship for Spanish study abroad

The Varter Bogigian Derarian Scholarship

Charlotte Klein Swaim Scholarship Endowment

CV Starr Scholarship Endowment

Elizabeth Swain Havens Scholarship

Elizabeth Titzel Scholarship

Global Scholarship Endowment

Global Student Exchange Scholarship

The Hagop Bogigian Scholarship (women of Armenian descent are eligible)

Howard and Elizabeth Guest Endowment for Cross Cultural Understanding

Helen L. and Edmund B. Redington and Mary Redington Galbraith Scholarship

International Scholarships

Lucy A. Bremmer '51 Global Citizenship Service Learning Award Endowment

Patricia W. Telkins '63 and Stephen Telkins Int'l Scholarship (preference for international students or students with interest in international affairs)

Mary McKnight Richards – Class of 1897-Memorial Fund

The Varter Bogigian Derarian Scholarship

Mathematics

Charlotte I. Davison '47 Mathematics Scholarship Endowment

Fine Arts and Music

Belle Snyder Criswell Scholarship

Eydth Thompson Voice Memorial Scholarship
Louise Collier Musical Scholarship Endowment
Margaret Wilson Philips Scholarship
Mabel I. Bashore Scholarship
Porter Kier Scholarship
Belle Snyder Criswell Scholarship
Eydth Thompson Voice Memorial Scholarship
Louise Collier Musical Scholarship Endowment
Margaret Wilson Philips Scholarship
Mabel I. Bashore Scholarship
Single Parent Scholar Program Scholarships
The Baker Family Women with Children Scholarship Endowment
Elizabeth Patterson Weitzel '10 Scholarship Endowment
Elizabeth Van Blarcom Shirk '49 Scholarship Endowment
Gretchen Conn Carbaugh Scholarship Endowment
Guild Daycare Scholarship
The Harry A. Blackmun Endowment
Jane Troutman Ensminger '52 and Richard Ensminger Scholarship Endowment
Martha Spendlove Strohl 1964 Scholarship
The Mary Elizabeth Hicks and John Temple Evans Memorial Scholarship
Patricia J Reber 1960 Scholarship
Suzanne Hodgson Gottling '56 Scholarship Endowment
The Catherine Henry Dimmick Memorial Scholarship (preference given to full-time residential students who are single mothers)
The Sylvia Scalera Davison '44 and Mary Meinecke Dee '44 Scholarship
Thomas F. and Kathleen W. Kimes '52 Women with Children Scholarship
Elizabeth Patterson Weitzel '10 Scholarship Endowment
Elizabeth Van Blarcom Shirk '49 Scholarship Endowment
Gretchen Conn Carbaugh Scholarship Endowment
Guild Daycare Scholarship
The Harry A. Blackmun Endowment
Jane Troutman Ensminger '52 and Richard Ensminger Scholarship Endowment
The Mary Elizabeth Hicks and John Temple Evans Memorial Scholarship
Suzanne Hodgson Gottling '56 Scholarship Endowment
The Catherine Henry Dimmick Memorial Scholarship (preference given to full-time residential students who are single mothers)
The Sylvia Scalera Davison '44 and Mary Meinecke Dee '44 Scholarship
Thomas F. and Kathleen W. Kimes '52 Women with Children Scholarship
Endowments to Fund Daycare for Single Parent Scholar Program Participants
Anne Du Daycare Scholarship
Christian Jessen Daycare Scholarship (preference given to children of single mothers who are full-time students and whose children attend W.C. Day Care Center)
Dorothy L. Stabler Daycare Scholarship Endowment (preference given to children of single mothers who are full-time students and whose children attend W.C. Day Care Center)
Edith McKinny and Willard P. Graham Daycare Scholarship Endowment (preference given to children of single mothers who are full-time students and whose children attend W.C. Day Care Center)
Joan Mitchell '63 and Daniel E. Wiley Child Care Scholarship (for child care for children of single mothers enrolled as full-time residential students)
Anne Du Daycare Scholarship
Christian Jessen Daycare Scholarship (preference given to children of single mothers who are full-time students and whose children attend W.C. Day Care Center)
Dorothy L. Stabler Daycare Scholarship Endowment (preference given to children of single mothers who are full-time students and whose children attend W.C. Day Care Center)
Edith McKinny and Willard P. Graham Daycare Scholarship Endowment (preference given to children of single mothers who are full-time students and whose children attend W.C. Day Care Center)

Joan Mitchell '63 and Daniel E. Wiley Child Care Scholarship (for child care for children of single mothers enrolled as full-time residential students)

Community Service/Leadership/Activities

Alice McDannell '57 and Ray Drum Scholarship

The Alumnae-Student Contract (TASC) Scholarship Program* (a scholarship/loan program for students showing potential for leadership, academic merit and character)

Curran Scholarship Endowment

Filomena Massa Memorial Service Scholarship

Glennavee Prothero Holliday 1909 Scholarship*

Marilyn Houser '48 Scholarship Endowment

Monticello Scholarship – In Memory of Esther Anne Wright Keller

Adult Students

Franklin Financial F&M Scholarship

Marion Elbell McAtee Memorial Scholarship

Newcombe Foundation Scholarship

James Allen Lee Shover Memorial Scholarship

Sprint/Newcombe Scholarship

Florence C Strousse/Newcombe Scholarship

Gail Scott Kurtz Scholarship Endowment

Unrestricted Scholarships

Abraham & Mary Cohen Jacobs Scholarship

Adelaide Hunt Rowe '14 Scholarship

AK Wright Scholarship

Anne Morgan Horner Scholarship

Belle McLellan Pomeroy Scholarship

Bernice Cole Prentis Scholarship

Betsy Coen Trapuzzano Scholarship Endowment

Business Partner Endowed Scholarship

Caroline P. Bair Scholarship

Charlotte Gemmill '20 Restricted Scholarship

Charity Packer Buchanan Scholarship

Clair Wheeler Shepler Scholarship

Class of 1919 Centennial Scholarship

Class of 1923 Scholarship

Cora Elizabeth Lutz Scholarship

Col. Thomas A. Scott Memorial Scholarship

The Charles S. Coen and Mary Coen Foundation Scholarship Endowment

The Margaret Criswell Disert '20 Honors Scholarship Endowment

Dorcas Thomas Memorial Scholarship

Dorothy E. G. Teckmeyer Scholarship Fund in Honor of the Class of 1930

The Warren N. Nevius Scholarship Endowment

Eleanor Martin Allen Scholarship Endowment

Eleanor F. Rodisch '40 Scholarship

Eleanor S. Hall-Class of 1909 – Scholarship

Elizabeth C. Gallagher Scholarship

Ethelbert Warfield Scholarship

Eleanor Stuart Fulton Restricted Scholarship

Elizabeth S. Baird Scholarship

Elizabeth McGeorge Sullivan Education Scholarship

Elizabeth Robb Endowed Scholarship

Endowment Scholarships

Dorothy L. Gettinger and Fern M. Gettinger '24 Memorial Scholarship

George Hosfeld Scholarship
Helen Ininger Scholarship Endowment
Helen V. Martin – Class of 1908 – Scholarship
Henry and Cecelia M. Coope
Judith C. Hellfach ’52 Scholarship Endowment
H.E.R. Scholarship
J. G. Reaser Memorial Scholarship
J. K. Russell Scholarship
Jane R. Ross Scholarship
Jean Stapleton Scholarship Endowment
John C. and Emilie K. McDowell Scholarship
Joseph Clark Scholarship
Katie E. Hershey Memorial Scholarship
Lillia Babbitt Hyde Scholarship
The M. Kathryn Glick Scholarship Endowment
Marjorie Faix Brown Bletcher ’42 Memorial Scholarship Fund
Mary E. Diamond ’34 Scholarship
Mary Louise Tinkler ’45 Scholarship
Mary McCleary Lupfer Scholarship
Mary Salome Billmeyer Baker
Mernie Turrell Howorth Memorial Scholarship
Mary Keeny Eberly ’25 Scholarship Endowment
Mary Margaret Forney ’37 Scholarship Endowment
Mary Wheeler King ’23 Trust
Nancy Foster Craig and Nancy Pearl Craig Scholarship
Nellie McIlvaine Hoopes Scholarship
Norman O. Huber Scholarship
Mrs. N. Milton Woods Scholarship
Mr. N. Milton Woods Scholarship
Mrs. William T. Scheide Memorial Scholarship
Paula Hoch Highman Scholarship Endowment
Phyllis King Smith ’43 Scholarship
Pomeroy Family Scholarship
Ruth Fagley Codington ’37 Memorial Scholarship
S. Elizabeth Yaukey ’31 and Charles A. Bikle Scholarship Endowment
Sarah Elizabeth Burns Scholarship
Scholarship Fund Restricted
The Barron Blewett Hunnicutt Memorial Scholarship
The Donald B. and Dorothy L. Stabler Scholarship Fund
The Edwards Scholarship
Theodore B. Westgate Scholarship
Wilson College Club of Pittsburgh Scholarship

Student Life

THE HONOR PRINCIPLE AND TRADITIONS

In 1905, the College adopted a social and academic Honor Principle that rests on the assumption that every member of the College will act with integrity in all aspects of life. Students grow into a fuller understanding of the Honor Principle as they become more engaged in college life. The Honor Principle is apparent in the interactions among students, in the expectation of respect for common spaces and resources, and by the trust shown in students during the administration of exams (i.e., unproctored and self-scheduled exams). Wilson's mission states that the College prepares students for "ethical leadership and humane stewardship of our communities and our world." That preparation begins here, in our own community.

The main pillars of the Honor Principle are to:

- Demonstrate personal integrity.
- Respect the dignity of all persons.
- Respect the rights and property of others.
- Respect diversity in people, ideas and opinions.
- Demonstrate concern for others, their feelings and their needs for conditions which support their work and development.

Traditions are central to the Wilson experience, binding together generations of Wilsonians. They welcome and support our students and make them part of an encouraging, connected community. From convocation to commencement, traditions are an important part of the Wilson experience. Traditions include:

- Sarah Wilson Week
- Senior Night
- Thanksgiving Dinner
- White Dinner (formal Christmas Dinner)
- Spring Fling
- Christmas Vespers
- Odd/Even contests
- Baccalaureate
- Class events
- Bigs and Littles
- Sophomore Buddies

STUDENT DEVELOPMENT

The mission of the Office of Student Development at Wilson is to create and model a student-centered environment that fosters the holistic well-being of the individual and community, while equipping all for meaningful engagement within and beyond Wilson College.

The office aspires to:

- Empower and recognize student leadership.
- Model and provide opportunities for shared responsibility in active exploration and understanding of experiences outside one's own.
- Increase meaningful student engagement on campus and within the broader community.
- Encourage the understanding and development of identity within a larger context.
- Promote well-being through the integration of mind, body and spirit.
- Find meaningful ways to collaborate with all campus constituents to the benefit of all students.

STUDENT ACTIVITIES

The student activities office plans, promotes and coordinates both fun and educational activities for students outside of the classroom. Offerings include performances, film series, off-campus trips, shuttle service, as well as college traditions such as Thanksgiving Dinner, White Dinner, Spring Fling and the Valentine's Day Dinner. Events and programs are designed and created based on the contribution and effort of students and the Campus Activities Board.

STUDENT GOVERNMENT

The Wilson College Government Association offers all students an opportunity to participate in campus governance. See the organizations section that follows for more information about the WCGA.

As WCGA officers, students are able to learn and develop competence and confidence in their own leadership. Students are an integral part of college governance. Student representatives serve as voting members of most faculty committees and as advisory representatives to most Board of Trustee committees. WCGA officer positions and participation in student clubs/organizations sponsored by WCGA monies are open to all full-time enrolled students.

Each year, WCGA publishes the Wilson College Bluebook/Student Handbook, which includes the statement of the Honor Principle, as well as academic and administrative regulations and policies governing campus community life. The Bluebook also contains information about WCGA, administrative offices and campus organizations. The Bluebook can be found online at www.wilson.edu and is available in print through WCGA.

ORIENTATION

All new students participate in orientation to introduce them to student life and provide academic advising and placement in classes. This comprehensive program also familiarizes students with campus resources, including facilities, faculty, staff and administration. Orientation for first-year students (students who have not previously attended college), new students in the Single Parent Scholar Program and international students occurs over the summer and just before the start of classes.

Residence Life

UNDERGRADUATE COLLEGE STUDENTS

In an effort to develop and support the entire student, both academically and socially, all Undergraduate College students are required to live on campus. Students must be full time, matriculated and degree-seeking. UC students who would like to commute from home are required to live with parents or adult relatives within a 50-mile driving distance of the College. Further distance may impede the learning process. Requests to commute must be submitted through the online portal (instructions sent in the welcome packet deposited students receive). Any student wishing to change their residential status must complete the Off-Campus Request Form (available online). Exemptions from the residency requirement will only be granted if the student meets at least one of the following exceptions:

- Commuters living with parents or adult relatives within a 50-mile driving distance from campus.
- Married students and/or those with dependents in their care.
- Students 21 years of age or older who currently have senior standing as defined by the college registrar.
- Students 24 years of age or older regardless of class standing.
- Students participating in approved academic experiences such as guest semesters, semesters abroad, U.N. semesters, etc.
- Student teachers with special location needs.

Permission to live off campus for reasons other than those falling within the policy guidelines will be granted due to extreme or extraordinary circumstances only. Students who seek exemption should submit a petition describing the circumstances that justify an exemption, along with the Off-Campus Request Form. Approval determination will rest with the dean of students. All petitions for off-campus housing need to be reviewed by the financial aid office and submitted to the director of residence life no later than April 15 for the coming fall semester and Nov. 15 for the coming spring semester. Requests from new students to live off campus must be submitted via the Commuting Request Form (online) and received by the director of residence life no later than 30 days prior to the start of the semester in which they are entering. Please note that applications received after the deadline may be denied outright or may be deferred for consideration until the following semester. Applicants who miss the deadline should consult with the residence life director.

All residential students (with the exception of graduate students) in the Undergraduate College are required to purchase a meal plan (board). First-year students must be on the Phoenix Meal Plan throughout their entire first year.

Housing is only provided for the student; no other family or friends are permitted to reside with the student. Students are provided with a twin bed, desk, desk chair, dresser and closet. Some halls offer private en suite bathrooms. Students share a common kitchen, laundry, lounge, bathroom and computer lab. Students have the option to have a double, triple, or quad; singles and doubles as singles are limited to those students with documented needs, according to ADA. Room types are billed at different rates, depending on occupancy, and are available to all residents, space permitting.

SINGLE PARENT SCHOLAR PROGRAM STUDENTS

In order to develop and support the whole student both academically and socially, all Single Parent Scholar Program participants are required to live in on-campus Single Parent Scholar Program housing. All Single Parent Scholar Program participants are required to purchase a meal plan (board). Housing is only provided for the student and their children; students may not increase the number of family members during their on-campus residency. Students are provided with a two-room suite with a private bath, twin bed, desk, desk chair, dresser and closet. Students share a common kitchen, laundry, lounge, playroom and computer lab.

ADULT DEGREE PROGRAM STUDENTS

Adult Degree Program (including graduate and TIP) students have the option of residing on campus on a full-time basis. This housing option is only for the student; partners, children and other family members or friends are not permitted to reside with the student. Students are provided with a twin bed, desk, desk chair, dresser and closet. Students share a common kitchen, laundry, lounge and bathroom. Full-time ADP residents are required to purchase a meal plan (board).

Campus Housing

CAMPUS HOUSING EXPECTATIONS

A high standard of conduct is expected of residents at all times. Living together in a common space is an experience in community living; therefore, residents must respect the rights of one another. Policies and regulations are established for the health, safety and welfare of all residents. The student is expected to observe the rules and regulations stated in the Wilson College Handbook (the Bluebook) as well as published or posted residence life policies and the community standards decided on by the community.

Each student is required to sign a room agreement before being issued a key for their room. This agreement is a binding contract and will be treated as such. The student is responsible for fully reading, understanding and abiding by all stipulations within the agreement each year. A deposit is required of every resident before a key will be issued; once made, this deposit will be kept in a noninterest-bearing account separate from their student account for the duration of their time at the College. Following graduation or departure from the College, the deposit will be available for refund, subject to any deductions for charged owed to the College

Failure to maintain full-time enrollment may result in cancellation of a housing contract. Wilson reserves the right to refuse housing privileges to any person at any time. The College has the right to conduct a criminal background check on any resident at any time, either prior to room assignment or during the term of their agreement. The College reserves the right to deny or refuse housing or immediately remove a student from college housing, based on criminal history or conduct. This provision does not require the College to perform a criminal background check on any student.

Students assume full responsibility and liability for the behavior and actions of their guests, whether the guests are Wilson College students or not. Full residence hall policies are available online.

Students with special housing needs must make their request through the ADA accommodations process at least one month prior to arrival on campus or by posted deadlines (depending on their student type). Requests must be supported by documentation from the treating medical professional. Documentation must be updated prior to room selection for the following year. (All medical documentation received is kept confidential.)

All rooms and public spaces have wireless Internet access, which is provided free of charge. Rooms are provided with connections for phone and cable. Students who want cable television or landline phone service in their rooms are required to set up individual contracts for service with the local providers. Cable TV and wireless and landline phone service are available in the residence hall public spaces.

Within the residence halls, student staff members are selected and trained to serve for the academic year as resident assistants. RAs carry out a broad range of responsibilities in the areas of peer counseling, conflict resolution, mediation, community-based programming, policy enforcement, crisis management and community development. They make appropriate referrals when necessary and act as resources for residential students.

A hall senator represents each residential unit in the Student Senate. Senators provide one of several channels for students to voice opinions and make suggestions to the Wilson College Government Association (see list of organizations that follows). Hall senators also serve on residence council to address community concerns and communicate information to residents. Residence hall rules and regulations are evaluated regularly by residence council and residence life staff members.

BREAK HOUSING

All hall opening and closing dates are posted online, advertised on campus and emailed to students. Students must make sure their travel plans coincide with the dates advertised because no early arrivals or late departures will be permitted. The residence halls are closed during the Thanksgiving and winter breaks, January-term, spring break and summer vacation period. J-term and summer housing may be offered for students engaged in college-related activities during those break periods. Students who wish to make arrangements for break housing, if offered, must submit the online request form at least one month in advance of the break period (by the date advertised). Break housing is not guaranteed and may carry additional fees. Students may be asked to live in a different residence hall for the duration of the break, with limited access to the residence room they normally occupy during regular session. No hall access is provided during any break period. Students are required to follow all break closing procedures as advertised by residence life and may be subject to fines for failing to do so. The Col-

lege reserves the right to require key return and/or to limit what can be left in the room at each break closing. No food service is available to students staying in residence halls during break periods.

RESIDENCE HALL OPENINGS/CLOSINGS

All hall opening and closing dates are posted online, advertised on campus and emailed to students. Students must make sure their travel plans coincide with the dates advertised as no early arrivals or late departures will be permitted. The residence halls are closed during the Thanksgiving and winter breaks, January-term, spring break and summer vacation period. J-term and summer housing may be offered for students engaged in college-related activities during those break periods. If a student wishes to make arrangements for break housing, if offered, they must submit the online request form at least one month in advance of the break period (by the date advertised). Break housing is not guaranteed and may carry additional fees. Students may be required to live in another residence hall for the duration of the break, with limited access to the residence room she/he normally occupies during regular session. For safety and continuity, the core locks to the residence halls will be changed. No food service is available to students staying in residence during break periods. However, kitchen and lounge space within the designated break housing will be available. Students staying for any part of summer housing will be required to sign a summer housing lease. During the break period, visitation by off campus guests or students not registered for break housing must be approved in advance by the director of residence life. It is important that the College be aware of guests present on college property for security purposes and in case of emergency circumstances. However, unless individual extenuating circumstances exist, there is no reason to believe that such visitation would be denied. While the College is not in regular session, students living on campus will still abide by the rules defined in the Bluebook/ Student Handbook and will uphold the Honor Principle.

The student agrees to vacate the residence hall: (a) within 24 hours after the student's last examination or within 24 hours after the termination of the room and board agreement, unless an extension is granted by the director of residence life; or, (b) on or before the date and time specified by residence life as hall closing for end of the semester, year or at breaks unless an extension is granted. At hall closings, residents must follow all advertised closing procedures including, but not limited to, room and public space preparation, checkout and key return as appropriate. Failure to do so will result in fines. Failure to leave by the designated hall closing time or time indicated by student room agreement will result in fines. The student's right of occupancy does not include any period that the student is not enrolled with the College or any period in which the student has been removed from housing for any reason. If removed from housing, the student has 24 hours to vacate housing after receiving notice of removal. If the student is disruptive in any way during that period, she/he will be required to vacate immediately. If the student fails to vacate within 24 hours, the College reserves the right to remove the student's belongings, change the locks at the student's expense and/or treat the student as a trespasser.

Single Parent Scholar Program

In 1996, Wilson College began the Single Parent Scholar Program, which allows single parents the opportunity to pursue a degree as a full-time student and experience a residential college setting. The students participating in the program – and their children – are an integral part of the Wilson College community.

Wilson's Single Parent Scholar Program is designed for academically qualified single parents of all ages. The program can accommodate up to 30 families in campus housing. Interested students must first apply to the College. Once accepted, students are invited to apply for the SPS Program.

While living on campus, students and their families are encouraged to actively participate in the life of the community. Students participating in the program follow all college guidelines and have access to all college services and programs while living on campus. Members of the program have participated in activities such as athletics, residence life, student government, organizations and club activities. Additional activities specifically designed for program participants are required.

Student Services and Programs

CAREER DEVELOPMENT CENTER

The career development office assists students throughout their college experiences in identifying career interests, selecting a college major, developing meaningful internship experiences and establishing individually appropriate career and life goals.

Resources and services provided by the career development office are designed to encourage Wilson College students to be proactive in their own career planning and to enhance their educational experiences. Through self-assessment, career exploration and career/life counseling, students have the opportunities to become more self-aware and to develop skills that enable them to become productive, responsible individuals prepared to meet their future career and life challenges. All students are urged to consult with career development from their first year through graduation.

WELLNESS CENTER

Wilson College intentionally approaches education in a holistic manner. The Wellness Center encompasses counseling, health and chaplaincy services to foster the integration of mind, body and spirit.

COUNSELING SERVICES

Individual counseling, life skills counseling and support groups are available and free to all currently enrolled Wilson students who are currently enrolled in a degree program and are currently taking classes. Medication management is also available with a contracted psychiatrist who works collaboratively with the counselor to provide continuity of care. Wilson College Counseling Services Center staff also works collaboratively with a variety of community resources. The counselor's primary focus is on insight-oriented counseling through a self-referral system. All counseling and medication management services are held in the strictest of confidence.

The counselor addresses issues on a regular basis through workshops, special programs and teaching, and works in collaboration with health, career, chaplaincy, athletics, student development and residence life services to develop awareness and empowerment programs. Issues addressed include – but are not limited to – transition to college life, depression, sexual assault awareness, sexual identity, healthy eating and nutrition, body image, relationship concerns, drug and alcohol issues, anxiety, living with bipolar disorder and diversity.

Counseling services also integrate the philosophy of the Honor Principle into programming, individual sessions and support groups, reinforcing the need for students to be assertive by being honest with themselves and others. With this in mind, the counselor's goal is to empower students so they can have a healthy awareness of their own mental health and well-being. The director of the counseling center is a Pennsylvania Licensed Professional Counselor.

HEALTH SERVICES

The Health Services Center is staffed by a registered nurse who is available for limited routine services. A local medical practice offers non-emergency care to all students by self-initiation or arrangement through the college nurse. In case of serious illness or emergency, appropriate medical personnel are consulted. All resident students are required to submit a certificate of medical examination and proof of immunizations prior to enrollment.

RELIGIOUS AND SPIRITUAL LIFE

At its best, a college community is a place of both academic and spiritual growth. The chaplaincy program at Wilson College seeks to foster spiritual exploration and engagement for all members of the campus community. We accompany one another on our spiritual journeys, ever open and responsive to the presence of God in our lives and our world.

Wilson College is affiliated with the Presbyterian Church (USA) and supports diverse faith traditions and religious expression. The College has a full-time, ordained chaplain who works with students, staff and faculty members. Services include weekly worship, Bible study, prayer ministry, pastoral care and mission and retreat events. The chaplain also coordinates volunteer and community service opportunities in the greater Chambersburg area. The chaplain works with student groups, faculty and staff members to provide a variety of services within the community, encompassing hospitality, inclusivity, compassion, relationship-building, creativity and community spirit. More information on the Office of the Chaplain can be found at my.wilson.edu/helen-carnell-eden-chaplain.

DINING SERVICES

Located in Lenfest Commons, Jensen Dining Hall offers regularly scheduled meals to the campus through SAGE Dining Services. Meal plans are available to all students, faculty and staff members. Residential students (with the exception of graduate students) are required to purchase a meal plan. Commuter students, staff, faculty members and guests may pay as they go for meals. Special dietary concerns are accommodated on an individual basis when needed, with vegetarian fare along with gluten-free and allergen-free options offered at every meal. Menus and offerings are based on feedback from students via comment cards, food forums and emails.

INTERCOLLEGIATE ATHLETICS

Wilson College's athletic program is considered an integral part of the education environment. This experience offers students an opportunity to participate in a quality program that contributes to the development of strong leadership skills, while emphasizing teamwork, fair play and personal development. Nearly a quarter of students play at least one intercollegiate sport and many compete in more than one.

Wilson College is a Division III member of the National Collegiate Athletic Association. Wilson is also a member of the North Eastern Athletic Conference and the Eastern College Athletic Conference, offering varsity teams in field hockey, softball, men's and women's basketball, men's and women's soccer, men's and women's volleyball , and men's golf.

All students participating in intercollegiate athletics must have proof of medical insurance. In addition, a physical examina-

tion by the college physician is required prior to participation in any intercollegiate athletics activity. Eligibility is based on compliance with NCAA regulations and acceptance of department policies.

INTERNATIONAL STUDENT AND SCHOLAR SERVICES OFFICE

International students have the services of an office that can help with travel needs and provide support regarding visas, employment, cultural adjustment, F-1 regulations and other issues. Monthly trips and activities are offered for international students through this office. Further, the Friendly Families/Host Homes program partners international students with volunteer families and friends in the Chambersburg area.

Student Organizations

WILSON COLLEGE GOVERNMENT ASSOCIATION

WCGA is Wilson's student-run government organization, which oversees the activities of all other student clubs and organizations on campus, in addition to carrying out many other responsibilities. Through WCGA, students have a chance to make their voices heard. There are many opportunities to become involved through various activities held throughout the year.

ALLIES

Allies is a club that supports gay, lesbian, bisexual, transgender and questioning (GLBTQ) students and allies. Allies seeks to educate the community, promoting awareness of diverse attitudes, ideas and beliefs.

ASIA CLUB

Asia Club exists to raise awareness of Asian culture on campus and provide education to Wilson College community about Asian countries that currently have student representatives on campus.

ATHLETIC ASSOCIATION

On entering Wilson, all students become members of the Wilson College Athletic Association and are welcome to participate in its various programs. The purpose of the organization is to maintain an interest in athletics and to promote sportsmanship and school spirit. Students are encouraged to take part in the athletic association's interclass, intercollegiate, inter-residence hall and faculty-student sports competitions. Traditionally, the association sponsors Odd/Even field day, color wars and banner-stealing.

The athletic association holds an end-of-year awards ceremony for student-athletes, during which the various sports are given on the basis of participation and skill level. The pentathlon honor is the highest award that can be achieved. Such an award is given not only for excellence in sports, but also for exhibiting an outstanding attitude and spirit of cooperation in all phases of life, including athletic competition.

BEHAVIORAL SCIENCE

The Behavioral Science Club's purpose is to enhance psychology and sociology education through involvement in educational activities such as lectures, conferences, research projects and more.

BILLBOARD NEWSPAPER

Published triweekly throughout the year, Wilson's Billboard aims to present and discuss news and information pertinent to the members of the college community and its outside subscribers. For readers, it is a succinct summary of and sounding board for campus events; for contributors, it is an exercise in creativity and technique. Each edition brings controversial editorials, feature stories, photographs and sports articles designed to keep the readers interested and informed.

BLACK STUDENT UNION

The purpose of this organization is to encourage black awareness, enhance the quality of life for members of the Black Student Union, conduct activities involving community outreach and foster greater understanding of African-American culture and related issues. All students are welcome to join.

BOTTOM SHELF REVIEW

Wilson's literary review was created to gather students to share literary interests and promote the expression of literary talent within our community. The group holds open poetry readings to discuss community contributions and publishes a select collection of poems and prose annually.

CAMPUS ACTIVITY BOARD

The Campus Activity Board is a student-centered organization that assists the activities director with planning, organizing, implementing and evaluating student activities, including the selection of films for the film series, bands and other entertainers, as well as trips off campus. CAB also plans the two annual semiformal dances: White Dinner and Spring Fling.

CHOIR

The choir functions as a chapel and concert group performing on and off campus. Whenever possible, the choir sings in joint concerts with other colleges and organizations. All students, staff and faculty members are eligible to try out for choir. Auditions are held at the beginning of each semester.

CONOCOCHEAGUE YEARBOOK

Wilson is fortunate to have two Conococheagues: the stream that runs through campus and the college yearbook. The yearbook staff works together to produce photography and page layouts to ensure the best possible memories for Wilson students. Sections – each of which has one or more editors – include student life, sports, classes, clubs/organizations, faculty/staff, senior pages and graduation.

DRESSAGE TEAM

Members of the Wilson College Dressage Team ride weekly to practice flatwork and dressage tests. They represent Wilson in interscholastic dressage competitions and intramural dressage shows.

MOUNTED DRILL TEAM

The Wilson College Mounted Drill Team consists of eight to 16 horses and riders that put on several musical performances for special events throughout the year. The drill team allows riders of varying levels of ability to demonstrate their skills acquired through practice with the team. The team serves as representatives of the equestrian department and Wilson College as a whole.

EDUCATION CLUB

The Wilson College Education Club is for people who are interested in education and in promoting educational activities within Wilson and the surrounding community. The club is open to all traditional students, whether or not they are majoring in education.

ENVIRONMENTAL CLUB

The purpose of the Wilson College Environmental Club is to create awareness of environmental issues such as conservation, preservation and restoration, with an emphasis on education. The club promotes an increased awareness and understanding of environmental issues as they relate to the role of the individual. Any interested member of the Wilson community – student, faculty or staff member – is encouraged to join.

EQUINE-FACILITATED THERAPEUTICS CLUB

Wilson College's Equine-Facilitated Therapeutics Club aims to educate students about the benefits of equine therapies and provide a support system for families with children with special needs.

EVENTING TEAM

The Wilson College Eventing Team's goals are to educate students about the equine sport of eventing and to promote learning and safety while actively pursuing the sport, as well as to involve students in constructing and maintaining cross-country jumps at the Penn Hall Equestrian Center.

EXERCISE AND SPORT SCIENCE CLUB

The purpose of the Wilson College Exercise and Sport Science Club is to promote health, fitness and wellness to the students, faculty members and staff in the Wilson community through educational programs and activities that emphasize the importance of exercise and good nutrition.

FENCING CLUB

The Wilson College Fencing Club teaches and promotes the art and sport of fencing. Members practice weekly to develop skill in swordplay and spar in friendly bouts. Most members join as beginners, so all students are welcomed. This is a three-weapon club – students compete in foil, epee and saber. Near the end of the fall semester, club members are ready to compete in tournaments with other area colleges and clubs.

HUNT SEAT EQUITATION TEAM

The Wilson College Hunt Seat Equitation Team allows students to participate in intercollegiate shows and helps them develop riding skills through coaching and competition. It is a year-round sport at Wilson, beginning with tryouts in September and continuing until the Intercollegiate Horse Show Association national competition in May. Wilson competes in Zone 3, Region 1, of the IHSA circuit. The Penn Hall Equestrian Center includes two indoor arenas, an outdoor arena, three barns and 20 acres of paddocks and pasture.

KITTOCHTINNY PLAYERS

Wilson's drama club, Kittochtinny Players, encourages the dramatic side of all Wilson students to come to life. Students write and perform most of their own work.

MUHIBBAH INTERNATIONAL CLUB

Muhibbah, a Malaysian word meaning "unity among nations," best describes this international, intercultural group that is by no means confined to international students. Diverse populations of students from more than a dozen countries come together to host an annual international dinner and performance, cultural evenings and other activities to promote cultural awareness.

ORCHESIS

Orchesis is a modern dance ensemble for any student interested and/or skilled in technique and creative interpretation. All students are welcome to participate. Orchesis focuses on perfection of performance and technique, as well as fun. Activities include a performance held each semester to showcase what students have accomplished.

SPANISH CLUB

The Wilson College Spanish Club was created with the purpose of increasing student awareness and participation in activities concerning Hispanic people. It offers an opportunity to explore a different side of the world, the Americas and our community.

VETERINARY MEDICAL TECHNOLOGY CLUB

The Wilson College Veterinary Medical Technology Club promotes the progressive and humane medical care of animals and is open to all students who have an interest in the health and well-being of animals, great and small.

WESTERN RIDING TEAM

Members of the Wilson College Western Riding Team practice weekly with a coach to improve equitation and horsemanship and reining patterns. Tryouts are held at the beginning of the fall semester. Riders range in skill level from walk/go to open horsemanship and reining.

Alumnae Association

The Alumnae Association of Wilson College was organized in 1879 and incorporated in October 1917 for the purpose of "advancing the interests of the College by assisting in recruitment and fundraising, promoting alumnae involvement in academic and student affairs, and participating in college policy development." Wilson College graduates are visible in the everyday life of the campus, including through mentoring relationships that afford students opportunities for success beyond academia.

Disclosure of Student Directory Information

Wilson College may release, without the consent of students, the following information identified as public or directory information for students who are currently enrolled:

- Name.
- Address.
- Email address.
- Dates of attendance.
- Classification.
- Program of study.
- Previous institutions attended.
- Awards and honors.
- Degrees.
- Participation in recognized activities, organizations and sports, including the weight and height of members of athletic teams.

Unless the student requests to the contrary, any or all of the above public or directory information may be publicized by Wilson College as appropriate. Students who are unwilling to have this information released should notify the registrar in writing within two weeks of the start of the academic year.

Annual Notice to Students

Annually, Wilson College informs students of the Family Educational Rights and Privacy Act of 1974, as amended. FERPA, with which the institution complies, is designated to protect the privacy of education records, establish the right of students to inspect and review their education records, and provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Students also have the right to file complaints with the FERPA office concerning alleged failures by the institution to comply with the act. Questions concerning FERPA may be referred to the registrar's office, which is the official FERPA reporting agent.

Facilities on the Wilson College Campus

Alumnae House – Office of Institutional Advancement, which includes development, alumnae/i relations, grants and the Wilson Fund.

Art Annex – Printmaking and ceramic studios.

Athletic Fields/Tennis Courts

Helen M. Beach '24 Veterinary Medical Center – Clinical suites and animal care laboratory facilities.

Davison Hall – Residence hall, faculty offices, Buchanan-Appenzellar Dance Studio.

Disert Hall – Women with Children and undergraduate residence hall.

Edgar Hall – Office of the vice president for academic affairs, registrar, business office, human resources, financial aid, president's office and information technology.

Fulton Center for Sustainable Living – Historic farmstead, barn, greenhouse, composting facility, organic gardens, community-supported agriculture.

Frank E. Gannett Memorial Field House – Gymnasium, bowling alley, faculty/coaching offices, sports medicine facility and archery range.

Hankey Center – C. Elizabeth Boyd '33 Archives and Barron Blewett Hunnicutt Classics Gallery.

Harmony Cottage – Staff residence.

Harry R. Brooks Complex for Science, Mathematics and Technology – Classrooms, teaching laboratories, faculty offices, research labs, instrumentation rooms, student resource rooms, seminar/conference rooms, animal-holding facility, aquatics room, greenhouse and a museum of natural history.

Laird Hall – Patterson board room, lounge, stage and assembly room.

Lenfest Commons – Campus Store, post office, student center, Jensen Dining Hall and the following offices: student development (ID services), campus safety, dean of students, assistant dean of students, Wilson College Government Association, career development, wellness center (chaplain, counselor and college nurse), residence life, international scholar services, yearbook and Wilson Billboard.

John Stewart Memorial Library – Library resources, computers and technology classrooms.

Lortz Hall – Classrooms, faculty offices, fine arts department, Robyn Van En Center offices and Bogigian Gallery.

Alan McKee Physical Plant Building – Maintenance and housekeeping staff.

Magill House – Office of Marketing and Communications.

Norland Hall – Office of Admissions and parlors.

Old Gymnasium – Fitness center.

Penn Hall Equestrian Center – Two indoor riding arenas, outdoor riding arena, stables, paddocks.

Prentis Hall – Women with Children program residences, child care center.

Residence halls – Davison Hall, Disert Hall, McElwain Hall, Prentis Hall, Riddle Hall, Rosenkrans Hall, South Hall.

Sharpe House – President's residence.

Thomson Hall – Academic Support Center, Sage dining and conferences office, Alumnae Chapel, classrooms (basement level), music classrooms and practice rooms.

Warfield Hall – Classrooms, Eleanor Martin Allen Auditorium, faculty offices, computer lab.

Academic Services and Procedures

Academic Resources and Support Services

ACADEMIC ADVISING

Academic advising is an important resource available to all students and a joint responsibility between student and adviser. Entering first-year students in the undergraduate college are assigned a first-year/sophomore adviser from among the faculty. Recognizing that academic interests may change, advisers are not always assigned based on intended major.

Students are encouraged to talk with any faculty member to learn about academic and career opportunities in her or his discipline. First-year/sophomore advisers guide students in course selection during the first two years at the College, encourage the exploration of a variety of disciplines and inform students of appropriate educational opportunities and resources that will foster their academic growth and career development.

Students typically declare a major during the second semester of their sophomore year. At that time, a faculty adviser in the major area is assigned. Major area advisers assist students in selecting appropriate upper-level courses in the major that are congruent with their educational goals. They also assist students in selecting internships and offer advice regarding entrance to graduate school, professional school or the workforce.

Faculty advisers are available for matriculated students in associate degree programs, adult bachelor's degree programs and the Teacher Intern Program.

An advising handbook is distributed to students during orientation or on matriculation. The handbook includes a checklist for graduation requirements, student and adviser responsibilities, academic policies and procedures and sample forms. Questions concerning advising should be directed to the associate dean for academic advising.

ACADEMIC SUPPORT CENTER

The Academic Support Center, located on the first floor of Thomson Hall, offers a variety of learning support services to Wilson College students. These services include: writing lab assistance with written assignments; Returning to Learning workshops for incoming Adult Degree Programs students; in-class and supplemental workshops on study skills, note-taking, time management, test-taking and research paper documentation; and resource materials on academic writing and study skills, college success, etc. Disability support and peer tutoring services are also coordinated through the ASC center.

ARTISTS-IN-RESIDENCY PROGRAM

Each summer, Wilson College invites a number of visual and performing artists to participate in a residency program lasting one to two weeks. The artists are offered free housing and free studio space and are expected to engage our students in critique and studio practice. While here, artists have ample private studio time and the opportunity to engage in dialog with other artists and exhibit or perform their work. At the end of the residency, the visual artists are asked to donate one work of art produced during their residency to Wilson College's permanent collection.

BARRON BLEWETT HUNNICUTT GALLERY (IN HANKEY CENTER)

The Barron Blewett Hunnicutt Gallery is named in memory of Barron Blewett Hunnicutt, art historian and member of the Department of Fine Arts faculty of Wilson College from 1980 to 1983. In her teaching and scholarship, Hunnicutt specialized in the art of the Roman, early Christian and Medieval periods. Ancient Egyptian, Greek and Roman objects from the Wilson College Classics Collection are on permanent display in the Hunnicutt Gallery, while others form a study collection that plays an important role in the study and interpretation of the ancient world in archeology, classics, fine arts and history classes.

BOGIGIAN GALLERY

The Bogigian Gallery is a showplace for students and the community to experience the offerings of the visual arts at Wilson College. The gallery is a crucial teaching tool for the fine arts program and mission, with a commitment to excellence and professionalism in each exhibition.

The Bogigian Gallery is named in honor of Hagop Bogigian, a benefactor of Wilson College. Bogigian came to America from Armenia in 1876 and became a successful businessperson and activist against human injustice. The gallery exhibits a variety of media and artists, focusing on local, regional and national talents. There are two exhibitions each semester, with an annual student exhibition, biannual faculty/staff exhibition and annual exhibition for summer artists-in-residence.

CHILD CARE CENTER

The Wilson College Child Care Center, licensed by the Pennsylvania Department of Public Welfare, opened in August 1985.

The center, housed in Prentis Hall, serves as an excellent experiential learning environment for Wilson College students interested in child development and/or early childhood education.

COMPUTING FACILITIES

Wilson College has three computer labs, as well as computers, in each residence hall and the library that are available for student use. All computers have access to email and the Internet. In addition, each residence hall room is equipped with Internet and network access for student-owned computers. Most campus buildings, including residence halls, also have wireless Internet access.

ENGLISH FOR ACADEMIC PURPOSES INSTRUCTION

Students who do not speak English as their native language are invited to join Wilson's English for Academic Purposes program. EAP placement will be determined during international student orientation through portfolio analysis, a short placement exam and TOEFL scores.

Three intermediate-advanced classes are offered each year for academic credit, along with a variety of noncredit evening classes. Classes focus on all areas of language skills, including reading, writing, listening, speaking and culture. Discussions, lectures, guest speakers and student projects are supplemented by area field trips.

THE HANKEY CENTER – C. ELIZABETH BOYD '33 ARCHIVES

The Hankey Center was made possible through the generosity of the Hankey family, including retired Capt. Joan R. Hankey '59, U.S. Navy, and Susan Hankey Cribbs '69. The center was dedicated on June 7, 2003, and today houses the C. Elizabeth Boyd '33 Archives (the college archives) and the Barron Blewett Hunnicutt Classics Gallery. It also is home to the offices of the Hankey Center director. The archives, named for registrar emerita and former college archivist C. Elizabeth Boyd, preserves the institutional memory of the College through official college records, personal papers and memorabilia and is thus a rich source of information regarding the history, traditions and culture of Wilson College.

The Hankey Center provides spaces appropriate for researchers, classroom instruction, presentations and exhibits of archival materials and the classics collection. A climate-controlled storage facility helps ensure preservation of Wilson's history. Staffed by a professional archivist, the center works closely with the teaching faculty to provide primary sources necessary for student research.

HELEN M. BEACH '24 VETERINARY MEDICAL CENTER

The Helen M. Beach '24 Veterinary Medical Center provides a clinical education resource for students pursuing a career in veterinary medical technology. The building houses a variety of clinical equipment and workspaces, including a small animal surgery suite, four anesthesia machines, an electrocardiograph, anesthesia monitoring equipment, treatment and surgical preparatory rooms, recovery room, isolation room and clinical skills laboratory. The facility also contains USDA-approved housing for dogs, cats and laboratory animal species.

JOHN STEWART MEMORIAL LIBRARY

The library building was closed in 2011 and work is under way on the renovation of the historic building and the addition of a new learning commons. In the meantime, library staff and services are available in Sarah's Coffeehouse, including a computer lab open 24 hours a day, seven days a week, and on-demand retrieval and circulation of books from the library collection.

On the library's website, more than 90,000 academic e-books are also available to Wilson students, faculty and staff, as well as access to more than 75 online databases containing full-text books and articles from newspapers, magazines and scholarly journals.

In addition to traditional reference services, the library conducts the "Your Personal Librarian" program, linking entering freshmen with a librarian who remains available to that student for individual research assistance for their entire time at the college. The library's professional staff also conducts group information literacy workshops and seminars for students and faculty.

Wilson College holds memberships in (the Online Computer Library Center, LYRASIS, and Associated College Libraries of Central Pennsylvania, all of which assure students and faculty ready access to periodicals and books held by other libraries and vendors throughout the region and the country. Interlibrary loans are provided free of charge.

PENN HALL EQUESTRIAN CENTER

The equestrian center, located within a five-minute walk from the center of the campus, is equipped with two indoor riding arenas: the Hawthorne Arena and the Olive Delp Overly Cook arena (100 by 300 feet and 76 by 204 feet, respectively), which feature shadowless lighting and sand/sawdust footing. The center also houses the outdoor Kitts Arena with racetrack/sand footing, three stables with 71 stalls, 20 acres of fenced paddocks and pastures and ample space for riding outdoors. Stabling for student boarders is offered on a space-available basis.

PHI BETA KAPPA HONOR SOCIETY

The purpose of Phi Beta Kappa is to recognize and encourage scholarship, friendship and cultural interests and to support excellence and integrity in the pursuit of the arts and sciences.

Students may be inducted into the society in their junior or senior year. Members are chosen by a committee of the local chapter, Nu of Pennsylvania, based on a combination of the following criteria:

- Grade-point average (3.25 seniors, 3.75 juniors).
- At least three-quarters of the coursework completed in courses designated as liberal arts or sciences by the committee. Applied, technical and pre-professional courses do not count toward the minimum requirement. A list of courses designated as liberal arts is available in the library.
- A college-level math course excluding PSY 115 (MAT 096 and MAT 098 are not considered college level).
- Completion of the equivalent of a college-level intermediate course sequence in a foreign language.
- Completion of the equivalent of at least two years of coursework while enrolled at Wilson. Nominations can be made in the third semester (equivalent of third full-time semester).
- A breadth of coursework across the liberal arts and sciences with a variety of courses taken outside the major. Students interested in membership in Phi Beta Kappa honor society should discuss their interest with their freshman/sophomore adviser to plan coursework accordingly.

THE RICHARD ALSINA FULTON CENTER FOR SUSTAINABLE LIVING

In 1994, Wilson's Center for Sustainable Living was established in conjunction with the academic program in environmental studies (see environmental studies program description). Generously endowed in 1999 in memory of Richard Alsina Fulton, a devoted environmentalist and farmer, by his wife, Susan Breakefield Fulton '61, the main purpose of the Fulton Center for Sustainable Living is to create programs that contribute to the development of a more just and sustainable society by furthering the understanding of the relationships between humans and the natural environment.

The FCSL cooperates with the environmental studies department and other academic departments to provide hands-on learning opportunities related to sustainability issues. Areas of interest include food production, alternative energy, recycling, composting, ecological stewardship and community building. Facilities available for student and public use consist of a historic barn, passive solar greenhouses, solar electric demonstration units, interpretive wetland and nature trail and organic gardens – all located on the certified-organic, 100-acre college farm.

The FCSL supports and promotes sustainable agriculture through a model community-supported agriculture (CSA) program in which community members pay the farmer an annual membership fee in return for a weekly share of produce during the growing season.

Additional components of the FCSL include the Robyn Van En Center, which serves as a national clearinghouse of CSA information, and a campus composting project wherein food, animal and yard wastes are combined to produce fertile soil amendments.

On campus, the FCSL regularly hosts workshops and events to stimulate discussion of sustainability among the entire college community.

Academic Policies and Procedures

In addition to the academic policies and procedures listed in this catalog, students are advised that academic life at Wilson College is governed by the academic regulations found in the official Wilson College "Bluebook/Student Handbook." Students should be thoroughly familiar with the content of both of these documents and should consult the Office of the Dean of the Faculty/registrar with questions about interpretation.

* Note: Any policy that is prefaced with an asterisk applies to graduate and undergraduate students.

STUDENT SCHEDULES AND REGISTRATION

*ADDING OR DROPPING COURSES

Any change in a student's planned program must be approved by the adviser. Each change should be submitted to the registrar's office on a form provided by that office and approved by the Committee on Academic Policy and Procedures.

*ADMINISTRATIVE DROP

If a student registers but does not attend the first class of the semester, the Office of the Registrar will administratively drop

the student from the course(s). For billing and financial aid purposes, an administrative drop will be recorded as a dropped course effective the first day of the semester, and the student will not be responsible for charges for the course(s).

However, it is still the student's responsibility to complete the process by submitting a Drop/Add Form to the registrar's office. Failure to do so may result in a grade of F for the course(s).

*ADMITTING STUDENTS INTO A COURSE

Admission of a student into a class without the prerequisite or after the first week of classes is at the discretion of the instructor.

*APPROVAL OF STUDENT SCHEDULES

Each student is responsible for consulting with and obtaining approval of the academic adviser for planning a program.

*AUDITING COURSES

- An auditor is defined as a student who attends a course regularly without being required to take part in recitation, written work or final examination, and without receiving credit for the course.
- Students requesting permission to audit a course must receive prior approval from the appropriate faculty member.
- The request to audit a course must be submitted to the Office of the Registrar no later than the last day of the add/drop period.
- Students who audit courses are required to pay all additional or established fees associated with the class. A student receiving financial aid should contact the financial aid office to determine what impact, if any, enrolling in a course for audit will have on the student's aid.
- Courses taught one-on-one, by virtue of their participatory nature do not qualify as classes that may be audited. These courses include, but are not limited to, independent studies, guided studies and applied music.
- A student who has audited a course may not request permission to receive Credit by Examination based on the audit alone. The fact of the student's attendance in a course as an auditor will be noted on the student's permanent academic record if, in the opinion of the instructor concerned, the student's regularity of attendance merits such a notation. The instructor will indicate this fact by the letters "P.R." (permanent record).

CANCELING CLASSES PRIOR TO VACATION

Classes are to be held as scheduled at the first and last scheduled session of each course and in the periods immediately preceding and following designated vacation periods. Except with the approval of the dean of the faculty, no member of the faculty should omit or change from the scheduled hour, or dismiss early the last session in any course before or the first session in any course after the stated vacations.

CLASSIFICATION

For classification as a sophomore, a student will have completed satisfactorily at least 27 semester hours; as a junior, at least 60 semester hours; as a senior, at least 90 semester hours.

*CATALOG POLICY FOR MATRICULATED STUDENTS

Degree-seeking students must complete requirements as outlined in the College catalog for the year in which they matriculate into a degree program. If there are curricular changes (general education, major or minor), a student may choose to meet the requirements as outlined in the new catalog. The student must provide a statement in writing to the Office of the Registrar that she or he intends to complete the new curriculum. Should a student decide to change her/his degree, major or minor, the student may be required to follow the most current requirements as determined in consultation with the registrar.

COURSE LOAD

A student normally takes 30 semester hours per academic year. A student will carry a minimum of 12 semester hours in each semester to be considered full time, a minimum of six semester hours in each semester to be considered half time, and a minimum of nine semester hours in each semester to be considered three-quarter time.

COURSE OVERLOAD

A student may enroll in more than 18 semester hours, but not more than 21 semester hours, in any semester provided that she/he: (a) has a 3.3 grade-point average in the preceding semester or a 3.3 cumulative grade-point average; (b) was enrolled as a full-time student in the preceding semester; and, (c) has the approval of her/his adviser.

Full-time tuition is charged for students enrolled in for 12 to 18 semester hours. Students enrolled in more than 18 semester hours will incur an additional charge per semester hour.

CROSS-REGISTRATION

Wilson College has arrangements with Shippensburg University and Gettysburg College that allow Wilson College students to take courses on the two campuses that are not offered at Wilson. See the registrar for specific details and procedures.

DECLARATION OF MAJOR

Baccalaureate (bachelor's) degree candidates should declare an intended major during the semester in which 60 semester hours will be completed. Associate degree candidates should declare an intended program during the semester in which 27 semester hours will be completed. The student must obtain written approval from the department chair of the major area or program and her/his current adviser and submit the form to the registrar when registering for the following semester.

DECLARATION OF A MINOR

Baccalaureate (bachelor's) degree candidates may declare a minor in order to enhance their academic programs. A form is available in the registrar's office that requires the student to list all courses the student plans to take in order to fulfill the minor. The student's adviser and the department chair of the program in which the minor is offered must sign the form.

*DISMISSAL FROM A COURSE

An instructor may, based on a disregard for the stated policy for a course, request that the Committee on Academic Policy and Procedures dismiss a student from a course with the designation of W entered on the records. Conditions for readmission to the course will be granted only by the Committee on Academic Policy and Procedures.

DISTANCE LEARNING POLICIES (ONLINE COURSES)

The difference between online and hybrid courses is that online courses are taught almost exclusively online, while hybrid courses are taught offering a significant portion of the course online (with no more than 50 percent taught online) and the remainder during face-to-face class time.

DEFINITIONS

A. Online Course - An online course provides all instruction in an asynchronous manner and has no required on-campus components, with the exception of a possible orientation and proctored assignments when applicable. Synchronous chatroom activities may be used when appropriate.

B. Hybrid Course - A hybrid course provides flexible learning formats to enhance student learning. It includes an in-class component, but the format may differ from a traditional course by using flexible class meeting times, online components and/or other delivery methods (such as video, interactive video, cable media, etc.).

C. Traditional Course - A traditional course conducts all class sessions on campus in a synchronous manner. Traditional courses may use Web resources such as class notes, quizzes and other class resources. Web assignments for traditional courses may be asynchronous.

STUDENT INFORMATION

ELIGIBILITY TO ENROLL IN ONLINE COURSES

Distance education is valuable for those students who find it inconvenient to travel to the college campus as a result of competing responsibilities and/or distance from the campus. Online courses offer the greatest convenience for those students who live off campus and must travel considerable distance to the college; who have work schedules that prevent attending classes at a regular time; and who can work independently, have certain minimum technological access and possess the ability to use technology.

While online courses will be made available to traditional undergraduate students in some circumstances, the best interactive experience with peers and faculty will occur in the traditional classroom. Students are encouraged to enroll in online courses during the summer and January Term when they are away from the campus. There may also be occasions when the student's only option is to take an online format course.

ONLINE COURSE ENROLLMENT DURING THE FALL AND SPRING SEMESTERS

Traditional residential undergraduate students will be permitted to enroll in one online course each during the fall and spring semesters. If a student must enroll in more than one online course, she or he must complete the online course request form, which must include the online courses, reason to complete the courses in this format, and the signatures of both the student and academic adviser.

ONLINE COURSE ENROLLMENT DURING THE JANUARY TERM AND SUMMER TERMS

Online course enrollment is not limited for any student during J-term and the summer terms. Students must follow the course load limitations outlined for each term (J-term: one course credit and summer terms [in any combination]: four course credits).

ONLINE ORIENTATION THROUGH LEARNING HOUSE

The registrar will apprise students of the technology and software required to complete the course, along with the level of technological skill needed for success in the course. A webpage that contains resources for students taking and faculty instructing online courses will be maintained on the Wilson College website.

ONLINE COURSE EXPECTATIONS

As with any course, regardless of the format, the syllabus will state specific requirements and expectations for the course. The following are general guidelines:

- Students should expect to devote at least 12 to 18 hours per week for each course.
- Some courses may contain online group work and projects.
- Students should check the course homepage and related pages, as well as their email several times per week.
- Since class participation is critical, students are expected to regularly participate in discussion forums.
- Students are expected to meet the deadlines outlined in the syllabus, including reading and writing assignments, projects, tests/quizzes, etc.
- Students are expected to practice "Netiquette:"
- Be respectful of others in all communications.
- Use proper grammar and correct spelling.
- Be vigilant regarding the tone of your communications. As it is difficult to interpret tone in written communications, avoid common mistakes such as capitalizing all letters. Carefully check your responses before sending them.
- All online students should expect to have access to both online and on-site College resources. These include:
- Online Library Databases
- Online Writing Lab
- Academic Support Center
- Career Development

KEYS TO SUCCESS

- Online courses are not easier or less time consuming than on-site classes. Here are some keys to success:
- Set aside a specific time of the day for the course – whatever best fits your schedule.
- Don't procrastinate. Be sure to post regularly and engage in class discussions.
- Communicate frequently if you have questions or need clarification.

INSTRUCTOR EXPECTATIONS

Faculty will include all instructional policies on the course syllabus (academic honesty, Academic Support Center, office hours, etc.). Faculty will:

- Ensure that the course meets all Section 504 standards for access.
- Provide learning objectives for the course and for each individual lesson.
- Establish clear grading criteria on the syllabus and for each assignment.
- Return graded work within a week of submission.
- Provide contact information (phone and email).
- Be expected to be available to students either by virtual office hours or by appointment.
- Respond to email within 24 hours.
- Read discussion forums and check online content at least daily.

EXCEPTIONS TO MAJOR REQUIREMENTS

Any exception to a requirement in a major area must have the approval of the department chair of the major area, who will submit the approval in writing to the registrar.

*LEAVES OF ABSENCE

A leave of absence is a period of time approved by the College during which the student is not in attendance but is considered a student of record.

A leave of absence may be granted to a matriculated Wilson College student on completion of the leave of absence form available in the registrar's office. A leave of absence for an undergraduate student may not exceed two years. A leave of absence for a graduate student may not exceed one year. When a student returns from a leave of absence, the student returns under the catalog she/he followed before leaving.

A leave of absence is terminated in one of the following ways:

- Return to the College – The student must notify the registrar's office to register for courses.
- Withdrawal from the College – The student must notify the College of the intent to withdraw. After two years, the student is automatically withdrawn from the College and will need to reapply in order to return.

A leave of absence is not granted for the purpose of taking a course for transfer credit from another institution. A student, working with an academic adviser, must get prior approval from the academic dean for any course from another institution if it is to apply toward Wilson College's graduation requirements. The student must complete the off-campus study form available in the registrar's office.

Students may take a leave of absence, provided they complete a leave of absence form that includes all the appropriate signatures and return it to the registrar's office by the last day of class in the semester. Students who complete this process will receive a "W" for each course that semester. After this date, students may take a leave of absence without academic penalty only for reasons of illness, family crisis or other problems outside of the student's control and only with prior approval of the Committee on Academic Policy and Procedures.

The official date of the leave of absence will be the date the completed form is returned to the College, not the date the student stopped attending classes. Students who stop attending classes and fail to officially take a leave of absence or withdraw from their course(s) will be assigned the grade of F (failure) for all courses in which they were registered.

Note: Regulations for financial aid may differ from academic regulations. A student should meet with a financial aid counselor to determine the impact of a leave of absence.

*SHORT-TERM STUDENT ABSENCES

Policies relating to short-term student absences (i.e. funerals, illnesses, medical treatments, pregnancies, etc.) will be determined by individual faculty members.

STUDENT-ATHLETES: MISSED WORK

The college has a strong commitment to our NCAA-affiliated athletic program. While academics must take precedence over athletics, we recognize the importance of athletics in the education of Wilson students.

Generally, an absence for scheduled athletic events will be considered an excused absence, permitting the student to make up the work. However, for appropriate academic reasons, a faculty member may refuse to grant an excused absence. As mandated by the NCAA, the College must have a faculty athletics representative whose duties are listed in this section.

Responsibilities of the athletic director and/or the assistant athletic director/academic support staff in athletics:

- Inform the faculty, the student-athlete and the associate dean of academic advising of the athletic schedules as soon as they are available so that scheduling conflicts can be addressed as soon as possible.
- Provide the faculty with team rosters as soon as they are available.
- Provide the registrar, faculty athletics representative and the associate dean of academic advising with team rosters to confirm the academic standing of student-athletes.
- Monitor attendance of student-athletes during their sport's season.
- Monitor study hours of freshman athletes and athletes on academic probation.
- Meet weekly with athletes on academic probation and with any athlete appearing to have academic difficulties until no longer deemed necessary by the athletic director or assistant athletic director.

Responsibilities of the faculty:

- Grant excused absences to student-athletes for dates of competition whenever possible.
- Inform the student of any dates where attendance is mandatory before the final withdrawal date for the course. Ideally, these dates should appear on the Course Synopsis Form or on the course syllabus.
- Attempt to resolve any conflict without imposing an academic penalty on the student.
- Communicate student-athlete attendance concerns with the athletic director or the assistant athletic director/academic support staff in athletics.

Responsibilities of the student-athlete:

- Attend all classes regularly and complete all assignments in a timely manner.
- Provide faculty with the Academic Conflict Form to inform them of absences necessitated by scheduled athletic events as soon as possible to avert any conflicts.
- If conflicts exist, the student must resolve the differences with the faculty member.
- Make up all work due to athletics-related absences.
- Recognize that academics take priority over athletics.

Description and responsibilities of the faculty athletics representative:

The position of faculty athletics representative is a requirement for membership in the NCAA. As stated by the NCAA, the primary duties of the faculty athletics representative are to:

- Maintain the academic integrity of the athletics program.
- Monitor performance of student-athletes in conjunction with the registrar.
- Monitor and facilitate the delivery of academic services to student-athletes.
- Serve as an ombudsman in the resolution of conflicts relevant to the academic affairs of the student-athlete.

SUMMER COURSEWORK

Courses taken over the summer must be approved by the student's academic adviser. No more than 16 semester hours may be taken over the summer months (end of spring semester to beginning of fall semester).

*WAITLIST POLICY DURING PRIORITY REGISTRATION/OPEN REGISTRATION PERIOD

During the priority registration period, students who are interested in taking a closed class should place themselves on the course waitlist. The computer automatically ranks waitlisted students in the order they are added to the waitlist.

When priority registration closes, the registrar and the vice president for academic affairs will review all closed courses with waitlists. When appropriate, and with faculty consultation, waitlisted students may be added to existing courses or additional sections may be added.

If it is not possible or reasonable to make accommodations for waitlisted students, the students will remain on the waitlist until the first day of class. If there are drops in a waitlisted course, students will be accommodated in order of their standing on the waitlist.

In cases of extreme circumstances – those circumstances completely beyond a student's control (e.g., severe illness, hospitalization, death in the immediate family, etc.) – the registrar or the vice president for academic affairs may accommodate a student who is a junior or senior, regardless of her/his priority on the waitlist. Please note that failure to register during the appropriate priority period or procrastination does not constitute extreme circumstances.

*WAITLIST POLICY DURING ADD/DROP PERIOD

During the add/drop period, each faculty member will determine who will be added to her/his courses. Priority ranking on the waitlist does not apply during the add/drop period. Students who had been waitlisted for a course should contact the instructor directly to inquire about adding the course.

*WITHDRAWAL FROM A COURSE

Withdrawal from a course requires approval by the adviser and the instructor. Students may withdraw from a course through the 10th week of the semester with the designation of W (withdrawn). It is the student's responsibility to officially withdraw from any course scheduled, whether or not they have ever attended. If the student does not attend and does not withdraw, the name will remain on the class list and a grade of F will be recorded for the course. A student who wishes to receive the designation of W for medical reasons must submit such evidence to the dean of the College.

*WITHDRAWAL FROM THE COLLEGE

A student who withdraws from the College plans to leave the College and does not intend to return. If a student is contemplating withdrawing from the College, an appointment should be made with the registrar for advice concerning procedures to be followed. Because such a decision has numerous and broad implications for the student, she/he is advised to discuss the matter with her/his academic adviser, family and the appropriate faculty and staff members.

Students may officially withdraw from the College provided they complete a Withdrawal Form that includes all the appropriate signatures and return it to the registrar's office by the last day of class in the semester. Students who complete this process will receive a W for each course that semester. After this date, students may withdraw from the College without academic penalty only for reasons of illness, family crises or other problems outside of the student's control, and only with prior approval of the Committee on Academic Procedures.

The official date of the withdrawal will be the date the completed form is returned to the College, not the date the student stopped attending classes. Students who stop attending classes and fail to officially withdraw from the College will be assigned the grade of F (failure) for all courses in which they were registered.

In order to re-enroll in the College, a student must reapply and follow all the appropriate admissions procedures. When a student is readmitted to the College, she/he must follow the current catalog.

Note: Regulations for financial aid may differ from academic regulations. A student should meet with a financial aid counselor to determine the impact of withdrawing from the College.

EVALUATION OF ACADEMIC WORK

ACADEMIC STANDING

I. Academic Probation

A. Definition: A student who has failed to meet academic standards for semester and/or cumulative grade-point averages will be placed on academic probation. The student is not permitted to participate in extracurricular activities.

B. Review Process and Timeline: A student whose academic performance results in placement on academic probation will be notified of the probationary status in writing. The notification may contain additional decisions relating to the student's performance.

C. Standards:

ACADEMIC PROBATION	COURSE CREDITS ATTEMPTED	MINIMUM Grade-Point Average
Cumulative G.P.A. For Baccalaureate Degree Candidates	12 to 26.99	1.70
	27 to 59.99	1.80
	60 to 89.99	1.90
	90 and above	2.00
Cumulative G.P.A. For Associate Degree Candidates	12 to 26.99	1.70
	27 to 44.99	1.85
	45 and above	2.00
Required Semester G.P.A. For Any Student	1 semester hour and above	1.60

Note: The financial aid standards for Satisfactory Academic Progress are different from this policy on Academic Standing. See the Financial Aid section of the catalog.

D. Appeals: The student may not appeal probationary status but may appeal to the Committee on Academic Procedures to participate in extracurricular activities. The appeal must be in writing. The appeal should state the reasons for not meeting academic standards, propose a plan for future academic improvement and / or include a copy of the learning contract (see Section E) if one was required, and include other supporting documentation, where relevant. The appeal should be directed to the Committee on Academic Procedures and submitted through the Registrar's office.

E. Academic Success Plans: An academic success plan details the agreed-upon expectations regarding the retention of a student placed on academic probation. All students who are retained on academic probation because of cumulative grade point average will complete an academic success plan. All full-time and some part-time students who are retained on academic probation because of semester grade point average will complete an academic success plan. The student will contact the Director of the Academic Support Center to set up a meeting during which an academic success plan will be established. Students who do not abide by the terms of this plan may be subject to academic dismissal.

II. Academic Dismissal

A. Definition: Academic dismissal can occur when the student has failed to make satisfactory academic progress and / or has ceased to function as a student, for example, by not attending classes or completing academic work. Students on academic probation who fail to improve their records over successive terms may also be subject to academic dismissal. A student can be dismissed from the College at any time during the semester based on academic performance.

B. Review Process and Timeline: The Committee on Academic Procedures reviews the performance of students on academic probation and those with low grades at midterm and the end of the semester. However, the Committee can review student

performance any time during the semester. Should academic dismissal be warranted, the student will be notified of the Committee's decision in writing.

C. Standards: The Committee on Academic Procedures may consider the following factors in making the decision whether or not to academically dismiss a student: consecutive or repeated semesters on academic probation; cumulative and semester grade point averages; demonstrated history of academic achievement; academic potential; fulfillment of academic responsibilities; compliance with the learning contract, where applicable; feasibility of graduating; overall pattern of academic progression and improvement.

In conjunction with the aforementioned criteria, the Committee will use the following chart as a guideline in determining whether a student may be academically dismissed. The cumulative GPAs indicated in the chart below designate the points at which, based on credits remaining until graduation, a student will not likely be able to meet the grade point average required to graduate.

Course Credits Attempted	Cumulative Grade-Point Average
120	Less than 1.90
105	Less than 1.90
90	Less than 1.80
75	Less than 1.70
60	Less than 1.60
Less than 60	Committee's Discretion – See Standards noted above.

D. Financial Aid: Students with financial aid who are academically dismissed from all courses before the end of 60% of the term or semester are subject to a different refund policy. Financial aid may be reduced and students may owe a balance to the College. See the Financial Aid section of the catalog for more information.

E. Readmission: A student who has been academically dismissed can only be readmitted to the College by petitioning the Committee on Academic Procedures.

F. Appeal: A student who has been academically dismissed has a right to appeal that dismissal, but such appeals should be initiated with an awareness that a review has already occurred and the record did not appear to warrant retention. The appeal must be in writing. The appeal should state the reasons for not meeting academic standards and propose a plan for future academic improvement. The appeal should include relevant supporting documentation, such as statements or recommendations from advisors, instructors, academic support staff, athletic directors, counselors, and medical professionals. The documentation should specify the dates during which student performance may have been affected. The appeal should be directed to the Committee on Academic Procedures and submitted through the Registrar's office at least two weeks prior to the beginning of the semester in which the student plans to re-enroll.

III. Administrative Withdrawal

A. Definition: A full-time, degree-seeking student who does not register for courses or who registers but does not attend any classes before the end of the add / drop period will be administratively withdrawn from the College. This does not apply to students who have notified the College of a leave of absence, and those students should consult the corresponding section of the Academic Regulations.

B. Financial Aid: Depending upon individual circumstances, a student may owe a financial obligation to the College.

C. Readmission: A student can be readmitted to the College by reapplying through Admissions. If a student is administratively withdrawn while on academic probation, the student will retain probationary status if readmitted.

ATTENDANCE

Students are responsible for attending classes and all other meetings required for the course, as well as for making whatever arrangements are necessary for missed work. An instructor may establish special attendance policies that are essential because of the nature of the course. In the case of a medical absence or for similarly unavoidable reasons, an instructor will provide assistance, as possible, in making up the work if a student requests it. A member of the faculty may designate in advance certain important class meetings at which attendance is required. Announcement of such a requirement will be made at least one week in advance. Students should not expect to receive permission for exceptions to this regulation.

*COURSE SYLLABI

Early in the semester, instructors will distribute the general work requirements and grading policies of the course. These include statements, as appropriate, concerning attendance, participation in class, quizzes, papers and an examination.

*FINAL EXAMINATIONS

Types of Exams

Final examinations are end-of-semester examinations of student work, typically summative or comprehensive in coverage and representative of a significant part of a student's grade for a course. The College recognizes three final examination types: scheduled, self-scheduled and take-home.

- Scheduled final exams are taken during the published final exam period at the registrar's scheduled exam time for a course.
- Self-scheduled final exams are taken during the published exam period, but scheduled individually or in small groups with the instructor during one of the registrar's scheduled exam times.
- Take-home final exams are exams or projects assigned by an instructor in advance of the published final exam period but that have instructor-scheduled deadlines during the published final exam period.

Scheduling of Final Exams

- The final examination schedule will be published in the week following the add/drop deadline for each regular semester. The final exam period will begin at 6:15 p.m. on reading day of each regular semester. Reading day is designated for study and preparation for final exams. Final examinations of any sort will not occur or be due on reading day. Similarly, the last week of the academic semester is a time for final classroom work of all kinds. However, faculty should be conscious of student workload and preparations in this last week, as well as the need to preserve the integrity of the 15-week academic semester. Final examinations of any sort will not occur or be due in the last week of the regular semester.
- Scheduled final exams for day courses will be arranged (day and time) by the registrar during the published exam period. Scheduled final exams for night courses will be arranged on the regular night of the course during the published exam period. Scheduled final exams for weekend courses will be arranged by the registrar's office on the regular weekend day of the course, as appropriate. Scheduled final exam times may not be altered without the registrar's approval.
- Self-scheduled exams should be arranged by the student and instructor during the published final exam period. Faculty must make available every regularly scheduled daytime final exam slot (7:30 a.m., 11 a.m. and 2:30 p.m.) to students for self-scheduling. It is not recommended that students schedule more than two exams on a given day in the final exam period. Students self-scheduling exams on a given day do not qualify for the academic hardship exceptions below.
- Take-home final exams or projects should have deadlines no earlier than the published final exam time for a course and no later than the last day of the published exam period. Take-home final exams may be distributed at the instructor's discretion, though with sensitivity to the time required for the work to be done well and the protections on reading day and the last week of the academic semester mentioned above.

Academic Hardships

- Students are not expected to take more than two final exams in a given day. If a student has more than two finals scheduled on the same day, the student should contact the Office of the Registrar and the appropriate faculty members to request an adjustment to the exam schedule.
- Students are not expected to take two final exams for upper-level or intensive major courses back-to-back on the same day. If a student has two upper-level or intensive major course exams scheduled back-to-back on the same day, the student should petition the registrar and the appropriate faculty members to adjust the exam schedule.
- Any student with a documented learning disability whose exam schedule creates an academic hardship must make appropriate arrangements through her/his instructors and the Section 504 coordinator.
- Travel away from campus prior to the end of the scheduled exam period will not count as a hardship and will not qualify the student for adjustment of the exam schedule.

Performance of Final Examinations

- Faculty and student work in the performance of exams of any sort will be guided by the Wilson College Honor Principle.
- For scheduled final exams, faculty members report to the classroom designated in the published final examination schedule at the arranged day and time and provide students with the full three-hour period to complete the examination. Students report for self-scheduled exams at the arranged day and time and remain in the examination room until they complete their exams, except to go to the restroom.
- For self-scheduled final exams, faculty members will report for the self-scheduled exam at the arranged day and time and provide students with the full three-hour period to complete the examination. Students will report for self-scheduled exams at the arranged day and time and remain in the examination room until they complete their exams, except to go to the restroom.

- For take-home final exams, faculty will provide students with sufficient time to complete the examination. Students must meet arranged deadlines for take-home final exams or projects.

*GRADE APPEAL POLICY

Informal Process

Any student who would like to appeal a grade should attempt to resolve the situation directly with the instructor. The student should first informally discuss the grade appeal with the instructor. Most appeals will be resolved through this informal process.

Formal Process

Level 1: Written Appeal to Instructor

If the student is not satisfied with the response and would like to formally appeal the grade, she/he must submit a formal appeal in writing to the instructor. This written appeal should be completed as soon as possible, but no later than the last day of the add/drop period of the next semester of the regular academic year (fall or spring) or two weeks after grades are sent to the student, whichever date is later. The instructor must respond to this appeal in writing.

Level 2: Written Appeal to Department

If, after formally appealing to the instructor, the student feels that the situation is still unresolved, she/he should appeal the grade to the appropriate department chair. If the instructor serves as the department chair, the appeal should go to the division head. A copy of the initial appeal letter and response should be forwarded to the department chair. The student may choose to write an additional letter directly to the department chair. The department chair should attempt mediation between the student and the instructor. The department chair must respond to this appeal in writing.

Level 3: Written Appeal to the Committee on Academic Policy and Procedures

Should the appeal not be resolved after reaching the departmental level, the student may petition the Committee on Academic Policy and Procedures. The student must petition the Committee on Academic Policy and Procedures in writing no later than the withdrawal date for the semester in which the appeal process began. The committee should receive copies of the original appeal letter and all related correspondence. At any level of the appeal process, the instructor will be informed of and will be invited to participate in the meetings.

If the student believes that any step of the appeal is not proceeding in a timely manner, the student should contact the Office of the Dean of the Faculty for assistance in expediting the process.

*GRADING SYSTEM AND REPORTS

The Office of the Registrar will report semester and mid-semester grades to the students. If applicable, individual instructors may, at their discretion, report grades to students; however, the grades reported by the registrar's office will constitute the official college record.

Grades used in reporting achievement in courses will have the following significance:

A, A-	Excellent
B+, B, B-	Good
C+, C, C-	Satisfactory
D+, D, D-	Minimal Passing
F	Failing
CR/NCR	Credit/No Credit
IN	Incomplete
W	Withdrawn

In computing academic averages, the assigned values will be:

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		

MIDTERM GRADES

Midterm grades shall be reported to the Office of the Registrar for all registered students. In addition, faculty must complete a low-grade form for each student, having a low midterm grade (below a C). The form should include the reason for the low grade, recommendation for completion of the course or possible withdrawal, and total number of absences.

*INCOMPLETES

The grade of Incomplete (IN) can be given to a student who is doing passing work in a course but who, for reasons beyond the student's control, is not able to complete a small portion of the work for the course by the deadline for submitting grades. An Incomplete is not given in the case of negligence or procrastination on the part of the student.

An Incomplete must be requested by the student and approved by both the instructor and the student's academic adviser. Request for incomplete forms are available in the registrar's office. The deadline for requesting an Incomplete grade is the last day of classes.

In cases involving unusual circumstances, such as illness or injury, the dean of students may request an Incomplete on the student's behalf. Unless the Committee on Academic Policy and Procedures extends the time limit, an Incomplete automatically becomes an F if the work is not completed within six weeks from the last day of class in the term in which it was incurred.

*REPEAT COURSE POLICY

Students are permitted to retake any course except FYS 100 First-Year Seminar. Credits and grade points for the first grade will be deleted from the cumulative record, while the grade itself will remain on the transcript. The course information will be listed in the usual manner the second time it appears on the transcript.

The most recent grade counts toward the student's cumulative grade-point average, regardless of which grade was higher.

It is recommended that the course be repeated in the first semester that it is subsequently offered. However, any course may be repeated at any time prior to graduation.

Students may repeat a course for credit a maximum of two times (i.e., a course may be taken for credit a maximum of three times). Please note that a course from which a student has withdrawn (earned a grade of W) will count as an attempt. Students in the education department may repeat education courses only one time (i.e., a course may be taken for credit a maximum of two times). This includes pre-practicum and student teaching practicum.

Students may not repeat a course using the credit/no credit option to replace a grade. However, a student who has failed a course using the CR/NC option may elect to retake the course for either a grade or a CR/NC option.

Repetition of coursework for which credit has been granted may jeopardize financial aid eligibility. It is the student's responsibility to understand the consequences of repeating courses. Students with questions regarding the impact of course repeats on student financial aid should consult with the financial aid office.

This policy took effect Jan. 1, 2004. Any course taken since Jan. 1, 2004, replaces the grade earned in any previous semester.

WORKLOAD GUIDELINES

The instructor will be guided by the suggestion that an average student will spend approximately nine hours per week per course, including all preparation and time spent in the class, laboratory and/or studio. The distribution will depend on the nature of the course.

ACADEMIC STANDARDS

*ACADEMIC EXPECTATIONS AND DISHONEST WORK

Membership in a community of scholars requires that students take responsibility for meeting the obligations involved in completing their academic work. Living under the Honor Principle also requires that students be honest with the Wilson community about how this work was accomplished. The most frequent tests of this requirement come in the form of academic dishonesty and plagiarism (defined below), ranging from cheating on an exam to improper documentation of material taken from other sources and used in a student's research.

It is the responsibility of the academic community to make newcomers aware of their obligations as scholars and to assist in educating them as to what these obligations entail. Instructors should explain the proper conduct for taking and completing exams. It is the instructor's responsibility to make clear to students what her/his expectations are regarding proper methods of documentation in coursework; it is the students' responsibility to inquire about and familiarize themselves with these methods. A student may not present substantially the same paper for credit in two or more courses unless she/he has written permission from each instructor.

DEFINITION

Academic dishonesty is defined as those actions by which a student fulfills her/his obligation to an assignment by unethical or prohibited means, such as – but not limited to – cheating on a test or consulting with others about how to answer questions on a take-home exam.

Plagiarism is a form of academic dishonesty that involves the presentation – willful or unwitting – of someone else's work as one's own. This includes the use of direct quotations and paraphrasing, as well as excessive borrowing of the organizational pattern of a given source. Such sources include, but are not limited to, visual and printed materials, manuscripts, other students' work and classroom lectures.

Avoiding academic dishonesty and plagiarism is a learning process for all scholars, and this should be taken into consideration when dealing with violations. In the case of minor or first offenses, an informal resolution – in which the faculty member would resolve the matter directly with the student – may be warranted. In the case of serious or repeated offenses or if an informal resolution was unacceptable to either of the parties involved, the procedures for reporting academic violations will be followed. These are found in Section B of the "Bluebook," which describes the judicial system.

*REPORTING ACADEMIC DISHONESTY

Faculty and students are expected to work together to resolve matters of academic dishonesty. The faculty member or the student may request that the matter be sent to the Joint Honor Council at any time during this process.

Instructors suspecting an incident of student academic dishonesty must confront the student(s) regarding the allegation. If, after the confrontation, the instructor determines that academic dishonesty has not occurred, no further action needs to be taken.

If the instructor believes that academic dishonesty has occurred, she or he can resolve the matter with the student, provided the student agrees to the findings and with the fairness of the sanction(s). The instructor must then complete an Academic Dishonesty Report within one week of discovering the incident, submit it to the vice president for academic affairs/dean of the faculty and send a copy to the student. On this report, the faculty member will indicate the name of the student, the course number and title, a description of the events that led to the charge of academic dishonesty and the action taken after discussing the matter with the student. A good faith effort should be made to obtain the student's signature before the report is forwarded to the dean. In cases when the student is unavailable, the dean will inform the student of the allegation.

If the instructor thinks that academic dishonesty has occurred but is unable to reach an agreement with the student regarding the merits of the charges, the student can either accept the sanctions or request that the matter be brought before the Joint Honor Council. If the matter is brought before the Joint Honor Council, the Academic Dishonesty Report would not be filed unless the student is found guilty of academic dishonesty. If a student is issued a failing grade for the work or the course or if the case is sent to Joint Honor Council, the student may not withdraw from the course until the issue is resolved. In addition, the instructor's permission is required to withdraw, if permitted, after the matter is resolved.

The vice president for academic affairs/dean of the faculty will review these reports and keep them on file until a student graduates or five years after the last course has been taken. Repeated incidents will result in further action, which may include submitting the student to Joint Honor Council.

ACADEMIC CREDIT

ADVANCED PLACEMENT CREDIT

Wilson College may accept advanced placement credit for students who earn a score of 4 or 5 on the placement examinations. The registrar's office will complete an official transfer evaluation on receipt of the advanced placement credit report.

Advanced placement courses are calculated as part of the total number of transfer credits (not to exceed 72 semester hours for a bachelor's degree or 30 semester hours for an associate degree).

COLLEGE LEVEL EXAMINATION PROGRAM

Acceptable-level CLEP scores for the five general exams may be transferred. CLEP scores of an acceptable level for the subject matter examinations may be offered toward the minimum degree requirements by degree candidates.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT

Defense Activity for Non-Traditional Education Support (DANTES) subject standardized test scores of an acceptable level as recommended by the American Council on Education may be counted as equivalent to course credits and minimum degree requirements by degree candidates.

CREDIT BY EXAMINATION

Credit will be granted for a grade of C or better. A grade of either credit or no credit (CR or NC) will appear on the student's transcripts. A student may not apply to earn credit by examination for any courses in which she/he has been enrolled at Wilson College.

No more than four credits may be earned by credit by examination, with no more than two of these credits earned in any one discipline.

Following are the steps required for students to apply for credit by examination.

- A student seeking credit by examination must consult with the appropriate faculty member to discuss her/his prior learning. At the meeting, the faculty member will determine if a student is eligible to apply for credit by examination.
- The student and the faculty member will complete an application for credit by examination.
- The application, with the nonrefundable fee, must be submitted to the registrar at least two weeks prior to the date of the examination. Following review by the dean, the registrar's office will notify the faculty member and the student.
- The faculty member is responsible for assessing the work and assigning the grade – not for providing either instruction or instructional materials.
- The faculty member must report the grade to the registrar's office no later than two weeks from the date of the examination.

CREDIT FOR LIFE WORK EXPERIENCE/GENERAL CRITERIA FOR NON-COLLEGIATE LEARNING

Matriculated students who can demonstrate prior learning may apply for exemptions from college requirements and earn academic credit. Their learning may be job-related, due to personal enrichment or derived from study in other educational programs (e.g., those offered by private industry, nonprofit organizations, the U.S. Armed Services, government or non-regionally accredited institutions).

Decided on a case-by-case basis, applications for non-collegiate learning may earn students:

- Exemptions from prerequisites.
- Exemptions from course requirements for the major or the degree.
- Academic credit.

CREDIT BY PORTFOLIO

The procedure for seeking credit by portfolio is as follows:

- A student seeking credit by portfolio will be referred to a faculty member.
- The student will meet with the appropriate faculty member to discuss her/his prior learning. At the meeting, the faculty member will determine if a student is eligible to apply for credit by portfolio.
- The student and the faculty member will complete a credit by portfolio application, which will list specific criteria that the student may meet to earn course credit.
- The application, including the nonrefundable fee, will be forwarded to the registrar's office. If approved by the dean of the faculty, the student may begin compiling a portfolio that addresses the application criteria.
- The portfolio will document the type of learning done by the student, including evidence of theoretical knowledge, when and where the learning occurred and under whose supervision. Such documentation may include samples of work, annotative bibliographies, certificates earned and the results of interviews with a student's supervisors. The portfolio will also include a comparison of the prior learning and the course(s) for which credit is to be earned. Course descriptions may be found in the Wilson College catalog and in the college catalogs of other regionally accredited institutions.
- The student will submit the completed portfolio to the faculty member for a narrative evaluation. The faculty member will report the evaluation results to the registrar no later than two weeks from the due date of the portfolio.
- Credit will be granted for a grade of C or better. A grade of either credit or no credit will appear on the student's transcript.
- The portfolio and its narrative evaluation will be placed in the student's permanent file in the registrar's office.

CREDIT/NO CREDIT

A student who has completed the sophomore year may take one course on a credit/no credit (CR/NC) basis each semester or January Term. No more than four such courses – in addition to required physical education activity courses taken CR/NC – may be included in the number of courses required for graduation. Courses taken CR/NC must be outside the major area and general education requirements except for internships and physical education activity courses. Independent study courses cannot be taken on a CR/NC basis.

A change from a CR/NC to a graded basis or from a graded to a CR/NC basis will be allowed up to the published date for withdrawal from classes. The change must be approved by the student's adviser and submitted to the Office of the Registrar.

Except for internships, an instructor will report a letter grade for a student taking a course on a credit/no credit basis. The registrar will record NC (no credit) on the student's permanent record if the letter grade is an F; otherwise, CR (credit) will be recorded. These course credits will not be included in the calculation of the grade-point average.

INTERNATIONAL BACCALAUREATE

Wilson College recognizes the quality of the International Baccalaureate (IB) in the admissions process. In addition, the College awards one credit in each subject area for standard-level examination scores of 5 or better, except for lab courses, which must be evaluated on an individual basis. The College awards two credits in each subject area for higher-level examination scores of 5 or better. Credit for a higher-level score of 4 will be at the discretion of the department. Credit is awarded only on receipt of the official IB transcript. Students may be awarded up to nine credits toward an undergraduate degree at Wilson College.

LIMITATION ON THE NUMBER OF COURSES TRANSFERRED INTO THE MAJOR

In order to ensure that Wilson graduates have taken sufficient work within their major here, the College requires transfer students to complete at least 12 semester hours required within the major at Wilson. The specific courses that are completed must be approved by the department chair.

LIMITATION ON THE NUMBER OF COURSES ALLOWED TO TRANSFER TOWARD A MINOR

No more than one-half of the course credits that apply to a minor may be transfer credits. These courses will be determined in consultation with the minor area director.

TRANSFER AND OFF-CAMPUS STUDY CREDIT

TRANSFER CREDIT

Transfer credit is defined as college courses taken at other accredited institutions prior to matriculating at Wilson. Transfer credit may be accepted for academic work completed with a grade equivalent of a C (2.0 on a 4-point scale) or higher at an accredited institution before the student's matriculation at Wilson. (Note: A grade of C- is not transferable.)

All transfer documents must be submitted with the application for admission. It is the student's responsibility to ensure that she/he has adequate prerequisite knowledge to be successful in her/his program of study. It is in this spirit that limits to the age of the credit(s) do not apply. Consultation with the appropriate major area adviser is, therefore, strongly recommended. Technical, vocational and career development courses will not transfer.

Transfer credit for a course taken at a non-regionally accredited institution with appropriate credit granted will be determined based on course content, including an evaluation of the syllabus, coursework and textbooks, as well as an evaluation of the instructor's credentials.

Transfer credit for students seeking admission with advanced standing is determined by the Office of the Registrar in consultation with the appropriate departmental faculty and the associate dean of academic advising

For a baccalaureate degree candidate, a maximum of 72 semester hours of combined transfer and off-campus study course equivalents that count toward the degree requirements may be transferred. Twenty-four of the final 30 credits must be completed at Wilson College.

For an associate degree candidate, a maximum of 30 semester hours of combined transfer and off-campus study course equivalents that count toward the degree requirements may be transferred. Twelve of the final 18 credits must be completed at Wilson College.

OFF-CAMPUS STUDY

Off-campus study is defined as college courses taken at other accredited institutions after matriculating at Wilson. Credit for off-campus study may be granted for courses taken under the following formats:

- Formal programs under the sponsorship of other institutions such as Junior Year-Abroad programs.
- Semester-Abroad programs.
- Special semester programs on other campuses
- Guest student for a semester or a year at another institution.
- Courses taken at other institutions during the fall, January, spring or summer semesters.

Evaluation of transfer credit will be completed by the Office of the Registrar in consultation with the appropriate departmental faculty and the associate dean of academic advising.

Transfer and/or off-campus study credit for a course taken at a regionally accredited institution with appropriate credit granted will be determined based on course content rather than on mode of delivery.

PROCESS FOR TRANSFER AND OFF-CAMPUS STUDY

- Credit must be authorized prior to enrollment in any courses taken at other institutions. Approval must be granted by the appropriate departmental faculty, the student's academic adviser, the registrar and the dean of the faculty. The student is responsible for providing any background information required to evaluate the course to be transferred.
- Transfer credit (TR) will be recorded for academic work completed with a grade equivalent of a C (2.0 on a 4-point scale) or higher at a regionally accredited institution. (Note: C- is not transferable.) No letter grade will be recorded on the Wilson transcript or calculated into the Wilson grade-point average.
- Please refer to the General Honors Policy in the Honors and Graduation section of the academic regulations to determine how off-campus study work will affect graduation honors.
- If a student fails a course at Wilson and is permitted to repeat the course through off-campus study, the F will remain on her/his record and in the grade-point average calculation. Transfer credit will be recorded for academic work completed with a grade equivalent of a C or higher.

SPECIAL SITUATIONS

*ACADEMIC APPEAL PROCESS

Any student who has a conflict with an instructor should attempt to resolve the situation directly with the faculty member. However, in cases of alleged harassment, see the "Bluebook/Student Handbook," faculty by-laws and the Human Resources Manual. If, after discussing the situation with the instructor, the student feels that the situation is still unresolved, she/he should discuss the situation with the appropriate department chair. If, after this meeting, the student feels that the situation is still unresolved, she/he should discuss the situation with the appropriate division head. If, after exhausting these channels, the student still feels that the situation is unresolved, she/he should meet with the vice president for academic affairs and the dean of the faculty. At any level of the appeal process, the instructor may be invited to participate in the meetings.

*EXCEPTIONS TO REGULATIONS

A student or faculty member may petition the Committee on Academic Policy and Procedures for an exception to any academic regulation. The petition must give a complete rationale for an exception. The committee may consult with appropriate faculty and the student before ruling on the petition. Exceptions will be granted only for extraordinary circumstances.

MEDICAL LEAVE OF ABSENCE

A medical leave may be granted or required for mental and/or physical conditions that interfere with a student's ability to participate in campus life, including her/his ability to complete or make satisfactory progress toward academic goals or live in a residential setting. Medical leave is granted or required with the assistance of the director of counseling and/or director of the health center and requires appropriate medical documentation. The dean of students makes the final decision in supporting or denying the request or requirement for a medical leave in consultation with the appropriate staff member and medical documentation. Medical leave is not intended to shield a student from unsatisfactory progress or any other academic irregularity, nor does medical leave release a student from accountability to the Honor Principle or the regulations of the College.

STUDENT-INITIATED MEDICAL LEAVE OF ABSENCE

A student experiencing mental or physical conditions that interfere with her/his ability to function and to meet academic requirements may apply for a medical leave of absence in order to obtain the medical or psychological treatment that will allow her/him to return to full-time study at Wilson.

- A student may apply for a medical leave of absence at any point in the semester through the last day of classes. Before applying for a medical leave, the student must meet with either the director of counseling or the director of the health center to secure a recommendation for a medical leave. The College reserves the right to ask for further documentation (including but not limited to diagnoses, treatment plans and program notes) from non-college providers.
- Following recommendation from the director of counseling or the director of the health center, the dean of students will make the final decision for approval of the medical leave of absence. In some instances, the dean of students may meet with the student to review the terms and requirements set forth in the medical leave agreement.
- When a medical leave is taken at Wilson, the grade of W (withdrawal) for each course will be recorded by the registrar. In certain circumstances, students may be eligible for an INC (incomplete) and will be subject to the policy outlined in the current academic regulations for the College.
- Normal policies for refunds and deposits apply as stated. It is the responsibility of the student and/or her/his parents to check with the financial aid office regarding the terms of the financial aid policy in relation to the medical leave.

- A student who is on medical leave of absence may not be in residence and must request permission from the dean of students to visit on campus.
- A student preparing to return to Wilson from medical leave of absence must notify in writing the dean of students and the director of the counseling center or the director of the health center (whichever office recommended the medical leave). Notice of intent to return should be made to both offices as soon as reasonable with proper documentation and no later than 30 days prior to the start of the new semester.
- To return to the College, a student must meet the requirements set forth in the medical leave agreement that was written at the time leave was taken. Requirements may include but are not limited to (1) evaluation of treatment protocol, (2) medication, (3) diagnosis, (4) follow-up treatment and (5) a readiness-to-return-to-college assessment provided by the treating professional(s) who worked with the student during the medical leave. Confidential medical information will be provided to either the director of counseling or the director of the health center, whichever office recommended the leave. In addition, students may be required to meet with the director of counseling or the director of the health center prior to readmission.
- The director of counseling or the director of the health center will submit in writing to the dean of students a final recommendation regarding the student's readmission. The dean of students will notify the student in writing of her/his readmission to Wilson.
- A student who extends her/his medical leave beyond two academic years must reapply to the College through the Office of Admissions.

COLLEGE-INITIATED MEDICAL LEAVE OF ABSENCE

Wilson College reserves the right to place students on a college-initiated medical leave of absence when it becomes evident through observed behavior or by report(s) from faculty, staff or students that a leave from the College may be in the best interest of a student and the College. The dean of students will engage in a determination on a case-by-case basis and will apply the direct threat analysis, taking into consideration the nature, duration and severity of the risk and likelihood, imminence and nature of the future harmful conduct, either to the student or to others in the college community.

Note: A full description of the direct threat analysis process from the U.S. Department of Education follows and includes the provision for interim removal from campus pending case review and final appeal.

These procedures will be followed when the College initiates a medical leave of absence.

- The dean of students (and/or designee) will notify the student that a college-initiated medical leave is under consideration and will arrange to meet with the student. The dean may require the student to undergo an evaluation by a licensed health care professional. The results of the evaluation, along with recommendations, will be forwarded to the director of counseling or the director of the health center. Any such recommendations are not binding on the College.
- A review committee convened by the assistant dean of students and consisting of the director of counseling (or designee), the director of the health center (or designee) and the dean of the faculty (or designee) will meet to review all information related to the case – including any evaluations or treatment plans for the student – and will make a decision regarding the student's status. Information provided to the review committee will be reviewed "blind" to ensure the privacy and confidentiality of the student is maintained. The student will be notified in writing of the review committee's decision regarding a medical leave.
- Within five days of receiving the notice of college-initiated medical leave, the student may appeal the decision by sending a written request to the dean of students stating why the student believes the medical leave is unwarranted. At the discretion of the dean of students, the leave may remain in effect during the period of the appeal. The dean of students will review the request; may consult with the student, the assistant dean and/or the review committee; and may review the information considered by the review committee. The dean of students will make a decision within five days of receiving the appeal and will notify the student of the decision. This decision is final.
- When a medical leave is taken at Wilson, the grade of W (withdrawal) for each course will be recorded by the registrar. In certain circumstances, students may be eligible for an Incomplete and will be subject to the policy outlined in the current academic regulations for the College.
- Normal policies for refunds and deposits apply as stated. It is the responsibility of the student and/or her/his parents to check with the financial aid office regarding the terms of the financial aid policy in relation to the medical leave.
- A student who is on college-initiated medical leave of absence may not be in residence and must request permission from the dean of students to visit on campus.
- A student preparing to return to Wilson from college-initiated medical leave of absence must notify in writing the dean of students and the director of counseling or the director of the health center. Notice of intent to return should be made to both offices as soon as reasonable with proper documentation and no later than 30 days prior to the start of the new semester.
- To return to full-time status, a student must meet the requirements set forth in the medical leave agreement that was written at the time leave was taken. Requirements may include – but are not limited to (1) evaluation of treatment protocol, (2) medication, (3) diagnosis, (4) follow-up treatment and (5) a readiness-to-return-to-college assessment provided

by the treating professional(s) who worked with the student during the medical leave. Confidential medical information will be provided to either the director of counseling or the director of the health center, whichever office recommended the leave. In addition, students may be required to meet with the director of counseling or the director of the health center prior to readmission.

- The director of counseling or the director of the health center will submit in writing to the dean of students a final recommendation regarding the student's readmission. The dean of students will notify the student in writing of her/his readmission to Wilson.
- A student who extends her/his medical leave beyond two academic years must reapply to the College through the Office of Admissions.
- According to the U.S. Department of Education's Office of Civil Rights, the following steps should be taken in a "direct threat" situation:
- The College needs to make an individualized and objective assessment of the student's ability to safely participate in the College's program, based on a reasonable medical judgment relying on the most current medical knowledge or best available objective evidence.
- There must be a high probability of substantial harm and not just a slightly increased, speculative or remote risk.
- The assessment must determine the nature, duration and severity of the risk; the probability that the potentially threatening injury will actually occur; and whether reasonable modifications of policies, practices or procedures will sufficiently mitigate the risk.
- A student's observed conduct, actions and statements should be considered, not mere knowledge or belief that the student is an individual with a disability.
- Procedures should be followed to ensure that a student with a disability is not subjected to an adverse action based on unfounded fears, prejudice and stereotypes.
- Where safety is of immediate concern, a college may remove a student from the campus pending a final decision against the student, as long as the student has had said notice of the removal and an initial opportunity to be heard, and a full opportunity to be heard and appeal rights are offered later.

POLICIES FOR SPECIAL ACADEMIC OPTIONS

*GUIDED STUDY

Courses that are part of the regular curriculum may be offered through a guided study. Occasionally, it may be necessary for a guided study to be arranged by the registrar's office – in consultation with the department and/or faculty member teaching the course – to meet a course scheduling need. In this event, the procedure below is waived. A guided study may not be offered in the same semester that the course is scheduled.

Requirements

- The student must have completed at least 12 semester hours at Wilson College and have sophomore standing (at least 27 semester hours earned).
- The student must have a cumulative grade-point average of at least a 2.0.
- The student must be in good academic standing (not on academic probation for semester average).
- The student must have demonstrated the ability to work independently.

Procedure

Typically, the student arranges for a guided study course. The student then prepares a proposal in consultation with a faculty member from the appropriate discipline. The proposal and appropriate form, approved by the student's adviser, must be filed with the registrar by the first day of the semester.

The faculty member is responsible for ensuring that the proposal is submitted to the registrar in compliance with the academic regulations and is further responsible for the academic integrity of the guided study.

The proposal should include a statement of agreement on:

- Topic.
- Tentative schedule.
- Basis for evaluation.

The proposal must be approved by the academic dean.

*INDEPENDENT STUDY

Courses completed as independent study are courses that are not part of the regular curriculum and are not courses of record in the catalog.

Three types of independent study may be offered by any discipline:

- 250 – Independent investigation at an intermediate level of a topic chosen by the student in consultation with a faculty member.
- 350 – Independent investigation at an advanced level of a topic chosen by the student in consultation with a faculty member.
- 550 – Independent investigation at the graduate level of a topic chosen by the student in consultation with a faculty member.

Requirements

- The student must have completed at least 12 semester hours at Wilson College and have sophomore standing (at least 27 semester hours earned).
- The student must have a cumulative grade-point average of at least a 3.0.
- The student must be in good academic standing (not on academic probation for semester average).
- The student must have demonstrated the ability to work independently.

Limitations

No more than three independent study courses may be counted toward the minimum degree requirements and no more than two of them at the 200 level.

Procedure

Typically, the student arranges for an independent study course. The student prepares a proposal in consultation with a faculty member from the appropriate discipline. The proposal and the appropriate form, approved by the student's adviser, must be filed by the first day of the semester.

The faculty member is responsible for ensuring that the proposal is submitted to the registrar in compliance with the academic regulations, and is further responsible for the academic integrity of the independent study.

The proposal should include a statement of agreement on:

- Topic.
- Tentative schedule.
- Basis for evaluation.

The proposal must be approved by the academic dean.

INTERNSHIPS

An internship for academic credit applicable toward a Wilson degree involves an off-campus work experience with significant academic content that has an appropriate, complementary role within the student's academic program.

Internships are offered at two levels:

- 255: Open to students who have completed their freshman year (or 27 semester hours) through their first semester junior year (or 75 semester hours).

Students taking the course for two semester hours would be expected to complete at least 80 hours at the internship site; students taking the course for three semester hours would complete at least 120 hours.

The goal of this internship is to provide students with the opportunity to explore how a student's area of interest operates in the workplace. Observation and interview techniques are employed, as well as other kinds of assignments that give the student a deeper awareness of the knowledge, experience, standards and practices required to pursue this line of work.

- 355: Open to students who have completed their sophomore year (or 60 semester hours).

Students would take the course for three semester hours and complete at least 120 hours at the internship site.

The goal of this internship is for students to apply the knowledge they have learned in their area of study by demonstrating their ability to practice it in the workplace. Rigorous documentation, analysis and assessment of this experience are employed to show evidence of successful application of academic knowledge.

SPECIALIZED INTERNSHIPS

- VMT 355: Students majoring in veterinary medical technology (VMT) complete a practical, full-time work experience in a veterinary practice or facility approved by the program director. Students must complete a minimum of 240 hours for three semester hours. This internship should be taken near the completion of all other VMT courses.

- Washington Semester: The Washington Center provides students from any major an opportunity to live and study/complete an internship in the nation's capital. Students should be at least second semester students with a minimum of 2.75 GPA. Students receive nine semester hours for this internship. The program is available in the summer as well as the fall and spring terms.

- EDU 555: M.Ed. internships follow the course requirements as outlined in the M.Ed. internship application. Students enrolling in EDU 555 earn a letter grade for the internship.

LIMITATIONS

- Students may take up to two internship courses in any combination for credit towards graduation.
- All credit-bearing internships shall be evaluated on a credit/no credit basis and shall be subject to the existing limitations for credit/no credit courses.
- Students must be in good academic standing (not on academic probation) to take this course.

PROCEDURE

- The student must apply in advance for an internship for academic credit. The student prepares a proposal in consultation with a faculty member from the appropriate discipline who agrees to act as director of the internship and who will be responsible for the final evaluation. The proposal must be approved by the student's academic adviser. The proposal is then reviewed by the director of career services. The student then files the proposal with the registrar by the date published by the registrar. Final approval of the proposal is made by the dean of the faculty.
- The faculty member is responsible for ensuring that the proposal is forwarded to the registrar in compliance with the academic regulations. The director of the internship is further responsible that the student carries out the work specified in the proposal and for the academic integrity of the internship.
- The internship proposal takes the form of a contract between the student and faculty director, including a clear statement of agreement on each of the following:
- Purpose – Shows that this internship relates meaningfully to the student's academic goals and is integral to her or his total program.
- Time schedule to be followed – Shows how the internship provides the equivalent of the work now accepted for one credit.
- Means for competent supervision of the internship while in progress.
- Basis on which credit will be awarded – Stipulates what the student contracts to do, including any research, reports, public performances or the like that are to be done in addition to the intern's practical work experience.
- Means for evaluation of the work done. It is strongly recommended that two forms of evaluation be used from among the following: presentation, reflective journaling, portfolio, case study, final project or research paper.

SPECIAL MAJORS

I. PROCESS

A. In order to pursue a special major, a student should petition the Committee on Academic Procedure no later than the spring semester of her/his sophomore year, thereby providing her/him adequate time to pursue advanced work in her/his selected area(s).

B. An interested student must consult with her/his academic adviser and with faculty members appropriate to the discipline involved in the proposed special major program. A full-time faculty member must agree to serve as the faculty director of the special major. The faculty director will counsel the student throughout the completion of the special major and supervise the student's capstone experience.

C. A letter from the faculty director must accompany the petition and should offer some evaluation of the student's ability and motivation to complete the program, as well as speak to the soundness of the proposed program.

D. Once the special major requirements have been approved by the Committee on Academic Procedure, no changes can be made without the committee's approval.

E. Exceptions to any standard outlined in the special majors policy must be justified in writing to the Committee on Academic Procedure and approved by the committee.

II. REQUIREMENTS

A. Requests to pursue a special major must include

1. A statement regarding the specific educational goals to be achieved in which the special major better satisfies these objectives than existing majors do.

2. An outline of the program in terms of courses of instruction. These courses must reflect four components:

a. An interdisciplinary focus: The courses selected must ensure that the program of study include courses from fields related to the subject of the special major.

b. Sequencing: A two-year tentative schedule prepared in consultation with the appropriate major area director(s) must be outlined, demonstrating how the courses will be completed.

c. Rigor: At least 40 semester hours must be listed. However, in many cases, the number of course credits required will be higher. At least 18 semester hours must be at the 200 level and at least nine semester hours at the 300 level. At least 18 semester hours must be in the same discipline. No more than 50 percent of the course credits selected for the special major may be taken outside the institution.

d. Capstone experience: The special major must include a culminating senior experience, chosen in consultation with the faculty director of the special major. Examples can include, but are not limited to, a thesis, internship, creative project or portfolio.

HONORS AND GRADUATION

DEAN'S LIST POLICY FOR FULL-TIME STUDENTS

The Dean's List contains the names of those students whose grade-point average for the work of the semester has been 3.5 or higher and who have completed at least 12 semester hours for the semester, at least nine of which were graded. Developmental or remedial courses cannot be factored into the GPA for Dean's List.

DEAN'S LIST POLICY FOR PART-TIME STUDENTS

Part-time students may be placed on the Dean's List, provided they meet the following criteria:

- They are matriculated for a degree (associate or bachelor's).
- They take a minimum of 12 semester hours per year (fall semester through Summer II).
- Nine semester hours must be taken for a letter grade and none of the courses are remedial or
- Developmental.
- They achieve a GPA of 3.5 or higher.

GRADUATION HONORS

- Latin Honors will be granted to a student in the baccalaureate degree program on the basis of cumulative average. For "cum laude," the student must have attained a cumulative average of 3.5; for "magna cum laude," 3.7; for "summa cum laude," 3.9. The degree "summa cum laude" shall be conferred only by special vote of the faculty. A transfer student in the baccalaureate degree program may be considered for Latin honors if he/she has satisfied the requirements in a Wilson College program with a minimum of 60 semester hours and approval of the Committee on Academic Procedure. Transfer students must meet the grade-point average requirement for courses completed at Wilson and for the overall academic record (Wilson courses and transfer courses).
- Distinction will be granted to a student in the associate degree program who has attained a cumulative average of at least 3.5. A transfer student in the associate degree program may be considered for "distinction" if he/she has satisfied the requirement in a Wilson College program with a minimum of 15 semester hours and has received approval of the Committee on Academic Procedure. Transfer students must meet the grade-point average requirement for courses completed at Wilson and for the overall academic record (Wilson courses and transfer courses).
- Students in the baccalaureate degree program who have completed fewer than 60 semester hours at Wilson will be awarded the honor of "Distinction" if their cumulative GPA is 3.5 or higher. Transfer students must meet the grade-point average requirement for courses completed at Wilson and for the overall academic record (Wilson courses and transfer courses).
- Students in the Wilson Scholars Program will be awarded scholars honors upon graduation as long as they have successfully completed five honors courses and their final cumulative GPA remains at 3.0 or higher.

NOTATION OF GENERAL HONORS IN COMMENCEMENT PROGRAM

For notation in the commencement program, honors will be calculated using grade information through the previous January Term. Students who have the required GPA will be noted in the program. After senior grades are posted, official honors calculations will be completed by the registrar. These official honors will be noted on the student record and transcript.

Only students who complete their graduate requirements in the fall have honors officially calculated before commencement. Students who complete requirements in May and summer have honors designated in the program based on the criteria stated above.

HONORS IN THE MAJOR: COURSES 459, 460 SENIOR ADVANCED STUDY AND RESEARCH

Honors in the Major is the highest achievement Wilson students can attain in their major. Honors in the Major is awarded by faculty members to students who, at the invitation of faculty, have successfully proposed and completed an honors thesis or honors capstone project. Honors in the Major is different from college honors (e.g., summa cum laude, magna cum laude, etc.) and the honors program (i.e., the Wilson Scholars Program). While invitation to Honors in the Major is a condition of participation in the Disert Scholarship competition, students may earn Honors in the Major without competing for the Disert Scholarship.

Eligibility

Students who, in their junior year, have completed at least 45 semester hours at Wilson College and have shown a high degree of scholarly interest and/or creative achievement in their academic work may be invited by a faculty member in their major to propose an honors project. Individual major areas may develop more specific criteria for eligibility as well (e.g., GPA, aptitude for independent work, a faculty interview, etc.). A student from any discipline may be invited to seek Honors in the Major. It is not restricted to major areas that require a senior thesis or capstone project.

Proposal and Project Completion Process

The proposal and completion of the honors project follow the schedule below.

- Invitation, Honors Project Committee formation and statement of intent: A faculty member invites a student to propose an honors project by late fall or early spring of the student's junior year. If the invitation is accepted, the student and the faculty director form an Honors Project Committee, composed of the faculty director and two faculty readers – at least one of whom must be outside of the student's major area. A statement of intent to propose an honors project, including a list of the Honors Project Committee members, is submitted to the registrar's office by the end of the add/drop period in the spring semester of the student's junior year.
- Create the proposal: In coordination with the faculty director, the student should spend the early part of the spring semester developing a proposal for an honors project. Though precise expectations for the honors proposal may vary across major areas, honors proposals typically possess (1) a clear and informed explanation of the thesis or capstone work, (2) an outline of the parts of the project and/or a discussion of the means of analysis or the creative process and (3) a bibliography appropriate to the project, including resources the student will use in completing the project and a tentative plan for conducting relevant research or creative preparations (e.g., practicing a technique in dance or photography). Samples of successful honors project proposals are on file in the college library.
- Approval of the proposal: A complete proposal should be submitted to the student's Honors Project Committee in time for committee members to evaluate it, request revisions and approve changes, if necessary. Approved proposals should be submitted to the registrar's office with the committee members' signatures by the deadline for withdrawal from courses in the spring semester of the student's junior year. Students whose proposals are not approved by the Honors Project Committee are not eligible for Honors in the Major.

Note: The withdrawal date is also the deadline for Disert Scholarship consideration. Students who hope to have their honors project proposals compete for the Disert Scholarship must submit their signed proposals with an accompanying faculty letter of recommendation.

- The senior year: Students whose proposals are approved complete 50 to 60 hours of reading, study and/or preparation for Honors 459 (fall) and 460 (spring) in the senior year. Students enrolled in Honors 459 will – under guidance of the faculty director – complete research and/or creative work appropriate to their honors projects. Early drafts or presentations of work may be expected in this semester as well. Students who do not make adequate progress in Honors 459 will not be allowed to enroll in Honors 460: a grade of B or higher is required to continue. (Note: Students who fail to meet this requirement may still be required to complete a senior thesis or capstone project in order to fulfill their major requirements.) Students advancing to Honors 460 will continue the research, writing and/or creative processes necessary to the production of a quality honors project. Students should present their work to the Honors Project Committee in time for committee members to evaluate it, request revisions and approve changes, if necessary. Students may be asked to present their honors projects to the larger college community as well.
- Earning Honors in the Major: Being enrolled in (or earning a passing grade for) Honors 459 and 460 does not guarantee Honors in the Major. In order to earn Honors in the Major, student work must be judged honors-worthy by members of the Honors Project Committee. Worthy projects must display thorough research and/or preparation and thoughtful analysis and/or creativity at a level approaching that of graduate or early professional work in the student's major area. Student work meriting Honors in the Major will be signed (or otherwise indicated) by the Honors Project Committee Members and submitted to the registrar's office by the last class day of the student's senior year. Honors in the Major will then be indicated on the student's final transcript. If student work merits Honors in the Major, a copy of the initial proposal and final project will also be filed in the library.

POLICIES FOR ALL GRADUATES

- A bachelor's degree candidate must complete and submit a liberal studies (LS) audit by the add/drop date three semesters before the anticipated graduation date. Failure to submit the liberal studies audit by the required deadline will result in a registration hold being placed on the student's record.
- A student must complete and submit a graduation application to the registrar by registration check-in day two semesters before the anticipated graduation date. A fee will be assessed for late applications. If a student fails to officially submit a graduation application, she/he will not be eligible for graduation.
- A student must officially declare all minors and/or additional majors by the last day of classes in the semester in which she/he intends to graduate. If a student fails to officially declare these, it will not be reflected on her/his official record and transcript.

SPECIAL SITUATIONS

December graduates: A student who completes her/his degree requirements at the end of the fall semester will have her/his degree conferred on the first day of the January Term. This date will be noted on the official transcript.

- December graduates will participate in and receive their diplomas at the following May commencement and be considered part of May's graduating class.

Summer graduates:

- A student who completes her/his degree requirements during the summer will have her/his degree conferred on the first day of the fall semester.
- Summer graduates will participate in and receive their diploma covers at the preceding May commencement and be considered part of May's graduating class.
- Diplomas will be released to the students in late September.
- A student who has not completed all requirements for graduation must petition the Committee on Academic Procedures by the last day to withdraw from classes in order to participate in spring commencement if more than two course requirements (a maximum of eight semester hours) remain to be met.
- Regardless of the number of semester hours that remain to be completed, the student must submit a written plan to the registrar outlining how the requirements will be met by the end of the summer following spring commencement. This plan must be signed and approved by the student's academic adviser. The written plan must be submitted by the last day of classes for the spring semester.
- In the event that a student fails a degree requirement(s) during the spring semester of his/her graduation year, he/she must submit a written plan to the registrar outlining how the requirement(s) will be met by the end of the summer following spring commencement. This plan must be signed and approved by the student's adviser and must be submitted to the registrar by June 1.

UNDERGRADUATE ENROLLMENT IN GRADUATE COURSES

To be eligible to take a graduate course and receive graduate credit, Wilson College undergraduate students must:

- Have earned at least 75 or more semester hours.
- Have a cumulative 3.0 GPA.
- Complete a petition, verified by the registrar and approved by the graduate program director and the academic adviser.
- Credit will not apply toward the 120 semester hours required for the undergraduate degree.

No additional fees will be charged to a full-time undergraduate student taking a mix of graduate and undergraduate courses within the full-time load of 18 semester hours. Students will not be allowed to enroll in more than a total of 18 undergraduate and graduate semester hours.

- Part-time undergraduate students taking a mix of undergraduate and graduate courses pay at the undergraduate rate and the graduate rate, respectively, for any combination of courses short of a total of 12 semester hours.
- Undergraduate students taking graduate courses should consult with the financial aid office about policies affecting financial aid for this situation.
- Undergraduate students who are permitted to register for any graduate course in any of the January Terms or summer sessions pay at the graduate rate.

POLICIES SPECIFIC TO GRADUATE STUDENTS

ACADEMIC LOAD

The typical full-time load is nine semester hours per semester. It is recommended that students employed full-time take no more than six semester hours per semester. A maximum of nine semester hours may be taken during any fall, spring or summer term. Students wishing to attempt more than the maximum load should seek permission from the program director.

ACADEMIC PROBATION

Graduate students must maintain a 3.0 grade-point average. If the GPA falls below 3.0 or a grade of C is received in any course, the student will be placed on academic probation. A student may be dismissed from the program if an academic probation extends beyond the completion of three additional credits or the student receives two course grades of C or lower or one course grade of F at any time during their graduate studies at Wilson.

All students in the graduate education program are subject to the Wilson College Honor Principle, the academic and administrative regulations, and the Wilson College judicial process.

GRADUATION REQUIREMENTS

The successful graduate degree candidate will complete a minimum of 30 semester hours, including a master's project, while maintaining a cumulative grade-point average of 3.0 or higher. Graduate course credit will be awarded only for earned grades of C or better.

ENROLLMENT OF NON-DEGREE STUDENTS IN GRADUATE COURSES

Non-degree students may enroll in any graduate course for which they have the necessary prerequisites with the approval of the program director.

TRANSFER COURSE LIMIT FOR THE GRADUATE DEGREE PROGRAMS

At the discretion of the director of the graduate program, no more than two courses may be transferred into a graduate degree program. For a course to transfer into a graduate program, the grade in the course must be 3.0 or higher on a 4-point scale and the goals, outcomes and assessment results must be similar to that of the graduate course being fulfilled through transfer credit.

TIME LIMIT TO COMPLETE DEGREE

All coursework and degree requirements must be completed within six years of taking the first class at Wilson College. Appeals for extension of the six-year limit must be submitted in writing to the director of the graduate education program.

Course Descriptions

Not all courses described in the catalog are offered each year.

COURSE LEVELS

Courses are offered at the following levels:

- 100 level: Introductory courses with no prerequisites; designed primarily for first-year students and sophomores but open to all students.
- 200 level: Intermediate courses, with or without specific prerequisites; or introductory courses designed for students who have had at least a semester of college-level academic experience. Intended primarily for students with sophomore or junior standing but open to first-year students in their second semester and seniors.
- 300 level: Advanced courses that either have specific prerequisites or are designed for students who have had more than a year of college-level experience; intended primarily for students with junior or senior standing but open to sophomores with permission.
- 400 level: Courses intended for advanced undergraduates, including those who are preparing for graduate study.
- 500 level: Graduate-level courses. The prerequisite for all graduate-level courses is the permission of the program director.
- Courses offered at more than one level: A course may be offered to students at more than one level. Special requirements for students taking it at a higher level will introduce greater complexity and depth in exploring the subject, and require greater independence by the student. The special requirements will be pervasive throughout the work in the course – not represented solely by an extra assignment. A student who has taken a course at one level may not take the same course at another level.

Prerequisites may be waived with the permission of the instructor.

CURRENT WILSON COLLEGE CREDIT SYSTEM

Wilson College uses a semester-hour system.

COURSE FORMATS

Traditional Course: A traditional course conducts all class sessions on campus in a synchronous manner. Traditional courses may use Web resources such as class notes, quizzes and other class resources. Web assignments for traditional courses may be asynchronous.

Online Course: An online course provides all instruction in an asynchronous manner and has no required on-campus components, with the exception of a possible orientation and proctored assignments when applicable. Synchronous chat room activities may be used when appropriate.

Hybrid Course: A hybrid course will have flexible learning formats to enhance student learning. It will include an in-class component, but the format may differ from a traditional course by using flexible class meeting times, online components and/or other delivery modalities (such as video, interactive video, cable media, etc.).

COMPLEMENTARY MODES OF LEARNING OFFERED ACROSS ALL DISCIPLINES

The following courses are offered by all disciplines as faculty availability and student interest allows.

250 Independent Study

Independent investigation at the intermediate level of a topic chosen by the student in consultation with a faculty member.

255 Introductory Internship

Work experience relevant to the student's career interests. May be arranged through the director of career services with permission of the student's adviser for one-half or full credit. Does not fulfill graduation requirements.

350 Independent Study

Independent investigation at the advanced level of a topic selected by the student in consultation with a faculty member.

352 Collaborative Research

Research conducted with a member of the faculty that involves student participation in all aspects of the research project.

355 Internship

Work experience with significant academic content, having an appropriate, complementary role within the student's academic program. Approval of the academic dean is required.

459, 460 Senior Advanced Study and Research

Independent, advanced study and research for the senior-level student in a specific phase of the major. Distinguished achievement in these courses provides a basis for the awarding of Honors in the Major. Academic policy states:

"Students who have completed at least 14 Wilson College courses and have shown a high degree of scholarly interest and achievement their academic work may be invited by the appropriate major area director to apply to the Committee on Academic Policy and Procedures for permission to seek Honors in the Major by taking courses 459, 460. The application describing the project to be carried out under the direction of a faculty member must have the approval of the faculty director and the student's adviser and must be submitted no later than the date designated by the registrar for mid-semester grades in the third semester before the student expects to complete work for the degree."

Approval of the Committee on Academic Policy and Procedures is required.

452 Collaborative Research

Advanced research conducted with a faculty member that involves student participation in all aspects of the research project. Prerequisite: 352 or appropriate research experience as determined by the faculty.

Capstone

The capstone is offered as a culminating experience for seniors in many of the disciplines that offer bachelor's degrees through the Adult Learning Program (ALP). Students enrolled in the capstone work with a faculty director to plan a major paper, equivalent to a senior thesis, or to complete a project related to the major. Additional papers or requirements may also be assigned. In some majors, the capstone substitutes for another requirement, such as an internship, if completion of the internship is impractical or unnecessary (for example, for adults who are already employed full-time in the workforce).

Guided Study

Courses that are part of the regular curriculum may be offered through a guided study. Working under the guidance of a faculty member, students enrolled in these courses do a substantial amount of reading and writing independently to achieve the learning objectives of the course. Meetings are scheduled periodically between students and the faculty member to review assignments and discuss the material.

Topics Course (170, 270, 370, 570)

A course offered as needed to cover topics of interest to students and faculty that are not covered in depth in the regular curriculum.

KEY TO CODES FOR LIBERAL STUDIES DESIGNATIONS

Courses that have one or more of the abbreviations below in the course description satisfy liberal studies or writing-intensive (WI) requirements:

ART	**The Arts**
CC	**Contemporary U.S. Culture**
CD	**Cultural Diversity**
ES	**Environmental Studies**
ESL	**Environmental Studies with a Lab**
ETH	**Frontiers of Knowledge and Beliefs**
FT	**Formal Thought**
FWC	**Foundations of Western Culture**
HWC	**History of Western Culture**
LIT	**Literature**
NS	**Natural Science**
NSL	**Natural Science with a Lab**
NWC	**Non-Western Culture**
WS	**Women's Studies**
WI	**Writing Intensive**

Course Descriptions Listed Alphabetically By Discipline

Accounting (ACC)

ACC 105 Financial Accounting

This course emphasizes the provision of relevant and reliable information used in making financial and business decisions. Areas of emphasis include the basic concepts and principles of financial accounting; the accounting cycle from the analysis of business transactions and their systematic recording through the preparation of the basic financial statements – balance sheet, income statement and statement of cash flows; the basic theory and practice for recognition, measurement and classification of assets, liabilities, equity, revenues and expenses; and the interpretation of accounting data, income and cash flow analysis. Alternative forms of business organization, internal control and interrelationships of accounting data and the ethical implications of accounting are also covered. Co-requisites: MAT 103 or Mathematics Placement Exam results, CS 110.

ACC 106 Managerial Accounting

Managers in all organizations are confronted daily with the need to make decisions and solve problems. They need information for making informed judgments, solving problems and managerial control. Information is a valuable resource to an organization, and the management accounting system is the primary source for much of the information managers need and receive. Areas of emphasis include cost concepts, cost management and behavior; standard costing and variance analysis; cost-volume-profit analysis; budgetary controls; and responsibility accounting. Understanding the use of financial and managerial accounting for pricing, product costing and operational, investment and capital-budgeting decisions – as well as the ethical implications of managerial accounting decisions – are also covered. Prerequisite: ACC 105. Co-requisite: MAT 115.

ACC 109 Fundamentals of Financial Reporting

This course provides a basic knowledge of the accounting process, including the creation and interpretation of the basic financial statements, such as the income or profit/loss statement, balance sheet, statement of retained earnings and cash flow statement and the components of the budgetary process. Students are introduced to and develop a competency in some of the major software packages in financial reporting, such as tax and accounting software. Students also learn the fundamentals of the time value of money. Prerequisite: MAT 098/100 or higher.

ACC 205 Intermediate Accounting I

A rigorous study of current accounting theory and practice, this course builds on the fundamental concepts covered in the introductory financial and managerial accounting courses and develops a more professional level of accounting knowledge and analysis. Coverage includes the conceptual framework of financial accounting, development of accounting standards, the accounting process, financial statements and the time value of money. Includes an analysis and review of cash and receivables, inventories and cost of goods sold, fixed assets and depreciation, intangibles and amortization and revenue recognition. The review of each group of accounts includes conceptual considerations, technical accounting procedures and the necessary and appropriate disclosures within the body of the financial statements and related accounting schedules and notes. Prerequisite: ACC 106.

ACC 206 Intermediate Accounting II

This course is a continuation of Intermediate Accounting I. Includes an analysis and review of investments, current and long-term liabilities, contingencies and equity. The review of each category includes conceptual considerations, technical accounting procedures and the necessary and appropriate disclosures within the body of the financial statements and the related accounting schedules and notes. Topics include dilutive securities and basic and fully diluted earnings per share, accounting for leases, income taxes, executive compensation, retirement and postretirement benefit plans and accounting changes. The course concludes with a comprehensive review of financial statement analysis and interpretation and full disclosure in financial reporting. Prerequisite: ACC 205.

ACC 220 Accounting Information Systems

The course helps students understand concepts of accounting information systems so they can effectively use software and system processes to affect and evaluate systems of internal control, know how accounting information systems gather and transform data into useful information and understand the interrelationships among systems. Using flowcharting techniques, students appreciate how transactions affect an organization and recognize when management or ethical issues need to be addressed. Audit procedures and risks in a computer environment are also covered. Prerequisite: ACC 106.

ACC 301 Auditing and Other Assurance Services

This course is an analysis and appraisal of audit theory and practice, focusing on issues relevant to the public accounting profession and to internal auditors and managers in private and governmental organizations. It introduces students to the role

of auditors and audit standards and emphasizes the concept of risk. Topics include auditing principles and procedures involving staff organization, professional ethics, legal responsibility of the accountant, various forms of audit reports, internal control, fraud detection and prevention procedures, audit programs, working papers, original record examination, the nature of evidential matter and an introduction to audit-related statistical applications. The content, meaning and impact of the Sarbanes-Oxley Act are covered. Students gain an understanding of audit risk and learn the fundamentals of auditing, from planning to obtaining and documenting sufficient evidence for expression of an audit opinion. They gain an understanding of the attest function and other assurance services and their applicability to various entities, operations audits, compliance audits and the requirements for an integrated audit. Prerequisites: ACC 206, ACC 220.

ACC 307 Cost Accounting

Cost accounting furnishes management with the necessary accounting tools for planning and controlling activities and for making many business decisions. Specifically, the collection, presentation and analysis of cost data helps management as it deals with the areas of cost-volume-profit analysis; job-order and process cost systems; standard, differential and activity-based cost systems; variance analysis; and static and flexible budgeting. By focusing on basic concepts, analyses, uses and procedures instead of procedures alone, the course shows cost accounting as a tool for business strategy and implementation. The role of the accountant as both decision-maker and data provider is considered. Prerequisite: ACC 106.

ACC 321 Taxes I

This course introduces the fundamentals of taxation, types of taxes, structure of the tax system and how taxes are applied to various entities. It is an in-depth study of the income taxation of individuals and the provisions applicable to all tax return filers. Topics include gross income, exclusions, deductions, losses, adjustments, credits, property transactions and capital gains and losses, as well as business expenses, depreciation, cost recovery, amortization and depletion and the determination of the regular tax and the alternative minimum tax. Tax research and the practical compliance aspects of individual tax return preparation are covered. While the focus is on federal taxes, state tax implications are also studied, including multistate tax situations. Prerequisite: ACC 105.

ACC 322 Taxes II

A study of tax compliance for corporations, partnerships and fiduciaries, as well as for not-for-profit organizations, including tax accounting for formation, reorganization, distribution and liquidation of organizations. The study of transfer taxes and the preparation of the related federal tax forms are included. Students are required to identify and resolve tax issues through the utilization of various sources, including applicable tax law and regulations, administrative and judicial opinions, interpretative texts and published procedures. In addition to tax research, the practical compliance aspects of tax return preparation are covered. While the focus is on federal taxes, state tax implications are also studied, including multistate tax situations. Prerequisites: ACC 106, ACC 321.

ACC 499 Senior Thesis/Project

In conjunction with a faculty adviser, the student will design and implement a major research project. Prerequisite: ACC 206 and senior standing with permission of adviser.

Master of Accountancy

ACC 507 Advanced Managerial Accounting

Managerial accounting furnishes management with the necessary accounting tools for planning and controlling activities and making many business decisions. This course looks at management accounting from a strategic perspective – specifically, the collection, presentation and analysis of cost data to help management deal with strategic, tactical and operating issues and decision-making. By focusing on concepts, analyses, uses and procedures instead of procedures alone, the course shows the strategic role of managerial accounting as a tool for business strategy, implementation and performance evaluation. The role of the accountant as both data provider and decision-maker is considered.

ACC 509 Government and Not-for-Profit Accounting

This course focuses on the most important concepts, standards and procedures of accounting, financial and budgetary reporting applicable to (1) state and local governments, including counties, cities, townships, school districts, other special districts and public authorities; (2) not-for-profit organizations; (3) not-for-profit and governmental universities and hospitals; and (4) the federal government. Financial management evaluation procedures and accountability considerations peculiar to government and not-for-profit organizations are emphasized, and distinctive aspects of auditing government and not-for-profit organizations are discussed. Prerequisite: ACC 206.

ACC 511 Advanced Accounting

A comprehensive analysis and review of advanced accounting topics related to various levels of intercompany corporate investments. Includes accounting related to acquisitions, mergers and consolidations and the applicable financial reporting required for domestic, international and multinational corporations. Additional topics include partnership formation and dissolution, admission and retirement of partners and their partnership interests and financial reporting regulations of the Securities and Exchange Commission. Prerequisites: ACC 206, ACC 322.

ACC 513 International Accounting

Examines the basic concepts and issues in international accounting. It covers accounting in a multinational environment, including the internationalization of accounting standards, currency translation, transfer pricing and comparative practices in financial reporting. Focuses on International Financial Reporting Standards.

ACC 526 Tax Planning

This course considers the application of taxes as a component of decision-making for individuals and businesses. The importance of management's consideration of tax laws in decision-making and examination of the tax consequences of prospective business decisions and responsive strategies are stressed. Focus on federal taxes, but state tax implications are also studied, including multistate tax planning. Prerequisites: ACC 206, ACC 322.

ACC 531 Advanced Auditing/Assurance

Advanced study of auditing theory, standards and practice, as well as the theory, standards and practice associated with other assurance services. This course includes the standard-setting process, statistical sampling, information system auditing, internal/operational audits, government compliance audits and international auditing standards.

ACC/BUS 533 Data Mining

Businesses, governments and individuals create massive collections of data as a result of their activity. Decision-makers and systems rely on intelligent technology to analyze data systematically to improve decision-making. This course examines how data analysis technologies can be used to improve decision-making and discusses the fundamental principles and techniques of data mining. By examining real-world examples and working hands-on with data-mining software, students learn to place data-mining techniques in context and develop data-driven analytic thinking.

ACC 535 Dynamics/Covert Behavior

The course provides students with a greater understanding of interpersonal communications in a data-gathering setting. Presents tools to conduct more effective interviews and obtain information that can assist in detecting covert behavior and preventing fraud. Students learn to assess verbal and nonverbal behavior and become more effective at obtaining information through individual interviews and interactions. Instruction covers non-confrontational interview techniques, fraud indicators, methods to assess fraud vulnerability, common fraud schemes and how to elicit potential fraud leads. Techniques for conflict resolution and negotiation become integral parts of these activities.

ACC 537 Forensic Accounting

This course provides students with a framework for understanding forensic accounting. Topics include investigative accounting techniques and methods, consulting and litigation support activities undertaken in forensic accounting engagements.

ACC 539 Fraud Examinations

This course familiarizes students with fraud auditing issues, presenting the traditional areas of fraud: fraudulent financial reporting and misappropriation of assets. It also covers cybercrime, money laundering, Foreign Corrupt Practices Act violations, securities fraud and identity theft. Emphasizes prevention, deterrence and detection of fraud and internal controls and provides an overview of the investigation and prosecution of fraud.

ACC 540 Business Law for Accountants

This course provides students with a greater understanding of the law as it relates to the activities of accountants. Topics include: a general overview of the Uniform Commercial Code and contracts, real and personal property and security, financial instruments and securities law, business and other organizations, agency and suretyship, bankruptcy, insurance, wills and decedents' estates and trusts, accountant's legal liability and practice before the Internal Revenue Service.

ACC 563 Business Valuation

Providing the basis and framework of business valuation theory and practice, this course centers on the elements of valuation, from financial and operational analysis through the methods found in the three approaches to valuation – asset, income and market. The development of discount/capitalization rates, application of appropriate premium and discount adjustments to the calculated value, and the basics of providing expert testimony are covered.

ACC/BUS 565 Business Consulting

Examines the major practice areas in management consulting and the role of a successful consultant. Course content covers the consulting process from initial client meeting to execution of solutions. Students are introduced to a variety of diagnostic tools and their applications. Managing client relationships, proposal writing and ethics are covered within the context of the service and solution business.

ACC 580 Enterprise Risk Management (cross-listed as BUS 580)

Introduces the main areas of enterprise risk management. Industry-accepted risks discussed in detail include market, credit and operational risks. Risk management processes and strategies are also covered. Case studies from different business areas and real-life issues illustrate the increasing importance of enterprise risk management in today's business world.

ACC 582 CFO and Executive Leadership

This course provides students with a greater understanding of the role of the chief financial officer and executive leadership in running the enterprise. Students learn to differentiate the leadership role of a manager and the CFO, who is a manager of managers. Topics include: leading strategic and systemic change; managing power, politics and organizational complexity; developing your team and organizational competencies. Also focuses on personal career planning and building leadership capabilities in order to potentially assume the executive role.

ANIMAL STUDIES (ANS)

ANS 101 Introduction to Animal Studies

Through discussion, survey and observation, students will – within the culture of animal-human interactions – develop the ability to think critically and ethically; review related international, national and state laws and the associated regulatory agencies; develop impartial observation skills; and define employment-related skill sets.

ANS 201 Animal Studies – Equines

An exploration of the equine within the framework of evolution, normal and abnormal behavior, domestication and comparative training techniques. Emphasis will be placed on the animal-human bond and cooperative service. Additional topics include: ethical treatment in service and current issues and topics. Prerequisite: ANS 101, BIO 110 or BIO 102.

ANS 202 Animal Studies – Canines

An exploration of canines within the framework of evolution, normal and abnormal behavior, domestication and comparative training techniques. Emphasis will be placed on the animal-human bond and cooperative service. Additional topics include: ethical treatment in service and current issues and topics. Prerequisite: ANS 101, BIO 110 or BIO 102.

ANS 203 Animal Studies – Felines and Exotics

An exploration of felines and exotic animals within the framework of evolution, normal and abnormal behavior, domestication, laboratory use and comparative training techniques. Emphasis will be placed on the animal-human bond and cooperative service. Additional topics include: ethical treatment and current issues and topics. Prerequisite: ANS 101, BIO 110 or BIO 102.

ANS 204 Animal Studies – Wildlife

An exploration of wildlife within the framework of normal and abnormal behavior relative to evolving predator/prey roles, civilization's effects on traditional food sources, increasing human contact (encroachment, zoos and tourism) and the training of wildlife for entertainment. Emphasis will be placed on animal-human interaction outcomes. Additional topics include: ethical conservancy and current issues and topics. Prerequisite: ANS 101, BIO 110 or BIO 102.

ANS 205 Animal Studies – Farm Animals

An exploration of farm animals within the framework of normal and abnormal behaviors relative to family structure (herd, flock, drove, etc.), production (meat, milk, wool, eggs, etc.), housing and transport. Emphasis will be placed on stewardship and ethical treatment. Current issues and topics will be discussed. Prerequisite: ANS 101, BIO 110 or BIO 102.

ANS 380 Animal Studies – Advanced Seminar

Through research, experiential learning, observations, internship and interviews, students will identify specific areas of interest that would prepare them for employment or graduate school. Prerequisite: ANS 201, ANS 202, ANS 203, ANS 204, ANS 205 and PSY 110.

ANS 499 Senior Thesis

The culminating course for the animal studies major, the senior thesis will be a project or area of study, defined through coursework in the 200-levelcourses and the advanced seminar that culminates in the preparation of a thesis or oral presentation. Prerequisite: ANS 380.

Athletics (ATH)

ATH 240 Principles of Coaching and Officiating/Judging

As part of the athletic coaching minor, this course focuses on the foundations and principles of coaching, sport skill development, training and officiating/judging the sport. A lab component allows students to concentrate on the sport of their choice (basketball, field hockey, gymnastics, soccer, softball, tennis, volleyball, etc.). Students may sit for judging or officiating exams and may receive coaching certifications applicable to the sport. The articulation and development of a coaching philosophy and seasonal coaching unit are part of the course.

ATH 241 Coaching and Officiating

As part of the athletic coaching minor, this lab focuses on the principles of coaching, sport skill development, training and officiating/judging a sport. Students select the sport of their choice and can attempt to receive coaching and/or judging certifications applicable to their sport. Students develop a seasonal coaching plan, observe competitions and study sport-specific strategies.

ATH 243 Leadership in Sport

Whether pursuing a career in coaching or as a manager in sport, this course introduces students to the basic principles and foundations of leadership. Case studies illustrate fundamental aspects of leadership, such as creating a vision and overcoming obstacles. Students learn leadership theory, apply leadership concepts and participate in practical strategies for becoming better leaders/coaches.

ATH 270/370 Topics in Athletic Coaching

Courses offered on an occasional basis to enhance the curriculum and address student and faculty interests.

ATH 355 Coaching Internship

Each student, in consultation with the physical education program director, arranges a coaching internship. Options include assisting as coach at a local public school or YMCA, coaching at a summer sports camp, organizing and running a competitive community program or teaching at a private sports school.

Biology (BIO)

BIO 101 General Biology I

Introduction to cell anatomy and organismal biology. The five kingdoms of life are surveyed, emphasizing distinguishing features and lifestyles. In-depth study of major organ systems of multicellular animals. Emphasis on principles underlying living organisms, problems they face and solutions that have evolved. Designed as the first of two semesters of a general survey. Three hours lecture; three hours lab. NSL

BIO 102 General Biology II

Introduction to biochemistry, molecular cell biology and cell energetics. Genetics covered in relation to molecular mechanisms, population biology and evolutionary theory. Survey of botany, including anatomy and physiology of plants. Introduction to ecological principles, including ecosystem organization, interaction of biotic and abiotic factors and the biosphere. Three hours lecture; three hours lab. Prerequisite: BIO 101. NSL

BIO 110 Contemporary Biology

A survey of relevant biological principles and processes designed as an introduction to the life sciences for the non-science major. Topics include human biology (cellular and physiological processes), evolution of biodiversity and ecology. Three hours lecture; three hours lab. NSL

BIO 111 Clinical Aspects of Microbiology

A general overview of microbiology with emphasis on pathological mechanisms of infectious disease and precautions necessary for the prevention and treatment of infectious disease in clinical settings. Students are exposed to the fundamental principles of microbial structure, growth and metabolism. Special attention is placed on localization and identification of

pathological microorganisms. Topics of disinfection, sterilization and immunity with respect to clinical settings are emphasized. Three hours lecture; three hours lab. Prerequisite: BIO 102 or BIO 110. NSL

BIO 205 Comparative Anatomy of Vertebrates

Major anatomical changes undergone by vertebrates during their evolutionary history, from invertebrate ancestors to present-day forms. Emphasis on morphological adaptations and evolutionary significance of anatomical features, as well as on major paleontological events. Laboratory study of representative types. Three hours lecture; three hours lab. Prerequisite: BIO 102. NSL

BIO 206 Invertebrate Zoology

Study of the major groups of invertebrates with consideration of morphology, evolution, physiology and ecology. Three hours lecture; three hours lab. Prerequisite: BIO 102. NSL.

BIO 207 Vertebrate Physiology

Analysis of the physiological mechanisms of the vertebrate organism from the cellular to the organismic level. All major organ systems are studied with emphasis on normal functions and their controls. Laboratory study and demonstrations of basic physiological parameters. Three hours lecture; three hours lab. Prerequisite: BIO 102. NSL

BIO 208 Genetics

Mendelian genetics and principles of heredity, introductory molecular genetics and evolutionary genetics are covered. Three hours lecture; three hours lab. Prerequisite: BIO 102. NSL

BIO 209 Nutrition

A detailed study of nutrition and health with emphasis on metabolic pathways and relationships between nutritional intake and normal and pathological changes in the human organism. Recommended for students interested in the health professions. Prerequisite: BIO 102. NS

BIO 210 Introductory Botany

Survey of the plant kingdom, emphasizing classification, evolution, structure and function. Emphasis on botanical, horticultural and economic aspects of plants used as sources of food, fibers and pharmaceuticals. Three hours lecture; three hours lab. Prerequisite: BIO 102. NSL

BIO 211 Microbiology

Study of the morphology, physiology and genetics of microorganisms with emphasis on bacteria and bacteriological techniques. Three hours lecture; three hours lab. Prerequisites: BIO 102, CHM 201. NSL

HSC 215 Human Anatomy and Physiology I

This laboratory course is the first of a two-semester sequence designed to provide a systemic background in human anatomy and physiology for students entering health, medicine or nursing professions. Using an integrated approach involving lecture and laboratory, this first semester of two courses studies cellular structure and function, and the following organ systems of the body: integumentary, skeletal, muscular and nervous. Prerequisite: BIO 102 or 110 or admission into the nursing program.

HSC 216 Human Anatomy and Physiology II

This laboratory course is the second of a two-semester sequence designed to provide a systemic background in human anatomy and physiology for students entering health, medicine or nursing professions. Using an integrated approach involving lecture and laboratory, this second semester of two courses studies the following organ systems of the body: endocrine, cardiovascular, lymphatic, immune, respiratory, digestive urinary, and reproductive. Additionally, the processes of metabolism, electrolytes and fluids, and acid-base balance will be discussed. Prerequisite: HSC 215

BIO 220 Animal Behavior

An exploration of animal interactions within the framework of evolution and natural selection. Emphasis on social behavior and communication between and among species. Other topics include antipredator behavior, mating displays, navigation, learning and memory. Laboratories will include both observational and experimental studies of behavior. Prerequisite: BIO 102 or BIO 110. NSL

BIO 230 Conservation Biology

The science of preserving biodiversity and sustaining the Earth, this course draws on many disciplines and findings of theoretical biology in an attempt to develop strategies for preserving people, populations, species, biological communities and ecosystems. Uses case studies to survey the possibilities and problems of applying conservation principles in the real world. Students identify and find solutions to conservation problems in the local area. Prerequisite: BIO 102 or BIO 110. NSL, ESL

BIO 223 Marine Biology

A survey of the major marine habitats – the fauna, environmental characteristics and the processes involved in their formation. Emphasis placed on the evolutionary adaptations of organisms in these environments and the impact of humans on the ocean. A weekend field trip is a required component of the course. Prerequisite: BIO 102 or 110. NS, ES

BIO 270/370 Topics in Biology

A seminar course offered as needed to cover topics of interest to students and faculty that are not covered in the regular curriculum. Prerequisite: Permission of instructor.

BIO 302 Developmental Biology

Descriptive and experimental analysis of the development of multicellular organisms. A variety of vertebrate and invertebrate animal systems are studied. Early embryonic development is emphasized; well-studied systems are chosen from vertebrate embryos for analysis of later organogenesis and cell differentiation. Laboratories include study of vertebrate and invertebrate embryonic development using both living and preserved specimens. Three hours lecture; three hours lab. Prerequisite: BIO 102. NSL

BIO 304 Histology

Microscopic structure of principal vertebrate tissues correlated with their function and interrelations with other tissues. Emphasis on cellular details, ultrastructure and the relationship between tissue structure and function. Three hours lecture; three hours lab. Prerequisite: BIO 102; BIO 205 advisable. NSL

BIO 306 Immunology

A lecture/discussion course for junior-/senior-level students interested in immunology. Explores the vertebrate immune system at the organismic, cellular and molecular levels. Topics include evolution of host defense mechanisms; structural and functional associations; generation of immune responses and immune effector mechanisms; and the immune system in health and disease. Interactive sessions reinforce current theory. A field trip to an immunology research laboratory informs students about current trends in the field. Three hours lecture. Prerequisites: BIO 102 and permission of instructor.

BIO 309 Evolution

A study of the history of life on Earth and examination of principles of organic evolution in plants and animals. Current topics in evolutionary theory. Prerequisites: BIO 102, BIO 208 and a quantitative skills course. NS, WI

BIO 310 Molecular Cell Biology I

A rigorous, detailed study of cellular structure and function at the molecular level. Topics include general organization of metabolic processes in plants and animals, evolution of cellular organization, synthesis and function of proteins and selected topics in molecular genetics. Prerequisites: BIO 102 and two upper-level courses in biology or chemistry. NS

BIO 312 Molecular Cell Biology II

An exploration of the principles of molecular genetics with emphasis on control of cellular activities and molecular structure, function and regulation of genes. Topics include gene technology, genetic analysis in cell biology, regulation of the cell cycle, cell-to-cell signaling, gene control in development and cancer. Designed as writing intensive, the course includes substantial writing assignments, including a major scientific research paper (multiple drafts), portfolio and essay exams. Prerequisite: BIO 208. WI

BIO 314 Ecology

Introduction to the principles of ecology. Study of factors governing distribution and abundance of plants and animals in natural and disturbed ecosystems. Three hours lecture; three hours lab. Prerequisites: BIO 102 and MAT 103. NSL, ESL, WI

BIO 315 Advanced Molecular Biological and Biochemical Laboratory Techniques

A laboratory course for junior-/senior-level students interested in research methods in molecular biology and biochemistry. Experimental topics include enzyme kinetics; protein isolation, purification and analysis by electrophoresis and immunofluorescence; cell culture techniques; and advanced molecular genetics. Three hours lab. (two semester hours.) Prerequisite: BIO 310, CHM 310 or concurrent registration in BIO 310 or CHM 310.

BIO 317 Basic Techniques of Electron Microscopy

The study of transmission electron microscopy, including theory, techniques of preparation and practical experience in producing, developing and interpreting micrographs. Students are expected to perform basic maintenance and alignment of the microscope and carry out an individual research project. Two hours lecture; four hours lab. Preference to junior- and senior-level biology majors; others by permission. Prerequisite: BIO 102.

BIO 398 Design and Methods of Scientific Research

Students learn to explore primary scientific literature, develop a research project and – depending on student and faculty interest – learn advanced laboratory skills. The course, which is usually followed by BIO 400 and 402, results in a research proposal. (two semester hours.) Prerequisite: At least four courses at or above the 200 level in biology.

BIO 400 Senior Research Seminar I

The second course in the three-semester research sequence for biology and chemistry majors, focusing on research and oral presentations. Seminar based on original research and/or recent scientific literature following the proposal developed in BIO 398. Seminar presentations and a draft research paper are required. Specific research topics selected based on interests and background of faculty and students. (three semester hours.) Prerequisite: BIO 398.

BIO 402 Senior Research Seminar II

The third course in the three-semester sequence for biology and chemistry majors with the focus on analysis of research results, research paper and a poster presentation. (two semester hours.) Completion of this course fulfills one writing-intensive credit. Prerequisite: BIO 400. WI

Business (BUS)

BUS 124 Introduction to Management

Study of management from a general perspective. Major functional areas of internal and external activities of an organization, the decision-making process and the computer's place in contemporary management. Emphasis on formulation and implementation of policy in keeping with an organization's goals.

BUS 220/320 Entrepreneurship and Small-Business Management

Consideration of the problems of startup, survival, profit and growth of new or ongoing ventures. Examines small-business operations, including business plans, finance, legal aspects, government regulation, record-keeping, marketing and human resources issues. Prerequisite: BUS 124.

BUS 223 Marketing Management

Analytical systems approach to marketing decision-making. Examines consumer behavior, marketing research, pricing, product and promotion strategy, distribution channels and why marketing activities develop in an industrial economy. Analyzes social and ethical issues. Prerequisite: BUS 124.

BUS 225 Business Law

Study of contract, agency, debtor credit, trusts and estates, property, corporation and partnership law; Uniform Commercial Code; areas of governmental regulation, including antitrust, securities and employment law; work papers, privileged communications and confidentiality. Prerequisite: BUS 124. CC

BUS 240 Corporate Finance Fundamentals

An introduction to the theoretical concepts of corporate finance. Focuses on management of working capital, cost of capital, capital budgeting and capital structure planning. Also provides an overview of money and capital markets. Prerequisites: ACC 105 and MAT 103.

BUS 260 Business Leadership and Service

Covers the latest research in business sustainability, leadership and project management principles as students deliver on a service-learning project in the local community. Critical skills in teamwork, project management, problem-solving and self-directed learning are gained as teams apply business principles while working through challenging and real projects. Prerequisites: BUS 124, junior-level major in accounting, business or economics.

BUS 270/370 Topics in Business

A course offered as needed to cover topics of interest to students and faculty that are not covered in the regular curriculum.

BUS 305 Quantitative Methods for Business

An introduction to quantitative methods used in business decision-making. Topics include probability and statistics, linear regression, linear programming, project scheduling, transportation and inventory models. Prerequisites: BUS 124 and MAT 103 or MAT 115 and junior-level status.

BUS 311 Business Environment and Public Policy

Examines the impact of public policy on business through exploration and analysis of political, social, regulatory and technological variables that influence managerial decision-making in domestic and global environments. Prerequisites: BUS 124 and ECO 101 and ECO 102.

BUS 321 Labor and Employee Relations

Covers government regulations and industry practices guiding employer-employee relations, including fair treatment, employment-at-will, employee health, safety, workplace participation and collective bargaining. Prerequisite: BUS 124. CC

BUS 322 Organizational Behavior

Multidisciplinary approach to the business organization as a complex system. Concepts and theories related to structure and function of organizations, comprehensive study of strategy formulation and organizational implementation, analytical focus on internal operation and structure and external posture; from that, alternatives are developed and policies proposed. Prerequisite: BUS 124.

BUS 326 Human Resource Management

System elements required to recruit, select, train and maintain a workforce in business. Emphasis on management development, wage and salary administration and personnel planning. Prerequisite: BUS 124.

BUS 327 International Finance

Introduction to principles, practices and institutions involved in acquisition, transfer and administration of funds in the international financial environment. Covers financial markets for international operations, uses of the foreign exchange market, business implications of exchange rate changes and the future of the international monetary system. Prerequisites: ACC 106 and ECO 204.

BUS 328 International Business

Introduction to international business environments and how they affect international enterprises. Topics include international risk, market entry strategies, ownership policies, functional areas and organizational planning and control. Prerequisites: BUS 124, ECO 101, ECO 102.

BUS 329 International Marketing

Analysis of problems of marketing across national boundaries and within different national markets from the vantage point of the exporter and the international enterprise. The impact of cultural influences on diverse strategies required to meet challenges of international product policy, pricing, promotion and distribution. Prerequisite: BUS 223.

BUS 335 Operations Management for Sustainability

The study of the supply chain and innovations that improve efficiencies while benefiting the environment. Focus is on work-flow designs, productivity, quality, forecasting, process innovations, procurement management and other value-added strategies that lead to the promotion of a sustainable business operation. Prerequisites: MAT 115 and BUS 240.

BUS 340 Investments

An in-depth analysis of investment planning of individuals and institutions with analysis of securities, functions and operation of securities markets. Includes an overview of regulations and the role of the government in securities markets. Prerequisite: BUS 240.

BUS 413 Strategic Management

Uses the case study method and the systems approach to integrate various perspectives and expertise in managerial problem-solving and decision-making. Knowledge and skills acquired through studies in the major are employed as students collaborate to apply a holistic approach to organizational planning and decision-making. Prerequisite: Limited to senior-level students.

BUS 499 Senior Thesis/Project

In conjunction with a faculty adviser, the student designs and implements a major research project.

BUS 505 Healthcare Economics

An understanding of healthcare economics furnishes management with the necessary tools for planning and controlling activities and for making many business decisions. Specifically, the collection, presentation and analysis of cost data helps management as it deals with strategic, tactical and operating issues and decision-making. By focusing on concepts, analyses, uses and procedures instead of procedures alone, the course shows the strategic role of these tools for business strategy, implementation and performance evaluation. Prerequisite: Admission to the program.

BUS 542 Legal Issues in Healthcare

Provides an opportunity for students to study the legal aspects of certificate of need regulations, tort law, medical malpractice, confidentiality of patient medical records, as well as workers' compensation, OSHA, DEP, EPA, DEA, and other regulatory agencies. Prerequisite: Admission to the program.

BUS 548 The Political Process, Communications and Managing Regulatory Change in Healthcare

The proactive ability of an organization to understand the external impact of federal and state political processes is essential for future sustainability in the healthcare market. Regulation and compliance alters the basic business model providers and insurers have been operating under since the inception of the fee-for-service model. Prerequisite: Admission to the program.

BUS 551 The History of Healthcare Reform in the U.S. and Universal Healthcare Models

Introduces students to the legislative successes, failures and fragmented approach to healthcare legislation over the past century. Students are introduced to universal healthcare initiatives in selected countries. Prerequisite: Admission to the program.

BUS 552 Patriot Protector and Affordable Care Act of 2010

Examines the Patient Protection and Affordable Care Act of 2010 and related regulations in order to provide a basis for creating effective strategies to optimally respond to the requirements and maintain an organization's financial sustainability. Prerequisite: Admission to the program.

BUS 554 Assessing the Quality of Healthcare Services

Provides students with an understanding of the performance metrics imposed by PPACA and the underlying quantitative and qualitative variables that are essential when assessing the quality of the healthcare delivery system. Prerequisites: Admission to the program.

BUS 556 Analysis and Reporting of Healthcare Data

Addresses the difference between data and information; and prepares students to identify what data is relevant to management decision-making to effectively and accurately communicate data and information, and to understand the information and security issues related to information management systems. Prerequisite: Admission to the program.

BUS 558 Innovative Management Models

Traditional approaches to the delivery of healthcare services in the U.S. will no longer allow an organization to be financially sustainable. Explores various innovative models that will allow management to optimize its outcomes in the evolving regulatory environment created by PPACA. Prerequisite: Admission to the program.

BUS 567 Process Reengineering

Process reengineering is a management strategy focusing on the analysis and design of workflows and processes within an organization. Process reengineering is used to help organizations fundamentally rethink how they do their work in order to dramatically improve customer service and cut operational costs. Prerequisite: Admission to the program.

BUS 572 Lean Six Sigma Management

Lean Six Sigma is one of three disciplines in the Six Sigma Management philosophy that concentrates on the reduction of the eight types of waste commonly found in manufacturing and service-based industries. Waste elimination leads to fewer quality deficiencies, increased revenue, increased profit and increased customer satisfaction. Prerequisite: Admission to the program.

BUS 573 DMAIC Six Sigma Management

DMAIC Six Sigma is one of three disciplines in the Six Sigma Management philosophy that concentrates on developing a data-driven improvement cycle used to improve, optimize and create stability in business processes. DMAIC Six Sigma uses the Define, Measure, Analyze, Improve and Control approach, which leads to a continuous improvement culture in business and industry. Prerequisite: Admission to the program.

BUS 574 DFSS Six Sigma Management

DFSS Six Sigma is one of three disciplines in the Six Sigma Management philosophy that concentrates on determining the needs of customers and designing out defects in products and processes rather than correcting the process or product after initial application or production. DFSS Six Sigma incorporates systems architecture, quality function deployment, axiomatic design, TRIZ and design of experiments into a continuous improvement culture in business and industries. Prerequisite: Admission to the program.

BUS 580 Enterprise Risk Management (cross-listed as ACC 580)

Introduces the main areas of enterprise risk management. Industry-accepted risks discussed in detail include market, credit and operational risks. Risk management processes and strategies are also covered. Case studies from different business areas and real-life issues illustrate the increasing importance of enterprise risk management in today's business world.

BUS 583 Executive Leadership

Evolutionary change occurring in the healthcare industry requires unconventional leadership models to ensure future sustainability. This course reviews the concepts of quality management, allocation of scarce resources and strategic planning. Prerequisite: Admission to the program.

BUS 585 Clinical Decision-making

Provides clinical managers with techniques to constructively respond to outcome-based assessments within applicable fiscal and managerial constraints. (0.5 course credit.) Prerequisite: Admission to the program.

BUS 586 Managerial Decision-making

Reviews the concepts of quality management, allocation of scarce resources and tactical planning. In addition, students will examine various techniques used in managing managers. (two semester hours.) Prerequisite: Admission to the program.

BUS 587 Public Sector Leadership Models

Emerging healthcare delivery systems are forcing public sector managers to expand their traditional roles. This course addresses the formation of alliances, coalitions and other linkages with public sector agencies. Prerequisite: Admission to the program.

Chemistry (CHM)

CHM 101 General Chemistry I

The first semester of a two-semester sequence intended for students majoring in the sciences. Focuses on the study of atomic structure, nomenclature, stoichiometry, energy, bonding and coordination chemistry. Laboratory work reinforces lecture topics. Three hours lecture; three hours lab. Prerequisite: Concurrent enrollment in MAT 103 or placement above MAT 103. High school chemistry or an introductory chemistry course is strongly recommended. NSL

CHM 102 General Chemistry II

The continuation of General Chemistry I with emphasis on solutions, kinetics, equilibrium, acid-base chemistry, thermodynamics and electrochemistry. Laboratory work reinforces lecture topics and includes qualitative analysis. Three hours lecture; three hours lab. Prerequisites: CHM 101, MAT 103. NSL

CHM 103 Fundamentals of General Chemistry

Designed to meet a one-semester general chemistry requirement. Provides an overview of atomic structure and bonding, stoichiometry, energy and acid-base chemistry, redox chemistry, equilibrium kinetics and hydrocarbons. Laboratory work reinforces lecture topics. Three hours lecture; three hours lab. Prerequisite: MAT 098/100 or equivalent. NSL

CHM 104 Fundamentals of Organic Chemistry in Biological Systems

Designed to meet a one-semester requirement in organic chemistry of biological systems. Provides an overview of nomenclature, functional groups and reactions, with an emphasis on structure and reactions in biological systems, including proteins, lipids, carbohydrates, nucleic acids and enzymes. Three hours lecture; three hours lab. Prerequisite: CHM 103. NSL

CHM 201 Organic Chemistry I

The first course of a two-semester sequence that introduces structure, bonding and reactivity of organic (carbon-based) compounds. Lecture focuses on properties and reactivity of alkanes, alkenes, alkynes, alcohols, aldehydes and ketones, with an emphasis on reaction mechanisms and stereochemistry. Laboratory introduces basic purification and synthetic techniques and analytical methods including polarimetry, infrared (IR) and nuclear magnetic resonance (NMR) spectroscopy. Three hours lecture; three hours lab. Prerequisite: CHM 102. NSL

CHM 202 Organic Chemistry II

A continuation of CHM 201 with an added emphasis on molecules with biological importance. Includes a discussion of carboxylic acids and their derivatives, enolates, aromatics, amines, lipids, carbohydrates and amino acids. Laboratory work includes more advanced synthetic methods and an independent research project. Three hours lecture, three hours lab. Prerequisite: CHM 201. NSL

CHM 205 Analytical Chemistry

A study of the fundamental principles of statistical analysis of data, theory and quantitative methods of spectrophotometry and analytic separations. Laboratory work integrates classical and instrumental techniques in the analysis of real-life samples. Three hours lecture; three hours lab. Prerequisite: CHM 102. NSL

CHM 233/333 Physical/Instrumental Analysis

Focuses on instrumental techniques including ultraviolet-visible (UV-Vis) and fluorescence spectrophotometry, nuclear magnetic resonance spectrometry, high-performance liquid chromatography and gas chromatography-mass spectrometry. The instrumentation is used to examine experimental aspects of thermodynamics, equilibrium, spectroscopy and kinetics. Prerequisite: CHM 205 for CHM 233 and CHM 205 and CHM 301 for CHM 333. Co-requisite: CHM 302 for CHM 333.

CHM 301 Physical Chemistry I

Introduction to kinetics and quantum chemistry. Topics include quantum mechanics, molecular spectroscopy and reaction rates. Prerequisites: CHM 205 or concurrent enrollment, MAT 140 and PHY 102. NS

CHM 302 Physical Chemistry II

Introduction to thermodynamics and equilibrium. Topics include the laws of thermodynamics, ideal equilibrium, ideal and non-ideal solutions, electrochemistry and surface chemistry. Laboratory work reinforces lecture topics and emphasizes physical-analytical methods. Prerequisite: CHM 301; co-requisite: CHM 333. NS

CHM 303 Inorganic Chemistry

Chemistry of inorganic and organometallic complexes with a focus on structure, bonding, molecular orbital theory and spectroscopic properties. Laboratory focuses on synthesis of inorganic and organometallic complexes, emphasizing inert atmosphere techniques and spectroscopy. Three hours lecture; three hours lab. Prerequisite: CHM 202. NSL

CHM 310 Fundamentals of Biochemistry

Introduction to the major classes of biomolecules: proteins, lipids, nucleic acids and carbohydrates. Study of select biochemical processes with a focus on enzyme-controlled reactions. Topics include amino acid chemistry, protein structure and function, enzymatic mechanisms, kinetics and regulation, membrane structure and function, biochemical basis of transcription and translation, bioenergetics, glycolysis, citric acid cycle, electron transport and oxidative phosphorylation. Three hours lecture. Prerequisite: CHM 202. NS

CHM 318 Biochemistry I

Introduces students to the major classes of biomolecules: proteins, carbohydrates, lipids and nucleic acids. Emphasizes the chemistry that dictates structure and functions of biological molecules. Also involves detailed study of proteinaceous enzymes, models of enzyme activity and enzymatic regulation; covers nucleic acid enzymes and current topics in nucleic acid biochemistry. Discussion includes the combination of the major classes of biological molecules to form biological membranes and the transport through such complex structures. Three hours lecture. Prerequisite: CHM 202 and BIO 102 or BIO 110.

CHM 320 Biochemistry II

A continuation of the Biochemistry I course beyond an introduction to the major classes of biomolecules. The course involves a detailed study of biomolecule metabolism (biochemical thermodynamics, glycolysis, tricarboxylic acid cycle, electron transport, oxidative phosphorylation, gluconeogenesis, fatty acid catabolism, amino acid metabolism, nucleic acid metabolism, glycogen metabolism) and DNA processing into RNA and protein (replication, transcription, translation, protein folding, protein processing and protein degradation). Three hours lecture. Prerequisite: CHM 318.

CHM 370 Topics in Advanced Chemistry

Topics in the field, such as organic chemistry, analytical chemistry, organometallic chemistry, spectroscopy, etc. Offered on an irregular basis in response to student and faculty interest. Prerequisite: Permission of instructor.

CHM 370 Topics in Chemistry – Advanced Analytical Methods

Students use classical and instrumental techniques in tandem to analyze real-life samples. Techniques in spectrophotometric analysis, nuclear magnetic resonance spectroscopy and chromatography, among others, are used. Projects that present students with the challenges of analysis in industry or research – using equipment that is accessible to them – are developed. Students attend the Eastern Analytical Symposium in November. Four hours lab. Prerequisite: CHM 205.

CHM 398 Design and Methods of Scientific Research

Students learn to explore primary scientific literature, develop a research project and – depending on student and faculty interest – learn advanced laboratory skills. Usually followed by CHM 400 and 402, the course results in a research proposal. (two semester hours.) Prerequisite: At least four courses above the 200 level in chemistry.

CHM 400 Senior Research Seminar I

The second course in the three-semester research sequence for biology and chemistry majors focuses on research and oral presentations. Seminar based on original research and/or recent scientific literature following the proposal developed in CHM 398. Seminar presentations and a draft research paper are required. Specific research topics selected based on interests and background of faculty and students. (three semester hours.) Prerequisite: CHM 398.

CHM 402 Senior Research Seminar II

The third course in the three-semester sequence for biology and chemistry majors with the focus on the analysis of research results, the research paper and a poster presentation. (two semester hours) Completion of this course fulfills one writing-intensive credit. Prerequisite: CHM 400. WI

Classics (CLS)

CLS 105 Medical and Scientific Terminology from Greek and Latin Roots

Introduction to the elements of Greek and Latin terminology used in the medical and scientific fields. Students become familiar with the meaning of new terms and learn how to analyze an unfamiliar word in order to discover its meaning without using a medical dictionary. FWC

CLS 120 Classical Mythology

Study of primarily Greek and Roman myths and their lasting influence on modern culture. An introduction to the major figures and cycles of stories as seen in ancient literature and art and their role in human society. FWC, LIT

CLS 128 Introduction to Archaeology (cross-listed as FA 128)

Designed to introduce students to the development of human culture and the discipline of archaeology as it is practiced today. Units on great discoveries of the past, archaeological theory and method and the study and interpretation of artifacts. NWC, FWC

CLS 215 Women in Antiquity

The role and status of women in ancient cultures (primarily those of Greece and Rome) from historical and archaeological sources as well as from myth, literature and art. Comparisons with roles and stereotypes of women in contemporary society and the idea of goddess and matriarchy in modern feminism. Prerequisite: Foundations course in English. FWC, WS, WI

CLS 222/322 Greek Archaeology and Art (cross-listed as FA 222/324)

Introduction to methods of archaeology through study of artifacts and sites of the Greek world, from prehistory to the Roman period. FWC, ART

CLS 224/324 Roman Archaeology and Art (cross-listed as FA224/324)

Study of the origins and development of the material culture of the Roman Empire through analysis of selected excavations and artifacts. FWC, ART

CLS 270/370 Topics in Classical Civilization

Study of a particular aspect of the civilizations of Greece and Rome using the approaches of various disciplines.

Communications (COM)

Completion of an English foundations course (ENG 101, ENG 106, ENG 108, ENG 180 or equivalent) is required as a prerequisite for any 200-level course in communications. Completion of a 200-level English or communications course or the instructor's permission is required as a prerequisite for any 300-level course in communications unless otherwise noted.

COM 105 Introduction to Media Communication

Development and contributions of various media to contemporary society. Historical analysis of publishing, newspapers, film, radio, television, advertising, public relations, cable and new technologies. Includes communication theories and research methods. CC

COM 110 Effective Speaking

Development and practice of public speaking skills and rhetorical strategies. Focuses on informative and persuasive speaking skills with an emphasis on speech research, organization and delivery. ETH

COM 120 Interpersonal Communication

Survey of psychological, environmental, cultural and socioeconomic variables that influence communication. Defines competent communicators in a variety of situations; explores appropriate tools to alter communication behavior.

COM 130 Digital Communication and Design I

Introduction to graphic design for desktop and electronic publishing in communication using Adobe InDesign and Photoshop. Students create a comprehensive media project including a one-year editorial calendar, media kit and audience analysis. This course can be counted for the computer science foundations requirement.

COM 201 Journalism

Development of skills required for newspaper writing and production, including principles of interviewing, reporting, editing and design. Introduces feature writing and investigative journalism, in particular. WI

COM 210/310 Women in the Media

Investigates class, race and other relevant social and cultural aspects of media audiences and impact, as well as current trends in feminist theory and criticism that come to bear on the production of popular culture in society. A service-learning component is required. CC, WS, WI

COM 230 Digital Communication and Design II

Introduction to Web communications, including podcasting, blogging and e-journalism. Course covers Basic HTML code, content management systems, cascading style sheets and file conversion for electronic publishing. Prerequisite: COM 130. FT

COM 233 Integrated Marketing and Advertising

Examination of integrated communications practices, including blending of both traditional and electronic public relations and advertising practices and social media. Course will also explore integrated communication case studies and theory, exploration of creative practices in advertising, including brand concept, audience analysis and design theory. A service-learning component is required. Prerequisite: COM 130 or instructor's permission. CC

COM 270/370 Topics in Communications

A seminar course offered as needed to cover topics of interest to students and faculty that are not treated in the regular curriculum. Prerequisite: Permission of instructor.

COM 303/503 Media Law and Ethics

Legal and ethics-based study of court rulings and other issues that concern media practitioners, especially with respect to censorship, obscenity, libel, copyright, privacy and First Amendment rights and responsibilities. ETH, HWC, WI

COM 304/504 Media Theory

Examines the influence of traditional forms of media, as well as new media technologies and the cultural conditions they establish. Explores the history and theories of print media, communications and digital technology and their impact on and implications for contemporary society and intercultural dialogue. CC, WI

COM 322 Science Writing and Communication

Broadens a student's ability to effectively communicate science in both written and oral formats. Emphasis placed on the composition of journal-style articles (both primary data and review formats), properly addressing reviewer's comments post-peer review, and oral communications in a professional setting. Prerequisite: Three 200-level courses or higher from among the following: ANS, BIO, CHM, EQS, PHY, VMT, ENG 212. WI

COM 400 Assessment Portfolio

A study in writing and reflection that imparts advanced rhetorical skills that enable students to assemble an assessment portfolio and demonstrate mastery of the department's assessment criteria. Departmental goals are assessed. Prerequisite: senior standing in communications or permission of instructor.

COM BB Billboard

The practicum experience provides a simulation of the actual environment of a working newspaper. Students will write and edit copy, sell advertising and work on expanding the circulation of the campus newspaper, the Wilson Billboard. (two or three semester hours.) Students taking course for one credit are required to attend a lecture component as well. Prerequisite: COM 201 or permission of instructor.

Computer Science (CS)

CS 110 Introduction to Computer-Based Systems

Survey of traditional and contemporary concepts associated with computer technology. Understanding the function of personal computers and how computer technology is applied in Western society. Software used includes standard business applications to solve problems as well as elementary programming (C++) and HTML webpage construction.

CS 115 Business Software and Tools

Develops skills in the use of application software typically used within a business environment. The integration of word processing, database, graphics and spreadsheet software is used to solve problems and implement business solutions. Students learn to create documents, develop spreadsheets to perform "what if" analyses and create databases to manage information. Students are also introduced to telecommunications and electronic mail. Managing disk storage and functioning in a Windows environment are covered. Prerequisite: CS 110.

CS 150 Programming and Design I

An introduction to software development. Language-independent skills for program design, implementation, testing and documentation are developed. Problem-solving and algorithm development are introduced, with activities including developing, coding and debugging programs using a high-level language. Other topics include procedures, functions, I/O routines, control structures and elementary data structures. FT

CS 152 Programming and Design II

Advanced programming topics are presented and applied with programming projects and exercises. Topics surveyed include searching and sorting routines, introductory algorithm analysis, modular software design, abstract data types, recursion, I/O operations and file handling. Students also become familiar with modular and object-oriented programming techniques. Introduces development and maintenance of software libraries along with various software life cycles. Prerequisite: CS 150. FT

CS 210 Management of Computer-Based Information Systems

For the student already familiar with fundamental computer concepts, this course examines the major applications of computer technology in education, government, business and research. Emphasizes techniques for the design, development and management of computer-based information systems. Prerequisite: CS 110 or CS 150.

CS 225 Business Programming Using COBOL

Uses programming techniques to design and implement business applications. The COBOL language, program design, debugging and documentation are major topics. Principles for performing complex operations include file handling, data processing and decision support.

CS 235 Data Structures and File Processing

Issues concerning static and dynamic manipulations of data and storage structures examined through experimentation. Graph and tree manipulations, searching, sorting, merging, dynamic memory allocation, algorithm analysis, classical data structures, recursion and abstract data types are covered. Advanced programming topics presented and applied. Prerequisite: CS 150. FT

CS 240 Computer Hardware Engineering

Introduction to Boolean algebra binary systems, digital logic and digital electronics. Topics include base numbering systems, Boolean algebra with Venn diagrams and Karnaugh mapping, logic gates, memory elements, sequential logic, muliplexors and a beginning study of microprocessor design. Prerequisite: A programming course. FT

CS 270/370 Topics in Computer Science

A focused study of topics on the leading edge of computer technology and information science. Topics such as reduced instruction set computing (RISC), expert systems, data communications and advances in supercomputer technology. Prerequisites: CS 110 and a programming course.

CS 310 Computer Organization and Programming

An intermediate-level study of the internal organization and structure of a computer, the course also involves assembly-level programming. Machine representation of numbers, character, instruction codes and assembly systems. Other topics include processor organization, information flow, instruction types, addressing and structure of different machine levels. Prerequisite: CS 110 or CS 150.

CS 344 Database Management

Concepts, structures and techniques for design and implementation of a database system. The emphasis will be on data modeling, logical design and physical implementation. Prerequisite: CS 110 or CS 150.

CS 345 Data Communications and Networking

An examination of basic terminology and concepts in data communications followed by a study of the available hardware, software and data transmission resources. Methodologies for network design and systems management. Emphasis on software protocols and network security. Prerequisite: CS 110 or CS 150.

CS 347 Computer Graphics

Presents the principles and techniques underlying computer graphics, computer animation and graphics I/O devices. Topics include points and lines, 2D and 3D transformations, object representations, shading and lighting, clipping and windowing and geometric modeling. Graphics software, applications and routines will be used and developed. Prerequisites: CS 152, CS 235.

CS 348 Operating Systems

The components, operating characteristics, services and limitations of executive systems. Typical operating systems for single and multi-user microcomputers, minicomputers and mainframes are discussed. The emphasis is on using an operating system and understanding how it handles processes. Also covers job control languages and library maintenance if time permits. Prerequisite: CS 110 or CS 150.

CS 349 Systems Analysis and Design

Overview of the system development life cycle. Emphasis on system documentation through the use of classical and structural tools and techniques for describing process flows, data flows and data structures. Discussion of information gathering and reporting activities and the transition from analysis to design. Prerequisite: CS 110 or CS 150.

Dance (DNC)

For M.F.A. courses in Dance, see fine arts

DNC 145 Historical Perspective on Dance

An introductory examination of the art of dance designed for students with little or no previous knowledge of the field. Covers historical aspects of dance and dance style. Through readings, discussions and viewing performances and files, the course explores the kinetic and conceptual components of dance. HWC

DNC 147 Movement as Culture

Dance historians traditionally represented dance history in surveys limited to the history of Western theatrical dance, setting apart "ethnic" or folk dance forms into sections labeled, not as history, but as anthropology. Presenting some dance forms as history and others as anthropology creates a sense that some dances are art, and perhaps of higher complexity or status, and some dances simply expressions of social behavior or religious belief. This course responds to these debates/ideas through a conscious framing of dance/movement across categories that have historically signaled racist distinctions between ethnic, folk and theatrical dance.

DNC 151/152, 231/232 Dance Technique

For the beginning student, emphasis is on the development of basic skill, energy, strength, control and rhythmic awareness. Intermediate and advanced students study more complex movement combinations, explore movement problems and construct original forms. Classes are designed progressively to prepare, strengthen, discipline and advance the student in modern and ballet dance forms. Prerequisite: DNC 152, DNC 231 and DNC 232 require permission of instructor. ART

DNC 170 Ballet

Development of natural alignment and efficient use of the body in motion through barre and center floor work. Emphasis on the harmonious, perfected order and geometry of absolute bodylines, as well as the need for precise positions of head, body, arms, feet and spatial directions. ART

DNC 234/334 Performance Projects

Students study and learn the repertory of other choreographers, in addition to producing collaborative works through methods of advanced improvisation. They are also responsible for lighting, design, costuming and performance. Students may repeat the course because the choreographers and works studied change periodically. ART

DNC 235/335 Feminist Perspectives Through Cultural Choreographies

Examines issues of dance and feminist analysis, the female dancing body, the changing body image and body politics. The works of Martha Graham, George Balanchine, Ruth St. Denis and others are examined through readings and analysis of specific dances, as well as viewing works on film. Looks at a broad range of dancing forms, from the classical romantic ballets to strip dancing, social dances and dances with political messages. WS, ART, WI

DNC 270/370 Topics in Dance

Courses offered on an occasional basis to enhance the curriculum with subjects of special interest. ART

DNC 361/362 Advanced Techniques I, II

Students study increasingly complex movement combinations, explore movement problems and construct original forms. The sequence of courses is designed progressively to prepare, strengthen, discipline and advance the student in modern and ballet dance forms. Prerequisite: Permission of instructor. ART

DNC 461/462 Advanced Techniques III, IV

Advanced dance students study increasingly complex movement combinations, explore movement problems and construct original forms. Designed progressively to prepare, strengthen, discipline and advance the student in modern and ballet dance forms. Prerequisite: Permission of instructor.

DNC ORC

Individual choreographic projects are designed and directed by students who share a special interest and/or experience in dance performance and composition. Project directors and faculty meet weekly in the seminar to view works in progress and discuss relevant artistic and practical problems. Project directors gain experience in lighting, design, stagecraft for dance, costume design, improvisation and composition. Student involvement ranges from participant to more advanced choreographer. (two or three semester hours.) Note: No more than two credits may count toward graduation in a combination of choir, Orchesis and print journalism practicum. Prerequisite: Taking the course for one credit requires permission of instructor. ART

Economics (ECO)

ECO 101 Introduction to Macroeconomics

Institutions and functioning of capitalism, national income and its determination, monetary and fiscal policy, international economics and problems of growth and development. CC

ECO 102 Introduction to Microeconomics

The mechanisms by which resources are allocated in a market system and study of modifications to account for imperfections in the system. Topics include demand, production and cost, theories of business and consumer behavior, market performance in the U.S. economy and comparative economic systems. CC

ECO 105 Consumer Economics

Examines market economic principles, the role of financial institutions and how this affects individuals as consumers, producers and citizens. Students investigate consumer practices and responsibilities, which includes planning for financial security. This course is for nonbusiness, non-accounting and non-economics majors. CC

ECO 110 Economics of Sports

Examines public policy questions about professional and college sports using economic models of sports industries. Topics include theory of the firm; the organization of sports and entertainment industries; effects of Title IX on sports funding allocations and gender equality; public financing of sports facilities; determining the true costs of athletic programs at the college level; sports labor markets; racial discrimination; and pricing schemes specific to sports markets. Prerequisite: MAT 098/100 or higher.

ECO 201 Intermediate Macroeconomics

An introduction to national income accounting, determination of national income and employment, multiplier and accelerator, determinants of investment, causes of inflation and unemployment and monetary and fiscal policy. Prerequisite: ECO 101.

ECO 202 Intermediate Microeconomics

Analysis of supply and demand, theory of firms, market situations, distribution of income, general equilibrium theory and welfare economics. Prerequisite: ECO 102.

ECO 204 Money and Banking

Covers money, commercial banking, the Federal Reserve System, unemployment, inflation, growth, monetary policy and international monetary problems. Prerequisite: ECO 101.

ECO 206 Gender in Economic Analysis

The impact of the economic role of men and women in society at various stages of economic development. Using the theoretical framework and tools developed for more conventional economic analyses, theories and empirical tests of human behavior are analyzed in the context of perceived and actual gender differences. Particular attention is paid to analyzing structure of the household, labor force and the economy as a whole, with emphasis on international comparisons and policy implications. Prerequisites: ECO 101 and ECO 102. WS

ECO 208 Environmental and Resource Economics

Examines a broad range of environmental and natural resource issues. Topics include economic theory of externalities, public goods and depletion of resources, valuation of nonmarket benefits and costs, theoretical and applied cost-benefit analysis, advantages and quality of the environment and importance of environmental quality and policy in determining the distribution of income. Numerous case studies and practical examples may be used, including air and water pollution, mineral and energy resources extraction, wilderness preservation and recycling. Prerequisites: ECO 101 and ECO 102. ES

ECO 270/370 Topics in Economics

Courses offered periodically in response to student interests.

ECO 303 International Economics

Discusses international trade, foreign exchange, international capital movements, tariffs and restrictive trade practices, trade agreements and international monetary agencies. Prerequisites: ECO 101 and ECO 102.

ECO 308 Public Finance

Includes taxation and government expenditures and their effects, fiscal policy and management of government debt. Prerequisites: ECO 101 and ECO 102.

ECO 310 Political Economy of the Middle East

The study of problems and trends of economic development and technological change in the Middle East and the region's interdependence on international economic systems. Topics include strategies adopted for economic development, demographic changes, immigration, migration, strategies for urban development, resource base of the Middle East and the developmental uses and impact on oil. Prerequisite: ECO 101. NWC

ECO 315 Comparative Economic and Political Systems (cross-listed as PS 315)

Study of major international economic and political systems and the role each plays in influencing global economics and politics. Prerequisite: ECO 101, ECO 102, PS 110 or PS 120. NWC

ECO 362 Problems of Developing Countries

A seminar in the economic, political, social and educational problems of developing nations. Prerequisite: Permission of instructor. NWC

ECO 399 Senior Thesis

In conjunction with a faculty adviser, the student will design and implement a major research project. Prerequisite: Permission of adviser.

Education (EDU)

EDU 140 Geography for Educators

Provides an introduction to geography for pre-service education students in pre-K-4 and 4-8 and secondary social studies. The focal points addressed include: basic geography literacy and tools, physical and human characteristics of places and regions, and the interactions between people and places.

EDU 204 Child Development, Cognition and Learning

For pre-K through middle-level education majors. Focuses on the social, emotional, physical and cognitive development of children from early childhood to the middle-level school years. Requires observations in local schools and child care facilities, including facilities with special needs and English language learners (ELL) populations. Prerequisite: PSY 110.

EDU 206 Educational Psychology

A pragmatically oriented study of learning processes, factors and theoretical components that stimulate and impede those processes. Focuses on classroom management skills and techniques of interpersonal relations, special needs of learners with exceptionalities, and racial and ethnic minorities. Observations in local schools and other institutions. Prerequisite: PSY 110.

EDU 207 Adolescent Development, Cognition and Learning

Focuses on development of youth from pre-adolescence to late adolescence and emerging adulthood. Examines the interrelationship of physical, social and emotional development with cognition and learning. Implications for pedagogical approaches and varied curriculum components are evaluated. Valuable for in-service teachers, caseworkers, youth ministers and other adults who interact with teenagers. Prerequisite: PSY 110.

EDU 215 Education for Students with Special Needs

Addresses the organizational skills and alternative strategies needed to manage the diversity within America's classrooms. Analyzes teacher behaviors and their implications for classroom management. Examines the characteristics of unique individuals and their relationship to learning situations. Identifies principles of educational programming for students with exceptional needs, including collaborative models for use of support staff. Requires classroom observations in local schools. Prerequisite: EDU 206.

EDU 238 Pre-K-4 Language and Literacy Development

Provides students with theory and instructional methods for creating effective and engaging pre-K-4 classrooms. The importance of the five building blocks, children's literature and emergent literacy are stressed. Prerequisite: EDU 206.

EDU 312/512 Teaching English Language Learners

Addresses methods and materials to prepare English language learners to enter and succeed in elementary and secondary mainstream classrooms. Prerequisite: EDU 206.

EDU 341/541 Educational Assessment

This course provides pre-service educators with theory and practice of commonly used assessment tools including, but not limited to, formal, informal, authentic and benchmark assessments. Content focuses on how to effectively interpret data and how to translate data into academic achievement. Prerequisite: EDU 206.

EDU 370/570 Topics: Conflict Resolution Education in the Classroom

Designed for current and future K-12 educators, this course develops the idea that alternatives to violence can be learned, and the classroom provides a supportive community where students and teachers can learn new behavioral strategies for constructively resolving conflict. The goal is to teach educators how to use conflict resolution and diversity training curricula in their classrooms, and to promote classroom and school community-building.

Teaching Courses

Each course prepares the certification candidate with the working knowledge required to become an effective teacher in the designated discipline. Examines the scope and sequence of the curricula. Provides developmentally appropriate instructional strategies, techniques for individualizing instruction and assessing achievement, classroom management skills and use of media. Develops competencies in lesson and unit planning and instructional delivery. Informs about professional development opportunities relative to the various disciplines. Requires peer teaching and observations of school classrooms. Prerequisites: EDU 206 and admission to the education program.

EDU 332/522 Teaching in Secondary Schools

EDU 336 Teaching Social Studies Pre-K-4 Classrooms

EDU 337 Teaching Science in Pre-K-4 Classrooms

EDU 338 Pre-K-4 Reading, Writing and Assessment Methods

EDU 339/539 Teaching Mathematics in Pre-K-4 Classrooms

EDU 343/543 Middle-Level Teaching Methods

Intended for middle-level teacher certification candidates, this course provides a foundation in proven, research-based teaching strategies. Students will use strategies to develop and teach lessons during the course. They will become knowledgeable about the Pennsylvania Standards Aligned System in order to plan effective lessons. Other topics include classroom management, differentiation, multiple intelligences, assessment, understanding poverty, and literacy skills across the curriculum. Prerequisites: EDU 204, EDU 206 and admission to the education program.

EDU 345 Middle Level (4-8) Reading, Writing and Assessment

Designed to prepare 4-8 educators to enter into classrooms understanding literacy development. Current theory, research and best practices will be integrated with reading, writing and assessment practices. Pre-service educators will develop a literacy philosophy that encompasses major components of reading instruction to ensure success for all students. Prerequisites: EDU 204, EDU 206 and admission to the education program.

EDU/SPE 348 Pre-Practicum

A full-time clinical (one day per week for 15 weeks) experience in a local school during the student's junior year. Requires observing, aiding, tutoring and teaching. Preparation for the senior-year student teaching practicum. Supervised by college faculty. Prerequisites: EDU 204, EDU 215 and admission to the education program.

EDU 370/470 Special Topics in Education

Courses designed to accommodate the needs of special interest groups, such as caretakers, nursery school teachers or early childhood educators.

EDU/ENV 305/505 Environmental Education

Introduces students to fundamental approaches, processes and goals of environmental education (EE). Much of the course is fieldwork and students learn EE curriculum recognized and adopted on a national or statewide basis. Guest speakers, experiential learning and field trips to EE centers are integral parts of class content. Uses a variety of EE instructional methods for classroom and field use. The Fulton Farm provides an excellent setting for many of the studies. Students learn about standards the Pennsylvania Department of Education requires in EE curricula, how to evaluate lesson programs and how to best deliver material in an engaging fashion. Prerequisite: Permission of instructor. ES

A field-based seminar for the specific area of certification is conducted in conjunction with EDU 426, EDU 427 or EDU 428. Provides a forum for reflection on the continuum of special needs in the education environment. Addresses special needs issues, as well as relevant pedagogical and behavioral accommodations and/or considerations. Relates theory and practical application to classroom instruction. Evaluates modes of teaching and relevant media, develops multiple assessment tools, identifies alternative classroom management strategies, investigates resources for professional development and researches current topics. Prerequisite: All professional coursework, permission of adviser.

EDU/SPE 401 Advanced Professional Practicum

A period of guided teaching designed for experienced certified teachers who seek additional instructional certification. Duration and specifications depend on previous teaching experience and areas of certification. Supervised by a college supervisor and a master teacher in an accredited public or private school. Prerequisites: Pennsylvania Instructional I or II certification and permission of adviser.

EDU 410 Educational Research

Designed for the advanced student in education or a student planning to enter graduate school. Complete a literature search and write a research paper on an approved topic in the area of education. Prerequisites: EDU 320, EDU 326 and permission of the education department.

EDU 418 Professional Practicum

This course consists of full-time placement in the appropriate classroom for a period of three weeks, performing as a teacher's aide under the direct supervision of a certified teacher and college supervisor. Restricted to candidates for the associate of arts in early childhood (pre-K-4) education degree. This course does not substitute for, nor will it contribute to, the student teaching requirement for student or intern teachers. Prerequisite: Permission of program director.

EDU/SPE 430 Special Needs Seminar

This course has been designed to facilitate a practical application of the pre-service student's ability to: recognize type, identification and characteristics of various disabilities, as well as effective, evidenced-based instructional practices and adaptations for students with special needs; understand legal rights and responsibilities of the teacher related to a special education referral and evaluation, and the rights and procedural safeguards that students are guaranteed; and identify possible causes and implications of overrepresentations of minorities in special education to avoid misinterpretation of behaviors that represent cultural, linguistic difference as indicative of learning problems.

Practicums (student teaching)

A 14-week clinical experience in local schools for students who pursue instructional certification for early childhood (pre-K-4) or a specific discipline at the middle, secondary or pre- K-12 level. Student observes school calendar, not college calendar. Supplemented with the Special Needs Seminar. Prerequisites: All professional coursework and permission of adviser.

EDU 431 Secondary English Practicum

EDU 432 Secondary Foreign Language Practicum

EDU 433 Secondary Science Practicum

EDU 434 Secondary Social Studies Practicum

EDU 435 Secondary Mathematics Practicum

EDU 436 **Early Childhood (Pre-K-4) Practicum**

EDU 437 **Health and Physical Education Practicum**

EDU 441 **Middle-Level (4-8) English Practicum**

EDU 443 **Middle Level (4-8) Science Practicum**

EDU 444 **Middle Level (4-8) Social Studies Practicum**

EDU 445 **Middle Level (4-8) Mathematics Practicum**

EDU/SPE 428 Intern Teaching Practicum I

A nine-month clinical (combined with EDU/SPE 429) experience for post-baccalaureate certification candidates in the Teacher Intern Program who are employed in an accredited public or private school. Prerequisites: Intern certification, adviser approval.

EDU/SPE 429 Intern Teaching Practicum II

A nine-month clinical (combined with EDU/SPE 428) experience for post-baccalaureate certification candidates in the Teacher Intern Program who are employed in an accredited public or private school. Supplemented with EDU 430: Special Needs Seminar. Students will receive a letter grade for EDU 428. In order to move forward into EDU 429, a student must receive a B or higher in EDU 428. Prerequisites: EDU 428, intern certification, adviser approval.

Master of Education

EDU 531 **Contemporary Issues in Education**

Explores current and relevant educational issues that interconnect with politics, history, ideology, curriculum and social practice. Focuses on examining the major opposing viewpoints on today's issues in American schools. Through the integration of knowledge, the course prepares educators to critically examine various schools of philosophical thought and political issues related to education, analyze existing programs to improve school effectiveness and review research-based best practices for effective educational outcomes.

EDU 532 **Education Perspectives in a Diverse Society**

Prepares students to deal with conceptual, theoretical, political and philosophical issues in multicultural education. Course is designed to clarify issues related to pluralistic education, adopt a philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and prepare sound guidelines for multicultural programs and practices. Uses "diversity" to mean all ways in that people differ, including socioeconomic status, ethnicity, sexual orientation, religious practices and other differences.

EDU 533 **Differentiated Instruction**

Explores the principles and elements of differentiated instruction through study of current and promising practices, as well as relevant research. Graduate students study instructional and management strategies that address individual learning needs, strengths, styles and preferences of students within the classroom.

EDU 535 **Standards Aligned Systems**

Standards Aligned Systems provides a comprehensive approach to support student achievement across the Commonwealth of Pennsylvania. SAS involves the understanding and integrated use of six areas, including Pennsylvania and Common Core standards, fair assessment, curriculum framework, aligned instruction, materials and resources, and interventions.

EDU 540 **Reading Instruction for Elementary Educators**

A study of the best practices in elementary reading instruction to accommodate the needs of varied learners, including practices related to literacy development and exploration of the implications of knowledge about the reading/writing process for effective instruction. Topics include research knowledge about literacy processes, early literacy experiences, the five building blocks in reading instruction, instructional materials, classroom organization for effective literacy instruction and strategies for instruction/assessment in reading.

EDU 548 **Reading in the Content Area**

Provides in-service educators with an understanding of the essentials of reading processes necessary for pre-K-12 students to become effective and active readers in all content areas. Teaches the most promising elements of effective reading comprehension and instruction based in research and/or professional opinion. Application of elements to a variety of texts and genres helps students derive greater comprehension of material.

EDU 551 Inclusive Education for Students with Special Needs

Examines educational strategies and practices helpful in meeting the needs of students with special needs in the regular education classroom setting. Helps teachers read and understand IEPs (Pa. Chapter 14), Section 504 plans (Pa. Chapter 15), as well as gifted (Pa. Chapter 16) requirements and implementation in inclusive settings. Also helps teachers build relationships with and among students, teach social skills and provide positive behavior supports. Covers co-teaching strategies with special education teachers in regular education classrooms.

EDU 552 Best Practices and Effective Teaching

Examines the qualities of effective teachers, research-based instructional strategies and research-based programs for elementary and secondary educators. Independent projects accommodate specific disciplines and academic needs. Secondary teachers focus on the curricular area in which they are certified; elementary teachers focus on a curricular area of interest.

EDU 553 Technology Integration for the Classroom

This productive, hands-on course enables students to develop strategies for effective integration of computer and multimedia technologies in classrooms. Emphasis on basic understanding and practical uses of major software applications and emerging computer and multimedia technologies. Students develop various projects that use computer and multimedia technologies for curriculum enhancement, communication and record-keeping.

EDU 554 Formal and Informal Classroom Assessment

Examines philosophical conceptions of curriculum, educational assessment and principles of planning instruction. Students construct assessment tools for evaluation of student progress, teaching effectiveness and curriculum alignment. Additionally, students investigate state testing and interpretation and meaningful reporting of results. Prerequisite: Foundation in statistics, MAT 115, PSY 115 or permission from M.Ed. program director.

EDU 555 M.Ed. Internship

The candidate must have successfully completed three M.Ed. courses with a grade of B or better and must be formally admitted to the M.Ed. program. Because each internship is designed to meet the needs of the individual candidate, the course description intentionally lacks specificity. Refer to the M.Ed. internship application. On recommendation and approval of director, may substitute for a master's-level course.

EDU 570 Topics in Education

Courses that consider recent research and pedagogy in an area of secondary teacher certification.

EDU 598 Educational Research and Design

Examines exemplary literature and research projects that represent examples of the systematic collection, evaluation, presentation and interpretation of research data in education. Various research designs and methodologies are explored, emphasizing action research done in educational contexts. Student research projects reflect a specific educational research style, such as experimental, correlational, survey, grounded theory, ethnography, narrative or mixed methods. Students are guided in the selection of an appropriate master's project topic and a review and critique of relevant literature. A comprehensive design proposal for a major research project is developed.

EDU 599 Master's Project

The final stage in the completion of a master's project. Students work closely with a research adviser to implement a major educational research project.

English (ENG)

Completion of an English foundations course (ENG 101, ENG 106, ENG 108, ENG 180 or equivalent) is required as a prerequisite for any 200-level course in English. Completion of a 200-level English or mass communications course or the instructor's permission is required as a prerequisite for any 300-level course in English. Students cannot receive credit for more than one English foundations course.

FOUNDATIONS COURSES

Foundations Courses (for native speakers)

ENG 095 Literacy Enrichment Seminar

Emphasis on reading strategies for academic texts, relationship between reading and writing and reflection on the student's own learning process. Taken in the same semester as the foundations in writing requirement. Co-requisite: ENG 101, ENG 104 or ENG 108.

ENG 101 Written Communication

Study of essentials of English usage and sentence and paragraph structure. A problem-solving approach through the student's writing of paragraphs, short essays and a research report. Prerequisite: English Placement Exam.

ENG 108 College Writing

Emphasizes principles and practice of effective writing, reflection on composition as a process, thinking and organizational skills at the college level, and preparation for academic research papers. Prerequisite: English Placement Exam.

ENG 180 Writing and Literature

Development of writing skills through papers based on critical reading of works discussed in class. Focuses on common themes or a single literary period in works of various genres and by a variety of authors. Preparation of academic research papers. Prerequisite: English Placement Exam.

ENGLISH FOR ACADEMIC (EAP) COURSES (FOR NON-NATIVE SPEAKERS ONLY)

ENG 103 EAP: Communication and Combined Language Skills

Designed for international students who wish to work on multiple aspects of language and culture while living in the United States. Covers listening, speaking, reading, writing, academic skills and American culture. Offered fall semester. CC

ENG 104 EAP: English Composition in an Academic Environment

Designed for non-native English-speaking students, the course explores English for academic purposes, with particular attention to the complexity of contrasting argumentation styles found in comparative rhetoric. Students focus on the micro and macro elements of academic writing aimed at a native-speaking audience. These elements include – but are not limited to – syntax, semantics, organization, rhetoric and argumentation. To ensure that students know how to use their academic writing for research purposes, the course introduces related skills, such as drafting articles/literature reviews, research skills, paper organization, outlining, note-taking, summarizing, paraphrasing and citation. Normally taken concurrently with ENG 103. Students who complete ENG 104 must also complete ENG 106 the following spring semester. Prerequisite: English Placement Exam.

ENG 106 EAP: Academic Research Writing

A research and composition course designed for non-native English speaking students. Emphasizes distinct areas of planning, conducting and writing an independent research project, including topic selection, thesis generation, research skills, primary and secondary source selection, validation of sources, draft and detailed outlining, literature reviews, interviewing techniques, questionnaire generation, introductory and concluding sections, effective use of work by other authors and researchers, organized presentation of findings and well-supported argumentation and analysis. Offered spring semester. WI

ENG 111 Tutorial in Writing

Offers one-on-one instruction for students who need to improve their academic writing skills. Individualized course content decided after consultation with the student, the student's adviser and/or previous instructors. With approval of the other instructors involved, writing to be completed for other classes taken during the semester will be used as a basis for some tutorial coursework and assignments. Enrollment is limited to three students per semester. This course does not appear on the semester course listings and it does not fulfill any liberal studies or writing-intensive requirements. Students interested in enrolling must contact the instructor. (two semester hours.) Prerequisite: Permission of instructor.

WRITING AND LANGUAGE

ENG 112 Writing in the Professions

Students will learn to write a variety of formats and genres that can be adapted to any professional setting, including letters, memos, technical reports and digital communication. Discussion topics include professional/business culture and the use of emergent technologies. Prerequisite: Foundations course. WI

ENG 115 Writing about Literary Genres

Writing-intensive introduction to the histories, conventions, methods and pleasures of particular literary genres. Focus varies from year to year but could include poetry, drama, fiction, autobiography, popular literature and combinations thereof. The course demonstrates the interdependency of writing, learning and interpretation. Prerequisite: Foundations course in English. LIT, WI

ENG 185 Writing about Literature and the Environment

Writing-intensive approach to nature writing. Emphasizes composition, critical thinking, literary analysis and reflection on the natural world. Representative authors include: Thoreau, Jewett, Abbey, Wordsworth and Smiley. Prerequisite: Foundations course in English. ES, LIT, WI

ENG 210 Advanced Exposition

Development of expository writing skills at an advanced level across academic curriculum and/or disciplines. Applications of advanced rhetorical techniques to several expository genres. WI

ENG 212 Technical Writing

Examination of and practice in technical writing. Emphasis on developing effective style after analysis of purpose and audience. Analyses and assignments in formulating definitions, mechanical and process descriptions, reports, proposals and technical presentations. WI

ENG 220 Creative Writing

Introduces students to techniques and skills in writing the four major genres of creative writing: poetry, fiction, drama and creative nonfiction. Class consists of craft exercises, critical renderings of the work of others, self-reflective analysis and completion of four distinct projects in portfolio format. ART

ENG 311/511 Structure of the English Language

Linguistic analysis of phonemic, morphemic and syntactic structure of English. Comparison of traditional and nontraditional methods of grammatical analysis. Study of significant language change from Old English through the modern period. Projects involve field research. Graduate-level course includes additional work in secondary language acquisition and development. Graduate course has four lecture hours. Prerequisite: Permission for ENG 511. FT

ENG 321/521 Advanced Creative Writing: Poetry

Intensive study and practice in the creation of poetic writing, including detailed craft and skill-building instruction, written and oral peer-critiquing, self-reflective analysis, regular examination of contemporary theoretical trends in creative writing poetry and the completion of several significant projects. Prerequisite: ENG 220 for ENG 321. ART

ENG 323/523 Advanced Creative Writing: Fiction

Intensive study and practice in the creation of prose fiction, including detailed craft and skill-building instruction, written and oral peer-critiquing, self-reflective analysis, regular examination of contemporary theoretical trends in creative writing fiction, and the completion of several significant projects. Prerequisite: ENG 220 for ENG 323. ART

ENG 325/525 Topics in Creative Writing

Intensive study and practice in the creation of specific genres of creative writing, including detailed craft and skill-building instruction, written and oral peer-critiquing, self-reflective analysis, regular examination of contemporary theoretical trends in the specific creative writing field and the completion of several significant projects. Prerequisite: ENG 220 for ENG 325. ART

ENG 499 Thesis in Creative Writing

Completion of a significant project in creative writing: a manuscript of poems, short stories, fiction, creative non-fiction or drama. Prerequisite: ENG 321, ENG 323 or ENG 325.

LITERATURE

ENG 204 Women Writers

Examines themes, techniques, goals and historical contexts of women's literary production. WS, LIT, WI

ENG 213 American Literature I

The intellectual and cultural milieu of the American "New World" as revealed in the prose and poetry – including that of Native Americans and African-Americans – produced between the early 1600s and the mid-1800s and culminating in distinctive American literature. HWC, LIT, WI

ENG 214 American Literature II

The development of American literature from the later 19th century through 1945. Emphasizes the intellectual, social and aesthetic concerns that have shaped American fiction, poetry and drama. HWC, LIT, WI

ENG 215 Major Writings of the European Tradition I

Students read authors whose works have strongly influenced Western culture, e.g., Sappho, Homer, Sophocles, Plato, Aristotle, Dante, Boccaccio and Voltaire. Discussion topics include the history of ideas, the construction/critique of a canonical tradition and the self in society. FWC, LIT, WI

ENG 216 Major Writings of the European Tradition II

Students read authors whose works have strongly influenced modernity, e.g., Wollstonecraft, Austen, Flaubert, Dostoyevsky, Kafka, Woolf and Freud. Discussion topics include the romanticism-realism conflict, the critique of patriarchy and the emergence of the unconscious. HWC, LIT, WI

ENG 224 Young Adult Literature

Survey of literature written for and about young adults. Critical reading of young adult literature by genre (e.g., realistic fiction, modern fantasy, historical fiction, nonfiction and poetry) focusing on authors who have made significant contributions to the field, as well as on criteria for selecting works of proven literary merit for use in a secondary school classroom. LIT

ENG 230 Film Analysis and History

Students analyze film using the elements of mise en scène. Technical discussions of film production and reception are supported by in-class screening of movies by such directors as Keaton, Welles, Hawks, Ford, Hitchcock, De Sica, Kazan, Lee and Scott. Discussion topics include film history, genres and criticism. ART, WI

ENG 232 Modern Drama

Students study drama and modernity using a history-of-ideas approach. Works by Ibsen, Shaw, Chekhov, Pirandello, Hellman, Glaspell, Williams, O'Neill, Brecht, Beckett and Breuer illustrate developments in dramatic history from 19th-century realism to the Theater of the Absurd and postmodernism. Technical discussions focus on genre and stagecraft. ART, LIT, WI

ENG 234 The English Novel

The genre is examined through critical reading of novels from the 19th and 20th centuries, including works by Austen, Dickens, Stevenson, Ford, Conrad and Woolf. LIT, HWC, WI

ENG 236 British Literature 1200-1700

An intense examination of the literature and especially changes in the forms of national literature of Britain from 1200 to 1700. Authors read may include the Gawain-poet, William Langland, Julian of Norwich, Christopher Marlowe, Mary Wroth, John Donne, Ben Jonson and Aphra Behn. LIT, FWC, WI

Note: English Topics courses (ENG 270/370) are divided into three categories: literary studies and writing, advanced genre study and advanced major authors/figures. All ENG 270/370 courses have the liberal arts designators of LIT and WI. Additional liberal studies designations will be listed in the semester course bulletins.

ENG 270/370 Topics: Literary Studies and Writing

In-depth study of a limited body of literature unified by author, theme or historical period. Emphasis on the relationship of literature to social and cultural history. Courses previously offered under this 270/370 rubric include: Asian-American Literature, Shakespeare's Histories and 17th-Century Literature. LIT, WI

ENG 270/370 Topics: Advanced Genre Study

Writing-intensive study of classical, modern and postmodern literary genres. Emphasis on the development of genres, new approaches in genre criticism and the historical bases of literary production and reception. Individual genres studied vary over time but may include poetry, drama, melodrama, autobiography, gothic fiction and popular literature, as well as representation of such literature in film. Courses previously offered under this 270/370 rubric include African-American Literature, Asian-American Literature and Gay/Lesbian Literature. LIT, WI

ENG 270/370 Topics: Major Authors/Figures

Intensive, historical study of a major author or writer. Representative authors could include Chaucer, Shakespeare, Milton, Austen, Dickens, Darwin, Freud, James, Cather, Joyce, Woolf and Morrison. Courses previously offered under this 270/370 rubric include Robert Burns, Charles Dickens, Willa Cather and Arthurian literature and film. LIT, WI

ENG 239/339 African-American Literature

Introduces the diversity and intertextuality of the African-American literary tradition. Includes major writers, periods and genres. CD, LIT, WI

ENG 317/517 American Literature Since 1945

New directions in poetry, drama, fiction and literary innovations in the context of international conflict, feminism, environmentalism, civil rights and gay rights. CD, LIT, WI

ENG 318/518 CHAUCER

Detailed analysis and study of The Canterbury Tales. Includes close, critical readings of the original Middle English text and examination of the social, political and cultural climate in which Chaucer composed. FWC, LIT

ENG 319 American Minority Writers

Study of Asian-American, African-American, Chicano and Native American writers. Authors may include Momaday, Erdrich, Anaya, Kingston, Okada, Baldwin and Hurston. CC, CD, LIT, WI

ENG 335/535 Film Genres and Genders

Historical study of Hollywood film genres and their relation to dichotomous gender. Emphasis on genres of screwball comedy, maternal melodrama and film noir. Advanced readings in gender analysis and film studies scholarship. Representative directors include Pabst, Hawks, Sturgess, Rapper, Dmytryk, Ray, Hitchcock and Aldrich. ART, WS, WI

ENG 345/545 Shakespeare's Histories and Comedies

Critical reading of representative histories and comedies including a strong theoretical approach to the texts. Prerequisite: Permission of instructor for ENG 545. LIT, HWC, WI

ENG 346 Shakespeare's Romances and Tragedies

Critical reading of representative romances, tragedies and genres, including a thorough introduction to Shakespeare and his sonnets. Prerequisite: 200-level ENG or COM course. LIT, WI

ENG 380/580 Literary and Cultural Interpretation

In-depth study of developments in the history of interpretation. Representative methods include hermeneutics, feminism, psychoanalysis and semiotics. FT, HWC, LIT

ENG 400 English Assessment Portfolio

A study in writing and reflection, the English Assessment Portfolio will impart the advanced rhetorical skills that will enable a student to assemble an assessment portfolio and demonstrate mastery of the department's assessment criteria. (two semester hours.) Prerequisite: Senior standing in English or permission of instructor.

Environmental Studies (ENV)

ENV 105 Foundations of Sustainability

This course for non-majors offers an introduction to what students need to know as responsible citizens to become more environmentally literate and ecologically conscious. The course examines the way people are damaging the Earth and, in the process, their own bodies and minds. It then presents essential tools necessary for both planetary and personal transformation. The Fulton Center for Sustainable Living and its staff take an active role in the course by instructing students and demonstrating sustainability projects on campus. ES

ENV 107 Environmental Geology

An introduction to how geology affects the human-built environment and how human activities alter the geologic environment. Environmental geology is applied geology. Prospective content of the course includes the following topics: fundamental concepts, earth materials and processes, river flooding, landslides and related phenomena, earthquakes and seismicity, volcanism, rock cycle, coastal hazards, hydrology, waste disposal, mineral resources, energy and the environment, and landscape evolution. ES

ENV 110 Introduction to Environmental Science

Examines the interrelationship of causes of environmental issues that confront the human species: pollution, resource consumption and human population. To thoroughly understand the root causes of these problems and discover acceptable, equitable solutions, an interdisciplinary approach is taken. The course combines ideas and information from the natural sciences, social sciences and ethics to examine how the natural world operates and is connected. Includes a lab component. ESL

ENV 120 Gardening for Fitness and Pleasure

Provides hands-on skills for the small-scale gardener/agriculturist while exploring the physical, scientific, artistic, spiritual and aesthetic dimensions of gardening. Basic gardening skills to be covered include composting and use of household refuse; soil management; seed storage, seeding and seedling management; integrated pest management; postharvest handling of perishable produce; organic gardening and other sustainable gardening practices. Weekly fieldwork supplemented with assigned readings and projects to enhance the student's enjoyment of gardening and the outdoors. Two hours. (two semester hours.) PE activity credit.

ENV 170/270/370 Topics in Environmental Studies

Seminar course offered on an occasional basis. Possible topics include: low-input sustainable agriculture, sustainable energy, stewardship of watershed ecosystems (lab), sustainable architecture and permaculture design (lab).

ENV 203 Science, Technology and Society

A study of the relationships between technology and humans, ranging from traditional societies to the modern industrial and post-industrial West. Issues include the relationship of science and technology, technology and culture and the effect of tools and machines on human experience. ES, ETH

ENV 210/310 Environmental History (cross-listed as HIS 210/310)

A dynamic of how the natural environment impacts cultural development and how cultural perceptions impact nature. Primary components include the evolution of how humans have viewed themselves in relation to the American environment. With the assumption that wilderness was a basic ingredient of American culture, the course examines the changing attitudes toward wilderness in the country's cultural development and how these attitudes translated into environmental impacts. The experiential component of the course requires students to learn how to write local environmental history and solve the mysteries involved in researching the environmental components of local history. ES

ENV 216 Agroecology

Basic principles of ecology as they apply to agricultural systems. Comparison of industrialized and sustainable agriculture. Survey of practical agricultural practices in global and historical context. Field work and/or service learning in association with the Fulton Center for Sustainable Living. Prerequisite: ENV 110 or BIO 102. ES

ENV 220/320 Stewardship of Watershed Ecosystems

The purpose of this workshop is to educate professional naturalists, elementary, junior and senior high school teachers and graduate and undergraduate students from colleges in southcentral Pennsylvania in theory and techniques of responsible ecological management at the watershed level. Methods addressed include technology, scientific research and hands-on activity. Experiential learning will be complemented with lectures provided by professionals and activists in the field of ecological management. Not open to freshman students. Prerequisites: English foundations course for ENV 220; ENV 110 for ENV 320. ESL

ENV 224 Environmental Law

An introduction to the American legal system and the sources of environmental law; the litigation process and other tools to resolve environmental disputes; and the impact of administrative law on the environment. Concludes with an introduction to some of the major environmental statutes in the U.S. Prerequisite: English foundations course. ES, ETH

ENV 270 Climate Change: A Liberal Arts Perspective

A multidisciplinary study on climate change: its causes and implications for both humans and the natural world. This course will draw from multiple disciplines to redefine the environmental problem of climate change outside of the normal boundaries of environmental studies. Course prerequisite: ENG 103/104, 108 or 180

ENV 304 Environmental Policy

Investigates environmental statutes and how these laws protect the natural environment and human health from pollution and resource use. The course will cover laws that protect air, water, and other natural resources as well as statues that regulate the disposal of solid and hazardous chemicals and waste. It will look at energy law and conclude with a study of international environmental law. Prerequisite: Environmental Law. ES, CC, WI

ENV 305/505 Environmental Education

An introduction to fundamental approaches, processes and goals of environmental education (EE). Much of the course involves fieldwork, including at the Fulton Farm; guest speakers, experiential learning and field trips in which students learn EE curricula recognized and adopted on a national or statewide basis. Students learn Pennsylvania Department of Education standards and how to evaluate and deliver lessons in an engaging fashion. Prerequisite: Permission of instructor. ES

ENV 355 Internship

Work experience with a significant academic component. Students complete a portfolio that exhibits both a visual and written display of learning, including evidence of theoretical knowledge and experiential learning. The portfolio may be used as a record of the student's work for graduate school or employment. A presentation to the college community is also required. Prerequisite: Second-semester junior or senior if used to fulfill capstone requirement.

ENV 401 Ecological Perspectives in the Sciences and Humanities

A senior capstone seminar that integrates student coursework, internships and other educational experiences. Examines current theoretical topics in environmental and ecological thought and will vary based on faculty and student interest. As a writing-intensive course, detailed research and written and oral presentations will accompany rigorous examination of primary literature. Prerequisites: Senior standing in environmental studies or related program of study and permission of instructor. ES, ETH, WI

Equestrian Studies (EQS/EQT)

EQT 103, 104 Basic Equitation I, II

Balanced seat riding courses designed to provide the rider with a correct basic seat and safe, effective techniques for riding basic exercises. For safety reasons, EQT 104 may be required for one or two semesters. (two semester hours.)

EQS 110 Introduction to Equine Management

The foundation course for equestrian studies addresses: equine-related careers; evolution and history of the domestic horse; breeds, color and marking genetics; conformation, behavior and training; age and size determination; basic anatomical structures; basic kinesiology; an introduction to blemishes and unsoundnesses; basic health and foot care; and ethical stewardship. Barn assignments and horse care outside of class are mandatory.

EQT 113, 114, 115
Novice Equitation I, II, III

Balanced seat riding courses designed to provide the novice rider with a solid foundation in balanced seat riding. Knowledge of concepts is incorporated with practice riding elementary school figures, simple jumping and gymnastic exercise to solidify the rider's seat and use of the aids. Novice riders focus on gaining confidence riding a variety of horses; work in sitting trot and canter and two-point (jumping) positions. (two semester hours each.) Prerequisite: EQT 104 or permission of the director of equestrian studies (for EQT 113).

EQS 116 Equine Anatomy and Physiology

A study of the musculoskeletal, respiratory, cardiovascular, digestive, urinary, nervous, endocrine and reproductive systems of the horse from anatomical and physiological perspectives. Three hours lecture; two hours lab. Prerequisite: BIO 101 or BIO 110.

EQS 125 Equine Breeding Management

An introduction to all aspects of equine breeding management including: heredity, selection, the reproductive system of mares and stallions, live cover and artificial insemination, physiology of gestation and fetal development, parturition and dystocia, care of the neonate, care and handling of breeding stock and foals, and breeding farm design and management. Prerequisite: EQT 116 or permission of the director of equestrian studies.

EQT 203, 204, 205, 206, 207, 208

Intermediate Equitation I, II, III, IV, V, VI

Balanced seat riding courses emphasizing the knowledge and skills required to ride a variety of horses through foundation schooling, and jumping exercises designed to produce a thinking, feeling rider with specific goals. (two semester hours each.) Prerequisite: EQT 114 or permission of the director of equestrian studies.

EQS 220 Management of Equine Events

Designed for show managers, riders, trainers and instructors, this course examines the operation of various shows, trials, events and competitions, including basics of course design. Reviews national and international rules, governing bodies and organizations. Practicum experiences running college-sponsored events, lecture and discussion. Practicum and experiential work requirement at the stable. Not open to first-year students. Weekend commitments to running horse shows and clinics required.

EQS 225 Equine Health Management

Examines the care of the horse, including symptoms, causes, care and prevention of diseases and injuries; providing assistance to the farrier and veterinarian; basics of blood testing, immunizations, parasites and their control; and record keeping. Lecture, discussion, practicum, laboratory and experiential work required at the stable. Three hours lecture; three hours lab. Prerequisites: EQT 110 and EQT 116.

EQS 230 Introduction to Training the Horse

Presents the basic concepts of a variety of traditional and modern training methods and provides an understanding of the horse's natural behavior, instincts and ability to learn. Students are taught the use of aids, tack, equipment, schooling exercises and training techniques – all designed to develop a calm, obedient, forward-moving horse. Lecture, discussion and practicum.

EQS 235 Applied Horse Training Techniques I

A practicum in which students work with young, green or problem horses to break, train or retrain for use as riding horses. Coursework includes lunging, long-lining, ground driving, use of cavalletti systems and gymnastic jumping, backing and work under saddle. Does not satisfy PE activity requirement; (two semester hours.) Prerequisite: EQS 230, EQT 203 or permission of instructor.

EQS 236 Applied Horse Training Techniques II

An advanced practicum class that builds on the experience gained in EQS 235 in which students take significant responsibility for the breaking, training and/or retraining of young, green and/or problem horses. Coursework includes lunging, long-lining, ground driving, use of cavalletti systems and gymnastic jumping, backing and work under saddle. Does not satisfy PE activity requirement; (two semester hours.) Prerequisites: EQS 235 and EQT 303.

EQS 240 Introduction to Teaching Horsemanship

A preparatory course for teaching the basics of safe horsemanship, emphasizing theory of riding principles, methods of instruction, safety, prevention of accidents and supervision of groups and individual riders. Lecture, discussion, observation, practicum. Prerequisites: EQS 110 and EQS 230.

EQS 270/370 Topics in Equestrian Studies

Courses offered on an occasional basis to broaden the curriculum with subjects of special interest.

EQT 271/371 Topics in Equitation

Riding courses offered on an occasional basis to augment the curriculum with riding disciplines of special interest. Students required to provide discipline-specific equipment, if needed. (two semester hours each.)

EQT 303, 304, 305, 306
Advanced Equitation I, II, III, IV

Balanced seat riding courses emphasizing the rider's responsibility to positively influence the way of going of a variety of horses in intermediate schooling and dressage movements, cross-country riding and jumping over moderately difficult fences and courses. Students in EQT 305 or EQT 306 may choose to concentrate on flatwork or dressage only, if scheduling permits. (two semester hours each.) Prerequisites: EQT 208 and permission of the director of equestrian studies.

EQT 307, 308, 313, 314, 323, 324
Specialization in Equitation I, II, III, IV, V, VI

Specialty riding courses designed for the rider who had demonstrated sufficient knowledge, skills, and goal-setting ability to warrant concentration in a particular field of English equitation. Concentrations include hunters and hunter seat, jumpers, dressage, eventing or training green horses. (two semester hours each.) Prerequisites: EQT 306 and permission of the director of equestrian studies.

EQS 310 Equine Facility Management

A study of the management, design and operation of stables and horse farms. Includes managing employees; basics of raising crops and pastures; designing buildings, arenas and layout; transporting horses; insurance concerns; fire prevention and farm vehicle maintenance. Lecture, discussion, practicum, computer labs and site visits to local stable. Includes an experiential work requirement at the stables. Prerequisite: EQS 110.

EQS 315 Equine Performance Management

Addresses the management of the equine athlete, including nutrition, lameness and conditioning and modern techniques of prevention and treatment of injuries. Lectures, discussion, laboratory, practicum and experiential work requirement at the stable Prerequisite: EQS 225.

EQS 326, 327 Methods of Teaching and Training I, II

Designed to provide knowledge of riding and schooling principles, methods of instruction, lesson planning, student assessment and lesson horse selection. Lecture, discussion, student teaching practicum and laboratory. Prerequisite: EQS 240.

EQS 328, 429 Principles and Practices of Equestrian Management I, II

Capstone courses in teaching horsemanship. Emphasis is placed on building a repertoire of teaching techniques; and critical evaluation of riders, horses, lesson plans, methodology and style. Discussions include the ethics of the industry and philosophical differences among disciplines. Preparation of riders and horses for competitive riding, supervision of teaching staff and peer evaluations. Discussion, presentations, supervised teaching practica, laboratory and experiential work requirements. Prerequisite: EQS 327 for EQS 328; EDU 207 and EQS 328 for EQS 329.

Equine-Facilitated Therapeutics (EFT)

EFT 201 Equine-Facilitated Therapeutics I

Introductory course addressing therapeutic program development, program personnel and team-building, qualifications and training; overview of disabilities commonly encountered in the therapeutic program; learning styles; record-keeping and use of the horse in equine-assisted activities. Prerequisite: EQS 116.

EFT 202 Equine-Facilitated Therapeutics II

Theories learned in EFT 201 are put into practical application through development of evaluation and intake techniques; in-depth presentation of the physical, emotional and mental disabilities commonly seen in therapeutic programs; goal setting and lesson planning; appropriate horse use; the role of the leader and sidewalkers during the mount, lesson and dismount and safety procedures and techniques. Prerequisite: EFT 201.

EFT 213 Ground Training the Horse

Student trainers will assess their assigned horses based on use intended and behavior, develop an individualized training plan and use classical and modern ground training methods to improve the performance of their assigned horses in the areas of leading, behaviors, group dynamics, balance and movement, obstacles, "bomb proofing" and acceptance of equipment. Prerequisite: EQS 110.

EFT 215 Equine Biomechanics and Kinesiology

A study of equine movement. A thorough understanding of how a horse moves is used to improve the posture, balance and mobility of both horse and rider. To gain an understanding of the horse's movement in real time, students will complete a research project using video analysis, still photography and other media applications. Prerequisite: EQS 116.

EFT 331 Teaching I

Students will apply the skills and concepts from EFT 201, EFT 202, EFT 213 and EFT 215 in the intake and evaluation of riders; goal setting, task analysis, skill progression and lesson planning based on rider ability and age; assignment of appropriate horse and equipment; training and oversight of the team; differentiation between the therapeutic riding instructor and medical or mental health professionals; role play and mentored teaching of students with physical, emotional or mental disabilities. Prerequisites: EFT 202 and EQS 240.

EFT 432 Teaching II

Under the supervision of the professor, students teach riders with disabilities, perform the duties of alternative team members and provide critical evaluations of their peers. Prerequisite: EFT 331.

Exercise Sport Science (ESS)

ESS 145 First Aid and CPR/AED

Designed to prepare students to be certified in first aid, cardiopulmonary resuscitation and automated external defibrillation. On successful completion, students receive first aid, CPR and AED certification. (one semester hour.)

ESS 215 Care and Prevention of Athletic Injuries, First Aid

Basic instruction in concepts and techniques in the prevention, diagnosis, treatment and rehabilitation of athletic injuries. Students receive certification in CPR, first aid and AED. Three hours lecture, three hours lab.

ESS 220 Exercise Testing and Prescription

Assessment and development of the basic components of physical fitness. Discussion of the principles of exercise prescription based on current practices in the field of exercise science, physiology, medicine and physical education. Three hours lecture, three hours lab.

ESS 222 Exercise Management for Special Cases

Principles of exercise prescription for individuals with acute or chronic health problems. Includes discussion of exercise testing and prescription for individuals with cardiac abnormalities or problems. Two hours lecture, three hours lab. Prerequisite: ESS 220.

ESS 223 Physiologic Foundations of Training

Focuses on underlying physiologic theories supporting proper diet and training techniques for the athlete. Addresses the physiologic basis for the development of muscular strength and endurance, cardiovascular endurance, flexibility, power and speed, along with cellular energy systems used in training and performance. (two semester hours.) Prerequisite: BIO 110 or BIO 102.

ESS 224 Fitness for Life

Theory class that explores the relationship of diet and exercise to physical fitness. Laboratory sessions allow students to assess their own fitness level, diet and exercise patterns. Required for graduation. (two semester hours.)

ESS 225 Women in Sport

An examination of women in sport through historical, physiological and sociological perspectives with emphasis on the obstacles faced by female athletes, the impact of the media and the implications of federal mandates. WS, WI

ESS 230 Adaptive Physical Education

This course provides the students with the competencies necessary to screen and evaluate the needs of individuals with various physical and/or mental disabilities. The students will develop appropriate goals and learning objectives in the area of motor fitness as well as adapting activities based on the needs of the individual are emphasized. Students will complete a total of 4 observation hours. Prerequisites: EDU206

ESS 240 Kinesiology and Applied Anatomy

Study of anatomy, mechanics and human motion specific to motor performance. Emphasis on the skeletal and muscular systems and the biomechanical principles related to sports skills. Lecture and laboratory. Prerequisite: BIO 102 or BIO 110. NSL

ESS 245 Physiology of Exercise

Study of the function of the different body systems relative to exercise. Emphasis on scientific theories and principles underlying the development of strength, endurance, flexibility and cardiovascular endurance. Practical application of course content in terms of conditioning and training. Lecture and laboratory. Prerequisites: BIO 101, 102 and 207; and CHM 101, 102, 201 and 202; or permission of instructor. NSL

ESS 281 Health and Wellness

Theory class that provides a comprehensive overview of health and wellness. Explores topics including nutrition, weight management, physical fitness, stress management, substance abuse and disease prevention.
(two semester hours.)

ESS 320 Administrative Aspects of Exercise and Sport Science

This course closely examines standards and guidelines underlying operation of a fitness or sport facility. Topics may include risk management; policy development; planning, organizing and evaluating facilities; and marketing, budgeting and public relations in facilities. The course will have a lab component that requires students to visit several fitness or sport facilities.

ESS 330 Psychosocial Aspects of Sport

Understanding human behavior in sports situations. Psychological and sociological principles as they relate to athletics, coaching and sport. Prerequisite: SOC 120 or permission of instructor. CC

ESS 331/531 Teaching Strategies in Health and Physical Education

This course provides the students with the application of best practices in instruction and learning related to health and physical education. The students will develop appropriate lesson planning strategies that relate to differentiated instruction, assessment, and pedagogy. Students will complete a total of 5 observation hours. Prerequisites: Admission into the Education Program

Fine Arts (FA)

ART HISTORY

FA 115 Art Appreciation

Study of the perception of visual forms as expressed in painting, sculpture and architecture. Key works from a number of historical periods examined in terms of differences in style, technique and media. Emphasis on the classical style of Greek and Roman culture and their configuration during the Renaissance and in neoclassicism. FWC, ART, WI

FA 128 Introduction to Archaeology (cross-listed as CLS 128)

Designed to introduce students to the development of human culture and the discipline of archaeology as it is practiced today. Units on great discoveries of the past, archaeological theory and method and the study and interpretation of artifacts. FWC, NWC

FA 130 World Art

Surveys of art from Asia, Oceania, Africa and the Americas examining the integration of visual art, material culture and everyday life in non-European cultures. Artifacts will be related to their original context and the context of the Euro-American concept of art history. Prerequisite: Foundations course in English. ART, NWC, WI

FA 222/322 Greek Archaeology and Art (cross-listed as CLS 222/322)

Introduction to methods of archaeology through study of the artifacts and sites of the Greek world from prehistory to the Roman period. FWC, ART

FA 224/324 Roman Archaeology and Art (cross-listed as CLS 224/324)

Study of the origins and development of the material culture of the Roman Empire through analysis of selected excavations and artifacts. FWC, ART

FA 226/326 Medieval and Islamic Art

Study of the art and architecture of Medieval Europe, Byzantium and the Islamic cultures of the Near East and North Africa, including the importance of contact between these cultures for the formation of artistic styles, especially in religious art. ART, NWC, WI

FA 238/338 Women Artists and Women in Art

A survey of women as creators, performers and subjects in the visual arts from ancient to contemporary times, including lectures and discussion of the cultural and social context in which women artists had to function. Includes field trips to museums. Prerequisite: Foundations course in English. HWC, ART, WS, WI

FA 240 Art and Culture of East Asia

Uses slide lecture, writing and field trip experiences to examine art from ancient to contemporary times in China, Korea and Japan. Emphasis given to the development of bronzes and ceramics, as well as the essential role of calligraphy in each of these cultures. NWC, ART

FA 260 Western Art History: 1000-1800

Uses slide lectures, writing and field trip experiences to examine the formal and contextual language of art from medieval times through the 18th century with a focus on the Western tradition. Students apply feminist and other contemporary critiques to the discipline with an emphasis on understanding artists' choices. Prerequisite: Foundations course in English. ART, HWC, WI

FA 261 Western Art History: 1880-1980

Uses slide lectures, writing and field trip experiences to examine the formal and contextual language of art from the late 18th century through the 1970s, with a focus on the Western tradition. Students apply feminist and other contemporary critiques to the discipline with an emphasis on understanding artists' choices. Prerequisite: Foundations course in English. ART, HWC, WI

FA 270/370 Topics in Classical Civilization (cross-listed as CLS 270/370)

Study of a particular aspect of the civilizations of Greece and Rome using the approaches of various disciplines.

FA 270/370 Topics in Art History

Courses offered on an occasional basis to enhance the curriculum with subjects of special interest.

FA 272/372 Studies in the History of Art

Selected topics offered on an occasional basis to enhance the curriculum. Focus on specific areas or major artists allows for concentrated and intensive study.

FA 310 Art History Theory and Methods (cross-listed as FA 510)

An exploration of the history of art history and the development of theoretical framework and methods employed in contemporary practice. Synthesis and application to case studies is stressed, particularly at the graduate level. Prerequisite: Two art history or classics courses at the 200 level. WI

FA 323 Contemporary Arts Seminar (cross-listed as FA 523)

Using interactive technology, analyzes the recent history of art (since approximately 1970) with extensive reading that allows students to delve into specific application of theory and practice from previous courses. Major issues of post-modernism and post-post-modernism will be addressed. Prerequisite: FA 310.

FA 399 Senior Seminar

Advanced investigation or exploration of a particular artist, movement or problem in art history. Special attention to research methods and the use of sources and documents in art history. Prerequisite: Two art history courses.

STUDIO ART

Note: Studio courses require an additional fee and students are expected to purchase their individual art supplies.

FA 114 Drawing I

Introduction to ideas and techniques in drawing in a wide range of subject matter. Media may include pencil, ink, charcoal and pastel. ART

FA 116 Painting I

Introduction to traditional and experimental techniques using acrylic and/or oil paint. ART

FA 118 Photography I

Introduction to basic skills of black and white still photography, including darkroom techniques. Lectures and examinations on the history of photography. (Students must supply their own single-lens reflex cameras.) ART

FA 120 Graphic Design I

Introduction to expanding discipline of graphic design, focusing on the development of content knowledge, skill acquisition, and creative and critical thinking. Students will investigate theory and practice associated with design concepts such as corporate design, book jacket design, brand and identity design, package design, typography and more. ART

FA 214 Drawing II/Painting II

Emphasis on combined techniques in drawing and painting using a variety of materials. ART

FA 215 Watercolor and Commercial Illustration

Introduction to traditional fine art transparent watercolor techniques and opaque paints for design and illustration. ART

FA 216 Printmaking I

Introduction to printmaking techniques, emphasizing aesthetic concepts. Media may include silkscreen and etching. Lectures and exams on the history of printmaking. ART

FA 217 Ceramics I

Introduction to three-dimensional thinking and studio techniques. Projects may include pottery and/or ceramic sculpture. Lectures and examinations on the history of ceramics. ART

FA 218 Photography II

An in-depth exploration of a student's conceptual and technical development. Experimentation, historical research and demonstrations form the basis for students to deepen their understanding. Substantial self-direction is expected. Prerequisite: FA 118. ART

FA 221 Graphic Design II

In this continuation of the Graphics Design I course, students build on the basic principles and practices of computer graphic design using the higher-level functions of the graphics packages available to them for the development of various projects in the areas of illustration, graphic design, business use, multimedia, desktop publishing and fine art. Participants also critique and explore existing design/art materials. Prerequisite: FA 120. ART

FA 242 Two-Dimensional Design

Introduction of the basic elements and underlying principles vital to understanding the organization of two-dimensional space. Students explore design concepts while seeking individual solutions to a wide range of open-ended design problems. Introduces the computer as a design tool, though no previous computer experience is required. The course consists of a series of lectures in which design principles, concepts and theories are presented. Lectures are followed by studio exercises in which students have an opportunity to apply these principles in solving design problems. ART

FA 245 Figure Drawing

Examines the possibilities of the human figure as the principal subject of study using male and female models, clothed as well as nude. There is a long and rich tradition that comes with the study of the figure in drawing. This course investigates a number of traditional approaches as well as more contemporary ideas. Concentrations will range from single-figured, quick-con-

tour sketching to multi-figured, full-volume tonality with particular attention given to proportion, mass and modeling. Media includes graphite, ink and charcoal. Prerequisite: Permission of instructor. ART

FA 246 Printmaking II

Emphasizes exploration of conceptual and technical development within a specific print medium. Experimentation, historical research and demonstrations allow the student to deepen her/his understanding. Substantial self-direction is expected. May be repeated employing different print media, with permission of instructor. Prerequisite: FA 216. ART

FA 247 Ceramics II

Students branch out into building more complex forms. Combining wheel-thrown and hand-built elements, students learn to create sets and complex forms with emphasis placed on decoration techniques. Students learn basic clay and glaze formulation and are exposed to multiple firing techniques. Prerequisite: FA 217. ART

FA 270 Landscape Painting

Landscape painting takes advantage of warm weather and long days in the sun to investigate visual problems of nature. With the beautiful setting of the Wilson College campus as the backdrop, the course addresses such issues as natural light, space, time of day, perspective, color and complex composition. All aspects of completing a resolved painting will be addressed and discussed in depth. Prerequisite: Permission of instructor. ART

FA 273 Topics in Studio Art

Selected topics offered on an occasional basis to enhance the curriculum.

FA 314 Painting/Drawing III

Students refine their personal expression through a synthesis of conceptual and technical challenges resulting in a coherent, gallery-ready presentation of images. In-depth exploration of concepts and contexts is demonstrated through written and verbal presentations. Substantial self-direction is expected. Prerequisite: FA 214. ART

FA 315 History of Studio Practice

An exploration of the history of media usage and studio practice. Historical developments in media are integrated with demonstrations and hands-on practice with techniques including oil paint, water media, printmaking, modeling, carving, assemblage and photography. Introduces new media such as various digital imaging systems. The emphasis is on understanding the personalities and potentials of the media rather than acquiring proficiency. The course is intended for both art historians and studio artists. Prerequisites: Minimum of junior-level status and at least one art history or classics course at the 200 level and one studio course at the 200 level, or permission of instructor. ART

FA 316 Printmaking III

Requires the student to refine her/his personal expression through a synthesis of conceptual and technical challenges, resulting in a coherent, gallery-ready presentation of images. Substantial self-direction is required. May be repeated employing different print media, with permission of instructor. Prerequisite: FA 246. ART

FA 317 Ceramics III

Students build increasingly complex forms by combining and refining learned techniques. Students learn advanced concepts of clay and glaze formulation and are required to create a new glaze and new glaze combinations. Requirements include a hands-on approach to studio management, including loading, unloading and firing the electric kiln. Prerequisite: FA 217. ART

FA 318 Photography III

Students refine their personal expression through a synthesis of conceptual and technical challenges resulting in a coherent, gallery-ready presentation of images. In-depth exploration of concepts and contexts is demonstrated through written and verbal presentations. Substantial self-direction is expected. Prerequisite: FA 218. ART

FA 330 Graphic Design III (Web design)

Building on previous courses in graphic design, this course presents concepts, issues and techniques related to designing, developing and deploying websites. Students learn to critically evaluate website quality and create and maintain quality Web pages. Also covers Web design standards and why they are important. Prerequisite: FA 221. ART

FA 420 Senior Seminar I

The first half of a two-semester sequence capstone experience. Students develop their conceptual and practical skills through research and application of contemporary theory and technique in order to form a personal creative statement. The result is the initial body of work for the thesis exhibition the following semester. Prerequisite: Permission of adviser.

FA 422 Senior Seminar II

This course is the second half of a two-semester sequence capstone experience. Students complete, curate, exhibit and defend a body of original creative work as a capstone experience. A portfolio of professional documentation will accompany the exhibition. Prerequisite: Permission of adviser.

Master of Fine Arts

(All MFA courses cross-listed as both FA and DNC.)

FA 501 Summer Residency Studio I

Involves intensive making of dance or art with close mentoring and weekly individual critiques. Substantial advance preparation is expected. Students explore content, form, and materials in their media specialization. Students demonstrate a cohesive conceptual and technical approach to art-making. Prerequisite: Admission to the program.

FA 502 Summer Residency Studio Seminar I

Brings artists together across mediums to develop skills in critiquing one another's work and exploring the context of academic dance and art training. Addresses complex issues in contemporary art and includes discipline-specific breakout sessions. Students are responsible for substantial advance preparation. Prerequisite: Admission to the program.

FA 503 Summer Residency Contemporary Arts Practice I

Brings choreo-dance and visual artists together to examine the practice of art beyond media boundaries and the tensions inherent in making and presenting dance and art in the 21st century. Each student is responsible for substantial advance preparation. (two semester hours.) Prerequisite: Admission to the program.

FA 504 Summer Residency Interdisciplinary Seminar I

Students explore theoretical approaches to determining meaning in a variety of dance and art mediums. Substantial advance preparation is expected. Writing skills will be emphasized. (two semester hours.) Prerequisite: Admission to the program.

FA 505 Summer Residency Media Art Seminar I

Exposes students to technological mediation in dance or art-making by the exploration of electronic and other media. The application of technology to site-specific work will be emphasized. Substantial advance preparation is expected. Prerequisite: Admission to the program.

FA 510 Art History Theory and Methods (cross-listed as FA 310)

An exploration into the history of art history, the development of the theoretical framework, and the methods employed in contemporary practice. Synthesis and application to case studies is stressed, particularly at the graduate level. Prerequisite: Completion of first Summer Residency Intensive course or admission into Master of Humanities program. WI

FA 511 Independent Studio Work I

Each student must establish a strong home-based studio practice during non-resident periods in order to produce a semester portfolio following her/his personal dance or art-making concerns. The student is expected to commit at least 25 hours per week to art-making. Mentoring by local/regional onsite mentors and program faculty is required. (2 credits.) Prerequisite: Completion of first summer residency.

FA 521 Independent Studio Work II

Each student must continue to deepen their studio practice during non-resident periods in order to produce a semester portfolio following her/his personal dance or art-making concerns. The student is expected to commit at least 25 hours per week to art-making. Mentoring by local/regional onsite mentors and program faculty is required. (two course credits.) Prerequisite: Independent Studio Work I.

FA 523 Contemporary Arts Seminar (cross-listed as FA 323)

Using interactive technology this seminar will analyze the recent history of dance and art (since approximately 1970) with extensive reading that will allow students to delve into specific application of theory and practice from previous courses. Major issues of post-modernism and post-post-modernism will be addressed. Prerequisites: FA 510.

FA 531 Summer Residency Studio II

Continues intensive making of dance or art with close mentoring and individual critiques. Substantial advance preparation, including a thesis exhibition/performance proposal is expected. Students go deeper in explorations of content, form and materials in their media specializations. Students demonstrate a maturing conceptual and technical approach to dance or art-making. (two credits.) Prerequisite: Completion of all Summer Residency I courses.

FA 532 Summer Residency Studio Seminar II

Brings artists together across mediums to expand skills in verbal and written critiques of one another's work. Addresses complex issues in contemporary dance and art and includes discipline-specific breakout sessions. Students are responsible for substantial advance preparation. Writing is emphasized. Prerequisite: Completion of all Summer Residency I courses.

FA 533 Summer Residency Contemporary Arts Practice II

Brings choreo-dance and visual artists together to further examine the practice of art beyond media boundaries and the tensions inherent in making and presenting art in the 21st century. Each student is responsible for substantial advance preparation. Writing and articulate presentation are emphasized. (two semester hours.) Prerequisite: Completion of all Summer Residency I courses.

FA 534 Summer Residency Interdisciplinary Seminar II

Students extend exploration of theoretical approaches to determine meaning in a variety of art mediums. Substantial advance preparation is expected. Writing and presentation skills are emphasized. (two semester hours.) Prerequisite: Completion of all Summer Residency I courses.

FA 535 Summer Residency Media Art Seminar II

Requires students to make use of technological mediation in collaborative dance and art-making. The suitability of this application to individuals' concepts and projects will be addressed within the group. Substantial advance preparation is expected. Prerequisite: Completion of all Summer Residency I courses.

FA 598 Thesis Performance/Exhibition I

Using an approved thesis exhibition/performance proposal, this semester will be devoted to the creation of an extensive body of work according to a rigorous project contract. Frequent interaction with both the onsite and faculty mentors is required. The student is expected to produce a substantial amount of exhibition-ready work. (six semester hours.) Prerequisite: Completion of all requirements except thesis.

FA 599 Thesis Performance/Exhibition II

The student will complete and present the thesis exhibition/performance with appropriate documentation, as well as an assessment portfolio. All materials must demonstrate mastery of conception, intention and production. An oral defense of the thesis exhibition/performance is required. (six semester hours.) Prerequisite: FA 598.

French (FRN)

FRN 101, 102 Elementary French

Introduction to French grammar and culture with an emphasis on attaining proficiency in basic conversational fluency. Five hours per week.

FRN 205 Intermediate French

Intensive study of French at the intermediate level with emphasis on grammar, vocabulary, conversation, reading, writing and cultural understanding. Prerequisite: FRN 102 or placement.

FRN 209 Intermediate French Conversation

Development of listening and speaking competencies through extensive use of multimedia (text, audio and visual materials). Special attention is given to spoken French with a concentration on pronunciation, intonation, rhythm and phrasing. Prerequisite: FRN 205.

FRN 230 Advanced French Grammar and Composition

Focusing on special problems in French grammar and syntax, this writing-intensive course is directed toward the improvement of stylistic skills and lexical expansion through translation exercises, literary analysis (emphasis on explication de texte, resumé, commentaire composé and dissertation) and composition. Prerequisite: FRN 209. WI, FT

FRN 260 Literatures and Cultures of the French-Speaking World

Critical analysis of French and Francophone culture with emphasis on political, social, economic, intellectual and artistic currents through the reading and discussion of historical and literary texts from the Middle Ages to the present. Prerequisite: FRN 230. HWC, LIT

FRN 270/370 Topics in French Language

Courses offered on an occasional basis to enhance the curriculum with subjects of special interest. Advanced study of the French language that enables students to perfect written and conversational skills. Possible topics include creative writing, stylistics, translation, argumentation and business French.

FRN 271/371 Topics in French or Francophone Literary History and Criticism

Courses offered on an occasional basis to enhance the curriculum with subjects of special interest. In-depth analysis and discussion of selected areas of French and Francophone literature. Possible topics include "The French Autobiography," "The Body in French and Francophone Literature," "French Medieval Romances," "Major French Philosophers: From Montaigne to Derrida" or a study of a particular writer, group or movement (e.g., existentialism, postmodernism, etc.). LIT

FRN 272/372 Topics in French and Francophone Women Writers

Courses offered on an occasional basis to enhance the curriculum. Readings from important women writers from the Middle Ages to the present. Authors may include Marie de France, Christine de Pisan, Marguerite de Navarre, Louise Labé, Pernette du Guillet, Madame de Lafayette, Françoise de Grafigny, George Sand, Colette, Marguerite Yourcenar, Simone de Beauvoir, Marguerite Duras, Violette Leduc, Hélène Cixous, Anne Hébert, Assia Djebar, Maryse Condé, Simone Schwarz-Bart and Mariama Bâ. Possible topics include: Women and Gender in the Early Modern World, French Feminist Theory, French Women Writers in Translation or French and Francophone Women's Autobiographies. WS, LIT, WI

FRN 340/540 Autobiography and Exile

A study of contemporary autobiographical writings from around the Francophone world. Prerequisites: Foundations in English course and one 200-level course in any discipline for FRN 340; permission of the Master of Humanities director for FRN 540. LIT, NWC, WI

FRN 341/541 Francophone Women Writers of Africa/Caribbean in Translation

A study of works by women writers from Francophone Africa and the Caribbean. Explores a variety of topics, including colonialism, motherhood, oppression, exile and the intersections between class and gender. Texts will include works by Mariama Bâ, Maryse Condé, Assia Djebar and Simone Schwartz-Bart. Prerequisites: Foundations in English course and one 200-level course in any discipline for FRN 341; permission of the Master of Humanities director for FRN 541. WS, NWC, WI

FRN 342/542 Reimagining Childhood in the Francophone World

Examines the representation of childhood in major literary works by Francophone authors such as Tahar Ben Jelloun, Patrick Chamoiseau, Assia Djebar and Natalie Sarraute. Explores the notions of memory and self-discovery, and the relationship of the child to his or her sexuality, religion, family, society and nation. Prerequisites: Foundations in English course and one 200-level course in any discipline for FRN 342; permission of the Master of Humanities director for FRN 542. LIT, NWC, WI

FRN 360 French Cinema and Society (Advanced Conversation)

Develops advanced conversation skills and explores French society and culture through the study and discussion of contemporary French film. Prerequisite: FRN 230

Geography (GEO)

GEO 102 Cultural Geography

Examines how innovation-diffusion processes of major cultures affect the landscape. Focuses on non-environmental reasons for the diverse ways human beings use the Earth. Students analyze cultural factors such as taste preferences, systems of social organization and traditional systems and techniques of economic production.

GEO 201 Physical Geography

Students analyze the physical world and the spatial interrelationship between human beings and their physical environment. Special attention given to exogenic and endogenic forces of land formation, climate, soil, vegetation and water resources in a regional framework. Considers the nature of geography as a discipline, its methods of analysis and the kinds of problems that the geographer investigates.

German (GER)

Note: GER 202 is prerequisite to all courses numbered above 202; GER 203 and GER 207 are prerequisites to all 300-level courses.

GER 101, 102 Elementary German

Introduction to German grammar and culture with emphasis on attaining proficiency in basic conversational fluency. Five hours per week.

GER 201 Intermediate German I

Reading modern prose, oral and written expression, grammar review. Prerequisite: GER 102 or equivalent. HWC

GER 202 Intermediate German II

Reading modern prose, oral and written expression. Prerequisite: GER 201 or equivalent. HWC

GER 203 Introduction to German Literature I

Comprehensive overview of major writers, works and trends in the history of German literature from its origins through romanticism. LIT

GER 207 Introduction to German Literature II

Overview of major writers, works and trends in the history of German literature from romanticism to today. LIT

GER 209 German Conversation and Phonetics

Intensive practice in conversation with special attention placed on correct pronunciation. Oral presentations required.

GER 210 Advanced German Grammar and Composition

Intensive practice in the techniques of expository writing. Emphasis on textual commentary and stylistics. FT

GER 216 Business German

Intensive training in the commercial language of the German-speaking business world. Study of models of commercial documents. Oral and written reports.

Global Studies (GS)

GS 100 Introduction to Global Studies

Interdisciplinary introduction to global studies and current theories related to the processes of globalization, with an emphasis on social change and conflict. Students will study major cultural, social, political and economic concepts and theories. NWC

GS 101 Introduction to Peace Studies

An introduction to the field of peace studies and peace research. Two primary subject areas are covered: the impact of war and violence on society, and nonviolence in theory and as a practice for social change. Covers issues such as disarmament, institutional violence and the ideas of leaders in nonviolent movements. HWC

GS 206 Comparative Contemporary Cultures

Explores the cultures of a region or several regions of the modern world through study of social and political institutions, religion, the arts and the influence of contact with foreign cultures. Emphasis on Asia, Africa or Latin America. NWC

GS 210 Explorations in Global Culture

A general overview of selected topics and issues relating to global culture. Particular emphasis on the examining how cultures intersect with other cultures; effects of intercultural exchange; clash of values, ideas and practices; and especially the impact of strong countries on the local processes and structures of weaker ones. Topics range from defining culture and civilization to construction of identity around nationalism and ethnicity, the nature and function of international organization and cultural dimensions of imperialism to globalization – a not-so-new idea but very central in the discourse of our times. NWC

GS 212 Cultural Geography

An introduction to human geography and a study of diverse human populations and the role of culture in shaping how people relate to the spaces and natural environments in which they live. Prerequisite: Foundations in English course. NWC

GS 220 Translation and Global Culture

Examines the role that language and translation play in a global context, including in the spreading of ideas and culture, protection of human rights, international business, world news, keeping the peace, and preventing disease, and how humans are dependent on and affected by translation. Prerequisite: Foundations in English course.

GS 223 Examining Asia through Film

From Bollywood to Kurosawa and everything in between, Asia possesses a rich and diverse film heritage. This class will examine a number of films from across the continent, engaging both the artistry of filmmaking and storytelling, as well as the important topics and themes driving the films themselves. Course prerequisite: Completion of an English Foundations course (ENG 101, 104, 108 or 180)

GS 225 Comparative Development in Asia

This course will provide a comparative examination of the variety of different political, economic and social developmental strategies and outcomes seen throughout East Asia. Important topics include Japan, Inc. and the developmental state, the "Asian Tigers," the Asian financial crisis and China's rise as an economic powerhouse. Prerequisite: Completion of an English Foundations course (ENG 101, 104, 108 or 180)

GS 240 Global Health

This course includes an examination of global health theory and concepts, as well as an examination of critical issues such as Ebola, development, sanitation and food security. It will also examine public health policy around the world. Course prerequisite: Completion of an English Foundations course (ENG 101, 104, 108 or 180)

GS 329 Foreign Affairs of East Asia

This class will examine East Asia's foreign affairs in the modern era. Topics include the end of World War 2, the Korean and Vietnamese Wars, and America's relationship with East Asia, as well as China's emergence into the global arena. Course prerequisite: Completion of an English Foundations course (ENG 101, 104, 108 or 180), and PS225 (Politics in Comparative Perspective) or PS203 (Introduction to International Relations) or GS100 (Introduction to Global Studies.)

GS 355 Internship

A cross-cultural immersive internship experience for those students who are not able to study abroad that fosters greater understanding of cultural diversity within the United States. Actual internship experiences will cater to the student's interest within the field of global studies. Prerequisites: GS 212. CD

GS 370 Topics: International Law and International Organizations

A study of the historical development, sources and codification of international law, laws of treaties and laws of diplomatic relations. Attention is given to the role of international and regional organizations in promoting the welfare of the global community, human rights, peace and security. Prerequisite: PS 110.

GS 370 Topics: Contemporary International Problems

An approach to globalization that focuses on issues and problems that affect both developing and Western nations. Topics include global inequality, trade, terrorism, health, population and migration and the environment. Prerequisites: Sophomore standing and a previous course in international studies, business, economics, history or political science. NWC

GS 410 Global Studies Advanced Seminar

A thematic approach to a culminating experience for global studies majors and minors, encouraging a synthesis of skills, knowledge and experience from global perspectives. Students engage in service learning outside of the classroom and design a research project tailored to their post-baccalaureate professional development. Prerequisites: GS 212. WI

GS 499 Senior Thesis

In conjunction with a faculty adviser, the student designs and completes a major research paper or project. Prerequisite: Senior-level major.

Health Sciences (HSC)

HIS 111 Microbiology for Nurses

Microbiology for Nurses emphasizes the interaction of nonpathogenic and pathogenic microorganisms with humans and their implications with health. This will enable students to understand disease-causing representatives of different groups of microorganisms, from modes of transmission to methods of control. They also learn the accepted policies pertaining to the containment of infectious microorganisms within the hospital environment. The lecture material is complemented by laboratory exercises in

which students acquire hands-on experience by applying the microbiological concepts. HSC 218 Genetics for the Health Sciences

A sound knowledge of genetics and genomics is essential for healthcare providers in evaluating needs of patients and delivering care to patients and families. The course will prepare nursing and health science students by reinforcing the basic principles of genetics while exploring new advances and discussing how these advances will affect healthcare, including genetic variation and inheritance; ethical, legal and social issues in genetic healthcare; genetic therapeutics; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health. Course prerequisite: HSC 216 HSC 209 Human Nutrition

This course is designed for health and nursing professionals to understand the current and trending discipline of nutrition; relationships of diet to health and disease; and the role of health and nursing professionals in the discipline. This course examines the nutritional needs throughout the life span, with emphasis on health impact with regard to the physiological, social, economic and lifestyle factors that influence nutritional status, food choices and specific life stage concerns, with emphasis from a clinical perspective. Course prerequisite: HSC 216

HSC 330 Health Promotion for Health Providers

This course will focus on health promotion and illness prevention across the lifespan, including theoretical approaches to adherence. Students will identify interventions to support health promotion for individuals, families and/or selected age groups. Exploration of concepts such as alternative health strategies, health, exercise, screening and wellness will be included.

HSC 330 Health Promotion and Program Development

Provides a foundation for examining factors that influence the health of communities and populations locally, nationally and globally. Health promotion and health maintenance are emphasized, including Healthy People 2020 initiatives. Students explore models of health promotion and challenges in creating a healthy society. Prerequisite: PSY 331.

HSC 420 Public Health and Clinical Epidemiology

Presents the principles and practice of epidemiology and its application in controlling health problems. By applying the concepts learned to population health problems and issues, students relate the practice of epidemiology to public health and develop an appreciation of public health programs and policies. Prerequisite: NUR 380 or concurrent enrollment.

HSC 430 Health Care Systems, Policy and Regulations

Examines the health policy world from the perspective of building healthier communities. Students gain an appreciation for the political, ethical, financial and regulatory processes involved in the provision of healthcare. Emphasis is placed on understanding health disparities with the United States and globally. Prerequisite: NUR 280.

History (HIS)

HIS 110 The Ancient and Mediterranean World

History and culture of the ancient world as known from literature, art and thought of civilizations in the Near East, Greece, the Roman Empire and lands surrounding the Mediterranean. Geographical and chronological focus may vary. FWC

HIS 111 Medieval and Early Modern Europe

Social, cultural and political history of Western Europe from the fall of the Roman Empire to the Enlightenment. FWC

HIS 112 Modern European History

Social, cultural, economic and political history of Western Europe from the background of the Old Regime and the French Revolution to present times. HWC

HIS 124 American History to 1865

From the European expansion to the Civil War, this course includes the colonizing experience; interaction and conflict of African, Native American and European cultures; development of colonial society, economy, government and politics; the Revolution; and establishment of a republic, its growth in the 19th century and conflicts leading to the Civil War. HWC, CD

HIS 125 American History from 1865 to 1945

Covers period from Reconstruction to World War II, including the rise of big business and organized labor, the immigrant experience, attempts at reform and the impact of the Great Depression and two world wars on American society. HWC

HIS 126 American History Since 1945

Major developments since World War II, including the Cold War; the civil rights, women's and other movements; Watergate; the "Reagan Revolution;" the American presidency and the legacy of the "rights revolution" and cultural debates in recent decades. CC

HIS 210/310 Environmental History (cross-listed as ENV 210/310)

A dynamic of how the natural environment has affected cultural development and how cultural perceptions have affected nature. Primary components include: (1) The evolution of how humans have viewed themselves in relation to the American environment. With the assumption that wilderness was a basic ingredient of American culture, it examines changing attitudes toward wilderness in the country's cultural development and how these attitudes translated into environmental impacts. (2) The experiential component of the class requires students to write environmental history. Students learn to solve the mysteries involved in researching the environmental components of local history. ES

HIS 212 Women in Medieval Civilization

The lives and experiences of women in the medieval period of Western Europe, including their positions in the Catholic church, the various feudal and monarchical states and in society. Examines women's roles, from saints to heretics, queens to peasants, and town to village dwellers. Prerequisite: HIS 111. FWC, WS

HIS 213 Europe in the 19th Century (cross-listed as PS 213)

Institutions and values from 1815 to 1914, with emphasis on the development of liberalism, nationalism and international relations. Prerequisite: HIS 112.

HIS 214 Europe in the Contemporary World (cross-listed as PS 214)

Problems and policies from 1900 to the present, with emphasis on the collapse of the 19th-century international system and the effects of the rise of the United States and Russia as superpowers. Prerequisite: HIS 112.

HIS 215 Colonial America

The colonial experience from the era of European expansion to the end of the American Revolution, 1655 to 1783. The transplantation and interaction of African, Native American and European cultures, institutions and ideas, and the factors that shaped the struggle for American independence. Prerequisite: HIS 124. HWC, CD, WI

HIS 216 Race Relations in Early North America

The history of encounters between peoples from Europe, Africa and North America primarily in the English seaboard colonies, from first contact to the end of the 18th century. Specific focus on how these encounters shaped cultural interaction and exchange, survival and conflict among these groups. Prerequisite: HIS 124. HWC, CD

HIS 219 America in the '50s and '60s (cross-listed as PS 219)

Covers major events and movements of the period, including McCarthyism; the Cold War; the space race; Korean and Vietnam wars; the presidency from Truman to Nixon; the growing impact of mass media on politics; the civil rights, feminist and environmental movements; and other economic, social, political and cultural trends. Prerequisite: HIS 125 or HIS 126. CC, CD

HIS 270/370 Topics in History

Courses offered periodically to broaden the curriculum with subjects of special interest. Prerequisite: Permission of instructor.

HIS 270 Women at Work in America

A survey of women as involved in the dynamics of the American economy from colonial times to the present. The course highlights the analysis of the economic, social and political impacts of women on the American economic system. Comparisons and contrasts with other societies are drawn. WS

HIS 270 Black Women in 19th-Century America

Examines the experiences of black women from the post-revolutionary to the progressive eras. Particular focus on women's roles in slave and free black communities, their involvement in the movements for abolition and women's suffrage, the impact of emancipation, Reconstruction and black women's efforts to end racial violence and discrimination. Particular focus on the intersection of race and gender in how black women saw themselves and their experience as Americans. Prerequisite: HIS 124. HWC, WS

HIS 270 The First World War

World War I was a monumental struggle that tore Europe apart and reverberated through the 20th century. This course will look not only at the fighting of the war, but also its social impact; the concept of "total war;" and what made World War I so deadly. We will also examine how the peace of 1918 and the redrawing of the European map created conditions that led to the outbreak of war in 1939.

HIS 306 The European Witch Craze

An examination of the belief in and persecution of witches in Europe from the late medieval to the early modern period. Particular emphasis on why women were overwhelmingly identified with, and accused of practicing harmful magic; and how

attitudes about sexuality and gender roles – as well as the impact of religious, economic and political changes – shaped the anatomy of the witch hunts. Interdisciplinary approaches to the study of the witch stereotype are also discussed. Prerequisite: HIS 111 or HIS 212. WS

HIS 308 Civil War and Society

A social history of the American Civil War. The focus is on the experiences of everyday Americans in this most terrible of conflicts. War as a "gendering activity" is also explored. Particular attention given to the impact of the war on women, African-Americans and the common soldier. Prerequisite: HIS 124. HWC, WI

HIS 316 American Material Culture

The study of material life in America from the colonial to the Civil War period. Focus on use and interpretation of artifacts as historical documents. Introduction to methods and application in historical archaeology and how artifacts are presented to the public through museums, the media, etc. Special emphasis on using the college archives in projects and assignments. Prerequisite: HIS 124. HWC

HIS 318 American Constitutional Law in Historical Perspective (cross-listed as PS 318)

Analysis of the Supreme Court as a political institution and its role in defining and interpreting the extent and limits of governmental power. Emphasis on the various roles the court has assumed historically in relation to the other branches of government. Case method is used. Prerequisite: PS 120. HWC, ETH, WI

HIS 320 Women in Early Modern England

Explores the lives of English women between the medieval and modern periods. Includes the impact of gender ideology on women's identity through the family; their economic position, social status and religious experiences; women's response to the Reformation and the Civil War and what impact these crises had on their position in society and how they saw themselves; the intersection of rank and gender; the degree to which women developed, in this period, a unique voice or a separate female culture. HWC, WS

HIS 340 The American Revolution

The study of the Revolution as a political, social and military struggle. Examines the relationship of the colonies to the British Empire, the legacy of England's own revolutionary struggles and the events and arguments that led from resistance to rebellion – in particular, their impact on those traditionally excluded from political action and identity. Also looks at constitution-making, the development of a national government, the emergence of a national culture and ways the Revolution has been perceived by later generations. Prerequisite: HIS 124. HWC

HIS 399 Senior Thesis

In conjunction with a faculty adviser, the student designs and completes a major research project and compiles a portfolio. Prerequisite: Senior-level major.

Master of Arts in Humanities

HUM 510 Methods and Materials Humanities Research

Introduces students to the study, practice and materials of humanities scholarly inquiry, especially in preparation for further graduate-level work. Students will learn how to craft and answer inquiries typically found within the humanities field. Through analytic reading, guided discussion and intensive study of best research practices, students will explore the disciplinary knowledge, modes of inquiry, defining principles and core ideas of the humanities. Permission of program director required.

HUM 555 M.A. Internship

A practical course in experiential learning that combines research components, authorship and manuscript generation, and the presentation of appropriate materials. Permission of program director required.

HUM 570 Topics in Language and Literature

In-depth examination of a limited field of study in the language and literature area, unified by a singular focus that may include author, genre, theme, period or objective. Emphasizes critical and theoretical analysis of text and the relationship of literature and language to social and cultural history. Permission of program director required.

HUM 572 Topics in Arts and Culture

In-depth examination of a limited field of study in the arts and culture area, unified by a singular focus that may include genre, period, style, artist or auteur. Emphasizes critical and theoretical analysis of subject and the relationship of art and culture to social and cultural history. Permission of program director required.

HUM 598 Master's Thesis I

Preparation of thesis for M.A. degree carried out under supervision of thesis director. A student preparing a thesis must complete the thesis sequence in consecutive semesters (excluding the January Term) and must be in the final two semesters of degree study. Prerequisite: HUM 510; completion of thesis proposal; permission of program director.

HUM 599 Master's Thesis II

Completion of thesis for M.A. degree carried out under supervision of thesis director. A public oral defense of thesis is required. A student preparing a thesis must complete the thesis sequence in consecutive semesters (excluding the January Term) and must be in the final two semesters of degree study. Prerequisite: HUM 598; permission of program director.

Latin (LAT)

LAT 101, 102 Elementary Latin

Introduction to Latin grammar with emphasis on reading. Includes lectures on Roman civilization and study of English derivatives. Five hours per week.

LAT 204 Augustan Poetry

Reading and discussion of selections from prose and poetry with grammar and vocabulary review. Prerequisite: LAT 102. FWC, LIT

LAT 206 Roman Epic Poetry

Reading and discussion of Virgil's "Aeneid," including metrics and reading of secondary sources. Prerequisite: LAT 204. FWC, LIT

LAT 370 Topics in Latin Literature

Courses in Latin at the advanced level, offered periodically. Readings in selected authors and genres of Latin literature. LIT

Mathematics (MAT)

MAT 096 Basic Mathematics

Developmental course to prepare students for MAT 098. Topics include: operations of decimal numbers; fractions and signed numbers; conversion between fractions, decimal numbers and percentages; conversion of units; powers roots, signed numbers and beginning algebra. Credit does not apply toward graduation, but the course grade is calculated into the cumulative GPA.

MAT 098 Intermediate Algebra

Topics include real number system and its laws, linear equations and inequalities, direct and inverse variations, properties of exponents, scientific notations, solving quadratic equations by using factoring and quadratic formulas, graphing linear equations, system of linear equations and linear inequalities, linear programming and logarithms. Credit does not apply toward graduation, but the course grade is calculated into the cumulative GPA. Prerequisite: MAT 096/099 or math placement exam results.

MAT 101 Mathematics for Liberal Studies

An introduction to mathematical structures and applications designed to help students understand the historical and contemporary role of mathematics in everyday life. The course includes topics from management science, probability and statistics, social choice, geometry and measurement and computer sciences, along with a substantial review of algebraic concepts. This course fulfills the foundations requirement for graduation. Not intended for students who will continue to take mathematics. Prerequisite: MAT 096/099 or math placement exam results.

MAT 103 College Algebra

Introduction to basic concepts of functions, including linear, quadratic, polynomial, rational, exponential and logarithmic functions; matrices and linear systems; introduction to probability concepts. Prerequisite: MAT 098/100 or math placement exam results. NS

MAT 104 Mathematics for Elementary Teachers

Provides mathematical topics for prospective elementary teachers. Topics include basic concepts of logic, sets, counting numbers, numeration systems, integers, rational numbers, measurement of geometric figures, the metric system and an introduction to probability. Prerequisites: MAT 098/100 or math placement exam results and sophomore standing.

MAT 110 Pre-calculus Mathematics

Introduction to basic concepts of trigonometric and inverse trigonometric functions, analytic trigonometry, polar coordinates and vectors, conics, and sequences and series. Prerequisite: MAT 103 or math placement exam results. NS

MAT 115 Introductory Statistics

A course in basic statistical concepts and techniques for the non-mathematics major. Topics include descriptive statistics, measures of central tendency and dispersion, probability theory, standardized probability distributions, correlation and regression, inferential statistics, confidence intervals, hypothesis testing and analysis of variance. Prerequisite: 098/100 or math placement exam results. NS

MAT 130 Calculus and Analytic Geometry I

Review of functions and introduction to the concepts of limits, differentiation and integration. Use of the derivative and analytic geometry for sophisticated graphing of functions and relations. Application of the derivative and definite integral to the study of problem-solving techniques in the physical sciences. Prerequisite: MAT 110 or math placement exam results. NS

MAT 140 Calculus and Analytic Geometry II

Continuation of the study of the derivative and definite integral for problem-solving involving more challenging functions. Topics include techniques of integration, improper integrals, numerical approximation techniques, conics, sequences and series and polar coordinates. Prerequisite: MAT 130. NS

MAT 205 Discrete Mathematics

An introduction to basic techniques and modes of reasoning for discrete problem-solving. Topics include set theory, mathematical logic, mathematical induction, number theory, recurrence relations, counting, graphs and lattices. Prerequisite: MAT 103 or math placement exam results. FT

MAT 207 Introduction to Linear Algebra

Covers vector spaces, matrices, linear transformations, characteristic values and quadratic forms. Prerequisite: MAT 205. NS, FT

MAT 242 Calculus and Analytic Geometry III

Continuation of MAT 140 and introduction to multivariable calculus. Prerequisite: MAT 140. NS, FT

MAT 306 Geometry

A study of the theoretical and historical development of geometry, including the tools of geometry. Topics include axiomatic systems, Euclidean geometry, non-Euclidean geometries and applications of these geometries to other fields of study. Prerequisite: MAT 205. FT, NS

MAT 308 Introduction to Abstract Algebra

Topics in concepts and methods of abstract algebra include groups, rings, integral domains and fields. An emphasis placed on the relationships among numbers and number systems, the relevance of algebraic properties in the number systems and operations. Prerequisite: MAT 205. NS, FT

MAT 318 Introduction to the Theory of Functions of a Complex Variable

Discussion of the algebraic properties of the complex number field; study of the elementary properties of analytic functions; introduction to complex integration. Prerequisite: MAT 242. NS, FT

MAT 320 Ordinary Differential Equations

Introduction to ordinary differential equations, existence and uniqueness theorems; methods of solving first-order equations and second-order linear equations. Prerequisite: MAT 140. NS, FT

MAT 321 Introduction to Real Analysis

Covers metric spaces, limits and continuity, differentiation and integration, sequences and series of functions. Prerequisites: MAT 205 and MAT 242. NS, FT

MAT 325 Mathematical Statistics I

Study of probability theory and introduction to mathematical statistics. Topics include random variables, central-limit theorem, hypothesis-testing, regression, analysis of variance and analysis of covariance. Prerequisites: MAT 115 and MAT 140. NS, FT

MAT 326 Mathematical Statistics II

Topics include introduction to limiting distributions, hypothesis-testing, analysis of variance and nonparametric models. Prerequisite: MAT 325. NS, FT

MAT 330 Advanced Statistical Methods

The study, application and interpretation of information from the natural, physical, life and social sciences using advanced and multivariate statistical techniques. Methods include factorial and multivariate analysis of variance, covariance, multiple regression, path analysis, factor and discriminant analysis and logistic regression. Students apply these advanced methods to interpret the results of research studies. Access to SPSS is required. Prerequisite: MAT 115 or PSY 115.

MAT 370 Topics in Advanced Mathematics

Topics in advanced mathematics that are not covered in the regular curriculum, including, but not limited to, mathematical modeling, numerical analysis and partial differential equations.

MAT 410 Senior Research Seminar

Students explore primary scientific literature, develop a research project and conduct mathematical research or exploration. A substantial research paper and seminar presentation is required. Prerequisite: Open to seniors, juniors by permission of instructor. WI

Music (MUS)

MUS 116 Introduction to Music

Designed to assist the development of listening skills and an aesthetic sensitivity to music through study of musical forms and the great compositions that make up the Western musical tradition. Folk, ethnic and pop music also included. ART

Applied Music

Cumberland Valley School of Music, located in Thomson Hall on the Wilson campus, offers the opportunity for Wilson College students to take individual, private music lessons for credit. These credits can be used to partially satisfy fine arts graduation requirements, as well as be applied toward the music minor. Students can choose a band or orchestral instrument, voice, piano, organ, guitar or drum-set lessons. One half-credit requires 14 hours of instruction. Students are expected to practice five times per week for the same length of time as their lessons and are encouraged to participate in a recital, subject to the recommendation of the instructor. Students should own or rent the instrument (with the exception of piano). Practice studios are available in Thomson Hall through arrangements with the CVSM office. (two semester hours.) ART

Choir

Emphasis on developing a fine choral ensemble through instruction in proper singing technique, including exercises in correct posture, diaphragmatic breathing, phonation and resonance. Also included is work toward expressive singing through development of choral blend, fine intonation, clear diction, uniformity of vowel sounds and dynamic variety and control. Three hours per week, six to 12 hours of performance time per semester. (two semester hours.) Note: No more than two credits may count toward graduation in a combination of choir, Orchesis and a print journalism practicum. Prerequisite: Audition. ART

Nursing (NUR)

NUR 101 Health Assessment

This course provides the framework for preparing students to perform comprehensive health assessments on patients across the life span. Emphasis is placed on taking a thorough nursing history and performing physiological, psychological, sociological, cultural and spiritual assessments; as well as identification of stressors and health risks. Laboratory experiences provide an opportunity to practice assessment skills on patients across the life span in a variety of settings. Course prerequisite: Admission into the generic BSN program

NUR 102 Foundational Concepts of Nursing Practice

This course provides an introduction to nursing and roles of the nurse in micro- and macrosystems, as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in a clinical laboratory setting. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills. This course also provides an introduction to the principles of pharmacology, including: pharmacokinetics, pharmacodynamics, medication interactions and potential adverse medication reactions. Emphasis is placed on drug classifications and nursing care related to the safe administration of medication to patients across the life span. Course prerequisite: NUR 102 (Health Assessment)

NUR 113 Health Promotion and Wellness

The purpose of this course is to provide students the knowledge, skills, and attitudes needed to support patients in promoting their own health and preventing disease, as they strive to reach their optimal state of wellness. Emphasis is placed on motivational theory to facilitate behavior change in relation to minimizing stress, maintaining a healthy weight and level of activity, and establishing healthy sleep patterns. Wellness for the student and practicing nurse are emphasized as a means of minimizing burnout and compassion fatigue. Course prerequisite: Admission into the generic BSN program

NUR 121 Pharmacology for Nurses

This course provides an introduction to the principles of pharmacology, including: pharmacokinetics, pharmacodynamics, medication interactions and potential adverse medication reactions. Emphasis is placed on drug classifications and nursing care related to the safe administration of medication to patients across the life span. Course prerequisite: A & P II

NUR 201 Chronic Illness in the Adult Population

This course focuses on the care of adult patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of patients with alterations in selected body functions. Concepts of patient centered care, cultural sensitivity, informatics, safe practice and professionalism are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to adults in a variety of settings. Course prerequisite: NUR 134 (Foundational Concepts) Course co-requisite: HSC 216, CLS 105, BIO 111 or HSC 111

NUR 203 Population-Focused Care

This course is intended to introduce students to nursing care of individuals, families, aggregates, communities, and populations. Principles and practices of community health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of spiritually and culturally appropriate health promotion and disease prevention interventions. The role of the nurse as advocate for social justice is explored. Course prerequisite: NUR 201 (Chronic Illness), NUR 113 (Health Promotion and Wellness)

NUR 212 Mental and Behavioral Health in Nursing

This course focuses on the care of patients across the life span experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of patients facing emotional and psychological stressors, as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, anger management and coping skills are integrated throughout the course. The community as a site for care and support services is addressed. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to patients in selected mental health settings. Course prerequisite: NUR 201

NUR 280 Healthcare Informatics

Introduces perspectives and concepts of the flow of healthcare information, technologies and their applications to patient care, and the electronic health record in its many forms. Also includes institutional policies important to communication and documentation of healthcare interventions with an emphasis on privacy, confidentiality and security. Prerequisite: Admission to the RN-to-BSN program.

NUR 281 Pathophysiology for Nurses

This course focuses on the altered processes of human physiology. An emphasis is placed on exploring changes of biological process of the body and the effects on homeostasis. Alterations of health problems are studied, along with the associated clinical manifestations and treatments. Prerequisites: A&P I, A&P II

NUR 301 Role Transitions

Focuses on the leadership roles of professional nurses, including the impact of health policy, healthcare financing, and legislative and regulatory authority on nursing practice and the healthcare delivery system. Collaborative practice is examined, with emphasis on professional values, accountability, role transition and collegiality. Prerequisite: Admission to the RN-to-BSN program.

NUR 304 Nursing Care of Childbearing and Child Rearing Families

This course provides an integrative, family-centered approach to the care of mothers, newborns and children. Emphasis is placed on normal and high- risk pregnancies, normal growth and development, family dynamics, common pediatric disorders and the promotion of healthy behaviors in patients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to mothers, newborns and children in selected settings. Course prerequisite: NUR 201 (Chronic Illness)

NUR 310 Intermediate Pathophysiology

Provides an introduction to basic concepts of pathophysiology. Students examine disruptive mechanisms that impact normal cell function and the physiological responses to the disease process. Discusses risk factors and disease prevention to

provide a foundation for health promotion, risk reduction and disease management. Prerequisite: Admission to the RN-to-BSN program.

NUR 330 Health Assessment

Provides students with the knowledge and skills necessary for the assessment phase of the nursing process including interviewing, history-taking and physical assessment, which includes assessment of individual health as a multi-dimensional, balanced expression of bio-psycho-social-cultural well-being throughout the lifespan, across cultures and within the environment. Prerequisite: Admission to the RN-to-BSN program.

NUR 361 Adult Medical Surgical Concepts

This course focuses on the care of adult patients with medical and/or surgical health alterations. Emphasis is placed on the care of patients with alterations in selected body functions. Concepts of health promotion, health education, evidence based practice and interdisciplinary collaboration will be integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients and selected groups in a variety of settings. Course prerequisite: NUR 201 (Chronic Illness)

NUR 380 Research and Evidence-Based Practice

This course is designed to promote clinical decision-making based on evidence, through the exploration and integration of current scientific evidence, use of clinical reasoning, identification of patient preferences, and assessment of available resources. Focus is placed on the analysis and synthesis of evidence to answer a clinical question relevant to nursing practice and patient-centered care. Students who are in good standing with a GPA of 3.2 may take NUR 380 online. Course prerequisite: MAT/PSY 115

NUR 382 Complex Care Across the Life Span

This course focuses on advanced concepts of nursing care as they relate to patients across the life span with complex, multi-system alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment and tenets of legal and ethical practice are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients and selected groups in a variety of settings. Course prerequisite: NUR 361 (Adult Medical Surgical Concepts); NUR 304 (Nursing Care of Childbearing and Child Rearing Families)

NUR 401 Community and Health Promotion

Provides a foundation for students to examine factors that influence the health of communities and populations locally, nationally and globally. Emphasizes health promotion, health maintenance and prevention of disease. Discusses epidemiological principles and data collection relating to clinical decision-making and public policy. Prerequisite: Admission to the RN-to-BSN program, completion of NUR 310, NUR 330 and MAT 115. Co-requisite: NUR 380.

NUR 404 Senior Practicum

The purpose of this course is to provide the student the opportunity to function as a contributing member of the interprofessional team and collectively apply the knowledge and practice to the skills acquired in previous courses. Students will be given the opportunity to provide care to a caseload of patients that is safe, evidence-based, patient-centered and focused on promoting positive patient outcomes. Emphasis is placed on demonstration of professional behaviors; communication that supports information exchange; collaboration and conflict mediation; ethical comportment and the ability to effectively use leadership skills. (NOTE: This course is an eight-week clinical-only course). Course prerequisite: NUR 382 (Complex Care across the Life Span)

NUR 414 Nursing Leadership

This course will review the politics of healthcare within the context of the healthcare system. Current issues are critically analyzed in relation to their influence on the nursing profession and nursing practice. In addition, students will have the opportunity to prepare for employment as a professional nurse, appreciate the importance of lifelong learning, and prepare for the NCLEX licensing exam. Course co-requisite: NUR 404

NUR 480 RN-to-MSN Bridge Course

Focuses on the leadership roles of professional nurses, including the impact of health policy, healthcare financing, and legislative and regulatory authority on nursing practice and the healthcare delivery system. Examines collaborative practice with emphasis on professional values, accountability, role transition and collegiality; as well as the role of theory and research in nursing practice. Prerequisite: Admission to the RN-to-MSN program.

Master of Science in Nursing

NUR 501 Concepts and Roles of Leadership in Advanced Practice

Focuses on socialization of nurses into advanced practice through an investigation of nursing history and advanced practice roles. Emphasizes role development and regulatory and economic policies that affect practice in today's healthcare system, along with development of skills in leadership to plan, manage and implement change. Prerequisite: Admission to the MSN program.

NUR 520 Theory for Advanced Practice

Addresses nursing theory and its evolution in the use of models/theories in advanced practice. Emphasis is on the analytic processes basic to determining the adequacy of selected models/theories, as well as development of an understanding of leadership and change theory and their applications to practice. Prerequisite: Admission to the MSN program.

NUR 523 Ethics and Healthcare Regulations

Provides an examination of the healthcare policy processes and issues at organizational, governmental and global levels, as well as critical analysis of ethical principles, ethical theories and contemporary healthcare ethical issues relating to individuals and society. Emphasis is on developing an interdisciplinary framework to solving ethical dilemmas. Prerequisite: Admission to the MSN program.

NUR 525 Informatics for Advanced Practice

Students apply concepts learned to the ethical use of data, information and knowledge in clinical practice and research, as well as explore the ways in which information and technology influence practice and decision-making in various aspects of nursing practice. Students also analyze the critical elements in the life cycle of information, patient care technology systems and the legal, ethical, cultural, economic and social factors affecting healthcare information technology. Prerequisite: Admission to the MSN program.

NUR 530 Health Assessment for the Advanced Practice Nurse

Explores the process through which the advanced practitioner uses comprehensive physical, psychosocial and cultural assessment across the lifespan to gather specific data relevant to common health problems. Within a holistic framework, students learn how to systematically collect, analyze, synthesize and document their findings. Prerequisite: Admission to the MSN program.

NUR 533 Advanced Pharmacology

Provides the opportunity to acquire advanced knowledge and systematic skills in the therapeutic use of pharmacologic agents and explores the pharmacologic treatment of major health problems encountered in the primary setting. Principles of altered pharmacodynamics will be discussed relative to age, race and ethnic groups. Prerequisite: Admission to the MSN program.

NUR 535 Advanced Pathophysiology

Focuses on pathophysiological processes across the lifespan and development of clinical reasoning skills in understanding system alterations produced by disease. Emphasis is on the etiology, pathogenesis, developmental and environmental influences, and clinical manifestations of major health problems. Explores regulatory and compensatory mechanisms that aim at maintaining and restoring homeostasis. Prerequisite: Admission to the MSN program.

NUR 536 Foundations of Nursing Education and Curriculum

Provides in-depth examination of major philosophies of education and their relation to teaching practice, methods, curriculum and educational administration. The course provides opportunity for examination of factors that influence curriculum development and implementation. Prerequisite: Completion of core courses of MSN program.

NUR 537 Outcomes and Program Evaluation

Provides an introduction to theories and strategies of measurement and evaluation in nursing education. Experiential exercises increase proficiency in the development, use and critique of measurement and evaluation methods to classroom and clinical learning situations. Includes steps in problem analysis and needs assessment, logistics of program evaluation and quality improvement. Prerequisite: Completion of core courses of MSN program.

NUR 538 Teaching Practices

Focuses on the role of the nurse as educator within clinical, classroom, laboratory, simulation and patient environments. Provides the opportunity to implement evidence-based adult teaching practices, philosophical perspectives and professional standards in areas of academia, staff development and/or patient education. Prerequisite: Completion of core courses of MSN program.

NUR 540 Healthcare Systems

Examines the settings and organizations where healthcare is delivered, focusing on the impact of the setting on patient, delivery models and personnel providing care. Emphasizes the role and structure of care in various settings. Prerequisite: Admission into the MSN program.

NUR 543 Human Resource Management in Healthcare Organizations

Examines the complexities and multiple issues involved in human resources management in healthcare organizations. Explores such issues as recruitment, retention, performance management, organizational development and employee relations. Emphasizes federal, state and professional regulatory requirements specific to healthcare. Prerequisite: Admission into the MSN program.

NUR 545 Healthcare Finance I

In the first of two courses designed to provide the nurse leader with an understanding of financial management techniques, the student will explore the unique problems facing healthcare in the financial relationships among hospitals and other providers. Budget, auditing, cost analysis, capital investment, and equity and debt financing decisions are included. Prerequisite: Admission into the MSN program.

NUR 546 Healthcare Finance II

The second of two courses offered in finance, this course continues the learning from Healthcare Finance I and emphasizes application of knowledge gained in the first course. Particular emphasis is placed on acquiring the necessary skills needed for fiscal management and budget development and oversight. Prerequisite: NUR 545.

NUR 547 Quality and Safety in Healthcare

This course introduces the fundamentals of patient safety, evaluation of quality and quality measures, and principles of quality improvement. Challenges students to think in an interdisciplinary manner when problem-solving for quality improvement and provides exposure to national and global implications of quality and safety initiatives in the healthcare arena. Prerequisite: Completion of core courses of MSN program.

NUR 548 Leadership in Nursing

Focuses on organization theory, management theory and their applications to critical nursing administrative leadership issues. Standards and frameworks of competencies in nursing administration are reviewed as guidelines for career development. Explores evidence-based management and promotion of a culture of safety as a basis for health-related organizational development. Prerequisite: Admission into the MSN program.

NUR 588 Research and Statistics for Nursing

Provides students with the knowledge and skills to use, interpret and evaluate the statistical analysis techniques that are frequently encountered in the clinical literature of nursing, medicine, psychology and epidemiology. Includes an understanding of descriptive statistics, probability, linear regression and epidemiological concepts. Prerequisite: MAT 115 or PSY 115, Admission to the MSN program.

NUR 599 Master's Project

A capstone course designed to demonstrate student learning and attainment of program outcomes. Students complete a project developed with their adviser that successfully integrates learning from the core courses, as well as within the specialty track. This course is pass/fail. Prerequisite: Completion of two track courses, NUR 520 and NUR 588.

Philosophy (PHI)

PHI 120 World Philosophy

An introduction to philosophy, focusing on figures and texts of global origin and significance. Drawing from both Western and non-Western sources, the course explores enduring contributions to thinking about the human condition. NWC, HWC

PHI 121 Ethics

Classical and contemporary theories of ethics and values with applications to practical problems and a brief introduction to metaethics. ETH

PHI 205 Bioethics (cross-listed as RLS 205)

Ethical issues in the biological sciences and medical technology: human experimentation, euthanasia, abortion, reproductive technology, genetic engineering, cloning and stem-cell research. ETH, WI

PHI 206 Philosophy of Religion (cross-listed as RLS 206)

Systematic study of issues arising from religion: the existence of God, relationship between reason and faith, logic of religious discourse and the evaluation of claims to religious knowledge. Examines the thought of Anselm, Kierkegaard, James and Hartshorne in some detail. Prerequisite: One course in philosophy or religious studies. FWC, FT

PHI 207 Private Values and Public Policy (cross-listed as RLS 207)

Interplay between private persons, their beliefs and values and the larger community with its customs and laws. Covers such topics as: individualistic versus community values; influences of individuals on public policy; strategies of resistance, nonviolence, civil disobedience and political activism; ethical and legal issues in regulating variant behavior, high-risk activities and victimless crimes; privacy, civil rights, civic responsibilities and related issues; minority protections; church-state relations; and the role of personal beliefs in the public arena and in schools. CC, CD, ETH

PHI 209 Ethical Issues Today (cross-listed as RLS 209)

Focused study of pressing ethical issues of our day. Topics may include sex, love and friendship; war and peace; computers and technology; affluence and poverty and globalization. CC, ETH, WI

PHI 220 Environmental Ethics (cross-listed as RLS 220)

Reflects on ecological issues in ethical and belief-based perspectives. Students examine selected problems related to our use and abuse of the natural environment and come to terms with the values, motives and other forces that shape decisions. ES, ETH, WI

PHI 222 Logic

Introductory course stressing "informal" methods of validating arguments and the formal proof procedures of symbolic logic. FT

PHI 224 Ancient and Medieval Philosophy

Explores major philosophical issues that have left a lasting imprint on Western cultural heritage, including detailed examination of the philosophies of Plato, Aristotle, St. Augustine and St. Thomas Aquinas. FWC, WI

PHI 225 Modern Philosophy

Explores major philosophical issues that have left a lasting impression on the Western cultural heritage, including detailed examination of the thought of Descartes, Hume, Kant and Hegel. HWC, WI

PHI 226 Business Ethics (cross-listed as RLS 226)

Study of ethical issues that arise in business and the professions. Covers rational methods that can be devised for adjudicating disputes concerning such issues as corporate rights, responsibilities, environmental impact, consumer rights and the moral status of corporations. ETH

PHI 230 Health Care Ethics

A survey of ethical issues in national and international healthcare, intended for practitioner audiences working to develop ethical decision-making frameworks for the healthcare professions. Course prerequisite: English Foundations Course.

PHI 240 Feminist Philosophy

A survey of recent feminist philosophy, focusing especially on feminist contributions to the areas of epistemology, ethics and philosophy of science. Special attention given to how feminist philosophy has challenged traditional philosophical methodology. Authors may include Annette Baier, Lorraine Code, Mary Daly, Allison Jaggar, Evelyn Fox Keller, Joyce Trebilcot and Nancy Tuana. WS

PHI 245/345 Existentialism

An advanced exploration of important figures and works in the existentialist tradition, including Kierkegaard, Nietzsche, Heidegger, Camus, Beauvoir and Sartre. HWC, ETH

PHI 270/370 Topics in the Study of Philosophy

Courses offered occasionally to enhance the offerings available to students.

PHI 335/535 Aesthetics

Advanced survey of classical and contemporary theories of the meaning and function of art (including visual art, literature, music, dance and other art forms), beauty and aesthetic value and the interpretive process. Prerequisite: One 200-level humanities course or permission of instructor. ART

Physical Education (PE)

PE 100 Special Program

This course option may be selected by students with physical limitations who wish to meet their physical education requirement through an individually designed personal program. (two semester hours.)

PE 101 Swimming I for Non-swimmers

Basic swimming course. Includes instruction in basic water skills such as treading water and survival floating, entries, safety skills and the five basic strokes. (two semester hours.)

PE 102 Swimming II

Intermediate-/advanced-level swimming course. The five basic strokes are refined: the butterfly, overarm, side, inverted breast and trudgen strokes are taught, along with additional advanced safety and swimmer skills. (two semester hours.)

PE 106 Lifeguard Training (American Red Cross)

Follows guidelines of the American Red Cross and, on successful completion, carries Red Cross certification. (two semester hours.) Prerequisite: Swimming test.

PE 107 Water Safety Instructor (American Red Cross)

Methods course in which students learn to teach all Red Cross swimming and community water safety courses. (two semester hours.) Open to students who are advanced swimmers and wish to teach swimming.

PE 120 Aerobics

Exercise class designed to improve student levels of physical fitness. Fitness tests administered before and after the course to monitor improvement. Students read various materials relating to diet and exercise. (two semester hours.)

PE 128 Strength and Weight Training

Designed to improve students' current levels of physical fitness relative to muscular strength, muscular endurance, flexibility and body composition through a carefully designed and monitored personal weight training program. (two semester hours.)

PE 130 Special Activity

Activity classes not otherwise offered through the physical education curriculum that are designed to meet special student and faculty interests, such as skiing, squash, cross country, orienteering, bicycling, water aerobics and synchronized swimming. (two semester hours.)

PE 131 Archery

Introduces students to the history of archery, equipment selection, terminology, shooting skills, scoring and rules for competition. Offered alternate years. (one semester hour.)

PE 132 Bowling

Covers the history of bowling, equipment selection, terminology, bowling skills, scoring and rules for competition. Offered alternate years. (one semester hour.)

PE133 Badminton

Covers the history of badminton, equipment selection, terminology, badminton skills, scoring, game strategies and rules for competition. Offered alternate years. (one semester hour.)

PE 134 Tennis

Includes the history of tennis, various strokes, game rules and strategies and etiquette. Offered alternate years. (one semester hour.)

PE 136 Canoeing

Follows the format recommended by the American Red Cross for basic canoeing. Introduces the history of canoeing, basic safety skills, strokes and terminology. A day-long canoeing trip is part of the program. Offered alternate years. (one semester hour.)

PE 137 Self-Defense

Basic self-defense techniques, including kicks, pushes, distractions and falling techniques, along with practical applications for defending oneself in a variety of situations. Offered alternate years. (one semester hour.)

PE 139 Golf

Instruction progresses from the full swing with short irons to long irons and woods. Game etiquette, rules and game play are included. Offered alternate years. (one semester hour.)

PE 140 Personal Fitness

Designed to help students develop a fitness program based on personal goals such as improving diet, losing weight, gaining strength and improving muscular and/or cardiovascular endurance. Assesses current levels of fitness and prescribes a program based on individual goals and personal assessments. (two semester hours.)

PE 143 Pilates

An exercise class designed to improve the current level of physical fitness through participating in a variety of Pilates exercises. (two semester hours.)

PE 170 Topics in Physical Education

Courses offered on an occasional basis to enhance the curriculum. (two semester hours.)

Physics (PHY)

PHY 101 Physics I

The first course of a two-semester, algebra-based sequence designed primarily for students pursuing a premedical or science program. Topics include mechanics, fluids, sound and thermodynamics, with an emphasis on problem-solving and medical applications of physics. Laboratory experiments supplement and reinforce lecture topics. Three hours lecture; three hours lab. Prerequisite: MAT 110 or equivalent. NSL

PHY 102 Physics II

A continuation of PHY 101, covering the general topics of electricity magnetism, optics and atomic/nuclear physics. Three hours lecture; three hours lab. Prerequisite: PHY 101. NSL

PHY 110 Contemporary Physical Science

Introduction to the principles of physics and chemistry for the nonscience major. Topics include motion, thermodynamics, electricity, light, atomic structure and bonding; and acid-base and redox chemistry. Emphasis on the practical application of these principles. Three hours lecture; two hours lab. Prerequisite: MAT 098/100 or equivalent. NSL

PHY 112 Contemporary Physical and Earth Science

Introduction to the principles of physical and earth fcience for education students. Topics investigated include physics (including forces and motion, and physical properties of matter, light, sound, heat, electricity and magnetism) and earth and space sciences (including structure, function and cycles of earth systems, weather and climate, and astronomy). Prerequisite: MAT 098/100 or equivalent. NS

Political Science (PS)

PS 110 Introduction to Political Science

Content and methods of political science; political philosophy and ideology; comparative and world politics; political judgment and public policy. ETH, WI

PS 120 American Government

Survey of the U.S. federal government, particularly Congress, the Supreme Court and the presidency. Attention is also given to political parties, elections, interest groups and analysis of contemporary issues. CC

PS 201 The Citizen and Government

Citizen participation most often occurs through institutions that link them with government, such as political parties, interest groups and elections. Examines each linkage institution separately and explores the relationships among them. Examines the role of mass media in elections and as a primary source of the political information citizens receive. Prerequisite: PS 110 or PS 120. CC

PS 202 State and Local Government

Focus on organization, operation and interrelationship of state and local governments. Emphasizes comparative state practices and innovations in executive, legislative and judicial branches.

PS 203 International Relations

Examines the forces influencing relations of nations, as well as gencies, organizations and procedures devised to carry on such relations. Prerequisite: PS 110. NWC

PS 204 Introduction to Law

An introduction to udicial and legal processes, including decision-making by juries and judges; the role of judicial review and policymaking in democracy; judicial and legal ethics; structures and processes of state and federal courts; and the role and treatment of women in the judicial system. CC, ETH, WI

PS 207 Women in American Government and Business

Examines the changing role of women in the contemporary American political and business environments, with emphasis on obstacles and opportunities for women today. Prerequisite: PS 110, PS 120 or BUS 124. WS, WI

PS 213 Europe in the 19th Century (cross-listed as HIS 213)

Examines institutions and values from 1815 to 1914, with emphasis on the development of liberalism, nationalism and international relations. Prerequisite: HIS 112.

PS 214 Europe in the Contemporary World (cross-listed as HIS 214)

Examines problems and policies from 1900 to the present, with emphasis on the collapse of the 19th-century international system and the effects of the rise of the United States and Russia as superpowers. Prerequisite: HIS 112.

PS 215 Congress and the Presidency

Covers the role of Congress and the president in the policymaking process. Also explores relationships with such external publics as constituents, the bureaucracy, interest groups, media and staff, as well as the extent and limits of each institution's powers. Discusses case studies involving foreign or domestic policies. Prerequisites: PS 110 or PS 120. CC

PS 216 Public Policy

Examines the methods and substance of public policy analysis. Where possible, the policy focus will be interdisciplinary. Possible topics include environmental policy, human reproductive technology and public policy, economic policy and criminal justice policy. Resources in surrounding areas used as appropriate. CC, ETH

PS 219 America in the '50s and '60s (cross-listed as HIS 219)

Covers major events and movements of the period, including McCarthyism; the Cold War; space race; Korean and Vietnam wars; the presidency from Truman to Nixon; growing impact of mass media on politics; the civil rights, feminist and environmental movements; and other economic, social, political and cultural trends. Prerequisite: PS 125 or PS 126. CC, CD

PS 225 Politics in Comparative Perspective

Examines U.S. political systems in relation to other political systems: modern and transitional, eastern and western, democratic and nondemocratic. Also explores fundamental political problems: internal and international order, the establishment of authority, resolution of conflict, violence and politics, political socialization and capacity for change. Prerequisite: Foundations in English course.

PS 270/370 Topics in Political Science

A course offered as needed to cover topics of interest to students and faculty that are not covered in depth in the regular curriculum.

PS 310 Law and Social Change: Women and Minorities

Examines the role of court systems, as well as other branches of government, in making law and resolving disputes. Analysis of court cases dealing with slavery and racial discrimination, as well as women's rights. WS, CD

PS 315 Comparative Economic and Political Systems (cross-listed as ECO 315)

Study of major international economic and political systems and the role each plays in influencing global economics and politics. Prerequisite: PS 110, PS 120, ECO 101 or ECO 102. NWC

PS 317 Political Theory

Explores the works of a variety of political theorists from ancient to modern times. Attention also given to non-western political thought. ETH, HWC

PS 318 American Constitutional Law in Historical Perspective (cross-listed as HIS 318)

Analysis of the Supreme Court as a political institution and its role in defining and interpreting the extent and limits of governmental power. Emphasizes the various roles the court has assumed historically in relation to the other branches of government. Case method is used. Prerequisite: PS 120. HWC, ETH, WI

PS 399 Senior Thesis

In conjunction with a faculty adviser, the student will design and complete a major research project and compile a portfolio. Prerequisite: Senior major.

Courses offered periodically to enhance the curriculum with subjects of special interest.

PS 270 Topics: Politics and Film

Uses film as a vehicle for enhancing our understanding of politics. Topics include civil rights, electoral politics, foreign affairs, the media and political institutions. CC

PS 270/370 Topics: Electing a President

Topics course offered on an occasional basis. Considers, from a historical and critical perspective, various aspects of presidential campaigns. Examples include the nomination process, campaign financing, the role of political consultants and political parties, impacts of the mass media and the Internet, the use and abuse of polls, presidential debates, voter decision-making and the Electoral College. Possible election reforms are evaluated. The process of transition to a new president is examined. Students will participate in a debate over issues and candidates. CC

PS 370 Topics: Women and the American Presidency

Examines the role of women in the modern U.S. presidency. Topics include the prospect of a female president, women on the White House staff and Cabinet, and the first ladyship. CC, WS

Psychology (PSY)

PSY 110 Introduction to Psychology

Introduction to the science of behavior. Topics include the biological foundations of behavior, sensation and perception, learning and memory, motivation and emotion, development, personality and adjustment and social behavior. CC

PSY 115 Understanding Statistics

Introduction to statistical procedures and their application to research in the behavioral sciences. Topics include descriptive and inferential statistics, measures of central tendency, variation, standardized distributions, correlation, regression and prediction and hypothesis testing, including one- and two-way analyses of variance. Prerequisite: MAT 096/099 or math placement exam. NS

PSY 202 Life Span Development

Explores human development from conception to death. Topics include philosophical and scientific views of the life cycle and biological, cognitive, social, emotional and personality themes of development during childhood, adolescence and adulthood. Prerequisite: PSY 110. CC

PSY202L or 217L Psychology Research Lab

Current research and methodologies are stressed and used to guide students in writing a research paper (literature review, methodology, analysis and results/interpretation) using secondary data analysis. This course can be taken once with either PSY 202 (Lifespan Development) or PSY 217 (Social Psychology), and the research project will investigate constructs discussed in lecture. This lab taken in conjunction with PSY 202 or PSY 217 will fulfill one liberal arts WI requirement and the NLS designation. Course co-requisite: Can only be taken concurrently with PSY 202 or PSY 217. Note: This lab course is being proposed as a requirement for the major; however, if a psychology major chooses to take both PSY 202 and PSY 217, that student does not have to take the lab twice. Similarly, if a non-psychology major enrolls in PSY 202 or PSY 217, enrolling in this lab course is optional. WI

PSY 204/304 Theories of Personality

Examines the development of modern approaches to the understanding of personality. Detailed comparisons of the major theoretical systems proposed to explain personality structure and dynamics. Prerequisite: PSY 110. HWC

PSY 207 Learning Principles and Applications

Examines the principles governing learning and conditioning, including acquisition, extinction, stimulus generalization and discrimination, schedule effects, avoidance and punishment, biological influences, and the systematic application of learning principles in the modification of behavior. Prerequisite: PSY 110. NS

PSY 208 Perception and the Senses

Covers human information-processing approach to human perception. Anatomical and physiological bases of perceptual experience. Relationships between psychological and physical reality are formalized. Prerequisite: PSY 110. NS

PSY 209 Abnormal Psychology

Overview of the psychosocial and biological models of mental disorders in adults and how such disorders are defined, understood and studied. Includes coverage of anxiety and mood disorders, schizophrenia and adjustment and personality disorders, among others. Special attention is paid to the interaction of sociocultural variables such as poverty, race, age, ethnicity, class, subcultural and gender role expectations with the incidence, labeling and treatment of neuroses and psychopathological conditions. Prerequisite: PSY 110. CD

PSY 217 Social Psychology

Examination of the ways in which social stimuli affect the thoughts, motivations and behaviors of individuals. Topics include self-perception, impression management, social power and influence, attitude formation, and change and interpersonal relations. Prerequisites: PSY 110. CC

PSY 218 Biopsychology

A general survey of the relationship between biological structure/function and behavior. Topics include behavioral genetics, neuroanatomy and neurophysiology, sensory and motor systems, learning and memory, reproduction, social behavior and higher cognitive functions and dysfunctions. Three hours lecture; three hours lab. Prerequisite: PSY 110. NSL

PSY 223 Psychology of Human Sexuality

Psychological perspectives on the processes of sexual development and differentiation and the link between sex/sexuality and gender role identity. A bio-psychosocial approach will be used to explore theory and research on sexuality and sexual expressions across the lifespan, socially, and cross-culturally. Prerequisite: PSY 110 or SOC 120. CD, WS

PSY 225 Psychology of Gender

Examines the development and maintenance of gender role identities across the lifespan. Analyzes the "nature vs .nurture" literature regarding identity development as female and male and how this identity influences behavior. Considers the influences of biology, social and cultural expectations on the development and expression of masculine and feminine traits. Prerequisite: PSY 110 or SOC 120. CD, WS

PSY 270/370 Topics in Psychology

Examines subject areas within the discipline of psychology. Offered on an occasional basis to enhance the curriculum. Prerequisites: PSY 110 and permission of instructor.

PSY 302 Tests and Measurements

Study of the major types of tests used by psychologists and educators: personality, intelligence, aptitude, interest inventories and attitude. Focuses on construction, administration, evaluation, interpretation and application. Prerequisites: PSY 115 and at least one 200-level course in psychology or EDU 206.

PSY 329 Drugs and Behavior

Designed to provide the student with a basic understanding of the psychological and biological aspects of commonly used natural and synthetic drugs. Prerequisites: PSY 110, PSY 218.

PSY 331 Health Psychology

Incorporates a bio-psychosocial approach to understanding human wellness and health-promoting and health-compromising behaviors. Theories used by health psychologists are used to explore topics such as stress, chronic illness/disease, pain and lifestyle behaviors, and are applied to the promotion and maintenance of health and the prevention and treatment of illness. Prerequisites: PSY 110. NS, CD

PSY 333 Psychology of Aging

Uses the bio-psychosocial model to examine historical and cross-cultural perspectives on aging and how the construct of aging has developed over time and varies based on demographic markers such as class, gender, race/ethnicity, and sexual orientation. Health, family, life-course experiences and public policy are some of the issues explored. Prerequisites: PSY 202, PSY 218 or PSY 217.

PSY 335 Evolutionary Psychology

The examination of basic mechanisms of natural selection and their influence upon the development of basic behavioral and cognitive adaptations. Topics include perception, learning and memory, mating and parenting strategies, competition and aggression, cooperation and altruism, cognition and emotion, kinship and social behavior, and cognitive and behavioral abnormalities. Prerequisites: PSY 207, PSY 208 or PSY 218. NS

PSY 341 Experimental Methods in Psychology

Combines theory and practical application of the principles of experimental design, hypothesis-testing and statistical inference, including correlational and quasi-experimental techniques. Incorporates an introduction to the use of SPSS computer software for statistical analyses. Three hours lecture; two hours laboratory. Prerequisites: PSY 115 and at least two classes at or above the 200 level, or permission of instructor.

PSY 367 Clinical and Counseling Psychology

Treatment of the individual experiencing psychological distress. Topics include theories of psychotherapy and counseling, ethics, individual and group work and basic counseling skills. Prerequisites: PSY 110 and PSY 209.

PSY 380 Cognitive Psychology

Explores biological and psychological processes involved in the acquisition and application of information, especially in relationship to perception, learning, memory, problem-solving and decision-making. Prerequisites: PSY 218.

PSY 465 Risk and Resilience

Seminar course focuses on theories and research of risk and resilience /stress and coping. Discussions are framed by a variety of psychology subdomains, including cognitive, neuroscience, health and clinical, and are applied to a variety of fields such as public health, nursing, industry and family contexts. Prerequisite: PSY 331 and at least three psychology or health sciences courses at or above the 200-level.

PSY 466 Living with Chronic Illness

Seminar course focusing on the psychological responses associated with diagnosis, treatment, adjustment and recovery. A significant portion of this course focuses on personal identity and the changes people report (positive and negative) associated with living with a chronic or life-threatening disease, as well as end-of-life factors. The roles of caregivers will also be discussed. Prerequisite: PSY 331 and at least three psychology or health sciences courses at or above the 200-level.

PSY 468 History and Systems of Psychology

Psychology in historical perspective. Examines the growth of both theory and science in psychology as exemplified in the works of the great philosophers/psychologists from Plato to the present. Prerequisites: PSY 110, permission of instructor.

PSY 498 Senior Thesis I

First of two-semester sequence for psychology majors. This sequence of courses will focus on the application of principles of research design culminating in an empirical research study. In this course, students will polish their research proposal started in PSY 431 through oral and written presentations and begin data collection. (two semester hours.) Prerequisite: PSY 341.

PSY 499 Senior Thesis II

Second of two-semester sequence. This sequence of courses will focus on the application of principles of research design culminating in an empirical research study. In this course, students will analyze data and present their empirically based findings through oral and written presentations. Completion of this sequence will fulfill one WI credit. (two semester hours.) Prerequisite: PSY 498.

Religion Studies (RLS)

Completion of an English foundations course (ENG 101, ENG 106, ENG 108, ENG 180 or equivalent) is required as a prerequisite for any 200-level course in English. Completion of a 200-level English or mass communications course or the instructor's permission is required as a prerequisite for any 300-level course in English. Students cannot receive credit for more than one English foundations course.

RLS 108 Religions of the World

Introduction to major beliefs that have shaped the world in which we live. Seeks to understand differences of viewpoint that fuel misunderstanding and tensions today. Highlights symbols of major religions and their origins, especially those affecting Middle Eastern hot spots (Islam, Judaism and Christianity) in comparison with Asian traditions (Hindu, Buddhist, Taoist, Shinto). Addresses possibilities for interfaith understanding. NWC, WI

RLS 201 Cultures of India and South and Southeast Asia (cross-listed as IS 201)

Examines primitive, archetypal and indigenous religious patterns. Major attention given to the contemporary varieties of Hinduism. Readings in ancient and modern literature. NWC

RLS 205 Bioethics (cross-listed as PHI 205)

Ethical issues in the biological sciences and medical technology: human experimentation, euthanasia, abortion, reproductive technology, genetic engineering, cloning and stem-cell research. ETH, WI

RLS 206 Philosophy of Religion (cross-listed as PHI 206)

Systematic study of issues arising from religion: the existence of God, the relationship between reason and faith, the logic of religious discourse and the evaluation of claims to religious knowledge. Examines the thinking of Anselm, Kierkegaard, James and Hartshorne in some detail. Prerequisite: One course in philosophy or religion studies. FWC, FT

RLS 207 Private Values and Public Policy (cross-listed as PHI 207)

Interplay between private persons, their beliefs and values and the larger community with its customs and laws. Topics include individualistic versus community values; the influences of individuals on public policy; strategies of resistance, nonviolence, civil disobedience and political activism; ethical and legal issues in regulating variant behavior, high-risk activities and victimless crimes; privacy, civil rights, civic responsibilities and related issues; minority protections; church-state relations; role of personal beliefs in the public arena and schools. CC, CD, ETH

RLS 209 Ethical Issues Today (cross-listed as PHI 209)

Focused study of pressing ethical issues of our day. Topics may include sex, love and friendship; war and peace; computers and technology; and affluence, poverty and globalization. CC, ETH, WI

RLS 210/310 Science and Religion

Explores the impact of scientific method on religious thought and examines confrontation of ancient themes and scientific world views. Current discussions on newer science (big-bang cosmology) and religious beliefs (creation); religious sources and ecological values; ways of knowing and believing; theories of revelation, encounter, inspiration and symbol; and relationships of beliefs to factual knowledge. HWC, FT

RLS 215 Christianity

An introduction to the academic study of religion in general and the Christian religion in particular, this course is largely a historical study that traces the emergence of Christianity from its beginnings as a minority sect within first-century Judaism to its contemporary form as a global faith. Crucial moments to be examined include the Early Church, Medieval Church and the Protestant Reformation, along with modern challenges to Christianity. The course is also a contemporary cultural study. Students read primary and secondary materials from each of the three largest branches of Christianity: Eastern Orthodox, Catholicism and Protestantism. They also conduct field research in which they observe communities from each branch. Prerequisite: One foundation English course. FWC, HWC

RLS 216 Women and Religious Traditions

Examines feminine aspects of Western traditions and beliefs, including women's roles in cult and culture of the Old and New Testaments; the emerging Western church and rival movements; feminine images for God from the earliest times; contemporary archetypal theories; women's roles in recent religious thought; and religious aspects of the contemporary women's movement. FWC, WS

RLS 217 Religion in America

Introduction to the background and character of diverse religions and sects in America examines the impact of their beliefs on the formation of American society, values and politics. Covers themes and problems in American religious movements with their European roots; denominational heritages of Catholics, Protestants and Jews; the African-American church. Also explores lines of development from the Great Awakening, frontier revivalism and utopianism through fundamentalism and the social gospel. HWC, CC, CD

RLS 218 Islam

Introduces students to the religion of Islam from its origins on the Arabian Peninsula to its emergence as a global religion. In attempting to understand Muslim identity, students explore the diversity of Islamic practices and beliefs. NWC

RLS 220 Environmental Ethics (cross-listed as PHI 220)

Reflection on ecological issues in ethical and belief-based perspectives. Students examine selected problems related to our use and abuse of the natural environment and come to terms with the values, motives and other forces that shape decisions. ES, ETH, WI

RLS 221 New Testament and Related Literature in Greek

Readings in Koine Greek: translation, exegesis and interpretation. Includes tools for using ancient manuscripts. LIT

RLS 222 Religion and Nature

A comparative study of religious perspectives on the meaning and significance of the natural world and the relationship of human beings to the natural. Students make use of theories of religion to interpret the symbolic import of "the natural" in indigenous, regional and global religions and analyze the conceptual limits and resources these religions offer to our understanding of, and relation to, the natural world. Prerequisite: RLS 108. ES

RLS 223/323 God and American Democracy

An examination of critics of American democracy, focusing on contemporary and 20th century religiously informed critics, including Jane Addams, Malcolm X and Martin Luther King Jr. Prerequisites: For 223, Foundations in English. For RLS 323, one 200-level course in religious studies or permission. ETH, WI

RLS 226 Business Ethics (cross-listed as PHI 226)

Study of ethical issues that arise in business and the professions. Rational methods that can be devised for adjudicating disputes concerning such issues as corporate rights, responsibilities, environmental impact, consumer rights and the moral status of corporations. ETH

RLS 233/333 The Protestant Reformation

Introduction to the driving concerns of Protestantism and modern Catholicism at their sources in one of the great turning points of history. Examines keys to the life and work of Luther, Calvin and other 16th-century reformers and their background in the Renaissance and humanist movements. Also covers continuing reformation and liberation movements today. HWC, WI

RLS 240 The Bible

An introduction to the academic study of the Bible. Examines the history of the Bible's formulation, interpretation and influence. Also introduces students to the field of biblical studies, including debates within contemporary biblical studies. Students survey the literature of the Hebrew Bible and the New Testament, as well as scholarship on these ancient texts. FWC, LIT

RLS 243/343 The New Testament

Introduction to the writings of the New Testament as they originated in their Greco-Roman milieu. Emphasizes the distinctive purposes and main content of each writing and demonstrates use of source, form and redaction criticism as tools for the academic study of the New Testament. Prerequisites: Foundations in English course for RLS 243, RLS 240 or RLS 245/345 for RLS 343. FWC, LIT

RLS 245/345 Hebrew Bible/Old Testament

This course provides an introduction to the Hebrew Bible, known to Jews as the Tanakh and to Christians as the Old Testament. Using methods of modern biblical scholarship, students examine the Hebrew Bible in its original ancient Near-Eastern context to learn about the major phases in the history and religion of ancient Israel; consider the diverse genres and theological themes found in the Hebrew Bible; and read Jewish and Christian interpretations of the text in order to understand the complex process by which the text was formulated, transmitted and interpreted by subsequent religious communities. Prerequisites: RLS 245 requires foundations in English; RLS 345 requires RLS 240. LIT, FWC

RLS 247/347 Contemporary Religious Ethics

Examines select moral issues from the standpoint of diverse religious identities, both western and non-western. Issues to be considered include such areas as family, sexuality, war and peace, and work. Attention paid to the role traditional authorities such as the Bible and the words of the Buddha playing in informing the moral reasoning of religious adherents. NWC, ETH

RLS 247/347 Humanity 2.0

Explores human nature, the human-animal-world relationship and the role of technology in altering/enhancing/degrading human life. With sources ranging from ancient myth to modern literature and science, this course challenges participants to critically and constructively reimagine what it means to be human. ETH. WI. Prerequisites: Foundations in English for RLS 247 and at least one PHI/RLS course at the 200-level for RLS 347.

RLS 260 Buddhism

Explores the many spiritual and philosophical faces of Buddhism. Students will read Buddhist scripture, study Buddhist ethics and examine Buddhist spirituality. The course will examine Buddhism in its Indian context and also in the Buddhist Diaspora. Traditions studied include Theravada and Vipassana, as well as Zen, Pure Land, Nichiren, Tibetan and the blossoming of the tradition in the U.S. The course also draws comparisons between Buddhism and theistic traditions like Judaism, Christianity and Islam. NWC

RLS 262 Taoism

Introduces the history and development of Taoism in China, Korea and Japan. Emphasizes understanding the diversity of Taoisms that have appeared in East Asia and the religious, philosophical, ritualistic and sociopolitical impact they have had in the three countries surveyed. The course is designed to explore the many spiritual and philosophical faces of Taoism. Students will examine the richness of the Taoist tradition, including works by Laozi and Zuangzi, Taoist medicine, the Taoist body, gymnastics and diet, Shamanism, immortality, ecstatic excursions, alchemy, ritual and monasticism. The course also draws comparisons between Taoism and theistic traditions like Judaism, Christianity and Islam. NWC

RLS 263/363 The Qur'an

Introduces the academic study of the Qur'an. Students will read and interpret the Qur'an in conversation with classical and contemporary commentaries, as well as popular interpretations. Students will also examine the status and function of the Qur'an in Muslim history and contemporary life, examples of which will include Muslim communities in the United States. Prerequisites: For RLS 263, foundations course in English; for RLS 363, any 200-level course in religion or philosophy. LIT, NWC

RLS 270/370 Topics in Religious Studies

Courses on current topics in religious studies are offered on an occasional rather than regular basis. Recent courses have included: Religion and Democracy, Christian Mysticism, New Religious Movements and Women and the Bible.

RLS 301 Advanced Readings in the Literature of Asia (cross-listed as IS 301)

Examines selected Asian writings designed to meet the needs of students who have some familiarity with Asian cultures. Prerequisite: Permission of instructor. NWC

RLS 304 Jesus of Nazareth

Introduction to Jesus' life and teachings in the New Testament; his religious and ethical revolution and empowerment of women; and his parables, poetry, great deeds and humor. Diverse images of Jesus in history. Formation and meaning of the Gospel sources of the Christian faith within their historical and cultural background. Prerequisite: RLS 245/345 or RLS 240 or permission of instructor. FWC, WI

RLS 314 Development of Christianity in the Ancient World

Explores religions, philosophies, cults of the Hellenistic world and their confrontation with Christianity. Includes readings and discussion of later books of New Testament, mystery religions, Gnosticism and church fathers. Prerequisites: RLS 115 and RLS 243/343. FWC

RLS 315/415 Advanced Seminar

Advanced study of selected figures or topics in philosophy and religious studies. Prerequisites: For RLS 315, one 200-level course in religion studies or philosophy; for RLS 415, one 300-level course in religion studies or philosophy or permission of instructor. ETH, HWC, WI

RLS 336 The Gospel of John

An entrance to the Christian New Testament through its most richly symbolic Gospel and related writings. Features women's roles as the first believers and apostles. Analysis and interpretation of its nonlinear media: poetic imagery, signs and parable. Joy, festivity, celebration and other themes of the fourth Gospel with their present vitality. The related Letters and Book of Revelation. Prerequisite: RLS 240. LIT

RLS 348/548 Theory of Religion

The course examines nineteenth and twentieth century theoretical approaches to the study of religion, as well as some contemporary methods of interpretation. Prerequisites: Foundations in English and at least one PHI/RLS course at the 200-level for RLS 347; Permission for RLS 548.

Sociology (SOC)

SOC 110 Introduction to Anthropology

Survey of major branches: physical anthropology, ethnology and prehistoric archaeology. Discussion of human evolution, racial variation, primate behavior, primitive societies, archaeological method and theory and anthropological linguistics. NWC

SOC 120 Introduction to Sociology

A general introduction to the discipline of sociology that provides a broad overview of the field, its areas of study, methods of inquiry and conceptions of society. The central objective of the course is to encourage students to think sociologically. CC, CD

SOC 202 Sociology of the Family

Examines the changing nature of the family in American society. A variety of theoretical and empirical perspectives will be incorporated to facilitate an understanding of the transitions taking place in the areas of gender roles, coupling and parent-child relationships, as well as variations in lifestyle and minority group status. This course will take a multicultural approach and will include historical and cross-cultural comparisons of family forms. Prerequisite: SOC 120. CC

SOC 225 Social Problems and Inequalities

Applies theories of inequality and stratification to the analysis of the structural basis of social problems. Combines macro-level economic and social analysis with practical examples of problems faced by communities locally, nationally and globally. Explores the relationship between social inequalities and problems such as poverty, crime, environmental crises and the impact of post-industrialization on work and unemployment. Prerequisite: SOC 120. CC

SOC 227/327 Environmental Sociology

Explores sociological and social science approaches to the study of reciprocal interactions between the physical environment and human societies. Topics include political and economic dynamics of pollution and environmental regulations; social impact assessment and community response to toxic hazards; global trends in population growth, resource development and environmental degradation; alternative environmental futures and sustainable development. Prerequisite: SOC 120. ES

SOC 230 Deviance and Criminal Justice

Explores traditional sociological theories and critical perspectives (including feminist analysis) on deviance and criminal behavior. Considers informal and formal methods of social control, including stigma, incarceration, institutionalization and alternative methods of prevention, adjudication and rehabilitation. Critically analyzes the impact of social institutions and inequalities at local to global levels on the development of individual, governmental and corporate crime and deviance. Prerequisite: SOC 120. CC

SOC 234 Conflict Resolution

Presents practical strategies for identifying and resolving sources of conflict. Students receive practical training in mediation and the process consultation model. Skills training is placed in the wider context of academic research on mediation, conflict resolution and group processes. Explores major debates over neutrality, intervention and the use of mediation vs. adjudication. Prerequisite: SOC 120, PSY 110 or permission of instructor. FT

SOC 235 Race, Class and Gender

Analyzes the ways in which social categories such as race, ethnicity, sexuality, socioeconomic class and gender intersect and organize social relations. Using comparative and historical perspectives on group formation, immigration and conflict, social phenomena such as assimilation, ethnocentrism, racism and multiculturalism are examined. Explores the role of power and privilege in protecting inequality and explores awareness for social change. Prerequisite: SOC 120. CD

SOC 240/340 Social Movements

Surveys the theoretical literature (collective behavior, identity politics, resource mobilization and new social movements) on social movement analysis within the context of studying specific social movements. Addresses questions such as why people start, join and leave movements, along with discussions of movement strategies for attracting adherents and for achieving social change. Movements across the political spectrum and throughout the globe are considered. Prerequisite: SOC 120. CD

SOC 242/342 Food, Culture and Society

Explores the symbolic nature of food in society and the social significance of industrialized food production, particularly in the United States. Students critically examine our globalized food system and alternatives that have emerged as a response to it. Service-learning experiences on Wilson's Fulton Farm and in local community organizations are required. Prerequisite: Foundations in English course. CC, CD, WI

SOC 245/345 Gender in Global Society

Examines how gender as a social construct structures the life chances of women and men in our global society. Analyzes how gender intersects with other forms of structured inequality based on race, ethnicity, class, sexuality and nationality. Students also consider strategies to bring about social change. Prerequisite: SOC 120. WS, NWC

SOC 270/370 Topics in Sociology

Courses offered on an occasional basis to enhance the curriculum, with subjects of special interest (e.g., Sociology of Religion). Prerequisite: SOC 120.

SOC 315 Sociological Theory

Survey of theoretical perspectives that have guided sociological thought and inquiry. Considers both classical social theorists (e.g., Marx, Weber, Durkheim) and contemporary theoretical perspectives (e.g., feminist, postmodernist). Prerequisite: SOC 120 and at least one 200-level sociology course. HWC

SOC 380 Qualitative Methods and Social Research

Introduces students to basic research procedures for collecting qualitative data in the social sciences. Students learn skills for participant observation and ethnography, interviewing, content analysis, and procedures for qualitative data analysis. Considers theoretical underpinnings of qualitative research with special attention to research ethics and project design. Introduces students to computer-based qualitative analysis. Prerequisite: SOC 120 and any 200-level course in a social science discipline. WI

SOC 401 Sociology Advanced Seminar

The advanced seminar serves as a culminating experience for sociology majors, encouraging a synthesis of sociological knowledge, further development of research skills and fostering professional socialization. Students analyze and respond to foundational sociological texts, engage in designing a research project, and explore academic and professional futures. Prerequisite: SOC 380. WI

SOC 499 Senior Thesis

Special Education (SPE)

SPE 216 High-Incidence Disabilities

Focuses on teaching students with high-incidence disabilities: learning disabilities, emotional/behavioral disorders, and mild intellectual disabilities. Current research related to the academic/social issues related to teaching students with these will be examined. Prerequisite: EDU 215.

SPE 217 Low-Incidence Disabilities

Focuses on teaching students with low-incidence disabilities: severe cognitive disabilities, low vision/blindness, physical/health disabilities and traumatic brain Injuries. Current research related to the academic/social issues related to teaching students with these disabilities will be examined. Prerequisite: EDU 215.

SPE 329 Conferencing and Collaboration

This course will prepare students conference and collaborate with colleagues and parents. Students will also learn how to write Individualized Educational Plans (IEPs)/Individualized Family Service Plans (IFSPs) for students with disabilities. Prerequisites: EDU 215 and SPE 216 or SPE 217.

SPE 338 Reading/Writing Methods

This course teaches students how to apply best practices in reading/writing instruction for students with special needs. Students will develop appropriate lesson planning strategies related to differentiated instruction, assessment and pedagogy related to students with special needs. Students will complete five observation hours. Prerequisite: EDU 238 and official acceptance into education program.

SPE 339 Math/Technology Methods

This course teaches students how to apply best practices in mathematics instruction and use of technology for students with special needs. The students will develop appropriate lesson planning strategies related to differentiated instruction, assessment, and pedagogy related to students with special needs. Students will complete 5 observation hours. Prerequisite: Official acceptance to Education Program.

SPE 340 Foundations of Autism

This course will examine the characteristics and academic/social needs of students with autism. Functional behavioral assessments, social skills strategies and progress monitoring of academic/social behaviors will be covered; and current research and best practices related to working with students with autism will be discussed. Prerequisite: SPE 216 or SPE 217.

EDU/SPE 348 Pre-Practicum

A full-time clinical (one day per week for 15 weeks) experience in a local school during the student's junior year. Requires observing, aiding, tutoring and teaching. Preparation for the senior-year student teaching practicum. Supervised by college faculty. Prerequisites: EDU 204, EDU 215 and admission to the education program.

EDU/SPE 401 Advanced Professional Practicum

A period of guided teaching designed for experienced certified teachers who seek additional instructional certification. Duration and specifications depend on previous teaching experience and areas of certification. Supervised by a college supervisor

and a master teacher in an accredited public or private school. Prerequisites: Pennsylvania Instructional I or II certification and permission of adviser.

EDU/SPE 428 Intern Teaching Practicum I

A nine-month clinical (combined with EDU/SPE 429) experience for post-baccalaureate certification candidates in the Teacher Intern Program who are employed in an accredited public or private school. Prerequisites: Intern certification, adviser approval.

EDU/SPE 429 Intern Teaching Practicum II

A nine-month clinical (combined with EDU/SPE 428) experience for post-baccalaureate certification candidates in the Teacher Intern Program who are employed in an accredited public or private school. Supplemented with EDU 430: Special Needs Seminar. Students will receive a letter grade for EDU 428. In order to move forward into EDU 429, a student must receive a B or higher in EDU 428. Prerequisites: EDU 428, intern certification, adviser approval.

EDU/SPE 430 Special Needs Seminar

This course has been designed to facilitate a practical application of the pre-service student's ability to: recognize type, identification and characteristics of various disabilities, as well as effective, evidenced-based instructional practices and adaptations for students with special needs; understand legal rights and responsibilities of the teacher related to a special education referral and evaluation, and the rights and procedural safeguards that students are guaranteed; and identify possible causes and implications of overrepresentations of minorities in special education to avoid misinterpretation of behaviors that represent cultural, linguistic difference as indicative of learning problems.

SPE 436 EARLY CHILD/SPECIAL EDUCATION PRACTICUM

A 14-week clinical experience in local schools for students who pursue instructional dual certification for early childhood/special education. Supplemented with the Special Needs Seminar. Prerequisites: All professional coursework and permission of adviser.

Spanish (SPN)

SPN 101, 102 Elementary Spanish

Designed to meet the needs of beginners who wish to master basic structures and vocabulary, and become generally acquainted with the culture and civilization of the Hispanic world. Attention paid to understanding, speaking, reading and writing skills. Five hours per week.

SPN 205 Intermediate Spanish

Intensive study of Spanish at the intermediate level, including conversation, listening, vocabulary, reading and cultural understanding with an emphasis on grammar and writing. Prerequisite: SPN 102 or placement.

SPN 209 Intermediate Spanish Conversation

Develops listening and speaking competencies through extensive use of multimedia (text, audio and visual materials). Special attention given to spoken Spanish with a concentration on pronunciation and fluency in order to achieve intermediate-level linguistic proficiency. Prerequisite: SPN 202/205.

SPN 223 Hispanic Literatures

Serves as an introduction to the literatures of the Hispanic world (Spain, South America, Central America, Mexico, the Caribbean and the U.S.). Prerequisite: SPN 209. LIT

SPN 224 Hispanic Cultures

Serves as an introduction to the cultures of the Hispanic world (Spain, South America, Central America, Mexico, the Caribbean and the U.S.). Prerequisite: SPN 209. HWC, NWC

SPN 227/327 Business Spanish

Familiarizes students with the professional vocabulary and cultural nuances necessary to successfully communicate in Spanish in the business world. Prerequisite: SPN 209 for SPN 227; SPN 240 or SPN 242 for SPN 327. CD

SPN 228/328 Medical Spanish

Familiarizes students with the professional vocabulary and cultural nuances necessary to successfully communicate in Spanish in the medical field. Prerequisite: SPN 209 for SPN 228; SPN 240 or SPN 242 for SPN 328. CD

SPN 240 Advanced Spanish Grammar and Composition

Uses short texts in a variety of modes (expository, narrative, descriptive, persuasive, etc.) as models for weekly compositions, including personal essays, journals and letters, creative compositions, business correspondence, etc. There will also be intensive practice in translation from English to Spanish. This course aims for correctness of expression, vocabulary acquisition and some basic stylistic sophistication. Prerequisite: SPN 202/209. FT

SPN 242 Advanced Spanish Conversation and Phonetics

Intensive practice in conversational Spanish with a special emphasis on the phonetic aspects of the language, including pronunciation, intonation, rhythm and phraseology. Prerequisite: SPN 209. FT

SPN 321/521 Service Learning in Spanish

Focuses on linguistic fluency, while at the same time centers on service to the Hispanic community in Chambersburg (i.e., ESL tutoring, migrant student mentorship, interpretation services). Prerequisite: SPN 240 or SPN 242 for SPN 321; permission of instructor for SPN 521. CD

SPN 322/522 Spanish Translation

Focuses on English-Spanish and Spanish-English translation of a variety of types of texts, thus refining students' linguistic proficiency and cultivating understanding of the cultural nuances of translation. Prerequisite: SPN 240 or SPN 242 for SPN 322; permission of instructor for SPN 522. CD

SPN 370/570 Topics in Hispanic Literatures

Courses offered on an occasional basis in response to student interest in topics in Hispanic literatures, including the literatures of Spain, Latin America and the U.S.

SPN 371/571 Topics in Hispanic Cultures

Courses offered on an occasional basis in response to student interests in Hispanic cultures, including the cultures of Spain, Latin America and the U.S.

SPN 372 Topics in Spanish Language

Courses offered on an occasional basis in response to student interest in topics in Spanish language.

SPN 499 Senior Thesis

Students will design and implement a major research project in conjunction with a faculty adviser. Prerequisite: Permission of adviser.

(*Note: The following courses are offered in both Spanish and translation.*)

SPN 320/520 Hispanic Film Studies

Focuses on cultural appreciation and understanding of the Hispanic world through the lens of film and the analysis of Hispanic films in light of film theories. Representative directors covered in the course include Almodóvar, Buñuel, Mañá, Iñárritu, Cuarón, Amenábar, Tabío, Llosa and Bielinsky. Prerequisite: SPN 240 or SPN 242 for SPN 320; English Foundations course and 200-level course in any discipline for SPN 320T; permission of instructor for SPN 520 or SPN 520T. ART

SPN 323/523 Coloniality in the Hispanic World

Focuses on the various forms of colonialism (imperial, racial, ethnic and gendered) perpetrated and perpetuated in the Hispanic world (Spain and the Americas) through analysis of theoretical formulation and cultural constructions, such as literature, art, philosophy, politics and economics. Prerequisite: SPN 240 or SPN 242 for SPN 323; English Foundations course and 200-level course in any discipline for SPN 323T; permission of instructor for SPN 523 or SPN 523T. HWC, NWC

SPN 324/524 Hispanic Women Writers

Focuses theoretically and practically on how women writers were able to open up spaces for their own artistic creation within the traditional, patriarchal boundaries erected by masculine authority/authorship in the Hispanic world. Prerequisite: SPN 240 or SPN 242 for SPN 324; English Foundations course and 200-level course in any discipline for SPN 324T; permission of instructor for SPN 524 or SPN 524T. WS, LIT, WI

SPN 325/525 Hispanic Nation in Narration

Addresses the relationship between the creation of the modern western nation-state and narrative in the Hispanic world. Delves into how national identities, and thus nations, are written into existence, exploring literature, literary theory and political ideologies. Prerequisite: SPN 240 or SPN 242 for SPN 325; English Foundations course and 200-level course in any discipline for SPN 325T; permission of instructor for SPN 525 or SPN 525T. HWC, LIT, WI

SPN 332/532 Cervantes' Don Quijote de la Mancha

Close reading and discussion of Don Quijote. Background lectures will depict the contexts (historical, social, cultural) in which Cervantes wrote his masterpiece. Additional readings will acquaint students with some of the most important criticism relating to Don Quijote, particularly its role as perhaps the first metafictional modern novel. Prerequisite: SPN 240 or SPN 242 for undergraduate Spanish section; ENG foundations and one 200-level course in any discipline for undergraduate English section; approval of master's program director for master's level sections. LIT, HWC

Theater (THE)

THE 200 Techniques of Acting

Explores the fundamental principles of acting. Examines methods and acting techniques with an emphasis on establishing a process and the working vocabulary necessary for stagecraft. ART

THE 340 Independent Project in Theater

An independent study course required for all theater minors, this course is to be completed by advanced theater minors only (juniors or seniors). It involves the completion of a significant project in theater, organization and direction of the spring production, completion of a full-length dramatic script, completion of a large academic study in theater, or completion of another project approved by the faculty theater director. Prerequisite: THE 200.

THE 355 Internship

Offers real-life work experience with local theater groups or in other settings.

THE KP Kittochtinny Players: Acting Practicum

Students gain and apply acting technique in actual dramatic productions produced onstage. Students also study technical and productions aspects of stagecraft as well, including lighting, set design, publicity, and house management. Prerequisite: Audition and permission of the instructor. (Two semester hours.) ART

Veterinary Medical Technology (VMT)

VMT 115 Introduction to Animal Management

Overview of the field of veterinary medicine, including ethical jurisprudence and medical terminology. Topics include: breeds, reproduction, genetics, nutrition and management of dogs, cats, horses and livestock species. Kennel assignments and animal care outside of class are mandatory. Three hours lecture; two hours lab.

VMT 210 Parasitology

Study of various life cycles of animal parasites as they apply to an understanding of clinical parasitic control. Prerequisite: BIO 101 or BIO 110.

VMT 213 Clinical Practices I

Designed to acquaint the student with the essential clinical tasks related to handling, care and treatment of small animals and laboratory animals. Kennel assignments and animal care outside of class are mandatory. Three hours lecture; three hours lab. Prerequisite: VMT 115.

VMT 216 Veterinary Anatomy and Physiology

Study of the normal structures and functions of the animal body. Species studied will include the dog, cat, horse, cow, sheep, goat and pig. Four hours lecture; two hours lab. Prerequisites: BIO 101 or BIO 110 and CHM 101 or CHM 103.

VMT 218 Animal Diseases and Nutrition

Study of animal diseases with emphasis on disease control, zoonoses, client education and nutritional support of diseased animals. Prerequisite: VMT 216.

VMT 220 Clinical Practices II

The essential clinical tasks related to handling, care and treatment of large animals and radiographic examination of both large and small animals, with emphasis on radiation safety and methods of obtaining high-quality diagnostic radiographs. Mandatory barn assignments and animal care outside of class. Three hours lecture; three hours lab. Prerequisites: VMT 213 and VMT 216.

VMT 270/370 Topics in Veterinary Medical Technology

Upper-level courses in areas of veterinary science offered on an occasional basis, such as VMT 370: Clinical Animal Behavior.

VMT 312 Laboratory Techniques

Study of principles and practices of clinical pathology as they relate to responsibilities of veterinary medical technicians. Includes hematological techniques, fecal and urine examination, blood chemistries, serologic testing, vaginal smears and semen evaluation. Three hours lecture; three hours lab. Prerequisite: VMT 213.

VMT 318 Pharmacology

Study of drugs and their effects on animals, including principles of drug action; drug forms; usage, dosage and solution problems; toxicity; dispensing procedures; and legal considerations. Anesthetic drugs and principles of anesthesiology will be emphasized in the laboratory. Mandatory animal care outside of class. Three hours lecture, three hours lab. Prerequisites: VMT 213, VMT 216, concurrent enrollment in VMT 312, MAT 103 and BIO 101 or BIO 110 and CHM 101 or CHM 103.

VMT 330 Advanced Equine Techniques

This course will involve equine radiology, ultrasonography, advanced techniques in sample collection and processing, management of disease conditions, treatment of injuries and nutrient management during recovery from such conditions. Course prerequisite: EFT213, EQS225, VMT220

VMT 320 Laboratory Animal Science

Introduction to laboratory animals most commonly used in research labs and drug companies, including laboratory animal care, identification procedures, housing, sanitation, diseases and parasites of laboratory animals. Mandatory laboratory animal care outside of class. Three hours lecture; two hours lab. Prerequisites: VMT 213, VMT 216 and VMT 312.

VMT 355 Veterinary Internship

Practical full-time work experience in a veterinary practice or facility approved by the program director. 240 hours required. The internship should be taken near the completion of all other VMT courses.

VMT 415 Clinical Experience

Planned clinical experience to help upgrade technical competence. Emphasizes surgical nursing and anesthesia skills. Mandatory surgical assignments and nursing care outside of class are mandatory. One four-hour session per week. Prerequisites: VMT 210, VMT 213, VMT 216, VMT 220, VMT 312 and VMT 318.

VMT 417 Equine Clinical and Surgical Practices

This course involves the principles of general anesthesia and surgery in equine practice. Surgeries commonly performed in equine practice, the role of the veterinary technologist in the OR, pre- and post-surgical care for the horse, and the importance of proper home care after hospitalization will be stressed. Course prerequisite: VMT 330 – Advanced Equine Techniques

Women's Studies (WS)

WS 222 Feminist Theories and Perspectives

Examines recent studies of women's experiences that have questioned traditional understanding of human nature, sexuality, social change, psychological development, political behavior, the family and creativity. Explores topics in various disciplines from a women-centered perspective, emphasizing recent feminist debates in anthropology, psychology, law, history, literature, medicine and health and politics. WS, CD

WS 225 Women in Science

Explores the role of women in scientific research and their contributions to scientific innovations; the struggle and lack of recognition of women; the movement toward acceptance in the scientific world; and the careers of women scientists. Students are required to research a woman scientist and present their findings in written and oral presentations. WS, WI

WS 270/370 Topics in Women's Studies

Exmphasizes feminist scholarship, this course is offered on an irregular basis to meet student interests and needs.

WS 320/520 Feminist Theory: Visual Culture

A study of feminist theory that explores the mutually constructive relationship between gender identities and visual cultures; analyzes the way in which feminist insights drive many modes of understanding visual culture; and recognizes that visual experience is one of the key modes by which gender is culturally inscribed. Prerequisites: English Foundations course and one 200-level course in any discipline for WS 320; permission of Master of Humanities director for WS 520. WS, ART, WI

WS 321/521 Feminist Theory: Literary Analysis

A study of feminist theory that explores how women have been able to actively author texts despite being considered passive objects by patriarchal authority, thus analyzing how creative literary expression has enabled these women to literally write their subjectivity into existence. Prerequisites: English Foundations course and one 200-level course in any discipline for WS 321; permission of Master of Humanities director for WS 521. WS, LIT, WI

Other courses in women's studies include:

CLS 215 Women in Antiquity

COM 210/310 Women and the Media

DNC 235/335 Feminist Perspectives through Cultural Choreographies

ECO 206 Gender in Economic Analysis

ENG 204 Women Writers

ENG 235 Film Genres and Genders

ESS 225 Women in Sports

FA 238 Women Artists and Women in Art

FRN 272/372 Topics in French and Francophone Women Writers

FRN 341/541 Francophone Women Writers of Africa/Caribbean in Translation

HIS 212 Women in Medieval Civilization

HIS 320 Women in Early Modern England

HIS 306 The European Witch Craze

PHI 240 Feminist Philosophy

PS 207 Women in American Business and Government

PS 310 Law and Social Change: Women and Minorities

PSY 223 Psychology of Human Sexuality

PSY 225 Psychology of Gender

RLS 216 Women and Religious Traditions

SOC 245/345 Gender in Global Society

SPN 324/524 Hispanic Women Writers

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Shelly Novak, M.B.A., Associate Athletic Director/Athletic Recruiting Coordinator/Compliance Officer/Head Coach, Field Hockey

Tracy Randall, B.S., Head Athletic Trainer

Beth Weixel, M.B.A., Head Coach, Women’s Soccer/ Director of Student Athlete Services

Jared Trulear, B.S., Head Coach, Women's Basketball
Miles Smith Jr., B. A., Head Coach, Men's Basketball
Rick Meyers, B.S., Head Coach, Cross Country
Brett Cline, B.S., Head Coach, Women's Softball
Caleb Davis, M.S., Head Coach, Men's Soccer
Jason Barshinger, Head Coach Men's Volleyball
Sam Burmeister, M.A., Athletics Communication/Sports Information Director

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Lori Tosten '01, M.B.A., Associate Vice President for Finance and Administration
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Thomas DeShong, Systems Administrator

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Timothy Dawe, General Manager

HEALTH SERVICES
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Sherri Sadowski, M.S., Director of Residence Life

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Samuel Woodring, Head Safety and Security Officer (U.S. Security)

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Note: The year in parentheses indicates when the faculty member joined Wilson College.

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Associate Professor of History, B.A., Longwood College; M.A., Ph.D., Vanderbilt University

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Professor of Chemistry, B.S., Clarion State College; Ph.D., Iowa State University

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ESL Instructor, B.A., University of Pennsylvania; M.A., American University

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Visiting Assistant Professor of Global Studies, B.A., M.A., Ph.D., Temple University

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Associate Professor of Biology, B.S., Bucknell University; Ph.D., Tulane University School of Medicine

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Professor Emerita of Psychology

Abdolreza Banan, Ph.D.
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2015-16 ACADEMIC CALENDAR

FALL SEMESTER

Registration Check-in	August 24
Classes Begin	August 24, 8:00 a.m.
Convocation	September 1
Last Day to Add/Drop	September 7
Fall Recess	October 12 - 13
Mid-term Grades Due	October 14
Last Day to Withdraw	November 2
Thanksgiving Break	November 25 - 27
Classes End	December 4
Final Exam Period	December 7 - 11
Final Grades Due	December 15, noon

JANUARY TERM (January 4 - 31)

Final Grades Due	February 8

SPRING SEMESTER

Registration Check-in	January 25
Classes Begin	January 25, 8:00 a.m.
Last day to Drop/Add	February 8
Mid-Term Grades Due	March 11
Spring Break	March 14 - 18
Good Friday Holiday	March 25
Last day to Withdraw	April 4
Academic Awards Banquet	TBA
Classes End	May 6
Final Exam Period	May 9 - 12
Commencement	May 15
Final Grades Due	May 23

SUMMER I (May 16 - July 1)

Last Day to Add/Drop	May 23
Memorial Day Holiday	May 30
Last Day to Withdraw	June 17
Final Grades Due	July 8

SUMMER I: All Summer (May 16 - August 26)

Last Day to Add/Drop	May 31
Last Day to Withdraw	July 22
Final Grades Due	September 1
SUMMER VACATION	July 4 - 8

SUMMER II (July 11 - August 26)

Last Day to Add/Drop	July 18
Last Day to Withdraw	August 12
Final Grades Due	September 1

Please note that summer evening courses will meet from 6:00 p.m. to 9:15 p.m.



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