

Wilson College

2011-2013 CATALOG



1015 Philadelphia Avenue | Chambersburg, PA | www.wilson.edu

**WILSON COLLEGE
ACADEMIC CALENDAR
2011-12**

FALL

Registration Check-in	Monday, Aug. 29
Classes Begin	Monday, August 29, 6:15 p.m.
Convocation	Tuesday, Sept. 13
Last Day to Add/Drop	Monday, Sept. 12
Fall Recess	Monday - Tuesday, Oct. 10 – 11
Mid-term Grades Due	Wednesday, Oct. 12
Last Day to Withdraw	Monday, Nov. 7
Thanksgiving Break	Wednesday - Friday, Nov. 23 – 25
Classes End	Friday, Dec. 9
Final Exam Period	Monday - Friday, Dec. 12 – 16
Final Grades Due	Tuesday, Dec. 20

JANUARY TERM	Jan. 3 – 29
Final Grades Due	Friday, Feb. 10

SPRING

Registration Check-in	Monday, Jan. 23
Classes Begin	Monday, Jan. 23, 8 a.m.
Convocation	Tuesday, Jan. 31
Last day to Drop/Add	Monday, Feb. 6
Mid-term Grades Due	Friday, March 9
Spring Break	Monday - Friday, March 12 – 16
Last Day to Withdraw	Tuesday, April 3
Academic Awards Banquet	TBA
Good Friday Holiday	Friday, April 6
Classes End	Friday, May 4
Final Exam Period	Monday - Friday, May 7 – 11
Final Grades - Seniors	Monday, May 14
Final Grades - All Others	Monday, May 21
Commencement	Sunday, May 20

SUMMER I	May 14 – June 29
Last Day to Add/Drop	Monday, May 21
Last Day to Withdraw	Friday, June 15
Final Grades Due	Monday, July 9

SUMMER I (All Summer)	May 14 – Aug. 24
Last Day to Add/Drop	Tuesday, May 29
Last Day to Withdraw	Friday, July 20
Final Grades Due	Wednesday, Aug. 29

SUMMER VACATION	July 2 – 6
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SUMMER II	July 9 – Aug. 24
Last Day to Add/Drop	Monday, July 16
Last Day to Withdraw	Friday, Aug. 10
Final Grades Due	Wednesday, Aug. 29
Please note that summer evening courses will meet from 6 p.m. to 9:15 p.m.	

**WILSON COLLEGE
ACADEMIC CALENDAR
2012-2013**

FALL

Registration Check-in	Monday, Aug. 27
Classes Begin	Monday, Aug. 27, 8 a.m.
Convocation	Tuesday, Sept. 4
Last Day to Add/Drop	Monday, Sept. 10
Fall Recess	Monday - Tuesday, Oct. 8 – 9
Mid-term Grades Due	Wednesday, Oct. 10
Last Day to Withdraw	Monday, Nov. 5
Thanksgiving Break	Wednesday - Friday, Nov. 21 – 23
Classes End	Friday, Dec. 7
Final Exam Period	Monday - Friday, Dec. 10 – 14
Final Grades Due	Tuesday, Dec. 18

JANUARY TERM	Jan. 2 – 27
Final Grades Due	Friday, Feb. 8

SPRING

Registration Check-in	Monday, Jan. 28
Classes Begin	Monday, Jan. 28, 8 a.m.
Convocation	Tuesday, Feb. 5
Last day to Drop/Add	Monday, Feb. 11
Spring Break	Monday - Friday, March 11 – 15
Mid-term Grades Due	Friday, March 15
Good Friday Holiday	Friday, March 29
Last Day to Withdraw	Tuesday, April 9
Academic Awards Banquet	TBA
Classes End	Friday, May 10
Final Exam Period	Monday - Friday, May 13 – 17
Commencement	Sunday, May 19
Final Grades - Seniors	Monday, May 24
Final Grades - All Others	Monday, May 24

SUMMER I	May 20 – July 3
Last Day to Add/Drop	Tuesday, May 28
Last Day to Withdraw	Friday, June 14
Final Grades Due	Monday, July 8

SUMMER I (All Summer)	May 20 - Aug. 23
Last Day to Add/Drop	Monday, June 3
Last Day to Withdraw	Friday, July 26
Final Grades Due	Friday, Aug. 30

SUMMER VACATION	July 4 – 5
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SUMMER II	July 8 – Aug. 23
Last Day to Add/Drop	Monday, July 15
Last Day to Withdraw	Friday, Aug. 9
Final Grades Due	Friday, Aug. 30
Please note that summer evening courses will meet from 6 p.m. to 9:15 p.m.	



WILSON COLLEGE CATALOG

The Wilson College Catalog contains current information regarding such items as the College's calendar, admissions policies, fees, degree requirements, course offerings, academic procedures and academic regulations. It is not intended to be and should not be relied upon as a statement of the College's contractual undertakings.

Wilson College reserves the right to make changes of any kind in its programs, fees, calendar, academic schedule, policies or regulations. Such changes may include alterations in course content, cancellations of scheduled courses or other academic activities, and requiring or affording alternatives in scheduled courses or other academic activities. When changes occur, notice will be given as reasonably practicable under the circumstances.

*Failure to read this publication does not excuse students from the requirements and regulations described herein or relieve them from knowledge of policy changes announced in updates to the **Blue Book/Student Handbook** or other College publications.*

AFFILIATIONS AND ACCREDITATIONS

Wilson College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680; 267-284-5000. Programs in education are accredited by the Pennsylvania Department of Education. The Veterinary Medical Technology program is accredited by the American Veterinary Medical Association.

The College adheres to all non-discrimination and affirmative action policies required under Title IX of the Educational Amendments of 1972, and Title VII of the Civil Rights Act of 1964, as well as Section 504 of the Rehabilitation Act of 1973, as amended in 1977, in student programs, policies and services and in employment practices.

Institutional memberships include The American Association of Colleges and Universities, the Association of Governing Boards of Universities and Colleges, the American Library Association, the Association of College and Research Libraries, the Association of Presbyterian Colleges and Universities, the American Council on Education, the National Association of College and University Business Officers, the College Entrance Examination Board, the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the Association of Independent Colleges and Universities of Pennsylvania, the National Center for Research on Women, Tuition Exchange, Inc., and the Women's College Coalition.

DIVERSITY COMMITMENT

Wilson College actively supports and celebrates diversity on campus and is committed to fostering a positive working, living and learning environment for all members of our community. We welcome people of all nationalities, ethnicities, races, religions, sexual orientations and political affiliations to join us in this endeavor.

MISSION STATEMENT

Wilson is an independent college with a proud history of educating women since 1869 through rigorous study of the liberal arts and sciences. Today, Wilson's mission also includes women and men enrolled in adult degree and graduate programs. Guided by the Honor Principle and distinguished by its commitment to transformative student growth, Wilson College prepares all of its graduates for fulfilling lives and professions, ethical leadership, and humane stewardship of our communities and our world.

FOR MORE INFORMATION, PLEASE CONTACT:

ADMISSIONS COLLEGE FOR WOMEN

800-421-8402 or 717-262-2002
email: admissions@wilson.edu

ADULT DEGREE PROGRAMS

For men and women who are four full years beyond high school completion.
800-421-8402 or 717-262-2025
email: degrees@wilson.edu

TEACHER INTERN PROGRAM

Elementary and secondary certification for women and men.
717-262-2009
email: walt.jones@wilson.edu

MASTER OF EDUCATION

717-262-2045
email: med@wilson.edu

MASTER OF HUMANITIES

717-264-4141, Ext. 3308
email: michael.cornelius@wilson.edu

GENERAL INFORMATION

Wilson College, 1015 Philadelphia Avenue, Chambersburg, PA 17201-1285
Telephone: 717-264-4141; Website: www.wilson.edu



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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 as a college for women, one of the first in the United States. The founders were the Revs. Tryon Edwards and James W. Wightman, pastors of Presbyterian churches in nearby Hagerstown, Md., and Greencastle, Pa. They submitted plans to the Presbytery of Carlisle and received its endorsement in April 1868. The Pennsylvania Legislature granted the original charter on March 24, 1869. Miss Sarah Wilson (1795-1871), a resident of nearby St. Thomas, provided two generous donations for the establishment of the new institution. Although Miss Wilson herself had no formal education, she had the foresight to recognize the importance of education for future generations of women. In gratitude for Miss Wilson's gifts, the Trustees voted to name the new institution in her honor. Instruction began on Oct. 12, 1870, after the Trustees had secured the purchase of property formerly owned by Col. A.K. McClure, a close friend and adviser of President Abraham Lincoln.

Since its inception, the College has fostered rigorous intellectual pursuits. Like other women's colleges, Wilson has long provided opportunities for women to study and teach subjects once thought beyond women's capabilities, such as chemistry, biology, mathematics and classical languages. President Anna J. McKeag, Wilson's first woman president (1911/12-1915), strengthened the College's academic standards. The College has continued to build upon this foundation by increasing the number and kind of course offerings, improving library resources and bringing distinguished visitors and lecturers to campus. A measure of the College's intellectual strength is the establishment in 1950 of a chapter of Phi Beta Kappa, the nation's oldest and most prestigious academic honorary society.

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 Admiral Patricia A. Tracey (U.S.N.) and astronaut and physician Mae Jemison.

Throughout its long history, Wilson has responded to changing times while staying true to its mission. In 1982, the College was one of the first in the region to begin offering a continuing studies program to meet the needs of a growing population of adults seeking a post-secondary 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 began, it has won national attention, and Wilson has become the National Center for Single Mothers in Higher Education. Today, students of all ages study at Wilson in baccalaureate, associate degree and post-baccalaureate programs, such as the Teacher Intern Program. 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.

THE COLLEGE'S 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 develop a fuller, shared vocabulary for learning. These goals and outcomes apply across the curriculum and co-curriculum; thus, students will be 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 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:

- a. Utilize the writing process to deepen learning.
- b. Write effectively for a variety of purposes and audiences.
- c. Deliver effective oral presentations.
- d. 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:

- a. Demonstrate quantitative literacy.
- b. Analyze and interpret texts, images or experiences, with increasing facility and innovation.
- c. 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:

- a. Demonstrate information literacy.
- b. 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:

- a. Articulate the meaning and applicability of Wilson College's Honor Principle.
- b. Recognize and analyze ethical problems from more than one perspective.
- c. 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:

- a. Analyze the implications of global interdependence, including the impact of cultures, worldviews, politics, economic, or environmental policies on students' personal and professional lives.
- b. 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:

- a. 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.
- b. 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:

- a. Connect learning from multiple courses.
- b. Connect learning inside and outside of the classroom.

- c. 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 AAC&U documents, including Greater Expectations: A New Vision for Learning as a Nation Goes to College (2002) and others. The format and tone are modeled on IUPUI's Principles of Undergraduate Learning.

PROGRAM OFFERINGS

Wilson students may choose from among 30 majors, 16 areas of concentration and 39 minors. Offerings other than majors are available in physical education and dance: pre-professional programs in law, medicine, veterinary medicine and the health sciences; cooperative programs and a variety of special academic opportunities. The following majors and areas of concentration are described in this section of the catalog. Minors, programs of instruction and special academic opportunities follow the section on major areas of study.

BACCALAUREATE MAJORS

Accounting

Biochemistry and Molecular Biology

Biology

Business

Concentrations in International Business, Management and Management Information Systems

Business Sustainability and Environmental Management

Chemistry

Economics

Elementary Education

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

Exercise and Sport Science

Financial Mathematics

Fine Arts

Concentrations in Art History and Studio Art

French

History and Political Science

Concentrations in History, International Relations and Political Science

International Studies

Mass Communications

Concentrations in Media Studies and Professional Writing

Mathematics

Philosophy

Psychobiology

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.

Sport Management

Veterinary Medical Technology

Concentrations in Veterinary Biology and Veterinary Business Management

MINORS

Archaeology

Art History

Athletic Coaching

Biology

Business

Chemistry

Computer Science

Dance

Economics

English

Entrepreneurship and Small Business Management

Environmental Science

Equestrian Teaching

Equestrian Training

Equine Management

Equine Reproduction

Ethics

Film Studies

French

German

Historic Preservation

History

International Studies

Latin

Management Information Systems

Mass Communications

Mathematics

Music

Peace and Conflict Studies

Philosophy

Political Science

Psychology

Religion

Sociology

Spanish

Sport Management

Studio Art

Theater

Women's Studies

ASSOCIATE DEGREES

Accounting

Elementary Education

Liberal Studies

Management Information Systems

Management

Mass Communications

MASTER'S DEGREES

Master of Education (M.Ed.)

Master of Arts in Humanities

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 Women's University (South Korea)
 - Sakae Institute of Study Abroad (Japan)
 - Seoul Women's University (South Korea)
 - CEA affiliation
- Internships
- January Term
- Public Leadership Education Network (PLEN)
- The Washington Center

CERTIFICATE PROGRAMS

Accounting

Athletic Coaching

Entrepreneurship and Small Business Management

EDUCATION CERTIFICATION PROGRAMS

Offered through Teacher Intern Program (TIP) or Bachelor's Degree:

SECONDARY

Biology

Chemistry

Citizenship Education

English

Environmental Studies

Mathematics

ELEMENTARY

Pre-K-4

Dual Certification in Environmental Education

ACADEMIC PROGRAM

BACCALAUREATE DEGREE REQUIREMENTS

A minimum of 36 course credits, including both departmental and general college requirements, must be completed successfully to earn a baccalaureate degree. At least 14 of the course credits and eight of the final 10 credits must be completed at Wilson. At least 18 of the course credits must be completed outside of any single discipline. A minimum grade-point average of 2.0 is required in all the courses that comprise 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 Business, Business Sustainability and Environmental Management, Economics, Elementary Education, English, Environmental Sustainability, Equine Journalism, Fine Arts, Foreign Languages (French or Spanish), History and Political Science, International Studies, Mass Communications, Philosophy, and Religion. The Bachelor of Science degree is awarded for majors in Accounting, Biochemistry

and Molecular Biology, Biology, Chemistry, Environmental Science, Equestrian Studies, Equine-Facilitated Therapeutics, Exercise and Sport Science, Financial Mathematics, Mathematics, Psychobiology, Sport Management and Veterinary Medical Technology. Students majoring in Psychology or Sociology may select either a Bachelor of Arts or a Bachelor of Science degree.

CURRICULUM

The liberal arts curriculum reflects the distinctive mission of Wilson College. Through requirements which 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

- First-Year Seminar*
- Writing Skills
- Foreign Language
- Computer Skills
- Quantitative Skills
- Physical Activity and Wellness*

II. Liberal Studies Requirements Courses are required in the following categories:

- **Western Cultures and Societies:** Foundations of Western Cultures, History of Western Cultures, Contemporary U.S. Cultures
- **Studies in Cultural Diversity:** Women's Studies, Cultural Diversity within the U.S., Non-Western Cultures
- **The Natural World:** Natural Sciences, Environmental Studies
- **Modes of Thought, Inquiry, and Expression:** The Arts, Literature,

Frontiers of Knowledge/Human Beliefs, Formal Thought

III. Major Area of Study

- Major
- Minor (optional)
- Synthesis of the liberal arts with the major.

EXPLANATIONS:

FOUNDATIONS:

First-Year Seminar

Required for all first-time students in the first semester of enrollment. Waived for continuing education and most transfer students.

The First-Year Seminar (FYS) 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 development of skills in writing, oral communication, library and database research methods, study skills, time management and critical thinking. The course consists of two parts: an academic seminar and workshops. Each academic seminar considers a topic and is led by a faculty member and peer teacher. Workshops, led by various resource persons from the College and local community, explore aspects of Wilson College life, examine issues that affect the transition to college and seek to deepen the understanding of self.

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

Writing Skills

Students must complete one of the following:

ENG 101 or ENG 104 or

ENG 108 or ENG 180

Effective writing is an essential skill that is necessary for academic success. For this reason, full-time students must enroll in English 101, 104, 108 or 180 their first semester. Those who enroll in but do not

complete the course successfully must enroll in the appropriate course in the first semester it is subsequently offered, and continue to enroll until the requirement is completed.

Transfer students who have not fulfilled the writing skills credit must enroll in the appropriate writing course until the requirement is successfully completed.

Part-time students must enroll in the appropriate writing course prior to earning four course credits.

Students who complete English 101 or 108 continue to develop their writing skills by taking at least three additional writing-intensive courses. Students who complete English 180 will take a minimum of two additional writing-intensive courses. Students who receive a score of four or five on the Advanced Placement (AP) 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 English 106 who are visiting Wilson for a year are also allowed to enroll in other 100- and 200-level ENG, MCM or WI 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 facilitate student understanding of the process of writing and the integration of writing and thinking. Students learn the importance of sustained evaluation by, 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 (LS) or in the major field of study.

Foreign Language

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 peoples 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.

Computer Skills

Any computer science course, typically, CS 110: Introduction to Computer-Based Systems, CS 150: Programming and Design I, or EDU 240: Technology for Teachers. (For education majors only.)

Computer skills and knowledge of computers 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 must complete the computer skills requirement no later than the fourth semester of enrollment. Part-time students must complete the computer science requirement prior to earning 10 course credits. Transfer students who have not successfully met the computer science requirement must enroll in the appropriate course in the first semester that it is offered. If an education major uses EDU 240: Technology for Teachers to fulfill both the founda-

tions and major requirements, this timeline does not apply. If a student completes CS 150 to fulfill the computer science requirement, she/he may not subsequently enroll in CS 110 and then use CS 150 to fulfill the Formal Thought TDS category.

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

Quantitative Skills

Successful completion of one quantitative skills course (PSY 115, MAT 101, 103, 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 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 eight credits. 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 that the appropriate course is available).

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

Physical Activity and Wellness

ESS 224:

Fitness for Life and 0.5 credits of activity courses.



Fitness for Life and the activity requirements are designed to help students develop life-long 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 enhance 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-fourth or one-half course credit per semester. No more than two course credits in activity courses, including the graduation requirement in physical education (ESS 224), may be applied toward the 36 required for graduation. However, students may take as many activity courses as they wish for academic credit beyond the 36 courses credits 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). P.E. activity courses may be taken on a credit/no credit basis.

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

ACTIVITY COURSE OFFERINGS

DANCE (DNC)

110	Ballet—(.5 credits)
151, 462	Dance Techniques (any level)

ENVIRONMENTAL STUDIES (ENV)

120	Gardening for Fitness and Pleasure (.5 credits)
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EQUITATION (EQT)

103, 104	Basic I, II (.5 credits each)
113, 114	Novice I, II (.5 credits each)
203, 204	Intermediate I, II (.5 credits each)
205, 206	Intermediate III, IV (.5 credits each)
207, 208	Intermediate V, VI (.5 credits each)
303, 304	Advanced I, II (.5 credits each)
305, 306	Advanced III, IV (.5 credits each)
307, 308	Specialization I, II (.5 credits each)
313, 314	Specialization III, IV (.5 credits each)
323, 324	Specialization V, VI (.5 credits each)



PHYSICAL EDUCATION (PE)

100	Special Program (.5 credits)
101	Swimming I for Non-Swimmers (.5 credits)
102	Swimming II (.5 credits)
106	Lifeguard Training (.5 credits (American Red Cross))
107	Water Safety Instructor (.5 credits) (American Red Cross WSI)
120	Aerobics (.5 credits)
128	Strength and Weight Training (.5 credits)
130	Special Activity (.5 credits)
131	Archery (.25 credits)
132	Bowling (.25 credits)
133	Badminton (.25 credits)
134	Tennis (.25 credits)
136	Canoeing (.25 credits)
137	Self Defense (.25 credits)
139	Golf (.25 credits)
140	Personal Fitness (.5 credits)
170	Lifetime Sports (.5 credits)
170	Disc Golf (.5 credits)

*These courses are not required for students in the Adult Degree Programs.

LIBERAL STUDIES REQUIREMENTS:

The general requirements for categories A–D below are:

- Courses must be taken in at least six different disciplines.
- At least four of the courses must be at the 200 or 300 level.
- Each requirement must be satisfied by a different course.
- Courses required by the major, which are outside of the primary discipline, may be used to satisfy these requirements. Courses in the major discipline may not be used to satisfy LS requirements.
- Writing-intensive courses may be used to satisfy these requirements.

A. Western Cultures and Societies

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

B. Studies in Cultural Diversity

Three courses, 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 persons 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.

C. The Natural World

Three courses, 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.

D. Modes of Thought, Inquiry and Expression

Three courses credits chosen from three of the four categories below:

- **The Arts (ART)**
- **Literature (LIT)**
- **Frontiers of Knowledge and Human Beliefs (ETH)**
- **Formal Thought (FT)**

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 mass communications. Appropriate courses that satisfy the formal thought requirement are available in fields such as computer programming, English, higher mathematics, music theory, philosophy and sociology.

MAJOR AREA OF STUDY

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 may be available to 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 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.

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, which are outside of the primary discipline, may be used to satisfy requirements for the minor.

SYNTHESIS

Senior Experience

The supervision and implementation of a senior experience resides with 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 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: Douglas Crawford, Ph.D., Assistant Professor of Business

Faculty: Abdolreza Banan, Ph.D., Professor of Economics and International Relations; James F. Hay, C.P.A., Assistant Professor of Accounting; Donald Kelley, M.S., M.S.Ed., Associate Professor of Computer Science; Xianjing Wei, Ph.D., Assistant Professor of Business and Economics.

Adjunct Faculty: Dale Cross, M.B.A., Richard Morda, B.S.

A Bachelor of Science 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).

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
or
- BUS 322 Organizational Behavior
or
- BUS 326 Human Resource Management

One of the following two:

- 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.

**POST BACCALAUREATE
CERTIFICATE IN ACCOUNTING**

This certificate program will provide individuals with the courses necessary to sit for the Certified Public Accountant examination.

Required Courses (at least one-half of the courses 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 309 Government and Not-For-Profit Accounting
- ACC 321 Taxes I
- ACC 322 Taxes II
- BUS 225 Business Law

An elective from one of the following course must also be taken.

- ACC 326 Tax Planning
or
- ACC 330 Advanced Accounting

BIOLOGY

Chair of Physical and Life Sciences: Bradley Eugene Engle, Ph.D., Associate Professor of Biology

Faculty: Laura Altfeld, Ph.D., Assistant Professor of Biology; M. Dana Harriger, Ph.D., Associate Professor of Biology

Adjunct Faculty: Diane Holdaway, D.P.M., Adjunct Associate Professor; Bradley Stiles, Ph.D., Adjunct Assistant Professor

The curriculum in biology provides thorough and intensive course work 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 do graduate research in such fields 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 essential for success in the contemporary world.

Secondary Education Certification in Biology is available—see Education.

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 326 **Student Teaching-Secondary**

Six course credits at the 200 or 300 level, of which at least two will be at the 300 level.

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**

BIOLOGY

ECOLOGY AND EVOLUTIONARY BIOLOGY

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

MINOR IN BIOLOGY

Four courses in biology above the 100 level.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Chair of Physical and Life Sciences: Bradley Eugene Engle, Ph.D., Associate Professor of Biology

Faculty: Deborah S. Austin, Ph.D., Professor of Chemistry; Catherine Santai, Ph.D., Assistant Professor of Chemistry

The Biochemistry and Molecular Biology major is interdisciplinary in nature, focusing on the interface between biology and chemistry. Biochemistry looks to examine 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 will 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 chemically happens to turn a gene "on" or "knock it out." The Biochemistry I and II course sequence will provide the synthesis of information learned in foundations biology and chemistry courses and show 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 will also collaborate in the delivery of an advanced laboratory techniques course that will inform and equip students to develop and imple-

ment quality independent research projects that examine biological molecules, processes and problems from the perspective of chemistry.

Students completing this program of study will 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 M.S., Ph.D. and Ph.D./M.D. For students interested in pre-professional programs, Physics I and II are also recommended.

A Biochemistry and Molecular Biology major would be well prepared for transfer to a B.S. 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, in environmental or forensic testing laboratories, in academic research laboratories, and in government or military laboratories.

Required Courses:

BIO 101	General Biology I
BIO 102	General Biology II
BIO 208	Genetics
BIO 310	Molecular Cell Biology
BIO 312	Molecular Genetics
BIO 315	Adv 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 II
MAT 130	Calculus and Analytical Geometry I
MAT 140	Calculus and Analytical Geometry II
CHM 398	Design and Methods of Scientific Research
CHM 400, 402	Senior Research Seminar I, II



BUSINESS AND ECONOMICS

Chair: Douglas Crawford, Ph.D., Assistant Professor of Business

Faculty: Abdolreza Banan, Ph.D., Professor of Economics and International Relations; Donald Kelley, M.Ed., M.S, Associate Professor of Computer Science; Xianjing Wei, Ph.D., Assistant Professor of Business and Economics

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

The Business and Economics majors are intentionally interdisciplinary, designed to develop students' analytic and decision-making abilities as well as 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 majors afford flexibility. The student who majors in Business and Economics has the option of pursuing a concentration in Management Information Systems, International Business, Management, or, in consultation with the student's adviser, a special individualized concentration. A major in economics is also offered.

Business and Economics majors prepare students for employment in corporations, in areas such as production, purchasing, sales, public relations, financial and human resource management, as well as for opportunities in financial, government and non-profit 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 seek to assist students in tailoring academic programs to requirements of 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.

BUSINESS AND ECONOMICS MAJORS

Required Courses:

ACC 105	Financial Accounting
ACC 106	Managerial Accounting
BUS 124	Introduction to 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.

In addition to the required courses listed above, choose one of following:

ECONOMICS MAJOR

Required Courses:

BUS 240	Corporate Finance Fundamentals
BUS 340	Advanced Financial Management
ECO 201	Intermediate Macroeconomics
ECO 202	Intermediate Microeconomics
ECO 204	Money and Banking
ECO 303	International Economics
ECO 315	Comparative Economic and Political Systems

Students are strongly encouraged to take courses in mathematics through calculus, particularly if they are planning to apply to graduate school.

BUSINESS MAJOR WITH A CONCENTRATION IN INTERNATIONAL BUSINESS

Required Courses:

BUS 240	Corporate Finance Fundamentals
BUS 322	Organizational Behavior
	or
BUS 326	Human Resource Management
BUS 327	International Finance
BUS 328	International Business
BUS 329	International Marketing
BUS 340	Advanced Financial Management
ECO 303	International Economics

Complete at least one modern foreign language through the 202 level.

A credit-bearing study-abroad experience in an approved program.

BUSINESS MAJOR WITH A CONCENTRATION IN MANAGEMENT

Required Courses:

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

BUSINESS MAJOR WITH A CONCENTRATION IN MANAGEMENT INFORMATION SYSTEMS

Required Courses:

CS 150	Programming and Design I
CS 210	Management of Computer-Based Information Systems
CS 235	Data Structures and File Processing
CS 344	Database Management
CS 349	Systems Analysis and Design

SPECIAL CONCENTRATION

A special concentration may be designed in consultation with an academic adviser. No more than two courses may be from any one of the above concentrations and at least two must be at the 300 level.

MINORS

Minor in Business

Five courses to be chosen in consultation with the department adviser. One course must be at the 300 level.

Minor in Computer Science

See Mathematics and Computer Science Curriculum.

Minor in Management Information Systems

CS 115 Business Software and Tools

CS 150 Programming and Design I

CS 210 Management of Computer-Based Information Systems

CS 235 Data Structures and File Processing

CS 344 Database Management

One additional 300-level course approved by the minor adviser.

Minor and Certificate in Entrepreneurship and Small Business Management

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

Minor in Economics

ECO 101 Introduction to Macroeconomic

ECO 102 Introduction to Microeconomics

ECO 201 Intermediate Macroeconomics

ECO 202 Intermediate Microeconomics

Two additional 300-level course credits in Economics.

BUSINESS SUSTAINABILITY AND ENVIRONMENTAL MANAGEMENT

Chair: Douglas Crawford, Ph.D., Assistant Professor of Business

Faculty: Abdolreza Banan, Ph.D., Professor of Economics and International Relations; Xiangjing Wei, Ph.D., Assistant Professor of Business and Economics; Ed Wells, Ph.D., Associate Professor of Environmental Studies

A Bachelor of Arts in Business Sustainability and Environmental Management equips the graduate with knowledge and the understanding of how private-sector businesses can practice sound environmental stewardship while achieving profit and providing value to all stakeholders. This course of study links environmental science with the study of business and economics by providing a sound foundation in both disciplines.

Required Courses:

ACC 105 Financial Accounting

ACC 106 Managerial Accounting

BUS 124 Introduction to Management

BUS 240 Corporate Finance Fundamentals

BUS 335 Operations Management for Sustainability

BUS 365 Business Consulting

ECO 101 Introduction to Macroeconomics

ECO 102 Introduction to Microeconomics

ECO 208 Environmental and Resource Economics

ENV 105 Foundations of Environmental Sustainability

ENV 110 Introduction to Environmental Science

ENV 204 Environmental Policy

ENV 215 Environmental Impact Assessment

ENV 355 Internship

MAT 115 Introductory Statistics

CHEMISTRY

Chair of Physical and Life Sciences: Bradley Eugene Engle, Ph.D., Associate Professor of Biology

Faculty: Deborah S. Austin, Ph.D., Professor of Chemistry; Catherine Santai, Ph.D., Assistant Professor of Chemistry

Courses within 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 communication 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 aim 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, 320) are recommended for students interested in medicine or veterinary medicine.

Secondary Education Certification in chemistry is also available—See Education.

Required Courses:

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 301	Physical Chemistry I
CHM 302	Physical Chemistry II
CHM 303	Inorganic Chemistry
	or

CHM 310	Fundamentals of Biochemistry
	or
CHM 318	Biochemistry I
MAT 130	Calculus and Analytic Geometry I
MAT 140	Calculus and Analytic Geometry II
PHY 101	Physics I
PHY 102	Physics II
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.

PRE-K-4 EDUCATION AND OTHER EDUCATION PROGRAMS

Director Kathleen Kaminski, Ph.D., Associate Professor of Education

Faculty: Celeste Barthel, A.B.D., Assistant Professor of Education; Lynn Newman, Ph.D., Associate Professor of Education; William Shoemaker, Ed.D., Assistant Professor of Education/M.Ed. Chair

Adjunct Faculty: Robert Cormany, Ph.D., Adjunct Instructor; Susan Crouse, M.Ed., Adjunct Instructor; Debra Ferguson, M.Ed., Adjunct Instructor; Tom Knepper, M.Ed., Adjunct Instructor; Peggy McCleary, M.Ed., Adjunct Instructor; Christina McCoy, M.Ed., Adjunct Instructor; Andrew McCrea, M.Ed., Adjunct Instructor; Carole Mullen-O'Leary, M.Ed., Adjunct Instructor; Stacey Rotz, M.Ed., Adjunct Instructor; Karen Rowley, M.Ed., Adjunct Instructor; Kristy Rubec, M.Ed., Adjunct Instructor; Troy Stevens, A.B.D., Adjunct Instructor; Cindy Sullivan, M.Ed., Adjunct Instructor; George Vaites, M.Ed.

The College offers a major in Pre-K-4 Education; secondary education certification programs in biology, chemistry, English, environmental education, mathematics, social studies and Spanish; and a Teacher Intern

Program (TIP). The major in Pre-K-4 leads to the Bachelor of Arts degree. Secondary education certification is awarded in addition to the bachelor's degree in the appropriate subject area. The Teacher Intern Program, for persons who already hold a baccalaureate degree, leads to elementary or secondary certification.

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 fourth grade. Graduates holding secondary certification are eligible for employment in the area of certification in state-approved middle, junior and senior high schools.

The programs are designed to develop professional competence through integration of theory, observation, practice and clinical experience. Pre-K-4 majors choose courses across a wide range of disciplines that provide the broad knowledge base required for elementary 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, students will fulfill the course requirements for the major in the chosen area of secondary certification and any additional required courses in the subject area which are required for certification (see page 24); and complete the required professional education courses.

POLICIES AND PROCEDURES

Policies, procedures, requirements and other information about the education programs (four-year, TIP and associate) listed in this catalogue are contained in the Academic Regulations and Education Program handbooks available at 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 Pre-K-4 Education or one of the secondary 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 one of the education faculty to discuss the program and application process.
2. Students must have achieved the following:
 - A cumulative grade-point average (GPA) of 3.0.
 - A GPA of 3.0 in education courses (a minimum grade of "B" (3.0) in each EDU course)
 - English Composition, Literature, and two Mathematics courses
 - A passing score on PRAXIS I Exams (PPST Reading, PPST Writing, PPST Mathematics).
3. Students must also complete an application file, which shall contain:
 - An application form (obtained from the Education Department office);
 - Two letters of recommendation, at least one from a faculty member at Wilson College.
4. Students must maintain a 3.0 cumulative GPA for certification.

CERTIFICATION

Candidates for certification must pass all required Pennsylvania PRAXIS tests. The Pennsylvania certificate is also valid in 46 states with which interstate agreements exist. 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 course work 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

Upon 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 14 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.

ELEMENTARY EDUCATION

Required Courses:

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 240	Technology for Teachers
EDU 312	Teaching English Language Learners
EDU 336	Teaching Social Studies and Geography in Elementary Schools
EDU 337	Teaching Science and Health in Elementary Schools
EDU 338	Pre-K- 4 Reading, Writing and Assessment Methods
EDU 339	Teaching Mathematics and Computer Usage in Elementary Schools
EDU 348	Pre-Practicum
EDU 420	Special Needs Practicum Seminar
EDU 426	Student Teaching Practicum (3 course credits)
HIS 124	American History to 1865
MAT 101	Intermediate Algebra or
MAT 103	College Algebra
MAT 115	Introductory Statistics or
PSY 115	Understanding Statistics
PSY 110	Introduction to Psychology

One fine art elective

One course in biology or physical science

One course in economics

One course in literature (ENG 213 or 214 recommended)

One course in sociology

Art, Physical Education, and music workshops

ELEMENTARY EDUCATION CERTIFICATION IN ENVIRONMENTAL EDUCATION:

In addition to the above:*

BIO 101, BIO 230

ENV 110, 203, 204, and 217 or

PS 216

RLS 220

*An environmental education component as part of EDU 326 is desirable.

REQUIRED COURSES FOR SECONDARY EDUCATION CERTIFICATION:

(All majors)

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 240 Technology for Teachers

EDU 332 Teaching in Secondary
Schools

EDU 348 Pre-Practicum

EDU 421-425 Appropriate Special Needs
Practicum Seminar

EDU 426 Student Teaching Practicum
(3 course credits)

PSY 110 Introduction to Psychology

One course in English literature (ENG 213 or
214 recommended)

One mathematics and one statistics course

SECONDARY CERTIFICATION AREAS

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

BIOLOGY:

A major in Biology, which must include:

BIO 208

CHM 310

BIO 314 or ENV 204

CHEMISTRY:

A major in Chemistry

ENGLISH:

A major in English, which is fulfilled by
taking the following:

ENG 210, 224, 230, 290, 311, 345

MCM 105 or 210 and MCM 110

Six electives; must include a minimum of
four courses in literature—two in American,
one in British—and one in European transla-
tion. Two of the electives may be in writing
courses. At least two electives must be at the
300 level.

ENVIRONMENTAL STUDIES:*

BIO 101, 102, 230, 314

CHM 103, 104

ENG 185

ENV 110, 203, 204, 217

PS 216

RLS 220

*Normally sought as a second area of certifi-
cation. These requirements do not complete
a major in Environmental Studies.

MATHEMATICS:

A major in Mathematics to include:

MAT 306 Geometry

MAT 308 Introduction to Abstract Algebra

SOCIAL STUDIES:

A major with a concentration in history,
political science, business and economics,
or international studies that must include
the following courses:

Economics 101, 102

Geography 102 or 201

History 112, 124, 125

Political Science 110, 120, 225

Sociology 110, 225

SPANISH:

A major in Spanish, which must include:

SPN 209, 210, 220, and 221, and, in addition,
ENG 311, SOC 110

TEACHER INTERN PROGRAM (TIP)

Director: Walton Jones, Ed.D.

In 1985, the Pennsylvania Department of Education approved the Wilson College Teacher Intern Program (TIP). Intern certification is an alternative route to the first level Instructional I Certificate for persons who hold a baccalaureate degree from a regionally accredited college or university. The Intern Teaching Certificate is a temporary, nonrenewable professional certificate valid for three calendar years. Wilson offers intern certification in Elementary Education and in English, Environmental Education, Biology, Chemistry, Mathematics, Social Studies and Spanish at the secondary level. Intern teachers may be employed full-time in accredited public and private schools while completing the requirements for the Instructional I Certificate.

TIP ADMISSION

To be considered for TIP admission, students must hold a baccalaureate 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 a Pre-K-4 or Secondary classroom.

Official acceptance will be granted when the student has: passed the PRAXIS I exams



(PPST Reading, Writing and PPST Math) and has earned a 3.0 in the courses listed below:

- Two introductory education courses: EDU 206 and EDU 312.
- One English composition course
- One English literature course
- Two college-level mathematics courses (one must be in statistics)

The two English and two mathematics courses may be accepted from the undergraduate transcript if the GPA requirement is met. Otherwise, the courses need 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.
- The number of required courses for each student is based on a transcript evaluation of all completed baccalaureate and post-baccalaureate course work.



REQUIRED COURSES FOR TIP

Elementary Certification

One course is required in each of the following eight areas: early American history, English composition, economics, fine arts, literature, psychology, science and sociology. One college-level mathematics course and a statistics course are also required.

EDU	204, 206, 215, 238, 312, 336, 337, 338, 339 (See Required Courses for Elementary Education Majors.)
EDU 420	Special Needs Practicum Seminar
EDU 426	Student Teaching
EDU 427	Student Teaching for Interns or
EDU 428	Intern Teaching Practicum

Three non-credit workshops entitled Teaching Physical Education in Elementary Schools, Teaching Art and Teaching Music

TIP SECONDARY CERTIFICATION

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

EDU 206, 207, 215, 240, 312, 332, 348, 421- 425

PSY 110 Introduction to Psychology

One course in English Composition

One course in English Literature (ENG 213, 214, 215, 216 recommended)

Two course credits in math one of which will be a course in Statistics

EDU 427 Student Teaching for Interns
or

EDU 428 Intern Teaching Practicum

In addition, each student must fulfill the requirements for one of the subject areas of secondary certification.

DUAL CERTIFICATION IN ENVIRONMENTAL EDUCATION

Since 2003, the Pennsylvania Department of Education has allowed individuals who already hold an Instructional I certificate to add a second certification (in most secondary areas) by passing the appropriate content-area PRAXIS test. Students are no longer required to complete a full dual-certification program through a college or university. If a student is interested in adding environmental education to their first certificate, Wilson College recommends the following courses in order to prepare for the PRAXIS test and for classroom teaching responsibilities;

BIO 101, 102, 230 (Conservation Biology)
CHM 103
ENV 201, 204
PS 216
RLS 220

MASTER OF EDUCATION

Director: William K. Shoemaker, Ed.D., Assistant Professor of Education

Faculty: Celeste Frazier-Barthel, A.B.D., Assistant Professor of Education; Kathleen Kaminski, Ph.D., Associate Professor of Education; Lynn Newman, Ph.D., Associate Professor of Education.

Adjunct Faculty: Bettie Bertram, Ed.D.; Carol Corwell-Martin, M.Ed.; Rebecca E. Erb, Ed.D.; Janilyn Elias, M.S.; Jane C. Johnston, Ed.D.; Eric C. Michael, Ed.D.; Alan Moyer, Ed.D.; Todd A. Tritle, M.Ed.

The Master of Education (M.Ed.) degree has been creatively designed to actively engage certified female and male 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, upon successful completion of the M.A.T., M.Ed., will be eligible for a Pennsylvania Instructional II Certificate.

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

A maximum of three classes 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 M.Ed.

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

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

Enrollment of Non-Degree Students in M.Ed. Courses

Non-degree students may enroll in any M.Ed. course for which they have the necessary prerequisites, with the approval of the director of the M.Ed. program. A student must be formally admitted to the M.Ed. program prior to enrolling in the fourth M.Ed. course in order for the prior coursework to count towards the 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 which will assist the student to meet the entrance requirements of the program.

If a student is granted provisional status, the student 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 may be transferred into the M.Ed. program. 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 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

Offerings

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 (SAS)
EDU 540	Reading Instruction for Elementary Educators (for elementary K–6)
EDU 548	Reading in the Content Areas (for grade 5–12 teachers)
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 Director of M.Ed.)
*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 M.Ed.

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 course 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 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 course work and degree requirements must be completed within six years of taking the first class in M.Ed. program at Wilson College. 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 current college catalog.

Graduation Requirements

The successful degree candidate will complete 10 courses, 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.

A student 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. If a student fails to officially submit a graduation application, she/he will not be eligible for graduation. Spring graduates completing requirements during summer:

1. A student who completed her/his degree requirements during the summer will have her/his degree conferred on the first day of the fall semester.
2. The student will participate in and receive their diploma covers at the preceding May Commencement and be considered part of May's graduating class.
3. Diplomas will be released to the students in late September.
4. 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 to participate in spring Commencement if more than one course requirement remains to be met.
5. Regardless of the number of courses remaining to be completed, the student 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 MASS COMMUNICATIONS

Chair: Michael G. Cornelius, Ph.D., Associate Professor of English

Faculty: Laura Biesecker, M.A., Instructor of English as a Second Language; Aimee-Marie Dorsten, Ph.D., Assistant Professor of Mass Communications; Larry Shillock, Ph.D., Associate Professor of English; Lisa Woolley, Ph.D., Associate Professor of English

Adjunct Faculty: Manny Diaz, M.F.A., Adjunct Instructor of English; Sharon Erby, M.A., Adjunct Assistant Professor of English; Vickie Locke, M.A., Adjunct Instructor; Diane Morgan, M.A., Adjunct Assistant Professor; Cherie Pedersen, M.A., Adjunct Instructor; Melinda Schwenk-Borrell, M.A., Adjunct Professor of Mass Communications and English; Amy Williams, M.A., Adjunct Instructor of Mass Communications

Students who major in either English or Mass 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 Mass Communications is intended for students who wish to focus on media studies or professional writing. All majors in the department complete assessment portfolios.



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 how 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, particularly in higher education; journalism and public service, and for jobs which 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 non-fiction 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 difference and an understanding of human relations over time.

Secondary certification in English is available—see Education.

CONCENTRATION IN LITERARY STUDIES

Required Courses:

- ENG 290 Shakespeare's Tragedies and Romances
or
ENG 345 Shakespeare's Comedies and Histories
ENG 311 History and Structure of the English Language
ENG 380 Literary and Cultural Interpretation
ENG 400 Assessment Portfolio (5 credit)

A student must select at least eight additional literature courses. Of these courses, 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. A student may choose ENG 220—Creative Writing as one of the eight courses, provided that the above criteria are met. No 100-level English courses count towards completion of the concentration.

CONCENTRATION IN CREATIVE WRITING

Required Courses:

- ENG 210 Advanced Exposition
ENG 220 Creative Writing
ENG 212 Technical Writing
or
MCM 301 Journalism II
ENG 290 Shakespeare's Tragedies and Romances
or
ENG 345 Shakespeare's Histories and Comedies
ENG 311 Structure of the English Language
ENG 320 Advanced Creative Writing

- ENG 340 Independent Project in Creative Writing
or
ENG 459/460 Honors Thesis
ENG 355 Internship in Writing
ENG 380 Literary and Cultural Interpretation
ENG 400 Assessment Portfolio (.5 credit)

Two additional courses from the offerings in literature in English. At least two of the four literature courses (which would include the Shakespeare course) 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 satisfied by: 1) constructing a coherent subject area from a single department or from multiple departments with approval from her/his adviser; 2) earning a formal Wilson College minor; or 3) declaring a double major in another subject area.

A student who chooses this route may wish to declare the creative writing concentration in English as her/his second major. The primary major will then satisfy her/his coherent subject area requirement, and the English second major can be used to satisfy her/his LS and writing-intensive requirements.

Coursework is supplemented by semesterly seminars in genres, markets and master classes by visiting writers that all students in the concentration are required to attend.

Minor in English

Five courses in English above the 100 level, including one in writing (either ENG 210, 212, 220, 311, 320, or 340) and one at the 300 level.

MASS COMMUNICATIONS

Mass Communications students concentrate in either media studies or professional writing. The media studies concentration covers the history and development of the mass media. Students choosing to concentrate in media studies learn current theories of mass and popular culture, and analyze the impact of media on our society. Those students who concentrate in professional writing study how to write and present infor-

mation for print and broadcast media outlets, as well as for the subsidiary fields of public relations and advertising. All Mass Communications majors write for the college newspaper, *The Billboard*.

A major in Mass Communications increases students' visual and textual literacy. It thus prepares students for such occupations as advertising copywriter, editor, journalist, media specialist and public affairs officer.

CONCENTRATION IN MEDIA STUDIES

Required Courses:

- | | |
|---------|--|
| MCM 105 | Introduction to Mass Communications |
| MCM 201 | Journalism I |
| MCM 207 | Mass Media and Popular Culture |
| MCM 301 | Journalism II |
| MCM 303 | Media Law and Ethics |
| MCM 304 | Mass Media and Society |
| MCM 310 | Women in the Media |
| MCM BB | Print Journalism Practicum (one course credit total) |
| MCM 400 | Assessment Portfolio (.5 course credit) |

Three courses (with at least one at the 300 level) from among the following:

- | | |
|---------|--------------------------------|
| ENG 230 | Film Analysis and History |
| ENG 232 | Modern Drama |
| ENG 235 | Film Genres and Genders |
| ENG 317 | American Literature Since 1945 |

ENG 270, 370 Topics (when applicable)
or

Any MCM courses at or above the 200 level.

Each student in the media studies concentration is also required to develop a familiarity with a coherent subject area that could become a specialty by declaring a formal minor, completing a double major, or developing a five-course interdisciplinary combination.

CONCENTRATION IN PROFESSIONAL WRITING

Required Courses:

MCM 105	Introduction to Mass Communications
MCM 201	Journalism I
MCM 301	Journalism II
MCM 303	Media Law and Ethics
MCM 304	Mass Media and Society
MCM 310	Women in the Media
MCM 355	Internship
MCM BB	Print Journalism Practicum (one course credit total)
MCM 400	Assessment Portfolio (.5 course credit)

Three courses from among the following:

ENG 210	Advanced Exposition
ENG 212	Technical Writing
ENG 220	Creative Writing
	or

Any MCM courses at or above the 200 level.

Each student in the professional writing concentration is also required to develop a familiarity with a coherent subject area that could become a writing specialty by declaring a formal minor, completing a double major, or developing a five-course interdisciplinary combination.

MINOR IN MASS COMMUNICATIONS

MCM 105 Introduction to Mass Communications. Four additional courses, with at least one at the 300 level.

FILM STUDIES MINOR

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

Four courses from among the following:

ENG 230	Film Analysis and History
ENG 335	Film Genres and Genders
ENG 380	Literary and Cultural Interpretation
MCM 210, 310	Women in the Media

MCM 207 The Media and Popular Culture

MCM 270, 370 Topics: World Cinema

MINOR IN THEATER

Coordinator: Michael G. Cornelius, Ph.D., Associate Professor of English

The Wilson College theater minor combines an academic and performative study of theater to offer students with an interest in the theater a way to combine courses over several disciplines into a concentrated minor.

The minor focuses on both academic study of theater—the critical study of drama and dramatic writing—and the performative study of theater, including introductory acting techniques, playwriting and directing.

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

Three courses from the following:

DNC 151	Dance Technique
DNC ORC	Orchestrations (2 semesters for .5 course credits each)
ENG 220	Creative Writing (which includes playwriting)
ENG 236/336	British Literature 1200–1700
ENG 320	Advanced Creative Writing (must focus on playwriting)
ENG 232	Modern Drama

- ENG 340 **Independent Project in Creative Writing (must focus on playwriting)**
- FRN 334 **Seventeenth Century French Theater and Thought**
- FRN 335 **19th and 20th Century Experiments in French Theater**
- MCM 110 **Effective Speaking**
- MUS 116 **Introduction to Music**
- THE 355 **Internship**

Note: Only two courses from ENG 220, 320, and 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.

EQUINE JOURNALISM

Program Coordinator: Michael G. Cornelius, Ph.D., Associate Professor of English

Faculty: Aimee-Marie Dorsten, Ph.D., Assistant Professor of Mass Communications; John Elia, Ph.D., Assistant Professor of Philosophy; Bradley Eugene Engle, Ph.D., Associate Professor of Biology; M. Dana Harriger, Ph.D., Associate Professor of Biology; Ann O'Shallie, M.Ed., Associate Professor of Equestrian Studies and Coordinator of Equine-Facilitated Therapeutics; Larry Shillock, Ph.D., Associate Professor of English; Lisa Woolley, Ph.D., Associate Professor of English

B.A. 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 majors in Equine Journalism 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 written materials 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 non-profit 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 course work 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**
- ENG 210 **Advanced Exposition**
- 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**
- MCM 201 **Journalism I**
- MCM 301 **Journalism II**
- MCM 355 **Internship**
- MCM 400 **Assessment Portfolio (.5 course credit)**



Plus one of the following courses (chosen in consultation with academic adviser)

ENG 220	Creative Writing
FA 118	Introduction to Photography
FA 120	Intro to Computer Graphics
MCM 303	Media Law and Ethics
MCM BB	Billboard (for total of one course credit)
	or
	relevant MCM Topics course (per academic adviser's approval)

And 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 total of one course credit)
	or

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

ENVIRONMENTAL STUDIES

Chair: Edward Wells, Ph.D., Associate Professor of Environmental Studies

Faculty: Karen Adams, Ph.D., Associate Professor of Mathematics; Laura Altfeld, Ph.D., Assistant Professor of Biology; Deborah Austin, Ph.D., Professor of Chemistry; Bradley Eugene Engle, Ph.D., Associate Professor of Biology; David True, Ph.D., Associate Professor of Religion Studies

Adjunct Faculty: Christine Mayer, M.Ed., Adjunct Instructor of 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 find employment with government or non-governmental organizations.

ENVIRONMENTAL SCIENCE

The major in Environmental Science leads to a Bachelor of Science 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:

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

Core courses provide a survey of environmental issues; 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 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 that the student has practical experience in her 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 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 a personal 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.

Required Courses:

BIO 101	General Biology
BIO 102	General Biology
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 204	Environmental Policy
ENV 215	Environmental Impact Assessment
MAT 115	Introductory Statistics or
MAT 130	Calculus and Analytical Geometry
ENV 401	Ecological Perspectives in the Sciences and Humanities
RLS 220	Environmental Ethics

In addition, select three of the following, at least one of which is at the 300 level:

BIO 206	Invertebrate Zoology
BIO 210	Introductory Botany
BIO 270	Marine Ecology
BIO 309	Evolution
CHM 205	Analytical Chemistry
ENV 203	Science, Technology, and Society
ENV 216/316	Agroecology
ENV 217	Environmental Stewardship
ENV 270/370	Topics (with adviser approval)
ENV 305/505	Environmental Education
ENV 355	Internship

Recommended:

While not a requirement, students are encouraged to take ENG 185: Literature of the Natural World to fulfill their Literature TDS 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.

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 non-scientific knowledge to analyze pervasive environmental problems.

Features of this major include:

1. An orientation towards service learning and experiential learning.
2. An internship (or study-abroad) experience with coursework that is interdisciplinary and project oriented.
3. A curriculum that is both multidisciplinary and interdisciplinary.

Goals and objectives of the major are to:

1. Promote institutional and systemic thinking that understands the systems approach to finding solutions to local to global environmental problems.
2. Develop social leaders that are adept in community organizing, service learning, and organization and management.
3. Educate students about environmental policy issues and foster in them an ability to understand and solve complex environmental problems.
4. Cultivate an appreciation of environmental challenges through a framework of sustainability. Cross-disciplinary research in the natural and social sciences and humanities to develop a holistic approach to these environmental challenges.
5. Students complete a series of core courses that develop a broad base in the natural and social sciences, as well as 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
ENV 203	Science, Technology and Society

or

ENV 210	Environmental History
ENV 204	Environmental Policy
ENV 215	Environmental Impact Assessment
ENV 217	Environmental Stewardship
ENV 355	Internship

or

Study abroad that will be counted for ENV 355

ENV 401	Ecological Perspectives in the Science and Humanities
MAT 115	Statistics
PHI/RLS 220	Environmental Ethics
PS 216	Public Policy

or

SOC 227/327	Environmental Sociology
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***With the permission of adviser, students may substitute ENV 270 or 370 for any course except ENV 110 or ENV 204.**

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

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.

ENVIRONMENTAL EDUCATION

In addition to the above, K-12 teacher certification in environmental education is offered. Since 2003, the Pennsylvania Department of Education has allowed individuals who already hold an Instructional I certificate to add a second certification (in most secondary areas) by passing the appropriate content area PRAXIS test. Students are no longer required to complete a full dual-certification program through a college or university. See the list of recommended courses in the section on Elementary Education and Other Education Programs under Dual Certification in Environmental Education.

The Richard Alsina Fulton Center for Sustainable Living (FCSL)

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. The farm is 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

ENV 110 Introduction to Environmental Science

ENV 204 Environmental Policy

Three additional ENV courses at the 200 or 300 level.

EQUESTRIAN STUDIES

Director: John Tukey, D.V.M., Assistant Professor of Equestrian Studies

Faculty: Ann M. O'Shallie, M.Ed., Associate Professor of Equestrian Studies and Coordinator of Equine-Facilitated Therapeutics

Adjunct Faculty: Barbara Berman, B.S., Adjunct Instructor; Judith L. Blessing, B.S., Adjunct Instructor; Annette Gavin, B.A., Adjunct Associate Professor; Emily Lecker, B.S., Adjunct Instructor

Wilson offers two concentrations within the Equestrian Studies major: equine management and equestrian management. The student 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. The program improves skills in riding and provides an education focused on teaching. In addition to equestrian

courses, both concentrations include courses in biology and psychology.

The equestrian management concentration also requires an education course and the equine management concentration requires two business-related courses. All students who wish to ride 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 one-half course credit. All students, regardless of major, may take as many equitation courses as their schedules can accommodate. The student in the equestrian management track may apply a maximum of three and one-half equitation course credits (seven semesters) toward graduation requirements. Other majors and students concentrating in equine management may apply no more than one and one-half of a course credit (three semesters) of equitation courses toward graduation requirements.

CONCENTRATION IN EQUINE MANAGEMENT

Required Courses:

BUS 124 Introduction to Management

One of the following six courses:

1. **ACC 105 Financial Accounting**
2. **BUS 220, Entrepreneurship and Small 320 Business Management**
3. **BUS 223 Marketing Management**
4. **BUS 225 Business Law**
5. **ECO 101 Introduction to Macroeconomics**
or
6. **ECO 102 Introduction to Microeconomics**

Choose either:

- BIO 101 General Biology or**
BIO 110 Contemporary Biology

And all of the following:

- 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

One additional major-related course at the 200 or 300 level, chosen in consultation with the student's academic adviser.

PSY 110	Introduction to Psychology
ESS 145	First Aid and CPR/AED

A student must graduate with active First Aid and CPR/AED certifications. If a student chooses to take ESS145 as a first-year or sophomore student, she must repeat it during her junior or senior year in order to fulfill graduation requirements. Non-credit 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
	or
BIO 110	Contemporary Biology
EDU 207	Adolescent Development Cognition and Learning
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 and II
EQS 328, 329	Principles and Practices of Equestrian Management I and II

One additional major related course at the 200 or 300 level, chosen in consultation with the student's academic adviser.

PSY 110	Introduction to Psychology
EQT	Six equitation courses, the levels of which are based upon the rider's skill.

ESS 145	First Aid and CPR/AED
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A student must graduate with active First Aid and CPR/AED certifications. If a student chooses to take ESS145 as a first-year or sophomore student, she must repeat it during her junior or senior year in order to fulfill graduation requirements. Non-credit 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 her/his 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 develops the student in important concepts and terminology unique to the equine industry. Students may pursue occupations in equine-related businesses, laboratories, pharmaceutical and feed companies or continue in further educational opportunities in graduate and/or professional degrees such as veterinary medicine.

Four minors are offered.

Minor in Equine Reproduction

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 225	Equine Health Management
EQS 355	Internship

Minor in Equine Management

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

Minor in Equestrian Training

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

Minor in Equestrian Teaching

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 116 may be substituted for EQS 116. Any student may challenge out of EQS 110 (by examination) and thus shorten 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 110), EQS 110, EQS 116 and EQS 225 may be applied to more than one minor from this department. As an example, this would allow a student to indicate an education in equine reproduction and equestrian teaching to strengthening a student's application to a future employer or career choice.

MINORING WITHIN THE EQUESTRIAN STUDIES MAJOR

Students who are majoring in Equestrian Studies will not be eligible to have a minor with the department. Students that want to show a broad educational background in the Equestrian Studies major should plan on working on the dual equine management and equestrian management tracks currently offered.

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 will 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
EDU 206	Educational Psychology
EDU 207	Adolescent Development, Cognition, and Learning or
PSY 202	Lifespan Development
EFT 201, 202	Equine-Facilitated Therapeutics I and II
EFT 213	Ground Training the Horse
EFT 215	Equine Biomechanics and Kinesiology
EFT 331, 332	Teaching Therapeutic Riding
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	Minimum of one semester Must ride to the EQT 204 level
PSY 110	Introduction to Psychology
ESS 145	First Aid and CPR/AED

A student must graduate with active First Aid and CPR/AED certifications. If a student chooses to take ESS145 as a first-year or sophomore student, she must repeat it during her junior or senior year in order to fulfill graduation requirements. Non-credit First Aid and CPR/AED certifications will not be accepted as completion of the major requirement.

Required Supplemental Courses:

Students must take three additional courses in a single discipline outside of Equine Facilitated Therapeutics or in a coherent interdisciplinary combination.

EXERCISE AND SPORT SCIENCE

Chair: Anjali Gairola, Ph.D., Assistant Professor of Exercise and Sport Science

Faculty: Lori Frey, M.Ed., Associate Professor of Exercise and Sport Science

This major is designed for students who are interested in pursuing employment in the field of Exercise and Sport Science. Students completing the required core courses in the major will be able to implement preventative health programs in private, corporate, commercial and community settings. The major also prepares interested students for graduate work in exercise physiology, exercise science, sport medicine, kinesiology, occupational therapy, physical therapy or athletic training. The major can be completed with the designated core courses or students may also choose to complete the optional track in psychology.

The major has been designed to address the knowledge, skills and abilities recommended by the American College of Sports Medicine (ACSM) for certification by ACSM as a certified health fitness specialist. The ACSM certifications require that students hold a related undergraduate degree in a health and fitness curriculum as well as successfully complete an examination that includes both written and practical components.

ACSM CERTIFIED PERSONAL TRAINER

All ESS majors interested in becoming a personal trainer are encouraged to attend an ACSM personal trainer workshop and sit for the ACSM certified personal trainer exam. ACSM certification as a personal trainer is one option for the major.

ACSM CERTIFIED HEALTH FITNESS SPECIALIST

Students who complete this track and certification are considered "professionals qualified to assess, design and implement individual and group exercise and fitness programs for apparently healthy individuals and individuals with controlled disease."

They would be skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions.

ACSM CERTIFIED CLINICAL EXERCISE SPECIALIST

ACSM certification as a certified clinical exercise specialist requires students to demonstrate competency in graded exercise testing, exercise prescription and leadership, emergency procedures and patient counseling and health education for individuals at moderate risk and for patients with known cardiovascular, pulmonary or metabolic diseases. This certification requires students to log a minimum of 600 hours of practical experience in a clinical exercise setting and complete current certification in Basic Life Support. Students who complete the major and fulfill the hours of practical experience may wish to take the written and practical exams for this ACSM certification.

Required courses:

BIO 101	General Biology I
BIO 102	General Biology II
BIO 207	Vertebrate Physiology
BIO 209	Nutrition

CHM 101, 102	General Chemistry I, II
CHM 201, 202	Organic Chemistry I, II
ESS 215	Care and Prevention of Athletic Injuries
ESS 220	Exercise Testing and Prescription
ESS 222	Exercise Management for Special Cases
ESS 240	Kinesiology and Applied Anatomy
ESS 245	Physiology of Exercise
ESS 320	Administrative Aspects of Exercise and Sport
ESS 330	Psycho-Social Aspects of Sport
ESS 355	Internship
PE 128	Strength and Weight Training
PE 140	Personal Fitness
PHY 101	Physics
PSY 110	Introduction to Psychology
SOC 234	Conflict Resolution
	or
MCM 120	Interpersonal Communications

*Students who major in Exercise and Sport Science are exempt from ESS 224 Fitness for Life.

OPTIONAL TRACK IN PSYCHOLOGY

In addition, students have the option of going beyond these requirements for the major by selecting a track in psychology. The track also fulfills requirements for a psychology minor.

PSY 115	Understanding Statistics
PSY 202	Life Span Development
PSY 209	Abnormal Psychology
PSY 215	Psychology of Women
PSY 367	Clinical and Counseling Psychology

SPORT MANAGEMENT

The Bachelor of Science in 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 communication and sport management-related courses in exercise and sport science. Students successfully completing the requirements of this major 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, 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:

This curriculum encompasses all core components outlined by NASSM/NASPE for undergraduate key content areas of the sport management field.

ACC 109	Fundamentals of Financial Reporting
ATH 243	Leadership in Sport
BUS 124	Introduction to Management
BUS 223	Marketing Management
BUS 225	Business Law
BUS 326	Human Resource Management
ECO 110	Economics of Sport
ESS 114	Foundations of Sport Management
ESS 225	Women in Sport
ESS 320	Administrative Aspects of Exercise and Sport Science

ESS 330	Psycho-Social Aspects of Sport
ESS 355	Internship
MCM 120	Interpersonal Communications
PHI 226	Business Ethics
Select one of the following:	
ENG 112	Business Writing
ENG 212	Technical Writing
MCM 201	Journalism I

MINOR IN SPORT MANAGEMENT

ECO 110	Economics of Sport
ESS 114	Foundations of Sport Management
ESS 320	Administrative Aspects of Exercise and Sport Science

Three additional courses above the 100 level, selected in consultation with the sport management adviser from the major course requirements.

MINOR/CERTIFICATE IN ATHLETIC COACHING

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

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	Fundamental Principles of Exercise Physiology
ESS 240	Kinesiology and Applied Anatomy
ESS 330	Psycho-Social Aspects of Sport

FINANCIAL MATHEMATICS

Chair: Douglas Crawford, Ph.D., Assistant Professor of Business

Faculty: Karen Adams, Ed.D., Associate Professor of Mathematics; Abdolreza Banan, Ph.D., Professor of Economics and International Relations; Xiangjing Wei, Ph.D., Assistant Professor of Business and Economics

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

Chair: Robert Dickson, M.F.A., Associate Professor of Fine Arts

Faculty: Virginia Anderson-Stojanovic, Ph.D., Professor of Classics and Fine Arts; Paula Kellinger, M.F.A., Professor of Dance; Philip Lindsey, M.F.A., Associate Professor of Fine Arts

Adjunct Faculty: Denise Joyal, M.F.A., Adjunct Assistant Professor of Fine Arts; Timi Sullivan, M.F.A., Adjunct Assistant Professor; Nancy Walker, M.F.A., Adjunct Assistant Professor of Dance

The Fine Arts program introduces students to a complex and important area of human culture. In art history courses, they learn how to evaluate works aesthetically and to comprehend and recognize influences of contributing forces (physical, political, intellectual, spiritual) on artists and the viewing public. In studio courses, the creative experience is offered and concerns of artistic activity are made more vivid. As Fine Arts majors, students concentrate in either studio art or art history. Minors are offered in studio art, art history and archaeology. All students should plan their program of study in consultation with the Fine Arts program chair. Courses may include field trips to museums and galleries in nearby cities.

Internships are encouraged for all students in the major 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.

Courses in related disciplines may be recommended for academic enrichment or career goals. The following courses may be credited towards the art history requirement: CLS 215: Women in Antiquity and CLS 270: Topics in Classical Civilization.



CONCENTRATION IN STUDIO ART

Required Courses:

FA 114 Basic Drawing
 FA 320 Advanced Studio Workshop
 Six studio art courses
 Three art history courses

CONCENTRATION IN ART HISTORY

Required courses:

Nine art history courses
 Two studio art courses

MINORS

Minor in Archaeology

CL/FA 222, 322 Greek Archaeology and Art
 or
 CL/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

Four courses in art history
 One studio art course

Minor in Studio Art

FA 114 Basic Drawing
 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 the student is guided and encouraged to develop her own creative and performing abilities.

Contemporary and modern styles of dancing are taught because they allow greater adaptability choreographically 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.

Minor Requirements:

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.

Minor in Music

The minor is intended for the student who is interested in combining music appreciation with music theory, history of music and applied music. Courses in music theory enhance analytical skills and knowledge of the structure of musical composition. Music history courses deepen understanding of the influence of music in both shaping and reflecting the societies and cultures of the period in which the music was created. Applied music (performance) provides an outlet for the student to express herself/himself creatively while also acquiring the discipline that is necessary to perform competently. Music appreciation provides a lifelong skill that can enhance the student's quality of life.

The Cumberland Valley School of Music (CVSM) is a resource located on the Wilson College campus. The CVSM is accredited by the National Guild of Community Schools of Arts. Approximately 55 faculty offer applied music lessons open to Wilson College students for one-half credit. Wilson College also has its own choral ensemble that performs at college and community events.

Course credit is available for participation in the choir as a class.

Minor Requirements:

MUS 101	Basic Music Theory I
MUS 116	Introduction to Music
MUS 370	Topics in Music

A minimum of one credit* of applied music, choir or Orchesis (modern dance group).

Two additional music courses.

***Note: A total of two credits of applied music or choir may be applied toward the music minor.**

Description of Applied Music Courses (Private Music Lessons)

Cumberland Valley School of Music, located in Thomson Hall on the Wilson College campus, offers the opportunity for Wilson College students to take individual, private music lessons for credit. These courses can be used to partially satisfy Fine Arts graduation requirements, as well as to provide credit 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 as their lessons and are encouraged to participate in a recital, subject to the recommendation of the instructor. Students should have or rent the instrument (with the exception of piano). Practice studios are available in Thomson Hall through arrangements with the CVSM office.

FOREIGN LANGUAGE AND LITERATURE

Chair: Jose Cordova, Ph.D., Professor of Spanish

Faculty: Virginia R. Anderson-Stojanovic, Ph.D., Professor of Classics and Fine Arts; Melanie Gregg, Ph.D., Associate Professor of French; Amanda McMenamin, Ph.D., Assistant Professor of Spanish

The Foreign Language and Literature program at Wilson College offers courses in French, German, Latin and Spanish. Its basic objective is to expand and enhance students' liberal arts backgrounds by enabling them 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:

1. 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 outside. 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 (excepting Latin) are usually prepared for continued study at the intermediate level.
2. Courses on the cultures and civilizations of French, German and Spanish-speaking countries, as well as 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 constitutive and distinctive elements of their cultural identity.

- Literature courses at the introductory 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. On occasion, 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 at least one English course at the 100 level. Both introductory and advanced courses in literature share the intention of enlarging the literacy and enhancing the analytical skills of the 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, and, at the advanced level, a more focused and concentrated study of more particular topics or themes.

FOREIGN LANGUAGE MAJORS (FRENCH AND SPANISH)

The majors in this department are intended to develop skills in language and provide a broad and varied acquaintance with a given literary and cultural tradition (French, Spanish, Spanish-American, etc.). Ideally, one studies a language or literature for its own intrinsic merits and because in learning a language, we not only learn about others, but also about ourselves. However, languages are also taken for more practical reasons—from broadening one's intellectual horizons to making oneself more indispensable to the marketplace. Indeed, at a time like ours, of global interactions and unavoidable interdependence, one can no longer afford, pragmatically, to remain monolingual.

Majors in a foreign language may lead to a variety of careers in fields such as international affairs, international business and finance, translation, publishing, interpreting, social work and education, as well as to graduate work.

FRENCH MAJOR

The French major is designed to provide training in linguistic expression and literary analysis, as well as a good understanding and appreciation of the culture and civilization of both France and Francophone countries. The courses of the French curriculum examine the significant thinkers, themes, movements and ideologies (analyzed within their socio-historical context) that have contributed to shape the French and Francophone identities. Continuous use of French is expected and travel abroad is strongly recommended.

A major in French will normally consist of eight courses within the department above French 202. Of these, at least one will be in the area of culture and civilization and three at the 300 level. Two 200-level literature courses are required before the student can take advanced literature courses. At the minimum, students who major in French should attain a reasonable knowledge of the history of ideas and literature in France from the Middle Ages to the 20th century. Students will also increase awareness and understanding of modern Francophone cultures and literatures.

Required Courses:

Five courses as indicated below:

FRN 207	Introduction to Francophone Literature
FRN 208	Masterpieces in French Literature from the Middle Ages through the 17th Century
	or
FRN 211	Masterpieces in French Literature from the 18th through the 20th Centuries
FRN 209	French Conversation and Phonetics
FRN 210	Advanced French Grammar and Composition
FRN 218	Introduction to French and Francophone Culture and Civilization

Three additional courses in French at the 300 level, which may include FRN 399 Senior Thesis.

Note: Students who major in French should attain a reasonable knowledge of both French and Francophone worlds. Students will be provided with a suggested reading list. In addition, it is highly recommended that students in this major spend time working or studying in a country where French is a primary language.

SPANISH MAJOR

The Spanish major provides instruction in the language, literature and the cultures and civilizations of Spain and Spanish-America. Introductory courses offer panoramic overviews of the cultural and literary developments; the more advanced courses examine major authors, significant works and important themes. At any level, representative literature is studied both as artistic achievement and as cultural expression within a socio-historical context. **Secondary certification in Spanish is also available—see Education.**

Required Courses:

Five courses as indicated:

SPN 203	Introduction to Peninsular Spanish Literature
SPN 207	Introduction to Spanish-American Literature
SPN 209	Spanish Conversation and Phonetics
SPN 210	Advanced Spanish Grammar and Composition
SPN 220	Culture and Civilization of Spain
	or
SPN 221	Culture and Civilization of Spanish-America

Three additional Spanish courses at the 300 level, which may include SPN 399 Senior Thesis

Note: Students who major in Spanish should attain a reasonable knowledge of both Spanish and Spanish-American worlds. Students will be provided with a suggested reading list. 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.



MINORS

Minors in French or Spanish

(Four courses beyond 202)

FRN or SPN 209 Conversation and Phonetics

FRN or SPN 210 Advanced Grammar and Composition

Two additional courses in introductory literature or culture and civilization.

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.

LAT 204 Augustan Poetry

LAT 206 Roman Epic Poetry

LAT 370 Topics in Latin Literature and

One of the following:

CLS 215 Women in Antiquity

CLS 224, 324 Roman Archaeology and Art

CLS 270/370 Topics in Classical Civilization



HISTORY AND POLITICAL SCIENCE

Chair: Kay Ackerman, Ph.D., Associate Professor of History

Faculty: Mary Hendrickson, Ph.D., Associate Professor of Political Science and Vice President for Academic Affairs; Jill Abraham Hummer, Ph.D., Assistant Professor of Political Science; Bertin Kouadio, Ph.D., Assistant Professor of International Studies

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 an 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. Course work 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, international relations, political science and thematic.

A certificate for secondary teaching in social studies is also available (see Teacher Certification: Secondary).

History and Political Science is an excellent introduction to the study of law. Virtually all Wilson alumnae 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.

Required Courses:

(All History and Political Science Majors)

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
or

HIS 125 American History 1865–1945
or

HIS 126 American History Since 1945

All of the following:

HIS/PS 399 Senior Thesis

PS 110 Introduction to Political Science

PS 120 American Government

SOC 120 Introduction to Sociology*

All majors are encouraged to take an Internship (355)

and
SOC 232 Qualitative Methods and Feminist Research

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

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

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 Sociology 120 and Economics 101 or 102 (see above).

CONCENTRATION IN INTERNATIONAL RELATIONS

Required Courses:

Seven of the following, with two at the 300 level:

- ECO 315 Comparative Economic and Political Systems
- ECO 362 Problems of Developing Countries
- HIS 112 Modern European History
- HIS 213 Europe in the Nineteenth Century
- HIS 214 Europe in the Contemporary World
- HIS 270, 370 Topics in History
- PS 203 International Relations
- PS 215 Congress and the Presidency
- PS 216 Public Policy
- PS 221, 321 Women in Global Perspective
- PS 225 Politics in Comparative Perspective
- PS 270, 370 Topics in Political Science

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. 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

- 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, mass communications, business management, political science or history.

Minor in History

Four courses in history, one at the 300 level.

Minor in Political Science

Four courses in political science, one at the 300 level.



MASTER OF HUMANITIES

Director: Michael G. Cornelius, Ph.D., Associate Professor of English

The Master of Humanities (M.A.) Degree has been designed to actively engage working professionals and serious students in humanities fields in order to further 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 will 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 develop 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 opportunity 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 the student's motivation, this degree will aid in achieving his/her goals. Graduate study in the humanities can prepare students for careers in teaching and education, publishing and communications, non-profit work, government work, arts and arts management and many other fields. The skills and knowledge gained through 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.

M. A. IN HUMANITIES CURRICULUM

M.A. in Humanities program candidates will plan their course of studies with their academic adviser prior to enrolling in the degree.

Required Courses:

All M.A. in Humanities program candidates are required to complete the following:

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 M.A. in Humanities program candidates are required to select from two areas of concentration:

- Language and literature
- Art and culture

Students then complete five courses within their given concentration. Two additional elective courses are also required.

CONCENTRATION IN LANGUAGE AND LITERATURE

Students choosing the Concentration in Language and Literature will focus their studies on critical, socio-cultural 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 socio-cultural 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 said media. The Concentration in 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 non-profit sector, public history, publishing and the arts.

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

ENG 511	History and Structure of the English Language
ENG 535	Film Genres and Genders
ENG 580	Literary and Cultural Interpretation
MCM 504	Mass Media and Society
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 will focus their studies on critical, socio-cultural 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 socio-cultural 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 media work, museum work, teaching, public relations, the non-profit 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:

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

The remaining three courses may be selected from any coursework listed as arts and culture (AC).

Graduation Requirements

The successful M.A. candidate will complete 10 course credits, which includes 2 course credits of Master's Thesis, while maintaining a cumulative grade point average of 3.0 or higher. Graduate course credit will be awarded only for earned grades of C (2.0 on a 4.0 scale) or better.

All course work and degree requirements must be completed within six years of taking the first class in the M.A. Program. Appeals for extension of the six-year limit must be submitted in writing to the Program Director.

INTERNATIONAL STUDIES

Chair: Bertin Kouadio, Ph.D. Assistant Professor of International Studies

Faculty: Kay Ackerman, Ph.D., Associate Professor of History; Virginia Anderson-Stojanovich, Ph.D., Professor of Fine Arts and Classics; Abdolreza Banan, Ph.D., Professor of Economics and International Relations; Jose Cordova, Ph.D., Professor of Spanish; Melanie Gregg, Ph.D., Associate Professor of French; Amanda McMenamain, Ph.D., Assistant Professor of Spanish; David True, Ph.D., Associate Professor of Religion Studies

As the world grows smaller and countries erupt into headlines, it becomes important to find an education that gives a global understanding of today's and tomorrow's problems. The value of this kind of education goes beyond increasing one's knowledge—it can lead to careers in expanding fields.

The broad-based program in International Studies acquaints students with the political and economic systems of various societies, gives them proficiency in at least one modern foreign language, and introduces them to the histories of major world areas. This general background can be supplemented with specific studies in one or more fields.

Diplomacy is an important career option and the International Studies curriculum provides preparation for the Foreign Service. Other career areas include: government service, international development, intelligence work, commerce, defense, treasury, national security, international banking, international trade, travel agencies, international business and teaching. All majors are required to write a relevant thesis in one of these areas during their senior year, which they must present during Student Research Day.

Required Courses:

ECO 101	Introduction to Macroeconomics
ECO 102	Introduction to Microeconomics
ECO 303	International Economics

ECO 315	Comparative Economic and Political Systems
IS 206	Comparative Contemporary Cultures
IS 399	Senior Thesis
PCS 101	Introduction to Peace Studies
PS 120	American Government
PS 203	International Relations
Two of the following history courses:	
HIS 112	Modern European History
HIS 124	U.S. History to 1865
HIS 125	U.S. History from 1865 to 1945
HIS 126	U.S. History since 1945
HIS 214	Europe in the Contemporary World
Three of the following courses:	
ECO 362	Problems of Developing Countries
FA 240	Art and Culture of China
IS 201	Cultures of India, South, and Southeast Asia
IS 203, 303	Cultures of Southeast Europe
IS 205, 305	Culture and Politics of the Middle East
IS 270	Sub-Saharan Africa
IS 370	Topics: International Law and International Organizations
IS 370	Contemporary International Problems
PS 221, 321	Women in Global Perspective

Foreign Language Requirement:

Two to six courses (depending on initial placement in foreign language) in one modern foreign language, two courses beyond the proficiency level usually established by completion of 202. Recommended for those students who are taking French or Spanish:

FR 218	French and Francophone Culture and Civilization
SPN 221	Culture and Civilization of Spanish-America

MINOR IN INTERNATIONAL STUDIES

A minor in international studies requires the completion of six courses by meeting one of the following sets of requirements. Courses are to be selected in consultation with the faculty in international studies. One course must be at the 300 level.

1. **Two courses in foreign language beyond the 202 level**

AND

Four courses in international studies selected from a list available from department advisers.

2. **Six courses in international studies approved by the adviser with at least two disciplines represented.**

MATHEMATICS AND COMPUTER SCIENCE

Chair: Karen Adams, Ed.D., Associate Professor of Mathematics

Faculty: Don Kelley, M.S., M.Ed., Associate Professor of Computer Science; Perry Wood, Ph.D., Assistant Professor of Mathematics and Physics

Adjunct Faculty: Harold Gress, M.B.A., Adjunct Assistant Professor; Odrun Stevens, M.S., Adjunct Assistant Professor

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 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, cryp-

tology, operations research) and medicine (optometry, research medicine).

Secondary certification in math is available—see the Education section.

One major is offered, Mathematics, as well as minors in both mathematics and computer science. For the student interested in the management of information systems, an MIS minor is offered as part of the Business curriculum. For those students whose interest is primarily a Business major, a concentration in MIS is offered through the Business and Economics Department.

BUSINESS MAJOR—MIS CONCENTRATION—SEE BUSINESS AND ECONOMICS CURRICULUM.

MATHEMATICS MAJOR

Required Courses:

Two from biology or chemistry or physics or computer science as designed below:

1. **BIO 101** **General Biology I**
and
BIO 102 **General Biology II**
or
2. **CHM 101** **General Chemistry I**
and
CHM 102 **General Chemistry II**
or
3. **CS 152** **Programming and Design II**
and
CS 235 **Data Structures and File Processing**
or
4. **PHY 101** **General Physics I**
and
PHY 102 **General Physics II**

In addition, the following:

- | | |
|----------------|--|
| 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

Note: Students who take CHM 101 and 102 or 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

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

One additional 300-level course.

Minor in Management Information Systems (MIS)—*See Business and Economics Curriculum.*

Minor in Mathematics

Four courses in mathematics above 130.

PHILOSOPHY AND RELIGION

Chair: David True, Ph.D., Associate Professor of Religious Studies

Faculty: John Elia, Ph.D., Associate Professor of Philosophy

Adjunct Faculty: Diane Morgan, M.A., Adjunct Assistant Professor

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 religious studies or to pursue an interdisciplinary minor in ethics.

Courses in Philosophy and Religious Studies examine fundamental issues of human existence, such as good versus 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 women-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 Religious Studies.

CAREER OPPORTUNITIES

Students majoring in either Philosophy or Religious Studies are well equipped for positions that call for perceptive and insightful thinking.

Alumnae have elected to pursue professional and graduate degrees in such fields as ministry, law, counseling and social work. Others have opted immediately to pursue employment opportunities in teaching, personnel and youth work.

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

Introduction to a Religious Tradition (one of the following):

RLS 115 Christianity

RLS 218 Islam

RLS 260 Buddhism

Introduction to Sacred Texts (one of the following):

RLS 208/308 New Testament

RLS 245/345 Hebrew Bible/Old Testament

RLS 263/363 The Quran

RLS 270/370 Buddhist Literature

Six additional 200- or 300-level courses in religion, at least two at the 300 level.

RLS 415: Advanced Seminar

MINORS

Minor in Philosophy

Required Courses:

PHI 224 Ancient and Medieval
Philosophy

PHI 225 Modern Philosophy

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

Minor in Religion

Required Courses:

RLS 108 Religions of the World

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

Minor in Ethics

Required Courses:

Three of the following:

PHI 121 Ethics

PHI 205/RLS 205 Bioethics

PHI 207/RLS 207 Private Values and
Public Policy

PHI 209/RLS 209 Ethical Issues Today

PHI 220/RLS 220 Environmental Ethics

PHI 226/RLS 226 Business Ethics

RLS 250, 350

RLS 355

Independent Study

Internship

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

PSYCHOBIOLOGY

Co-chairs: Bradley Eugene Engle, Ph.D., Associate Professor of Biology; Carl F. Larson, Ph.D., Associate Professor of Psychology

Psychobiology is designed to provide the student with a basic understanding of the biological foundations of human and animal behavior. The major is interdisciplinary, incorporating courses from the fields of psychology, biology, chemistry and mathematics.

The major is designed to develop an understanding of the evolutionary, environmental and physiological factors which influence the behavior of organisms; provide a working knowledge of basic methods and concepts applied within relevant research; and provide an appropriate background for students who wish to pursue graduate studies or professional work in the area. The student undertaking the Psychobiology major will be encouraged to participate in appropriate research or internship projects, the goal of which is to provide the student with practical knowledge of topics introduced in the classroom. Psychobiology is designed primarily for individuals who want to pursue advanced graduate training or careers in teaching and/or research. However, the major may also serve as preparation for a career in human or animal health sciences and work involving human-animal interactions.

Required Courses:

BIO 101 General Biology I

BIO 102 General Biology II

BIO 207 Vertebrate Physiology

BIO: Two additional biology courses, at least one at the 300 level

CHM 103 Fundamentals of General Chemistry

CHM 104 Fundamentals of Organic Chemistry



MAT 110	Elementary Functions (or a higher-level math course)
PSY 110	Introduction to Psychology
PSY 115	Understanding Statistics
PSY 218	Biological Foundations of Behavior
PSY 220	Comparative Psychology
PSY 431	Experimental Methods
PSY	Two additional psychology courses, at least one at the 300 level
PSY 499	Senior Thesis
	or
PLS 398	Design and Methods of Scientific Research
	and
PLS 400, 402	Senior Research Seminar I, II

PSYCHOLOGY AND SOCIOLOGY

Chair: Carl F. Larson, Ph.D., Associate Professor of Psychology

Faculty: Beverly Ayers-Nachamkin, Ph.D., Professor of Psychology; Julie Rauli, Ph.D., Associate Professor of Sociology

Adjunct Faculty: Edward Yelinek, Ph.D., Adjunct Associate Professor

Wilson offers outstanding programs of study in Psychology and Sociology, the core disciplines comprising the behavioral sciences. Inherently interdisciplinary, these majors are designed to help students develop a critical understanding of human beings and the societies we create.

These programs adopt 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. Like Lewin, we believe that, “[T]here’s nothing so useful as a good theory,” but the majors in Psychology and Sociology likewise require skill-based courses in statistics and the use of computer software programs to help the student master basic research methods. Furthermore, students have the opportunity to participate in laboratory and/or field work because human behavior often can 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 they are popular, majors in Psychology and Sociology readily translate into careers in teaching, counseling, research, social work, health sciences, advertising, marketing, personnel management, conflict mediation and 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 assist in designing a program of study that meets admissions requirements for graduate school and can often suggest institutions based on students’ 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.

The Sociology major is directed toward the discovery of general principles that help to explain the order, meaning and coherence of human social life. To that end, the courses in sociology emphasize the principles of social organization and disorganization, the comparative analysis of societies and social institutions, and principles of social interaction. The student develops a basic understanding

of theory, substantive areas and research methods of sociology.

In addition to the Psychology and Sociology majors, minors are available in both for students wishing to supplement their education in these widely applicable areas.

Required Core Courses for both Psychology and Sociology:

PSY 110	Introduction to Psychology
PSY 115	Understanding Statistics
PSY 218	Biological Foundations of Behavior
PSY 317	Social Psychology
SOC 120	Introduction to Sociology
SOC 225	Social Problems and Inequalities
	or
SOC 235	Race, Class, and Gender
PSY 499/ SOC 499	Senior Thesis

One course from the following:

PHI 121	Ethics
PHI 222	Logic
PHI 224	Ancient and Medieval Philosophy
PHI 225	Modern Philosophy
PHI 245/345	Existentialism
RLS 205	Bioethics
RLS 207	Private Values and Public Policy
RLS 209	Ethical Issues Today
RLS 210/310	Science and Religion

In addition to the required courses listed above, choose either a major in psychology or sociology.

MAJOR IN PSYCHOLOGY

Additional Required Courses:

PSY 468	History and Systems in Psychology
PSY 431	Experimental Methods in Psychology

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

MAJOR IN SOCIOLOGY

Additional Required Courses:

SOC 232	Qualitative Methods and Feminist Research
SOC 315	Sociological Theory
SOC 355	Internship
SOC 414	Research Design

Two additional courses selected in consultation with the adviser, at least one at the 300 level.

Choose one additional course in Economics, Political Science, or Mass Communications to be selected from the following:

ECO 101	Introduction to Macroeconomics
ECO 102	Introduction to Microeconomics
PS 110	Introduction to Political Science
PS 120	American Government
MCM 105	Introduction to Mass Communications
MCM 304	Mass Media in Society

Minor in Psychology

PSY 110	Introduction to Psychology
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Five additional courses in psychology, at least one at the 300 level.

Minor in Sociology

SOC 120	Introduction to Sociology
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Five additional courses in sociology, at least one at the 300 level.

VETERINARY MEDICAL TECHNOLOGY

Director and Chair: Freya S. Burnett, M.S., C.V.T., Associate Professor of Veterinary Medical Technology

Faculty: George Bates, D.V.M., Associate Professor of Veterinary Medical Technology; Tammy Ege, B.S., C.V.T., Instructor in Veterinary Medical Technology; Tina Roles, B.S., C.V.T., Instructor in Veterinary Medical Technology

The Bachelor of Science degree in Veterinary Medical Technology (VMT) 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 (AVMA) 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 course work 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 American Veterinary Medical Association.

POLICIES AND PROCEDURES

Students must obtain at least a grade of "C" (2.0) in each VMT course prior to taking another sequenced VMT course. Animal care will be required of all VMT 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:

MCM 110	Effective Speaking or
MCM 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 415	Clinical Experience
VMT 355	Veterinary Internship

In addition to the required courses listed above, choose one of the following concentrations:

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 courses

BIO 230 Conservation Biology

CHM 310 Biochemistry

VMT 270, 370 Topics in VMT

CONCENTRATION IN VETERINARY BUSINESS MANAGEMENT

Required Courses:

ACC 105 Financial Accounting

BIO 101, 102 General Biology I and 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 214 Principles of Sales
Communications

BUS 223 Marketing Management*

BUS 326 Personnel Management

*Selection of this course will complete the minor and the certificate in Entrepreneurship and Small Business Management.

MINORS AND OTHER PROGRAMS

MINOR IN PEACE AND CONFLICT STUDIES

Coordinator: Abdolreza Banan, Ph.D.,
Professor of Economics and International
Relations

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:

ECO 362 Problems of Developing
Countries



WOMEN'S STUDIES MINOR

Coordinator: Julie Rauli, Ph.D., Associate Professor of Sociology

The Women's Studies Program represents an interdisciplinary approach to the integration of feminist scholarship into established academic programs and addresses the following objectives:

1. Provide opportunities to examine the traditional images of women, explore misconceptions and envision new possibilities.
2. 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.
3. 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, fund-raising 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

In addition, in consultation with the major adviser and the coordinator of the Women's Studies Program, the student will select four electives, at least one of which must be a 300-level course other than an internship.

ENV 110	Introduction to Environmental Science or
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.

OTHER MINORS

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

Archaeology
 Art History
 Athletic Coaching
 Biology
 Business
 Chemistry
 Computer Science
 Dance
 Economics
 English
 Entrepreneurship and Small Business Management
 Environmental Studies
 Equine Reproduction
 Equine Management
 Equestrian Training
 Equestrian Teaching
 Film Studies
 French
 German
 Historic Preservation
 History
 International Studies
 Latin
 Management Information Systems
 Mass Communications
 Mathematics
 Music
 Peace and Conflict studies
 Philosophy
 Political Science
 Psychology
 Religion
 Social Ethics
 Sociology
 Spanish
 Sport Management
 Studio Art
 Theater

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 proportion 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 (GPA), results of the Law School Admissions Test (LSAT) 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 (MCAT).

Medical school admission is based on: undergraduate cumulative grade-point average (GPA), results of the MCAT and/or Graduate Record Exam (GRE), evaluations from faculty, a personal interview (if requested) and off-campus experience in community service or in 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: Biology 101,102; Chemistry 101,102,201,202; Mathematics 130,140; and Physics 101,102. These minimum requirements should be completed by the end of the junior year. Interested students should contact the associate dean for academic advising. The students will be referred to one of the pre-professional advisers. The pre-professional adviser will help the student with the selection of appropriate undergraduate courses and provide advice about preparation 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 (GPA), results of the Veterinary College Admissions Test (VCAT) and/or Graduate Record Exam (GRE), letters of recommendation from faculty and other personal references, a personal interview (if requested) and off-campus experience in community service or in 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 humanities and social sciences. Interested students should consult with one of the pre-professional advisers. The pre-professional adviser will help the student with the selection of appropriate undergraduate courses, and offer advice about preparation 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, which must be approved in advance by the Committee on Academic Policy and Procedures.

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 course credit. No more than two internships may be counted toward graduation. Other internships are designated as exploratory experiences and may be taken for either one or one-half of a course credit, 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 Career Services Office. Students must attend one of the “All About Internships” workshops facilitated 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 at the alternate college a course that is available on their own campus.

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 a 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 Dr. Melanie Gregg, 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 study abroad.

BAHROM INTERNATIONAL PROGRAM (BIP)

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, sight-seeing, group study sessions and field trips. American scholars are paired with a Korean counterpart to enhance the exchange of cultures and to help form lifelong friendships. Additional information is available from the director of study abroad.

THE WASHINGTON CENTER

Wilson College is affiliated with The Washington Center. The 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.

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 campus liaison, Dr. Mary Hendrickson, Edgar Hall first floor.

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 upon the first and second years of a student's education, during which students are taking a broad range of liberal arts courses. Students interested in the program should contact Professor John Elia, 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, such as courses, internships, study abroad, guided study and independent study.

SUMMER STUDY

Permission shall be obtained 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 Campus.

ASSOCIATE DEGREE PROGRAMS

ASSOCIATE DEGREE REQUIREMENTS

The successful completion of a minimum of 18 course credits is required for the associate's degree. At least nine of the course credits must be completed at Wilson College. All degree candidates must achieve a minimum cumulative grade-point average of 2.0 for graduation or higher if required for the particular associate's degree. A minimum grade-point average of 2.0 is required in all the courses that comprise 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 and Management Information Systems.

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

General requirements Option A

Foundations:
English

Computer Science
Math

Writing Intensive (one course)

Liberal Studies Requirements:

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

General requirements (Option B)

Foundations:
English

Computer Science
Math

Foreign Language (two courses)

Writing Intensive: one course

Liberal Studies Requirements: Two courses, one from two of the main categories of the Natural World; Western Cultures and Societies; Studies in Cultural Diversity; and Modes of Thought, Inquiry and Expression, as defined by each program.

ASSOCIATE OF SCIENCE DEGREE IN ACCOUNTING

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

The associate's degree may be regarded as either an educational entity or as an introduction to a more inclusive baccalaureate program. The associate's degree provides the basic segment of an appropriate business curriculum for those wishing to earn a baccalaureate degree or, thereafter, 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)

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

Option B: Two courses in the same foreign language.

ASSOCIATE OF ARTS DEGREE IN ELEMENTARY EDUCATION

The Associate of Arts degree in Elementary Education is designed to prepare students to work as teaching aides in the elementary education setting. The program is designed so that the majority of courses completed are transferable toward the baccalaureate degree in Elementary Education, including teacher certification, at Wilson College or another college.

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

1. Completion of Foundation Math and English requirements.
2. Maintain a grade-point average of 3.0 in all courses.

Students who wish to pursue a four-year degree in Elementary or Secondary Education after completing the associate's 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 208	Teaching Children's Literature in the Elementary School
EDU 215	Education for Students with Special Needs
EDU 240	Technology for Educators
EDU 312	Teaching English Language Learners
EDU 318	Professional Practicum (1 credit)*

- EDU 338 Pre-K-4 Reading, Writing and Assessment Methods
- EDU 339 Teaching Mathematics and Computer Usage in Elementary Schools
- ENG 101 Written Communications
- Choose one of the following math courses:
- MAT 101 Mathematics for Liberal Studies
- or
- MAT 103 College Algebra
- or
- MAT 115 Introductory Statistics
- or
- PSY 115 Understanding Statistics
- MCM 120 Interpersonal Communications
- PSY 110 General Psychology
- SOC 120 Introduction to Sociology

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.

*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 DEGREE IN LIBERAL STUDIES

The Associate of Arts degree in Liberal Studies is designed as a transfer program to a baccalaureate degree at Wilson or elsewhere. Students matriculating in this degree 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.

Required Courses:

Foundations Requirements Writing Skills

Students must complete one of the following:
ENG101 or ENG104 or ENG108 or ENG180

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
CS110: Computer-Based Systems or
CS150: Programming and Design I

Quantitative Skills

Successful completion of one quantitative skills course (PSY115, MAT101, 103, 115 or above) based on placement.

Liberal Studies Requirements:

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

1. Foundations of Western Culture (FWC) or History of Western Culture (HWC)
2. Natural Science with a Lab (NSL) or Environmental Studies with a Lab (ESL)
3. Contemporary U.S. Culture and Institutions (CC)
4. Women's Studies (WS)
5. Cultural Diversity in the U.S. (CD) or Non-Western Cultures and Institutions (NWC)
6. The Arts (ART)
7. Literature (LIT)
8. Frontiers of Knowledge and Human Beliefs (ETH)

One of the above Liberal Studies courses must be a writing intensive course (WI). Courses must be taken in at least four different disciplines. At least three courses must be at the 200 or 300 level. Five additional free electives.

ASSOCIATE OF SCIENCE DEGREE IN MANAGEMENT INFORMATION SYSTEMS

The Associate of Science degree in Management Information Systems prepares individuals to use computers as a tool in business, industry and government organizations. The program provides basic training in the technical aspects of computer systems, programming and business applications. Its goals include an understanding of office automation and methods of assimilation of new developments in the computer field. Program graduates are also expected to have a basic understanding of business, communications and the role of the computer in society.

Required Courses:

ACC 105	Financial Accounting
ACC 106	Managerial Accounting
BUS 124	Introduction to Management
CS 115	Business Software and Tools
CS 150	Programming and Design I
CS 210	Management of Computer-Based Information Systems
CS 235	Data Structures and File Processing
CS 344	Database Management
CS 345	Data Communications and Networking
CS 349	Systems Analysis and Design
ENG 101	Written Communication
ENG 112	Business Writing
MAT 103	College Algebra
MCM 120	Interpersonal Communications
PHI 226	Business Ethics
	or
RLS 207	Private Values and Public Policy

Three elective courses as follows:

One business or economics course and two computer science courses, one in a programming language, and another CS course at the 200 level or higher.

Option A: One Liberal Studies (LS) requirement in The Natural World, Liberal Studies Requirement in Western Cultures and Societies, and one TDS elective in Studies in Cultural Diversity.

Option B: Two courses in the same foreign language, LS requirement in the Natural World, Western Cultures and Societies, or Studies in Cultural Diversity.

ASSOCIATE OF ARTS DEGREE IN MANAGEMENT

The Associate of Arts degree in Management seeks to prepare students to serve as managers and supervisors in various enterprises, such as small businesses; corporations; and financial, governmental and non-profit organizations.

Required Courses:

ACC 105	Financial Accounting
ACC 106	Managerial Accounting
BUS 124	Introduction to Management
BUS 225	Business Law
BUS 322	Organizational Behavior
BUS 326	Human Resource Management
CS 110	Introduction to Computer-Based Systems
ECO 102	Introduction to Microeconomics
ENG 101	Written Communication
ENG 112	Business Writing
MAT 115	Introductory Statistics
MCM 120	Interpersonal Communications
	or
MCM 110	Effective Speaking
PHI 226	Business Ethics
	or
RLS 207	Private Values and Public Policy

Four additional electives.

Option A: One Liberal Studies requirement in Studies in Cultural Diversity and one LS requirement in Modes of Thought, Inquiry and Expression, except the subcategory of Frontiers of Knowledge and Belief (ETH)

Option B: Two courses in the same foreign language

ASSOCIATE OF ARTS DEGREE IN MASS COMMUNICATIONS

The Associate of Arts degree in Mass 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 the mass media.

Required Courses:

Computer Science foundations course	
Foundations in English (ENG 101, 108, or 180)	
One additional course in English	
Math foundations course	
MCM 105	Introduction to Mass Communications
MCM 110	Effective Speaking
	or
MCM 120	Interpersonal Communications
MCM 201	Journalism I
MCM 301	Journalism II
MCM 310	Women in the Media
MCM	one course at the 200-level or higher.
Choose One of the following:	
PSY 110	Introduction to Psychology
	or
PS 110	Introduction to Political Science
	or
SOC 120	Introduction to Sociology

Three additional electives.

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

Option B: Two courses in foreign language and two TDS 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.

CERTIFICATE PROGRAMS

Wilson College offers certificate programs in:

ACCOUNTING

(See Accounting)

ATHLETIC COACHING

(See Exercise Sport Science)

ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

(See Business and Economics)

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 who wants specialized training. Upon completion of a program, the student receives a certificate from Wilson College.

ADMISSIONS: COLLEGE FOR WOMEN

Applicants who would be first-year or transfer students who are less than four full years beyond high school completion will apply for admission to the College for Women. All Women with Children Program applicants and any female, regardless of age, who wishes to participate in intercollegiate athletics, must apply through the College for Women.

Wilson seeks students who have a solid foundation of successful college preparatory course work that will allow them to handle the challenges of our rigorous academic programs. Students 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, we select those students who demonstrate solid citizenship throughout their lives and who will benefit from and contribute to the Wilson community. We seek to gain a comprehensive impression of the applicant's personal and academic qualifications for Wilson. In this regard, each applicant receives individual consideration.

Wilson College reserves the right to request additional information from an applicant that we deem as necessary to provide us with a comprehensive view of the student. The College follows a rolling admission plan that, under normal circumstances, enables the Office of Admissions to advise a student of the decision on her application within 10 days of receipt of a completed application.

FIRST-YEAR STUDENT ADMISSION

Applications are accepted for both fall and spring semester enrollment. All applicants are required to submit the following:

- A completed application for admission. This can be our own form or the Common Application. These can be hardcopy forms or web-based.
- An official secondary school transcript of courses and grades.
- Applicants permitted to apply under our test-optional policy must demonstrate a cumulative grade-point average of 3.0 or higher from a regionally accredited secondary school in a college preparatory curriculum that minimally includes:
 - Four units of English
 - Four units of history/civics
 - Three units of math that include Algebra I and Algebra II and Geometry
 - Two units of natural science with labs
 - Two units of one foreign language
- Applicants who do not meet all of the standards listed above must submit SAT or ACT results to complete the application process.
- All applicants must submit a writing sample that is a graded English paper written in 11th or 12th grade.
- A teacher recommendation form is supplied by the College. It must be completed by a teacher of an academic subject (refer to list above in the test-optional section) who taught the applicant in 11th or 12th grade.
- Wilson does not charge an application fee.

Applications for the following fall will not be processed until Sept. 15 and on a rolling basis thereafter.

HOME-SCHOOLED STUDENTS

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

THE ADMISSIONS AND FINANCIAL AID COMMITTEE

Applicants for admission who are not in a traditional college preparatory curriculum in secondary school or those who demonstrate some academic problems are referred to the Admissions Committee for a decision. Members of this committee who review applications and render a decision are one faculty member from each of the three academic divisions, the associate dean of academic advising, the vice president for academic affairs, the vice president for student development, and the vice president for enrollment. Committee decisions are always made with best interest of the students in mind.

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 with a nonrefundable \$35 application fee:

- A completed international student application with essay.
- An official secondary school transcript with a certified English translation.

- English language test such as TOEFL or IELTS required for students whose first language is not English. (Wilson's minimum TOEFL requirement is 500 or higher or 173 on the computer-based test or 61 on the Internet based test. The minimum IELTS score that Wilson accepts is 5.0.)
- Completed statement of finances form.
- A recommendation from a teacher or counselor.
- SAT Score (recommended).

International students may submit the online application for international students found on the Wilson College Web site. The application fee is waived for online applications. The Common Application is also acceptable.

EARLY ADMISSION PROGRAM

Overview

Female students, with demonstrated academic achievement who are currently enrolled in high school, may be permitted to attend Wilson College during their senior year or take selected courses to complement their high school curriculum.

Admission Criteria for Matriculation

- Cumulative grade-point average of "B" (3.0 on a 4.0 scale) or above in an academic or college preparatory program.
- A combined Critical Reading and Math SAT score of 1,000 or higher or ACT-Composite of 21 or higher is a recommended minimum.
- 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.

Procedures

- Submit all application materials required for first-year students to the College for Women 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, as well as any requirements that the student must meet in order to graduate with her high school class.
- A visit to campus with an admissions counselor is required.
- Students should apply by May 1 for fall semester and Dec. 1 for spring semester admission.
- The College will admit those students who demonstrate the academic background and maturity necessary for successful completion of college-level academic work.
- The College reserves the right to return the student to the high school after consultation with the high school counselor.
- Students interested in residing on campus must meet with a representative of the dean of students' office. Students matriculated through the early admission program are eligible to apply for federal, state and institutional financial aid.
- 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, English 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, as this must be on record at Wilson College.

College catalogs from all colleges attended or course descriptions of the courses taken at these colleges facilitate the transfer credit evaluation process. Upon arrival of these documents, transfer credit is assessed.

ADVANCED PLACEMENT

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

- Advanced Placement (AP) test scores (see page 116)
- International baccalaureate (IB examinations) (see page 118)
- A-Level examinations
- College Level Examination Program (CLEP) (see page 116).

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 "C" or better from a regionally accredited institution will be considered for transfer. The College may accept up to 22 courses toward a Wilson degree. Under the credit system at Wilson, a three- to five-semester hour course is equivalent to one Wilson course credit. **Transfer applicants must submit the following to complete the application process:**

- A completed application for admission; our own application form or the Common Application are the two options. These can be in hardcopy or Web-based.

ENROLLMENT DEPOSIT

All students who have been accepted for admission to the College for Women must submit \$400 enrollment deposit as confirmation of their intent to enroll; the deposit secures their place at Wilson. The receipt of the enrollment deposit allows the Admissions Office to inform all other offices of the student's intent to enroll. The enrollment deposit for students who will enroll in the fall semester is not due until May 1; the spring semester enrollment deposit is due on January 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 in the Office of Admissions, located in Norland Hall, will be happy to arrange a campus tour, interview with an admissions counselor, class visits or meetings with professors. Campus tours are given throughout the day Monday through Friday. 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. Saturday visits may be arranged upon request and at least two weeks in advance.

ADMISSIONS: ADULT DEGREE PROGRAMS

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

Students may enroll in courses 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 courses offered during the day.

APPLICATION PROCESS

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

- Completed and signed application
- Essay
- Official high school or GED transcript
- Official college transcripts from each college or university attended prior to Wilson College, if applicable.

A personal interview with an admissions counselor/adviser 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. Students interested in applying for financial aid should submit a Free Application for Federal Student Aid (FAFSA) when they apply to the College.

MATRICULATION

Students who are fully accepted as an Associate's or bachelor's degree candidate 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.

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 shall declare an intended major no later than the semester in which 16 course credits will be completed; associates degree students no later than the semester in which nine course credits 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 from the director of the major area or program and her/his current academic adviser. Forms are available online or in the registrar's office.

HONORS

Baccalaureate degree candidates must complete a minimum of 18 course credits at Wilson to be considered for Latin honors at graduation. Distinction may be awarded for high academic achievement for students completing fewer than 18 course credits at Wilson.

Provisional Admission

Students who are provisionally accepted into the associate's or bachelor's degree programs will be officially accepted and automatically matriculated upon completion of four course credits with a cumulative grade-point average of 2.0 or better. All academic policies and procedures apply, including, but not limited to: transfer work, off-campus study and registration priority.

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 22 course credits toward a baccalaureate degree and up to nine courses toward an associate's degree. A minimum of 14 course credits must be completed at Wilson for the student to be awarded a bachelor's degree and a minimum of nine course credits for an associate's degree.

Under the credit system at Wilson, a course with three to five semester hours is equivalent to one Wilson course credit.

SECOND BACCALAUREATE/ SECOND 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 Programs.

Students must complete at least nine course credits as a degree candidate at Wilson and 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 Programs office for more information.

Second Associate Degree

Students who hold a bachelor's degree from another regionally accredited institution may earn an associate's degree from Wilson College through Adult Degree Programs.

Students must complete at least five additional course credits at Wilson College and 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 Programs office for more information.

Completion of Additional Majors for Students with Wilson College Associate's or Bachelor's Degrees

Students who hold an associate's or bachelor's degree from Wilson College may complete additional majors through the Adult Degree Programs. 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 the evaluation of their Wilson College transcripts. Contact the Adult Degree Programs 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 (TIP)

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 elementary or secondary 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 "Elementary Education and Programs in Education" section of this catalog.

CERTIFICATE PROGRAMS

Anyone interested in earning a certificate at Wilson should contact the Adult Degree Program's 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 the "Certificate Programs" 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 Adult Degree Program's office.

NON-CREDIT AND PERSONAL ENRICHMENT PROGRAMS

For individuals wanting to learn new skills and gain knowledge for either personal or professional enrichment, the College offers lifelong learning opportunities year-round. For more information, contact the Coordinator of Enrichment Programs at 717-262-2025.

The Adult Degree Programs can offer non-credit, workforce development courses and certificate programs for those seeking to upgrade their employable skills. Classes may also be customized for regional employers.

For more information, contact the Adult Degree Programs office at 717-262-2025.

FINANCIAL INFORMATION

Fees and Deposits: College for Women

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. Payments to the payment plan begin in the fall semester for a 12-month period. The payment plan covers both fall and spring semesters beginning June 20 and ending April 20. Payments made in the fall semester will credit toward spring semester, allowing student accounts to be paid in full by the end of the spring semester.



HEALTH INSURANCE

All residential students are required to have current and full medical coverage. Students who do not have a current policy may purchase the institution’s student health care plan. Please complete the appropriate online health care waiver if you currently have a health care policy.

All students must provide proof of insurance each fall (or semester) to the Business Office. If a health care waiver is not completed and returned to the Business Office on or before the date of registration, the student will be automatically added to the Wilson College health care plan. International students living on campus are required to participate in the college-sponsored insurance program.

FEES AND DEPOSITS:

The fees for courses for each semester are due on or before the published date for the applicable semester. Some financial aid may be available (see the Financial Aid section of this catalog).

FEES AND CHARGES 2011–12

COLLEGE FOR WOMEN

NOTE: FEES ARE SUBJECT TO CHANGE

Tuition (full-time) ¹	\$28,745
Double Room.....	\$5,055
Single Room.....	\$5,540
Double Room as a Single.....	\$5,945
Board (19–meal) ² Phoenix Meal Plan	\$4,655
Board (14–meal) Gold Meal Plan.....	\$3,905
Board (10–meal) Silver Meal Plan.....	\$3,295
Bronze Commuter Meal Plan.....	\$515
Technology Fee.....	\$335
College Government Fee.....	\$260

TOTAL ANNUAL COMPREHENSIVE FEES

(excluding J-Term and summer terms) ³	\$39,050
Admissions Application Fee.....	\$35
New Student Orientation Fee.....	\$275
Enrollment Deposit ⁴	\$400

TUITION

(Part Time or Overload per Course Credit).....	\$2,875
(Part Time per Course Half-Credit).....	\$1,438
Health Insurance	\$874
Residential Parking Fee.....	\$145
Commuter Parking Fee	\$65
Lab Fee (per course fee).....	\$75
Tuition J-Term.....	\$875
Room J-Term	\$185

ALL STUDENT FEES

Credit by Exam (per course) ⁵	\$500
Non-Collegiate Learning Portfolio	\$500
Payment Plan Fee.....	\$60
Late Payment Fee.....	\$65
Horse Board	\$2,340 per semester
Horse Board (per month).....	\$520
Equitation Activity Fee.....	\$760
Art Studio Fee (per course).....	\$65
Instrumental/Vocal Music Lessons: (per semester, one hour).....	\$630
Graduation Fee (senior year).....	\$100
Transcript Fee.....	\$5
Rush Transcript Fee	\$15
Summer Housing Fees (per month)	\$500

ADULT DEGREE PROGRAMS

TUITION AND FEES:

Application Fees.	\$35
Registration Fee (per semester)	\$15
Late Registration Fee (per semester)	\$35
Tuition: (Part time, per course)	\$875
(Part time, with lab course).	\$1,190
(Full-time, per semester)	\$14,372.50

(TIP, per course)	\$1,140
TIP Course Transfer Fee	\$100
TIP Professional Semester	\$5,410
ALP Student Teaching Semester.	\$5,825
Auditing Fee (per course)	\$340
Part-time Technology Fee (per course)	\$50
Full-time Technology Fee (per semester)	\$167.50
Student Activities Fee (per semester)	\$35
EDU 228 Pre-Practicum.....	\$950
EDU 401 Advanced Professional Practicum	\$950
M.Ed./Graduate Course	\$1,260
Alum/Senior Citizen over 60 Tuition (one course for personal enrichment only)	\$125
Alum/Senior Citizen over 60 Tuition with Lab (one course for personal enrichment only)	\$150

¹ Tuition for four to six courses. Overload above six courses will be charged at the per course rate of \$2,875.

² All first-year residential students are required to have Phoenix Meal Plan.

³ Includes tuition, Phoenix Meal Plan, double room, college government and technology fees.

⁴ \$200 of enrollment deposit held in non-interest bearing account until student withdraws or graduates; \$200 applied to student bill.

⁵ Non-refundable, payable in advance.

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 REFUND POLICY

The date of withdrawal is considered to be the day on which the College approves the withdrawal.

Students enrolled in the College for Women and Adult Degree Programs withdraw through the Office of the Registrar.

All requests for withdrawal must be in writing. Refunds for withdrawal 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

	Refund	Charge
First Week of Semester	80%	20%
Second Week of Semester	60%	40%
Third Week of Semester	40%	60%
Fourth Week of Semester	20%	80%
Fifth Week of Semester	0%	100%

The following charges are not refundable if a student leaves the College during a semester: room charges, bookstore charges, registration fees, lab fees, art studio fees, parking fees, equitation activity fee and any other special charges.

The student’s meal plan will be pro-rated up until the add/drop date set by the registrar’s office. After this date, the student will be responsible for the full meal plan charge.

A percentage of financial aid funds may be returned to the granting programs, and outstanding charges are deducted before making the refund to the student or parents.

Withdrawal during a payment period of enrollment may be subject to federal regulatory requirements. Students receiving federal financial aid, such as a Stafford Loan or Pell Grant, are also subject to a federal 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 ninth week) must have financial aid pro-rated. Any student who stops attending all classes will be consid-



ered 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 Loan
- Subsidized Federal Direct Loan
- Federal Perkins Loan
- Federal Direct PLUS Loan
- 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 Loan
- Subsidized Federal Direct Loan
- Federal Perkins Loans
- Federal Direct PLUS Loan
- Federal Pell Grants
- 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.

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 (i.e., academic or extracurricular ability), while grants are provided based on financial need. More than 90 percent of Wilson students receive financial aid. All students are encouraged to apply for financial aid. The Financial Aid Office staff will meet with any prospective student to discuss all the various financial aid programs and options that are available. Families with extenuating circumstances are also encouraged to discuss their concerns.

APPLICATION PROCESS

- Complete the Free Application for Federal Student Aid (FAFSA) annually. This form is available from Wilson's financial aid office, from any high school guidance office or online at www.fafsa.ed.gov.
- Submit FAFSA after Jan. 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 correction forms, FAFSA worksheets, federal Income tax returns or documentation of citizenship status. Students completing the FAFSA or their financial aid application files after April 30 will receive consideration for federal Pell Grants, 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. A signed federal Income tax return, verification form or other documents may be requested. Award packages are not finalized until the verification process is completed. The 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 a student that may include grants, scholarships, work-study and loans.
- All newly accepted College for Women students who file a FAFSA will receive an estimated financial aid package.
- Continuing students and new adult students will be packaged 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 their aid package. 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.
- Students must maintain enrollment and make satisfactory academic progress (see below) to receive the awarded aid.
- Students must be enrolled at least half-time in two full-credit courses to receive most types of financial aid except the federal Pell Grant.
- 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 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.) Please report all enrollment changes to the financial aid office.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

Students who receive federal or institutional financial aid must be making satisfactory academic progress (SAP) towards 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 have SAP evaluated at the end of each semester. Institutional aid includes all need-based Wilson aid, work-study, and tuition remission/exchange.

Students with merit scholarships or State Grants have different progress requirements that must be met for renewals of those awards.

QUALITATIVE STANDARDS

SAP is evaluated at the end of each semester for continuing students. Students must earn the minimum Grade Point Average (GPA) as required by the College’s Academic Probation Policy. Some merit scholarships require a higher GPA.

PROGRAM	CREDITS ATTEMPTED	MINIMUM GPA
Associate	0-3.99	0
	4-8.99	1.70
	9-13.99	1.85
Bachelor	14-	2.00
	0-3.99	0
	4-7.99	1.70
	8-15.99	1.80
	16-25.99	1.90
Teacher Intern Program	26-	2.00
		3.00
Master’s		3.00

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 the courses that are attempted. All courses that are part of the student’s record after the drop/add period will be considered as being 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 towards a Wilson degree will count towards the total hours attempted and earned. Any credits that 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 timeframe for an undergraduate degree. Students enrolled in an Associate Degree program which requires 18 course credits and four semesters (if full time) would be limited to 27 course credits and the equivalent of six full-time semesters. Students enrolled in Bachelor degree programs which require 36 credits for graduation and eight full-time semesters would be limited to 54 course credits and twelve 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 timeframe 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 equivalent part-time.

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 chart above. Students who are not able to maintain this requirement will have their aid eligibility suspended.

Students who have had their aid suspended have the right of appeal to the Admissions and Financial Aid 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 made to assure future academic success. The committee will make a decision about the aid eligibility and the Dean of Financial Aid, or 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.

GRANTS

Federal Pell Grant—Federal grants awarded to lower income students. Less than half-time students may qualify for assistance from this program. Awards generally range from \$555 to \$5,550 for full-time enrollment. To apply, complete the Free Application for Federal Student Aid (FAFSA). Beginning July 1, 2009, eligible students may receive Pell grants year-round.

	All Students Sub. and Unsub. <i>Base Amount</i>	Added Unsub. Loan Amount	Indep. Students & Dep. Students Whose Parents Cannot Borrow A Plus Loan Additional Unsub. <i>Annual Loan Limit</i>
1st Year	\$ 3,500	\$2,000	\$4,000
2nd Year	\$4,500	\$ 2,000	\$4,000
3rd, 4th, 5th Year	\$5,500	\$2,000	\$5,000
Teacher Intern Program	\$5,500	\$2,000	\$5,000
Masters	\$8,500	\$12,000	

Students must successfully complete the following number of credits to progress to the next grade level for student loans.

Baccalaureate Degree

Year	# of Courses
FR	0-7.5
SO	8-15
JR	16-26
SR	27-36

Associate Degree

Year	# of Courses
FR	0-9
SO	10-18

Federal Supplemental Educational Opportunity Grant (FSEOG)—Federal grant program assisting exceptionally needy students with 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: Alaska, Connecticut, Delaware, Maine, 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 elsewhere 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 generally range from \$100 to \$3,852. 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 Perkins Loans—Federal program providing loans to exceptionally needy students at 5 percent interest. 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 is required by all first time borrowers and can be completed in the financial aid office.

Subsidized Federal Direct Loan—Federal need-based student loans available through the federal government. The interest rate was fixed at 3.4 percent beginning July 1, 2011. The federal government pays the interest while the student is enrolled. Loans are repaid over a period of up to 10 years. 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.

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. The application process is the same as for the Federal Direct Loan Program described above. The interest rate beginning July 1, 2011 is fixed at 6.8 percent.

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 7.9 percent effective July 1, 2010.

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 with Perkins, Stafford, or PLUS Loan funds (EFT). This notification will be sent to borrowers no earlier 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, in writing, within 30 days after the date of the College's loan disclosure notice of their wishes.

TASC (The Alumnae-Student Contract) – Well-qualified women, who otherwise may not be able to attend Wilson, 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 College for Women, as well as to Wilson degree candidates who are enrolled full-time in the Adult Degree Program. Incoming students in the College for Women receive first preference for TASC awards.

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 other students or provide literary programs within the community. Students work 8-10 hours per week. The

work schedule is often flexible and can be arranged around the student’s classes. The pay rate increases each year the student is enrolled and is employed at the same work-site. Students annually must complete the Free Application for Federal Student Aid (FAFSA) 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 the 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 major. Summer employment opportunities may also be available for students.

SCHOLARSHIPS

Merit scholarships are awarded to incoming students in the College for Women and are based on outstanding academic achievement. Scholarships are renewable for up to four years for full-time students who maintain a specific cumulative grade-point average. Merit scholarships may include:

- **Class of 1952 Scholarship**, education major, liberal arts or sciences major, one year only.
- **Curran Scholarships**—Based on service to community or church, renewable.
- **Academic Merit Scholarships**—Based on class rank and cumulative grade-point average, renewable (see chart).

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, which are 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.; supplemented by gifts from former Curran Scholarship recipients. Preference is to be given to new students admitted to the College for Women with a proven history of service to community and/or church. Freshmen will receive \$4,000 and upper-class students will receive \$4,000 to \$7,500, depending on the amount of eligibility from need-based work-study and student loans. Curran Scholars complete 260 hours of a 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.

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

Merit Scholarships	Annual Amount	Cumulative HS or College GPA	HS Class Rank for Freshmen Only
Presidential	50 % tuition	3.75 or higher	top 15%
Dean’s	35 % tuition	3.4 to 3.74	top 25%
Faculty	25 % tuition	3.0 to 3.39	top 50%

First-Year Student Merit Scholarships—At the point of admission to Wilson College, first-year students who meet all of the academic requirements for merit scholarship eligibility are offered one of these awards. Eligibility is based upon being enrolled in a college preparatory curriculum that demonstrates a minimum of 15 units that include four each of English and social studies/history; Algebra I and II and geometry; two laboratory sciences; and 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 that the student continues to enroll full-time and maintains a cumulative grade-point average of 2.75.

Transfer Merit Scholarship—Transfer students who transfer in at least nine courses with a cumulative GPA of at least 3.0 from a regionally accredited institution are eligible for a merit scholarship. These renewable scholarships **range from 25 percent to 50 percent of tuition and will be awarded upon admission.** Note: Students who transfer in fewer than nine courses will be considered for the First-Year Merit Scholarship. Students must maintain a 2.75 cumulative GPA for scholarship renewal.

Phi Theta Kappa Scholarships—Transfer students who are members of Phi Theta Kappa may be eligible for an additional \$1,000 renewable scholarship.

AFFILIATION SCHOLARSHIPS

Full-time students in the College for Women 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 Phoenix Merit Scholarship receive an additional \$1,000 for one of the affiliation scholarships. These are not based on financial need and, therefore, require no financial aid application. Recipients are welcome, however, to apply for additional forms of assistance. Please note that 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 “Academic Policies”) to receive the award each year.

Alumna Daughter Scholarship—Daughters and granddaughters of Wilson, Penn Hall Junior College and Tift College alumnae may receive a scholarship. Qualifying students may receive the award each year that they attend Wilson.

Franklin County Scholarship—Residents of Franklin County, Pennsylvania, may receive a scholarship each year that they attend Wilson. Eligibility is based on parents’ residence, in the case of dependent students. Students who move to Franklin County for purposes of enrolling at Wilson College are not eligible for this scholarship.

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 signed articulation agreements with several colleges. Students who graduate with an associate’s degree from one of the following institutions may receive a scholarship each year that 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.

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.

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.

SPECIALTY SCHOLARSHIPS

National Presbyterian College Scholarships—Awards made to superior students who will enroll as full-time incoming freshmen in one of the participating colleges related to the Presbyterian Church (USA), such as Wilson. Applicants must be members of the Presbyterian Church (USA), be high school seniors and U.S. citizens or permanent residents, 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 \$1,400 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 daughter(s) of victims lost or permanently disabled in the Sept. 11, 2001, terrorist attacks, including children of those 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 to the College for Women. The scholarships will continue to be awarded through the 2018-19 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 for twins is 45 percent of tuition for each student; both students need to enroll full-time every semester. For triplets, the scholarship is 45 percent of tuition; all three students need to be enrolled full-time each semester. These scholarships cannot be combined with other merit or affiliation scholarships awarded by the College, with the exception of the SEBCLAR and Desert Awards. All the recipients must continue to enroll at Wilson College full-time. Students may receive this scholarship for a maximum of four years as long as they maintain satisfactory academic progress as defined in the college catalogue. Priority will be given to students who will reside on campus. Students must be admitted to the College in order to

receive this award. Awards are made on a first-come, first-served basis.

Military Survivors Scholarship—Wilson College recognizes the ultimate sacrifice that many men and women have made of their lives during the operations in Iraq and Afghanistan in Operation Enduring Freedom and Operation Iraqi Freedom. Wilson will provide tuition scholarships to two full-time daughters 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 to the College for Women. These awards will cover the full cost of tuition that is not otherwise met by any other educational benefits.

Note that the combined total of merit, affiliation and specialty scholarships will not exceed tuition.

ENDOWED SCHOLARSHIPS (NEED-BASED)

The Eleanor Martin Allen ('49) Scholarship—Established in 1997 by Eleanor Martin Allen and Heath L. Allen.

The Allfirst Bank Scholarship—Established in 1999 by Allfirst Bank.

The Alumnae Association Scholarship—Established in 1968-69 by the Alumnae Association to commemorate the College's centennial celebration.

The Sarah Anderson Memorial Scholarship—Established in 2005 by the late Sarah Anderson, a professor of psychology at Wilson College from 1937-70.

The Caroline P. Bair Scholarship

The Elizabeth S. Baird Scholarship—Established in 1948 by the late Mrs. Lawshe Baird, Class of 1896.

The Mary Salome Billmeyer Baker Scholarship—Established in 1957 by her children in memory of their mother, an alumna of Wilson College.

The Mabel I. Bashore Scholarship—Established in 1945 under the will of the Mabel I. Bashore.

The Olga Bozzan Bastin '26 Scholarship—Established in 2005 under the will of Olga Bozzan Bastin.

The Harry A. Blackmun Endowment—

Established in 2001 by Sally A. Blackmun '73 in honor of her father.

The Marjorie Faix Brown Bletcher ('42)

Memorial Scholarship Fund—Established in 1982 by the Rev. Edgar G. Bletcher in memory of his wife.

The Charity Packer Buchanan Scholarship—

Established in 1950 in memory of Charity Packer Buchanan, Trustee of Wilson College from 1945-50.

The Sarah Elizabeth Burns Scholarship—

Established in 1977 under the will of David Coffman.

Gretchen Conn Carbaugh Scholarship

Endowment—Established by Gretchen Conn Carbaugh and Thomas P. Carbaugh in June 2000 in honor of Gretchen Conn Carbaugh. A strong preference will be given to full-time residential students who are single mothers.

The Joseph Clark Scholarship—Established in 1920 by Mrs. Andrew Buchanan in memory of her father.

The Class of 1905 Scholarship in Memory

of Mabel Gallagher Wilson—Established in 1967 under the will of O.P. Wilson in memory of his wife.

The Class of 1919 Centennial Scholarship

Fund—Established in 1969 by the Class of 1919 at its 50th reunion.

The Class of 1923 Scholarship—Established in 1987 by the Class of 1923.

The Class of 1950 Scholarship—Established in 1950 by the Class of 1950.

The Class of 1954 Scholarship—Established in 1999 by the Class of 1954. First award to occur in 2004.

Ruth Fagley Codington '37 Memorial Scholarship—Established in 2003.

The Charles S. Coen and Mary Coen Scholarship—Established in 1997 by the Charles S. and Mary Coen Family Foundation.

The Louise Collier Scholarship—Established in 1978 by the late Martha S. Collier '15 in memory of her mother.

The Sara Cochran Coppes Scholarship—Established in 1980 by Sara Cochran Coppes, Class of 1934.

The Nancy Foster Craig Scholarship and the Nancy Pearl Craig Scholarship—Established in 1961 by the will of Margaret Craig Diehl.

The Belle Snyder Criswell Scholarship—

Established in 1969 from the estate of her son, Carmer Criswell.

The Nancy Jane Criswell (1889)

Scholarship—Established in 1948 by the will of the late Nancy Jane Criswell.

The Charlotte I. Davison (1897) Scholarship

in History—Established in 1963 under the will of Frances W. Davison; scholarship in the History Department in the name of Charlotte I. Davison, former professor and head of Wilson College's Mathematics Department for 40 years.

The Charlotte I. Davison (1897) Scholarship

in Mathematics—Established in 1947 by friends of the college.

The Sylvia Scalera Davison '44 and Mary

Meineke Dee '44 Scholarship—Established in 2005 by Sarah Davison Cooley '44 in honor of her classmates.

The Mary E. Diamond '34 Scholarship—

Established in 1968 under the will of Belle B. Diamond in memory of her daughter.

The Eunice Abbie Dickinson '19

Scholarship—Established in 1963 by friends.

The Jean D. Dill Scholarship—

Established in 1986 by the late Jean D. Dill '27.

The Catherine Henry Dimmick Memorial

Scholarship—Established in 1998 by Cynthia Dimmick Grove '63 in memory of her mother.

The Margaret Criswell Disert '20 Honors

Scholarship—Established in 1993 in memory of Margaret Disert, Dean Emerita.

The Elizabeth and Lawrence Dunlap

Scholarship—Established in honor of Elizabeth Suter Dunlap '38 and Lawrence Dunlap by their daughter, Mary Dunlap Lindstrom '65.

The Mary Keeny Eberly '25 Scholarship—

Established in 1992 by family members in her memory.

The Edwards Scholarship—

Established in 1986 by Joan Foresman Edwards '58 and D. Gerald Edwards.

Jane Troutman Ensminger '52 and Richard Ensminger Scholarship—Established by Jane Troutman Ensminger '52 and Richard Ensminger in October 2000. A strong preference will be given to full-time residential students who are single mothers.

The Ella B. Everitt Scholarship—Established in 1927 by the Wilson College Club of Philadelphia in memory of Dr. Ella. B. Everitt, Class of 1888.

The Ann M. Wentz Ewing, Ph.D. '57 Scholarship—Established in 1995.

The F & M Trust Scholarship—Established in 1998 by Franklin Financial for needy students.

The Elizabeth C. Gallager '21 Scholarship—Established in 1972 under the will of Mrs. Elizabeth C. Gallager.

The Janet Hess Garis '48 Scholarship—Established in 2008 by Janet Hess Garis.

The Dorothy Leona Gettinger and Fern M. Gettinger '24 Memorial Scholarship—Established in 1997 under the will of Fern M. Gettinger.

The Suzanne Hodgson Gottling '56 Scholarship—Established in 2001.

The Eleanor S. Hall (1909) Scholarship—Established in 1975 under the will of Eleanor S. Hall.

The Elizabeth Swain Havens (1895) Scholarship—Established in 1951 in memory of Elizabeth Swain Havens.

The Paul Swain Havens Scholarship—Established in the 1950's in honor of Wilson's president from 1936-70.

The Judith Cassidy Hellfach '52 Scholarship—Established in 1992 by Mr. Kurt Hellfach in honor of his late wife.

The H. E. R. Scholarship—Established in 1927 by friends of the college.

The Katie E. Hershey Memorial Scholarship—Established in 1962 by her daughter, the late Saline C. Hershey '32.

The Mary Elizabeth Hicks and John Temple Evans Memorial Scholarship—Established in 1997 by Helen Evans Febbo and Gwendolyn Evans Jensen in memory of their parents.

The Paula Hoch Highman '54 Memorial Scholarship—Established from Warren H. Highman's estate in honor of his wife.

The Fannie W. and W. Stanford Hilton Scholarship—Established by Frances A. Hilton '50 in honor of her parents.

The Edwin Theodore and Mary Niemyer Hollinger Scholarship—Established under the will of Edwin Theodore Hollinger.

The Nellie McIlvaine Hoopes (1885) Scholarship—Established in 1967 by the will of Helen Hoopes, Class of 1908, in memory of her mother.

The Anne Morgan Horner '23 Memorial Scholarship—Established in 1995 under the will of Anne Morgan Horner.

The Louise Howell '38 Memorial Scholarship—Established in 1998 in memory of Louise Howell.

The Mernie Turrell Howorth Memorial Scholarship—Established in 1959 by her husband, the late George Howorth.

The Norman O. Huber Scholarship—Established in 1965 by his wife, Marjorie Kremer Huber, in his memory. Mr. Huber was a Trustee of the college from 1940-53.

The Barron Blewett Hunnicutt Memorial Scholarship—Established in 1987 by William R. Hunnicutt in memory of his wife, lecturer in Fine Arts from 1980-83.

Peggy Hurst '46 Memorial Scholarship—Established by Frances Dunkle Coffin '43 in December 2001 in memory of Peggy Hurst '46. Preference will be given to a student in her sophomore or junior year majoring in chemistry, physics, biology or mathematics.

The Lillia Babbitt Hyde Scholarship—Established in 1968 by the Lillia Babbitt Hyde Foundation.

Helen V. Ininger '53 Endowed Scholarship—Established in 1998 in memory of Helen V. Ininger.

The International Scholarship—Established by Stephen and Patricia Weaver Telkins '63 in June 2001. This scholarship will be established as a permanent fund at Wilson College, with a preference for international students or for any students with an interest in international affairs.

The Abraham Jacobs and Mary Cohen Jacobs Scholarship—Established in 1973 by the late Harold H. Jacobs in memory of his parents.

The Margaret and Martha Jamison Scholarship—Established in 1950 by the Arbuckle-Jamison Foundation.

The Christian F. Jessen Memorial Day Care Scholarship—Established in 1999 in his memory by family members and friends. Christian Jessen (1995–1999) attended the Wilson College Day Care Center for three years.

The Kier Scholarship—Established in 1963 by Porter S. Kier.

The Thomas and Kathleen Kimes '52 Scholarship—Established by the donors in 2007.

The Gail Scott Kurtz (1910) Memorial Scholarship—Established in 1993 by Elizabeth K. Puzak '38 in memory of her mother.

The Elizabeth Karns Lennox Scholarship—Established in 2008.

The Ella May Coover Logan (1876) Scholarship—Established in 1960 by Helen M. Logan, Class of 1902, Caroline E. Logan, Class of 1906, and Eleanor Logan Thomas, Class of 1912, in memory of their mother.

The Mary McCreery Lupfer Scholarship—Established in 1971 by the late Mrs. Lupfer.

The Cora Elizabeth Lutz Scholarship—Established in 1968 by Miss Helen Alling in honor of Miss Lutz, Professor Emeritus of Classics.

The Helen V. Martin (1908) Scholarship—Established in 1964 by the late Helen V. Martin.

The Filomena Massa Memorial Service Scholarship—Established in 1996 by Gloria Massa '47 in memory of her mother.

Miriam Cassel Matthews '17 and Miriam Matthews Haddad '47 Scholarship—Established by the Rev. Ernest Haddad in December 2001 in memory of his mother-in-law, Miriam Cassel Matthews '17, and in honor of his wife, Miriam Matthews Haddad '47.

The Peter and Sarah Jo Mazur Scholarship—Established in 1999 by Peter and Sara Jo Mazur. Peter Mazur is a former Wilson Trustee.

The Carrie Westfall McCormick Scholarship—Established by Marjorie McCormick Peters '46 in May 2000 in memory of her mother, Carrie Westfall McCormick. Preference will be given to students preparing to teach.

The John C. and Emilie K. McDowell Memorial Scholarship—Established in 1949 by the late John C. McDowell Jr., a former Trustee, in memory of his parents.

The Mary Belle McElwain (1895) Scholarship—Established in 1944 by the Class of 1895.

Marguerite McGregor '51 Scholarship Endowment—Established by Marguerite McGregor '51 in November 2000. This scholarship will be awarded annually to students in good academic standing.

The Louise Lindsay McKnight Scholarship—Established in 1924 by the late Mrs. C. G. Richards, Class of 1897, and the late Elizabeth B. McKnight, Class of 1905, in memory of their mother.

Monticello College Foundation Scholarship in Memory of Esther Anne Wright Keller—Established in 1984.

The Warren Nelson Nevius Memorial Scholarship—Established in 1952 in memory of the Rev. Dr. Warren Nelson Nevius, Professor of Bible and Ethics at Wilson College from 1924–51.

The Warren N. Nevius Scholarship—Established in 2001 in memory of the Rev. Warren Nelson Nevius by Ann Tilden Pope '47.

The Verna Elizabeth Parker Scholarship—Established in 1972 by alumnae and friends of Miss Parker, Professor Emeritus of Psychology.

The Marjorie Adair '48 and Richard H. Parson's Scholarship—Established in 2005 in honor of the donor.

Anne Petralito Scholarship—Established in 2003 in honor of her birthday.

The Margaret Wilson Philips (1911)

Scholarship—Established in 1997 by Jane Philips Bellis '37 and her daughter Jane Bellis Heintzelman '65 in memory of Mrs. Bellis's mother.

The Viola Ohler '35 and William H. Phillips

Scholarship—Established in 2000 by William H. Phillips and funded in 2009.

The Belle McLellan Pomeroy (1880)

Scholarship—Established in 1966 in memory of Belle McLellan Pomeroy.

The Pomeroy Family Scholarship—

Established by Harriet Gilmore Yoh '33 in honor of her mother and two aunts.

The Bernice Cole Prentis Scholarship—

Established in 1969 under the will of Mrs. H. W. Prentis, whose husband was chairman of Wilson's Board of Trustees from 1949-58.

The Helen L. and Edmund B. Redington and

Mary Redington Galbraith Scholarship—

Established in 1999 by Mary and James Galbraith.

The J. G. Reaser Memorial Scholarship—

Established in 1909 by friends of the College as a memorial to the late Rev. Dr. J. G. Reaser.

The Mary McKnight Richards (1897)

Memorial Fund—Established in 1949 by Miss Elizabeth McKnight, Class of 1905, in memory of Mary McKnight Richards.

The Eleanor F. Rodisch '40 Scholarship—

Established in 1991 by the late Eleanor F. Rodisch.

The Veronica Storey Rollka Memorial

Scholarship—Established by Barbara Rollka Weeks '50 and Ted Weeks in memory of Mrs. Weeks' mother.

The Jane R. Ross (1897) Scholarship—

Established in 1954 by the late Jane R. Ross.

The Joseph Roszkowski Memorial

Scholarship—Established by Patricia D. and Robert C. Stiff (former Trustee) in memory of Mrs. Stiff's father.

The Adelaide Hunt Rowe (1914)

Scholarship—Established in 1978 under the will of Adelaide Hunt Rowe.

The Madame Helena Rubinstein

Scholarship—Established in 1966 by the Helena Rubinstein Foundation.

The J. K. Russell Scholarship—Established in 1924 by the late Mrs. J. K. Russell and Rose Russell, Class of 1902, in his memory.

The Esther Lydia Saanum and Julian Emil

Jensen Memorial Scholarship—Established in 1997 by Joyce Jensen Griffiths and Gordon M. Jensen in memory of their parents.

The Mrs. William T. Scheide Memorial

Scholarship—Established in 1924 by the late Gertrude Scheide Caldwell in memory of her mother.

The Col. Thomas A. Scott Memorial

Scholarship—Established in 1930 in memory of Col. Thomas A. Scott.

The Dr. Carl E. Seifert Memorial

Scholarship—Established by Charles F. LeeDecker and Esther Spahr LeeDecker '36, in memory of Dr. Charles E. Seifert, Professor of Education at Wilson.

The Arline Eshleman Shannon '46

Scholarship Endowment—Established in 1999 by Kathleen E. Shannon '71 in honor of her mother.

The Clare Wheeler Shepler Scholarship—

Established in 1994 by Mary Wheeler King '23 in memory of Clare Wheeler Shepler.

The James Allen Lee Shover Memorial

Scholarship—Established in 1993 by Mr. and Mrs. Scottie L. Shover in memory of their son, James Allen Lee Shover, a Wilson student.

Phyllis King Smith '43 Scholarship—

Established in 2002.

The Sprint-Charlotte Newcombe

Foundation Scholarship—Established in 1997 by Sprint/United Telephone-Eastern and the Charlotte W. Newcombe Foundation.

The Donald and Dorothy Stabler

Scholarship—Established by the Stabler Foundation in 2008.

The Dorothy L. Stabler Day Care

Scholarship—Established in 2000 by Dorothy Stabler, an honorary degree recipient, and the Donald and Dorothy Stabler Foundation.

The Jean Stapleton Scholarship—

Established in 1988 by John Bex in honor of Jean Stapleton, friend of Wilson College.

The C.V. Starr Scholarship Endowment—

Established in 1996 by the Starr Foundation.

The Bertha Taylor Steele (1904) Memorial Scholarship—Established in 1999 by Helen Steele Bair '32.

The Mary I. Stephens '50 Scholarship—Established in 1993 under the will of Mary I. Stephens and by Lilly Stone Lievsay '50.

The Dorothy E. and Leroy Strait Scholarship—Established in 2009 by Candace L. Strait '69 in honor of her parents.

The Florence C. Strauss/Charlotte Newcombe Foundation Scholarship—Established in 1999 by Carleton O. Strauss (former Trustee) and the Charlotte Newcombe Foundation.

The Elizabeth McGeorge Sullivan '38 Scholarship

The Surdna Foundation Scholarship—Established in 1986 by the Surdna Foundation.

The Charlotte Klein Swaim Scholarship—Established in 1997 by the Rev. J. Carter Swaim '28.

The Anna Louise Sybrandt Scholarship—Established in 1927 by the late Rev. William H. Sybrandt in memory of his wife.

The Helen Holman Tate '15 Scholarship—Established by Howard Tate in memory of his wife.

The Dorothy E. G. Teckmeyer Scholarship—Established in 2003.

The Dorcas Thomas Memorial Scholarship—Established in 1961 by her mother, the late Mrs. Alice L. Thomas.

The Edyth Thompson Voice Memorial Scholarship—Established in 1973 by Mrs. Helen T. Seibel in memory of her sister, who taught voice and conducted the Wilson College choir for 25 years.

The Mary Louise Tinkler '45 Scholarship—Established in 1981 under her will.

The Elizabeth Clugston Titzel '27 Scholarship—Established in 1997 in her memory.

The Betsy Coen Trapuzzano '76 Memorial Scholarship—Established in 1995 by the Charles S. and Mary Coen Family Foundation in memory of the Coens' daughter.

The Margaret Sieber Trimmer'35 International Travel Grant—Established in 1999

The Margaret Turner '15 Scholarship—Established in 1904 by the donor

The Van Looy Scholarship—Established in 1999 by Priscilla Van Looy.

The Elizabeth van Shrik '49 Scholarship—Established by the donor in 2001.

The Varter Bogigian Deranian Scholarship—Established in 2008 to support educational expenses for Armenian students. The initial gift came from Hagop Bogigian.

The Ethelbert D. Warfield Scholarship—Established in 1937 by the Alumnae Association in memory of Dr. Ethelbert D. Warfield, President of Wilson College from 1915-36.

The Elizabeth Patterson Weitzel (1910)—Established in 1999 by Mary Weitzel Gibbons.

The Anna F. Welles Scholarship—Established in 1930 by the late Mrs. Frank R. Welles.

Emily Alter Werkheiser '24 and Isabel Alter Hill '18 Scholarship Endowment—Established by Robert Charles Traylor and Melesse Kerr Werkheiser Traylor '60 in December 2000 in memory of two sisters, Melesse's mother and aunt, both of whom had an abiding love for Wilson College. Both were involved in youth development work in their respective communities, and both were instrumental in sending a number of deserving young women from those communities to Wilson College.

The Theodore B. Westgate Scholarships—Established in 1931 by the late Theodore B. Westgate.

The N. Milton Woods Scholarships—Established in 1922 by the late Mrs. N. Milton Woods. There are two scholarships, one bearing the name of N. Milton Woods and the other of Mrs. N. Milton Woods.

The A. K. Wright Scholarship—Established in 1954 through the gift of the late Abram K. Wright.

GIFTS IN TRUST

Wilson grants are in part comprised of income from the following gifts in trust.

The Henry and Cecelia M. Coope Scholarship—Established in 1956 by the late Jessie Coope, Class of 1893, in memory of her parents.

The Curran Foundation Scholarships—Established in 1936 under the will of the late Dr. William Curran, Alice Shutts Fuchs '38 and Dorothy Stabler. Curran Scholarships are awarded annually in memory of Dr. Curran.

Eleanor Stewart Fulton Scholarship—Established in 1990 under the will of Eleanor Stewart Fulton.

Charlotte E. Gemmill '16—Established through the Warwick Foundation.

The George W. Hosfeld Scholarship—Established in 1978.

The Mary Wheeler King '23 Trust—Established in 1993 under her will. Eleanor Lowe Lehman '36 and Dr. William G. Lehman Jr.—Established in 2007.

The Mary Elizabeth Moore '31—Established in 2005 from the estate of the late Ora D. Lemon.

The Jessie Spielman Omwake Scholarship—Established in 1968 under the will of the late Mrs. Omwake, Class of 1902.

Elizabeth Robb '34—Established a charitable trust for scholarships in 2003.

The Maude Beatrice Wyman Scholarship—Established under the will of the late Miss Maude Beatrice Wyman and the estate of her father, the late Jeremiah C. Wyman.

UNDESIGNATED BEQUESTS

The following individuals have made unrestricted bequests or trust gifts to Wilson College for \$30,000 and above. In recognition of their belief in and support of Wilson College, Wilson grants are awarded annually in their memory.

Ruth Landefeld Armstrong '33

Jane Meyer Clotworthy '28

Jean D. Dill '27

Margaret Harkness Floyd '32

Edith Fry '26

Virginia Redman Geddes '22

Mary Culp Kershner '26

Margaret McPherson '51

Elizabeth C. Miller '26

Grace Nelson '45

Kendall Read

Raymond Romary

Irene Smith Sartain '32

Elizabeth Sloan '27

Gilbert Smith

Esther Shoemaker Stanford '21

Katharine Stokes '28

Elizabeth McGeorge Sullivan '38

Elisabeth Swain '38

Elizabeth Clugston Titzel '27

Margaret Tunnard

VETERANS PROGRAMS

Military veterans, active-duty personnel, dependents of disabled veterans, National Guard and Reservists may receive educational benefits at Wilson College. Federal VA education benefits as well as State Grant programs are available to part-time and full-time students. The Post 9/11, Chapter 33 educational benefits may fully pay for a student's tuition and fees. The VA approved Wilson College'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 near-by Shippensburg University. ROTC scholarships have been awarded to Wilson students.



CAMPUS LIFE

The Office of Student Development at Wilson is a partner with the academic program in assisting students' growth and learning. The department takes a student-centered, holistic approach to co-curricular learning in all areas of student life, including: residence life; physical, mental and spiritual wellness; career services; dining services and student activities. The programs sponsored by the office seek to develop critical thinking, self-confidence and competency. Empowering students to achieve their goals and attain a better understanding of themselves in that process produces successful graduates.

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 (e.g., unproctored and self-scheduled exams).

Wilson College is an institution rich in tradition and history. Since its opening in 1869, Wilson students have participated in a variety of activities and events that still have relevance in the modern culture of the College. College For Women students participate in events during Sarah Wilson Week (named for the woman whose financial gift inspired the founding of the College) and are matched with a Big Sister (junior) and a "buddy" (sophomore) to assist in the transition to college. There are many time-honored traditions that take place such as:

- Blue/Silver Welcome Dinner
- Valentine's Day Dinner
- Christmas Vespers
- Senior Night
- Thanksgiving Dinner
- White Dinner (Formal Christmas Dinner)
- Spring Fling
- Odd/Even contests
- Class events

ACTIVITIES

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, bands and events in the coffeehouse, 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 input and effort of students and the Campus Activities Board (CAB).

WILSON COLLEGE GOVERNMENT ASSOCIATION

The Wilson College Government Association (WCGA) offers all students an opportunity to participate in campus governance.

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 thru 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 Women with Children students and international students will occur just before the start of classes.

RESIDENCE LIFE

In support of a living-learning environment, on-campus housing is available to female students enrolled fulltime in CFW, ADP, TIP, M.Ed. or associate programs. In order to reside on campus, she must be full-time, matriculated and seeking a degree. In an effort to develop and support the entire student both academically and socially, all CFW students are required to live on campus. CFW 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. Special authorization to live outside of the 50-mile distance limit must be obtained from the Dean of Students. Any student wishing to change her residential status or be exempted from the residency requirement must make a written request to the Director of Residence

Life according to Bluebook regulations. All residential CFW students are required to purchase a board plan.

Residence hall rooms are equipped with a bed, dresser, desk and desk chair for each student housed in the room.

- Rooms are provided with connections for cable hook-up and local phone jack. The Internet connection is provided free of charge. Students who want cable or local phone service in their rooms are required to set up individual contracts for service with the local providers. Cable TV, wireless and landline phone service are available in the residence hall public spaces.
- 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 upon their student type). Requests must be supported by documentation from the treating medical professional. All documentation will be reviewed at the end of each academic year. Documentation must be updated prior to room selection for the following year. (All medical documentation received is kept confidential.)

Within the residence halls, student staff members are selected and trained to serve for the academic year as resident assistants (RAs). The RAs serve as part of the residence life staff. 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 a resource 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. Hall senators also serve on the residence council to address and carry out ideas in the halls. Residence hall rules and regulations are evaluated and revised annually by the council.

Meal Plan

All residential College for Women students are required to be on a meal plan, of which several are available. The student's choice of plans must be conveyed to the Business Office in the beginning of the academic year. The default choice is a three-meal plan. Identification cards are required for entrance into Jensen Dining Hall and are distributed by the Office of Student Development.

Intersession Housing

Residence halls are closed during the Thanksgiving, winter, January term, spring and summer vacation periods. January term and summer housing may be offered for students enrolled in classes or working on campus 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. Break housing is not guaranteed and may carry additional fees. Students may be asked to live in another residence hall for the duration of the break with limited access to the residence room she normally occupies during regular session. There will be no food service available to students staying in residence during break periods.

Personal Property

The College and its officers, employees and agents assume no responsibility for the loss, damage or destruction of personal property kept or stored in the Residence Hall. The College recommends that the student's property be insured under her own individual homeowner or renter's policy. Storage space for personal property is not available for students during the normal academic year. All of the student's personal belongings must be kept in her assigned residence hall space. The student is responsible for ensuring that all personal property is removed at the time of checkout. The student will be charged for the removal of any personal belongings left. Limited storage may be available during summer break. Storage is at the student's own risk.

WOMEN WITH CHILDREN PROGRAM

In 1996, Wilson College began the Women with Children program, which allows single mothers the opportunity to experience a residential college setting. Single mothers live on campus with their children in college housing. The women participating in the program—and their families—are an integral part of the Wilson College community.

A woman interested in the Women with Children program must complete an application to the College for Women. Admission requirements and criteria are consistent for all students enrolled to the College. Once accepted into the College, she then completes an application to the Women with Children program. Applicants are interviewed in person by a committee that includes the director of the WWC program.

Once living on campus, the woman and her child or children are encouraged to actively participate in the life of the community as any other campus member. The women participating in the WWC program follow all college guidelines and have access to all the college services and programs while living on campus. Members of the program have participated in activities such as athletics, residence life, student government, and student organization and club activities. Additional activities specifically designed for the program participants are required.

OTHER STUDENT LIFE PROGRAMS

CAREER DEVELOPMENT CENTER

The career services office assists students throughout their college experiences in identifying career interests, developing meaningful internship experiences and establishing individually appropriate career and life goals.

Resources and services provided by the career services office are designed to encourage Wilson College students to be proactive in their career development and to enhance their educational experiences. Through self-assessment, career exploration and career/life counseling, students have the opportuni-

ties to become more self-aware and 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 beginning their freshman year through graduation.

COUNSELING SERVICES

The counselor's primary focus is on insight-oriented counseling through a self-referral system. Individual counseling, life skills counseling and support groups are available to all currently enrolled Wilson students who are pursuing a degree. Medication management is also available with a contracted psychiatrist who works collaboratively with the counselor to provide continuity of care.

Programming and services are consistent with Wilson's mission as a women-centered college. The counselor addresses women's issues on a regular basis through workshops, special programs and teaching, and works in collaboration with health, career, athletics and residence life services to develop preventive programs. Issues addressed include, but are not limited to: transition to college life, depression, sexual assault awareness, sexual health, healthy eating and nutrition, body image, relationship concerns, drug and alcohol issues and diversity.

Counseling services also integrate the philosophy of the Honor Principle into programming, individual sessions and support groups, reinforcing the need for women to be assertive by being honest with themselves and each other. With this in mind, the counselor's goal is to empower students so that 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.

All services are free and confidential.

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. Residential CFW students are required to purchase a meal plan. Commuter students,

staff, faculty and guests may pay as they go for meals. Special dietary concerns are accommodated on an individual basis when needed, with vegetarian fare offered at every meal. Menus and offerings are based on feedback from students via comment cards, food forums and emails.

HEALTH SERVICES

The Health Center is staffed by a College Nurse who is available for limited routine services. A local medical practice offers non-emergency care to resident 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.

See page 75 for information about requirements for student health insurance.

INTERCOLLEGIATE ATHLETICS

Wilson College is committed to the integration of the mind, body and social development of each student; therefore, athletic participation at Wilson is an integral part of the educational process. Student-athletes are committed to academics, sports and other areas of campus life. Nearly one-third of the students play at least one of the seven intercollegiate sports and many athletes compete in each of the three-sport seasons.

Wilson College is a Division III member of the National Collegiate Athletic Association (NCAA). Wilson is also a member of the North Eastern Athletic Conference, the National Collegiate Gymnastics Association (NCGA) and the Eastern College Athletic Conference (ECAC), offering varsity teams in field hockey, softball, basketball, gymnastics, soccer, lacrosse and tennis. All students participating in intercollegiate athletics must have proof of medical insurance either through the College's health and accident insurance program or another comparable policy. In addition, a physical examination by the College physician is required prior to participation in any intercollegiate athletics activity.

INTERNATIONAL PROGRAMS OFFICE

International students have the services of an adviser who can help with travel needs and provide support concerning student visas and F-1 regulations, as well as other concerns. Further, the “Friendly Families/Host Homes” and “Culture Exchange” programs connect international students with volunteer families and friends in the Chambersburg area. Numerous trips and activities are offered throughout the year for international students through the international programs office.

SPIRITUAL LIFE

Wilson College is a Presbyterian-affiliated college that supports a diverse interfaith community. The Helen Carnell Eden Chaplain conducts weekly worship services, provides pastoral care to members of the College community and coordinates volunteer and service learning opportunities for all students. Through the chaplain’s office, students can find opportunities for spiritual growth through classes, trips, Bible studies, speakers, activities, clubs and other events. Students are encouraged to check out the religious activities brochure, which is published on a biannual basis and is available outside the chaplain’s office.

STAFF MENTORS

New students are assigned to staff mentors, who are available to provide support and encouragement during their transition to college. Contact the student development office manager for more information or questions.

STUDENT CLUBS

Wilson College Government Association (WCGA)

WCGA is Wilson’s student-run government, which oversees the activities of all other student clubs and organizations on campus, in addition to many other tasks. 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. For a complete listing of all student organizations, please visit www.wilson.edu/wcga.

Agape

Agape seeks to offer opportunities for Christian fellowship through Bible study, prayer partners, concerts, worship services and other events. A standard Sunday evening meeting will include study and fellowship. On any given evening, the group may be studying a Biblical passage, discussing an interesting article, eating ice cream or watching a movie.

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.

Athletic Association

Upon entering Wilson, a CFW student becomes, ipso-facto, a member of the Wilson College Athletic Association and is welcome to participate in its various sports programs and to attend council meetings. The purpose of the organization is to maintain an interest in athletics, oversee the Outing Club and to promote sportsmanship. The encourages each student to take part in the athletic association’s inter-class, Odds-Evens, intercollegiate, inter-residence hall and faculty-student sports competitions.

Awards in 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 an outstanding attitude and cooperation both while playing sports and in all phases of life.

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

Published tri-weekly 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 the readers, it is a succinct summary and sounding board of campus events; for its 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 attend.

Bottom Shelf Review

Wilson's literary review was created to gather students to share literary interests and to promote the expression of literary talent within our committee. The group holds open poetry readings to discuss community contributions and annually publishes a select collection of poems and prose.

Campus Activity Board (CAB)

Campus Activity Board is a student-centered organization that assists the activities director with planning, organizing, implementing and evaluating student activities. Activities include the selection of films for the film series and bands and other entertainers, as well as trips off campus. CAB also plans the two annual semi-formals, White Dinner and Spring Fling.



Cheer Jocks

Membership in Cheer Jocks is for any student (athletes and non-athletes) who would like to show support and encouragement for the various athletic teams and athletes. They organize attendance at games, surprises for athletes and more.

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 are eligible to try out for choir. Auditions are held at the beginning of every semester.

Conococheague (Yearbook)

Wilson is fortunate to have two Conococheagues: the stream that runs through campus and college yearbook. The yearbook staff works together each year to produce photography and page layouts for the best possible memories for Wilson students. Each yearbook section has an editor(s). Sections 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 the interscholastic dressage competitions and intramural dressage shows.



Drill Team (Mounted Drill Team)

The Wilson College Drill Team consists of eight to 16 horses and riders that put on several musical performances throughout the year for special events. The drill team allows riders of differing levels of ability to demonstrate their skills acquired through practice with the team. The team serves as a representation of the equine department and Wilson College as a whole.

Education Club

The Wilson College Education Club is a club for people who are interested in education and promotes educational activities within Wilson and the surrounding community. The club is open to all traditional students, whether or not they are majoring in education. Activities include fund-raising projects.

Environmental Club

The Wilson College Environmental Club works to promote an increased awareness and understanding of environmental issues, as they relate to the role of the individual. The purpose of the club is to create awareness of environmental issues such as conservation, preservation and restoration, with emphasis on educating. Any interested member of the Wilson community—student, faculty or staff—is encouraged to join.

Equine-Facilitated Therapeutics (EFT) Club

The Wilson College Equine-Facilitated Therapeutics Club aims to educate students of about the benefits of equine therapies and maintain a support system for families with children with special needs.

Eventing Team

The Wilson College Eventing Club's main goals are to educate students about the equine sport of eventing; promote learning and safety while actively pursuing the sport and all it entails; and involve students building and maintaining cross-country jumps at the Penn Hall Equestrian Center that will be open to everyone.

Exercise Sports and Science (ESS) Club

The purpose of the Wilson College Exercise Sports and Science Club is to promote health, fitness and wellness in the Wilson community—student, faculty and staff—through educational programs and activities that emphasize the importance of exercise and good nutrition.

Fencing Club

The Fencing Club teaches and promotes the art and sport of fencing. Members practice weekly to develop skill in swordplay and to engage in friendly bouts. Most members join as beginners, so all students are welcomed. This is a three-weapon club, competing in the 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.

Forte

Forte is a musical group that provide an opportunity for members of the Wilson College community to participate in musical performances. Students, staff and faculty are all welcome to join.

Hunt Seat Equitation Team

The Wilson College Hunt Seat Equitation Team allows students to participate in inter-collegiate 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 Region II Zone 3 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 who represent just about every continent in the world come together to host eclectic dinners, cultural evenings and other activities to promote cultural awareness. The Muhibbah Club seeks to build connections with other universities and colleges to co-sponsor activities.

Orchesis

Orchesis is a modern dance troupe for any student interested and/or skilled in technique and creative interpretation. All students are welcome to participate. This club focuses on perfection of performance and technique, as well as fun. Activities include a concert each semester to show what the students have accomplished.

Society of Leadership and Success

Society of Leadership and Success is a leadership organization that helps students develop their leadership potential and set goals for growth. It sponsors numerous workshops through the year.

Spanish Club

The Wilson College Spanish Club was created with the purpose of increasing student awareness and participation in activities concerning Hispanic peoples. It offers an opportunity to explore a different side of the world, of the Americas and our community.

Students in Free Enterprise (SIFE)

SIFE is open to all Wilson students with an interest in business and entrepreneurship. SIFE is a global non-profit organization comprised of 1,800 campus teams worldwide, with the sponsorship of multinational corporations, foundations, entrepreneurs and government officials.

VMT Club (Veterinary Medical Technology Club)

The Wilson College VMT 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 work on equitation, horsemanship patterns 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. The team represents Wilson College in Zone 3 Regions 3 and 4 of the Intercollegiate Horse Show Association circuit.

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:

1. Name
2. Address
3. Email address
4. Dates of attendance
5. Classification
6. Program of study
7. Previous institutions attended
8. Awards and honors
9. Degrees
10. Participation in recognized activities, organizations and sports, including 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 (FERPA), as amended. This act, 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 the Family Educational Rights and Privacy Act may be referred to the registrar's office, which is the official FERPA reporting agent.

ALUMNAE ASSOCIATION

The Alumnae Association of Wilson College was organized in 1879 and incorporated in October of 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 alumnae are visible in the everyday life of the campus, including through mentoring relationships that afford students opportunities for success beyond academia.

Noteworthy Alumnae

Pauline Morrow Austin '38: Pioneer in the use of radar in meteorology.

Jeanne Crawford Beck '65: Biochemist, cell biologist, former professor, Coriell Institute for Medical Research and deputy director of Coriell Cell Repositories, the largest research repository of human cells worldwide. Co-owner of Crawford Beck Vineyard.

Dia Barman-Griffin '92: Vice president, management information systems, Scudder Kemper Investments, New York.

Anne E. Grimes '82: Deputy public affairs officer, U.S. Consulate General, Mumbai, India.

Yae Moriguch '85: In-house television producer and general manager of television department for Mitsubishi Corp., Japan.

Candace Straight '69: Founder and director of WISH List (Women in the Senate and House); Republican co-chair of Women's Campaign Fund; vice chair of New Jersey Sports and Exposition Authority.

Gretchen Van Ness '80: Attorney, Boston, U.S. Court of Appeals, 1st Circuit and former president of the Women's Bar Association of Massachusetts; has represented clients in precedent-setting civil rights and discrimination cases in state and federal court.

Athena Varounis '76: Former FBI supervisory special agent; adviser to the film, "Silence of the Lambs."

FACILITIES ON THE WILSON COLLEGE CAMPUS

Alumnae House: Office of College Advancement, which includes Development, Alumnae Relations, Annual Fund and Communications.

Art Annex: Printmaking and ceramic studios.

Athletic Fields/Tennis Courts Helen M. Beach '24 Veterinary Medical Technology Building: Clinical suites and animal care laboratory facilities.

Davison Hall: residence hall, faculty offices; Buchanan-Appenzellar Dance Studio.

Disert Hall: Women with Children and traditional CFW residence hall.

Edgar Hall: Vice President for Academic Affairs, Registrar, Business Office, Financial Aid, President's Office, Information Technology, Institutional Research and assessment.

Fulton Center for Sustainable Living: Historic farmstead, VMT barn, greenhouse, composting facility, organic gardens, community-supported agriculture.

Frank E. Gannett Memorial Field House: Weight training room, archery range, gymnasium, bowling alley, faculty/coaching offices.

Gymnasium: Gymnastics facility

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: This \$25 million LEED-certified project was completed and opened for classes in January 2009. The 75,000-square-foot building contains classroom space, 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 Boardroom, lounge, stage and assembly room.

Lenfest Commons: Campus Safety; Campus Information (switchboard); bookstore, Jensen Dining Hall, student government offices, post office, health center, Office of Dean of Students, Director of Residence Life, Director of Career Services, Chaplain, Prayer Chapel, fitness center, counselor's office, Assistant Dean of Students and International Programs, Coffeehouse, social and recreational facilities.

Lortz Hall: Faculty offices; Fulton Center for Sustainable Living office, Bogigian Gallery, Fine Arts Department, classrooms.

Alan McKee Physical Plant Building: Maintenance and housekeeping staff.

Magill House: Guest or staff housing.

Norland Hall: Office of Admissions, parlors, guest rooms.

John Stewart Memorial Library: Library resources, computers, technology classroom.

Penn Hall Equestrian Center: Two indoor riding arenas, outdoor riding arena, stables, paddocks.

Prentis Hall: Women with Children residences, child care center.

Residence Halls: Davison Hall, Disert Hall, McElwain Hall, Prentis Hall, Riddle Hall, Rosenkrans Hall, South Hall.

Rosenkrans Hall: ADP housing.

Sharpe House: President's residence.

Thomson Hall: Academic Support Center, Conferences office, Alumnae Chapel (housing a four-manual Möller organ, pianos and harpsichord), classrooms (basement level), music classrooms and practice rooms.

Warfield Hall: Eleanor Martin Allen Auditorium, classrooms, faculty offices, computer lab.

ACADEMIC RESOURCES AND SUPPORT SERVICES

Academic Advising

Academic advising is an important resource available to all students and a joint responsibility between advisee and adviser. Entering first-year students in the College for Women 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, which 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.

Students in Adult Degree Programs are encouraged to consult with a staff adviser experienced in advising nontraditional-aged students. Faculty advisers are available for matriculated students in associate's degree programs, adult bachelor's degree programs and the Teacher Intern Program.

An advising handbook is distributed to students during orientation or upon matriculation. The handbook includes a checklist for graduation requirements, advisee 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 (ASC)

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, the artists have ample private studio time, 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 Dr. Barron Blewett Hunnicutt, art historian and member of the Department of Fine Arts faculty of Wilson College from 1980 until 1983. In her teaching and scholarship, Dr. 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. Occasional exhibits highlight a particular region, period or subject.

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. Mr. 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, which is 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, which 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 as a Second Language Instruction

Students who do not speak English as their native language are invited to join Wilson's English as a Second Language (ESL) program. ESL 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 Capt. Joan R. Hankey '59, U.S.N. Ret., 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 (VMC) 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 John Stewart Memorial Library, with a collection in excess of 165,000 volumes and other major resources and facilities, provides support for academic programs, as well as formal and informal study areas appropriate for both serious research and recreational reading.

In addition to providing individualized reference services, the library's professional staff conducts information literacy workshops and seminars.

This room and a casual study lounge next-door are available for use by Wilson students and faculty. Copiers, a microform reader/printer, desktop computers and printers, and audiovisual equipment are also available in the library.

Wilson College subscribes to an array of databases on the Internet and holds memberships in the Online Computer Library Center (OCLC), PALINET and Associated College Libraries of Central Pennsylvania (ACLCP), 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 x 300 feet and 76 x 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:

1. Grade-point average (3.25 seniors; 3.75 juniors)
2. 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.

3. Equivalent of two years of college-preparatory secondary school math or the completion of Math 103 and Math 110 at Wilson.
4. Completion of the equivalent of a college-level intermediate course sequence in a foreign language.
5. 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).
6. 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 that with their freshman/sophomore adviser to plan coursework accordingly.

The Richard Alsina Fulton Center for Sustainable Living (FCSL)

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 (FCSL) 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 scenic 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, serving 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 the catalog, students are advised that academic life at Wilson College is governed by the academic regulations found in the official Wilson College *Blue-book/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 shall 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 her/ his 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 this 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 shall be at the discretion of the instructor.

*Approval of Student Schedules

Each student shall be responsible for consulting with and obtaining approval of the academic adviser for planning a program.

*Auditing Courses

1. An auditor shall be 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.
2. Students requesting permission to audit a course must receive prior approval from the appropriate faculty member.
3. 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.
4. Students who audit courses will be 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 an audit will have on the student's aid.
5. Courses taught as "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.
6. 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

shall 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 shall 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 shall 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 shall have completed satisfactorily at least eight courses; as a junior, at least 16 courses; as a senior, at least 26 courses.

***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, she or he may be required to follow the most current requirements as determined in consultation with the registrar.

Course Load

A student shall normally take nine course credits per academic year. A student shall carry a minimum of four course credits in each semester to be considered full-time and a minimum of two course credits in each semester to be considered half time.

Course Overload

A student may enroll in over 5.5 course credits, up to 7.0 course credits, in any semester provided that she/he: (a) has a 3.5 grade-point average in the preceding semester, (b) was enrolled as a full-time student in the preceding semester and (c) has the approval of her/his adviser.

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 shall declare an intended major during the semester in which 16 credits will be completed. Associate's degree candidates shall declare an intended program during the semester in which nine credits will be completed. The student shall 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 form must be signed by the student's adviser and the department chair of the program in which the minor is offered.

***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 re-admission to the course will be granted only by the Committee on Academic Policy and Procedures.

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 shall submit the approval in writing to the registrar.

*Leaves of Absence

A leave of absence (LOA) is a period of time approved by the College during which the student is not in attendance, but considered a student of record.

A leave of absence may be granted to a matriculated Wilson College student upon 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 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:

1. Return to the College: The student shall notify the registrar's office to register for courses.
2. Withdrawal from the College: The student shall 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 towards Wilson College 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, which must include 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.

It is important to note that 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 each individual faculty member.

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 shall 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 under number 4.

1. *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 may 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 season.
- Monitor study hours of freshman athletes and athletes on academic probation.
- Weekly meetings 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.

2. *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.

3. *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.

4. *Description of the faculty-athletics representative.*

- The faculty athletics representative position is a requirement for membership in the NCAA. As stated by the NCAA, the primary duties of the faculty athletics representative are:
- Maintain the academic integrity of the athletic 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

1. Courses taken over the summer must be approved by the student's academic adviser.
2. No more than four courses 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 that 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, students may be accommodated into existing courses or additional sections may be added to accommodate waitlisted students.

If it is not possible or reasonable to make accommodations for the 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 individual 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, which must include 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.

It is important to note that 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

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: The 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: See table on next page.

Academic Probation	Course Credits Attempted	Minimum Gpa
Cumulative GPA For Baccalaureate Degree Candidates	4.00 to 7.99	1.70
	8.00 to 15.99	1.80
	16.00 to 25.99	1.90
	26.00 and above	2.00
Cumulative GPA For Associate Degree Candidates	4.00 to 8.99	1.70
	9.00 to 13.99	1.85
	14.00 and above	2.00
Required Semester GPA For Any Student	0.5 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. Learning Contracts: A learning contract 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 enter into a learning contract. All full-time and some part-time students who are retained on academic probation because of semester grade point average will enter into a learning contract. The student will contact the Office of the Academic Dean to set up a meeting at which time a learning contract will be estab-

lished. Students who do not abide by the terms of the learning contract 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.

Academic Dismissal Guidelines

Course Credits Attempted	Cumulative Grade Point Average
36	Less than 1.90
31	Less than 1.90
26	Less than 1.80
21	Less than 1.70
16	Less than 1.60
Less than 16	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 percent 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 advisers, 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. 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

Each student is responsible for attending class and assuming responsibility in all required meetings of courses, and for making whatever arrangements are necessary for work missed. Each instructor may establish special attendance policies that are essential because of the nature of the course. In the case of 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 shall be made at least one week in advance. Students should not expect to receive permission for exceptions to this regulation.

*Course Syllabi

The instructor shall distribute to students early in the semester the general work requirements and grading policies of the course. These shall include statements, as appropriate, concerning attendance, participation in class, quizzes, papers and an examination.

*Final Examinations

1. Types of Exams

- a. 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.
- b. Scheduled final exams are taken during the published final exam period at the registrar's scheduled exam time for a course.
- c. 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.
- d. Take-home final exams are exams or projects assigned by an instructor in advance of the published final exam period, but which have instructor-scheduled deadlines during the published final exam period.

2. Scheduling of Final Exams

- a. The final examination schedule will be published in the week following the add/drop deadline of 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 of and for final exams. Final examinations of any sort shall 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 shall not occur, or be due, in the last week of the regular semester.

- b. Scheduled final exams for day courses will be arranged (date 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 on the regular weekend day of the course, as appropriate, by the registrar's office. Scheduled final exam times may not be altered without the registrar's approval.
 - c. 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.
 - d. 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.
3. Academic Hardships
- a. 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.
 - b. 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 back to back on the same day, the student should petition the Registrar and the appropriate faculty members to adjust the exam schedule.
 - c. 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.
 - d. Travel away from campus prior to the end of the scheduled exam period shall not count as a hardship and will not qualify the student for adjustment of the exam schedule.
4. Performance of Final Examinations
- a. Faculty and student work in the performance of exams of any sort shall first of all be guided by the Wilson College Honor Principle.
 - b. For "scheduled" final exams, faculty shall report to the classroom designated in the published final examination schedule at the arranged day/time and provide students with the full three hour period to complete the examination. Students shall report for self-scheduled exams at the arranged day/time and remain in the examination room until they complete their exams, except to go to the rest room.
 - c. For self-scheduled final exams, faculty shall report for the self-scheduled exam at the arranged day/time and provide students with the full three hour period to complete the examination. Students shall report for self-scheduled exams at the arranged day/time and remain in the examination room until they complete their exams, except to go to the restroom.
 - d. For take-home final exams, faculty shall provide students with sufficient time to complete the examination. Students shall 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, then 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 shall report to the students their semester and mid-semester grades, if applicable, individual instructors may, at their discretion, report grades to students; however, the grades reported by the registrar's office shall constitute the official college record.

Grades used in reporting achievement in courses shall have the following significance:

A	Excellent
A-	Good
B+	Satisfactory
B	Minimal Passing
C+	Failing
C	Credit/No Credit
C-	Incomplete
D+	Withdrawn
D	
D-	
F	
CR/NCR	
IN	
W	

In computing academic averages, the assigned values shall be: A = 4, A- = 3.7, B+ = 3.3, B = 3, B- = 2.7, C+ = 2.3, C = 2, C- = 1.7, D+ = 1.3, D = 1, D- = 0.7, F = 0.

*INCOMPLETES

The grade of "Incomplete" 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**

1. 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.
2. The most recent grade counts in determining the student's cumulative grade-point average, regardless of which grade was higher.
3. It is recommended that the course be repeated in the first semester that it is subsequently offered. However, any course may be repeated any time prior to graduation.
4. 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).
5. Students may not repeat using the credit/no credit option (CR/NC) 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.
6. 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.
7. This policy took effect Jan. 1, 2004. Any course taken subsequent to January 1, 2004, replaces the previous grade earned in any previous semester.

Workload Guidelines

The instructor shall be guided by the suggestion that an "average student" will spend approximately nine hours per week per course, including all preparation, class and laboratory or studio time. The distribution shall depend upon 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. Proper conduct for the taking and completing of exams should be explained by instructors. It is the responsibility of instructors to make clear to students what their expectations are regarding proper methods of documentation in their coursework, and for students 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 paraphrases, 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 may be warranted, in which, the faculty member would resolve the matter directly with the student. In the case of serious or repeated offenses, or if an informal resolution was unacceptable to either of the parties involved, then 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 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 then must fill out an academic dishonesty report within one week of discovering the incident and 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, course number and title and a description of the events that led to the charge of academic dishonesty, and indicate 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 believes 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 grade of four or five on the placement examinations. The registrar's office will complete an official transfer evaluation upon receipt of the advanced placement credit report.

Advanced placement courses are calculated as part of the total number of transfer credits (not to exceed 22 course credits for a bachelor's degree, nine course credits for an associate's degree).

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

CLEP scores of acceptable level for the five general exams may be counted as equivalent to nine course credits. CLEP scores of an acceptable level for the subject matter examinations may be offered towards the minimum degree requirements by degree candidates.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES)

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

1. 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.
2. The student and the faculty member will complete an application for credit by examination.
3. The application, with the nonrefundable fee, must be submitted to the registrar at least two weeks prior to the date of the examination. Following the review by the dean, the registrar's office will notify the faculty member and the student.
4. The faculty member is responsible for assessing the work and assigning the grade, not for providing either instruction or instructional materials.
5. The faculty member must report the grade to the registrar's office no later than two weeks from the date of the examination.
6. Credit shall 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.
7. A student may not apply to earn credit by examination for any courses in which she/he has been enrolled at Wilson College.
8. No more than four course credits may be earned by credit by examination, with no more than two of these credits earned in any one discipline.

CREDIT FOR LIFE WORK EXPERIENCE/GENERAL CRITERIA FOR NON-COLLEGIATE LEARNING

1. 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 of private industry, nonprofit organizations, the U.S. Armed Services, government or non-regionally accredited institutions).
2. Decided on a case-by-case basis, applications for non-collegiate learning may earn students:
 - a. Exemptions from prerequisites.
 - b. Exemptions from course requirements for the major or the degree.
 - c. Academic credit.
3. Credit Awarded:
 - a. No more than five course credits may be earned through credit by portfolio.
 - b. No more than nine course credits may be earned through the College Level Examination Program (CLEP).
 - c. No more than nine course credits may be earned through the Defense Activity for Non-Traditional Education Support (DANTES).
 - d. A maximum of nine course credits may be earned through a combination of Credit by Portfolio, the College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES).

CREDIT BY PORTFOLIO

Purpose of the credit by portfolio:

1. A student seeking credit by portfolio will be referred to a faculty member.
2. 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.
3. 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.
4. The application, including the non-refundable 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.
5. 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.
6. 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.
7. Credit shall 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 transcript.
8. The portfolio and its narrative evaluation will be placed in the student's permanent file in the registrar's office.

CREDIT/NO CREDIT

1. 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 shall not be taken on a CR/NC basis.
2. 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.
3. Except for internships, an instructor shall report a letter grade for a student taking a course on a Credit/No Credit basis. The Registrar shall record NC (no credit) on the student's permanent record if the letter grade is an "F"; otherwise, CR (credit) shall be recorded. These course credits shall 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 admission process. In addition, the College awards one course credit in each subject area for standard-level examination scores of five or better, except for lab courses, which must be evaluated on an individual basis. The College awards two course credits in each subject area for higher-level examination scores of five or better. Credit for a higher-level score of four will be at the discretion of the department. Credit is awarded only upon receipt of the official IB transcript. Students may be awarded up to nine course 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 four of the courses 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: "C-" is not transferable.) All transfer documents must be submitted upon 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 credit 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 22 combined transfer and off-campus study course equivalents that count toward the degree requirements may be transferred. Eight of the final 10 credits must be completed at Wilson College.

For an associate's degree candidate, a maximum of nine combined transfer and off-campus study course equivalents that count toward the degree requirements may be transferred. Four of the final six 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; or summer school courses taken at other institutions during the fall, January or spring 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

1. 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, registrar and dean of the faculty. The student is responsible to provide any background information required to evaluate the course to be transferred.
2. 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.
3. 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.
4. 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 (TR) 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 Resource 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 shall 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 towards 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.

1. 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 her 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.
2. 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.
3. When a medical leave is taken at Wilson, the grade of "Withdrawal" (W) 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.
4. 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 relationship to the medical leave.
5. 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.
6. 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.
7. 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 evaluation of treatment protocol, medication, diagnosis, follow-up treatment and 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.
8. 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.
9. 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. A full description of the direct threat analysis process is found below at the asterisk (*) 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.

1. The dean of students and/or her 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.
2. A review committee convened by the assistant dean of students and consisting of the director of counseling or her designee, the director of the health center or her designee, and the dean of the faculty or her 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 medical leave.
3. 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. The decision is final.
4. When a medical leave is taken at Wilson, the grade of "Withdrawal" (W) 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.
5. 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 relationship to the medical leave.
6. 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.
7. 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.
8. 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: evaluation of treatment protocol, medication, diagnosis, follow-up treatment and 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.

9. 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.
10. 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:

- 1) 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.
- 2) There must be a high probability of substantial harm and not just a slightly increased, speculative or remote risk.
- 3) 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.
- 4) 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.
- 5) 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 which 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

1. The student must have completed at least four course credits at Wilson College and have sophomore standing (at least eight course credits earned).
2. The student must have cumulative grade point average of at least a 2.0.
3. The student must be in good academic standing (not on academic probation for semester average).
4. The student must have demonstrated the ability to work independently.

Procedure

1. Typically, the student shall arrange for a guided study course. The student shall prepare 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.
2. 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.
3. The proposal should include a statement of agreement on each of the following:
 - a. Topic
 - b. Tentative schedule
 - c. Basis for evaluation
4. 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 as indicated below.

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

1. The student must have completed at least four course credits at Wilson College and have sophomore standing (at least eight course credits earned).
2. The student must have a cumulative grade-point average of at least a 3.0.
3. The student must be in good academic standing (not on academic probation for semester average).
4. The student must have demonstrated the ability to work independently.

Limitations

No more than three independent study courses may be counted towards the minimum degree requirements, no more than two of them at the 200 level.

Procedure

1. Typically, the student shall arrange for an independent study course. The student shall prepare 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.
2. 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.

3. The proposal should include a statement of agreement on each of the following:
 - a. Topic
 - b. Tentative schedule
 - c. Basis for evaluation
4. The proposal must be approved by the academic dean.

Internships

An internship for academic credit applicable towards 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 eight course credits) through first semester of their junior year (or 20 course credits). Students must be in good academic standing (not on academic probation) to take this course.

Students taking the course for half-credit would be expected to complete at least 60 hours at the internship site; students taking the course for one credit would complete at least 120 hours.

The goal of this course would be to provide students with the opportunity to explore how a student's area of interest operates in the workplace. Observation and interview techniques would be employed, as well as other kinds of assignments that would 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 16 course credits). Students must be in good academic standing (not on academic probation) to take this course.

Students would take the course for one credit and complete at least 120 hours at the internship site.

The goal of this course 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 would be employed to show evidence of successful application of academic knowledge.

Specialized Internships:

VMT 355 — Veterinary Medical Technology (VMT) majors 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 one course credit. This internship should be taken near the completion of all other VMT courses.

Washington Semester — The Washington Center provides students from any major with 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 2.75 GPA. Students receive three course credits for this internship during the fall or spring semesters, as well as additional credits for courses.

The program is available in the summer as well as the fall and spring terms.

EDU555 — M.Ed. Internships follow the course requirements as outlined in the M.Ed. Internship Application. Students enrolling in EDU555 shall earn a letter grade for the internship.

Limitations

1. Students may take up to two internship courses in any combination for credit towards graduation.
2. All credit-bearing internships shall be evaluated on a credit/no credit basis and shall be subject to the existing limitations for CR/NC courses.

Procedure

1. The student shall apply in advance for an internship for academic credit. The student shall prepare 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. It must be approved by the student's academic adviser. The



proposal is then reviewed by the director of career services. The student shall then file the proposal with the registrar by the date published by the registrar. Final approval of the proposal shall be made by the dean of the faculty.

2. 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.
3. The internship proposal shall take the form of a contract between the student and faculty director, including a clear statement of agreement on each of the following:
 - a. Purpose — showing that this internship does relate meaningfully to the student's academic goals and is integral to their total program.
 - b. Time schedule to be followed — showing how the internship provides the equivalent of the work now accepted for one course credit.
 - c. Means for competent supervision of the internship while in progress.
 - d. Basis on which credit will be awarded — stipulating 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.
 - e. Means for evaluation of the work done.

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 sophomore year, thereby providing her adequate time to pursue advanced work in her selected area(s).

B. An interested student must consult with her 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 and should 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 which

demonstrates how the courses will be completed.

- c. Rigor. At least 13 course credits must be listed. However, in many cases, the number of course credits required will be higher. At least six course credits must be at the 200-level and at least three at the 300-level. At least four course credits 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 shall contain 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 four course credits for the semester, at least three 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 Dean's List provided they meet the following criteria:

1. They are matriculated for a degree (associate or bachelor's)
2. They take a minimum of four course-credits per year (fall semester through Summer II)
3. Three of the course credits they take are for letter grade and none of the courses is remedial or developmental
4. They achieve a 3.5 GPA or higher.

General Honors

1. General Honors shall be granted to a student in the bachelor's degree program, based on cumulative average. For cum laude, the student shall have attained a cumulative GPA of 3.5; for magna cum laude, 3.7; and for summa cum laude, 3.9. The distinction of summa cum laude shall be conferred only by special vote of the faculty. A transfer student in the bachelor's degree program may be considered for general honors if she/he has satisfied the requirements in a Wilson College program with a minimum of 18 Wilson College course credits and approval of the Committee on Academic Policy and Procedures. 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).
2. Distinction shall be granted to a student in the associate's degree program who has attained a cumulative grade-point average of at least 3.5. A transfer student in the associate's degree program may be considered for "distinction" if she/he has satisfied the requirement in a Wilson College program with a minimum of nine Wilson College course credits and approval of the Committee on Academic Policy and Procedures. 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).
3. Distinction shall be granted to a student in the bachelor's degree program who have completed fewer than 18 course credits at Wilson 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).



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 area of work. 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 Desert Scholarship competition, students may earn Honors in the Major without competing for the Desert Scholarship.

Eligibility

Students who, in their junior year, have completed at least 14 Wilson College course credits 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 area 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 shall follow the schedule below:

1. Invitation, Honors Project Committee formation and statement of intent: A faculty member shall invite 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 shall 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, shall be submitted to the registrar's office by the end of the add/drop period in the spring semester of the student's junior year.
2. Creating 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.
3. Approving the proposal: A complete proposal shall 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 shall be submitted to the registrar's office with 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. [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.]
4. The senior year: Students whose proposals are approved shall 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 shall, 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 shall not be allowed to enroll in Honors 460: a grade of "B" or higher is required to continue. (Note that 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 shall continue the research, writing and/or creative processes necessary to the production of a quality honors project. Students shall 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.
5. 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 shall 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 shall 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 shall also be filed in the library.

Policies for All Graduates

1. A bachelor's degree candidate must complete and submit a Liberal Studies (LS) audit by registration check-in day three semesters before the anticipated graduation date. Failure to submit the Liberal Studies (LS) audit by the required deadline will result in a registration hold being placed on the student's record.
2. 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.
3. A student must officially declare all minors by the last day of classes in the semester in which she/he intends to graduate. If a student fails to officially declare a minor, it will not be reflected on her/his official record and transcript.

SPECIAL SITUATIONS

December Graduates:

1. 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.
2. 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:

1. A student who completed her/his degree requirements during the summer will have her/his degree conferred on the first day of the fall semester.
2. Summer graduates will participate in and receive their diploma covers at the preceding May's commencement and be considered part of the May graduating class.
3. Diplomas will be released to the students in late September.
4. 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 remain to be met.
5. Regardless of the number of courses remaining to be completed, the student must submit a written plan to the registrar 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 student's academic adviser. The written plan must be submitted by the last day of classes for the spring semester.
6. In the event that a student fails a degree requirement(s) during spring semester of her/his graduation year, he or she must submit a written plan to the registrar outlining how the requirement(s) will be met before 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:

1. Have earned at least 21 or more course credits.
2. Have a cumulative 3.0 GPA.
3. Complete a petition, verified by the registrar and approved by the graduate program director and the academic adviser.

Wilson College undergraduate students enrollment in graduate courses is limited to all four entry-level courses: EDU 530: Educational Tests and Measurements; EDU 531: Contemporary Issues in Education; EDU 532: Educational Perspectives in a Diverse Society; and EDU 533: Differentiated Instruction.

Credit will not apply toward the 36 course credits 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 six course credits.

Students will not be allowed to enroll in more than a total of six undergraduate and graduate course credits.

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 four course credits.

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

***Please note that all academic regulations in the catalog denoted with an asterisk apply to graduate as well as undergraduate students.**

Academic Load

The typical full-time load is three course credits per semester. It is recommended that students employed full-time take no more than two course credits per semester. A maximum of three course credits 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 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 course 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 degree candidate will complete 10 course credits, 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 Master of Education (M.Ed.) Courses

Non-degree students may enroll in any M.Ed. course for which they have the necessary prerequisites with the approval of the program director. A student must be formally admitted to the M.Ed. program prior to enrolling in the fourth M.Ed. course, in order

for the prior coursework to count towards the degree.

Transfer Course Limit for the M.Ed. Degree Program

At the discretion of the director of the Master of Education (M.Ed.) program, no more than two courses may be transferred into the M.Ed. degree program. 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 scale, and the goals, outcomes and assessment results must be similar to that of the M.Ed. course being fulfilled through transfer credit.

Time Limit to Complete Degree

All course work 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.

PRIZES AND AWARDS

The Edward and Sarah Anderson Psychology Prize was established through the efforts of the Wilson College Psychology Club in recognition of professors Edward and Sarah Anderson for their devotion to the discipline of psychology at Wilson College from 1939 to 1970. This prize is awarded to a graduating senior for outstanding scholarship in the discipline of psychology. The recipient is selected by the psychology faculty in consultation with the vice president for academic affairs and dean of the Faculty.

The James Applegate Award, established in honor of Dr. James Applegate, dean emeritus and emeritus professor of English, is awarded to a student or students with an interest in and appreciation of drama and theater.

The Suzanne Blumenthal Prize in French is awarded to a graduating senior with a major or minor in French for academic excellence in the disciplines of French language, literature and culture. Preference will be given to students who demonstrate not only linguistic proficiency, but also outstanding scholarship in advanced-level literature courses. Each academic year, the recipient will be selected by the faculty in French.

The C. Elizabeth Boyd Award is given to a senior member of Orchesis for outstanding performance and choreographic contributions to the group and in recognition of her artistic development. The award was established by Orchesis in 1990 to honor Miss Boyd for her staunch support.

The Alice Martin Brumbaugh Award in Sociology is awarded in honor of Associate Professor Emerita of Sociology Alice Martin Brumbaugh. Each academic year, the sociology faculty selects a woman student at Wilson College who has entered the College at a non-traditional age and shows a special interest and/or outstanding promise as a student in the discipline of sociology.

The CCE/VMT Academic Prize, established by Donna Gomer '98 in 2004, is awarded to an Adult Degree Programs student displaying excellence in her or his field of study in veterinary medical technology (VMT).

The Marel Harlow Cheng Memorial Prize, established by the husband of the late Marel Harlow Cheng of the Class of 1958, is awarded to the student who has done well in international studies or who has made some noticeable contributions to international understanding.

The Virginia Dodd Cooper Prize, in memory of the late Virginia Dodd Cooper, professor emerita of French, and established by a number of her former students, is awarded to a junior or senior French student who has demonstrated excellence in French and in all of her academic work.

The Regina Shaputnic Cuomo Mathematics Award, established in 2011 in memory of Regina Shaputnic Cuomo, Class of 1961, is awarded to a student or students who exhibit outstanding ability and are pursuing a major in mathematics. The award will be determined annually by the faculty in the Department of Mathematics.

The Margaret Criswell Disert ('20) Honors Scholarship, established in 1993 in memory of Margaret Disert, dean emerita, for best Honors in the Major proposal.

The Ann Meikle Eriksson Prize, endowed in memory of the late Ann Meikle Eriksson of the Class of 1948, is awarded to the member of the senior class of the College for Women

with the highest cumulative grade-point average.

The Estep-Lawson Memorial Prize was established through gifts in memory of Jean McSparran Estep of the Class of 1929 and Beverly Bell Lawson of the Class of 1958. It is awarded to a student in a lower-level French course who demonstrates excellence and shows future promise in French studies.

The Mildred Franklin Prize, given for excellence in the classical languages, was endowed by the late Dr. Mildred Franklin, professor emerita of classical languages, is awarded to a senior who has demonstrated proficiency in Latin or Greek and has shown understanding of the literature and thought of the ancient civilizations.

The Davison Greenawalt Grove Award, named for Professor Emeritus of Biology Davison Greenawalt Grove, was established by Dr. Carol Sachs Scatarige, a member of the Class of 1968 and the Wilson College Science Club. It is awarded to a member of the junior or senior class participating in research in the area of physical and life sciences. Candidates are nominated and selected by a committee composed of the science faculty and one science club representative not currently involved in research.

The Dorle Haas Memorial Prize was endowed by the members of the Class of 1946 in memory of Sister Dorle Haas, a member of the Order of the Little Sisters of Jesus. It is awarded to a senior for outstanding service within the Greater Chambersburg community. The winner is selected by a committee appointed by the President.

The Margaret Strode Haines Award was established in 1983 in memory of Margaret Strode Haines of the Class of 1927 by her son, Isaiah Haines Jr. It recognizes a student who possesses outstanding qualities of scholarship, interest in the humanities and strength of mind, body and spirit.

The Joanne Harrison Hopkins Literary Achievement Award was endowed by classmates and friends of the late Joanne Hopkins of the Class of 1957. The prize is given for the finest piece of imaginative literature in fiction, poetry or drama, produced during the academic year.

The Josef Michael Kellinger German Award is given in honor of Dr. Josef Michael Kellinger, professor of German, by his wife and daughter, Cesi and Paula Kellinger. It is awarded to a student who has demonstrated excellence in German or foreign language studies.

The Catherine Herr Langdon Award was established in 1999 by Richard M. Langdon in memory of his wife, Catherine Herr Langdon, Class of 1947. This award shall, by vote of the women students with the approval of the dean of students and the President of the College, be bestowed upon a senior who has demonstrated academic excellence, and, during the year, has fully, unselfishly and willingly given comfort, compassion, encouragement, guidance and help and understanding to her fellow women students.

The Mary-Eleanor Maule Travel Award, for travel planned in support of a student's study in Spanish, is awarded from the proceeds of the Mary-Eleanor Maule Memorial Fund.

The recipient shall be a member of the incoming junior or senior class, or a graduating senior, and shall be selected by the vice president for academic affairs and dean of the college in consultation with the Spanish faculty.

The Robert Shannon McElwain Prize, was established by the gift of his daughter, the late Mary Belle McElwain of the Class of 1895, and is awarded to the best student in mathematics in the freshman class.

The Helen Adams Nutting History Prize, established in memory of the late Helen Adams Nutting, professor emerita of history, and maintained by alumnae and students of Wilson College. It is awarded to that member of the junior or senior class who demonstrated outstanding ability in the field of history.

The Political Science Prize is awarded to a senior student who has shown outstanding achievement in the study of politics.

The Nicky Hoffman Reich Award will be given annually to the Wilson student whose work with animals shows commitment to their humane treatment. Preference will be given to the VMT students.

The Helga Rist Award is awarded in honor of Dr. Jose Cordova and Dr. Beate Schiwiek to a dedicated, successful, American Wilson

College foreign language student who has demonstrated integrity, promise and potential.

The John D. Rose Award in environmental studies was established in 1995 by family and friends in memory of Wilson student and naturalist John Rose to provide support for those who share his enthusiasm and love of wilderness and the natural world, and so to maintain a tradition of dedication to wildlife and its conservation. The award is given to an outstanding junior majoring in environmental studies or biology to fund a summer research project or internship in some area of environmental studies, ecology or conservation biology.

The Grace Tyson Schlichter Award in communications was endowed by Grace Tyson Schlichter of the Class of 1935. It is awarded to a senior who has shown general academic excellence and outstanding promise for a career in a field of communications.

The Gloria Randle Scott-Frances Richards Hesselbein Prize, established by Gloria Randle Scott, former member of the Board of Trustees of Wilson College and recipient of a Wilson College honorary degree. This is awarded to that member of the senior class who has demonstrated outstanding volunteer service during her four years at Wilson College.

The Mary Beers Sheppard Prize, established by Benjamin M. Sheppard in memory of his sister, Mary, of the Class of 1895, is awarded to the member of the senior class who, in the judgment of the English faculty, has shown the keenest understanding and appreciation of literature.

The Catherine H. Sweeney Award is annually given to a student who demonstrates outstanding volunteer contributions to the Fulton Center for Sustainable Living, and who has a consistently strong academic record. The award recipient may be of any major and is decided upon by the chair of the Department of Environmental Studies and director of the Fulton Center for Sustainable Living.

The William P. Van Looy Business Prize, established in 1990 by Priscilla Van Looy and Ellen Van Looy Reed of the Class of 1953, in memory of William P. Van Looy, businessman and community servant. This

is awarded to the junior or senior business and economics major who has demonstrated excellence in business studies and in service to the well-being of community, including Wilson College and the larger community. The business and economics faculty select the recipient.

The E. Grace White Prize, endowed by a bequest and bearing the name of the donor, who was a professor emerita of biology, is awarded to a senior whose major fields is biology or biochemistry, and who has demonstrated outstanding achievement and plans a career involving the biological sciences.

The E. Grace White Summer Scholarship is a summer scholarship awarded to the most outstanding junior student in the area of biology for use at an approved summer laboratory.

The Wilson College Education Award is awarded to one elementary education major and a student preparing for teacher certification in a secondary school discipline in the College for Women who have shown outstanding achievement in both their academic studies and in their professional preparation.

The Wilson College Fines Art Prize was established in honor of Dr. Josephine Harris, professor emerita of fine arts, and in memory of Elizabeth Melehan of the Class of 1983. It is awarded to a graduating senior for outstanding achievement in both art history and studio art.

The Wilson Equestrienne Award is presented to a graduating senior who has excelled in her academic work and in equitation. The recipient, who is selected by the equestrian studies faculty, will have her name engraved on a plaque mounted on the base of a sculpture donated to the College by nationally recognized sculptress Glencairn Bowlby.

The Carolyn Zeleny Prize is awarded in honor of Professor Emerita of Sociology Carolyn Zeleny to a sociology student in the junior or senior class based on academic excellence and/or community service. The winner is selected in consultation with the sociology faculty.

COURSE DESCRIPTIONS

Not all courses described in the catalog are offered each year.

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 which 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.

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.

One course credit is equivalent to 3.33 semester hours.

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 course 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 which 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 student in a specific phase of the major area. Distinguished achievement in these courses provides a basis for the awarding of Honors in the Major. Academic policy states: "A student who has completed at least 14 Wilson College courses and has shown a high degree of scholarly interest and achievement in her 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 member of the faculty, which 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. 170, 270, 370 Topics Course. 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:

WI	Writing Intensive
NS	Natural Science
NSL	Natural Science with a Lab
ES	Environmental Studies
ESL	Environmental Studies with a Lab
FWC	Foundations of Western Culture
HWC	History of Western Culture
CC	Contemporary U.S. Culture
WS	Women's Studies
CD	Cultural Diversity
NWC	Non-Western Culture
LIT	Literature
ART	The Arts
ETH	Frontiers of Knowledge and Beliefs
FT	Formal Thought

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 information 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; the creation and interpretation of the basic financial statements, such as the income statement or profit/loss statement; balance sheet; statement of retained earnings and cash flow statement; and the components of the budgetary process. Students will be introduced to and develop a competency in the application of some of the major software packages in financial reporting, such as tax software and accounting software. The students will 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, the development of accounting standards, the accounting process, financial statements and the time value of money. Included in this study is 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 the related accounting schedules and notes. Prerequisite: ACC 106.

ACC 206 Intermediate Accounting II

This course is a continuation of Intermediate Accounting I and its comprehensive study of the accounting standards applicable to all balance sheet accounts and their related counterparts. Included in this study is 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, and accounting for leases, income

taxes, executive compensation and retirement and post-retirement 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 accounting information systems (AIS) concepts so that they can understand software and system processes to effectively utilize these systems and to effect 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 will appreciate how transactions affect an organization, and recognize when management or ethical issues need to be addressed. The audit procedures and risks in a computer environment will also be 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 the audit standards, and emphasizes the importance of the concept of risk. Topics covered include auditing principles and procedures involving staff organization, professional ethics, legal responsibility of the accountant, the various forms of audit reports, internal control, fraud detection and prevention procedures, audit programs, working papers, original record examination and 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 309 Government and Not-for-Profit Accounting

Accounting and financial and budgetary reporting for governments and not-for-profit organizations are based on distinctive concepts, standards and procedures designed to accommodate their environments and the needs of their financial report users. This course focuses on the most important of these concepts, standards and procedures applicable to (1) state and local governments including counties, cities, townships, and school districts, as well as 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 throughout the course, and the distinctive aspects of auditing government and not-for-profit organizations are discussed. Prerequisite: ACC 206.

ACC 321 Taxes I

This course introduces the fundamentals of taxation, the types of taxes, the 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 provisions applicable to all tax return filers. Topics include gross income, exclusions, deductions,

losses, adjustments, credits, property transactions, 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 multi-state tax situations. Prerequisite: ACC 105

ACC 322 Taxes II

A study of tax compliance for corporations, partnerships and fiduciaries, as well as for non-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 multi-state tax situations. Prerequisites: ACC 106, ACC 321.

ACC 326 Tax Planning

This course considers the application of taxes as a component of decision-making for individuals and businesses. Taxes can have a significant impact on the viability of a number of personal finance and business decisions. The importance of management's consideration of tax laws in decision-making, examining the tax consequences of prospective business decisions and responsive strategies is stressed. While the focus is on Federal taxes, state tax implications are also studied, including multi-state tax planning. Prerequisites: ACC 206, ACC 322.

ACC 330 Advanced Accounting

A comprehensive analysis and review of advanced accounting topics relating to various levels of inter-company corporate investments, this course includes the accounting related to acquisitions, mergers and consolidations, and the applicable financial reporting required for domestic, international and multi-national corporations.

Additional topics include partnership formation and dissolution, and the admission and retirement of partners and their partnership interests, and the financial reporting regulations of the Securities and Exchange Commission. Prerequisites: ACC 206, ACC 322.

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.

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. The course has a lab component that will allow students to concentrate in 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 will select the sport of their choice and attempt to receive coaching and/or judging certifications applicable to their sport. Students will 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 will introduce students to the basic principles and foundations of leadership. Case studies will be utilized to illustrate fundamental aspects of leadership, such as creating a vision and overcoming obstacles. Students will 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 to address student and faculty interests.

ATH 355 Coaching Internship
Each student, in consultation with the physical education program director, will arrange 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
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 first of two semesters of a general survey. Three hours lecture; three hours laboratory. **NSL**

BIO 102 General Biology
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. Prerequisite: 101. Three hours lecture; three hours laboratory. **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 laboratory. **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 will be exposed to the fundamental principles of microbial structure, growth and metabolism. An emphasis will be placed on localization and identification of pathological microorganisms. Topics of disinfection, sterilization and immunity with respect to clinical settings, are emphasized. Prerequisite: 102 or 110. Three hours lecture; three hours lab. **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. Prerequisite: 102. Three hours lecture; three hours laboratory. **NSL**

BIO 206 Invertebrate Zoology
Study of the major groups of invertebrates with consideration of morphology, evolution, physiology and ecology. Prerequisite: 102. Three hours lecture; three hours laboratory. **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. Prerequisite: 102. Three hours lecture; three hours laboratory. **NSL**

BIO 208 Genetics

Mendelian genetics and principles of heredity; introductory molecular genetics; evolutionary genetics. Prerequisite: 102. Three hours lecture; three hours laboratory. **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: 102. **NS**

BIO 210 Introductory Botany

Survey of the plant kingdom, emphasizing classification, evolution, structure and function. Emphasis also on botanical, horticultural and economic aspects of plants used as sources of food, fibers and pharmaceuticals. Prerequisite: 102. Three hours lecture; three hours laboratory. **NSL**

BIO 211 Microbiology

Morphology, physiology and genetics of microorganisms; emphasis on bacteria and bacteriological techniques. Prerequisites: 102, CHM 201. Three hours lecture; three hours laboratory. **NSL**

BIO 220 Animal Behavior

An exploration of animal interactions within the framework of evolution and natural selection. Emphasis will be placed on social behavior and communication between and among species. Other topics include anti-predator behavior, mating displays, navigation, learning and memory. Laboratories will include both observational and experimental studies of behavior. Prerequisite: 110 or 101 and 102. **NSL**

BIO 230 Conservation Biology

Conservation biology is the science of preserving biodiversity and sustaining the earth. It draws upon many disciplines and findings of theoretical biology in an attempt to develop strategies for preserving people, populations, species, biological communities and ecosystems. The course uses case studies to survey the possibilities and problems of applying conservation principles in the real world. Students will identify and find solutions to conservation problems in the local area. Prerequisite: 102 or 110. **NSL, ESL**

BIO 270/370 Topics in Biology

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.

BIO 302 Developmental Biology

Descriptive and experimental analysis of the development of multicellular organisms. A variety of vertebrate and invertebrate animal systems are chosen as subjects for study. 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 invertebrate and vertebrate embryonic development, using both living and preserved specimens. Prerequisite: 102. Three hours lecture; three hours laboratory. **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. Prerequisite: 102, 205 advisable. Three hours lecture; three hours laboratory. **NSL**

BIO 306 Immunology

A lecture/discussion course for junior/senior-level students interested in the field of immunology. The vertebrate immune system will be explored at the organismic as well as the cellular and molecular levels. Topics will include evolution of host defense mechanisms; structural and functional associations; generation of immune responses; immune effector mechanisms; and the immune system in health and disease. Interactive sessions will be designed to reinforce current theory. A field trip to an immunology research laboratory will enlighten students about current trends in the field. Three hours lecture. Prerequisites: 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: 102, 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: 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 the control of cellular activities and the 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. The course is designed as writing intensive and as such, will include substantial writing assignments, including a major scientific research paper (multiple drafts), portfolio and essay exams. Prerequisite: 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. Prerequisites: 102, MAT 103. Three hours lecture; three hours laboratory. **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 will include enzyme kinetics; protein isolation, purification and analysis by electrophoresis and immunofluorescence; cell culture techniques; and advanced molecular genetics. .5 credits, three hours laboratory. Prerequisite: BIO 310 or 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. Preference to junior and senior biology majors; others by permission. Prerequisites: 102. Two hours lecture; four hours laboratory.

BIO 398 Design and Methods of Scientific Research

Students learn to explore primary scientific literature, develop a research project and, depending upon student and faculty interest, learn advanced laboratory skills. The course will result in a research proposal. .5 credits. 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, with focus on research and oral presentations. Seminar based on original research and/or recent scientific literature following the proposal developed in 398. Seminar presentations and a draft research paper are required. Specific research topics selected based on interests and background of faculty and students. One course credit. 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 the analysis of research results, research paper and a poster presentation. .5 course credits. Completion of this course will fulfill 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 start-up, survival, profit and growth of a new or ongoing venture. Examination of small-business operations including business plans,

finance, legal aspects, government regulation, record-keeping, marketing and human resources issues. Prerequisite: 124.

BUS 223 Marketing Management

Analytical systems approach to marketing decision-making. Consumer behavior, marketing research, pricing, product and promotion strategy, distribution channels. Why marketing activities develop in an industrial economy. Social and ethical issues are analyzed. Prerequisite: 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: 124. CC

BUS 240 Corporate Finance Fundamentals

Introduction to the theoretical concepts of corporate finance. The course focuses on the management of working capital, cost of capital, capital budgeting and capital structure planning. The course also provides an overview of money and capital markets. Prerequisite: ACC 105, MAT 103.

BUS 260 Business Leadership and Service

This course 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 will be gained as teams apply business principles while working through challenging and real projects. Prerequisites: 124 and 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. Required Prerequisites: 124, MAT 103 or MAT 115, and junior 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: 124, ECO 101, 102

BUS 321 Labor and Employee Relations

Government regulations and industry practices guiding employer/employee relations, including fair treatment, employment-at-will, employee health, safety, workplace participation and collective bargaining. Prerequisite: 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 which alternatives are developed and policies proposed. Prerequisite: 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: 124.

BUS 327 International Finance

Introduction to principles, practices and institutions involved in acquisition, transfer and administration of funds in the international financial environment. 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, 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: 124, ECO 101, 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: 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, BUS 240.

BUS 340 Investments

An in-depth analysis of investment planning of individuals and institutions; analysis of securities, functions and operation of securities markets. Overview of regulations and the role of the government in the securities markets. Prerequisite: 240.

BUS 365 Business Consulting

This course examines the major practice areas in the management consulting business and the role of a successful consultant. Course content will cover the consulting process from the initial client meeting to the execution of solutions. Students will be introduced to a variety of diagnostic tools and their applications. Managing client relationships, proposal writing, and ethics will also be covered within the context of the service and solution business.

BUS 413 Strategic Management

Utilizes 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. Limited to seniors.

BUS 499 Senior Thesis/Project

In conjunction with a faculty adviser, the student will design and implement a major research project.

CHEMISTRY (CHM)**CHM 101 General Chemistry**

The first semester of a two-semester sequence intended for students majoring in the sciences. The course focuses on the study of atomic structure, nomenclature, stoichiometry, energy, bonding and coordination chemistry. The laboratory work reinforces lecture topics. Prerequisite: concurrent enrollment in MAT 103 or placement above MAT 103. High school chemistry or an introductory chemistry course is strongly recommended. Three hours lecture; three hours laboratory. **NSL**

CHM 102 General Chemistry II

The continuation of General Chemistry I with emphasis on solutions, kinetics, equilibrium, acid-base chemistry, thermodynamics and electrochemistry. The laboratory work reinforces lecture topics and includes qualitative analysis. Prerequisites: CHM 101 and MAT 103. Three hours lecture; three hours laboratory. **NSL**

CHM 103 Fundamentals of General Chemistry

This course is designed to meet a one-semester general chemistry requirement. An overview of the following topics is provided: atomic structure and bonding, stoichiometry, energy and acid-base chemistry, redox chemistry, equilibrium kinetics and hydrocarbons. Laboratory work reinforces lecture topics. Prerequisite: MAT 098/100 or equivalent. Three hours lecture; three hours laboratory. **NSL**

CHM 104 Fundamentals of Organic Chemistry in Biological Systems

This course is designed to meet a one-semester requirement in organic chemistry of biological systems. An overview of nomen-

clature, functional groups and reactions is provided, with an emphasis on structure and reactions in biological systems including proteins, lipids, carbohydrates, nucleic acids and enzymes. Prerequisite: 103. Three hours lecture; three hours laboratory. **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. The lecture focuses on properties and reactivity of alkanes, alkenes, alkynes, alcohols, aldehydes and ketones, with an emphasis on reaction mechanisms and stereochemistry. The laboratory introduces basic purification and synthetic techniques, and analytical methods including polarimetry, IR and NMR spectroscopy. Prerequisite: 102. Three hours lecture; three hours laboratory. **NSL**

CHM 202 Organic Chemistry II

A continuation of CHM 201 with an added emphasis on molecules with biological importance. The lectures include a discussion of carboxylic acids and their derivatives, enolates, aromatics, amines, lipids, carbohydrates and amino acids. The laboratory work includes more advanced synthetic methods and an independent research project. Prerequisite: 201. Three hours lecture, three hours laboratory. **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. The laboratory work integrates classical and instrumental techniques in the analysis of real-life samples. Prerequisite: 102. Three hours lecture; three hours laboratory. **NSL**

CHM 301 Physical Chemistry I

Introduction to thermodynamics and equilibrium. Topics include the laws of thermodynamics, ideal equilibrium, ideal and nonideal solutions, electrochemistry and surface chemistry. The laboratory work reinforces lecture topics and emphasizes physical-analytical methods. Three hours lecture and three hours lab. Prerequisites: 205 or concurrent enrollment, MAT 140 and PHY 102. **NSL**

CHM 302 Physical Chemistry II

Introduction to kinetics and quantum chemistry. Topics include transport processes, reaction rates, molecular spectroscopy and quantum mechanics. Prerequisite: 301. **NS**

CHM 303 Inorganic Chemistry

Chemistry of inorganic and organometallic complexes with a focus on structure, bonding, molecular orbital theory and spectroscopic properties. Laboratory will focus on synthesis of inorganic and organometallic complexes emphasizing inert atmosphere techniques and spectroscopy. Prerequisite: 202. Three hours lecture; three hours laboratory. **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. Prerequisite: 202. Three hours lecture. **NS**

CHM 318 Biochemistry I

This course will introduce students to the major classes of biomolecules: proteins, carbohydrates, lipids and nucleic acids. The course emphasizes the chemistry that dictates the structure and functions of biological molecules. Biochemistry I will also involve detailed study of proteinaceous enzymes, models of enzyme activity and enzymatic regulation. Nucleic acid enzymes and current topics in nucleic acid biochemistry will be discussed. The combination of the major classes of biological molecules to form biological membranes and the transport through such complex structures will be discussed. Prerequisite: 202. Three hours lecture.

CHM 320 Biochemistry II

This course will be a continuation of the Biochemistry I course beyond an introduction to the major classes of biomolecules. The course will involve 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). Prerequisite: 318 Three hours lecture.

CHM 370 Topics in Advanced Chemistry

Topics in the field (e.g., 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 will use classical and instrumental techniques in tandem to analyze real-life samples. Techniques in spectrophotometric analysis, nuclear magnetic resonance spectroscopy and chromatography, among others, will be used. Projects will be developed that present students with the challenges of analysis in industry or research, using equipment that is accessible to them. Students will attend the Eastern Analytical Symposium in November. Prerequisite: 205. Four hours laboratory.

CHM 398 Design and Methods of Scientific Research

Students learn to explore primary scientific literature, develop a research project, and, depending upon student and faculty interest, learn advanced laboratory skills. The course will result in a research proposal. .5 credits. 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, with a focus on research and oral presentations. Seminar based on original research and/or recent scientific literature following the proposal developed in 398. Seminar presentations and a draft research paper are required. Specific research topics selected based on interests and background of faculty and students. 1 course credit. Prerequisite: 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. .5 course credits. Completion of this course will fulfill one writing-intensive credit. Prerequisite: 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 will 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 upon 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. FWC, WS

CLS 222/322 Greek Archaeology and Art (cross-listed as FA222/324)

Introduction to methods of archaeology through study of the 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.

COMPUTER SCIENCE (CS)**CS 110 Introduction to Computer-
Based Systems**

Survey of traditional and contemporary concepts associated with computer technology. Understanding the functioning of personal computers and how computer technology is applied in western society. Application software for word processing, spreadsheets, database management and presentation graphics used for problem-solving.

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 will be used to solve problems and implement business solutions. Students will learn to create documents, develop spreadsheets to perform "what if" analyses, and create databases to manage information. Students will also be introduced to telecommunications and electronic mail. Managing disk storage and functioning with a Windows environment will also be covered. Prerequisite: 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 will also become familiar with modular and object-oriented programming techniques. Development and maintenance of software libraries will be introduced along with various software life-cycles. Prerequisite: 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: 110 or 150.

**CS 225 Business Programming Using
COBOL**

Programming techniques will be used 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: 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 including Venn diagrams and Karnaugh mapping, logic gates, memory elements, sequential logic, multiplexors 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: 110 and a programming course.

CS 310 Computer Organization and Programming
An intermediate-level study of the internal organization and structure of a computer, also involving assembly-level programming. Machine representation of numbers, character, instruction codes and assembly systems will be covered. Other topics include: processor organization, information flow, instruction types, addressing and structure of different machine levels. Prerequisite: 110 or 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: 110 or 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: 110 or 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: 152, 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 will be discussed. The emphasis will be on using an operating system and understanding how it handles processes. Job control languages and library maintenance will be covered if time permits. Prerequisite: 110 or 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: 110 or 150.

DANCE (DNC)

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 of performances and films, the course explores the kinetic and conceptual components of dance. HWC

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. These classes are designed progressively to prepare, strengthen, discipline and advance the student in modern and ballet dance forms. Prerequisite: 152, 231, 232 require permission of the 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 body lines, as well as the need for

precise positions of head, body, arms, feet and spatial directions. 1 course credits. **ART**

DNC 234/334 Performance Projects

Students in the performance projects class 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 since the choreographers and works studied periodically change. **ART**

DNC 235/335 Feminist Perspectives Through Cultural Choreographies

This course 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. The course 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.

Dance Production/Orchesis

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. .5 or 1 course credit. Prerequisite: One course credit requires permission of instructor. **NOTE:** No more than two course credits may count toward graduation in a combination of choir, Orchesis and print journalism practicum. **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 behavior and consumer behavior, market performance in the U.S. economy and comparative economic systems. **CC**

ECO 105 Consumer Economics

Consumer Economics examines market economic principles, the role of financial institutions, and how this impacts individuals as consumers, producers and citizens. Students will investigate consumer practices and responsibilities which includes planning for financial security. This course is for non-business, non-accounting and non-economics majors. **CC**

ECO 110 Economics of Sports

The course would examine public policy questions about professional and college sports, using economic models of sports industries. Topics would 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: 101.

ECO 202 Intermediate Microeconomics

Analysis of demand and supply, theory of firms, market situations, distribution of income, general equilibrium theory and welfare economics. Prerequisite: 102.

ECO 204 Money and Banking

Money, commercial banking, the Federal Reserve system, unemployment, inflation, Growth, monetary policy and international monetary problems. Prerequisite: 101.

ECO 206 Gender in Economic Analysis

The course examines 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 the structure of the household, labor force and the economy as a whole, with emphasis on international comparisons and policy implications. Prerequisites: 101, 102. **WS**

ECO 208 Environmental and Resource Economics

This course examines a broad range of environment and natural resource issues. Topics include: the economic theory of externalities, public goods and depletion of resources; valuation of non-market 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, and wilderness preservation and recycling. Prerequisites: 101, 102. **ES**

ECO 270/370 Topics in Economics

Courses offered periodically in response to student interests.

ECO 303 International Economics

International trade, foreign exchange, international capital movements, tariffs and restrictive trade practices, trade agreements and international monetary agencies. Prerequisites: 101, 102.

ECO 308 Public Finance

Taxation and government expenditures and their effects, fiscal policy and management of government debt. Prerequisites: 101, 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 their interdependence on international economic systems. Topics include: strategies adopted for economic development, demographic changes, immigration, migration, strategies for urban development, the resource base of the Middle East, and the developmental uses and impact on oil. Prerequisite: 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: 101 or 102, or PS 110 or 120. **NWC**

ECO 362 Problems of Developing Countries

A seminar in the economic, political, social and educational problems of developing nations. Prerequisite: Permission of the 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 the instructor.

EDUCATION (EDU)**EDU 204 Child Development, Cognition and Learning**

For Pre-K through elementary education majors. This course focuses on the social, emotional, physical and cognitive development of children from the pre-natal stages through the elementary 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 and factors that stimulate and impede those processes. Psychological testing, methods of measuring and evaluating learning. Special needs of learners with exceptionalities and racial and ethnic minorities. Techniques of interpersonal relations and classroom management. Observation in local schools and other institutions. Prerequisite: PSY 110.

EDU 207 Adolescent Development, Cognition and Learning

This course will focus on development of youth from pre-adolescence to late adolescence and emerging adulthood. The inter-relationship of physical, social, emotional development with cognition and learning will be examined. Implications for pedagogical approaches and varied curriculum components will be evaluated. This course would be of value for in-service teachers, case workers, youth ministry 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 effectively 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.

EDU 238 Pre-K- 4 Language and Literacy Development

This course is designed to provide 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 240 Technology for Educators

Includes the use of personal computer operating system and its application to distance learning; classroom use of various software packages; integration of technology into classroom practice, including use of the Internet as a communication and information Resource; and application of videodisc and CD-ROM technology in the classroom setting. Prerequisites: 206 and a good working knowledge of computers. Students completing certification may use EDU 240 to fulfill the computer skills requirement under Foundations.

EDU 312/512 Teaching English Language Learners

This course will address methods and materials to prepare English Language Learners to enter and succeed in elementary and secondary mainstream classrooms. Prerequisite: EDU 206

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 using 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: 206 and admission to the education program.

- EDU 332 Teaching in Secondary Schools**
- EDU 336 Teaching Social Studies and Geography in Elementary Schools**
- EDU 337 Teaching Science and Health in Elementary Schools**
- EDU 338 Pre-K- 4 Reading, Writing and Assessment Methods**
- EDU 339 Teaching Mathematics and Computer Usage in Elementary Schools**
- EDU 348 Pre-Practicum**

A full-time clinical experience in a local school during the student's junior year. Requires observing, aiding, tutoring, teaching and maintaining a portfolio. Preparation for the senior year student teaching practicum. Supervised by college faculty. Prerequisites: 205, 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 305/505 Environmental Education
 The course introduces students to fundamental approaches, processes and goals of environmental education (EE). Much of the course will be fieldwork in which students will learn EE curriculum recognized and adopted on a national or statewide basis. Guest speakers, experiential learning and field trips to EE centers are all integral parts of class content. The course uses a variety of EE instructional methods for classroom and field use. The Fulton Farm provides an excellent setting for many of the studies that will be undertaken by the class. Students will learn about the standards that the Pennsylvania Department of Education requires in EE curriculums, how to evaluate lesson programs and how to best deliver material in

an engaging fashion. Prerequisite: Permission of instructor. **ES**

Practicum Seminars

A field-based seminar for the specific area of certification is conducted in conjunction with EDU 426 EDU 427 or EDU 428. This seminar provides a forum for reflection on the continuum of special needs in the education environment. This focus 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. Researches current topics. Prerequisite: all professional coursework, adviser approval.

EDU 418 Professional Practicum
 This course will consist of placement in the appropriate classroom, full-time, for a period of three weeks, performing as a teacher's aide under the direct supervision of a certified teacher and a college supervisor. Restricted to candidates for the Associate of Arts in Elementary Education degree. This course will not substitute for, nor will it contribute to, the student teaching requirement for student or intern teachers. Prerequisite: Permission of the program director.

- EDU 420 Special Needs Seminar: Elementary**
- EDU 421 Special Needs Seminar: Secondary English**
- EDU 422 Special Needs Seminar: Secondary Foreign Language**
- EDU 423 Special Needs Seminar: Secondary Science**
- EDU 424 Special Needs Seminar: Secondary Social Studies**
- EDU 425 Special Needs Seminar: Secondary Mathematics**

EDU 426 A 14-week clinical experience in local schools for majors in the College for Women and the Adult Learning Programs who pursue instructional certification for elementary education or a specific discipline

at the secondary level. Student observes school calendar, not college calendar. Supplemented with the appropriate practicum seminar. Prerequisites: all professional coursework; adviser approval. (Three course credits).

EDU 427 Student Teaching Practicum for TIP

A 14-week clinical experience in local schools for post-baccalaureate certification candidates in the Teacher Intern Program who are not employed in an accredited public or private school. Supplemented with the appropriate practicum seminar. Prerequisites: intern certification, all professional coursework, adviser approval. (Three course credits).

EDU 428 Intern Teaching Practicum

A 14-week clinical experience for post-baccalaureate certification candidates in the Teacher Intern Program who are employed in an accredited public or private school. Supplemented with the appropriate practicum seminar. Prerequisites: intern certification, adviser approval. (Three course credits).

EDU 370/570 Topics: Conflict Resolution Education in the Classroom

Designed for current and future educators (K-12), this course develops the idea that alternatives to violence can be learned, and that the classroom provides a supportive community where students and teachers can learn new behavioral strategies for constructively resolving conflict. The goal of this course is to teach educators how to use conflict resolution and diversity training curricula in their classrooms, and to promote classroom and school community-building.

EDU 401 Advanced Professional Practicum

A period of guided teaching designed for experienced certified teachers who seek additional instructional certification. Duration and specifications depend upon previous teaching experience and areas of certification. Supervised by a college supervisor and a master teacher in an accredited public or private school. Prerequisites: PA Instructional I or II certification, adviser approval.

EDU 410 Educational Research

Designed for the advanced student in education or a student planning to enter graduate school. The student will complete a literature search on an approved topic in the area of education and write a research paper. Prerequisites: 320, 326 and approval of the education department.

Master of Education Courses

EDU 531 Contemporary Issues in Education

This course will explore current and relevant educational issues that possess interconnections with politics, history, ideology, curriculum and social practice. The primary focus of the course will be on examining the major opposing viewpoints on the issues in American schools of today. 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

This course prepares students to deal with the conceptual, theoretical, political and philosophical issues in multicultural education. It has been 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. In this course, diversity refers to all ways in which people differ, including that of socioeconomic status, ethnicity, sexual orientation, religious practices and other differences.

EDU 533 Differentiated Instruction

This course will explore the principles and elements of differentiated instruction through the study of current and promising practices, as well as relevant research. Graduate students will study instructional and management strategies that address the individual learning needs, strengths, styles and preferences of students within the classroom.

EDU 535 Standards Aligned Systems

Standards Aligned System (SAS) is 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 (for elementary K-6)

This course studies the best practices in elementary reading instruction to accommodate the needs of varied learners. Study will involve best 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 (for grade 5-12 teachers)

This course provides in-service secondary teachers with an understanding of the essentials of reading processes necessary for secondary students to become proficient readers. The course will teach the most promising elements of effective adolescent literacy programs, based in research and/or professional opinion. Application of the elements to content area texts will help students derive greater comprehension of content area material.

EDU 552 Best Practices and Effective Teaching

The course examines the qualities of effective teachers, research-based instructional strategies and research-based programs for both elementary and secondary educators. Independent projects accommodate specific disciplines and academic needs. Secondary teachers focus on the curricular area in which they are certified, and elementary teachers focus on a curricular area of interest.

EDU 553 Technology Integration for the Classroom

This productive, hands-on course will enable students to develop strategies for the effective integration of computer and multimedia technologies in their classrooms. Basic understanding and practical uses of major software applications and emerging computer and multimedia technologies will be emphasized. Students will develop various projects that use computer and multimedia technologies for curriculum enhancement, communication and record-keeping.

EDU 554 Formal and Informal Classroom Assessment

This course examines philosophical conceptions of curriculum, educational assessment and principles of planning instruction. Students will construct assessment tools for the evaluation of student progress, teaching effectiveness and curriculum alignment. Additionally, students will investigate state testing, interpretation and the meaningful reporting of results. Prerequisite: Foundation in Statistics, MAT 115, PSY 115 or permission from director of the M.Ed. program.

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. Since each internship will be designed to meet the needs of the individual candidate, the course description intentionally lacks specificity. Refer to the M.Ed. internship application. Upon recommendation and approval of director, may substitute for a master's-level course.

EDU 570 Topics in Education (generally for secondary teachers)

Courses that consider recent research and pedagogy in an area of secondary teacher certification.

EDU 598 Educational Research and Design

This course will examine 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 will be explored, emphasizing action research done in educational

contexts. Student research projects will reflect a specific educational research style, such as experimental, correlational, survey, grounded theory, ethnography, narrative or mixed methods. Students will be guided in the selection of an appropriate master's project topic and a review and critique of relevant literature. They will develop a comprehensive design proposal for a major research project.

EDU 599 Master's Project

This course represents the final stage in the completion of a master's project. Students will work closely with a research adviser to implement a major educational research project.

ENGLISH (ENG)

Completion of English foundations course (101, 106, 108, 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.

Writing and Language

Foundations Courses (for native speakers)

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 Examination.

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 Examination.

ENG 180 Writing and Literature

Development of writing skills through papers, based upon critical reading of works discussed in class. Focus 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 Examination.

EAP Courses (for non-native speakers only)

ENG 103 EAP: Communication and Combined Language Skills

A course designed for international students who wish to work on multiple aspects of language and culture while living in the United States. It will cover listening, speaking, reading, writing, academic skills and American culture. Offered fall. CC

ENG 104 EAP: English Composition in an Academic Environment

A composition course 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. In doing so, the student will focus on the particulars of micro and macro elements of academic writing aimed at a native-speaking audience. These elements will include but are not limited to syntax, semantics, organization, rhetoric and argumentation. In an effort to ensure that students know how to use their academic writing for research purposes, the course will also introduce related skills such as drafting article/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 in the following spring semester. Prerequisite: English Placement Examination.

ENG 106 EAP: Academic Research Writing

A research and composition course designed for non-native English speaking students. The course will emphasize distinct areas of planning, conducting and writing for an independent research project. These areas will include: 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. WI

Courses in Writing and Language

ENG 111 Tutorial in Writing

Offers one-on-one instruction for students needing to improve their academic writing skills. Individualized course content will be decided after consultation with the student, the student's adviser and/or previous instructors. With the 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. Prerequisite: Permission of instructor. (.5 credits). This course does not appear on the semester course listings and it does not fulfill any TDS or writing-intensive requirements. Students who are interested in enrolling must contact the instructor.

ENG 112 Business Writing

Students will write in a variety of business formats, ranging from letters requesting product information to memos and technical reports. Discussion topics include business culture and the use of emergent technologies. Prerequisite: Foundations course in English. **WI**

ENG 115 Writing about Literary Genres

Writing-intensive introduction to the histories, conventions, methods and pleasures of particular literary genres. The 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: Thoreau, Jewett, Abbey, Wordsworth, Smiley. Prerequisite: Foundations course in English. **ES, LIT, WI**

ENG 210 Advanced Exposition

Development of expository writing skills at an advanced level across the major academic curriculum and disciplines (natural sciences, social sciences, humanities, business, etc.). Course also establishes the foundations of rhetorical theory and the application of

advanced rhetorical techniques to academic writing. **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 non-fiction. Class will consist of craft exercises, critical renderings of others' work, self-reflective analysis and the 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 non-traditional methods of grammatical analysis. Study of significant language change from the Old English through the modern period. Projects involving field research. Graduate-level course includes additional work in secondary language acquisition and development. Graduate course has four lecture hours. Prerequisite: 511 Admission to EDU.

ENG 320 Advanced Creative Writing

A follow-up to the English 220 course. Includes detailed craft and skill-building instruction, written and oral peer critiquing, self-reflective analysis, regular examination of contemporary trends in creative writing, workshops on publication and the completion of several significant projects. Prerequisite: 220. **ART**

ENG 340 Independent Work in Creative Writing

Completion of a significant project in creative writing: a manuscript of poems, short stories, fiction, creative non-fiction or drama. Prerequisite: 320.

Literature

ENG 204 Women Writers

Examines themes, techniques, goals and historical contexts of women's literary production. CC, WS, CD, 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 a 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 will 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 will 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 Literature for Adolescents

Survey of current literature written for students of junior and senior high school age. Critical reading of classic works with emphasis on those which are frequently included in secondary school curricula. Selected works of criticism. Prerequisite: EDU 207. LIT

ENG 230 Film Analysis and History

Students will 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 will 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 will illustrate developments in dramatic history from nineteenth-century realism to the Theater of the Absurd and post-modernism. Technical discussions will focus on genre and stagecraft. ART, LIT, WI

ENG 234 The English Novel

The genre 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 the 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

English Topics Courses (ENG 270/370) are divided into three categories:

ENG 320 Advanced Creative Writing

A follow-up to the English 220 course. Includes detailed craft and skill-building instruction, written and oral peer critiquing, self-reflective analysis, regular examination of contemporary trends in creative writing, workshops on publication and the completion of several significant projects. Prerequisite: 220. ART

ENG 270/370 Topics in 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. LIT, WI

Courses previously offered under this 270/370 rubric include: Asian-American Literature, Shakespeare's Histories, 17th-Century Literature.

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. The individual genres studied will vary over time but may include poetry, drama, melodrama, autobiography, gothic fiction and popular literature, as well as the representation of such literatures in film. Courses previously offered under this 270/370 rubric include: African-American Literature, Asian-American Literature, 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. **LIT, WI**

Courses previously offered under this 270/370 rubric include: Robert Burns, Charles Dickens, Willa Cather and Arthurian literature and film.

All ENG 270/370 courses have the Liberal Arts designators of LIT and WI. Additional TDS designations will be listed in the semester course bulletins.

ENG 290 Shakespeare's Tragedies and Romances

Critical reading of representative tragedies, romances and genres, including a thorough introduction to Shakespeare and his sonnets. Prerequisite: 200-level ENG or MCM course. **LIT, WI**

ENG 317 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 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/a 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 the 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. Prerequisite: for the 500-level course, permission of instructor. **ART, CC, 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 for 545: permission. **LIT, HWC, WI**

ENG 380 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 ENG 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. Prerequisite: senior standing in English or instructor's permission. 0.5 cc

ENVIRONMENTAL STUDIES (ENV)**ENV 105 Foundations of Sustainability**

The purpose of this non-majors class is to offer an introductory course on 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 110 Introduction to Environmental Science

This course 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. The course includes a laboratory 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 included composting and use of household refuse; soil management; seed storage, seeding and seedling management; integrated pest management; post-harvest handling of perishable produce; organic gardening and other sustainable gardening practices. Weekly fieldwork will be supplemented with assigned readings and projects that will enhance the student's enjoyment of gardening and the outdoors. 2 hours, .5 Credits. **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 204 Environmental Policy

Investigates selected environmental issues from an interdisciplinary perspective with a focus on how environmental issues shape policy in the United States. The course will explore the institutional setting in which environmental policy proceeds, the participants involved in creating policy and the political, economical and ethical factors that shape policy. Prerequisite: 110. **ES, CC, WI**

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: (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 will examine the 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 will require students to learn how to write local environmental history. They will learn to solve the mysteries involved in researching the environmental components of local history. **ES**

ENV 215 Environmental Impact Assessment

Historical survey of the impact of human beings on the environment. Topics include cultural-historical land use and its environmental impact, sustainable land use planning and assessing the impact of development on the social and natural environment. Class will perform an environmental impact assessment of a campus, borough or county plan or project. Prerequisites: 110. **ES**

ENV 216/316 Agroecology

Basic principles of ecology as they apply to agricultural systems. Comparison of industrialized and sustainable agriculture. Survey of traditional agricultural practices in global and historical context. Field and laboratory work in association with the Center for Sustainable Living. Students taking the course at the 300 level will complete a laboratory component. Prerequisite: 110 or BIO 102. **ES, ESL**

ENV 217 Environmental Stewardship
Inquiry into the experiential and practical aspects of environmental stewardship at the individual and institutional levels. The course examines the way human beings value the environment and bio-regional awareness. It also examines the philosophic, social and scientific principles of ecological stewardship and land management. Students will participate in an ecological stewardship project. Prerequisite: 110. **ES**

ENV 305/505 Environmental Education
The course introduces students to fundamental approaches, processes and goals of environmental education (EE). Much of the course involves fieldwork, including at the Fulton Farm; using guest speakers, experiential learning and field trips in which students will learn EE curricula recognized and adopted on a national or statewide basis. Students will 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 will 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 Science and Humanities
A senior capstone seminar that integrates student coursework, internships and other educational experiences. The course will examine 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; 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, 104 may be required for one or two semesters .5 credits each.

EQS 110 Introduction to Equine Management

The foundation course for equestrian studies, which addresses basic equine anatomy, breeds, colors, conformation, equipment, feeding, grooming, minor veterinary care, shoeing, soundness and stable management. Lecture, demonstration, discussion; practica and experiential work required at the stable.

EQT 113, 114 Novice Equitation I, II
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. Prerequisite: 104 or permission of the director of equestrian studies (for 113) .5 credits each.

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. Prerequisite: BIO 101 or 110. Three hours lecture; two hours laboratory.

EQS 125 Equine Breeding Management

An introduction to all aspects of horse breeding including heredity, selection, the reproductive system of mares and stallions, live cover and artificial insemination, fetal development, parturition, care and handling of breeding stock and foals, and breeding farm design and management. Lectures, laboratory, and visits to breeding farms. Experiential work required at the stable. Prerequisite: 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. Prerequisite: 114 or permission of the director of equestrian studies .5 credits each.

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. Practica and experiential work requirement at the stable. Not open to first-year students. Weekend commitments to running of horse shows and clinics required.

EQS 225 Equine Health Management

Examines the care of the horse, symptoms, causes, care and prevention of diseases and injuries; assisting the farrier and veterinarian; basics of blood testing, immunizations, parasites and their control; and record-keeping. Lecture, discussion, practica, laboratory and experiential work required at the stable. Prerequisites: 110, 116.

EQS 230 Introduction to Training the Horse

Presents the basic concepts of a variety of traditional and modern training methods. The course 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 practica.

EQS 235 Applied Horse Training Techniques I

A practicum class 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 .5 credits. Does not satisfy PE requirement. Prerequisites: EQS 230, EQT 203 or permission.

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 .5 credits. Does not satisfy P.E. requirement. Prerequisites: EQS 235, 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, practica. Prerequisites: 110, 230.

EQS 270/370 Topics in Equestrian Studies

Courses offered on an occasional basis to enhance the curriculum with subjects of special interest.

EQT 271/371 Topics in Equitation

Equitation (riding) courses offered on an occasional basis to enhance the curriculum with riding disciplines of special interest. Students required to provide discipline-specific equipment, if needed. .5 credits 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 305, 306 may choose to concentrate on flatwork or dressage only, if scheduling permits. Prerequisites: 208 and permission of the director of equestrian studies. .5 credits each.

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. Prerequisites: 306 and permission of the Director of Equestrian Studies. .5 credits each.

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, practica, 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, practica and experiential work requirement at the stable. Prerequisite: 225.

EQS 326, 327 Methods of Teaching and Training I, II

Courses designed to provide knowledge of riding and schooling principles, methods of instruction, lesson planning, student assessment and lesson horse selection. Lecture, discussion, student teaching practica, laboratory. Prerequisites: 240.

EQS 328, 329 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: EDU 207 (for EQS 328), 327.

EQUINE-FACILITATED THERAPEUTICS (EFT)**EFT 201 Equine-Facilitated Therapeutics I**

An 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: 201.

EFT 213 Training the Horse

Student trainers will assess their assigned horses based upon 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 following: 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 having physical, emotional or mental disabilities. Prerequisites: 202, EQS 240.

EFT 332 Teaching II

Under the supervision of the professor, students will teach riders with disabilities, perform the duties of alternative team members and provide critical evaluations of their peers. Prerequisite: 331.

EXERCISE SPORT SCIENCE (ESS)**ESS 114 Foundations of Sport Management**

An introductory view of the skills and information necessary for a career in the sport industry. Topics covered reflect the core competencies for sport management, including management and leadership in the sport industry, sport finance, sport facility and event management, sport governance, ethics in the sport industry and more.

ESS 145 First Aid and CPR/AED

The course is designed to prepare students to be certified in first aid, cardiopulmonary resuscitation (CPR) and automated external defibrillation (AED). Upon successful completion, students will receive first-aid, CPR and AED certification. .25 credits.

ESS 215 Care and Prevention of Athletic Injuries, First Aid

Basic instruction in the concepts and techniques in the prevention, diagnosis, treatment and rehabilitation of athletic injuries. Students will 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. Discussion of exercise testing and prescription for individuals with cardiac abnormalities or problems will be included. Two hours lecture, three hours lab. Prerequisite: 220.

ESS 223 Physiologic Foundations of Training

This course focuses on underlying physiologic theories supporting proper diet and training techniques for the athlete. 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, will be addressed. Prerequisite: BIO 110 or 102. .5 credit.

ESS 224 Fitness for Life

A 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. .5 credit.

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 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 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, 207; CHM 101, 102, 201, 202; or permission. **NSL**

ESS 270/370 Topics in Exercise and Sport Science

Courses offered on an occasional basis to enhance the curriculum with subjects of special interest.

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 Psycho-Social 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. **CC, WI**

ESS 355 Internship

ESS majors can select an internship experience that meets their individual career and educational goals. Prerequisite: permission of instructor.

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 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 231 The Age of Michelangelo

An exploration of Italian Renaissance painting, sculpture and architecture. Emphasis on major artists of Florence, Venice and Rome, 1400–1550. **FWC, ART**

FA 232 Art of the Golden Age: the 17th Century

The 17th century in Europe was a "golden age" of art, science and literature. Emphasis on the visual arts of the Baroque and its diverse manifestations in France, Spain, Mexico and the Netherlands. **HWC, ART**

FA 235 Art and Revolution: Romanticism to Impressionism

The 19th century saw a new interaction between the arts and political and social revolutionary movements. Emphasis on major artists from the Romantics to the Impressionists. **HWC, ART, WI**

FA 237 American and 20th-Century Art

Art and architecture of United States from the Colonial period to the present, with emphasis on conscious development of an indigenous American style which both reflects and opposes European tastes; art of modern period in Europe and America, including influential artists such as Picasso, Mondrian, Jackson Pollock and Georgia O'Keeffe; movements such as cubism, surrealism, abstract expressionism and pop art; and architecture, including Bauhaus influences and Frank Lloyd Wright. **HWC, ART**

FA 238 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. Field trips to museums. **HWC, ART, WS**

FA 240 Art and Culture of China

Introduces students to the artistic and cultural traditions of Imperial China. The visual arts have played different roles and served various functions during China's long history. In this course, a selection of artworks will be studied in their cultural context: bronzes, jades, ceramics and silk textiles. Special emphasis on the expressive arts of painting and calligraphy. **NWC, ART**

FA 270/370 Topics in Classical Civilization (See Classics 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. A focus on specific areas or major artists will allow concentrated and intensive study.

FA 310: Art History Theory and Methods

An exploration into the history of art history, the development of the theoretical framework, and the methods employed in contemporary practice. Prerequisites: minimum of junior status and at least two art history or classics courses at the 200 level or permission of the instructor. **WI**

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.

Fine Arts: Studio

Note: Studio courses require an additional fee and students are expected to purchase their individual art supplies.

FA 114 Basic Drawing

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 Beginning Painting

Introduction to traditional and experimental techniques using acrylic and/ or oil paint. **ART**

FA 118 Introduction to Photography

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 119 Design for Advertising

Introduction to concepts, materials and techniques (no "freehand" drawing) in designing for both commercial and communications-oriented advertising. Lectures on the interrelation of print media advertising and marketing; exams on professional vocabulary. Weekly design projects may include: newspaper and magazine ads, brochures, stationery, logos, layouts and posters. **ART**

FA 120 Introduction to Computer Graphics

Examines the basic types of computer graphics: pixel, object and vector based. Participants will learn the basic computer graphic tools, develop original graphics and manipulate existing graphics using popular graphics packages. Graphic layout for artistic, publication and multimedia purposes will be discussed and implemented, including the use of color, foreground, background, text and images. Prerequisite: CS 110 or permission. **ART**

FA 214 Intermediate Drawing and Painting

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

Introduction to printmaking techniques; aesthetic concepts will be emphasized. Media may include silkscreen and etching. Lectures and exams on the history of printmaking. **ART**

FA 217 Ceramics and Three-Dimensional Design

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 221 Intermediate Computer Graphics

This course is a continuation of the Introduction to Computer Graphics course. Participants will 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 will also critique and explore existing design/art materials. Prerequisite: 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 will explore design concepts while seeking individual solutions to a wide range of open-ended design problems. 2D Design 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 principle 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 contour sketching to multi-figured full volume tonality with particular attention given to proportion, mass and modeling. Media will include graphite, ink and charcoal. Prerequisite: permission of instructor. **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 for subject matter, 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 315 History of Studio Practice

An exploration of the history of media usage and studio practice. Historical developments in media will be integrated with demonstrations and hands-on practice, with techniques including oil paint, water media, printmaking, modeling, carving, assemblage and

photography. New media, such as various digital imaging systems, will be introduced. The emphasis will be 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 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 320 **Advanced Studio Workshop**

Students work in a self-selected medium or variety of media at an advanced level in a workshop atmosphere under supervision of the instructor. Designed for students with some background and experience in studio art techniques. Prerequisite: at least two studio courses. Can be taken twice for credit.

FRENCH (FRN)

French 202 is prerequisite to all courses numbered above 202. Two of the following are prerequisite to all 300-level courses: FRN 207, 208 or 211.

FRN 101, 102 **Elementary French**

Introduction to French grammar and culture, with emphasis on attaining proficiency in basic conversational fluency. Five hours per week.

FRN 201 **Intermediate French I**

Intensive grammar review; reading, writing and discussion. Prerequisite: 102 or equivalent. **HWC**

FRN 202 **Intermediate French II**

Reading, writing and discussion of grammar as needed. Prerequisite: 201. **HWC**

FRN 207 **Introduction to Francophone Literature**

Comprehensive overview of Francophone literature from its beginnings to contemporary movements and writers (Africa, the Caribbean and Quebec). **LIT**

FRN 208 **Masterpieces of French Literature from the Middle Ages through the 17th Century**

Critical and historical analysis of literary genres and problematics of the periods in question. **LIT, WI**

FRN 209 **French Conversation and Phonetics**

Development of listening and speaking competency through extensive use of multimedia (text, audio and visual materials). Intensive participation is required in order to improve freedom and proficiency of oral expression. Special attention is given to spoken French and includes intensive concentration on pronunciation, intonation, rhythm and phrasing.

FRN 210 **Advanced French Grammar and Composition**

Special problems in French grammar and syntax; a writing-intensive course 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. **WI, FT**

FRN 211 **Masterpieces of French Literature from the 18th through the 20th Centuries**

Critical and historical analysis of literary genres and problematics of the periods in question. **LIT, WI**

FRN 218 **Introduction to French and Francophone Culture and Civilization**

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. **HWC**

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 will enable 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, Pernelle du Guillet, Madame de Lafayette, Françoise de Graffigny, 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 331 The 19th-Century French Novel

Critical and historical analysis of the 19th-century French novel. Texts will be chosen from among the following authors: Chateaubriand, Hugo, Balzac, Stendhal, Flaubert, Zola, Maupassant and Huysmans. Romanticism through realism, naturalism and decadence. Prerequisites: two 200-level literature courses in French. **LIT, WI**

FRN 332 The 20th-Century French Novel

Critical and historical analysis of the 20th-century French novel, from Proust to the Nouveau Roman. Authors may include: Proust, Gide, Céline, Sartre, Camus, Robbe-Grillet, Sarraute and Duras. Prerequisite: two 200-level literature courses in French. **LIT, WI**

FRN 333 French Poetry: From the Renaissance to the Surreal

Critical and historical analysis of French poetry (with concentration on works from the 16th, 19th and 20th centuries). Authors may include such poets as Villon, Marot, Scève, Labé, Du Guillet, Du Bellay, Ronsard, Musset, Vigny, Nerval, Hugo, Baudelaire, Verlaine, Mallarmé, Rimbaud, Lautréamont, Peguy, Apollinaire, Valéry and Aragon. Prerequisites: two 200-level literature courses in French. **LIT, WI**

FRN 334 Le Classicisme: 17th-Century French Theater and Thought

Critical and historical analysis of French theater and philosophy of the 17th century. Selections from Corneille, Racine, Molière, Descartes, La Rochefoucauld, La Fontaine and Pascal. Prerequisites: two courses at the 200-level in French. **LIT, WI**

FRN 335 19th- and 20th-Century Experiments in French Theater

Critical and historical analysis of French theater of the 19th and 20th centuries. Selections from Hugo, Vigny, Musset, Rostand, Claudel, Sartre, Giraudoux, Ionesco and Beckett. Prerequisites: two 200-level literature courses in French. **LIT, WI**

FRN 336 Le Siècle des Lumières: 18th-Century French Philosophy

Critical and historical analysis of 18th-century philosophies, including Voltaire, Diderot, Rousseau and Montesquieu. Prerequisites: two 200-level courses in French literature. **LIT, WI**

FRN 399 Senior Thesis

The student will design and implement a major research project in conjunction with a faculty adviser. Prerequisite: permission.

GEOGRAPHY (GEO)

GEO 102 Cultural Geography

Examines how innovation-diffusion processes of major cultures affect the landscape. Focuses on nonenvironmental 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 which the geographer investigates.

GERMAN (GER)

German 202 is prerequisite to all courses numbered above 202; German 203 and 207 are prerequisite 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: 102 or equivalent. **HWC**

GER 202 Intermediate German II

Reading modern prose; oral and written expression. Prerequisite: 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.

GER 220 Culture and Civilization I

Oral and written expression; reading and discussion of the values and attitudes of German society as manifested in history, literature and philosophy, art and music from Charlemagne to the age of Goethe. **HWC**

GER 221 Culture and Civilization II

Development of modern German life, culture and civilization in its historical context: the exploration of the values and attitudes of German society as manifested in history and politics, literature and philosophy, and art and music. Prerequisite: 220. **HWC**

GER 270/370 Topics in German Language

Courses offered periodically to enhance the curriculum with subjects of special interest. Emphasis on (1) auditory comprehension and written German; (2) spoken and written German.

GER 271/371 Topics in German Literature

Courses offered periodically to enhance the curriculum with subjects of special interest.

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. 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 impacted cultural development and how cultural perceptions have impacted 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 will examine the 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 will require students to learn how to write environmental history. They will 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, their position in the Catholic church, the various feudal and monarchical states and in society. Women's roles will be examined from saints to heretics, queens to peasants, and town to village dwellers. Prerequisite: 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: 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: 112.

HIS 215 Colonial America
The colonial experience from the era of European expansion to the end of the American Revolution, 1655–1783. 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: 124. **HWC, CD, WI**

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; 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: 125 or 126. **CC, CD**

HIS 270/370 Topics in History
Courses offered periodically to enhance the curriculum with subjects of special interest. Prerequisite: permission of the 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 high-

lights the analysis of the economic, social and political impacts of women on the American economic system. Comparisons and contrasts with other societies will be drawn as well.

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 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 will also be discussed. Prerequisite: 111 or 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" will also be explored. Particular attention will be given to the impact of the war on women, African-Americans and the common soldier. Prerequisite: 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: 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

This course 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; and 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 who were traditionally excluded from political action and identity. The course 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. **HWC**

HIS 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.

INTERNATIONAL STUDIES (IS)

IS 201 **Cultures of India, South and Southeast Asia (cross-listed as RLS 201)**

Primitive and archetypal patterns. Indigenous religious patterns. Major attention to the contemporary varieties of Hinduism. Readings in ancient and modern literature. **NWC**

IS 203/303 **Cultures of Southeast Europe**

An exploration of the history, religious and social institutions of the Balkans, a region where the encounter between the cultures of East and West took place that continues to influence our world today. Emphasis on Bulgaria, Greece and the former Yugoslavia. **NWC**

IS 205/305 **Culture and Politics of the Middle East**

Provides an introduction to the cultures and politics of the Middle East. A general survey of historical material will be presented in order to provide the necessary background for understanding major cultural systems such as Islam, Judaism and modern ideologies such as Arab Nationalism, Pan-Arabism and Zionism. An overview of politics, regional conflicts and superpower involvement. **NWC**

IS 206 **Comparative Contemporary Cultures**

An exploration of 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 primarily on Asia, Africa, or Latin America. **NWC**

IS 210 **Explorations in Global Culture**

This course presents a general overview of selected topics and issues relating to the field of global culture. Particular emphasis on the examination of 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 the weaker ones. Topics will range from the definition of culture and civilization to the construction of identity around nationalism and ethnicity, the nature and function of

international organization and the cultural dimensions of imperialism to globalization, a not-so-new idea, but very central in the discourse of our times. **NWC**

IS 270 **Sub-Saharan Africa**

This survey course on Sub-Saharan Africa addresses questions relating to economic, political, social and cultural developments. It starts by discussing the role and impact of the Atlantic slave trade and European colonialism. It then examines post-colonial developments by looking at issues such as economic crises, brain drain, education, ethnic conflicts, democratization, gender and health issues, and effects of the current globalization. Prerequisite: sophomore standing or instructor's permission. **NWC**

IS 301 **Advanced Readings in the Literature of Asia (cross-listed as RLS 301)**

An examination of selected Asian writings designed to meet the needs of students who have some familiarity with Asian cultures. Prerequisite: permission of instructor. **NWC**

IS 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 will be 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.

IS 370 **Contemporary International Problems**

This course is 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 and Economics, or History and Political Science. **NWC**

IS 399 **Senior Thesis**

In conjunction with a faculty adviser, the student will design and complete a major research paper or project. Prerequisite: senior major.

PCS 101 Introduction to Peace Studies

This course serves as 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. More specifically, the course will serve as a basic introduction to issues such as disarmament, institutional violence and the ideas of leaders in nonviolent movements. **HWC**

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: 102. **FWC, LIT**

LAT 206 Roman Epic Poetry

Reading and discussion of Virgil's "*Aeneid*," including metrics and reading of secondary sources. Prerequisite: 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**

MASS COMMUNICATIONS (MCM)

Completion of English foundations course (101, 104, 108, 180 or equivalent) is required as a prerequisite for any 200-level course in Mass Communications. 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 Mass Communications.

MCM 105 Introduction to Mass Communications

Development and contributions of various media to contemporary society. Historical analysis of publishing, newspapers, photo-journalism, radio, television, advertising, public relations, cable and new technologies. Communication theories and research methods. **CC**

MCM 110 Effective Speaking

Students develop and practice public speaking skills that will be useful in a broad range of careers. The focus will be on informative and persuasive speaking skills, with an emphasis on speech research, organization and delivery. In the supportive climate of the classroom, students will grow in their understanding of speaking principles and their ability to use public speaking skills.

MCM 120 Interpersonal Communications

Survey of psychological, environmental, cultural and socioeconomic variables that influence communication. Definition of competent communicators in a variety of situations. Exploration of appropriate tools to alter communication behavior.

MCM 201 Journalism I

Development of skills required by newspaper writing and production, including principles of interviewing, reporting, editing and design on Microsoft Word. **WI**

MCM 207 The Media and Popular Culture

Examines the media's role in promoting culture and the impact of popular culture on the social, political and economic values of society as a whole. **CC, CD**

MCM 210/310 Women in the Media

Class, race and other relevant social and cultural aspects of media audiences and impact will be investigated, as well as current trends in feminist theory and criticism that come to bear on the production of popular culture in society. This course includes a service learning component. **CC, WS, WI**

MCM 270/370 Topics in Mass Communications

Special topics offered to enhance the curriculum.

MCM 301 Journalism II

Continued study of media writing and design, including magazine journalism, genre-based journalism (including electronic), advertising copywriting, writing for public relations, and desktop publishing via the Adobe Creative Suite. Prerequisite: MCM 201. **WI**

MCM 303 Media Law and Ethics

Legal and ethics-based study of court rulings and other issues that concern journalists, especially with respect to censorship, obscenity, libel, copyright, privacy and First Amendment rights and responsibilities. **ETH, WI**

MCM 304 Mass Media in Society

Social, cultural, economic and political influences of mass media studied from a sociological perspective. Analysis of works of writers who create images of the media contrary to popular opinion. Major research project with class presentation. **CC, WI**

MCM BB Billboard Print Journalism Practicum

The Practicum experience provides a simulation of the actual environment of a working newspaper. Students will write and edit copy, design paper pages, learn online news publication, sell advertising, and work on expanding the circulation of the campus newspaper, The Wilson Billboard. Can be taken as .5 or 1 course credit. Students taking course for 1 credit are required to attend a lecture component as well. Prerequisite: MCM 201 or permission. This may be taken as .5 or 1 course credit.

MCM 400 MCM Assessment Portfolio

A study in writing and reflection, MCM 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. Prerequisite: senior standing in Mass Communications or instructor's permission. 0.5 cc

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 percents; 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 of linear equations, system of linear equations and linear inequalities, linear programming and logarithms. Prerequisite: MAT 096/099 or Mathematics Placement Exam results. Credit does not apply toward graduation, but the course grade is calculated into the cumulative GPA.

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 Mathematics 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: 098/100 or Mathematics Placement Exam results. **NS**

MAT 104 Mathematics for Elementary Teachers

This course is designed to provide the 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. Prerequisite: 098/100 or placement 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: 103 or Mathematics 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 Mathematics 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: 110 or Mathematics 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: 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: 103 or Mathematics Placement Exam results. FT

**MAT 207 Introduction to Linear
Algebra**

Vector spaces, matrices, linear transformations, characteristic values and quadratic forms. Prerequisite: 140. NS, FT

**MAT 242 Calculus and Analytic
Geometry III**

Continuation of 140 and introduction to multi-variable calculus. Prerequisite: 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. Prerequisites: 205. FT, NS

**MAT 308 Introduction to Abstract
Algebra**

Concepts and methods of abstract algebra: groups, rings, integral domains and fields. Prerequisite: 207. 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: 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: 140. NS, FT

MAT 321 Advanced Calculus

Metric spaces; limits and continuity; differentiation and integration; sequences and series of functions. Prerequisites: 205, 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: 115, 140. NS, FT

MAT 326 Mathematical Statistics II

Topics include introduction to limiting distributions, hypothesis-testing, analysis of variance and non-parametric models. Prerequisite: 325. NS, FT

MAT 330 Advanced Statistical Methods

The study, application and interpretation of information from the natural, physical and 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 will apply these advanced methods in order to interpret the results of research studies. Access to SPSS is required. Prerequisite: 115

MAT 370 Topics in Advanced Mathematics

Topics in advanced mathematics that are not covered in the regular curriculum, to include, 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 juniors by permission and to seniors. *WI*

MUSIC (MUS)**MUS 101 Basic Music Theory I**

An introduction to materials and structures of music. Written and analytical exercises in harmony, sight singing and dictation. Prerequisite: ability to read music. *FT, ART*

MUS 102 Basic Music Theory II

A continuation of skills and techniques introduced in 101, including composition. Prerequisite: 101. *FT, ART*

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 comprise the Western musical tradition. Folk, ethnic and pop music also included. *ART*

MUS 215 Music of the Baroque

A survey of the great composers and formal structures of the European Baroque. Included will be comprehensive studies of the lives and compositions of Monteverdi, Vivaldi,

J.S. Bach and Handel. An introduction to the formation of the opera and the impact of the first public performances of organized ensemble music will be presented, especially emphasizing the public influence on the development of the virtuoso performer and the enlargement and extension of instrumental techniques. *ART, HWC*

MUS 216 Music of the Romantic Era

An historical survey of the composers and musical philosophies of the Romantic period (1820–1910). Emphasis will be placed on the personal biographies and composition of such composers as Berlioz, Liszt, Wagner, Brahms, Mahler and Sibelius, and on the musical forms they created. *ART, HWC*

MUS 217 Music of the Classical Period

An historical course that combines the study of the lives of the great classical composers such as Haydn, Mozart, Schubert and Beethoven, with an introduction to their most inspiring and influential compositions. Included will be an extensive survey of the development of the standardized forms of the sonata, symphony and concerto. *ART, HWC*

MUS 218 Music of the 20th Century

A listening survey course that emphasizes the major composers and stylistic movements of both the early 20th century and current contemporary music. Serialism, impressionism, nationalism, the avant-garde and minimalism will be presented in historical context, with musical examples illustrating the philosophies of the major composers. Composers such as Stravinsky, Schoenberg, Debussy, Shostokovich, Cage and Adams will be studied through their writings, as well as their music. *ART, CC*

MUS 370 Topics in Music

Topics may include, but are not limited to ethnomusicology, women in music, music for the dance and opera.

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 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. .5 credits. **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. Audition required. Note: No more than two course credits may count toward graduation in a combination of choir, Orchesis and a print journalism practicum. .5 credit. **ART**

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 nonwestern sources, we will explore 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. 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. The thought of Anselm, Kierkegaard, James and Hartshorne will be examined 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. Individualistic vs. 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 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)

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 here. **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

Major philosophical issues that have left a lasting imprint on western cultural heritage. Detailed examination of the philosophies of Plato, Aristotle, St. Augustine and St. Thomas Aquinas. **FWC, WI**

PHI 225 Modern Philosophy

Major philosophical issues that have left a lasting impression on the western cultural heritage. 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. 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 235/335 Aesthetics

Distinctive modes of expression in the arts. Recent and contemporary readings in the philosophy of art. Enhancement of meaning and appreciation. Open to students who have completed one course in philosophy, and to those with appropriate background in literature, the arts or religion. **FT**

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 will be given to the ways in which 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.

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 a personal program designed individually. .5 credits.

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. .5 credits.

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. .5 credits

PE 106 Lifeguard Training (American Red Cross)

This course follows the guidelines of the American Red Cross, and upon successful completion, carries Red Cross certification. Prerequisite: swimming test. .5 credits

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. Open to students who are advanced swimmers and who wish to teach swimming. .5 credits

PE 120 Aerobics

An exercise class designed to improve student levels of physical fitness. Physical fitness tests are administered before and after the course to monitor improvement. Students read various materials relating to diet and exercise. .5 credits

PE 128 Strength and Weight Training

This course is designed to improve students' present levels of physical fitness relative to muscular strength, muscular endurance, flexibility and body composition through a carefully designed and monitored personal weight training program. .5 credits

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. .5 credits

PE 131 Archery

Students are introduced to the history of archery, equipment selection, terminology, shooting skills, scoring and rules for competition. Alternate years. .25 course credits.

PE 132 Bowling

Students are introduced to the history of bowling, equipment selection, terminology, bowling skills, scoring and rules for competition. Alternate years. .25 course credits.

PE133 Badminton

Students are introduced to the history of badminton, equipment selection, terminology, badminton skills, scoring, game strategies and rules for competition. Alternate years. .25 course credits.

PE 134 Tennis

Students are introduced to the history of tennis, various strokes, game rules and strategies, and etiquette. Alternate years. .25 course credits

PE 136 Canoeing

This course follows the format recommended by the American Red Cross for basic canoeing. Students are introduced to the history of canoeing, basic safety skills and strokes, and terminology. A day-long canoeing trip is part of the program. Alternate years. .25 course credits.

PE 137 Self-Defense

Students are introduced to basic self-defense techniques, including kicks, pushes, distractions and falling techniques, along with practical applications for defending oneself in a variety of situations. Alternate years. .25 course credits.

PE 139 Golf

Students receive instruction on the full swing with short irons, and gradually progress to long irons and woods. Game etiquette, rules and game play are included. Alternate years. .25 credits course.

PE 140 Personal Fitness

This course is designed to help students develop a fitness program based upon personal goals, such as improving diet, losing weight, gaining strength and improving muscular and/or cardiovascular endurance. Present levels of fitness will be assessed and a program will be prescribed based upon individual goals and personal assessments. .5 course credits

PE 143 Pilates

An exercise class designed to improve student's current level of physical fitness through participating in a variety of Pilates exercises.

PE 170 Topics in Physical Education

Courses offered on an occasional basis to enhance the curriculum. .5 credits

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. The topics include mechanics, fluids, sound and thermodynamics. An emphasis is placed on problem-solving and medical applications of physics. The laboratory experiments serve to supplement and reinforce the lecture topics. Prerequisite: MAT 110 or equivalent. Three hours lecture; three hours laboratory. **NSL**.

PHY 102 Physics II

A continuation of PHY 101 covering the general topics of electricity magnetism, optics and atomic/nuclear physics. Prerequisite: 101. Three hours lecture; three hours laboratory. **NSL**

PHY 110 Contemporary Physical Science

Introduction to the principles of physics and chemistry for the non-science major. Topics will include motion, thermodynamics, electricity, light, atomic structure and bonding; and acid-base and redox chemistry. Emphasis on the practical application of these principles. Prerequisite: MAT 098/100 or equivalent. Three hours lecture; two hours laboratory. **NSL**

POLITICAL SCIENCE (PS)

PS 110 Introduction to Political Science

Content and methods of political science. Major philosophies and institutions of modern government; controversial political issues discussed and analyzed; some emphasis on American institutions and practices. WI

PS 120 American Government

Survey of United States national government, particularly Congress, 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. Each linkage institution will be examined separately and relationships among them explored. The role of mass media is examined in elections and as a primary source of the political information citizens receive. Prerequisite: 110 or 120. CC

PS 202 State and Local Government

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

The forces influencing relations of nations. Agencies, organizations, procedures devised to carry on such relations. Prerequisite: 110. NWC

PS 204 Introduction to Law

Judicial and legal processes, including decision-making by juries and judges; role of judicial review and policy-making 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

The changing role of women in the contemporary American political and business environments, with emphasis on obstacles and

opportunities for women today. Prerequisite: 110, 120 or BUS 124. WS, WI

PS 213 Europe in the 19th Century (cross-listed as HIS 213)

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)

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

The role of Congress and the president in the policy-making process. Relationships with such external publics as constituents, the bureaucracy, interest groups, media and staff. The extent and limits of each institution's powers. Case studies involving foreign or domestic policies. Prerequisites: 110 or 120. CC

PS 216 Public Policy

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: 125 or 126. CC, CD

PS 221/321 Women in Global Perspective

The political, economic and social position of women on a cross-national basis. Race, class and cultural barriers to the advancement of women. Topics include women in politics,

women in business and economics, and various policies affecting women. **WS, NWC**

PS 225 Politics in Comparative Perspective

United States political systems examined in relation to other political systems: modern and transitional, eastern and western, democratic and non-democratic. Examination of fundamental political problems: internal and international order, the establishment of authority, resolution of conflict, violence and politics, political socialization and capacity for change. Prerequisite: 110.

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

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: 110 or 120, ECO 101 or 102. **NWC**

PS 317 Political Theory

The works of a variety of political theorists from ancient to modern times. Attention also given to nonwestern 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. Emphasis on the various roles the court has assumed historically in relation to the other branches of government. Case method is used. Prerequisite: 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

Introductory statistics course designed for the math-anxious student. 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 Mathematics
Placement Examination results. **NS**

PSY 202 Life-Span Development

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: 110. **CC**

PSY 204/304 Theories of Personality

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: 110. **HWC**

PSY 207 Learning and Memory

Study of the experimental analysis of the major phenomena of learning and conditioning, including human learning and cognition. Systematic application of learning principles in the modification of behavior.
Prerequisite: 110. **NS**

PSY 208 Perception and the Senses

Human information-processing approach to human perception. Anatomical and physiological bases of perceptual experience. Relationships between psychological and physical reality are formalized. Prerequisite: 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, sub-cultural and gender role expectations with the incidence, labeling and treatment of neuroses and psychopathological conditions. Prerequisite: 110. **CD**

PSY 210 Feminist Perspectives on Women's Sexualities

Feminist analyses of the processes of sexual differentiation, the development of feminine gender role expectations, and their impact on

the formation of an adult sexual identity and concomitant decision making. Women's sexuality is approached primarily from developmental and psychosociocultural perspectives. Topics focus on issues relevant to women's personal experiences and the knowledge required to control our own bodies. Prerequisite: PSY 110 or SOC 120. **WS**

PSY 215 Psychology of Women

Survey of psychological research on gender differences in adults and children, gender role socialization, women and work/family issues, women's mental health and other topics related to ascribed and achieved roles of women in western industrialized societies. Prerequisite: 110. **CC, WS**

PSY 218 Biological Foundations of Behavior

A general survey of the relationship between biological structure/function and behavior. Topics include: behavioral genetics, neuro-anatomy and neurophysiology, sensory and motor systems, learning and memory, reproduction, social behavior, and higher cognitive functions and dysfunctions. Prerequisite: 110. Three hours lecture; two hours laboratory. **NSL**

PSY 220 Comparative Psychology

Survey of the continuity of psychological and behavioral processes within an evolutionary perspective, emphasizing mammalian species. Topics include historical and methodological considerations, heredity and innate behavior, learning, intelligence, communication, aggression and territorial defense, social systems and animal cognition. Prerequisite: 110. **NS**

PSY 270/370 Topics in Psychology

Courses involving the examination of subject areas within the discipline of psychology. Offered on occasional basis to enhance the curriculum. Prerequisites: 110 and permission of the 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: 115 and at least one 200-level course in psychology or EDU 206.

PSY 317 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. Current research, applications and methodologies are stressed. Three hours lecture; two hours laboratory. Prerequisites: 110, 115. CC, WI

PSY 319 Contemporary Issues in the Psychology of Women

Examination of the major philosophical and theoretical issues currently generating controversy and intellectual ferment in this area (e.g., gender difference as an intrapsychic phenomenon, challenges to the psychoanalytic tradition, and subjectivity in scientific inquiry, etc.). Prerequisites: 110, 215 or permission of instructor. CC, WS

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: 110, 218.

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. Prerequisite: 110, 209.

PSY 431 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. Course incorporates an introduction to the use of SPSS computer software for statistical analyses. Three hours lecture; two hours laboratory. Prerequisites: 110, 115, 218 and 317 senior status or permission of instructor.

PSY 468 History and Systems of Psychology

Psychology in historical perspective. The growth of both theory and science in psychology as exemplified in the works of the great philosopher/psychologists from Plato

to the present. Prerequisites: 110 and permission of instructor.

PSY 499 Behavioral Science: Senior Thesis**RELIGION STUDIES (RLS)****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). Possibilities for interfaith understanding. NWC

RLS 115 Christianity

An introduction to the academic study of religion in general and the Christian religion in particular. The course is largely a historical study that traces the emergence of Christianity from its beginnings as a minority sect within 1st-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, and modern challenges to Christianity. The course is also a contemporary cultural study. Students will read primary and secondary materials from each of the three largest branches of Christianity: Eastern Orthodox, Catholicism and Protestantism. They will also conduct field research in which they observe communities from each branch. FWC, HWC

RLS 201 Cultures of India and South and Southeast Asia (cross-listed as International Studies 201)

Primitive and archetypal patterns. Indigenous religious patterns. Major attention 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, relationship between reason and faith, logic of religious discourse and the evaluation of claims to religious knowledge. The thought of Anselm, Kierkegaard, James and Hartshorne will be examined 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. Individualistic vs. 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, affluence, poverty and globalization. **CC, ETH, WI**

RLS 210/310 Science and Religion

Impact of scientific method on religious thought. Confrontation of ancient themes and scientific world views. Current discussions on newer science and religious beliefs (big-bang cosmology and creation, respectively); religious sources and ecological values; ways of knowing and believing; theories of revelation, encounter, inspiration and symbol. Relationships of beliefs to factual knowledge. **HWC, FT**

**RLS 216 Women and Religious
Traditions**

Feminine aspects of western traditions and beliefs. Women's roles in cult and culture of 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. Impact of their beliefs on the formation of American society, values and politics. Themes and problems in American religious movements with their European roots. Denominational heritages of Catholics, Protestants and Jews. The African-American church. Lines of development from the Great Awakening, frontier revivalism and utopianism through fundamentalism and the social gospel. **HWC, CC, CD**

RLS 218 Islam

This course 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 will 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 here. **ES, ETH, WI**

**RLS 221 New Testament and Related
Literature in Greek**

Readings in Koine Greek: translation, exegesis and interpretation. Tools for using ancient manuscripts. **LIT**

RLS 222 Religion and Nature

This is 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 will make use of theories of religion to interpret the symbolic import of "the natural" in indigenous, regional and global religions, as well as analyze the conceptual limits and resources these religions offer to our understanding of and relation to the natural world. Prerequisites: 108. ES

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. Keys to the life and work of Luther, Calvin and other 16th-century reformers and their background in the Renaissance and humanist movements. Continuing reformation and liberation movements today. HWC, WI

RLS 240 Bible

An introduction to the academic study of the Bible. Examines the history of the Bible's formulation, interpretation and influence. In doing so, the course will also introduce students to the field of biblical studies, including debates within contemporary biblical studies. Students will survey the literature of the Hebrew Bible and the New Testament as well as scholarship on these ancient texts. FWC

RLS 243/343 The New Testament

Introduction to the writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. Use of source, form and redaction criticism as tools for the academic study of the New Testament is demonstrated. Prerequisites: Foundations in English or permission, 240, and 245/345 or permission of instructor. 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, we will 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. We will also consider the diverse genres and theological themes found in the Hebrew Bible. Finally, we will 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 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 will include Theravada and Vipassana as well as Zen, Pure Land, Nichiren, Tibetan and the blossoming of the tradition in the United States. The course will also draw comparisons between Buddhism and theistic traditions like Judaism, Christianity and Islam. NWC

RLS 262 Taoism

Introduces the student to the history and development of Taoism in China, Korea and Japan. Emphasis will be placed on 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 will also draw comparisons between Taoism and theistic traditions like Judaism, Christianity and Islam. NWC



RLS 263/363 The Qur'an

The course introduces students to 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: Foundations in English for the 200 level, any 200-level course in Religion or Philosophy for the 300 level. **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 International Studies 301)

An examination of 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: 245/345 or 240, or permission of instructor. **FWC, WI**

RLS 314 Development of Christianity in the Ancient World

Religions, philosophies, cults of the Hellenistic world and their confrontation with Christianity. Readings and discussion in later books of New Testament, mystery religions, Gnosticism and church fathers. Prerequisites: 115, 243/343. **FWC**

RLS 315/415 Advanced Seminar

Advanced study of selected figures or topics in Philosophy and Religious Studies. Prerequisites: 400 level: 1 course in RLS or PHI at the 300 level or permission. 300 level: 1 course in RLS or PHI at the 200 level or permission. **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 non-linear 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**

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 introductory course to the discipline of sociology, intended mainly for students who wish to gain a broad overview of the field, its areas of study, methods of inquiry and conceptions and analysis 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 a changing 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: 120. **CC**

SOC 215 Women in Society

Special attention directed to documenting and interpreting the situation of women in our society, including women living in the past as well as today. Among topics to be examined from both sociological and feminist perspectives: women and work, women and deviance (including victimization of women, women's deviance through gender norms), and women and the family. Prerequisite: 120. **CC, WS, CD**

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, environ-

mental crises and the impact of the industrial revolution and post-industrial society on work and unemployment. Prerequisite: 120. **CC**

SOC 227/327 Environmental Sociology

Explores sociological and social scientific 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: 120. **ES**

SOC 230 Deviance and Criminal Justice

Traditional sociological theories and critical perspectives (including feminist analysis) on deviance and criminal behavior are explored. Informal and formal methods of social control including stigma, incarceration, institutionalization and alternative methods of prevention, adjudication and rehabilitation are considered. The impact of social institutions and inequalities at local to global levels on the development of individual, governmental and corporate crime and deviance is critically analyzed. Prerequisite: 120. **CC**

SOC 232 Qualitative Methods and Feminist Research

Introduces student 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 the major theories on qualitative research with special attention to feminist approaches, research ethics and project design. Includes introducing students to computer-based qualitative analysis. Prerequisite: 120 and permission. **WS, WI**

SOC 234 Conflict Resolution

Practical strategies for identifying and resolving sources of conflict are presented. 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. Major debates over neutrality, intervention and the use of mediation vs. adjudication are explored. Includes mandatory weekend workshop. Prerequisite: 120 or PSY 110 or permission. 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. The role of power and privilege in protecting inequality and the potential for change are explored. Prerequisite: 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. Questions such as why people start, join and leave movements are addressed 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: 120. CD

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: 120.

SOC 315 Sociological Theory
Survey of theoretical perspectives that have guided sociological thought and inquiry. Both classical social theorists (e.g., Marx, Weber, Durkheim) and contemporary theoretical perspectives (e.g., feminist, postmodernist, deconstructionist) are considered. Prerequisite: 120 and at least one 200-level sociology course. HWC

SOC 414 Research Design
Analyzes and critiques major qualitative and quantitative approaches to sociological research. Reviews basics of qualitative and quantitative research design. Principles of research, including data collection methods,

ethics in research, data interpretation and analysis are introduced. Students learn to read research in the field and to design their own research project. Prerequisites: 120, 232, PSY 115, senior status or permission of instructor.

SOC 499 Behavioral Sciences: Senior Thesis

SPANISH (SPN)

Spanish 202 is prerequisite to all courses numbered above 202; Spanish 203 and 207 are prerequisite to all 300 level courses.

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.

SPN 201 Intermediate Spanish I
A course designed to consolidate the skills attained in Elementary Spanish through an intensive review of grammar; reading and discussion of short literary texts; exercises in composition and oral presentations. Prerequisite 102. HWC

SPN 202 Intermediate Spanish II
Approaches to literature and techniques of literary analysis. Special emphasis on the development of reading comprehension and greater fluency in written and oral communication. The more difficult points of intermediate grammar will be reviewed. Prerequisite 201 HWC

SPN 203 Introduction to Peninsular Spanish Literature
Comprehensive overview of Spanish literature, with analysis and discussion of selected representative texts. This is a course designed to develop or enhance critical and analytical skills in the appreciation of literature. LIT

SPN 207 Introduction to Spanish-American Literature

Comprehensive overview of Spanish- American literature, with analysis and discussion of selected representative texts. This course is designed to develop or enhance critical and analytical skills in the appreciation of literature. LIT

SPN 209 Spanish Conversation and Phonetics

Intensive practice in conversation with special emphasis on correct pronunciation and greater fluency. Reading, writing and oral presentations required.

SPN 210 Advanced Spanish Grammar and Composition

Short texts in a variety of modes (expository, narrative, descriptive, persuasive, etc.) will be used as models for weekly compositions: personal essays, journals and letters, creative compositions, business correspondence, etc. There will also be intensive practice in translation from English into Spanish. This course will aim at correctness of expression, vocabulary acquisition and some basic stylistic sophistication. FT

SPN 220 Culture and Civilization of Spain

This course will trace the evolution of Spanish civilization from its beginnings to the present. The focus will be on the major intellectual, artistic, political and social manifestations that can be considered the basis of Spain's cultural identity. HWC

SPN 221 Culture and Civilization of Spanish America

This course will trace the development of Spanish-American civilization from its pre-Columbian periods to the present. The focus will be on the major intellectual, artistic and political attempts at articulating a self-consciously Spanish-American identity. FWC, NWC

Advanced courses will be offered, as needed, from among the following:

SPN 331 Spanish Poetry and Theater of the Golden Age

Readings from the poetry of Garcilaso de la Vega, San Juan de la Cruz, Fray Luis de León, Lope de Vega, Quevedo and Góngora,

and from the theater of Lope de Vega and Calderón de la Barca. Prerequisites: 203 and 207.

SPN 332 Cervantes' Don Quijote de la Mancha.

Critical reading and discussion of Don Quijote. Background lectures will depict the contexts (historical, social, and cultural) wherein Cervantes wrote his masterpiece. Additional readings will acquaint the students with some of the most important interpretations and viewpoints relating to this novel's significance in the history of modern literature. Prerequisites: 203 and 207. LIT, WI

SPN 334 El Modernismo y La Generación del '98

Study of representative authors and texts from both Spain and Spanish America will give the student a clear understanding of the aesthetics and ideologies underpinning the concepts of "Modernismo" and "Noventayochismo" in literary history. Contextualization will also bring into focus the war of 1898 between Spain (then a waning old empire) and the United States (an emerging world power). Prerequisites: 203 and 207.

SPN 335 20th-Century Spanish Poetry

This course will trace the major developments in 20th-century Spanish poetry through a study of selected texts by such authors as Unamuno, Machado, Jiménez, García Lorca, Guillén, Salinas, Alberti, Aleixandre, Hernández and some more recent poets, taking into account the cultural and historical circumstances that have helped to shape it. Prerequisites: 203 and 207.

SPN 336 20th-Century Latin-American Poetry

Critical reading of major 20th-century poetic texts by Huidobro, Vallejo, Neruda, Césaire, Carrera Andrade, Guillén, Paz, Parra, Cardenal, etc. as representative examples of significant modes of poetic expression in modern Latin America. Prerequisites: 203 and 207. LIT

SPN 338 Latin American Women Writers

Readings from the works of outstanding Latin American women writers, such as Sor Juana Ines de la Cruz, Gomez de Avellaneda, Teresa de la Parra, Maria Luisa Bombal, Delmira Agustini, Juana de Ibarbourou, Altonsina Storni, Gabriela Mistral, Rosario Castellanos, Alejandra Pizarnik, Elena Poniatowska, Isabel Allende, Luisa Valenzuela. **WS, LIT, WI**

SPN 339 New Spanish-American Fictions

Examination of the literary and extraliterary contexts of the new Spanish-American novel. The readings will be selected from, among others, Borges' *Ficciones*, *Rulfo's Pedro Páramo*, *Fuentes' La muerte de Artemio Cruz*, *Cortázar's Rayuela*, *García Márquez's Cien años de soledad*, *Vargas Llosa's La casa verde*, *Puig's El beso de la mujer araña*, *Allende's La casa de los espíritus*, and/or others. An attempt will be made to situate texts and authors within the context of modern literary and intellectual history. Prerequisites: 203 and 207.

SPN 370 Topics in Spanish Literature

Courses offered on an occasional basis in response to student interests. Include topics such as: Christians, Jews and Moors; Spanish and Latin American Women Writers.

SPN 371 Topics in Spanish-American Literature

Courses offered on an occasional basis in response to student interests. Include topics such as *Readings in Spanish-American Literature 1492–1882*; the *Spanish-American Novel: 1900–1950*.

SPN 372 Topics in Spanish Language

Courses offered on an occasional basis in response to student interests. Examples include translation, stylistics, Spanish for the professions, Business Spanish, etc. **SPN**

SPN 399 Senior Thesis

The student will design and implement a major research project in conjunction with a faculty adviser. Prerequisite: Permission.

COURSES IN TRANSLATION (no prerequisite required; offered as needed)**SPN 220 Culture and Civilization of Spain****SPN 221 Culture and Civilization of Spanish America****SPN 332 Cervantes' Don Quijote de la Mancha****SPN 335 20th-Century Spanish Poetry****SPN 336 20th-Century Latin American Poetry****SPN 337 The Modern Long Poem: An Exploration****SPN 338 Latin American Women Writers****THEATER (THE)****THE 100 Techniques of Acting I**

Focuses on introductory acting techniques and the development of monologues and small scenes with classmates. Students will be expected to deliver three monologues/scenes for evaluation and perform in a public showcase at the end of the semester, as well as maintain a journal about their experience in the class. .5 credits each. **ART**

THE 200 Techniques of Acting II

A continuation of THE 100, THE 200 continues the development of students' acting skills. In addition to material covered in THE 100, students will complete a project on acting techniques and respond directly to other actors in class. Prerequisite: 100. **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. Prerequisites: 200.

THE 355 Internship

Offers real-life work experience with local theater groups or in other settings.

THE KP: Acting Practicum

Students gain and apply acting technique

in actual dramatic productions produced on-stage. The practical experience will allow students to gain familiarity with and a greater understating of the craft of acting and apply learned techniques to a working theatrical experience. Students will study technical and production aspects of stagecraft as well, including lighting, set design, publicity and house management. .5 credits Prerequisite: Audition and instructor's permission. **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 laboratory.

VMT 210 Parasitology

Study of various life cycles of animal parasites as they apply to an understanding of parasitic control clinically. Prerequisite: BIO 101 or 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. Prerequisite: 115. Three hours lecture; three hours laboratory.

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. Prerequisites: BIO 101 or 110 and CHM 101 or 103. Four hours lecture; two hours laboratory.

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: 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. Barn assignments and animal care outside of class is mandatory. Prerequisites: 213 and 216. Three hours lecture; three hours laboratory.

VMT 270/370 Topics in Veterinary Medical Technology

Upper level courses offered on an occasional basis in areas of veterinary science, 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. Prerequisite: 213. Three hours lecture; three hours laboratory.

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. Animal care outside of class is mandatory. Prerequisites: VMT 213, 216, and concurrent enrollment in VMT 312; BIO 101 or 110; MAT 103; CHM 101 or 103. Three hours lecture; three hours laboratory.

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. Laboratory animal care outside of class is mandatory. Prerequisites: 216, 213, 312. Three hours lecture; two hours laboratory.

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. Emphasis placed on surgical nursing and anesthesia skills. Surgical assignments and nursing care outside of class are mandatory. Prerequisites: 210, 213, 216, 220, 312, and 318. One four-hour session per week.

WOMEN’S STUDIES (WS)

WS 222 Feminist Theories and Perspectives
 Examination of recent studies of women’s experiences that have questioned traditional understandings of human nature, sexuality, social change, psychological development, political behavior, the family and creativity. Exploration of 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
 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
 Courses emphasizing feminist scholarship offered on an irregular basis to meet student interests and needs.

Other courses in Women’s Studies include:

- CLS 215 Women in Antiquity**
- DNC 235/335 Survey of Women in American Modern Dance**
- 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**



- HIS 212 Women in Medieval Civilization**
- HIS 320 Women in Early Modern England**
- HIS 306 The European Witch Craze**
- MCM 210/310 Women and the Media**
- PHI 240 Feminist Philosophy**
- PS 207 Women in American Business and Government**
- PS 221/321 Women in Global Perspective**
- PS 310 Law and Social Change: Women and Minorities**
- PSY 210 Women’s Sexualities**
- PSY 215 Psychology of Women**
- PSY 319 Contemporary Issues in the Psychology of Women**
- RLS 216 Women and Religious Traditions**
- SOC 215 Women in Society**
- SOC 232 Qualitative Methods and Feminist Research**
- SPN 338 Latin American Women Writers**

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