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NOTE:

The information in this printed edition of the 2022–2023 Wells College Course Catalog was accurate and verified as of August 23, 2022.

To see the most up-to-date version of this information online, please visit: wells.edu/catalog

To report any errors or omissions, please contact us at communications@wells.edu.

Wells College is approved by the New York State Education Department for the training of veterans and other eligible persons. Wells College is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor - MB #166, Wilmington, DE 19801.

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Wells College reserves the right to add, delete, or change, in their entirety or in part, policies, programs, curricular structures, courses, requirements, regulations, rules and/or fees noted in this catalog at any time. Changes shall become effective whenever the proper authorities so determine and will, unless expressly noted to the contrary, apply not only to prospective students but also to those who at that time are matriculated in the College. The College also reserves the right to publish this catalog in an electronic version and to make changes to the electronic version that take precedence over this print copy.

WELCOME LETTERS

Dear Wells Community:

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

Sincerely,
Jonathan Gibraltar, President



Dear Wellsians,

Welcome to YOUR catalogue! Catalogues can be boring or fun (imagine all the courses you could take!), but are always important to helping you pursue your college journey. We hope you will explore the catalogue, ask questions of mentors and friends, and find your way forward by identifying majors or minors you might pursue, requirements you must fulfill, others courses you might take and more. The catalogue represents our commitment to you - and your use of it as students, guided by your faculty and other mentors, represents your commitment to your education as tailored by you!

So: onward! I can't wait to see what how you make this catalogue your map for your journey.

Best,

Susan Henking
Vice President of Academic and Student Affairs



DECODING THE COURSE CATALOGUE

Each year the course catalogue is compiled by the Office of the Registrar and serves as a kind of contract between you and the College. Here, you will find exactly what is expected of you, as well as what you can expect of the institution. The catalogue gives you information on the types of degrees you can pursue, the classes you will need to take to achieve those degrees, and further information you will need as a Wells student. In addition to academic information, you will also find here information on financial aid as well as business office procedures. These are important for you to understand in order to succeed at Wells. This catalogue begins with the College's Mission Statement and declaration of community standards. Then, explanations of academic information and experiential learning (p. 8-29) will introduce you to the rules and expectations that apply to all departments and majors. Starting on page 30 you can find a description of each major and minor offered here at Wells, along with a list of the courses required for completion of the degree of study.

Before you jump into planning your semester using the Courses section (p. 71 – 133), we've compiled a few resources below that will help you decode this course catalogue. If you have questions after looking through the catalogue, you can also talk with an upperclass student about their experiences, as well as your academic advisor.

UNDERSTANDING THE COURSE CATALOGUE

Common terms and definitions

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

Federal Student Loan	Money loaned to you by the federal government, usually with a lower interest rate and better terms than private loans
Grant	Money for your education that does not need to be repaid; often given with certain terms such as income level or GPA.

Course Numbering

At Wells, each division is free to number its courses in its own way. One common numbering guideline you will see across many departments is:

100-199: introductory level courses for all students

200-299: courses primarily for undergraduate majors and minors

300 and above: courses for advanced undergraduates (usually juniors and seniors)

The numbering is not a universal rule. For example, you may take a 200-level course intended for a specific major even if it's outside of your field. To help determine whether a course is the right fit for your interests and academic journey, read its description within <<section name>>. If you're still not certain if the course is a good fit for you, we recommend you check in with the course instructor, the division chair<<link to webpage w division chair info || faculty directory>>, or your academic advisor.

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

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

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

How to request instructor or department chair permission

Within the Academic Programs section, you might notice language such as, "Students are encouraged to explore other relevant courses which may be approved with permission of department chair." Similarly, in the Courses roster (p. 71 - 133), some courses have prerequisites of, "one course in the social sciences, or permission of instructor." So, you might ask, how do you ask permission of either the instructor or the department chair? You can get it done in three steps:

1. Search the course of interest on the Globe:

Course code	Name	Faculty	Seats Open	Status	Schedule	Credits	Begin Date	End Date
ANTH 161	Introduction to Anthropology	Olson, Ernest G.	0/20	Full		3.00	8/29/2022	12/16/2022
ANTH 222	Anthropology, Relg.&Colonialism	Olson, Ernest G.	13/20	Open		3.00	8/29/2022	12/16/2022

-OR-

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

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

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



Mission,
Community Standards,
and Student Life

WELLS COLLEGE MISSION STATEMENT

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

To fulfill this mission, Wells College has instituted institutional and academic program goals (see "Academic Information" for further details).

COMMUNITY STANDARDS STATEMENT

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

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

STUDENT LIFE

Investment in the Wells College community requires courteous regard for self and others through words, actions, behaviors, and choices. In accordance with the Wells College Mission, Community Standards Statement, and Honor Code, faculty and staff in academic and student life aspire to cultivate a socially responsible community comprising knowledgeable students of integrity. Staff members partner with students to design policies, programs, practices, and opportunities to assist students in developing life skills, perspective, civility, competence, compassion, responsibility, and vision for citizenship in an intercultural society. In addition, staff members in academic and student life strive to embody a collaborative, cooperative and sustainable team approach that expects personal and interoffice accountability.

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

HONOR CODE

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



Academic Information

ACADEMIC INFORMATION

The Purpose of a Wells Education:

"To think critically, to reason wisely, and act humanely..."

Institutional and Academic Program Goals

Student Learning Goals

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

Content

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

Essential Skills

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

When Students Graduate

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

Institutional Responsibilities

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

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

to learning

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

Institutional Core Values

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

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

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

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

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

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

Integrity: Actions by those within the community are governed by the honor code

Support: Continuous emotional, intellectual

BACHELOR'S DEGREE

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

GENERAL REQUIREMENTS

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

- 1) complete a minimum of 120 semester hours; 2) complete two years in residence at Wells (at least 48 semester hours, which may include up to 16 semester hours in Wells College-approved off-campus study programs); 3) complete the College requirements, including those for the major; 4) maintain a minimum cumulative GPA of 2.0 and a minimum GPA of 2.0 for courses taken for the major.

Degree Expected

Students with senior standing may participate in Commencement activities as "degree expected" if all requirements for the major and at least 114 semester hours have been completed. Such students would be expected to complete the remaining work by the end of the calendar year. Students in a 3/2 or 3/4 articulation program shall be expected to follow the terms of the program and may participate in Commencement activities when the work at Wells College shall have been completed. Students in the Inclusive Childhood Education major and the Adolescence Certification program shall be eligible for the designation of "degree expected" if they have satisfied all graduation requirements except the experience, credits, and courses related to student teaching. The registrar determines eligibility to participate in Commencement activities as "degree expected."

The Major

Each Wells student must elect a major to assure exploration of an area of interest in-depth, and to develop the knowledge and skills involved in the mastery of a field. If a student's educational goals are better met by developing an individualized major than by electing an established major, the student may, with the advice of the faculty advisor and other appropriate faculty members, develop an individualized major.

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

Double Major

Students may elect to pursue a double major in one degree (B.A. or B.S.) or a double degree course of study that

includes a major in a B.A. degree and a major in a B.S. degree. A double major/double degree proposal form shall be filed with the Registrar. This proposal must indicate how the student's proposed plan of study meets the College's goals for a sound liberal arts program, including courses that satisfy the Core Requirements. The proposal must be approved by an advisor from each major. At the time of the proposal, a student must have a cumulative grade point average of at least 3.0, have completed at least four courses towards their first major, and have a grade point average of at least 3.0 for courses taken for that major. The student must have also completed at least one 200-level or higher course required for the intended second major that is not counted towards the first major at Wells College or through an affiliated program and have earned a grade point average of at least 3.0 in the course or courses.

No more than 50% of the courses to be applied to the first major may also be applied to the second major. At least five courses (of 3 to 4 semester hours each) in each major must be taken at Wells College or through an affiliated program. The student must fulfill senior requirements for both majors, which includes completing the capstone course for each major. Students must complete a separate, unique, project or thesis for each major. The proposal form must be submitted to the registrar no later than the last day of classes of the semester in which a student expects to have earned 75 credit hours. Final approval rests with the Academic Standing, Advising, and Admissions Committee.

GPA Requirement

To be eligible for graduation, a student must have earned a GPA of at least 2.0 in the work in the major.

The Minor

Although minors are not required, a student desiring a minor shall declare it on a Declaration of Minor form, available in the Registrar's Office or online, no later than the last day of classes of the first semester of the senior year. The declaration must be approved by the student's major advisor and the faculty coordinator for the minor. Requirements of the minors can be found in the "Academic Programs" section of the catalog.

In order to have a minor noted on the transcript, a student must earn an overall GPA of 2.0 or better in courses used for the minor. No more than 50% of the semester hours to be applied to the minor may also be applied to the major. A minimum of 50% of the courses must be unique to each minor.

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

CORE REQUIREMENTS

The College's core curriculum has the following three components: Foundations, which develops essential building blocks of a high-quality liberal arts and sciences education; Perspectives, through which the student is immersed in a diverse world of learning and scholarship across the liberal arts and sciences; and Connections, whereby the student takes advantage of programs and resources that promote rigorous scholarship, healthy lifestyles, financial well-being, and career preparation. Taken together with the entirety of the Wells experience, fulfillment of the core curriculum ensures that every Wells student has the opportunity to explore breadth in the liberal arts and sciences while developing the skills for successful professional development, rewarding social engagement, and effective lifelong learning.

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

Core Curriculum

I. Foundations

(1) WLLS 100: Wellness, Engagement, and Lifelong Learning for Success

This course introduces students to learning and living at Wells College. (first year, fall semester)

(2) WLLS 105: College Writing

This course covers the fundamentals of college-level writing. (first year, either fall or spring semester)

II. Perspectives

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

(3) Creative Expression

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

(4) Enduring Questions of Human Nature

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

(5) Social Systems

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

(6) Inclusion and Justice

Students will explore equality, access, and inclusiveness.

(7) Quantitative Reasoning

Students will explore mathematical concepts and skills.

(8) Natural Sciences

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

(9) Languages and Cultures

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

III. Connections

(10) Experiential Learning

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

(11) Skills for Lifelong Learning

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

(12) Mind-Body Wellness

Students will develop bodily-kinesthetic intelligence. Students will choose four (4) courses, two of which must be activity-based, from the following: physical education courses, certain dance courses, courses on nutrition, holistic health, or healthy lifestyles.

(13) Financial Wellness

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

Course Requirements and Semester Hour Limitations

1. Students must successfully complete a minimum of 120 semester hours of college level credit.
2. At least 48 semester hours must be taken on campus at Wells College or in Wells College-approved programs. While students may take more than 16 semester hours in Wells off-campus programs, no more than 16 semester hours will be counted toward the 48-semester-hour requirement.
3. At least 5 courses (of 3 to 4 semester hours each) in a major must be taken at Wells College or through an approved program. For students declaring a minor, at least 3 courses (of 3 to 4 semester hours each) in that minor must be taken at Wells College.
4. Students, whether first-year or transfer, are expected to satisfy College requirements, the requirements of the major, and the requirements of any minor as stated in the catalog in effect at the time of first matriculation at Wells College. Students who cease to attend the College for two years or more will be expected to meet the requirements as stated in the catalog in effect at the time of return.
5. For the degree of Bachelor of Arts no more than 45 semester hours in any one discipline shall be included in the 120 semester hours required for the degree. For the degree of Bachelor of Science no more than 55 semester hours in any one discipline shall be included in the 120 semester hours required for the degree.

6. Students must successfully complete a minimum of 90 liberal arts and science courses for a Bachelor of Arts degree, or 60 liberal arts and science courses for a Bachelor of Science degree.
7. Students shall maintain a minimum Grade Point Average of 2.0 for all Wells and Wells-approved courses.
8. Students may earn no more than 4 semester hours of credit during any given January Intersession and no more than 8 semester hours during the summer.
9. No more than 6 semester hours of courses graded "S/U" may be used toward the major.
10. A student may not elect a double concentration within a major.
11. There is a limit of 8 semester hours of credit toward the minimum 120 semester hours of credit required for graduation for courses that bear fewer than three semester hours of credit in the following two categories: physical education courses, and arts and performance courses (except those taken to meet requirements toward the major or minor).
12. A maximum of 12 semester hours of credit for internships and 12 semester hours of credit for independent studies may count towards the 120 semester hours of credit for graduation
13. A maximum of 8 semester hours of credit for tutorials may count towards the 120 semester hours of credit for graduation.

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

EXPERIENTIAL LEARNING

Off-Campus Study

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

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

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

- A minimum cumulative GPA of 2.8.
- As a general rule students must complete at least one year in residence (on campus) at Wells College. Students transferring in with fewer than 60 credit hours must complete two consecutive semesters at Wells College before studying off-campus. Students transferring in with 60 or more credit hours must complete one semester at Wells College and must receive written approval from their academic advisor, the coordinator of off-campus study, and the dean of students before studying off campus.
- Student must be in good academic and behavioral standing at Wells.
- Student's financial account must be paid in full. If the student is on the payment plan, the account must be current.
- Enrollment in or completion of OCS 271 and OCS 272: Cross-Cultural Preparation and Cross-Cultural Reflection (if you are studying abroad).
- All students must return to Wells for at least one semester after studying off campus.

Wells College Programs and Approved Programs

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

program. If program fees exceed the cost of tuition, room, and board at Wells, students will be billed for the cost difference.

Non-approved Programs

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

Intersession Off-Campus Study

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

Internships

One of Wells' most successful and popular ways to meet the experiential learning requirement is through the internship program. Almost every Wells student will complete at least one internship during their years at Wells; many will complete more than one. Students may elect to participate in credit-bearing internships with individuals, organizations, or businesses. A student plans an internship by working closely with a faculty sponsor, the academic and career advising staff, and an on-site sponsor who supervises and evaluates the on-site work. In many cases, Wells alumni help to arrange internships and act as sponsors. Internships may take place during January intersession, a semester, or summer. For each semester hour of credit, a student must work 40 hours; most internships earn between two and four semester hours of credit.

For students to earn academic credit for the internship, they must complete all necessary paperwork to register for the appropriate course. Students work with their faculty sponsors and on-site supervisors to develop learning contracts. The contracts as well as the internship agreement forms must be submitted to the Center for Academic and Career Advising prior to registration (wells.edu/advising). Deadlines are posted in the Center for Academic and Career Advising and on the Globe (global.wells.edu).

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

PRE-PROFESSIONAL PROGRAMS

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

Art Therapy Program

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

Educational Studies Program

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

General Requirements

- Application for acceptance in the education program takes place in the second semester of a student's sophomore year.
- Students must have completed at least 40 semester hours of coursework with a minimum GPA of 3.0 and earned a B- or higher in EDUC 105 (Teaching in a Diverse Society) or its equivalent at another college.
- In addition, students must provide the name of a faculty reference and a statement describing why they would like to complete the certification program.
- All candidates for certification are required to do an internship in an educational setting and take EDUC 408 Student Teaching Reflective Seminar along with EDUC 410 Student Teaching.
- Students must complete required course work and 100 hours of field experience in education prior to student teaching. In addition, to qualify for student teaching they must have a minimum GPA of 3.0 and earned a B- or higher in the required methods courses (Inclusive Childhood: EDUC 301, 302, 304, 307, 402 or Adolescence: EDUC 304, 331, 332, 406). Student-teaching placements will be determined by Wells faculty in cooperation with regional school personnel. No placement will be approved without the Wells faculty involvement. Student teachers are required to teach for 14 weeks, full-time in two classrooms suitable to the certification area sought. NOTE: Student teachers will be expected to provide their own housing, if necessary, as well as transportation.
- Students will be required to attend seminars on child abuse, school violence, and harassment/bullying.
- Candidates for initial teaching certification will be required to take standardized tests sponsored by the New York State Education Department in addition to the courses required by the program and submit to a fingerprint screening prior to student teaching.

Childhood Education

Childhood Certification, Grades 1-6

Teaching Students with Disabilities Certification, Grades 1-6

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

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

Additional Requirements for Certification

Multi-subject Core Requirements:

In addition to the education core students must complete a minimum of 30 credit hours across the liberal arts. These credit hours may overlap with general college requirements and 6 of these credits may overlap with the chosen minor. The 30 liberal arts credits must address learning in the following areas and be approved by an education faculty advisor:

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

- Communication skills

A Liberal Arts Minor:

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

*Note: Students who choose to obtain their initial adolescence certification in earth science complete the Group 4 option of the environmental science major.

Certification Workshops:

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

EDUC 001	Child Abuse Seminar
EDUC 002	Drug & Alcohol Seminar
EDUC 003	Violence Prevention and Intervention Seminar
EDUC 004	Harassment, Bullying, and Discrimination Prevention and Intervention (DASA)

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

New York State Certification Exams:

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

Adolescence Education and Certification, Grades 7-12

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

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

Health Professions

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

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

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

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

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

Pre-law

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

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

ARTICULATION AGREEMENTS

General Requirements:

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

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

Advisor: Professor Muin Uddin

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

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

Advisor: Health Professions Advising Group

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

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

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

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

Advisor: Professor Susan Wansor

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

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

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

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

Advisor: Professor Scott Heinekamp

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

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

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

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

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

Advisor: Health Professions Advising Group

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

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

Advisor: Health Professions Advising Group

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

Binghamton University School of Pharmacy and Pharmaceutical Sciences agrees to grant admission to the Pharm.D program at Binghamton University, provided that specific criteria are met. At the completion of the first professional year at Binghamton University, select courses from the Pharm.D curriculum will transfer back to Wells College, fulfilling the remaining degree requirements for a B.S. in biological sciences: health sciences. Please contact the Wells College registrar's office at 315.364.3215 or registrar@wells.edu for more information.

CROSS-REGISTRATION AGREEMENTS

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

Cornell University — Undergraduate Cross-Registration Program

Wells full-time matriculated students may register for courses offered by any of the eight undergraduate

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

Cayuga Community College Cross-Registration Program

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

Ithaca College — Undergraduate Cross-Registration Program

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

OTHER ACADEMIC INFORMATION

Accreditation

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

Academic Calendar

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

Semester Hours

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

Normal Course Load/Full-Time Status

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

Overloads

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

Attendance

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

Catalog in Effect

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

Time Limit

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

Accelerated Programs

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

Degree with Honors

The traditional Latin honors—cum laude, magna cum laude, and summa cum laude—are awarded at graduation for excellence in course work throughout a student's Wells College career. The degree of bachelor of arts or bachelor of science is awarded cum laude to those who have a Wells grade point average of 3.50 to 3.749; magna cum laude to those who have a Wells grade point average of 3.75 to 3.899; and summa cum laude to those who have a Wells grade point average of 3.90 or above.

Distinction in the Major

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

Academic Advising and Registration

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

All students register for classes online through the Globe. New students will have the opportunity to become acquainted with the College community, consult with an academic advisor regarding a degree program, and register for classes via phone or virtual advising. Continuing students register for fall classes during the designated registration period in the spring semester, and register for spring classes during the designated registration period in the fall semester. During the period of academic advising just prior to registration, the student's schedule for the semester shall be planned with, and approved by, the student's academic advisor.

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

Disability Services and Accommodations

Wells College recognizes learners of all types, including those who might have a disability. The College requires students with a documented disability who wish to request reasonable accommodations to disclose their status and register with the Office of Student Success. Please contact the office by email at studentsuccess@wells.edu or by calling 315.364.3432 for more information. Information can also be found on the Student Success website (wells.edu/student-success).

Adding, Dropping, Withdrawing from Courses

A student may add a class through the first 10 days of classes (the instructor's signature is required after the fifth class day), and drop a class (with no record) through the 10th class day (the 5th class day for 7-week classes). A student may withdraw from any course after the end of the established drop period and before the end of the ninth week of classes with the signature of the instructor and the academic advisor. The withdrawal will appear on the student's transcript with a grade of "W." After the ninth week of classes, and before the end of classes, a student who wishes to withdraw from a class must submit a petition to the Academic Standing, Advising, and Admissions Committee. If the petition is approved, the student will receive a grade of "W" or "WF" (withdraw or withdraw failing) based on work to date except in cases by which — in the judgment of the dean of students— the withdrawal was required for medical or other grave personal reasons. In such cases the student will receive a grade of "W" (see also "Withdrawal from the College" later in this section).

Prerequisites

A student is expected to have the prerequisites and co-requisites stated in a course description in order to enroll in a course. A student may not move backward in a prerequisite sequence; in other words, a student may not receive credit for a course that is listed as a prerequisite for a course that has already been taken or for which credit has been granted.

Repeating a Course

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

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

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

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

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

Auditing a Course

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

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

Independent Study, Research

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

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

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

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

There is a \$1,175 per semester hour charge for a Wells independent study course taken in the summer.

Credit for Prior Study and Life Experience

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

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

evaluation from a supervisor or employer. Credit so earned is limited to a maximum of two internships (6-8 semester hours).

- **Credit by Portfolio:** Submitting portfolios that demonstrate learning and document experience. Such portfolios shall be presented, developed, and articulated in consultation with a faculty member. Portfolios approved by the faculty member shall be submitted to the Academic Standing, Advising, and Admissions Committee within the student's first semester at Wells for approval for credit. Credit so earned is limited to a maximum of two courses (6-8 semester hours).

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

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

Declaration of Major

Entering students may declare a single intended major from those listed in this catalog. Students who do not declare a major upon entry must declare a major by the end of the seventh week of the semester in which they expect to have earned 60 credit hours. Failure to declare a major by this deadline will result in a registration hold. Students transferring in with 60 or more credit hours must declare a major upon entry.

Policy on Individualized Majors

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

Regulations for Individualized Majors

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

Grades

Criteria

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

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

Conspicuous Failure

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

Grade Reports

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

Satisfactory/Unsatisfactory

Instructors may designate courses to be graded Satisfactory/Unsatisfactory. A grade of "S" shall be the equivalent of the letter grades "A" through "D" (and associated pluses and minuses). A grade of "U" shall be the equivalent of an "F" in letter-graded courses. It is a course instructor's right and duty to determine course grades. No more than six semester hours of courses graded S/U may be used for a major. No more than four semester hours of courses graded S/U may be used for a minor. Grades of "S" are not included in computation of the GPA.

Pass/Fail Option

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

- At the time of registration, or within the first 10 days of either semester, students may designate courses that are normally graded on a letter scale to be graded Pass or Fail. A first-year student may elect one course on a pass or fail basis, in the Spring Semester. A sophomore, junior, or senior may elect up to one course per semester for which a grade of Pass or Fail may be earned.
- After the first 10 days in either semester, students must petition the Academic Standing, Advising, and Admissions Committee to change the basis of grading a course, either from a letter grade to a grade of pass or fail, or from a grade of pass or fail to a letter grade. After the sixth week of classes, such petitions shall be approved only in unusual circumstances, such as when there are medical reasons.
- Students may not take courses for the major or the minor as pass/fail.
- In the computation of grade point averages, all grades of P shall be disregarded by the Registrar and all grades of F shall have the numerical equivalent of 0.
- Pass/fail courses are not included in the 12 graded hours required each semester to be eligible for that semester's dean's list.
- In determining eligibility to return for another year, or candidacy for the degree, courses with a grade of Pass are included in the total hours of satisfactory work.

Grade Appeal

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

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

Incompletes

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

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

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

Grade Point Average

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

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

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

Class Standing

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

Dean's List

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

Access to Records

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

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

Privacy of Records and Information

Academic Records

Wells College releases information regarding a student's academic record/performance to a student's parents/guardians in accordance with FERPA. That means that academic information can be released only if the College has written authorization from the student or if the student is listed as a dependent for tax purposes. Academic information includes copies of grade reports, attendance reports, and any other information pertinent to an individual student's academic record. Members of the faculty and administrative officers have access to the above records on a need-to-know basis for the purpose of evaluation of student achievement and determining special needs of individual students for educational purposes.

Records of a Non-Academic Nature

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

dean of students, a disciplinary record for severe violations of the Student Conduct Code or violations of local, state, and federal laws may be maintained by the College indefinitely.

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

Education Records

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

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

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

Release of Records:

Exceptions Not Requiring the Student's Written Consent

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

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

Directory Information May Be Released Without Written Consent

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

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

Process for Withholding Directory Information

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

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

Student Access to Academic Records

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

Student Access to Non-Academic Records

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

Challenges to Student Records

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

Student's Right to Waiver of Access

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

The waiver shall be valid only if:

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

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

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

Transcript of Academic Record

Official transcripts of the academic record will be available for a fee to each student or alum. Requests for transcripts must be submitted via getmytranscript.com. Transcripts will not be issued to students who are indebted to the College. Unofficial transcripts are available on the Globe.

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

Academic Standing

After the close of each semester, the registrar will prepare the Registrar's List for the use of the Committee on

Academic Standing, Advising, and Admissions. The Registrar's List will consist of the names of students whose cumulative and/or major grade point averages are below 2.0.

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

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

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

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

Academic Conduct Probation

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

Dismissal of Students

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

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

Leave of Absence

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

Approved Off-Campus Study

A student studying off-campus is participating in one of the following options.

- Wells College Programs — Wells College programs are administered by Wells College. Students are registered full-time through the College; thus, Wells College can certify enrollment.
- Approved Programs — Approved programs have been reviewed and approved by the Wells College faculty, but Wells does not directly administer the programs. Students are registered full-time through the College; thus, Wells College can certify enrollment.
- Field Experience — Field Experience is an approved semester-long internship or independent study experience. Students register for such an experience through the College; thus, Wells College can certify

enrollment according to the number of semester hours for which the student is registered.

- **Non-Approved Programs** — Non-Approved Programs are administered by other institutions and have not been reviewed or approved by the Wells College faculty. Students are registered at the offering institution and not at Wells College; thus, Wells College cannot certify enrollment.

Withdrawal from the College

A student withdraws when they are not planning to return to Wells College or when they need an extended leave of absence (beyond 15 days).

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

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

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

Readmission

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

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

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

Academic Programs



ACADEMIC PROGRAMS

ANTHROPOLOGY

See sociology and anthropology major; anthropology minor.

ANTHROPOLOGY MINOR

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

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

REQUIRED COURSES

- The following (3 sem. hrs.)
 ANTH 161 Introduction to Anthropology (3 sem. hrs.)
- One of the following (3-4 sem. hrs.)
 ANTH 260 Ethnographic Methods (4 sem. hrs.)
 ANTH 330 Culture, Fieldwork, and Ethnography (3 sem. hrs.)
- Two courses from the following list from two different regions for a comparative perspective (6 sem. hrs.)
 OCS 300 The Anthropological Experience in Hawaii (3 sem. hrs.)
 OCS 305 The Anthropological Experience in Belize (3 sem. hrs.)
 ANTH 250 Hawaii: Colonialism and Tourism (3 sem. hrs.)
 ANTH 345 Maya Ethnography (3 sem. hrs.)
- Two other ANTH designated courses (or RELG 330) (6 sem. hrs.)

INTRODUCTION

During your time at Wells, you will pursue academic work that is focused on topics of study through majors, minors and concentrations. Each of these areas of study will require a certain group of courses to be completed. Majors, minors, and concentrations are described in the following pages.

ART CONCENTRATION

See visual arts major: concentration in studio art.

ART HISTORY CONCENTRATION

See visual arts major: concentration in art history.

ART HISTORY MINOR

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

REQUIRED COURSES

- Two of the following (6 sem. hrs.)
 ARTH 101 Prehistoric to Renaissance Survey (3 sem. hrs.)
 ARTH 102 Renaissance to Contemporary Survey (3 sem. hrs.)
 ARTH 105 Art of Non-Western Cultures Survey (3 sem. hrs.)
- All of the following (12 sem. hrs.)
 Two studio art courses (6 sem. hrs.)
 Two additional art history courses (6 sem. hrs.)

ART (STUDIO) MINOR

See studio art minor.

ART THERAPY PREPROFESSIONAL PROGRAM

Art therapy is a professional (graduate) program of study with licensure requirements that differ across states. Undergraduate students at Wells are supported and well advised to be successful candidates in any of these programs. Admission requirements to graduate programs in art therapy may be met via several pathways at Wells College. Prerequisite requirements (below) may be met in conjunction with literally any major at Wells, through careful selection of courses; alternatively, students may choose to major in one of the two primary areas (visual arts: studio art or psychology) and minor in the other. Or, they may apply to double major in these two fields. Any approach that formally includes studio art will include a portfolio upon completion, but students may also develop a portfolio through a mindful and supervised curating process.

By concentrating studies in the field of visual arts and/or psychology at Wells, students will gain academic credentials that far surpass minimum graduate admissions standards. Targeted co-curricular programming developed at Wells aims to provide students with experiences and opportunities that will strengthen their candidacy to graduate programs even more.

REQUIRED COURSES

- The following courses in art (6 sem. hrs.)

ART 118	Three-Dimensional Design (3 sem. hrs.)
ART 121	Drawing and Painting I (3 sem. hrs.)
- An additional four courses in art (12 sem. hrs.)
Recommended courses include: Art 221, Drawing and Painting II (strongly recommended); ART 119, Visual Organization (strongly recommended), ART 241, Introduction to Ceramic Sculpture or ART 242, Introduction to Wheel-thrown Pottery; or ART 261, Photographic Digital Imaging.
- The following courses in psychology (9 sem. hrs.)

PSY 101	General Psychology (3 sem. hrs.)
PSY 227	Abnormal Psychology (3 sem. hrs.)
PSY 210	Child Development (3 sem. hrs.)
-or- PSY 318	Adolescent Development (3 sem. hrs.)
-or- PSY 355	Adult Development and Aging (3 sem. hrs.)
- One additional course in psychology (3 sem. hrs.)
Recommended courses include: PSY 280, Psychology of Art; PSY 338, Psychotherapy; or PSY / THEA 285, Approaches to Drama Therapy.

ADDITIONAL ELECTIVE COURSES

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

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

BIOCHEMISTRY AND MOLECULAR BIOLOGY MAJOR (B.A., B.S.)

This program provides students with a broad background in the physical and life sciences, including biology at a molecular level and the chemical processes in living organisms; an understanding of how to conduct laboratory research, present their ideas and collaborate with other scientists; and critical thinking and problem-solving skills they can apply to a variety of challenges and careers.

The number of courses required for the major is 16 (59–63 semester hours).

REQUIRED COURSES

- All of the following (53–55 sem. hrs.)

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

BIOL 326L	Genetics and Genomics (4 sem. hrs.)
CHEM 107L	General Chemistry (4 sem. hrs.)
CHEM 108L	Chemical Analysis (4 sem. hrs.)
CHEM 213L	Organic Chemistry I (4 sem. hrs.)
CHEM 214L	Organic Chemistry II (4 sem. hrs.)
CHEM 305	Physical Chemistry (3 sem. hrs.)
CHEM 323L	Biochemistry (4 sem. hrs.)
CHEM 326L	Biochemical Pathways (3 sem. hrs.)
MATH 111	Calculus I: Introduction to Calculus (4 sem. hrs.)
PHYS 111L	Fundamentals of Physics I (4 sem. hrs.)

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

BIOLOGICAL AND CHEMICAL SCIENCES MAJOR (B.A.)

This program will provide students a broad understanding of biological sciences and chemical sciences to prepare them for careers that do not require advanced graduate study. In addition, they will learn how the fields of chemistry and biology intertwine with and influence each other, and gain research and problem-solving skills that they can apply to diverse careers in the sciences and beyond.

The number of courses required for the major is 13 (47–52 sem. hrs.)

REQUIRED COURSES

- All of the following (38–40 sem. hrs.)
 - BCS 398 Independent Research in Biology and Chemistry (2–4 sem. hrs.)
or BCS 290/390 Internship in Biology (2–4 sem. hrs.)
 - BCS 403 Senior Seminar in the Biological and Chemical Sciences (4 sem. hrs.)
 - BIOL 119L Systems Biology: Ecology and Evolution (4 sem. hrs.)
 - BIOL 130L Systems Biology: Biology of Organisms (4 sem. hrs.)
 - BIOL 201L Cellular and Molecular Biology (4 sem. hrs.)
 - BIOL 214L Anatomy and Physiology I (4 sem. hrs.)
 - CHEM 107L General Chemistry (4 sem. hrs.)
 - CHEM 108L Chemical Analysis (4 sem. hrs.)
 - CHEM 213L Organic Chemistry I (4 sem. hrs.)
 - CHEM 214L Organic Chemistry II (4 sem. hrs.)
- One of the following (3–4 sem. hrs.)
 - MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)
 - MATH 151 Elementary Statistics (3 sem. hrs.)
 - MATH 251 Mathematical Statistics (3 sem. hrs.)
- One additional 300-level course in chemistry (3–4 sem. hrs.)
- One additional 300-level course in biology (3–4 sem. hrs.)

BIOLOGICAL SCIENCES: HEALTH SCIENCES MAJOR (B.S.)

The program offers innovative and creative possibilities for undergraduates who wish to pursue a specialized study of health care, or a career in the health professions. They'll hear from guest speakers representing different medical fields and visit nearby hospitals and medical centers—and in the process, learn a lot about various career options and how health professionals in different fields work together. Numerous undergraduate research, internship, and other hands-on opportunities will help students gain real-world career experience in the health care industry and build their professional network.

The number of courses required for the major is 17 (59 to 65 semester hours).

REQUIRED COURSES

- All of the following (44–46 sem. hrs.)
 - HS 100 Introduction to Health Sciences (3 sem. hrs.)
 - PSY 101 General Psychology (3 sem. hrs.)
 - HS 290/390 Internship in Health Sciences (2–4 sem. hrs.)
 - HS 401 Senior Seminar in Health Sciences (4 sem. hrs.)
 - BIOL 130L Systems Biology: Biology of Organisms (4 sem. hrs.)
 - BIOL 201L Cellular and Molecular Biology (4 sem. hrs.)

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| BIOL 214L | Anatomy and Physiology I (4 sem. hrs.) |
| BIOL 310L | Microbiology (4 sem. hrs.) |
| CHEM 107L | General Chemistry (4 sem. hrs.) |
| CHEM 108L | Chemical Analysis (4 sem. hrs.) |
| CHEM 213L | Organic Chemistry I (4 sem. hrs.) |
| CHEM 214L | Organic Chemistry II (4 sem. hrs.) |
- One of the following (3 sem. hrs.)

ANTH 161	Introduction to Anthropology (3 sem. hrs.)
SOC 151	Principles of Sociology (3 sem. hrs.)
 - One of the following (3–4 sem. hrs.)

MATH 111	Calculus I: Introduction to Calculus I (4 sem. hrs.)
MATH 112	Calculus II: Introduction to Calculus II (4 sem. hrs.)
MATH 151	Elementary Statistics (3 sem. hrs.)
 - Three of the following, from at least two different disciplines (9–12 sem. hrs.)

ANTH 211	Medical Anthropology (3 sem. hrs.)
BIOL 304L	Vertebrate Zoology (4 sem. hrs.)
BIOL 330L	Anatomy and Physiology II (4 sem. hrs.)
BIOL 331L	Developmental Biology (3 sem. hrs.)
BIOL 324L	Animal Behavior (4 sem. hrs.)
CHEM 303	Medicinal Chemistry (3 sem. hrs.)
CHEM 323L	Biochemistry (4 sem. hrs.)
CHEM 326	Biochemical Pathways (3 sem. hrs.)
HS/WTQS 200	Gender, Sexuality and Health (3 sem. hrs.)
PHYS 111L	Fundamentals of Physics I (4 sem. hrs.)
PHYS 212L	Fundamentals of Physics II (4 sem. hrs.)
PSY 206	Health Psychology (3 sem. hrs.)
PSY 227	Abnormal Psychology (3 sem. hrs.)
PSY 242	Addiction (3 sem. hrs.)
PSY 301	Child Clinical Psychology (3 sem. hrs.)
PSY 342	Biological Bases of Psychology (3 sem. hrs.)
PSY 343	Neuropsychology (3 sem. hrs.)

(See also: health and medical ethics minor; health care management minor; holistic health studies minor)

BIOLOGY MAJOR (B.A., B.S.)

The biology major—which may lead to either a B.S. or B.A. degree—provides students a strong foundation in the science of biology. In this hands-on program, students venture outside the classroom and into the world to explore how nature works, using the College's lakeside campus and nearby natural areas to their benefit. Our partnership with the Cayuga Lake Floating Classroom Project allows biology majors to spend time on the water, doing hands-on marine biology work. Academic conferences provide an additional place to present original research and learn about current areas of research in biology and related sciences.

Biology majors will gain a strong understanding of biology; how to apply the scientific method to biological questions; how to think critically and ethically about these issues; and learn skills about research and problem solving that will prepare them for graduate study and a wide range of careers.

The number of courses required for the major is 15 (57–62 semester hours).

REQUIRED COURSES

- All of the following (48–50 sem. hrs.)

BCS 398	Independent Research in Biology and Chemistry (2–4 sem. hrs.)
or BCS 290/390	Internship in Biology (2–4 sem. hrs.)
BCS 403	Senior Seminar (4 sem. hrs.)
BIOL 119L	Systems Biology: Ecology & Evolution (4 sem. hrs.)
BIOL 130L	Systems Biology: Biology of Organisms (4 sem. hrs.)
BIOL 201L	Cellular and Molecular Biology (4 sem. hrs.)
BIOL 205	Terrestrial Field Biology (3 sem. hrs.)
BIOL 214L	Anatomy & Physiology I (4 sem. hrs.)
CHEM 107L	General Chemistry (4 sem. hrs.)

CHEM 108L	Chemical Analysis (4 sem. hrs.)
CHEM 213L	Organic Chemistry I (4 sem. hrs.)
CHEM 214L	Organic Chemistry II (4 sem. hrs.)
MATH 151	Elementary Statistics (3 sem. hrs.)

- Three additional 300-level electives in Biology, at least two of which have labs (11–12 sem. hrs.)

BIOLOGY MINOR

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

REQUIRED COURSES

- All of the following (16 sem. hrs.)

BIOL 119L	Systems Biology: Ecology and Evolution (4 sem. hrs.)
BIOL 130L	Systems Biology: Biology of Organisms (4 sem. hrs.)
BIOL 201L	Cellular and Molecular Biology (4 sem. hrs.)
BIOL 214L	Anatomy and Physiology I (4 sem. hrs.)
- Two 300-level biology elective courses, at least one of which has a lab (7–8 sem. hrs.)

BOOK ARTS CONCENTRATION

See visual arts major: concentration in book arts.

BOOK ARTS MINOR

The total number of courses required for the minor is 7 (19-21 semester hours).

REQUIRED COURSES

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

BKRT 115	Hand Bookbinding I (3 sem. hrs.)
BKRT 120	Letterpress Printing (3 sem. hrs.)
BKRT 121	Paper Formation and Form (3 sem. hrs.)
BKRT 225	The History of the Book (3 sem. hrs.)
- At least two of the following (6-8 sem. hrs.)

ART 119	Visual Organization (3 sem. hrs.)
ART 260	Intro to Darkroom Photography (3 sem. hrs.)
ART 261	Digital Photography (3 sem. hrs.)
ART/BKRT 127	Intro to Print and Graphic Design (3 sem. hrs.)
BKRT 215	Hand Bookbinding II (3 sem. hrs.)
BKRT 220	Digital Book and Graphic Design (3 sem. hrs.)
BKRT 285/385	Topics in the Book Arts (2-4 sem. hrs.)
BKRT 290/390	Internship in the Book Arts (2-4 sem. hrs.)
BKRT 299/399	Independent Study in the Book Arts (1-3 sem. hrs.)
- One of the following (3 sem. hrs.)

ARTH 270	A Survey of Modern Art
ARTH 235	Contemporary Art (3 sem. hrs.)

BUSINESS MAJOR (B.S.)

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

The focus of the business major is surrounded with a few key schools such as economics, marketing, management, statistics, entrepreneurship and small business enterprise, accounting, human resources, organizational behavior, business law/ethics, sustainability, and innovation. The total number of courses required for the business major is 17 (51–58 semester hours).

REQUIRED COURSES

All of the following (36–39 sem. hrs.)

BUS 201	Principles of Management (3 sem. hrs.)
BUS 202	Principles of Marketing (3 sem. hrs.)
BUS 213	Accounting I: Intro to Financial Accounting (3 sem. hrs.)
BUS 230	Intro to Human Resource Management (3 sem. hrs.)
BUS 290/390	Internship in Business (2-4 sem. hrs.)
BUS 303	Small Business Management (3 sem. hrs.)
BUS 305	Legal Environment of Business (3 sem. hrs.)
BUS 310	Corporate Finance (3 sem. hrs.)
BUS 402	Senior Seminar in Business (4 sem. hrs.)
ECON 101	Principles of Macroeconomics (3 sem. hrs.)
ECON 102	Principles of Microeconomics (3 sem. hrs.)
MATH 151	Elementary Statistics (3 sem. hrs.)
-or- MATH 111	Calculus I: Introduction to Calculus (4 sem. hrs.)

Five of the following courses (15–16 sem. hrs.)

BUS 100	Principles of Business (3 sem. hrs.)
BUS 203	Social Entrepreneurship (3 sem. hrs.)
BUS 204	Business Analytics (3 sem. hrs.)
BUS 214	Principles of Accounting II (3 sem. hrs.)
BUS 220	International Business (3 sem. hrs.)
BUS 231	Principles of Project Management (3 sem. hrs.)
BUS 250	Innovation: Creative Problem Solving (3 sem. hrs.)
BUS 253	Investment Management and Strategies (3 sem. hrs.)
BUS 302	Brand Management (3 sem. hrs.)
BUS 306	Business Ethics (3 sem. hrs.)
BUS 350	Business Strategy (3 sem. hrs.)
BUS 360	Strategic Marketing and e-Commerce. (3 sem. hrs.)
BUS 365	Business Sustainability and Social Responsibility (3 sem. hrs.)
ECON 233	Economics of Health and Medical Care (3 sem. hrs.)
ECON 286	Money, Banking and Capital Markets (3 sem. hrs.)
ECON 302	Managerial Economics (3 sem. hrs.)
ECON 326	Energy and the Economy (3 sem. hrs.)
ECON 330	The World Economy: Trade and Finance (3 sem. hrs.)
MATH 305	Operations Research (3 sem. hrs.)
PHIL 240	Ethics, Equality and Justice (3 sem. hrs.)
PSY 306	Organizational Behavior (3 sem. hrs.)
SS 394	Research Methods for the Social Sciences (4 sem. hrs.)
THEA 201	Arts Management (3 sem. hrs.)

BUSINESS MINOR

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

REQUIRED COURSES

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

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

ECON 101	Principles of Macroeconomic
ECON 102	Principles of Microeconomics
- One of the following (3 sem. hrs.)

BUS 100	Principles of Business (3 sem. hrs)
BUS 214	Principles of Accounting II (prereq BUS 213)
BUS 230	Introduction to Human Resource Management (prereq BUS 201)
BUS 365	Business Sustainability and Social Responsibility (prereqs BUS 201 and 302)

ECON 101	Principles of Macroeconomics (if not taken for above)
ECON 102	Principles of Microeconomics (if not taken for above)
PSY 306	Organizational Behavior (prereq PSY 101)
THEA 201	Arts Management

CHEMISTRY MAJOR (B.A.)

Chemistry majors at Wells College are active participants in both the classroom and the laboratory, exploring and discovering how nature works at the atomic and molecular level. Modern equipment and engaging experimentation are a part of every class, with a focus on research and hands-on learning so that students learn how to collaborate with other scientists and effectively communicate their ideas to different audiences. Students take core courses in areas such as chemical analysis and organic chemistry, and advanced courses in physical and inorganic chemistry and instrumental analysis, with related courses in calculus and physics.

The number of courses required for the major is the equivalent of 16 (51-56 semester hours); at least 6 of these courses (18 semester hours) are at the 300-level or above.

REQUIRED COURSES

- All of the following (44-46 sem. hrs.)
 - BCS 398 Independent Research in Biology and Chemistry (2-4 sem. hrs.)
 - or BCS 290/390 Internship in Biology (2-4 sem. hrs.)
 - BCS 403 Senior Seminar 4 sem. hrs.)
 - CHEM 107L General Chemistry (4 sem. hrs.)
 - CHEM 108L Chemical Analysis (4 sem. hrs.)
 - CHEM 213L Organic Chemistry I (4 sem. hrs.)
 - CHEM 214L Organic Chemistry II (4 sem. hrs.)
 - CHEM 215L Inorganic Chemistry (4 sem. hrs.)
 - CHEM 305 Physical Chemistry (3 sem. hrs.)
 - CHEM 308L Laboratory in Physical Chemistry (1 sem. hr)
 - CHEM 327L Instrumental Analysis (4 sem. hrs.)
 - MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)
 - PHYS 111L Fundamentals of Physics I (4 sem. hrs.)
- Three of the following (9-12 sem. hrs.)
 - BIOL 325L Limnology (4 sem. hrs.)
 - CHEM 303 Medicinal Chemistry (3 sem. hrs.)
 - CHEM 323L Biochemistry (4 sem. hrs.)
 - CHEM 326 Biochemical Pathways (3 sem. hrs.)
 - CHEM 331 Solid State Chemistry (3 sem. hrs.)
 - CHEM 385 Topics in Chemistry (3-4 sem. hrs.)
 - PHYS 212L Fundamentals of Physics II (4 sem. hrs.)
 - PHYS 302 Modern Physics (3 sem. hrs.)
 - PHYS 307 Special Relativity and Intermediate Quantum Mechanics (3 sem. hrs.)

CHEMISTRY MAJOR (B.S.)

Chemistry majors at Wells College are active participants in both the classroom and the laboratory, exploring and discovering how nature works at the atomic and molecular level. Modern equipment and engaging experimentation are a part of every class, with a focus on research and hands-on learning so that students learn how to collaborate with other scientists and effectively communicate their ideas to different audiences. Students take core courses in areas such as chemical analysis and organic chemistry, and advanced courses in physical and inorganic chemistry and instrumental analysis, with related courses in calculus and physics.

The number of courses required for the major is the equivalent of 17 (60-64 semester hours); at least 6 of these courses (18 semester hours) are at the 300-level or above.

REQUIRED COURSES

- All of the following (54-56 sem. hrs.)
 - BCS 398 Independent Research in Biology and Chemistry (2-4 sem. hrs.)
 - or BCS 290/390 Internship in Biology (2-4 sem. hrs.)
 - BCS 403 Senior Seminar in the Biological and Chemical Sciences (4 sem. hrs.)
 - CHEM 107L General Chemistry (4 sem. hrs.)
 - CHEM 108L Chemical Analysis (4 sem. hrs.)

CHEM 213L	Organic Chemistry I (4 sem. hrs.)
CHEM 214L	Organic Chemistry II (4 sem. hrs.)
CHEM 215L	Inorganic Chemistry (4 sem. hrs.)
CHEM 305	Physical Chemistry (3 sem. hrs.)
CHEM 308L	Laboratory in Physical Chemistry (1 sem. hr.)
CHEM 323L	Biochemistry (4 sem. hrs.)
CHEM 327L	Instrumental Analysis (4 sem. hrs.)
MATH 111	Calculus I: Introduction to Calculus (4 sem. hrs.)
MATH 112	Calculus II (4 sem. hrs.)
PHYS 111L	Fundamentals of Physics I (4 sem. hrs.)
PHYS 212L	Fundamentals of Physics II (4 sem. hrs.)

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

CHEM 303	Medicinal Chemistry (3 sem. hrs.)
CHEM 326	Biochemical Pathways (3 sem. hrs.)
CHEM 331	Solid State Chemistry (3 sem. hrs.)
CHEM 385	Topics in Chemistry (3-4 sem. hrs.)
PHYS 302	Modern Physics (3 sem. hrs.)
PHYS 307	Special Relativity and Intermediate Quantum Mechanics (3 sem. hrs.)

CHEMISTRY MINOR

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

Students majoring in biochemistry and molecular biology may not minor in chemistry. Students majoring in biology or biological sciences: health science should work with their advisor to ensure that no more than 50% of the semester hours applied to this minor are also applied to their major. The total number of courses required for the minor is 6 (21-24 semester hours).

REQUIRED COURSES

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

CHEM 107L	General Chemistry (4 sem. hrs.)
CHEM 108L	Chemical Analysis (4 sem. hrs.)
CHEM 213L	Organic Chemistry I (4 sem. hrs.)
- Three additional courses in chemistry above the 100-level (9-12 sem. hrs.)

COGNITIVE AND BRAIN SCIENCES MINOR

This interdisciplinary minor provides a focused study of the cognitive products of biological and non- biological computational systems (e.g., humans and computers) including perception, attention, learning, memory, language, reasoning, decision making, problem solving, creativity, and action, as well as the instantiation of these functions in neural "hardware." Coursework across the disciplines allows for an examination and exploration of these issues at different levels of analysis and explanation (concrete to abstract).

The total number of courses required for the minor is 7 (20-23 semester hours).

REQUIRED COURSES

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

PSY 101	General Psychology (3 sem. hrs.)
PSY 343	Neuropsychology (3 sem. hrs.)
PSY 347	Cognitive Psychology (3 sem. hrs.)
- Two of the following (6-7 sem. hrs.)

BIOL 214L	Anatomy and Physiology I (4 sem. hrs.)
CS 131	Programming I: Procedural Methods (3 sem. hrs.)
PHIL 325	Belief and Knowledge (3 sem. hrs.)
OR PHIL 331	Mind (3 sem. hrs.)
- One course from the following (3 sem. hrs.)

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

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

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

COMPUTER SCIENCE MAJOR (B.A., B.S.)

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

The number of courses required for the major is 16 (50 semester hours).

REQUIRED COURSES

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

CS 131	Programming I: Procedural Methods (3 sem. hrs.)
CS 132	Programming II: Advanced Design (3 sem. hrs.)
CS 225	Computer Organization and Architecture (3 sem. hrs.)
CS 233	Object-Oriented Programming (3 sem. hrs.)
CS 234	Data Structures (3 sem. hrs.)
CS 303	Machine Learning (3 sem. hrs.)
CS 322	Algorithms (3 sem. hrs.)
CS 325	Database Systems (3 sem. hrs.)
CS 341	Linux Systems Administration (3 sem. hrs.)
MATH 111	Calculus I: Introduction to Calculus (4 sem. hrs.)
MATH 212	Linear Algebra (3 sem. hrs.)
MATH 251	Mathematical Statistics (3 sem. hrs.)
MATH 267	Discrete Mathematics (3 sem. hrs.)
MPS 402	Senior Seminar in Mathematical and Physical Sciences I (3 sem. hrs.)
PHYS 221L	Principles of Electronics (4 sem. hrs.)
- One of the following (3 sem. hrs.)

MATH 300	Probability Theory (3 sem. hrs.)
MATH 305	Operations Research (3 sem. hrs.)

COMPUTER SCIENCE MINOR

Students majoring in physics or mathematics may minor in computer science. Internships may not be used to fulfill minor requirements. The total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

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

CS 131	Programming I: Procedural Methods (3 sem. hrs.)
CS 132	Programming II: Advanced Design (3 sem. hrs.)
CS 225	Computer Organization and Architecture (3 sem. hrs.)
MATH 267	Discrete Mathematics (3 sem. hrs.)
- Two more computer science courses above the 100-level. A course in a related field may be substituted for one of these by permission. (6 sem. hrs.)

CREATIVE WRITING CONCENTRATION

See English major: concentration in creative writing.

CREATIVE WRITING MINOR

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

REQUIRED COURSES

- The following course (3 sem. hrs.)

- ENGL 104 Introduction to Literature (3 sem. hrs.)
- Two of the following (6 sem. hrs.)
 - CREA 271 Short Story Writing (3 sem. hrs.)
 - CREA 272 Poetry Writing (3 sem. hrs.)
 - CREA 275 Creative Nonfiction (3 sem. hrs.)
 - One of the following (3 sem. hrs.)
 - CREA 371 Advanced Fiction Writing (3 sem. hrs.)
 - CREA 372 Advanced Poetry Writing (3 sem. hrs.)
 - CREA 375 Advanced Creative Nonfiction (3 sem. hrs.)
 - Two additional literature courses (6 sem. hrs.)

CRIMINAL JUSTICE MAJOR (B.A.)

This major critically examines the social, cultural, and individual-level factors which impact crime rates and the formal social control mechanisms (e.g., the police, the courts, and the penal system) charged with reducing these rates. The total number of courses required for the major is 13 (40-42 semester hours).

REQUIRED COURSES

- All of the following (28–30 sem. hrs.)
 - CRIM 116 Law and Society (3 sem. hrs.)
 - CRIM 290/390 Internship in Criminal Justice (2-4 sem. hrs.)
 - CRIM 301 Criminal Justice (3 sem. hrs.)
 - CRIM 302 Corrections (3 sem. hrs.)
 - CRIM 401 Senior Research Seminar (4 sem. hrs.)
 - MATH 151 Elementary Statistics (3 sem. hrs.)
 - PSY 101 General Psychology (3 sem. hrs.)
 - SOC 151 Principles of Sociology (3 sem. hrs.)
 - SS 394 Research Methods for the Social Sciences (4 sem. hrs.)
- Four additional courses with at least one from each area (12 sem. hrs.)
 - Ethical, Legal and Political Perspectives
 - PHIL 240 Ethics, Equality and Justice (3 sem. hrs.)
 - POLS 151 Introduction to International Studies (3 sem. hrs.)
 - POLS 155 American Politics (3 sem. hrs.)
 - POLS 230 Democracy in America (3 sem. hrs.)
 - POLS 285/385 Topics in Public Policy and Politics (3 sem. hrs.)
 - POLS 360 The U.S. Judiciary (3 sem. hrs.)
 - Psychological Perspectives
 - PSY 227 Abnormal Behavior (3 sem. hrs.)
 - PSY 235 Forensic Psychology (3 sem. hrs.)
 - PSY 242 Addiction (3 sem. hrs.)
 - Cultural and Structural Perspectives
 - SOC 235 Social Deviance (3 sem. hrs.)
 - SOC 277 Social Inequalities (3 sem. hrs.)

CRIMINAL JUSTICE MINOR

The minor requires 7 courses (20-23 hours).

REQUIRED COURSES

- All of the following (14-16 sem. hrs.)
 - CRIM 116 Law and Society (3 sem. hrs.)
 - CRIM 290 Internship in Criminal Justice (2-4 sem. hrs.)
 - CRIM 301 Criminal Justice (3 sem. hrs.)
 - CRIM 302 Corrections (3 sem. hrs.)
 - PSY 235 Forensic Psychology (3 sem. hrs.)
- Electives (two 3 credit courses OR a combination of courses that total 6 sem. hrs.)
 - BUS 305 Legal Environment of Business (3 sem. hrs.)
 - CHEM 105L Forensic Chemistry (3 sem. hrs.)

CRIM 285/385	Special Topics in Criminal Justice (3 sem. hrs.)
CRIM 390	Advanced Internship in Criminal Justice (2-4 sem. hrs.)
CRIM 399	Independent Study in Criminal Justice (1-3 sem. hrs.)
PHIL 240	Ethics, Equality and Justice (3 sem. hrs.)
POLS 151	Introduction to International Studies (3 sem. hrs.)
POLS 155	American Politics (3 sem. hrs.)
POLS 221	Liberalism and Its Critics (3 sem. hrs.)
POLS 230	Democracy in America (3 sem. hrs.)
POLS 285/385	Topics in Public Policy and Politics (3 sem. hrs.)
POLS 360	The U.S. Judiciary (3 sem. hrs.)
PSY 227	Abnormal Psychology (3 sem. hrs.)
PSY 242	Addiction (3 sem. hrs.)
SOC 235	Social Deviance (3 sem. hrs.)
SOC 277	Social Inequality: Class and Ethnicity (3 sem. hrs.)

DANCE MINOR

The minor in dance allows students to explore theoretical, historical, compositional, performance, and production elements of the discipline of dance within a multidisciplinary framework. With courses being offered in choreography, various dance techniques, and dance conditioning and injury prevention, students can feel prepared and confident creating dance works and/or performing set choreography on stage.

The total number of courses required for the minor is 7–9 (19–21 semester hours).

REQUIRED COURSES

- Both of the following (7 sem. hrs.)
DANC 106 Get Moving! (3 sem. hrs.)
THEA 100 Introduction to Performing Arts (4 sem. hrs.)
- Several of the following technique and/or performance courses, for a total of 9–11 sem. hrs.
Note: students must take classes in at least three different genres, OR two different genres and an additional performance course (DANC 281 or DANC 350) to satisfy this requirement.

Technique Courses

DANC 205	Modern Dance Technique I (2 sem. hrs.)
DANC 206	Ballet Technique I (2 sem. hrs.)
DANC 210*	Dance Technique I (2 sem. hrs.)
DANC 305	Modern Dance Technique II (2 sem. hrs.)
DANC 306	Ballet Technique II (2 sem. hrs.)
DANC 310**	Dance Technique II (2 sem. hrs.)

*DANC 210 topics may include Jazz, Contemporary, Tap, Musical Theatre, and/or Choreography.

**DANC 310 topics may include Jazz II, Contemporary II, and/or Tap II.

Performance Courses

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

- The following theory and creative process course (3 sem. hrs.)
DANC 316 Dance History (3 sem. hrs.)

ECONOMICS MINOR

Minor in economics at Wells will provide students with an overview of the basic principles, methods of inquiry, and awareness of contemporary issues in economics and business. Through foundational courses in management, macro- and microeconomics, and statistics, students will hone their skills in individual and business decision-making as they evaluate real-world case studies from a variety of domestic and global contexts.

The total number of courses required for the minor is 8 (24 semester hours).

REQUIRED COURSES

- All of the following (18 sem. hrs.)
 - BUS 201 Principles of Management (3 sem. hrs.)
 - ECON 101 Principles of Macroeconomics (3 sem. hrs.)
 - ECON 102 Principles of Microeconomics (3 sem. hrs.)
 - ECON 303 Intermediate Microeconomic Theory (3 sem. hrs.)
 - ECON 306 Intermediate Macroeconomic Theory (3 sem. hrs.)
 - MATH 151 Elementary Statistics (3 sem. hrs.)
 - or MATH 251 Mathematical Statistics (3 sem. hrs.)
- Two additional economics or management courses, at least one of which must be at the 300-level (6 sem. hrs.)

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

EDUCATION: ADOLESCENCE CERTIFICATION (Grades 7-12)

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

REQUIRED COURSES

- All of the following (56 sem. hrs.)
 - EDUC 105 Teaching in a Diverse Society (3 sem. hrs)
 - EDUC 215 Issues in Multicultural and ELL Classroom (3 sem. hrs)
 - EDUC 216 The Inclusive Classroom (3 sem. hrs)
 - EDUC 225 Technology in the Classroom (3 sem. hrs)
 - EDUC 226 Building Classroom Community (3 sem. hrs)
 - EDUC 290/390 Education Internship (3 sem. hrs)
 - EDUC 304 Inclusive Instruction and Assessment (3 sem. hrs)
 - EDUC 331 Reading and Writing in the Content Areas I (4 sem. hrs)
 - EDUC 332 Reading and Writing in the Content Areas II (3 sem. hrs)
 - EDUC 344 Adolescence Methods Practicum I (1 sem. hr)
 - EDUC 345 Adolescence Methods Practicum II (1 sem. hr)
 - EDUC 406 Instructional Strategies for Secondary Education (3 sem. hrs)
 - EDUC 408 Student Teaching Reflective Seminar (3 sem. hrs)
 - EDUC 410 Student Teaching Prep and Analysis (12 sem. hrs)
 - PSY 101 General Psychology (3 sem. hrs)
 - PSY 318 Adolescent Development (3 sem. hrs)
 - PSY 340 Psycholinguistics (3 sem. hrs.)

Certification-Related Workshops

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

- EDUC 001 Child Abuse Seminar
- EDUC 002 Drug and Alcohol Seminar
- EDUC 003 Violence Prevention and Intervention Seminar
- EDUC 004 Harassment Bullying and Discrimination Prevention and Intervention (DASA)

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

New York State Certification Exams:

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

EDUCATION: INCLUSIVE CHILDHOOD EDUCATION MAJOR (B.S.)

Students who major in Inclusive Childhood Education will be able to teach in both general and special education classrooms, grades 1-6, after successfully completing the required courses and student teaching and passing the required New York State certification exams. This major provides a strong base in current, effective pedagogy rooted in field-based methods courses that develop Wells students into reflective, knowledgeable

educators.

REQUIRED COURSES

- Education Core Requirements (59 sem. hrs.)
 - PSY 101 General Psychology (3 sem. hrs.)
 - PSY 210 Child Development (3 sem. hrs.)
 - PSY 340 Psycholinguistics (3 sem. hrs.)
 - EDUC 105 Teaching in a Diverse Society (3 sem. hrs.)
 - EDUC 215 Issues in Multicultural and English Language Learner Education (3 sem. hrs.)
 - EDUC 216 The Inclusive Classroom (3 sem. hrs.)
 - EDUC 225 Technology in the Classroom (3 sem. hrs.)
 - EDUC 226 Building Classroom Community (3 sem. hrs.)
 - EDUC 301 Primary Literacy and Diverse Learners (3 sem. hrs.)
 - EDUC 302 Literacy for Diverse Upper Elementary Classrooms (3 sem. hrs.)
 - EDUC 301 and 302 must be taken in sequence
 - EDUC 304 Inclusive Instruction and Assessment (3 sem. hrs.)
 - EDUC 307 Teaching Students with Disabilities (3 sem. hrs.)
 - EDUC 308 Students with Disabilities Practicum (1 sem. hr.)
 - EDUC 309 Inclusive Elementary Methods Practicum (1 sem. hr.)
 - EDUC 350 Elementary Methods: Teaching Social Studies and Science (4 sem. hrs)
 - EDUC 402 Elementary Methods: Teaching Mathematics (3 sem. hrs)
 - EDUC 408 Student Teaching Reflective Seminar (3 sem. hrs.)
 - EDUC 408 Taken concurrently with student teaching
 - EDUC 410 Student Teaching: Preparation and Analysis (12 sem. hrs.)
- One of the following (2-4 sem. hrs.)
 - EDUC 290 Internship in Education (2-4 sem. hrs.)
 - EDUC 390 Internship in Education (2-4 sem. hrs.)
- Additional Requirements for Certification

Multi-Subject Core Requirements:

In addition to the education core, students must complete a minimum of 30 credit hours across the liberal arts. These credit hours may overlap with general college requirements and 6 of these credits may overlap with the chosen minor. The 30 liberal arts credits must address learning in the following areas and be approved by an education faculty advisor:

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

A Liberal Arts Minor:

Students must minor in one of the following areas of the liberal arts: anthropology, art history, biology, chemistry, economics, English, environmental science, First Nations and indigenous studies, global and international studies, health and medical ethics, history, mathematics, physics, political science, psychology, sociology, Spanish, sustainability, or women's and gender studies.

Certification-Related Workshops

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

- EDUC 001 Child Abuse Seminar
- EDUC 002 Drug and Alcohol Seminar
- EDUC 003 Violence Prevention and Intervention Seminar
- EDUC 004 Harassment Bullying and Discrimination Prevention and Intervention (DASA)

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

New York State Certification Exams:

EAS (Educating All Students)

CST (Content Specialty Test)

- Multi-Subject CST
- Teaching Students with Disabilities 1-6 CST

edTPA (Teacher Performance Assessment)

EDUCATION MINOR

This minor is for students who are interested in gaining a strong foundation in the field of education. Students may use this course work as a basis for graduate school programs. See the coordinator of education for further information about the minor or about teacher certification.

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

REQUIRED COURSES

- All of the following (12 sem. hrs.)
 - EDUC 105 Teaching in a Diverse Society (3 sem. hrs.)
 - EDUC 215 Issues in Multicultural and English Language Learner Education (3 sem. hrs.)
 - EDUC 216 The Inclusive Classroom (3 sem. hrs.)
 - EDUC 304 Inclusive Instruction and Assessment (3 sem. hrs.)
- One of the following (3 sem. hrs.)
 - EDUC 225 Technology in the Classroom (3 sem. hrs.)
 - EDUC 226 Building Classroom Community (3 sem. hrs.)
 - EDUC 275 Using Children's Literature in the Classroom (3 sem. hrs.)
- One of the following (3 sem. hrs.)
 - EDUC 301 Primary Literacy and Diverse Learners (3 sem. hrs.)
 - EDUC 331 Reading and Writing in the Content Areas I (3 sem. hrs.)

ENGLISH MAJOR (B.A.)

English as a major includes the investigation of texts from British and American literature for their cultural and historical importance, for the manner in which they embody and express literary types and values, and for the ways in which they relate to the lives of those who experience them. The study of literature in all its forms enhances a student's ability to think critically and observe closely. English students practice writing in different forms, including expository, critical, and imaginative. The ability to write clearly and effectively is essential for success in communication with others and in advancing in a field or career. Both literature and writing are a source of lifelong satisfaction which enables students to continue to discover and explore their selves and their place in the world, and thereby lead a richer, fuller, more examined life.

The number of courses required for the major is 13-14 (40-43 semester hours).

REQUIRED COURSES

- All of the following (19 sem. hrs.)
 - ENGL 104 Introduction to Literature (3 sem. hrs.)
 - ENGL 206 British Literature 1100-1800 (3 sem. hrs.)
 - ENGL 215 American Literature and Culture (3 sem. hrs.)
 - ENGL 225 Shakespeare (3 sem. hrs.)
 - ENGL 250 British Literature 1800 to the Present (3 sem. hrs.)
 - ENGL 401 Senior Thesis in English (4 sem. hrs.)

CONCENTRATIONS

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

CREATIVE WRITING CONCENTRATION

- All of the following (9 sem. hrs.)
 - CREA 271 Short Story Writing (3 sem. hrs.)
 - CREA 272 Poetry Writing (3 sem. hrs.)
 - CREA 275 Creative Nonfiction (3 sem. hrs.)
- One course from each of the following categories: (15 sem. hrs.)
 - Writing
 - CREA 371 Advanced Fiction Writing (3 sem. hrs.)
 - CREA 372 Advanced Poetry Writing (3 sem. hrs.)

CREA 375 Advanced Creative Nonfiction (3 sem. hrs.)

Poetry

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

Prose

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

Drama

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

Theory

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

LITERATURE CONCENTRATION

- One of the following (3 sem. hrs.)
 - CREA 271 Short Story Writing (3 sem. hrs.)
 - CREA 272 Poetry Writing (3 sem. hrs.)
 - CREA 275 Creative Nonfiction Writing (3 sem. hrs.)
- Six of the following (including at least one course from each of the groups) (18 sem. hrs.)

Poetry

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

Prose

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

Drama

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

Theory

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

ENGLISH MINOR

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

REQUIRED COURSES

- The following course (3 sem. hrs.)
 - ENGL 104 Introduction to Literature (3 sem. hrs.)
- Five additional English courses (15–19 sem. hrs.)
 At least one of which must be at the 300 level. One of these courses may be a creative writing course.

ENVIRONMENTAL SCIENCE MAJOR (B.A.)

The major in environmental science guides students in examination and analysis of the earth and the human-environment interaction, and develops the technical and scientific skills necessary to build a career related to the environment. Required courses in the major examine the following types of questions: What is the nature of the earth and its ecosystems? What is the nature of environmental problems? What is the scientific and technical basis for environmental problem-solving and mitigation of the human impact on planet earth? How are scientific findings used in society's decision-making about environmental resources? How can science and technology help us be better stewards of earth, its ecosystems, and its natural resources?

The number of courses required for the major is 15 (48–53 semester hours). Off-campus study courses may substitute for some of the requirements below.

REQUIRED COURSES

- All of the following (32–34 sem. hrs.)
 - BIOL 119L Systems Biology: Ecology and Evolution (4 sem. hrs.)
 - ENVR 101L Introduction to Environmental Science (4 sem. hrs.)
 - ENVR 102L Conservation of Biodiversity (4 sem. hrs.)
 - ENVR 131L Physical Geology (4 sem. hrs.)
 - ENVR 196 Mapping Our World (1 sem. hr.)
 - ENVR 204 The Climate System (3 sem. hrs.)
 - ENVR 290/390 Internship in Environmental Science (2-4 sem. hrs)
 - ENVR 303 Environmental Impact Assessment (3 sem. hrs.)
 - ENVR 340 Sustainable Agriculture (3 sem. hrs.)
 - ENVR 403 Senior Thesis in Environmental Science (4 sem. hrs.)
 - MATH 151 Elementary Statistics (3 sem. hrs.)
 - or MATH 251 Probability and Statistics (3 sem. hrs.)
- Area of Specialization
Four courses in Group 1 or four courses in Group 2 or four courses in Group 3, as indicated below (13–16 sem. hrs.):

Group 1

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

Group 2

CHEM 107L	General Chemistry (4 sem. hrs.)
CHEM 108L	Chemical Analysis (4 sem. hrs.)
CHEM 213L	Organic Chemistry I (4 sem. hrs.)
CHEM 214L	Organic Chemistry II (4 sem. hrs.)
CHEM 215L	Inorganic Chemistry (4 sem. hrs.)
CHEM 327L	Instrumental Analysis (4 sem. hrs.)
ENVR 285/285L/385/385L	Topics in Environmental Science (3 sem. hrs.)

Group 3

ENVR 285/285L/385/385L	Topics in Environmental Science (3 sem. hrs.)
MATH 111	Calculus I: Introduction to Calculus (4 sem. hrs.)
MATH 112	Calculus II: Introduction to Calculus (4 sem. hrs.)
MATH 211	Calculus III: Multivariable Calculus (3 sem. hrs.)
PHYS 111L	Fundamentals of Physics I (4 sem. hrs.)
PHYS 212L	Fundamentals of Physics II (4 sem. hrs.)
PHYS 221L	Principles of Electronics (4 sem. hrs.)

Group 4

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

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

ENVIRONMENTAL SCIENCE MINOR

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

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

REQUIRED COURSES

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

ENVR 101L	Introduction to Environmental Science (4 sem. hrs.)
ENVR 102L	Conservation of Biodiversity (4 sem. hrs.)
ENVR 196	Mapping Our World (1 sem. hr.)
ENVR 303	Environmental Impact Assessment (3 sem. hrs.)
- Two of the following (6–8 sem. hrs.)

BIOL 119L	Systems Biology: Ecology and Evolution (4 sem. hrs.)
BIOL 130L	Systems Biology: Biology of Organisms (4 sem. hrs.)
BIOL 205	Terrestrial Field Biology (3 sem. hrs.)
BIOL 324L	Animal Behavior (4 sem. hrs.)
BIOL 325L	Limnology (4 sem. hrs.)
BIOL 363L	Advanced Ecology (4 sem. hrs.)
ENVR 131L	Physical Geology (4 sem. hrs.)
ENVR 204	The Climate System (3 sem. hrs.)
ENVR 285/285L	Topics in Environmental Science (3–4 sem. hrs.)
ENVR 340	Sustainable Agriculture (3 sem. hrs.)

FIRST NATIONS AND INDIGENOUS STUDIES MINOR

The title of the minor, First Nations and indigenous studies, indicates a primary focus on the peoples of North and South America while being inclusive of connections with indigenous peoples in other parts of the world such as Hawaii, Aotearoa (New Zealand), and Australia. The minor is multidisciplinary and reflects a wide range of academic viewpoints originating from psychology, history, anthropology, women's and gender studies, and sociology, among others. Emphasized areas include histories, contemporary issues, environmental justice, social justice, oral and written literature, art, and law.

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

REQUIRED COURSES

- Six courses from the following, including at least one FNIS course:

ANTH 210	Anthropology and Museums
ANTH 250	Hawaii
ANTH 345	Maya Ethnography
ANTH 359	Pacific and Cultural Survival
FNIS/WTQS 212	Home Lands
FNIS 285/385	Topics
HIST 372	Colonial Encounters
PSY 330	Indigenous Psychologies
WTQS 260	Indigenous Women's Experience

GENDER STUDIES

See women's, transgender and queer studies major; women's, transgender and queer studies minor.

HEALTH AND MEDICAL ETHICS MINOR

This minor (previously known as the science, health and values minor) provides students with an interdisciplinary perspective on the ethical and social, environmental, and economic justice issues in health care and medicine, including individual and public health, health administration and management, epidemiology

and epidemics, medical research and development, and cultural variations in health care practice. The minor develops a foundation in scientific, sociocultural, and philosophical approaches; provides an opportunity for independent study of an ethical issue of interest to the student; and requires an experiential examination of ethics within a health care setting.

The total number of courses required for the minor is 7 (18–23 semester hours).

REQUIRED COURSES

- All of the following (9–13 sem. hrs.)
 - HME 290/390 Internship in Health and Medical Ethics (2–4 sem. hrs.)
 - HME 399 Independent Study in Health and Medical Ethics (1–3 sem. hrs.)
 - HS 100 Introduction to Health Sciences (3 sem. hrs.)
 - PHIL 240 Ethics, Equality and Justice (3 sem. hrs.)
- One of the following (3–4 sem. hrs.)
 - BIOL 214L Anatomy and Physiology I (4 sem. hrs.)
 - BIOL 226L Genetics (4 sem. hrs.)
 - CHEM 303 Medicinal Chemistry (3 sem. hrs.)
- Two of the following courses, selected from different disciplines (6 sem. hrs.)
 - ANTH/FOOD 270 Anthropology and Food Studies (3 sem. hrs.)
 - ECON 233 Economics of Health and Medical Care (3 sem. hrs.)
 - PHIL/SUS 340 Ethics and the Environment (3 sem. hrs.)
 - PSY 206 Health Psychology (3 sem. hrs.)
 - PSY 214 The Psychology of Women (3 sem. hrs.)
 - PSY 242 Addiction (3 sem. hrs.)
 - PSY 250 Human Sexuality (3 sem. hrs.)
 - PSY 330 Indigenous Psychologies (3 sem. hrs.)
 - PSY 338 Psychotherapy (3 sem. hrs.)
 - PSY 343 Neuropsychology (3 sem. hrs.)
 - SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
 - SOC 300 Humans, Animals and Interaction (3 sem. hrs.)
 - SOC 315 Men and Masculinities (3 sem. hrs.)
 - WTQS 245 Body Politics (3 sem. hrs.)

HEALTH CARE MANAGEMENT MINOR

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

The total number of courses required for the minor is 7 (20–22 semester hours).

REQUIRED COURSES

- All of the following (17–19 sem. hrs.)
 - HS 100 Introduction to the Health Sciences (3 sem. hrs.)
 - HS 290/390 Experiential Learning (2–4 sem. hrs.)
 - BUS 201 Principles of Management (3 sem. hrs.)
 - BUS 213 Principles of Accounting I (3 sem. hrs.)
 - ECON 233 Economics of Health and Medical Care (3 sem. hrs.)
 - MATH 151 Elementary Statistics (3 sem. hrs.)
- One of the following (3 sem. hrs.):
 - BUS 202 Principles of Marketing (3 sem. hrs.)
 - BUS 214 Principles of Accounting II (3 sem. hrs.)
 - BUS 230 Introduction to Human Resource Management (3 sem. hrs.)
 - BUS 250 Innovation and Creative Problem Solving (3 sem. hrs.)
 - ECON 101 Principles of Macroeconomics (3 sem. hrs.)
 - PSY 306 Introduction to Organizational Behavior (3 sem. hrs.)

HEALTH SCIENCES

See: biological sciences: health sciences major; health and medical ethics minor; health care management minor; holistic health studies minor

HISTORY MAJOR (B.A.)

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

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

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

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

REQUIRED COURSES

- All of the following (7 sem. hrs.)
 - HIST 375 Writing History: Theory and Practice (3 sem. hrs.)
 - HIST 401 Senior Essay in History (3 sem. hrs.)
 - HIST 402 Senior Seminar in History (1 sem. hr.)
- One of the following (3 sem. hrs.):
 - HIST 101 Introduction to World History to 1650 (3 sem. hrs.)
 - HIST 103 Introduction to World History, 1650–Present (3 sem. hrs.)
- At least one of the following courses in U.S. History (3 sem. hrs.):
 - HIST 241 Interpreting U.S. History I (3 sem. hrs.)
 - HIST 242 Interpreting U.S. History II (3 sem. hrs.)
- At least one of the following Global South History courses (3 sem. hrs.):
 - HIST 200/ENGL 200 Modern Southeast Asia through Anti-Imperial Literature (3 sem. hrs.)
 - HIST 201 History of Asia to 1650 (3 sem. hrs.)
 - HIST 207 Modern Chinese History, 1644–Present (3 sem. hrs.)
 - HIST 213 A History of Modern South Asia (3 sem. hrs.)
- Six additional courses, at least four of which must be at the 300-level or above. Courses counted toward the core may not be counted here. (14–20 sem. hrs.):
 - HIST 101 Introduction to World History to 1650 (3 sem. hrs.)
 - HIST 103 Introduction to World History, 1650–Present (3 sem. hrs.)
 - HIST 200/ENGL 200 Modern Southeast Asia through Anti-Imperial Literature (3 sem. hrs.)
 - HIST 201 History of Asia to 1650 (3 sem. hrs.)
 - HIST 207 Modern Chinese History, 1644–Present (3 sem. hrs.)
 - HIST 210 Women and Gender in Europe, 1550–Present (3 sem. hrs.)
 - HIST 212 Introduction to the History of Science (3 sem. hrs.)
 - HIST 228 The Making of Modernity, 1815–1914 (3 sem. hrs.)
 - HIST 241 Interpreting U.S. History I (3 sem. hrs.)
 - HIST 242 Interpreting U.S. History II (3 sem. hrs.)
 - HIST 245 Civil War and Reconstruction (3 sem. hrs.)
 - HIST 285/385 Topics in History (2–4 sem. hrs.)
 - HIST 290 Internship in History (2–4 sem. hrs.)
 - HIST 303 World War II (3 sem. hrs.)
 - HIST 310 Colonial and Revolutionary America (3 sem. hrs.)
 - HIST 325 The African American Experience (3 sem. hrs.)
 - HIST 327 The Gilded Age and Progressive Era (3 sem. hrs.)

HIST 328	The Early American Republic (3 sem. hrs.)
HIST 330	The Enlightenment and the French Revolution (3 sem. hrs.)
HIST 335	Popular Culture in Early Modern Europe, 1400–1800 (3 sem. hrs.)
HIST 357	Modern America (3 sem. hrs.)
HIST 372	Colonial Encounters (3 sem. hrs.)
HIST 390	Advanced Internship in History (2–3 sem. hrs.)
HIST 399	Independent Study in History (1–3 sem. hrs.)

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

ANTH 280	World Archaeology (3 sem. hrs.)
ARTH 270	A Survey of Modern Art (3 sem. hrs.)
BKRT 225	The History of the Book (3 sem. hrs.)
DANC 316	Dance History (3 sem. hrs.)
ECON 340	History of Economic Analysis (3 sem. hrs.)
ENGI 206	British Literature, 1100–1660 (3 sem. hrs.)
ENGL 215	Survey of American Literature (3 sem. hrs.)
ENGL 250	British Literature, 1660 to the Modern Era (3 sem. hrs.)
ENGL 362	The British Novel (3 sem. hrs.)
MUS 112	Listening: A Survey of Western Music (3 sem. hrs.)
PHIL 230	Ancient Philosophy (3 sem. hrs.)
PHIL 325	Belief and Knowledge (3 sem. hrs.)
POLS 155	American Politics (3 sem. hrs.)
POLS 332	Old and New Paradigms in World Politics (3 sem. hrs.)
RELG 263	The Hebrew Bible and Jewish Tradition (3 sem. hrs.)
RELG 264	The New Testament and Early Christianity (3 sem. hrs.)
RELG 269	History, Myth and Religion (3 sem. hrs.)
RELG 275	Religions of Asia (3 sem. hrs.)
SOC 277	Social Inequality: Class and Ethnicity (3 sem. hrs.)
THEA 315	Theatre History (3 sem. hrs.)
WTQS 385	Topics in Women's and Gender Studies (3 sem. hrs.)

HISTORY MINOR

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

REQUIRED COURSES

- The following (18 sem. hrs.):
 HIST 375 Writing History: Theory and Practice (3 sem. hrs.)
 Five additional history courses involving some introductory and some advanced work to be arranged with members of the department (15 sem. hrs.)

HOLISTIC HEALTH STUDIES MINOR

The minor in holistic health studies prepares students for careers in both mainstream and alternative health professions within the context of a liberal arts education. Through coursework across a variety of disciplines and at least one internship, students focus on sustainable, lifelong health, developing self-awareness and engagement with community while learning marketable skills.

Students completing the holistic health studies minor will build a foundation for further study, working toward such careers as: physical, occupational, or mental health therapist; personal trainer; midwife; massage therapist; dance/yoga instructor; athletic or wellness coach; herbalist or nutritionist; or chiropractic or osteopathic medicine.

The number of courses required for the minor is 9 (comprising 20–24 semester hours).

REQUIRED COURSES

- All of the following (9–11 sem. hrs.):
 BIOL 214L Anatomy and Physiology I (4 sem. hrs.)
 HS 100 Introduction to Health Sciences (3 sem. hrs.)
 HHS 290/390 Internship in Holistic Health Studies (2–4 sem. hrs.)
- Any two of the following (1 sem. hr.):
 PE 105 Meditation for Stress Reduction (0.5 sem. hrs.)
 PE 123 Yoga (0.5 sem. hrs.)

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| PE 124 | Toning (0.5 sem. hrs.) |
| PE 125 | Exercise and Weight Training (0.5 sem. hrs.) |
| PE 129 | Beginning Horseback Riding (0.5 sem. hrs.) |
| PE 185 | Beginning Shorin-ryu Karate (0.5 sem. hrs.) |
| PE 223 | Intensive Yoga (0.5 sem. hrs.) |
- Any two of the following (6 sem. hrs.):

PSY 206	Health Psychology (3 sem. hrs.)
PSY 242	Addiction (3 sem. hrs.)
PSY 250	Human Sexuality (3 sem. hrs.)
PSY 275	Positive Psychology (3 sem. hrs.)
PSY 330	Indigenous Psychologies (3 sem. hrs.)
PSY 338	Psychotherapy (3 sem. hrs.)
PSY 342	Biological Bases of Behavior (3 sem. hrs.)
PSY 370	Sensation and Perception (3 sem. hrs.)
 - Any two of the following, for a total of at least 4 credits (4–6 sem. hrs.):

ANTH/FOOD 270	Anthropology and Food Studies (3 sem. hrs.)
CHEM 303	Medicinal Chemistry (3 sem. hrs.)
ECON 233	Economics of Health and Medical Care (3 sem. hrs.)
FOOD 201	Gardening (1 sem. hr.)
PE 190	Nutrition and Women's Health (1 sem. hr.)
RELG 375	Body and Soul: From Antiquity to Post-Modernity (3 sem. hrs.)
SOC 300	Humans, Animals and Interaction (3 sem. hrs.)
WTQS 245	Body Politics (3 sem. hrs.)

HOSPITALITY MANAGEMENT (B.S.)

The major curriculum of study is designed to offer students a multi-pronged approach to their academic career. Through foundational coursework and discipline-based required courses, students will hone skills that transfer across the vast array of hospitality operations and service-oriented businesses found out in the real world. With this knowledge, students will become adept contributors in their workplace, understanding the financial and strategic implications of decisions, the unique dynamics at play in a services-based economy, and their role in navigating the workforce as both employee and employer.

Simultaneously, students will explore the role of hospitality in society at large, examining the way economies and natural resources are preserved or harmed through tourism and development, how the industry impacts local labor forces and employment for populations with and without access to post-secondary education, and how the foundational principles learned through immersive experiences and hands-on work with Wells College's learning partners, including the nearby Inns of Aurora, can translate and also be applied to non-profits and atypical service organizations.

Throughout the academic journey students will find a strong emphasis on the connection between Wells College's liberal arts traditions and pre-professional work, including opportunities to earn industry-recognized certifications, immerse students in the day-to-day operations of a working resort, and explore potential career paths and capitalize on networking opportunities with industry professionals. With a strong grounding in liberal arts and a focused exposure to the hospitality industry, students will approach their career journey prepared to both think critically about problem solving and their role within the workplace as well as leverage practical skills that immediately position them for a successful launch to their professional life.

The number of courses required for the major is 17 (51 credit hours).

REQUIRED COURSES

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

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

- ANTH 306/HM 306 The Anthropology of Tourism (3 sem. hrs.)
- The following practical and applied experiences (10 sem. hrs.):
 - HM 290/390 Hospitality Internship (3 sem. hrs.)
 - HM 301 Hospitality Immersion Experience (3 sem. hrs.)
 - or- a second HM 290/390 internship
 - HM 401 Senior Seminar in Applied Hospitality Management (4 sem. hrs.)
 - One of the following business electives (3 sem. hrs.):
 - BUS 202 Principles of Marketing (3 sem. hrs.)
 - BUS 203 Social Entrepreneurship (3 sem. hrs.)
 - BUS 213 Principles of Accounting I (3 sem. hrs.)
 - BUS 230 Introduction to Human Resource Management (3 sem. hrs.)
 - BUS 231 Principles of Project Management (3 sem. hrs.)
 - BUS 250 Innovation, Creative Problem Solving (3 sem. hrs.)
 - BUS 302 Brand Management (3 sem. hrs.)
 - BUS 305 Legal Environment of Business (3 sem. hrs.)
 - BUS 306 Business Ethics (3 sem. hrs.)
 - BUS 307 Marketing Analytics (3 sem. hrs.)
 - BUS 350 Business Strategy (3 sem. hrs.)
 - BUS 365 Business Sustainability and Social Responsibility (3 sem. hrs.)
 - A minimum of two of the following other electives (6 sem. hrs.):
 - ANTH 231 Culture and Water (3 sem. hrs.)
 - ANTH 250 Hawaii: Colonialism and Tourism (3 sem. hrs.)
 - ANTH/FOOD 270 Anthropology and Food Studies (3 sem. hrs.)
 - ART 119 Visual Organization (3 sem. hrs.)
 - FOOD 285/385 Topics in Sustainable Food Systems (3 sem. hrs.)
 - PSY/SOC 224 Social Psychology (3 sem. hrs.)
 - PSY 306 Organizational Behavior (3 sem. hrs.)
 - THEA 128 Acting One (3 sem. hrs.)
 - THEA 201 Arts Management (3 sem. hrs.)

HOSPITALITY MANAGEMENT MINOR

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

The number of courses required for the minor is 7 (20–22 credit hours).

REQUIRED COURSES

- All of the following (15 sem. hrs.):
 - BUS 201 Principles of Management (3 sem. hrs.)
 - BUS 202 Principles of Marketing (3 sem. hrs.)
 - BUS 230 Introduction to Human Resource Management (3 sem. hrs.)
 - HM 201 Principles of Hospitality and Tourism (3 sem. hrs.)
 - HM 202 Hospitality Financial Performance Analysis (3 sem. hrs.)
- One of the following practical experiences (2–4 sem. hrs.):
 - HM 301 Immersion Experience (3 sem. hrs.)
 - HM 290/390 Hospitality Internship (2–4 sem. hrs.)
- One of the following electives (3 sem. hrs.):
 - ANTH 270 The Anthropology of Foods
 - BUS 203 Social Entrepreneurship
 - BUS 250 Innovation and Creative Problem-Solving

BUS 302	Brand Management
BUS 303	Entrepreneurship and Small Business Management
BUS 305	Legal Environment of Business
BUS 306	Business Ethics
BUS 307	Marketing Analytics
BUS 350	Business Strategy
BUS 365	Business Sustainability and Social Responsibility
FOOD 285/385	Topics in Sustainable Food Systems
PSY/SOC 224	Social Psychology
PSY/THEA 285	Approaches to Drama Therapy
PSY 306	Organizational Behavior
THEA 128	Acting One
THEA 201	Arts Management

HUMAN RESOURCE MANAGEMENT MINOR

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

REQUIRED COURSES

• All of the following (21 sem. hrs.):

BUS 201	Principles of Management
BUS 230	Introduction to Human Resource Management
BUS 305	Legal Environment of Business
HRM 300	Training and Development
HRM 301	Total Compensation Management
HRM 302	Employment and Labor Law
HRM 303	Human Resource Risk Management

INCLUSIVE CHILDHOOD EDUCATION MAJOR

See Education: inclusive childhood major.

INDIGENOUS STUDIES MINOR

See First Nations and Indigenous studies minor.

INDIVIDUALIZED MAJOR

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

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

MANAGEMENT MINOR

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

The total number of courses required for the minor is 8 (22–27 semester hours).

REQUIRED COURSES

- All of the following (15 sem. hrs.)
 - ECON 101 Principles of Macroeconomics (3 sem. hrs.)
 - ECON 102 Principles of Microeconomics (3 sem. hrs.)
 - BUS 201 Principles of Management (3 sem. hrs.)
 - ECON 302 Managerial Economics (3 sem. hrs.)
 - MATH 151 Elementary Statistics (3 sem. hrs.)
 - or MATH 251 Mathematical Statistics (3 sem. hrs.)
- Students will choose three additional courses from the following list. At least two of these courses must be at the 300-level. (7–12 sem. hrs.)
 - BUS 202 Principles of Marketing (3 sem. hrs.)
 - BUS 213 Principles of Accounting I (3 sem. hrs.)
 - BUS 214 Principles of Accounting II (3 sem. hrs.)
 - BUS 220 International Business (3 sem. hrs.)
 - BUS 230 Introduction to Human Resource Management (3 sem. hrs.)
 - BUS 253 Investment Management and Strategies (3 sem. hrs.)
 - BUS 303 Entrepreneurship and Small Business Management (3 sem. hrs.)
 - BUS 305 Legal Environment of Business (3 sem. hrs.)
 - BUS 310 Corporate Finance (3 sem. hrs.)
 - BUS 385 Topics in Contemporary Business Issues (for a total of 3 sem. hrs.)
 - ECON 286 Money, Banking, and Capital Markets (3 sem. hrs.)
 - ECON 290 Internship in Economics and Business (2–4 sem. hrs.)
 - ECON 303 Intermediate Microeconomics (3 sem. hrs.)
 - ECON 306 Intermediate Macroeconomic Theory (3 sem. hrs.)
 - ECON 314 Econometrics (3 sem. hrs.)
 - ECON 330 The World Economy: Trade and Finance (3 sem. hrs.)
 - ECON 390 Advanced Internship in Economics and Business (2–4 sem. hrs.)
 - MATH 305 Operations Research (3 sem. hrs.)

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

MARKETING MINOR

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

REQUIRED COURSES

- All of the following (15 sem. hrs.)*
 - BUS 100 Principles of Business
 - BUS 201 Principles of Management
 - BUS 202 Principles of Marketing
 - BUS 204 Business Analytics
 - BUS 302 Brand Management
- Two of the following (5–7 sem. hrs.)*
 - ART 127 Introduction to Graphic Design
 - ART 261 Photographic Digital Imaging
 - ART 390 Internship in Studio Art (2–4 sem. hrs.)
 - ARTH 285 Topics in Art History
 - BUS 213 Principles of Accounting I
 - BUS 250 Business Strategy
 - BUS 360 Strategic Marketing and E-Commerce
 - ECON 101 Principles of Macroeconomics
 - ECON 102 Principles of Microeconomics
 - FMS 101 Introduction to Cinema Studies
 - PSY 370 Sensation and Perception
 - SOC 331 Mass Media and Society

THEA 201 Arts Management
 VART 315 Professional Visual Arts Practices

* all courses are 3 semester hours except where noted.

MATHEMATICS MAJOR (B.A.)

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

The number of courses required for the major is 13 (42–45 semester hours). At least four of these courses (12 semester hours) must be at the 300-level or above. Internships may not be used to fulfill major requirements.

REQUIRED COURSES

- All of the following (25 sem. hrs.)
 - CS 131 Programming I: Procedural Methods (3 sem. hrs.)
 - MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)
 - MATH 112 Calculus II: Introduction to Calculus (4 sem. hrs.)
 - MATH 212 Linear Algebra (3 sem. hrs.)
 - MATH 267 Discrete Mathematics (3 sem. hrs.)
 - MPS 402 Senior Seminar in Mathematical and Physical Sciences I (3 sem. hrs.)
 - PHYS 111L Fundamentals of Physics I (4 sem. hrs.)
- One of the following (3 sem. hrs.)
 - MATH 312 Real Analysis (3 sem. hrs.)
 - MATH 313 Abstract Algebra (3 sem. hrs.)
- Two of the following (6 sem. hrs.)
 - MATH 211 Calculus III: Multivariable Calculus (3 sem. hrs.)
 - MATH 213 Ordinary Differential Equations and Applications (3 sem. hrs.)
 - MATH 251 Mathematical Statistics (3 sem. hrs.)
 - MATH 300 Probability Theory (3 sem. hrs.)
 - MATH 301 Applied and Computational Mathematics (3 sem. hrs.)
 - MATH 305 Operations Research (3 sem. hrs.)
 - MATH 312 Real Analysis (if not taken above) (3 sem. hrs.)
 - MATH 313 Abstract Algebra (if not taken above) (3 sem. hrs.)
- Three of the following (9 sem. hrs.)
 - Courses in mathematics, computer science, or physics above the 100-level (3–4 sem. hrs.), or
 - CHEM 305 Physical Chemistry (3 sem. hrs.)
 - CS 132 Programming II: Advanced Design (3 sem. hrs.)
 - ECON 314 Econometrics (3 sem. hrs.)

MATHEMATICS MINOR

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

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

REQUIRED COURSES

- All of the following (20 sem. hrs.)
 - MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)
 - MATH 112 Calculus II: Introduction to Calculus (4 sem. hrs.)
 - Four more mathematics courses above the 100-level (12 sem. hrs.)

MUSEUM STUDIES MINOR

This interdisciplinary program provides an exploration of theoretical, historical, and applied knowledge pertaining to museum management and programming. Given the broad relevance of museum studies skills, students may approach the minor from a variety of disciplines, with particular parallels with social and physical sciences, history, and art. Total number of courses required is 6.

REQUIRED COURSES

- Introduction to Museum Studies (3 sem. hrs.):
MSEU 100 Introduction to Museum Studies (3 sem. hrs.)
- Management Skills (one of the following):
BUS 201 Principles of Management (3 sem. hrs.)
BUS 203 Social Entrepreneurship (3 sem. hrs.)
BUS 303 Entrepreneurship and Small Business Management (3 sem. hrs.)
THEA 201 Arts Management (3 sem. hrs.)
- Education Skills:
EDU 105 Teaching in a Diverse Society (3 sem. hrs.)
- Conservation and Presentation Skills (one of the following):
ART 118 Three-Dimensional Design (3 sem. hrs.)
ART 260 Introduction to Darkroom Photography (3 sem. hrs.)
ART 261 Photographic Digital Imaging (3 sem. hrs.)
ART/BKRT 127 Introduction to Graphic Design (3 sem. hours)
BKRT 115 Hand Bookbinding I (3 sem. hrs.)
BKRT 220 Digital Book and Graphic Design (3 sem. hrs.)
THEA 224 Production Practical (1–3 sem. hrs.)
THEA 325 Production Practical (1–3 sem. hrs.)
VART 315 Professional Visual Arts Practices (3 sem. hrs.)
- Local and Global Perspectives of History, Art, and the Museum (one of the following):
ANTH 210 Anthropology and Museums (3 sem. hrs.)
ANTH 280 World Archaeology (3 sem. hrs.)
EDU 215 Issues in Multicultural and English Lang. Learner Education (3 sem. hrs.)
HIST 357 Modern America (3 sem. hrs.)
HIST 375 Writing History: Theory and Practice (3 sem. hrs.)
OCS 110 January at the Arts Students League—New York City (3 sem. hrs.)
OCS 215 London Theatre (3 sem. hrs.)
OCS 300 The Anthropological Experience in Hawaii (3 sem. hrs.)
OCS 305 The Anthropological Experience in Belize (3 sem. hrs.)
One OCS course from one of the Wells College Programs and Approved Programs (with permission of the museum studies minor coordinator(s). Examples include, but are not limited to:
Florence Program
ART 230: The World of Museums: Museology (3 sem. hrs.)
ART 360: Museum Experience (3 sem. hrs.)
ART 450: Museum Education (3 sem. hrs.)
ART 460: Museum: Ethics and the Law (3 sem. hrs.)
- Internship experience at one or more museums, art galleries, archaeological labs, or archival libraries:
MSEU 290/390 Internship in Museum Studies (2–4 sem. hrs.)

PHILOSOPHY AND RELIGION MINOR

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

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

REQUIRED COURSES

- All of the following (12 sem. hrs.)
PHIL 100 Philosophy (3 sem. hrs.)
PHIL 300 Philosophy of Religion (3 sem. hrs.)
PHIL 325 Belief and Knowledge (3 sem. hrs.)
RELG 100 Gods and Creation: East and West (3 sem. hrs.)
- Three additional courses from the following (9 sem. hrs.)
ANTH 222 Anthropology, Religion and Colonialism (3 sem. hrs.)
PHIL 240 Ethics, Equality and Justice (3 sem. hrs.)
PHIL 245 Meaning (3 sem. hrs.)
RELG 269 History, Myth and Religion (3 sem. hrs.)

RELG 275	Religions of Asia (3 sem. hrs.)
RELG 321	Faith and Post-Modern Culture (3 sem. hrs.)
RELG 375	Body and Soul: From Antiquity to Post-Modernity (3 sem. hrs.)
WTQS 245	Body Politics (3 sem. hrs.)

PHYSICS MAJOR (B.A., B.S.)

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

The number of courses required for the major is 14 (46–49 semester hours). At least four of these courses (12 semester hours) must be at the 300-level or above. Internships may not be used to fulfill major requirements.

REQUIRED COURSES

- All of the following (31 sem. hrs.)

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

CHEM 107L	General Chemistry (4 sem. hrs.)
CS 131	Programming I: Procedural Methods (3 sem. hrs.)
- Three of the following (9–10 sem. hrs.)

CHEM 305/PHYS 305	Physical Chemistry (3 sem. hrs.)
CS 132	Programming II: Advanced Design (3 sem. hrs.)
PHYS 221L	Principles of Electronics (4 sem. hrs.)
PHYS 307	Special Relativity and Intermediate Quantum Mechanics (3 sem. hrs.)
PHYS 340	Experimental Physics (3 sem. hrs.)
- One of the following (3–4 sem. hrs.)
Any course in computer science, mathematics, or physics above the 100-level.

PHYSICS MINOR

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

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

REQUIRED COURSES

- All of the following (21–22 sem. hrs.)

MATH 112	Calculus II: Introduction to Calculus (4 sem. hrs.)
PHYS 111L	Fundamentals of Physics I (4 sem. hrs.)
PHYS 212L	Fundamentals of Physics II (4 sem. hrs.)
PHYS 302	Modern Physics (3 sem. hrs.)

 Two more physics courses above the 100-level (6–7 sem. hrs.)

POLITICAL SCIENCE MAJOR (B.A.)

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

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

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

The total number of courses required for the major in political science is 14 (43–45 semester hours): seven required courses and seven courses in the two subfields.

REQUIRED COURSES

- All of the following (22–24 sem. hrs.)
 - POLS 151 Introduction to International Politics (3 sem. hrs.)
 - POLS 155 American Politics (3 sem. hrs.)
 - POLS 390 Internship (2–4 sem. hrs.)
 - POLS 401 Senior Seminar and Thesis (4 sem. hrs.)
 - MATH 151 Elementary Statistics (3 sem. hrs.)
 - PHIL 240 Ethics, Equality and Justice (3 sem. hrs.)
- American Politics Subfield (Three or four courses in this subfield: 9–12 sem. hrs, one of which must be at the 300-level. Students must take 3 courses in one subfield and 4 in the other):
 - POLS 201 Media and Politics (3 sem. hrs.)
 - POLS 202 Political Leadership in American Democracy (3 sem. hrs.)
 - POLS 230 Democracy in America (3 sem. hrs.)
 - POLS 235 U.S. Congress (3 sem. hrs.)
 - POLS 345 Public Opinion (3 sem. hrs.)
 - POLS 360 U.S. Judiciary (3 sem. hrs.)
- International & Comparative Politics Subfields (Three or four courses in this subfield: 9-12 semester hours, one of which must be at the 300 level. Students must take 3 courses in one subfield and 4 in the other):
 - POLS 213 Sustainability and Comparative Environmental Policy (3 sem. hrs.)
 - POLS 261 Government and Politics in the Developing World (3 sem. hrs.)
 - POLS 263 Politics of Globalization (3 sem. hrs.)
 - POLS 340 Politics of Emerging Nations in Asia (3 sem. hrs.)
 - POLS 355 Approaches to International Relations (3 sem. hrs.)
 - POLS 365 Governments and Politics in Industrialized Countries (3 sem. hrs.)

POLITICAL SCIENCE MINOR

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

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

REQUIRED COURSES

- Both of the following (6 sem. hrs.)
 - POLS 151 Introduction to International Studies (3 sem. hrs.)
 - POLS 155 American Politics (3 sem. hrs.)
- One of the following (3 sem. hrs.)
 - MATH 151 Elementary Statistics (3 sem. hrs.)
 - PHIL 240 Ethics, Equality and Justice (3 sem. hrs.)
- Three additional political science courses (9 sem. hrs.)

PSYCHOLOGY MAJOR (B.A.)

The field of psychology addresses the questions of how humans act, know, develop, and interact. We focus on the scientific study and understanding of human behavior and the mind with an emphasis on developmental, social, cognitive, educational, and clinical aspects. Internships and service learning give students opportunities to learn experientially how to bridge theory and practice. Cross-cultural approaches are included in many

courses and students are encouraged to experience another culture through off-campus study or study abroad. Psychology is a diverse discipline and thus provides a solid background for graduate studies at the master's and doctoral levels in a variety of fields, such as social work, law, teaching, medicine, forensics, and clinical and counseling psychology.

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

REQUIRED COURSES

- All of the following (15–17 sem. hrs.)
 - MATH 151 Elementary Statistics (3 sem. hrs.)
 - or MATH 251 Mathematical Statistics (3 sem. hrs.)
 - PSY 101 General Psychology (3 sem. hrs.)
 - PSY 270 Foundations and Methods in Psychology (3 sem. hrs.)
 - PSY 290 Internship Program in Psychology (2–4 sem. hrs.)
 - PSY 403 Senior Seminar: Contemporary Issues in Psychology (4 sem. hrs.)
- One course in each of the following categories (18–19 sem. hrs.)*

Social

PSY 212	Cultural Psychology
PSY/SOC 224	Social Psychology
PSY 250	Human Sexuality
PSY 306	Organizational Behavior
PSY 335/SUS 335	Psychology of Sustainability
WTQS 260	Indigenous Women's Experiences

Developmental

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

Clinical

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

Cognitive

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

Biological

BIOL 324L	Animal Behavior (4 sem. hrs.)
PSY 242	Addiction
PSY 342	Biological Bases of Behavior
PSY 343	Neuropsychology
PSY 370	Sensation and Perception

Interdisciplinary

PSY 200	Sport Psychology
PSY 206	Health Psychology
PSY 212	Cultural Psychology
PSY 275	Positive Psychology
PSY 280	Psychology of Art

PSY 335/SUS 335 Psychology of Sustainability (3 sem. hrs.)

* All courses listed are 3 semester hours unless otherwise noted.

PSYCHOLOGY MINOR

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

REQUIRED COURSES

- All of the following (6 sem. hrs.)
 - PSY 101 General Psychology (3 sem. hrs.)
 - MATH 151 Elementary Statistics (3 sem. hrs.), or
 - MATH 251 Mathematical Statistics (3 sem. hrs.)
- One course each from four of the following categories, at least two at the 300 level (12 sem. hrs.)*

Social

PSY 212 Cultural Psychology
 PSY/SOC 224 Social Psychology
 PSY 250 Human Sexuality
 PSY 306 Organizational Behavior
 PSY 335/SUS 335 Psychology of Sustainability
 WTQS 260 Indigenous Women's Experiences

Developmental

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

Clinical

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

Cognitive

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

Biological

BIOL 324L Animal Behavior (4 sem. hrs.)
 PSY 242 Addiction
 PSY 342 Biological Bases of Behavior
 PSY 343 Neuropsychology
 PSY 370 Sensation and Perception

Interdisciplinary

PSY 206 Health Psychology
 PSY 212 Cultural Psychology
 PSY 275 Positive Psychology
 PSY 280 Psychology of Art
 PSY 335/SUS 335 Psychology of Sustainability

* All courses listed are 3 semester hours unless otherwise noted.

RELIGIOUS STUDIES MINOR

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

REQUIRED COURSES

- The following (6 sem. hrs.)
 - PHIL 100 Philosophy (3 sem. hrs.)
 - RELG 100 Gods and Creation: East and West (3 sem. hrs.)
- One of the following (3 sem. hrs.)
 - ANTH 222 Anthropology, Religion and Colonialism (3 sem. hrs.)
 - ANTH 250 Hawaii: Colonialism and Tourism (3 sem. hrs.)
 - RELG 255 Islamic Civilization and Culture (3 sem. hrs.)
 - RELG 264 The New Testament and Early Christianity (3 sem. hrs.)
 - RELG 275 Religions of Asia (3 sem. hrs.)
 - RELG 330 Native Americans and the Environment (3 sem. hrs.)
- One of the following (3 sem. hrs.)
 - PHIL 245 Meaning (3 sem. hrs.)
 - PHIL 300 Philosophy of Religion (3 sem. hrs.)
 - PHIL 325 Belief and Knowledge (3 sem. hrs.)
 - RELG 321 Faith and Post-Modern Culture (3 sem. hrs.)
 - RELG 375 Body and Soul: From Antiquity to Post-Modernity (3 sem. hrs.)
- An additional two courses in religion above the 100-level (including the philosophy and anthropology courses listed above.) (6 sem. hrs.)

SCIENCE

See majors in biochemistry and molecular biology; biological sciences: health science; biology; chemistry; environmental sciences; and physics.

SELF-DESIGNED MAJOR

See individualized major.

SOCIOLOGY AND ANTHROPOLOGY MAJOR (B.A.)

Sociology and anthropology examine humanity from interpersonal interactions to global systems. These sister disciplines help us to understand social structures and individual roles within them, the effects of colonialism on colonies and colonial powers, oppression and privilege, imperialism and self-determination, and local responses to global conditions. The sociological imagination and the anthropological perspective together help us to understand how we both affect and are affected by the social and physical world around us. This major provides students with an understanding of the dynamics of culture, cultural survival, ethnicity, race, gender, class, sexuality, etc., and the foundations for conducting research so they will be able to participate in the creation of a more equitable and sustainable world.

The total number of courses required for the major is 15 (43–48 semester hours). At least six of the courses (18–19 semester hours) taken for the major must be at the 300-level or above.

REQUIRED COURSES

- All of the following (22–24 sem. hrs.):
 - ANTH 161 Introduction to Anthropology (3 sem. hrs.)
 - MATH 151 Elementary Statistics (3 sem. hrs.)
 - SOC 151 Principles of Sociology (3 sem. hrs.)
 - SOC 401 Senior Essay and Research Seminar in Sociology and Anthropology (4 sem. hrs.)

One Methods Course:

- SS 394 Research Methods for the Social Sciences (4 sem. hrs.)
- OR ANTH 260 Ethnographic Methods (4 sem. hrs.)

One Theory Course:

- SOC 363 Sociological Theory (3 sem. hrs.)
- OR ANTH 330 Anthropological Theory and Ethnography (3 sem. hrs.)

Experiential Learning: 2–4 credits from experiential learning opportunities.

These can either be internships with SOCA faculty acting as either on-site or faculty sponsors, or OCS J-term courses taught by SOCA faculty (i.e. OCS 300 Hawaii or OCS 305 Belize). A semester abroad would also meet this requirement.

- Four additional courses from the following list of SOC courses, and three from the following list of ANTH courses, OR Four additional courses from the following list of ANTH courses, and three from the following list of SOC courses. (21–24 sem. hrs.)

Sociology courses

SOC 201

SOC/PSY 224

SOC 228

SOC 235

SOC 277

SOC/CRIM 285/385

SOC 290/390

SOC 300

SOC 315

SOC 331

SOC 363

SOC 398

SOC 399

Anthropology courses

ANTH 210

ANTH 211

ANTH 222

ANTH 230

ANTH/SUS 231

ANTH 250

ANTH 260

ANTH/FOOD 270

ANTH 280

ANTH 290/390

ARTH/ANTH 301

ANTH 330

ANTH 345

ANTH 359

ANTH 385

ANTH 399

OCS 300

OCS 305

SOCIOLOGY MINOR

The total number of courses required for the minor is 6 (18–19 semester hours).

REQUIRED COURSES

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

SOC 151	Principles of Sociology (3 sem. hrs.)
SOC 277	Social Inequality: Class and Ethnicity (3 sem. hrs.)
Either SS 394 or SOC 363	Research Methods for the Social Sciences (4 sem. hrs.) Sociological Theory (3 sem. hrs.)
- Three more courses under the SOC designation (9 sem. hrs.)

SPANISH MINOR

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

REQUIRED COURSES

- The following (18–20 semester hours)
Six courses in the language, one of which must be a 3-semester-hour course at the 300 level. A semester of study in Spain or Latin America is strongly recommended.

SPORT MANAGEMENT MINOR

The sport management minor engages students in various sports industry management theories and issues facing modern sports and athletics. Courses encompass varying levels of modern sport including professional, intercollegiate, interscholastic, youth, and recreational. Total required courses: 6 courses (17–19 hrs).

REQUIRED COURSES

- All of the following (11–13 sem. hrs.)
 - SMGT 101 Introduction to Sport Management (3 sem. hrs.)
 - SMGT 210 Contemporary Sport (3 sem. hrs.)
 - SMGT 310 Organizational Leadership & Management in Sport (3 sem. hrs.)
 - SMGT 290/390 Internship in Sports Management (2-4 sem. hrs.)
- One of the following (3 sem. hrs.)
 - BUS 201 Principles of Management (3 sem. hrs.)
 - BUS 202 Principles of Marketing (3 sem. hrs.)
 - BUS 305 Legal Environment of Business (3 sem. hrs.)
- One of the following (3 sem. hrs.)
 - PSY 200 Sport Psychology (3 sem. hrs.)
 - WTQS 230 Women and Gender in Sport (3 sem. hrs.)

STUDIO ART MINOR

The minor has been designed to give recognition to the non-major who completes the prescribed course of study.

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

REQUIRED COURSES

- All of the following (6 sem. hrs.)
 - ART 119 Visual Organization (3 sem. hrs.)
 - or ART 121 Drawing and Painting I (3 sem. hrs.)
 - One course in ceramics (3 sem. hrs.)
- Two of the following (6 sem. hrs.)
 - ARTH 101 Prehistoric to Renaissance Survey (3 sem. hrs.)
 - ARTH 102 Renaissance to Contemporary Survey (3 sem. hrs.)
 - ARTH 105 Art of Non-Western Cultures Survey (3 sem. hrs.)
 - One course in ceramics (3 sem. hrs.)
- Two additional studio art courses (6 sem. hrs.)

SUSTAINABILITY MAJOR (B.A.)

This major recognizes the environment as a physical, social, cultural, and psychological entity that is threatened by many forms of human activity. It further recognizes that humanity can make a difference by developing multifaceted solutions that will help us to exist as a species, create a just and equitable society, and maintain a healthy planet.

The number of courses required for the major is 14 (42–46 semester hours).

REQUIRED COURSES

- All of the following (24–26 sem. hrs.):
 - SUS 101 Introduction to Sustainability (3 sem. hrs.)
 - SUS 195 Tutorial: Critical Thinking about Sustainability (2 sem. hrs.)
 - ANTH/SUST 231 Culture and Water (3 sem. hrs.)
 - ENVR 101L Introduction to Environmental Science (4 sem. hrs.)
 - ECON 102 Principles of Microeconomics (3 sem. hrs.)
 - SUS 335/PSY 335 Psychology of Sustainability (3 sem. hrs.)
 - SUS 290/390 Internship in Sustainability (2–4 sem. hrs.)
 - SUS 401 Capstone project in sustainability (4 sem. hrs.)
- Six courses chosen from at least two areas of specialization (18–20 sem. hrs):

Ecology and Environmental Systems

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

Economics

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

Social

ANTH 230	Culture and Gardens (3 sem. hrs)
ANTH/FOOD 270	Anthropology and Food Studies (3 sem. hrs)
ANTH 359	The Pacific and Cultural Survival (3 sem. hrs)
SOC 277	Social Inequality: Class and Ethnicity (3 sem. hrs)
SOC 300	Humans, Animals and Interaction (3 sem. hrs)
SUS 285/FNIS 285	Indigenous Environmental Activism and Resistance (3 sem. hrs.)

SUSTAINABILITY MINOR

The minor in sustainability examines the interplay among the environmental, social, and economic forces involved in addressing the challenges to a sustainable future.

The total number of courses required for the minor is 8 (22–26 semester hrs.).

REQUIRED COURSES

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

SUS 101	Introduction to Sustainability (3 sem. hrs.)
SUS 195	Critical Thinking about Sustainability (2 sem. hrs)
ENVR 101L	Introduction to Environmental Science (4 sem. hrs.)
SUS 290/390	Internship in Sustainability (2–4 sem. hrs.)
- Four additional courses, one from each of the following categories (11–13 sem. hrs.)

Anthropology and Philosophy

ANTH 230	Culture and Gardens (3 sem. hrs.)
ANTH/SUST 231	Culture and Water (3 sem. hrs)
ANTH 250	Hawaii: Colonialism and Tourism (3 sem. hrs)
ANTH/FOOD 270	Anthropology and Food Studies (3 sem. hrs.)
ANTH 345	Maya Ethnography (3 sem. hrs)
ANTH 359	The Pacific and Cultural Survival (3 sem. hrs)
PHIL 240	Ethics, Equality and Justice (3 sem. hrs.)
PHIL/SUS 340	Ethics and the Environment (3 sem. hrs)

Biology and Environmental Science

BIOL 119L	Systems Biology: Ecology and Evolution (4 sem. hrs.)
BIOL 130L	Systems Biology: Biology of Organisms (4 sem. hrs.)
BIOL 205	Terrestrial Field Biology (4 sem. hrs.)
BIOL 325L	Limnology (4 sem. hrs.)
BIOL 363	Advanced Ecology (3 sem. hrs.)
ENVR 102L	Conservation of Biodiversity (4 sem. hrs.)
ENVR 131L	Physical Geology (4 sem. hrs.)
ENVR 204	The Climate System (3 sem. hrs)
ENVR 303	Environmental Impact Assessment (3 sem. hrs)
ENVR 340	Sustainable Agriculture (3 sem. hrs.)

Business, Economics and International Studies

BUS 203	Social Entrepreneurship (3 sem. hrs)
BUS 250	Innovation: Creative Problem Solving (3 sem. hrs.)
BUS 365	Business Sustainability and Social Responsibility (3 sem. hrs.)
ECON 101	Principles of Macroeconomics (3 sem. hrs)

ECON 102	Principles of Microeconomics (3 sem. hrs)
ECON 255	The Political Economy of Globalization (3 sem. hrs.)
ECON 325	Ecological Economics (3 sem. hrs.)
ECON 326	Energy and the Economy (3 sem. hrs.)
ECON 350	Economics of the Developing Countries (3 sem. hrs)
POLS 151	Introduction to International Studies (3 sem. hrs)
POLS 355	Approaches to International Relations (3 sem. hrs)

Psychology, Sociology and Other Programs

PSY 275	Positive Psychology (3 sem. hrs.)
PSY 335/SUS 335	Psychology of Sustainability
SOC 277	Social Inequality: Class and Ethnicity (3 sem. hrs.)
SOC 300	Humans, Animals and Interaction (3 sem. hrs.)
FNIS/WTQS 212	Homelands (3 sem. hrs)
FNIS 215	The Haudenosaunee and New York State (3 sem. hrs)
FOOD 201	Introduction to Gardening (1 sem. hr)

SUSTAINABLE BUSINESS MINOR

The minor in sustainable business integrates the world of business with the environmental, social and cultural aspects of sustainability. Students gain understanding of the impacts of business on society and the challenges and opportunities associated with creating socially responsible businesses.

The total number of courses required for the minor is 7 (20–22 semester hours).

REQUIRED COURSES

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

SUS 101	Introduction to Sustainability (3 sem. hrs.)
BUS 100	Principles of Business (3 sem. hrs.)
-or- BUS 201	Principles of Management (3 sem. hrs.)
BUS 203	Social Entrepreneurship (3 sem. hrs.)
BUS 365	Business Sustainability and Social Responsibility (3 sem. hrs.)
BUS 306	Business Ethics (3 sem. hrs.)
- Two additional courses (5–7 sem. hrs.)

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

SUSTAINABLE FOOD SYSTEMS MINOR

We all eat. But what we eat—and where we get what we eat—significantly impacts our world. The sustainable food systems minor enables students to investigate the challenges of the current global food system by exploring the cultural meanings of food and the social and physical conditions under which we grow and consume foods.

Students will also acquire the skills needed to help build a more sustainable world—skills that easily translate to complement any major. Internships are available at area organic farms and farm markets, as well as with the Maya Mountain Research Farm in Belize.

The total number of courses for the minor is 7 (18–20 sem. hrs.)

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

ANTH 230	Culture and Gardens (3 sem. hrs.)
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ANTH/FOOD 270	Anthropology and Food Studies (3 sem. hrs.)
ENVR 340	Sustainable Agriculture (3 sem. hrs.)
FOOD 290	Internship (2–4 sem. hrs.)
SOC 300	Humans, Animals and Interaction (3 sem. hrs.)
SUS 101	Introduction to Sustainability (3 sem. hrs.)

- One of the following (1 sem. hr.)

FOOD 201	Introduction to Gardening (1 sem. hr.)
FOOD 202	Introduction to Cooking! (1 sem. hr.)

THEATRE MAJOR (B.A.)

The theatre major provides a program of study that prepares students for a wide range of careers in the performing arts, including acting, design, stage management, arts management, producing, directing, teaching, and technical theatre.

Students will gain experience in peer leadership and the creative process. Hands-on learning is supported and enriched by the study of history and theory, which informs the interpretive technique of the theatre artist and fosters intellectual curiosity and cross-cultural awareness.

The theatre major serves students with strong problem-solving skills and a sense of discipline and personal responsibility.

The total number of courses required for the major is 17–20 (43–49 semester hours).

REQUIRED COURSES

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

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

Production, Performance and Performance Theory

- All of the following (12 sem. hrs.):

THEA 128	Acting One (3 sem. hrs)
THEA 130	Stagecraft (3 sem. hrs)
THEA 315	Theatre History (3 sem. hrs)
MUS 112	Listening: A Survey of Western Music (3 sem. hrs)
- All of the following (for a minimum of 6 sem. hrs.)

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

THEA 222	Topic: Lighting Design (3 sem. hrs)
THEA 285	Topic: Scenic Design (3 sem. hrs)
THEA 338	Methods of Directing (3 sem. hrs)
- One of the following (3 sem. hrs.)

THEA 201	Arts Management (3 sem. hrs)
THEA 255	Stage Management (3 sem. hrs)

Technique and Skills Training

- Choose from the following (for a total of 6 sem. hrs.)

DANC 205	Modern Dance Technique (2 sem. hrs)
DANC 206	Modern Dance Technique II (2 sem. hrs)
DANC 210	Dance Technique I (2 sem. hrs)
THEA 200	Acting Two (3 sem. hrs)
THEA 222	Topic: Lighting Design (3 sem. hrs)
THEA 285	Topic: Advanced Stagecraft (3 sem. hrs)
THEA 285	Topic: Scenic Design (3 sem. hrs)
THEA 330	Improvisational Theatre (1 sem. hr)
THEA 331	Acting Shakespeare (1 sem. hr)

THEA 332	Acting Styles (1 sem. hr)
THEA 333	Getting the Part: Monologues and Audition Techniques (1 sem. hr)

ELECTIVES

- Two of the following (3–7 sem. hrs.)
 - ENGL 218 International Drama (3 sem. hrs.)
 - ENGL 225 Shakespeare (3 sem. hrs.)
 - ENGL 367 Anglophone Drama (3 sem. hrs.)
 - MUS 145 Introduction to Music Theory (3 sem. hrs)
 - THEA 278 Rehearsal and Performance: Theatre/Student (1 sem. hr)
 - THEA 285/385 Topics in Theatre (2–4 sem. hrs)
 - THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs)
 - THEA 399 Independent Study in Theatre (1–3 sem. hrs.)
- Any studio art course or any art history course

INTERNSHIP

- The following (2–4 sem. hrs.)
 - THEA 390 Internships in Theatre (2–4 sem. hrs.)

THEATRE MINOR

Students may enjoy this minor for its own sake as they explore interests outside their major field, or consider it as a special application of concentrated studies in such fields as education, history, literature and writing, psychology, sociology, visual art, art history, and management.

The total number of courses required for the minor is 7 courses of 2–4 semester hours each (total of 21–23 semester hours).

REQUIRED COURSES

- All of the following (13 sem. hrs)
 - THEA 100 Introduction to Performing Arts (4 sem. hrs)
 - THEA 128 Acting One (3 sem. hrs)
 - THEA 130 Stagecraft (3 sem. hrs)
 - THEA 315 Theatre History (3 sem. hrs)
- Three of the following (8–10 sem. hrs)
 - THEA 200 Acting Two (3 sem. hrs)
 - THEA 201 Arts Management (3 sem. hrs)
 - THEA 224 Production Practical (for a total of 3 sem. hrs)
 - THEA 255 Stage Management (3 sem. hrs)
 - THEA 280 Rehearsal and Performance/Theatre
 - and/or THEA 350 Advanced Rehearsal and Performance/Theatre (for a total of 3 sem. hrs)
 - THEA 285/385 Topics in Theatre (2–4 sem. hrs)
 - THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs)
 - THEA 325 Production Practical (for a total of 3 sem. hrs)
 - THEA 338 Methods of Directing (3 sem. hrs)

VISUAL ARTS MAJOR (B.A.)

The visual arts as a major area of study offers students the opportunity to develop an understanding of artistic creativity through making art in a studio setting; a responsive eye and a sense of visual literacy; an understanding of the relationship between art and society; and an understanding of modern art concepts and contemporary trends as well as the major artistic epochs of the past.

The total number of courses required for the major is 15–16 (48–53 semester hours). At least six courses taken for the major must be at the 300-level or above.

Students majoring in the visual arts will benefit from the experience of study abroad and should consult the study abroad programs in this catalog. Because the senior seminar and essay or project must be accomplished on campus during both fall and spring semesters of the senior year, visual arts majors who wish to study abroad must do so before their senior year.

REQUIRED COURSES

- One of the following (3 sem. hrs.)
 - ART 119 Visual Organization (3 sem. hrs.)
 - ART 121 Drawing and Painting I (3 sem. hrs.)
 - ART 260 Introduction to Darkroom Photography (3 sem. hrs.)
- One of the following (3 sem. hrs.)
 - ART 118 Three-Dimensional Design (3 sem. hrs.)
 - ART 241 Introduction to Oxidation Fired Pottery (3 sem. hrs.)
 - ART 242 Introduction to Reduction Fired Pottery (3 sem. hrs.)
- One of the following (3 sem. hrs.)
 - BKRT 115 Hand Bookbinding I (3 sem. hrs.)
 - BKRT 120 Letterpress Printing (3 sem. hrs.)
 - BKRT 121 Paper Formation & Form (3 sem. hr.)
- The following (16 sem. hrs.)
 - ARTH 101 Prehistoric to Renaissance Survey (3 sem. hrs.)
 - ARTH 102 Renaissance to Contemporary Survey (3 sem. hrs.)
 - ARTH 235 Contemporary Art (3 sem. hrs.)
 - VART 300 Theoretical Frameworks in the Visual Arts (3 sem. hrs)
 - VART 315 Professional Visual Arts Practices (3 sem. hrs.)
- One of the following (3 sem. hrs.)
 - ARTH 105 Art of Non-Western Cultures Survey (3 sem. hrs.)
 - ARTH 251 A Cultural History of Photography (3 sem. hrs.)
 - ARTH 270 A Survey of Modern Art (3 sem. hrs.)
 - BKRT 225 The History of the Book (3 sem. hrs.)
- At least one additional course in art history, book arts, or studio art (3 sem. hrs.)

CONCENTRATIONS

A student must choose a concentration in art history, book arts, or studio art.

ART HISTORY (15–17 sem. hrs.)

- The following (2–4 sem. hrs.)
 - ARTH 390 Internship in Art History (2–4 sem. hrs.)
 - ARTH 401 Senior Seminar in Art History (2 sem. hrs.)
 - ARTH 402 Senior Essay in Art History (2 sem. hrs.)
- Two additional art history courses (6 sem. hrs.)
- One additional course in book arts or studio art (3 sem. hrs.)

BOOK ARTS (17–21 sem. hrs.)

- The following (11–15 sem. hrs.)
 - BKRT 115 Hand Bookbinding I (3 sem hrs.)
 - BKRT 120 Letterpress Printing (3 sem. hrs.)
 - BKRT 121 Paper Formation & Form (3 sem. hrs.)
 - BKRT 290/390 Internship in the Book Arts (2-4 sem. hrs.)
 - VART 401 Senior Seminar in Visual Arts (4 sem. hrs)
 - VART 402 Senior Project in Visual Arts (3 sem. hrs)
 - VART 403 Senior Exhibition in the Visual Arts (1 sem. hr.)
- Two or more of the following, in addition to BKRT courses satisfying above requirements (for a total of at least 6 sem. hrs.)
 - BKRT 105 Introduction to Calligraphy (3 sem. hrs.)
 - BKRT 215 Hand Bookbinding II (3 sem. hrs.)
 - BKRT 220 Digital Book and Graphic Design (3 sem. hrs.)
 - BKRT 285/385 Topics in the Book Arts (2–4 sem. hrs.)
 - BKRT 299/399 Independent Study in the Book Arts (1–3 sem. hrs.)
 - BKRT 325 The Printed Book (3 sem. hrs.)

STUDIO ART (14–16 sem. hrs.)

- The following courses
 - ART 285/385 Special Topics in Studio Art (3 sem. hrs.)

ART 290/390	Internship in Studio Art (2–4 sem. hrs.)
ART 350	Creative Art Projects (4 sem. hrs.)
VART 401	Senior Seminar in Visual Arts (4 sem. hrs)
VART 402	Senior Project in Visual Arts (3 sem. hrs)
VART 403	Senior Exhibition in the Visual Arts (1 sem. hr.)

VISUAL COMMUNICATION MINOR

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

Required courses (total number of courses required is six: 19–22 sem. hours).

REQUIRED COURSES

- Fundamental Skills in Design: All of the following

ART 119	Visual Organization (3 sem. hrs.)
ART/BKRT 127	Introduction to Graphic Design (3 sem. hrs.)
BKRT 120	Letterpress Printing
- Choose one from each category

<u>Visual Skills</u>	
ART 261	Digital Photography
ART 121	Drawing and Painting I
BKRT 285	Special Topics in Book Arts
BKRT 320	The Printed Book
<u>Writing</u>	
JOUR 101	Writing to be Read
<u>Context and Analysis</u>	
ARTH 235	Contemporary Art History
BKRT 225	History for the Book
PSY 280	Psychology of Art

WOMEN'S AND GENDER STUDIES

See women's, transgender and queer studies major; women's, transgender and queer studies minor.

WOMEN'S, TRANSGENDER AND QUEER STUDIES MAJOR (B.A.)

The women's, transgender and queer studies (WTQS) program is an interdisciplinary major that engages feminist, Indigenous, transgender and queer lenses to understand, analyze, and transform interconnected systems of oppression. Through intersectional and reflective approaches, we examine gender inequalities, gender identities and gender expressions, sexualities, race, socioeconomic class, disabilities, immigration status, LGBTQ+ issues and health disparities at local, national, and global levels.

Wells College is geographically located near or at the intersection of social justice movements: Harriet Tubman and her abolitionist and political activism, the women's suffrage movement created through relationships between the early White feminists and Haudenosaunee women in Seneca Falls, and the influence of the Six Nations of the Haudenosaunee governance system on the creation of the U.S. Constitution. WTQS at Wells, therefore, pays particular attention to the ways that our geographic and historical location shapes our work within women's, transgender, and queer studies. Grounded in place and applying a paradigm of intersectionality, WTQS students develop a wide range of analytical skills, reflective practices, creativity, and innovation through collaborative experiential learning—not only vital career skills, but transformative methods in creating a more just world for gender and sexual diversity.

The total number of courses required for the major is 10 (30–32 sem. hrs.).

REQUIRED COURSES

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

WTQS 148	Introduction to Women's, Transgender and Queer Studies (3 sem. hrs.)
WTQS 245	Body Politics (3 sem. hrs.)
WTQS 260	Indigenous Women's Experiences (3 sem. hrs.)

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

WOMEN'S, TRANSGENDER AND QUEER STUDIES MINOR

Women's and gender studies minor is an interdisciplinary course of study that engages feminist, transgender, queer and indigenizing theories and reflective practices to understand, analyze, and transform interconnected systems of oppression.

The total number of courses required for the minor is 6 (16–19 sem. hrs.).

REQUIRED COURSES

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

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

WRITING, CREATIVE

See English major: concentration in creative writing; creative writing minor; creative writing courses.

COURSES

At Wells, we offer a wide variety of courses which are listed below in alphabetical order according to the department with which they are associated. Each course also has a short description. We hope you will explore this list and find courses that excite you. In addition to typical courses (chemistry, art, political science, etc.), you will find off-campus study, Wells core courses, and perhaps other new-to-you options. You will also find listed in some areas internships, independent studies, and research opportunities. You can also use this section of the catalogue to learn about the courses that are required for your chosen area of study (major, minor, or concentration).

The Numbering of Courses

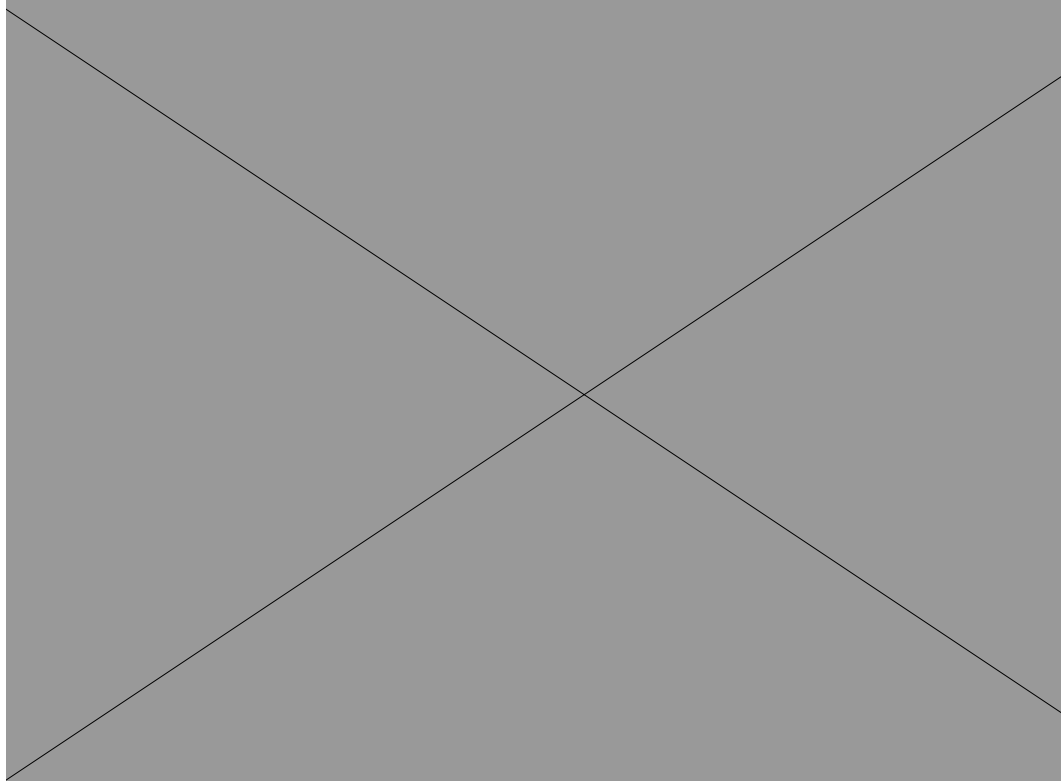
The following method is used in numbering the courses. Students are not restricted by this classification in their course selections if they otherwise satisfy the specific course prerequisites.

- Numbers 100–199: courses primarily for first-year students and sophomores
- Numbers 200–299: courses primarily for sophomores and juniors
- Numbers 300–399: courses primarily for juniors and seniors
- Numbers 400–499: courses primarily for seniors

Note: Courses use letter grades unless otherwise indicated.

The College reserves the right to cancel any course not elected by a sufficient number of students.

Courses



AMERICAN SIGN LANGUAGE

ASL 101 and ASL 102. Elementary American Sign Language

Courses are designed to develop the skills and knowledge needed to communicate in American Sign Language. Students are first introduced to basic sign language vocabulary, fingerspelling, and aspects of American Deaf culture and history in 101. In 102, students continue to develop American Sign Language vocabulary and finger spelling learning sentence construction as well. Students will continue to learn about Deaf culture, community, and education. Offered annually, 101 in the fall, 102 in the spring. (3 sem. hrs. each)

ANTHROPOLOGY

ANTH 161. Introduction to Anthropology

This course introduces the fundamentals of anthropology: what does it mean to “think anthropologically”? Ethnographic case studies reveal the ways in which anthropology encourages us to confront critical issues of survival for indigenous peoples and local cultures. Offered annually fall semester. (3 sem. hrs)

ANTH 210. Anthropology and Museums

The course examines anthropological scholarship on the complex relationship between lived cultures, their material objects, and museums/ethnic theme parks. It explores issues of cultural authenticity, ownership and preservation, political subordination and misrepresentation, and cultural change in a globalizing world. Prerequisites: ANTH 161 or MSEU 100 or POI. Every spring semester. (3 sem. hrs)

ANTH 211. Anthropology of Body and Health

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

ANTH 222. Anthropology, Religion and Colonialism

An exploration of anthropological approaches to the study of religion. Particular attention is paid to “local” or indigenous religions from Africa, Asia, the Pacific, and elsewhere. Such local religions are studied in relation to world religions, colonization, and global influence. Offered alternate fall semesters. (3 sem. hrs)

ANTH 230. Culture and Gardens

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

ANTH/SUS 231. Culture and Water

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

ANTH 250. Hawaii: Colonialism and Tourism

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

ANTH 260. Ethnographic Methods

By conducting a research project, students will develop the skills needed to do ethnographic research. We will also discuss theoretical concepts related to ethnographic research, such as cultural relativism, emic vs. etic analysis, reflexivity, embodiment and anthropological phenomenology. Prerequisite: one of the following— ANTH 161, SOC 151, PSY 101, POLS 155, EDUC 105, or permission of instructor. (4 sem. hrs)

ANTH/FOOD 270. Anthropology and Food Studies

Anthropology is one of the foundational disciplines of food studies. This course introduces students to the anthropological side of food studies. We'll look at cross-cultural meanings of food and eating, food and identity, the social correlates of subsistence patterns, global food systems, food insecurity, the relationship between

cooking and human evolution, and social movements associated with food (e.g., sustainability and food, decolonization of food systems, the “slow food” movement, and so forth). Prerequisite: ANTH 161 or SOC 151, or permission of instructor. Offered alternate years. (3 sem. hrs.)

ANTH 280. World Archaeology

This course is an introduction to world archaeology. The course provides a survey of archaeological methods and theory. The course highlights the development of the discipline and some of the great civilizations of the ancient world are considered from an archaeological viewpoint. Offered alternate fall semesters (3 sem. hrs.)

ANTH 290/390. Internship in Anthropology

The anthropology internship is designed to be an experience beyond the classroom. The internship might include archaeological fieldwork, service learning in an institution or community, or activism within a particular cultural context. Costs and arrangements are the responsibility of the student. Graded: S/U. Offered as needed. (2–4 sem. hrs.)

ANTH/ARTH 301. The Museum in Theory and Practice

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

ANTH 306/HM 306. The Anthropology of Tourism

This course evaluates the role of hospitality and tourism on both the global and regional scale and explores the opportunities and risks inherent in a tourism economy. Topics covered include: Why do many developing nations look to tourism as a viable economic source? What are the benefits—and costs—of a tourism-based economy? How can hospitality businesses support sustainable development efforts? What lessons can be learned from regions that have suffered from overdevelopment? How do governments view their own role in leveraging tourism for the purposes of economic development? (3 sem. hrs.)

ANTH 330. Anthropological Theory and Ethnography

The course surveys contemporary anthropological theory and research. A close reading of several recent ethnographies allows for a critical examination of culture, fieldwork, and ethnographic representation via text, photography, and film. The course examines a number of anthropological texts that critically reflect on major theoretical approaches to culture, fieldwork, and ethnographic representation. Offered every spring semester. (3 sem. hrs.)

ANTH 345. Maya Ethnography

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

ANTH 359. The Pacific and Cultural Survival

This course is a study of Pacific cultures and the social, economic, religious, political, and environmental challenges that threaten their survival. Topics such as global warming, depletion of the natural environment, political unrest, and economic crisis are considered in relation to local cultural responses. Prerequisite: one course in anthropology or sociology. Offered alternate years. (3 sem. hrs.)

ANTH 385. Topics in Anthropology

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

ANTH 399. Independent Study in Anthropology

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1–3 sem. hrs.)

ART

ART 118. Three-Dimensional Design

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

ART 119. Visual Organization

Principles of two-dimensional design and color theory will be explored in studio-based projects drawing from a variety of disciplines. Current and historical examples will be emphasized, encouraging fluency with our contemporary visual culture. Materials fee: \$50. Offered alternate years. (3 sem. hrs.)

ART 121. Drawing and Painting I

Students will learn the fundamentals skills in drawing and water-based painting media, with an emphasis on building skills in perception, observation, and a variety of mark-marking techniques. Students will engage with a broad range of approaches, skill-building assignments, and individual projects, supported by historical and contemporary examples. Prerequisite/co-requisite: ART 119. Materials fee: \$50. Offered every fall. (3 sem. hrs.)

ART/BKRT 127. Introduction to Print and Graphic Design

Fundamental principles of graphic design and visual communication. Content to include current techniques and tools, including digital processes along with historical processes and hands-on work. Materials fee: \$50. Offered alternate years. (3 sem.hrs.)

ART/SUS 200. Fields

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

ART 223. Drawing and Painting II

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

ART 241. Introduction to Ceramic Sculpture

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

ART 242. Introduction to Wheel-Thrown Pottery

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

ART 260. Introduction to Darkroom Photography

Introduction to black and white photography focusing on 35 mm SLR camera use, film development and enlargement, and darkroom techniques. Students will also be introduced to historical and contemporary approaches to darkroom photography. \$50 materials fee. Offered alternate years. (3 sem. hrs.)

ART 261. Photographic Digital Imaging

An introductory course in digital photographic processes. Students engage with contemporary critical conversations related to digital photography while learning to use Photoshop, DSLR cameras, scanners, and inkjet printers. Materials fee: \$50. Offered alternate years. (3 sem. hrs.)

ART 262. Introduction to Video Art

This studio course examines time-based art practices, centered on introductory skills in working with video and sound. Course content will also include an introduction to performance art. Students will learn to operate digital video, audio, and editing equipment. Through experimentation, reading, and individual projects, students will learn to shoot, edit, and share a range of video-based artworks. Students will engage with the history of video art, exploring its function as a distinct artistic medium in addition to its long-standing role in fostering social engagement and political action. Materials fee: \$50. Recommended (but not required) prerequisite: ART 261 or ART 260. (3 sem. hrs.)

ART 285/385. Special Topics in Studio Art

In-depth study of a selected topic in Studio Art. May be repeated for credit with different topics. Offered as needed. (3 sem. hrs.)

ART 290/390. Internship in Studio Art

Individually arranged participation in the work of an institution devoted to the visual arts, such as an advertising agency, artist's studio, or design firm. May be repeated for credit. Graded: S/U. Offered every semester. (2–4 sem. hrs.)

ART 323. Painting II: Oil Painting

Advanced coursework in techniques, strategies, and concepts pertaining to painting, with particular emphasis on the development of an intermediate-level studio practice. Coursework will encourage students to engage with issues and concerns in contemporary Painting. Prerequisite: ART 121 or ART 221. Materials fee: \$50. Offered alternate years. (3 sem. hrs.)

ART 350. Creative Art Projects

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

ART 395. Tutorial in Art

Advanced work in ceramics, photography and lithography. Materials fee: \$50. Offered as needed. (1 semester hour)

ART 396. Tutorial in Art

Advanced work in ceramics, photography and lithography. Materials fee: \$50. Offered as needed. (2 sem. hrs.)

ART 399. Independent Study in Studio Art

Prerequisite: two studio art courses and demonstrated advanced skills. May be repeated for credit. Materials fee: \$50. Offered every semester. (1–3 sem. hrs.)

ART HISTORY

ARTH 101. Prehistoric to Renaissance Survey

A survey of major monuments in the history of art and an overview of their relationships to the cultures that produced them. Emphasis on literature, politics, philosophy, religion, or society varies according to the period. Offered annually fall semester. (3 sem. hrs.)

ARTH 102. Renaissance to Contemporary Survey

A survey of major monuments in the history of art since 1600, and an overview of their relationships to the cultures that produced them. Emphasis on literature, politics, philosophy, religion, or society varies according to the period. Offered annually spring semester. (3 sem. hrs.)

ARTH 105. Art of Non-Western Cultures Survey

A survey of art, architecture, and other monuments outside the Western tradition and an overview of their relationships to the cultures that produced them. Topics will include the arts of India, China, Japan, Islamic cultures, Africa, Oceania, and native cultures of the Americas. Offered alternate fall semesters. (3 sem. hrs.)

ARTH 235. Contemporary Art

This class will introduce visual and conceptual expressions from recent decades. Students will examine contexts of contemporary politics, markets, and aesthetics, and will be introduced to theoretical concepts in order to understand expressions of identity, globalization, technology, and postmodernism, among other principles. Offered annually. (3 sem. hrs.)

ARTH 251. A Cultural History of Photography

This course explores a range of critical approaches to the photographic image as we examine major developments in the legacy of the medium. Offered every other year. (3 sem. hrs.)

ARTH 270. A Survey of Modern Art

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

ARTH 285/385. Topics in Art History

In-depth study of a selected topic in art history. May be repeated for credit with different topics. Past topics have included Latin American Arts, Shaping Sacred Spaces: Italy 1200-1680, Art and Commerce, Medieval Illuminated Manuscripts, Survey of Baroque Art, and Islamic Art in the Mediterranean. Offered as needed. (3 sem. hrs.)

ARTH 290/390. Internship in Art History

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

ARTH 299/399. Independent Study in Art History

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

ARTH/ANTH 301. The Museum in Theory and Practice

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

ARTH 395. Tutorial in Art History

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. Offered as needed. (1 sem. hr.)

ARTH 401. Senior Seminar in Art History

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

ARTH 402. Senior Essay in Art History

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

ARTS (INTERDISCIPLINARY)

ARTS 285/385. Special Topics in the Arts

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

ARTS 310. Women and the Arts

The course focuses on art of the 19th and 20th centuries by and about women. Some questions to be addressed include: Is the category of gender applicable to aesthetic considerations in the arts? What is masculine and feminine in the arts? Are political concerns relevant to analysis of the arts? Offered as needed. (3 sem. hrs.)

BIOLOGICAL AND CHEMICAL SCIENCES

BCS 290. Internship in Biological and Chemical Sciences

These introductory internships provide an opportunity for well-qualified students considering careers in the biological and chemical sciences. Interns will work with professional scientists. Each student will give a public presentation of their internship upon their return to campus. Prerequisite: two 100-level BIOL courses or CHEM 107L and CHEM 108L, or permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (2–4 sem. hrs.)

BCS 292/392. Research Practicum

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

BCS 390. Advanced Internship in Biological and Chemical Sciences

This program is intended to encourage advanced students of biological and chemical sciences to discover the areas of overlap between academic study and the application of scientific knowledge and techniques. Work sites may include hospitals, foundations, clinics, and research laboratories of academic, government, or industrial affiliation. Students will consult with the instructor during the development of their internships. Upon return to campus, interns will give a public presentation with written and oral components. Prerequisite: five courses in biology and/or chemistry, or permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (2–4 sem. hrs.)

BCS 398. Independent Research in Biology and Chemistry

Supervised research in selected areas of biology and chemistry, which may include experimental work in the laboratory or field as well as in-depth library research. Prerequisite: four courses in biology and/or chemistry and permission of instructor. May be repeated for credit. Offered every semester. (1–4 sem. hrs.)

BCS 399. Independent Study in Biological and Chemical Sciences

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

BCS 401. Advanced Research

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

BCS 402. Senior Research Paper in Biological and Chemical Sciences

Independent research paper on a biological or chemical problem, developed under the supervision of a BCS faculty member. Includes constructing a bibliography of relevant literature and writing a paper examining literature. Students who have performed independent laboratory or field research are encouraged to use their results as the focus of this paper. Prerequisite: permission of instructor. Offered annually fall semester. (2 sem. hrs.)

BCS 403. Senior Seminar in the Biological and Chemical Sciences

This capstone course covers current research literature in biological and chemical sciences. Students will write and present paper summaries for discussion that are appropriate for both a scientific and non-scientific audience. Post-graduate career opportunities, and how to pursue them, will be considered. Prerequisite: Senior standing. Offered annually fall semester. (4 sem. hrs.)

BIOLOGY

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

BIOL 116L. Plants!

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

BIOL 119L. Systems Biology: Ecology and Evolution

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

BIOL 130L. Systems Biology: Biology of Organisms

The study of the diversity of organisms in all three domains, Archaea, Bacteria, and Eukarya, focusing on the fungal, plant, and animal kingdoms. The organ structure and functions of these organisms, their reproduction, and their development will be studied in an evolutionary context. Offered annually in the spring semester. (4 sem. hrs.)

BIOL 185/285/385. Topics in Biology

In-depth study of a selected topic in biology. Investigation of biological topics of special interest to faculty or students. Areas of applied biology (e.g. health, agriculture, horticulture, conservation) or in-depth study of a particular taxon (e.g., ornithology, bryology, entomology) are likely topics. Level of instruction depends on the topic. Past topics have included "The Biology of Humans," "Ornithology," and "Enology: The Science of Wine." May be repeated for credit with different topics. Offered occasionally. (2-4 sem. hrs.)

BIOL 201L. Cellular and Molecular Biology

A study of the molecular composition of cellular components, organelles and the genome, and how these molecules and their interactions ultimately dictate cell structure and function. This includes a consideration of DNA replication, transcription, translation, and mutation. The laboratory focuses on application of current molecular techniques, microscopy, and plant cell culture. Students will leave this course with an appreciation for the importance of understanding cellular and molecular processes in order to comprehend larger-scale physiological, organismal, and evolutionary processes. Prerequisite: BIOL 130L or BIOL 119L or permission of instructor. CHEM 107L is also recommended. Course offered once per year. (4 sem. hrs.)

BIOL 205. Terrestrial Field Biology

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

BIOL 214L. Anatomy and Physiology I

Human anatomy and physiology of selected body systems including sensory systems, reproduction, locomotion, nutrition, and metabolism. Laboratories will include anatomical study specimens as well as physiological exercises using student volunteers. Prerequisites: BIOL 130L and CHEM 107L. Offered annually in the spring semester. (4 sem. hrs.)

BIOL 304L. Vertebrate Zoology

This course will cover the classification, comparative morphology, and evolution of vertebrates. It will include demonstrations and dissections of selected vertebrates. Prerequisite: BIOL 130L, BIOL 214L, or permission of instructor. (4 sem. hrs.)

BIOL 310L. Microbiology

This course covers the structure, physiology, genetics, and immunology of microorganisms and their applications to fields such as foods, sanitation, and medicine. The laboratory stresses bacteriological laboratory techniques as well as recombinant DNA technology. Prerequisite: BIOL 130L and BIOL 201L, or permission of instructor. (4 sem. hrs.)

BIOL 324L. Animal Behavior

An ecological and evolutionary approach to animal behavior. Lectures and discussions cover feeding, sexual behavior, aggression, cooperation, communication, and the evolution of social behavior. Weekly laboratory and field sessions concentrate on the quantitative study of the behavior of captive and free-living animals. Prerequisite: BIOL 119L and BIOL 130L or permission of instructor. (4 sem. hrs.)

BIOL 325L. Limnology

This course covers the biological, chemical, geological, and physical aspects of fresh waters. Emphasis will be on the study of lakes and streams as ecosystems, although consideration will also be given to the biology of the organisms that inhabit these bodies of water. Prerequisite: BIOL 119L and BIOL 130L or ENVR 101, or permission of instructor. (4 sem. hrs.)

BIOL 326L. Genetics and Genomics

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

BIOL 330L. Anatomy and Physiology II

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

BIOL 331L. Developmental Biology

The course explores patterns and mechanisms of development in animals including gametogenesis, totipotency, cellular interactions, and genetic control of development. The laboratory component of this course, which is essential to proper understanding of the embryonic development process, will include observations of live chicken and sea-urchin embryos, as well as histological sections of full chicken and pig embryos at key stages of development. Prerequisite: BIOL 130L and BIOL 201L or BIOL 226L, or permission of instructor. (3 sem. hrs.)

BIOL 363. Advanced Ecology

The course covers the interactions that determine the distribution and abundance of organisms. Prerequisite: BIOL 119L and BIOL 130L or permission of instructor. May be repeated for credit with different topics. Offered alternate fall semesters. (3 sem. hrs.)

BIOL 364L. Lab in Advanced Ecology

In this lab course—an accompaniment to BIOL 363—students will explore an ecological topic by performing lab work and field work. May be repeated for credit with different topics. Offered alternate fall semesters. Prerequisite: BIOL 119L; corequisite: BIOL 363. (1 sem. hr.)

BIOL 395. Tutorial in Biology

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 sem. hr.)

BIOL 399. Independent Study in Biology

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

BOOK ARTS

BKRT 105. Introduction to Calligraphy

An introduction to the principles of calligraphy through the study of three hands: Roman, Humanistic Miniscule, and Italic. Emphasis is on practice and technique, with time devoted to the history of letter forms and to individual projects. Tool kit: \$80. Offered annually in the fall semester. (3 sem. hrs.)

BKRT 115. Hand Bookbinding I

This course introduces students to traditional bookbinding techniques by familiarizing them with the tools, materials, and techniques of the craft. Students are expected to produce a set of book models that are clean, structurally sound, and consistent with the class demonstration. Lab/tool kit fee: \$75. Offered every semester. (3 sem. hrs.)

BKRT 120. Letterpress Printing

Introduction to letterpress printing. Demonstrations, readings, and assignments on the mechanics of handsetting and printing from metal type. Traditional and artistically innovative approaches to using this medium will be covered. Each student will create their own individual projects: postcards, broadsides, book, etc. Lab/materials fee: \$75. Offered every semester. (3 sem. hrs.)

BKRT 121. Paper Formation & Form

Students will learn the basic techniques, materials, processes, and concepts used in the Papermaking Studio. Technique will be taught as a method of investigation, a material exploration of ideas. Projects will focus on using papermaking as an image-making tool and sculptural material. Projects engaging micro-industry, environmental, and community building models will also be considered. Students will gain skills in harvesting and beating a variety of fibers, sheet forming, watermaking, pulp painting, and high-shrinkage techniques. The second half of the course is an opportunity for students to learn and practice the craft of paper engineering to create complex folded structures. Projects will address hand skills and incorporate digital fabrication techniques using our on-campus resources, with applications ranging from pop-ups to product design and packaging. Additional fee; \$50. (3 sem. hrs.)

ART/BKRT 127. Introduction to Print and Graphic Design

Fundamental principles of graphic design and visual communication. Content to include current techniques and tools, including digital processes along with historical processes and hands-on work. Materials fee: \$50. Offered alternate years. (3 sem. hrs.)

BKRT 215. Hand Bookbinding II

As a continuation of Binding I we will discuss topics related to craftsmanship. While learning more complex structures we will learn experimental image-making techniques with contemporary letterpress printing. The students will create a series of editioned books. Prerequisite: permission of the director of the Book Arts Center. Lab fee: \$75. Offered as needed. (3 sem. hrs.)

BKRT 220. Digital Book and Graphic Design

Students will explore classical design principles while learning the digital medium of Adobe InDesign, today's principal publishing and graphic arts design tool. Poster and brochure design will prepare students for the final project of a short, digitally produced hand-bound volume. Prerequisite: permission of the director of the Book Arts Center. Lab fee: \$40. Offered annually. (3 sem. hrs.)

BKRT 225. The History of the Book

Surveys the development of the codex, from its beginnings as a parchment manuscript to a printed book on paper. Broad themes such as patronage, manufacture, usage, and reception are considered, as well as the evolution of writing, papermaking, and bookbinding. Prerequisite: permission of the director of the Book Arts Center. Offered as needed. (3 sem. hrs.)

BKRT 285/385. Topics in the Book Arts

In-depth study of a selected topic in the book arts. Topics may include paper making, marbling, calligraphy, publication, etc. Materials fee may be required. May be repeated for credit with different topics. Past topics have included: Inspiration and the Medieval Binding, and Introduction to Box Making. Prerequisite: permission of the director of the Book Arts Center. Offered as needed. (2–4 sem. hrs.)

BKRT 290/390. Internship in the Book Arts

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

BKRT 299/399. Independent Study in the Book Arts

Prerequisite: permission of the director of the Book Arts Center. Materials fee may be required. May be repeated for credit. Offered as needed. (1–3 sem. hrs.)

BKRT 320. The Printed Book

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

BUSINESS

BUS 100. Principles of Business

This course emphasizes the introduction to business (profit and non-profit) and how it plays a collaborative role amongst all the related functions in an organization accomplishing overall business objectives. Students will be introduced to key concepts in finance, marketing, production, and other functional management areas. Offered every fall semester. (3 sem. hrs.)

BUS 201. Principles of Management

Introduction to management. Topics include overview of the management process, management theory, the environment of business, planning and strategy, management functions, and organization design. Offered annually fall semester. (3 sem. hrs.)

BUS 202. Principles of Marketing

An analytical study of marketing fundamentals, with attention given to marketing as a business function, policies and institutions involved in the distribution of goods, product development, pricing and consumer behavior. Offered alternate fall semesters. (3 sem. hrs.)

BUS 203. Social Entrepreneurship

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

BUS 204. Business Analytics

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

BUS 213. Principles of Accounting I

An introduction to basic bookkeeping principles, including analysis of transactions, journal entries, posting to ledger accounts, computer applications, and preparation of the trial balance, income statement, balance sheet and cash flow statements. Offered annually in the fall semester. (3 sem. hrs.)

BUS 214. Principles of Accounting II

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

BUS 220. International Business

This course covers the socioeconomic, political, cultural, and legal environments in which international business decisions are made. The course develops skill in methods and strategies of conducting international and multinational business in a global context. Prerequisite: ECON 101 and/or ECON 102 or BUS 201. Offered alternate spring semesters. (3 sem. hrs.)

BUS 230. Introduction to Human Resource Management

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

BUS 231. Principles of Project Management

This course will introduce students to project management fundamentals, with an emphasis on planning. Students will acquire knowledge on areas such as project life cycles, organization and charters, work breakdown structures, responsibility matrixes, and the planning, budgeting, and scheduling of systems. Offered every fall semester. (3 sem. hrs.)

BUS 250. Innovation, Creative Problem Solving

Students learn a creative problem-solving methodology consisting of developing empathy, prototyping process, collaboration, iteration, and feedback. The objective is to enable students to address challenges in business and other disciplines, such as the social and physical sciences. Offered annually. (3 sem. hrs.)

BUS 253. Investment Management and Strategies

An introduction to investments, markets asset classes, and account types, combined with methodologies to develop investment strategies. Emphasis on practical knowledge in order to make personal investment decisions and guide the Wells Affiliates Portfolio. Prerequisite: WLLS 110 or permission of instructor. (3 sem. hrs.)

BUS 302. Brand Management

Brand management is the discipline that links strategic business objectives, marketing, and operations. The fundamental focus of this course is to deliver theoretical and practical understanding of brand management in order to leverage marketing efficiencies in organizations. High performance companies (for-profit or not-for-profit) understand the importance of their brand and actively manage brand equity. This course will address the importance of brands building, measuring, and managing. Prerequisites: BUS 201 and BUS 202, or permission of instructor. (3 sem. hrs.)

BUS 303. Entrepreneurship and Small Business Management

A practical and theoretical introduction to the issues faced by small business people. Topics include: establishing and funding the business or social organization, finance, marketing, and personnel management. Prerequisite: BUS 100 or BUS 201, or permission of instructor. (3 sem. hrs.)

BUS 305. Legal Environment of Business

Introduction to the legal system and business law. Students will learn about the legal system, constitutional and administrative law, contracts, torts, product liability, and employment law. Prerequisite: POLS 155 or BUS 201, or permission of instructor. Offered annually. (3 sem. hrs.)

BUS 306. Business Ethics

This course explores foundational concepts of ethics and discusses application to contemporary business and sustainability issues. Students will discuss, debate and critically analyze the practical application of these concepts to issues such as corporate social responsibility, ethical supply chains, and workplace leadership issues like inclusion and diversity, sexual harassment, and whistleblowing. Prerequisite: BUS 100 or BUS 201. Offered annually. (3 sem. hrs.)

BUS 307. Marketing Analytics

This course focuses on data-driven marketing management techniques and strategies necessary to make quantitative marketing decisions in organizations. Marketing concepts such as pricing, forecasting, consumer needs analysis, customer value, market segmentation, advertising, marketing research, and internet and social media are integrated. These concepts will be investigated using descriptive, predictive and prescriptive statistical techniques such as regression, clustering, classification, tree-methods, conjoint analysis, principal

component analysis, market basket analysis, and neural networks. Prerequisites: MATH 151, BUS 201, BUS 202. Offered annually. (3 sem. hrs.)

BUS 310. Corporate Finance

A study of the theory and practice of corporate financial decision-making. Topics include investment decisions and securities analysis, capital structure and budgeting, working capital management, and strategic planning. Prerequisite: BUS 213, plus either BUS 201 or permission of instructor. (3 sem. hrs.)

BUS 350. Business Strategy

A study of the theory and practice of corporate decision-making in areas of markets, products, competitive analysis, organizational design, differentiation, technology, and other external and internal factors. Topics are taught using the case-study method. Prerequisites: BUS 201 and ECON 102, or permission of instructor. (3 sem. hrs.)

BUS 360. Strategic Marketing and E-Commerce

A study of the theory and practice of utilizing databases and the internet to increase the effectiveness of sales and marketing for businesses and fundraising and servicing for social organizations. Topics are taught and extensively illustrated through use of the internet. Prerequisites: BUS 202, and either BUS 204 or permission of instructor. (3 sem. hrs.)

BUS 365. Business Sustainability and Social Responsibility

The course provides a unique focus regarding the burgeoning concern for sustainability and sustainable organizational practices. The course looks at how large multinational corporations, as well as smaller organizations, are making substantial commitments to the "triple bottom line" of economic success, social responsibility, and environmental protection. Prerequisites: BUS 100 or BUS 201 or SUS 101 or permission of instructor. (3 sem. hrs.)

BUS 385. Topics in Contemporary Business Issues

In-depth study of a selected topic in business. Application of economic theories and management principles to current business issues. Topics will vary with student interest, and the course may be taught by visiting faculty. Prerequisite: ECON 101 or ECON 102, and BUS 201. May be repeated for credit with different topics. Offered alternate spring semesters. (2–4 sem. hrs.)

BUS 290/390. Internship in Business

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

BUS 395. Tutorial in Business

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 sem. hr.)

BUS 402. Senior Seminar in Business

Students complete a senior research report or project in an acceptable business format to completely explore a topic of current relevance in business or management. Prerequisite: rising senior status or permission of instructor. Offered annually in the fall semester. (4 sem. hrs.)

CHEMISTRY

CHEM 107L. General Chemistry

A study of the properties of matter with emphasis upon the relation of properties to structure: atomic theory, chemical bonding, the periodic table, and stoichiometry. Offered annually fall semester. (4 sem. hrs.)

CHEM 108L. Chemical Analysis

The second semester of the introductory chemistry sequence. A study of solutions, solubility, chemical equilibria, acid-base theory, oxidation-reduction reactions, kinetics, and thermodynamics. Quantitative analytical methods, such as volumetric, gravimetric, colorimetric, and electroanalytic techniques will be emphasized in the laboratory. Prerequisite: CHEM 107L. Offered annually spring semester. (4 sem. hrs.)

CHEM 213L. Organic Chemistry I

Structure, nomenclature, physical properties, stereochemistry, reactions, and reaction mechanisms of alkanes, alkyl halides, alkenes, alkynes, alcohols, ethers, and conjugated compounds will be studied. Prerequisite: CHEM 108L. Offered annually fall semester. (4 sem. hrs.)

CHEM 214L. Organic Chemistry II

A continuation of CHEM 213L. There will be an emphasis on reaction mechanisms, the chemistry of functional groups and the logic of synthesis. Additional topics include an introduction to infrared and nuclear magnetic resonance spectroscopy in structure determination. Prerequisite: CHEM 213L. Offered annually spring semester. (4 sem. hrs.)

CHEM 215L. Inorganic Chemistry

A study of the bonding, structure, and reactions of inorganic complexes with particular attention to coordination compounds. Topics to be discussed include atomic structure, ionic and covalent bonding, valence bond theory, molecular orbital theory, and organometallic chemistry. Prerequisite: CHEM 108L or PHYS 212L or permission of instructor. Offered alternate spring semesters. (4 sem. hrs.)

CHEM 303. Medicinal Chemistry

The chemistry, biological evaluation, and mode of action of representative types of drugs; consideration of structure-activity relationships. Current topics selected for detailed study depend upon the interests of those enrolled in the class. Prerequisite: CHEM 214L or permission of instructor. Offered occasionally. (3 sem. hrs.)

CHEM 305. Physical Chemistry

Special emphasis on those aspects of the subject pertinent to biology and biochemistry. Gases and liquids, thermodynamics and thermochemistry, properties of solutions, chemical equilibria, electrode potentials, and reaction kinetics. Prerequisite: CHEM 108L and MATH 111 and PHYS 111L, or permission of instructor. Offered alternate fall semesters (3 sem. hrs.) (Cross-listed as PHYS 305.)

CHEM 308L. Laboratory in Physical Chemistry

Study of selected physicochemical topics in the laboratory. Examples include calorimetry, ideal gas thermometry and behavior, the Joule-Thompson effect, index of refraction of organic liquids, and ratio of specific heats. Corequisite: CHEM 305. Offered every other fall. (1 sem. hr.)

CHEM 323L. Biochemistry

A study of the structures of biomolecules and the dynamic aspects of biochemical reactions, especially the structure and reactions of proteins, carbohydrates, and lipids, with emphasis on enzyme kinetics and mechanisms, and biochemical thermodynamics. Three hours of laboratory per week. Prerequisite: CHEM 214L. Offered alternate fall semesters. (4 sem. hrs.)

CHEM 326. Biochemical Pathways

A study of the reactions in the biochemical pathways of living organisms, especially metabolism and anabolism of carbohydrates, lipids, and proteins, with an emphasis on regulation of interconnected pathways. Prerequisite: Chem 214L or permission of instructor. Offered every other year. (3 sem. hrs.)

CHEM 327L. Instrumental Analysis

Introduction to modern physicochemical methods of analysis with discussion of the theoretical concepts involved, and the application of these in the laboratory. Prerequisite: CHEM 214L or permission of instructor. CHEM 215L is highly recommended. Offered alternate spring semesters. (4 sem. hrs.)

CHEM 331. Solid State Chemistry

A survey of topics in the field of solid state chemistry, including symmetry and group theory, crystallography, crystal lattice packing, and phase diagrams. Particular emphasis will be placed on the relationship of three-dimensional structure to physical and chemical properties. Prerequisite: CHEM 108L or PHYS 212L or permission of instructor. Offered alternate fall semesters. (3 sem. hrs.)

CHEM 385. Topics in Chemistry

In-depth study of a selected topic in chemistry. May be repeated for credit with different topics. Offered as needed. (2–4 sem. hrs.)

CHEM 395. Tutorial in Chemistry

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 sem. hr.)

CHEM 399. Independent Study in Chemistry

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

COMPUTER SCIENCE**CS 100. Introduction to Computers and Microsoft Office**

This course covers the fundamentals of modern computing for students in non-technical majors. Topics include operating systems, Microsoft Office Suite, fundamentals of hardware and software, file management, networking and the internet, digital security, and the impact of computing and the internet on society. (3 sem. hrs.)

CS 131. Programming I: Procedural Methods

An introduction to computer programming. The course will include basic data and control structures, an overview of program organization and problem solving using structured programming, and recursion. (3 sem. hrs.)

CS 132. Programming II: Advanced Design

This is the second course in computer programming and the continuation of CS 131. This semester deals with more advanced topics such as generative recursion while maintaining the strong focus on design principles learned in CS 131. Prerequisite: CS 131, or permission of instructor. (3 sem. hrs.)

CS 133. Programming for Everyone II

In the first half of this course, students will learn how to leverage Python skills to treat the internet as a source of data. The second half of the course will teach the fundamentals of Structured Query Language (SQL) and database design. By the end of the course, students will improve their programming skills and learn how to build a range of applications. Prerequisite: CS 131. This online class has optional live sessions. Offered every semester. (3 sem. hrs.)

CS 225. Computer Organization and Architecture

Computers operate according to specific organization and logic. The logic is at the most basic level. In order to understand how computers work at the most thorough level, this course emphasizes the importance of understanding their language and organization. Prerequisite: CS 131, or permission of instructor. Offered alternate spring semesters. (3 sem. hrs.)

CS 233. Object-Oriented Programming

This course explores object-oriented programming principles using programming language. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Offered every other year. Prerequisites: CS 131 and CS 132, or permission of instructor. (3 sem. hrs.)

CS 234. Data Structures

Theory and implementation of data structures using an object-oriented programming language; investigation of how and why different data structures should be used in various programming situations. The data structures will include arrays, stacks, queues, lists, trees, and graphs. Prerequisites: CS 233 or permission of instructor. Offered every other year. (3 sem. hrs.)

CS 270. Web Development

This course, built in collaboration with Google, covers everything students need to know in order to build a website from scratch. Students will learn HTML, CSS, and JavaScript—the core technologies which power modern websites—and build a website of their own. By the end of this course students will be able to create interactive, aesthetically pleasing websites for any purpose they can imagine. Prerequisite: CS 131 or MATH 111. (3 sem. hrs.)

CS 271. User Experience I: Understanding User Experience

Technology companies spend billions of dollars ensuring that their products are intuitive and delight users. This course will teach students how they do that. Students will learn what drives product usability, the basics of User Experience (UX) design and research, and how to build wireframes and prototypes. By the end of this course, students will be on their way to building experiences that make customers happy. (3 sem. hrs.)

CS 285/385. Topics in Computer Science

In-depth study of a selected topic in computer science. Past topics have included: discrete mathematics with computer applications, network architecture, and programming. May be repeated for credit with different topics. Offered as needed. (3 sem. hrs.)

CS 290. Internship in Computer Science

Individually arranged work relating to computers in an industrial, academic, or governmental setting. Primary responsibility rests with the student for making their own arrangements in consultation with the instructor.

Prerequisite: Three hours or equivalent in computer science and permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (2–4 sem. hrs.)

CS 303. Machine Learning

We investigate supervised and unsupervised learning techniques such as linear and logistic regression, k-nearest neighbors, decision trees/forests, etc. In particular, we will focus on the relative strengths and weaknesses of these techniques, evaluating the accuracy of a technique, and how to select the best technique for the job at hand. We will finish with reinforcement learning, and will complete a project on this topic.

Prerequisite: CS 131 and CS 325, or permission of instructor. Offered every other year. (3 sem. hrs.)

CS 322. Algorithms: Design and Analysis

A study of algorithmic solutions to problems, including techniques used in the design of algorithms, analysis of complexity, and proof of correctness. Usual types of algorithms include greedy algorithms, divide and conquer, flow problems, and dynamic programming. Prerequisite: Math 267, or permission of instructor. Offered alternate spring semesters. (3 sem. hrs.)

CS 325. Database Systems

An introduction to database management systems with emphasis on the relational model. Topics include the entity-relationship model, relational algebra and calculus, principles of database design, query processing, and file organization. A project will be implemented in a commercial database package. Prerequisite: CS 131 or permission of instructor. Offered alternate spring semesters. (3 sem. hrs.)

CS 341. Linux Systems Administration

An introduction to Unix/Linux system administration and network administration using Linux and Virtual Machine software. Topics covered include basic operating system concepts, command line administration and utilities, file system management, process control, multitasking, and shell programming. A graphical interface for system administration and management will also be used. Students spend a portion of the class installing, configuring, and administering their own Linux system. Prerequisite: CS 132 (3 sem. hrs.)

CS 370. Application Development I: Exploring Web Applications

Modern development relies on frameworks which provide developers with powerful tools to speed up development. If students want to build apps, they need to understand how to use frameworks. This course, which has been built in collaboration with Google, will introduce students to Django, a framework used for data-driven web applications. Students will learn Django fundamentals, improve database management skills, and begin developing their own apps. Prerequisites: CS 131 and CS 133. (3 sems. hrs.)

CS 371. Application Development II: Building Web Applications

This course, built in collaboration with Google, is the second part of the application development series. In this course, students will put their skills into practice and build their own applications. By the end of this course, students will have a greater understanding of the technologies that power modern apps and be able to build their own. Prerequisites: CS 131, CS 133, CS 270, and CS 370. (3 sem. hrs.)

CS 372. Product Development

Creating software products is more than just writing code; it also requires an analysis of what customers want, and how to meet their needs. As a result, understanding product development is key to a successful career in technology. By the end of this course—built in collaboration with Google—students will understand how product teams and processes work, and learn how to develop an idea into an actual product that delights users. Prerequisite: sophomore standing or higher. (3 sem. hrs.)

CS 373. User Experience II: Building Compelling User Experiences

This course builds upon CS 271 (User Experience I) and will teach students how to build effective user experiences through a rigorous process of implementing best practices, testing designs, and iterating. It will also cover topics such as branding, color palettes, user journeys, and designing for multiple platforms. By the end of this course, students will be able to build a mobile app or website prototype and iterate based on user feedback. Prerequisites: CS 271 and ART/BKRT 127. (3 sem. hrs.)

CS 390. Advanced Internship in Computer Science

Individually arranged work relating to computers in an industrial, academic, or governmental setting mainly for advanced students. Primary responsibility rests with the student for making their own arrangements in consultation with the instructor. Prerequisite: CS 290 and permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (2–4 sem. hrs.)

CS 395. Tutorial in Computer Science

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in

consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 sem. hr.)

CS 399. Independent Study in Computer Science

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

CREATIVE WRITING

CREA 271. Short Story Writing

Practice in fiction writing, including exercises in point-of-view, dialogue, setting a scene, and introducing characters. Emphasis will be on student writing in a workshop format, but stories by outside authors, including visiting writers, will also be studied. Offered annually spring semester. (3 sem. hrs.)

CREA 272. Poetry Writing

Practice in writing poems, with discussion focusing on imagery, rhythm, voice, and aspects of formal construction. Emphasis will be on student poetry in a workshop format, but poems by outside authors, including visiting writers, will also be studied. Offered annually fall semester. (3 sem. hrs.)

CREA 275. Creative Nonfiction

Practice in writing creative nonfiction, in particular the personal essay and lyric essay, with emphasis on workshoping student pieces. Discussion will focus on elements of craft, style, and discovery of individual voice and subject. Work by outside authors, including visiting writers, also will be studied. Offered annually. (3 sem. hrs.)

CREA 371. Advanced Fiction Writing

Advanced work in fiction writing for those who have distinguished themselves in CREA 271. Workshops and conferences. Some classes to be taught by visiting writers. Prerequisite: CREA 271. Offered alternate years. (3 sem. hrs.)

CREA 372. Advanced Poetry Writing

Advanced work in poetry writing for those who have distinguished themselves in CREA 272. The course will include workshops and conferences. Some classes to be taught by visiting poets. Prerequisite: CREA 272. Offered alternate years. (3 sem. hrs.)

CREA 375. Advanced Creative Nonfiction

A combination of group workshop and individual manuscript/project guidance, this course builds upon CREA 275 with an aim toward building and refining methods for sustained projects in the genre of creative nonfiction. The course will draw material from immersion journalism, methods in historical nonfiction, and practices in long-form memoir and essay writing. Through class visits and/or engagement with the Visiting Writers Series, we will also work with contemporary practitioners of the genre. Prerequisite: CREA 275. Offered alternate years. (3 sem. hrs.)

CRIMINAL JUSTICE

CRIM 116. Law and Society

This course provides an introduction to the study of law as a social institution and its relations to other institutions in society. It offers an overview of the structure and function of courts, legislatures, and administrative agencies along with a discussion of both criminal and civil law. The course takes an interdisciplinary approach and examines how legal rules both reflect and shape basic social values and their relation to social, political, and economic conflicts within society. It also investigates how the law seeks to achieve certain objectives such as compliance, deterrence, and social control by considering key topics such as inequality, international human rights, privacy, and surveillance. (3 sem hrs.)

CRIM 201. Juvenile Justice

While young people have always been involved in rule-breaking behavior, it was not until the early 19th century that the concept of the juvenile delinquent took shape. Through reading and discussion, we trace the development of this social category and explore the criminal justice system's response to this particular type of offender. (3 sem. hrs.)

CRIM/SOC 285/385. Special Topics in Criminal Justice

In-depth study of a selected topic in crime. May be repeated for credit with different topics. Offered as needed. Prerequisite: SOC 151 or CRIM 115 or sophomore standing, or permission of instructor. (2–4 sem. hrs.)

CRIM 290. Internship in Criminal Justice

Individually arranged participation in work of institutions devoted to social control or criminal justice. The setting may include prisons, police departments, the courts, etc. Costs and arrangements are the responsibility of the student. Graded: S/U. Offered every semester. (3–4 sem. hrs.)

CRIM 301. Criminal Justice

This course provides an overview of the U.S. criminal justice system. Topics will include the development of law, the enforcement of law by the police, the determination of guilt and innocence by the courts, and sentencing. Prerequisite: CRIM 115 or sophomore standing, or permission of instructor. Offered every fall semester. (3 sem. hrs.)

CRIM 302. Corrections

This course examines the history, development, and current status of the U.S. correctional system. Topics will include the correctional system's efforts at punishing and/or rehabilitating offenders through incarceration (e.g., jail, prison, and other residential facilities), probation, and parole. Prerequisite: CRIM 115 or sophomore standing, or permission of instructor. Offered every spring semester. (3 sem. hrs.)

CRIM 303. Comparative Systems of Social Control

The study of criminal justice in contemporary society requires a focus on the diverse institutions and mechanisms of justice and social control that exist throughout the developed and developing world. Through a cross-cultural comparative approach, the course will explore contemporary topics in international law, including genocide, caste-system, and transnational crimes. Prerequisite: CRIM 115, CRIM 301, or permission of instructor. (3 sem. hrs.)

CRIM/SOC 304. Criminology

This course critically examines a wide range of criminological theories, with special emphasis given to the ways that social factors can produce or reduce crime. Prerequisite: CRIM 116 or SOC 151 or ANTH 161 or POLS 151 (3 sem. hrs.)

CRIM 305. Critical Issues in Criminal Justice

This course examines current issues and debates in criminal justice from different viewpoints. It investigates recent critical issues facing all components of the criminal justice system as they develop and are discussed by the media. The course also analyzes the controversial topics which have been discussed for a long time without a proper solution. Students are assigned to discuss these issues and build their approach based on the available research. Prerequisite(s): at least one of the following 100-level courses—CRIM 115, CRIM 116, POLS 155, POLS 151, SOC 151, or ANTH 161—or permission of instructor. Offered once annually. (3 sem. hrs.)

CRIM 390. Internship in Criminal Justice

Individually arranged participation in work of institutions devoted to social control or criminal justice. The setting may include prisons, police departments, the courts, etc. Students will develop at a more advanced level the skills and techniques demanded in a previous criminal justice internship. Costs and arrangements are the responsibility of the student. Graded: S/U. Offered every semester. (3–4 sem. hrs.)

CRIM 399. Independent Study in Criminal Justice

Individually arranged readings and assignments in a focused area within criminal justice arranged in consultation with the minor coordinator. Prerequisite: permission of instructor and approval. Offered every semester. (1–3 sem. hrs.)

CRIM 401. Senior Research Seminar

This course requires seniors majoring in criminal justice to prepare an essay based on class work and original individual research and to present this work to the campus community. Prerequisite: senior criminal justice majors. Offered every spring semester. (4 sem. hrs.)

DANCE

DANC 106. Get Moving!

Students explore concepts of efficient and expressive movement, expand their movement capabilities and understanding, and build a foundation for sports and dance activities. Studio work in guided improvisation and Bartenieff Fundamentals is supported by discussions, readings, and videos. Offered every other fall. (3 sem. hrs.)

DANC 205. Modern Dance Technique I

Foundations of Western modern dance technique, for less experienced dancers. Students work from an anatomical and movement analysis perspective to improve alignment, strength, flexibility, dynamic range, style, and expressiveness. Introduces a range of contemporary techniques. Satisfies physical education activity requirement. May be repeated for credit. Offered annually in the fall semester. (2 sem. hrs.)

DANC 206. Ballet Technique I

Foundations of classical ballet technique, for less experienced dancers. Develops alignment, strength, flexibility, dynamic range, style, and expressiveness. The course presents the articulation of Russian and Italian ballet styles. Satisfies physical education activity requirement. May be repeated for credit. Offered annually. (2 sem. hrs.)

DANC 210. Dance Technique I

This course will teach students the foundations of dance technique. Students will develop strength, flexibility, creativity, dynamic range, and style. The genre of dance changes each semester; therefore, this class may be repeated for credit. (2 sem. hrs)

DANC 279. Rehearsal and Performance/Dance (Student)

Performing, stage managing, or serving as assistant choreographer for a student senior thesis project in dance. Experiential learning: students develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. Offered annually. Graded: S/U. May be repeated for credit. (1–3 sem. hrs.)

DANC 281. Rehearsal and Performance/Dance

Developing and learning choreography for the faculty dance concert. Students rehearse 5-8 hours per week for 8-10 weeks. Two to three performances and formal critique. Hands-on experience of the creative process that develops performance skills, discipline, collaborative leadership, and an understanding of theatrical production.

DANC 305. Modern Dance Technique II

In-depth study of principles and techniques of modern dance, for more experienced dancers. Further develops physical skills, performance presence, and musicality. Students study and compare a range of contemporary techniques (Cunningham, Limón, Hawkins) from a Laban Movement Analysis perspective. Satisfies physical education activity requirement. Prerequisite: DANC 205 or DANC 206 or permission of instructor. May be repeated for credit. Offered annually in the spring semester. (2 sem. hrs.)

DANC 306. Ballet Technique II

In-depth study of principles and techniques of classical ballet, for more experienced dancers. Further develops alignment, strength, flexibility, dynamic range, style, and expressiveness. Emphasis on both historical perspective and current developments in ballet training, as well as musicality and performance quality. Satisfies physical education activity requirement. Prerequisite: DANC 205 or DANC 206 or permission of instructor. May be repeated for credit. Offered annually. (2 sem. hrs.)

DANC 310. Dance Technique II

This course will delve more deeply into the history of each genre of dance while also embodying and enhancing movement practice. Students will develop strength, flexibility, creativity, dynamic range, and style. The genre of dance changes each semester; therefore, this class may be repeated for credit. Prerequisite is one of the following: DANC 205, DANC 206, or DANC 210. (2 sem. hrs.)

DANC 316. Dance History

A cross-cultural study of Western and non-Western theatrical and ritual dance, with attention to selected choreographers, performers, and theorists. Students will improve their ability to perceive, analyze, and articulate the visual-kinesthetic experience of dance. Movement analysis theory and issues in dance criticism will be explored by viewing live and recorded performances. Prerequisite: any 100-level course in theatre, dance, music, art history or studio art, or permission of instructor. Offered alternate years. (3 sem. hrs.)

DANC 349. Advanced Rehearsal and Performance/Dance (Student Supr.)

Performing at an advanced level, stage managing, or serving as assistant choreographer for a student senior thesis project in dance. Students further develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. May be repeated for credit. Offered annually. Prerequisite: permission of instructor; corequisite: for performers, any dance technique class. Graded: S/U. May be repeated for credit. Offered annually. (1–3 sem. hrs.)

DANC 350. Advanced Rehearsal and Performance/Dance

Developing and learning choreography for faculty dance concert at the advanced level. Opportunity to work

with guest artists, and further develop performance and leadership skills. Students rehearse 5-8 hours per week for 8-10 weeks. Two to three performances and formal critique.

DANC 395. Tutorial in Dance

One-hour tutorial in dance; selected topics. Recent topics include: Teaching Dance, Advanced Dance Studies, Advanced Solo Repertory, Advanced Choreography, and Bodywork. May be repeated for credit with different topics. Offered as needed. (1 sem. hr.)

DATA ANALYTICS

DATA 131. Foundations of Data Analytics I

In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not students want to work as a data analyst, being "data literate" will help them in their chosen field. In this course, students will learn the core concepts of inference and data analysis by working with real data. By the end of the term, students will be able to analyze large datasets and present their results. (3 sem. hrs.)

DATA 132. Foundations of Data Analytics II

This course is intended as a continuation of DATA 131. In this course, students will learn how data analytics are applied within the workforce. Particular attention will be paid to the role of the data scientist or analyst, machine learning, and the applications of "Big Data." By the end of the term students will be able to design and execute a range of data-driven experiments. Prerequisite: DATA 131. (3 sem. hrs.)

DATA 333. Principles and Techniques of Data Analytics I

Data analytics combines data, computation and inferential thinking to solve challenging problems and understand their intricacies. This class explores key principles and techniques of data science and teaches students how to create informative data visualizations. It also explores particular concepts of linear algebra, concepts which are central to the field of data science. Prerequisites: DATA 131, DATA 132, CS 131, and CS 133. (3 sem. hrs.)

DATA 334. Principles and Techniques of Data Analytics II

Data analytics combines data, computation, and inferential thinking to solve challenging problems, and thereby better understand the world. This class explores key principles and techniques of data science, including quantitative critical thinking and algorithms for machine learning methods. It will also introduce students to the ways in which data analytics is deployed in health care, marketing, political science, criminal justice, and other fields. Prerequisites: DATA 131, DATA 132, DATA 333, MATH 111, CS 131, and CS 133. (3 sem. hrs.)

DATA 402. Data Analytics Practicum

This course is a capstone project in which students are asked to work through a full data science workflow on a set of real data drawn from sports, politics, business, or public health. This course exists to prepare students for the kind of work they will do on data science or analytics teams, and as such, also features an emphasis on interviewing for jobs in the space and communicating results to stakeholders. Prerequisites: DATA 131, DATA 132, DATA 333, MATH 111, CS 131, and CS 133. (3 sem. hrs.)

DIGITAL MARKETING

DM 200. Social Media Marketing

The average consumer spends 2.5 hours per day on social media sites and this course explores how to effectively use social media to move those consumers to action. In order to be a successful marketer, students must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of their efforts. By the end of this course, students will learn how to do just that. This online class has optional live sessions. Completion of this course will enable students to participate in online certification in Social Media Marketing Strategy from HubSpot. Prerequisite: BUS 202, or permission of instructor. (3 sem. hrs.)

DM 201. Email Marketing

Email marketing is vital to modern businesses and a primary tool in any skilled marketer's toolkit. In this course, students will learn how to craft successful email marketing campaigns for sales, engagement, and activation. By the end of this course students will know how to write emails that drive customers to take desired actions and how to structure campaigns for maximum effect. Students will also build their own marketing campaign. This online class has optional live sessions. Completion of this course will enable students to participate in online certification in Email Marketing from HubSpot. Prerequisite: BUS 202 or WLLS 105. (3 sem. hrs.)

DM 202. Viral and Organic Growth

"Going viral" is the goal of most web-based marketing content. Companies that generate content that can spread through the internet organically are the most successful in growing their brand. This course will teach students what drives people to share content, and how to build content that is shareable. By the end of this course, students will understand what drives viral sharing and learn how to facilitate it. This online class has optional live sessions. Completion of this course will enable students to complete online certification in Content Marketing from HubSpot. Prerequisite: BUS 202, or permission of instructor (3 sem. hrs.)

DM 300. Digital Marketing Analytics

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. This course will teach students how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition. This online class features optional live sessions. Prerequisite: one of the following: DM 200, or DM 201, or DM 301, or permission of instructor. (3 sem. hrs.)

DM 301. Search Engine Optimization and Search Engine Marketing

How do you find what you're looking for on the internet? Chances are you turn to Google or another search engine. Companies using search engine optimization (SEO) and search engine marketing (SEM) to make sure you see them first every time you turn to an online search engine. By the end of this course, students will learn how to optimize a website so that it shows up first on a search, and how to build search ads that will drive customers to their websites. This online course has optional live sessions. Completion of this course will enable students to complete online certification in Google Analytics Individual Qualification by Google. Prerequisite: BUS 202 or permission of instructor. Course offered once annually. (3 sem. hrs.)

ECONOMICS

ECON 101. Principles of Macroeconomics

An in-depth survey of the basic principles of economic analysis and their application with emphasis on the macroeconomic concepts and issues of aggregate income, economic growth, employment, unemployment, inflation, and interest rates. The effects of fiscal and monetary policies on the economy and their role in economic stabilization are studied. (3 sem. hrs.)

ECON 102. Principles of Microeconomics

A survey of basic microeconomic concepts with emphasis on the concepts of supply and demand, production, and distribution. Special attention will be paid to ideas of competition, market structure, efficiency, and equity using examples from current policy discussions. Offered annually in the spring semester. (3 sem. hrs.)

ECON 209. Introduction to Political Economy

An analysis of economic theories focusing on the processes of production and accumulation within institutional and political contexts. Topics include the labor theory of value, monopoly capitalism and the social structure of accumulation. (3 sem. hrs.)

ECON 233. Economics of Health and Medical Care

A critical examination of important health and medical care issues through economic analysis. Emphasis will be placed on the increasingly common questions and dilemmas of efficiency, access to care and fairness in the financing and delivery of medical services. Offered alternate years. (3 sem. hrs.)

ECON 255. The Political Economy of Globalization

This course covers the world economy from the standpoint of producing and distributing a surplus. Topics include classical theories of imperialism, global finance, and global and domestic economies in an era where economic growth is limited by peak oil and climate change. Prerequisite: ECON 101 or ECON 102 or POLS 151. Offered alternate years. (3 sem. hrs.)

ECON 286. Money, Banking and Capital Markets

A study of the functions of money, the operations of commercial and central banking, and the operations of money and capital markets with emphasis on corporate equities, government securities, and municipal bonds. The roles of financial intermediaries and government will also be considered. Prerequisite: ECON 101. Offered alternate years. (3 sem. hrs.)

ECON 290. Internship in Economics and Business

Students are encouraged to discover for themselves the use of economic principles and techniques in various institutional settings, including research, institutes, government agencies, banks, corporations, etc. Prerequisite: ECON 101 or ECON 102, or permission of instructor. Graded: S/U. Offered as needed. (2–4 sem. hrs.)

ECON 302. Managerial Economics

An application of economic theory to real-world problems of management, focusing particularly on how supply and demand, marginal analysis, opportunity cost, and maximization fit into a world of profit and loss statements, capital budgets and multiple goals. Prerequisite: ECON 102 and MATH 111, or exemption or higher-level course in calculus. Offered alternate fall semesters. (3 sem. hrs.)

ECON 303. Intermediate Microeconomic Theory

A study of optimal allocation of resources in a price system under a pure competitive market structure: demand analysis, production and cost relationships, general equilibrium and an introduction to welfare economics. Prerequisite: ECON 101, ECON 102, and MATH 111 or exemption or higher-level course in calculus. Offered annually in the fall semester. (3 sem. hrs.)

ECON 306. Intermediate Macroeconomic Theory

A study of alternative theories of the nation's income, employment, and price level, in relation to private consumption, investment expenditures, public expenditure, and taxation. Prerequisite: ECON 101 and ECON 102. Offered annually in the spring semester. (3 sem. hrs.)

ECON 314. Econometrics

A study of the derivation and application of statistical methods used in economic research. The focus of the course is on economic estimation and regression analysis, although other methods such as analysis of variance are examined. There will be extensive applications of the techniques developed in the course to economic problems. Prerequisite: ECON 101 and/or ECON 102, and MATH 111 or MATH 151 or MATH 251. Offered alternate years. (3 sem. hrs.)

ECON 325. Ecological Economics

This course models the economy as a subsystem of a larger ecosystem, and addresses questions such as optimal scale, investments in natural capital, sustainability, and thermodynamic limits to growth. Sustainable development is treated within the historical context of uneven development. Prerequisite: ECON 102 or ENVR 101L. Offered alternate years. (3 sem. hrs.)

ECON 326. Energy and the Economy

This course focuses upon the history of energy's role in the transformation from preindustrial to contemporary society. The analytical framework includes theories of political economy, the energy return on investment, and the internal and biophysical limits to economic growth. Prerequisite: ECON 101 or ECON 102 or ENVR 101. Offered alternate years. (3 sem. hrs.)

ECON 330. The World Economy: Trade and Finance

An analysis of how the world economy, including international economic interdependence, works. Theories and models will be studied concerning trade and financial issues such as the political economy of free trade versus protectionism, foreign direct investment and foreign exchange markets. Prerequisite: ECON 101 or ECON 102. Offered alternate years. (3 sem. hrs.)

ECON 340. History of Economic Analysis

This course examines the evolution of economic intellectual history from precapitalist doctrines until the 20th century. The course will emphasize the development of theories of value and price, production, and distribution, with special emphasis given to the labor theory of values. Prerequisite: ECON 101 or ECON 102. Offered alternate years. (3 sem. hrs.)

ECON 350. Economics of Developing Countries

A survey of the various economic theories of structural change and growth in developing nations. Particular attention will be paid to the issues of measurement of human welfare and the global distribution of resources. Prerequisite: ECON 101 or ECON 102. Offered alternate years. (3 sem. hrs.)

ECON 385. Topics in Contemporary Economic Problems

In-depth study of a selected topic in economics. This course applies economic reasoning to a changing set of specific social and/or theoretical issues. Topics will be selected on the basis of student and faculty interest. Past topics have included An Economic History of the Great Depression. Prerequisite: ECON 101 or ECON 102. May be repeated for credit with different topics. Offered as needed. (2–4 sem. hrs.)

ECON 390. Advanced Internship in Economics and Business

In an institutional setting of their choice, students are provided with an opportunity to apply more advanced economic concepts and analysis in a practical context. Prerequisite: ECON 101 and ECON 102, and ECON 303 and ECON 306 or ECON 290. Graded: S/U. Offered as needed. (2–4 sem. hrs.)

ECON 395. Tutorial in Economics

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation; meets weekly for one hour. May be repeated for credit. Offered as needed. (1 sem. hr.)

ECON 399. Independent Study in Economics and Business

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1–3 sem. hrs.)

ECON 402. Senior Seminar in Economics and Management

The seminar explores methods and content of orthodox economics, political economy, and the various facets of management thought. Students will present articles from professional journals, prepare for comprehensive exams, and develop and present an original piece of economic or managerial research. Prerequisite: ECON 101 and ECON 102, or BUS 201 and BUS 303. Offered annually in the spring semester. (4 sem. hrs.)

EDUCATION

See also: education minor; educational certification requirements.

EDUC 105. Teaching in a Diverse Society

In this course students seek answers to the question “What is an excellent teacher?” and examine what it takes to meet the needs of an increasingly diverse student population in today’s schools. Offered every semester. (3 sem. hrs.)

EDUC 190/290/390. Internship in Education

These courses are individually arranged participation in an educational institution. Students seeking NYS certification in Inclusive Education or Adolescence Education must complete the internship in an inclusive school setting. The internship must take place in a classroom at a grade level in the certification area. Course may be repeated for credit. Graded: S/U. Offered as needed. (2–4 sem. hrs.)

EDUC 215. Issues in Multicultural and English Language Learner Education

This course explores foundational and recent research in multicultural and English language learner education (MC/ELL). Students read a variety of empirical, autobiographical, and practical-based texts as they develop their understanding of the complex, multi-layered issues related to MC/ELL education in today’s classrooms. Prerequisite: EDUC 105 or permission of instructor. Offered annually. (3 sem. hrs.)

EDUC 216. The Inclusive Classroom

This course is a study of students with special needs within the context of schools. Topics include: low and high-incidence disabilities, the special education process, English language learners, collaborative relationships, co-teaching, and creating a positive classroom environment. Field experience required. Prerequisite: EDUC 105 or permission of instructor. Offered annually fall semester. (3 sem. hrs.)

EDUC 225. Technology in the Classroom

This course is designed to provide students with the opportunity to interact with digital tools used in today’s classrooms. The course focuses on integrating technology into the teaching process and using technological tools to communicate classroom information. Prerequisite: EDUC 105 and sophomore standing, or permission of instructor. Offered spring semester. (3 sem. hrs.)

EDUC 226. Building Classroom Community

This course will address the current research and practice related to increasing student motivation and developing positive, inclusive classroom communities. We will explore strategies for making your elementary or secondary classrooms a healthy, effective learning environment. Prerequisite: EDUC 105 and sophomore standing, or permission of instructor. Offered annually during the spring semester. (3 sem. hrs.)

EDUC 275. Using Children’s Literature in the Classroom

In this course students will examine the history, genre, trends, and controversies in children’s literature. Students will acquire the skills needed to critically read a variety of children’s books and to select literature appropriate for diverse educational programs. Prerequisite: EDUC 105 or permission of instructor. Offered occasionally. (3 sem. hrs.)

EDUC 285/385. Topics in Education

Past topics have included: Looking Within: Personal Ethnography in the Classroom, Integrating Technology in the Classroom, and Action Research in a Local School. May be repeated for credit with different topics. Offered as needed. (2–4 sem. hrs.)

EDUC 301. Primary Literacy and Diverse Learners

This course will provide students with the instructional methods necessary to teach reading and writing in grades 1 and 2. Students will gain an understanding of developmentally appropriate instructional strategies and assessment techniques geared to meet the needs of diverse learners. Field experience outside of class time is required. Prerequisite: EDUC 105 and junior standing or permission of instructor. Offered annually spring semester. (3 sem. hrs.)

EDUC 302. Literacy for Diverse Upper Elementary Classrooms

This course will provide students with the instructional methods needed to create and implement an effective literacy program for diverse learners in grades 3–6. Students will gain an understanding of developmentally appropriate instruction strategies and assessment techniques. Field experience outside of class time is required. Prerequisite: EDUC 105 and EDUC 301, or permission of instructor. Co-requisite: EDUC 309. Offered annually during the fall semester. (3 sem. hrs.)

EDUC 304. Inclusive Instruction and Assessment

This course will focus on important skills that lead to being an effective practitioner in student-centered, inclusive classrooms. Students will be studying relevant principles of learning and assessment while developing their skills at lesson, curriculum, and assessment design. Prerequisites: EDUC 105, or permission of instructor. Offered annually in the fall semester. (3 sem. hrs.)

EDUC 307. Teaching Students with Disabilities

This course will explore instructional planning, assessment, and intervention strategies for students with significant disabilities in the general and special education classroom. We will also explore how to support students' needs and development in context of home and community. Prerequisite: EDUC 304 and EDUC 216, or permission of instructor. Co-requisite: EDUC 308. Offered annually during the spring semester. (3 sem. hrs.)

EDUC 308. Students with Disabilities Practicum

This course must be taken concurrently with EDUC 307 (Teaching Students with Disabilities). Students will spend 40 hours supporting students with disabilities in local general and special education classrooms. Prerequisite: EDUC 216, EDUC 304, or permission of instructor. Co-requisite: EDUC 307. Offered annually during the spring semester. (1 sem. hr)

EDUC 309. Inclusive Elementary Methods Practicum

Students will spend 40 hours supporting students in local inclusive education classrooms. Prerequisite: EDUC 301 and EDUC 304, or permission of instructor. Co-requisite: EDUC 302 and EDUC 402. Offered annually during the fall semester. (1 sem. hr)

EDUC 331. Reading and Writing in the Content Areas I

This course will provide students with instructional methods for teaching reading and writing through content in grades 7–12. Field experience outside of class time is required. Prerequisite: EDUC 105 and junior standing or permission of instructor. Offered annually fall semester. (4 sem. hrs.)

EDUC 332. Reading and Writing in the Content Areas II

This course is designed to analyze the instruction and assessment of reading and writing in the content areas for grades 7–12. Field experience outside of class time is required. Prerequisite: EDUC 105 and EDUC 331, or permission of instructor. Offered annually spring semester. (3 sem. hrs.)

EDUC 344. Adolescence Methods Practicum I

This course must be taken concurrently with EDUC 332 (Reading and Writing in the Content Areas II). Students will spend 40 hours in local schools supporting teachers and students. Students will be placed with teachers in their field of certification: English, biology, chemistry, earth science, physics, mathematics, or history. Graded: S/U. Prerequisite: EDUC 331, or permission of instructor. Co-requisite: EDUC 332. (1 sem. hr)

EDUC 345. Adolescence Methods Practicum II

This course must be taken concurrently with EDUC 406 (Instructional Strategies for Secondary Education). Students will spend 40 hours in local schools supporting teachers and students. Students will be placed with teachers in their field of certification: English, biology, chemistry, earth science, physics, mathematics, or history. Graded: S/U. Prerequisite: EDUC 332 and junior standing, or permission of instructor. Co-requisite: EDUC 406. (1 sem. hr)

EDUC 350. Elementary Methods: Teaching Social Studies and Science

This course will prepare students to integrate literacy, social studies, and science instruction in the elementary school classroom. Students will focus on using differentiated literacy strategies to engage elementary school

students with high-quality, authentic social studies and science content and concepts. Prerequisite: EDUC 105 and junior standing, or permission of instructor. (4 sem. hrs)

EDUC 395. Tutorial in Education

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 sem. hr.)

EDUC 399. Independent Study in Education

Students who wish to pursue research and/or fieldwork in an educational setting may submit plans for doing so to the appropriate faculty member. Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

EDUC 402. Elementary Methods: Teaching Mathematics

This course explores instructional methods and assessment strategies within mathematics, grades 1–6. Specific focus is on developing mathematical understanding through differentiation and the formative assessment practices of observing, documenting, and reflecting on students' responses. Prerequisite: EDUC 304 or permission of instructor. Co-requisite: EDUC 309. (3 sem. hrs.)

EDUC 406. Instructional Strategies for Secondary Education

Objectives, methods and materials, content, evaluation, and organization of the several subject matter areas of the secondary school. Students will participate with master teachers to create and implement curricula in their subject matter. Prerequisite: EDUC 105 and junior standing or permission of instructor. Offered annually fall semester. (3 sem. hrs.)

EDUC 408. Student Teaching Reflective Seminar

An accompaniment to student teaching, this seminar provides a forum for reflection and analysis of teaching, and an opportunity to discuss essential aspects of the profession. Faculty provide support for the edTPA process and the development of a culminating portfolio. Taken concurrently with EDUC 410. Prerequisite: EDUC 402 or EDUC 406. Offered every semester. (3 sem. hrs.)

EDUC 410. Student Teaching: Preparation and Analysis

Full-time student teaching in selected inclusive elementary and secondary settings for a minimum of 14 weeks; supervision by a public/private school teacher and a representative of the College faculty. (Students are expected to provide their own transportation to student teaching sites.) Prerequisite: EDUC 402 or EDUC 406. Co-requisite: EDUC 408. Offered every semester. (12 sem. hrs.)

ENGLISH

ENGL 104. Introduction to Literature

This course introduces students to reading and analyzing the three main genres of literature: poetry, fiction, and drama. Students will develop a rich critical and theoretical vocabulary and hone their argumentative and analytical skills through both in-class discussions and essays. (3 sem. hrs.)

ENGL/HIST 200. Modern Southeast Asia through Anti-Imperial Literature

This course explores the history of modern Southeast Asia through the medium of anti-imperialist novels, short stories and essays. Historically a region of rugged seafarers, intrepid explorers, religious thinkers, and hardworking farmers, Southeast Asia became a crucial center for European, American, and Japanese imperialist designs in the 19th century. Many people benefitted from this imperial arrangement, but many more resisted. Why? What is imperialism? What is the legacy of this institution? (3 sem. hrs.)

ENGL 204. International Prose

An exploration of important fiction and nonfiction from around the globe in English translation. Special attention will be paid to narrative traditions that transcend national boundaries as well as the interactions between canonical and underrepresented texts and authors. (3 sem. hrs.)

ENGL 206. British Literature 1100–1660

A survey of works in British literature from the Middle Ages through 1660, with a focus on the historical development of literary forms, genres, and subjects. Texts will range from Beowulf, to Arthurian romance, to Elizabethan drama, to Paradise Lost. (3 sem. hrs.)

ENGL 215. Survey of American Literature

This course is designed to introduce students to a variety of American literary texts with a particular focus on

the continuing evolution of the canon. More specifically, we will look to the social, political, and cultural histories that underpin certain movements and communities within the larger American tradition. The course will take a particular interest in how American short story writers, novelists, poets, and playwrights speak to each other across the chasm of culture and time. (3 sem. hrs.)

ENGL 218. International Drama

An exploration of important plays and dramatic traditions from around the globe in English translation. Special attention will be paid to dramatic lineages that transcend national boundaries, such as international existentialism, surrealism, and the avant grade, as well as to how dramatic traditions, such as the Japanese Noh, evolve as they spread internationally. (3 sem. hrs.)

ENGL 219. International Poetry

An exploration of important poems and poetic traditions from around the globe in English translation. Special attention will be paid to poetic lineages that transcend national boundaries, such as international surrealism, and how poetic traditions from one culture, like the haiku, evolve as they spread internationally. (3 sem. hrs.)

ENGL 225. Shakespeare

This course explores approximately eight plays, representative of the range of Shakespeare's dramatic career. (3 sem. hrs.)

ENGL 226. Genre Fiction

A study of genre fiction that incorporates analysis, theory, and creative writing within the genre(s) under discussion. Possible topics include young adult, fantasy, sci-fi, mystery, romance, horror, Westerns, and graphic novels. May be repeated for credit with different topics. (3 sem. hrs.)

ENGL 245. The Maker's Craft: Form in Poetry

An exploration of how form contributes to meaning through study of traditional poems, including sonnets, villanelles, and dramatic monologues. Students will analyze as well as write poems in various forms. Visiting writers and their works will be featured in classes. (3 sem. hrs.)

ENGL 250. British Literature 1660 to the Modern Era

A survey of works in British literature from the nineteenth century to the present, with a focus on the historical development of literary forms, genres, and subjects. (3 sem. hrs.)

ENGL 285/385. Topics in English

In-depth study of a selected topic in English. Past topics have included: American Short Fiction, Advanced Shakespeare, and Poetry and Science. May be repeated for credit with different topics. (3–4 sem. hrs.)

ENGL 290. Internship in English

Individually arranged work experience in publishing, journalism, library work, and other fields or areas related to bibliography, literature, or skills in writing. Prerequisite: one course in English and permission of instructor. Graded: S/U. Offered every semester. (2–4 sem. hrs.) Prerequisite to 300-level courses: any 200-level literature course (English or non-English language) or exemption.

ENGL 301. Reading Translations

Study of the theory and practice of literary translation pursuing the question, "How should we read translations?" Readings include canonical translation theory and English translations of international poetry. Prerequisite: ENGL 104. (3 semester hours)

ENGL 302. The American Novel

Study of the 19th and 20th century novel in a thematic or "issue-oriented" context. Past topics have included: *Moby-Dick*; *Greed!* May be repeated for credit with different topics. Prerequisite: ENGL 104. (3 sem. hrs.)

ENGL 304. American Drama

This course provides an introduction to major developments in American theatre, from its inception in the early 1800s to the present. Special emphasis is given to the perspectives of Asian American, African American, Hispanic American, Native American, and LGBT-authored play scripts. Prerequisite: sophomore standing or permission of instructor. (3 sem. hrs.)

ENGL 349. American Poetry

Advanced study of the writing of significant American poets and/or movements. Past topics have included Global American Poets, African American Poetry after the Harlem Renaissance, and Berryman in Context. May be repeated for credit with different topics. Prerequisite: ENGL 104 or permission of instructor (3 sem. hrs.)

ENGL 362. The British Novel

Study of the development of the British novel from the 18th century to the 21st century. Prerequisite: ENGL 104 or permission of instructor. Course may be repeated with different topics. (3 sem. hrs.)

ENGL 366. British Poetry

Advanced study of the writing of four to six British poets who are significant figures themselves and also represent the literary periods in which they wrote. Past topics have included: British Victorian Poets. May be repeated for credit with different topics. Prerequisite: ENGL 104 or permission of instructor. (3 sem. hrs.)

ENGL 367. Anglophone Drama

Representative tragedies and comedies from Medieval, Tudor-Stuart, Restoration, and 18th-century dramatists. May be repeated for credit with different topics. Past topics have included: The Erotics of Home (1550–1800). Prerequisite: ENGL 104 or permission of instructor. (3 sem. hrs.)

ENGL 380. Writing Literary Criticism: Methods and Theory

A study of literary criticism as a form. Engaging in a series of paper exercises, annotated bibliographies, abstracts, and oral presentations, students will explore historical and philosophical questions about the acts of reading and writing. Theoretical approaches to literature—"literary theory"—will be drawn from a variety of critical movements and methodologies. Especially recommended for students who plan to pursue graduate study in English-related professions. Prerequisite: ENGL 104 or permission of instructor. (3 sem. hrs.)

ENGL 390. Advanced Internship in English

Individually arranged work experience in publishing, journalism, library work, and other fields or areas related to bibliography, literature, or skills in writing. Prerequisite: three courses in English, ENGL 290, and permission of instructor. Graded: S/U. Offered every semester. (2–4 sem. hrs.)

ENGL 395. Tutorial in English

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 sem. hr.)

ENGL 399. Independent Study in English

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

ENGL 401. Senior Thesis in English

Completion of an extended literary essay by students in the literature concentration, or an extended creative project with a short critical essay by students in the creative writing concentration. Students will work with a faculty advisor and participate in workshops. Open only to students in the English major. (4 sem. hrs.)

ENGLISH AS A SECOND LANGUAGE

ESL 255. English as a Second Language I

Open to international students and taken concurrently with ESL 256, this course focuses on campus life and American culture. Classes include oral work to review specific grammar points and vocabulary, readings on American culture, and analysis of daily written homework. Prerequisite: interview and permission of instructor. Offered annually in the fall semester. (3 sem. hrs.)

ESL 256. English as a Second Language II

Open to international students and taken concurrently with ESL 255, this course is designed to increase the students' conversation level beyond rudimentary vocabulary and speech patterns. Class work and exams are mainly oral, focusing on new vocabulary and lengthy explanations. Prerequisite: interview and permission of instructor. Offered annually in the fall semester. (3 sem. hrs.)

ESL 257. English as a Second Language III

Open to international students, ESL III focuses on the types of writing required in academia: expository, persuasive, narrative, and descriptive. Students work on writing mechanics, development of good topic sentences and thesis statements, organization, etc., advancing from paragraphs to essays. Prerequisite: permission of instructor. Offered annually in the spring semester. (3 sem. hrs.)

ENVIRONMENTAL SCIENCE

ENVR 101L. Introduction to Environmental Science

An introduction to the field of environmental science. Includes an analysis of natural resources and the environmental impact of their extraction and use by humans. Environmental quality, pollution, and toxicology will be among the topics covered. (4 sem. hrs.)

ENVR 102L. Conservation of Biodiversity

An introduction to the field of conservation science. Local and global aspects of species, ecosystem and landscape conservation will be discussed. (4 sem. hrs.)

ENVR 103. Introduction to Geographic Information System I

This course introduces students to the concepts and components of a geographic information system (GIS). It is designed to provide students with a foundational knowledge in analytical cartography and also expose them to how geographic information can be used to answer questions and to solve problems in natural resource management, environmental assessment, urban planning, business, marketing, real estate, law enforcement, and emergency preparedness. This course is the first of a two-course sequence covering GIS technology and applications. Students will learn concepts such as data acquisition, input and manipulation, cartographic output, and report and map generation. Offered every fall semester. (3 sem. hrs.)

ENVR 131L. Physical Geology

The origin, composition, structure, and geological history of the earth. This will include the study of geological processes affecting the earth's crust and interior, and examination of theories concerning geological phenomena such as origin of mountains and plate tectonics. Meets natural laboratory science distribution requirement. Offered alternate spring semesters. (4 sem. hrs.)

ENVR 196. Mapping Our World

A hands-on tutorial in visualizing, analyzing, and utilizing geographic information using ArcGIS Online with applications to many fields of study. Focus is on the development of practical skills in the context of an understanding of what geographic information is and where it comes from. Course includes a combination of instructor-guided and self-guided activities. (1 sem. hr.)

ENVR 204. The Climate System

From paleoclimate to the current climate crisis, this course overviews climate science, examining both regional and global scales. The interdependent elements of the climate system are examined, and the manner in which humans have perturbed the climate system is discussed. Techniques used to generate the global climate record are reviewed. Prerequisite: one college-level course in any natural science, or permission of instructor. (3 sem. hrs.)

ENVR 285/285L/385/385L. Topics in Environmental Science

In-depth study of a selected topic in environmental science. May be repeated for credit with different topics. Past topics have included Agriculture and the Environment and Pollution Science. Prerequisites will be dependent on the specific topic. Offered as needed. (3–4 sem. hrs.)

ENVR 290/390. Internship in Environmental Science

Work relating to environmental policy or science in an academic, governmental, industrial, or public interest group setting. Prerequisite for ENVR 290: ENVR 101L or permission of instructor. Prerequisite for ENVR 390: ENVR 290 or permission of instructor. Graded: S/U. Offered every semester. (2–4 sem. hrs.)

ENVR 292/392. Research Practicum in Environmental Science

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

ENVR 303. Environmental Impact Assessment

Examination of the process that determines potential environmental impact of a proposed project. Aims, elements, strengths, and limitations of such assessments will be discussed as they apply to various factors. Discussion of local and international applications of environmental impact assessments. Offered alternate years. (3 sem. hrs.)

ENVR 340. Sustainable Agriculture

This course will examine the environmental consequences of agriculture as it is practiced today in tropical and temperate regions, and discuss the agroecological basis for tools and techniques designed to address these problems. Prerequisite: ENVR 101L or BIOL 119L or permission of instructor. Offered alternate fall semesters. (3 sem. hrs.)

ENVR 399. Independent Study in Environmental Science

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

ENVR 401. Advanced Research in Environmental Science

Independent research on self-designed project overseen by a faculty member in environmental science. The course provides experience in designing and conducting research and communicating findings. Prerequisite: permission of instructor. May be repeated for credit. Offered every semester. (1 sem. hr.)

ENVR 403. Senior Thesis in Environmental Science

Identification of an original topic and development of a senior research paper or alternative project in environmental science. Preparation and presentation of a paper or project based on independent research and analysis. Work to be conducted in conjunction with a member of the environmental science faculty. Prerequisite: senior standing in ENVR and permission of instructor. Offered annually in the spring semester. (4 sem. hrs.)

FIRST NATIONS AND INDIGENOUS STUDIES

FNIS/WTQS 212. Home Lands

This seminar will focus on making a home (on one's own land or stolen lands?), and the multiple relationships that exist between what sexual minorities call "home" as First Nations people, people in Diaspora, and/or immigrants. (3 sem. hrs.)

FNIS/SUS 213. Indigenous Environmental Activism and Resistance

This course will examine ways in which Indigenous peoples locally and globally are engaged in the defense of water, land, and all our relations; how Indigenous knowledge and Western science can work together to restore environmental damage; and how Indigenous and non-Indigenous people can work together for environmental justice. Please note: this course will be held at the Cayuga SHARE Farm with some class meeting times on campus as well; transportation will be provided to students free of charge. Course offered once annually. (3 sem. hrs.)

FNIS 215. The Haudenosaunee and New York State

This course covers the relationship between the Haudenosaunee (Iroquois) Confederacy and Euro-Americans from earliest contact to the 21st century, with particular attention paid to circa-1970 to the present. (3 sem. hrs.)

FNIS 285/385. Topics in First Nations and Indigenous Studies

Selected topics of interest. May be repeated for credit with different topics. Current/past topics have included Indigenous Environmental Activism and Resistance; Contemporary Issues of Native America; Federal Policy and Indian Law; and the Haudenosaunee and New York State. Offered as needed. (Cross-listed as SUS 285.) (3 sem. hrs.)

FOOD SYSTEMS

FOOD 201. Introduction to Gardening

This course provides students with both classroom and hands-on knowledge about gardening. Topics will vary according to season and instructor expertise. Examples of topics include: seed starting, raised bed construction, plant biology, food preservation (canning, fermentation), garden planning, soil composition, bed preparation, composting, biochar, and water basics, among others. (1 sem. hr.)

FOOD 202. Introduction to Cooking!

This is a seven-week course meant to provide students with basic cooking skills. Students will have hands-on experience making several quick and easy dishes that will provide them with basics useful in many others. Exact recipes will vary from semester to semester, as will the instructors. For this reason, students may take this course repeatedly. Offered every semester. (2 sem. hrs.)

FOOD/ANTH 270. Anthropology and Food Studies

Anthropology is one of the foundational disciplines of food studies. This course introduces students to the anthropological side of food studies. We'll look at cross-cultural meanings of food and eating, food and identity, the social correlates of subsistence patterns, global food systems, food insecurity, the relationship between cooking and human evolution, and social movement associated with food (e.g., sustainability and food, decolonization of food systems, the "slow food" movement, and so forth). Prerequisite: ANTH 161 or SOC 151, or

permission of instructor. Offered alternate years. (3 sem. hrs.)

FOOD 285/385. Topics in Sustainable Food Systems

Selected topics of interest. May be repeated for credit with different topics. Offered as needed. (3 sem. hrs.)

FOOD 290. Internship in Sustainable Food

Students will gain experience working in a setting that has some connection to food and reflect on issues of sustainability: organic farms, farmer's markets, food pantries, farm sanctuaries, etc. Cost and arrangements are the student's responsibility. Offered every semester. Grade: S/U. (2–4 sem. hrs.)

GERMAN

GRMN 101/102. Elementary German I and II

This course covers development of all four communication skills in German: speaking, understanding, reading, and writing. Included will be essentials of grammar, basic vocabulary, and practice speaking and writing German, as well as information on current social and cultural issues of German-speaking countries. Prerequisite for GRMN 101: no more than two years of German in high school; students with two years of German may take a placement exam to determine enrollment at a higher level. Prerequisite for GRMN 102: GRMN 101 or permission of instructor. Offered annually: GRMN 101 in fall, GRMN 102 in spring. (4 sem. hrs. each)

GRMN 123/124. Intermediate German I and II

Designed to further develop a student's ability to speak, read, and write German. The course features an emphasis on communication skills, with grammar review and vocabulary building. It will also include readings of short stories and texts on social and cultural aspects of German-speaking countries. Prerequisite for GRMN 123: GRMN 102 or Level III or IV of high school German, or permission of instructor. Prerequisite for GRMN 124: GRMN 123 or permission of instructor. Offered annually: GRMN 123 in fall, GRMN 124 in spring. (3 sem. hrs. each)

GRMN 199/299/399. Independent Study in German

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1–3 sem. hrs.)

HEALTH AND MEDICAL ETHICS

HME 290/390. Internship in Health and Medical Ethics

Internship in a setting that permits students to learn firsthand about issues related to health including ethics, health care, and health administration. Prerequisite: sophomore standing, at least one course in Ethics, and permission of instructor; HME 290 is a prerequisite for HME 390. Graded: S/U. Offered as needed. (2–4 sem. hrs.)

HME 399. Independent Study in Health and Medical Ethics

The independent study is an opportunity to reflect on the moral ramifications of the knowledge about health and health care acquired in the course of the health and medical ethics minor. Prerequisite: HME minor, junior standing. Offered as needed. (1–3 sem. hrs.)

HEALTH SCIENCES

HS 100. Introduction to Health Sciences

Exploration of skills and knowledge needed for success in the health professions. Conducted within the context of discussion of health care systems and health professions. Prerequisite: first-year or sophomore standing, or permission of instructor. Offered annually every fall semester. (3 sem. hrs.)

HS 109. Community First Aid and Safety

American Red Cross certification, including Community CPR and Standard First Aid. Graded: S/U. Additional fee. Offered every semester. (1 sem. hr.)

HS 195. Tutorial in Health Sciences

A study of selected topics. (1 sem. hr.)

HS 200. Gender, Sexuality and Health

See description under WTQS 200. (3 sem. hrs.)

HS 201. Medical Terminology

Beginning with a systematic presentation of word origins and structure through the introduction of prefixes, suffixes, word roots, and plurals, this course guides the student through the fundamental concepts, terminological systems, and vocabulary used to describe systems and structures of the human body in health and disease. Abbreviations, symbols, surgical procedures, medical specialties, and diagnostic tests will be discussed. Offered every semester. (3 sem. hrs.)

HS 285. Topics in Health and Medical Ethics

This course offers selected topics, such as bioethics, that are of interest to health sciences majors and health & medical ethics minors. Prerequisite: sophomore standing or higher, or permission of instructor. (3 sem. hrs.)

HS 290/390. Internship in Health Sciences

These introductory internships provide opportunities for well-qualified students considering careers in the health sciences. Interns will work with health professionals. Students will give a public presentation of their internship upon return to campus. Prerequisite: two courses in the health sciences major. Grade: S/U. Offered every semester. (2–4 sem. hrs.)

HS 300. Principles of Human Nutrition

This course is intended for students pursuing a career in health care and will cover principles of human nutrition that are essential for the well-being of an individual and of a community. Topics to be covered include food chemistry, metabolism nutritional assessment, lifecycle nutrition practices, and utilizing nutrition in the treatment of diseases. There will also be discussions associated with food safety, supply, and security. Prerequisite: BIOL 114L or BIOL 130L or permission of instructor. (3 sem. hrs.)

HS 401. Senior Seminar in Health Sciences

This capstone course covers current topics in the health sciences. Students will write and present original research in the area for discussion amongst the class. Post-graduate career opportunities and how to pursue them will also be considered. Prerequisite: rising senior, or permission of instructor. Offered annually every fall semester. (4 sem. hrs.)

HISTORY

HIST 101. Introduction to World History to 1650

This course examines the rise of interconnected cities, societies, and empires; the invention of languages, technologies, and ways of life; the formulation of novel philosophies; and the experiences of humans across the globe from our evolution in eastern Africa to the year 1650 CE. Additionally, this course helps hone foundational liberal arts skills, such as conducting research, interpreting evidence, and communicating effectively. We will focus on two guiding questions: “How was the world connected and divided?” and “How do we know about and study the past?” Offered every fall. (3 sem. hrs.)

HIST 103. Introduction to World History, 1650–Present

This course explores evolving global empires and trade networks; revolutions, wars and genocides; scientific and philosophical innovations; and the lives of humans, both ordinary and extraordinary. Additionally, this course helps hone foundational liberal arts skills, such as thesis writing, using evidence, reading against the grain, and clarifying voice. We will focus on two guiding questions: 1) How can learning about the past inform our understanding of the present? 2) How do we know about and study the past? Offered every spring. (3 sem. hrs.)

HIST/ENGL 200. Modern Southeast Asia through Anti-Imperial Literature

This course explores the history of modern Southeast Asia through the medium of anti-imperialist novels, short stories, and essays. Historically a region of rugged seafarers, intrepid explorers, religious thinkers, and hardworking farmers, Southeast Asia became a crucial center for European, American and Japanese imperialist designs in the 19th century. Many people benefitted from this imperial arrangement, but many more resisted. Why? What is imperialism? What is the legacy of this institution? (3 sem. hrs.)

HIST 201. History of Asia to 1650

This chronological and thematic survey, which highlights major events and figures from South, Central, East, and Southeast Asia from the earliest times to 1650—or what is sometimes referred to as the “ancient,” “medieval,” and “early modern” periods—traces commonality, contact, and continuity across this mega-continent. Asia is the home of critical theories on governance such as Confucianism and legalism; major world religions such as Zoroastrianism, Hinduism, and Buddhism; cultural creations such as Kabuki theatre, Beijing opera, and countless influential works of fiction; and technological and scientific innovations such as the abacus, gun powder, and

the compass. (3 sem. hrs.)

HIST 206. History of Immigrant America

What is an American? A historical analysis of race, ethnicity, and immigration in the American experience from the colonial era to the present. Students will explore the intersections of American, European, African, and Asian cultures; compare and contrast different immigrant experiences; and examine nativism, racism and the construction of identity in U.S. history. (3 sem. hrs.)

HIST 207. Modern Chinese History, 1644–Present

China is the most populous country in the world. It has the third-largest land mass, the second-largest economy, and the largest standing military. As China takes an increasingly prominent role on the world stage in the 21st century, it is important to look at how it got here. This course is a chronological and thematic survey of Chinese history from the Qing dynasty to the present. It will analyze major historiographical debates and introduce important people, events, and ideas that influenced the Celestial Kingdom. Offered every other year. (3 sem. hrs.)

HIST 210. Women and Gender in Europe, 1550–Present

This course surveys both the experiences of women (and men) in European history and various social constructions of gender over time. Using primary documents, historical scholarship, novels, films, and memoirs, we examine the legacy of ancient attitudes towards gender and sexuality; the evolving definitions of feminine and masculine; structures of everyday life; misogyny and witchcraft; sexuality and honor; marriage and family; working class and middle class distinctions; feminism and social protest; the impact of war and revolution on gender roles; women's quest for education; individual and collective struggles to transform society; literature and the arts; and LGBTQ issues of the past and present. Offered alternate years. (3 sem. hrs.)

HIST 212. Introduction to the History of Science

A survey of developments in scientific thought, from antiquity to the early 20th century. Offered alternate years. (3 sem. hrs.)

HIST 213. A History of Modern South Asia

Home to nearly one-quarter of the world's population, South Asia—which includes the contemporary nation-states of Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka—is a region of great importance. Its modern history has been shaped by the Himalayas and the monsoons they caused, as well as the Indian Ocean and the trade, wealth, and colonizers it invited. In this course we will research famous leaders like the Mughal Emperor Aurangzeb and the nationalist leader Mohandas Gandhi, yet we will also examine the subaltern and explore a rich historiographical tradition steeped in postcolonial theory. (3 sem. hrs.)

HIST 228. The Making of Modernity, 1815–1914

This course focuses on European thought, society, events, and social movements that dominated the tumultuous 19th Century and helped create and define what we think of as modernity today. Topics include reactions to the French Revolution and industrial revolution; the development of modern political ideologies; the rise of the bourgeoisie and working classes; social protest, reform, and revolution; urbanization and urban life; nationalism; social Darwinism and global imperialism; changing attitudes towards women, gender, and sexuality; the fascination with the irrational; new notions of leisure and consumption; and the creative thinkers, writers, and innovative artists who challenged the status quo. Offered annually. (3 sem. hrs.)

HIST 229. 20th-Century Europe and the World

This course covers the social, cultural, economic, and political history of Europe, 1900 to the present. Using primary documents, recent historical scholarship, memoirs, documentaries, and feature films, we examine the causes and consequences of World War I and II; the Russian Revolution; the Great Depression; the rise of Nazism, Fascism, and anti-Semitism; the Holocaust; origins of the Cold War; imperialism and decolonization; the social and cultural revolutions of the post-WWII period; Eastern European communism; the fall of communism and its aftermath; shifting notions of gender over the century; and terrorism and challenges to tolerance in the multicultural Europe of the late 20th century. Offered every other year. (3 sem. hrs.)

HIST 241. Interpreting U.S. History I

An analysis of primary documents and secondary sources to arrive at meaningful interpretations of the nation's past. Topics include colonial development, slavery and racism, Revolution, the expansion of a market economy, changing gender roles, religion and social reform, immigration, westward expansion, and sectional crisis. Offered annually every fall semester. (3 sem. hrs.)

HIST 242. Interpreting U.S. History II

An analysis of primary documents and secondary sources to arrive at meaningful interpretations of the nation's past. Topics include Reconstruction, industrialization and urbanization, social and political reform, race and ethnicity, changing gender roles, the changing role of government in American life, and the emergence of the

United States as a global power. Offered annually every spring semester. (3 sem. hrs.)

HIST 245. Civil War and Reconstruction

The Civil War remains the central event in U.S. history. Topics include the origins of the conflict, the impact of "total war," the war on the home front, and the promises and failures of Reconstruction. Offered every other year. (3 sem. hrs.)

HIST 285/385. Topics in History

In-depth study of a selected topic in history. Past topics have included: Japanese Visual Culture, History of Japan, Introduction to Modern China, History of the Samurai, Islam in Central Asia, Geisha, Culture and Everyday Life in Ancient China, and Cinema and City in East Asia. May be repeated for credit with different topics. Offered as needed. (2–4 sem. hrs.)

HIST 290. Internship in History

Individually arranged participation in work of institutions devoted to historical work and practice. Prerequisite: one course in history and permission of instructor. Graded: S/U. Offered as needed. (2–4 sem. hrs.)

HIST 303. World War II

World War II was a complex and catastrophic combination of regional wars fueled by competing ideologies and interests that in many ways continues to shape the world order in the present. This reading and discussion intensive history course, which is global in scope, approaches World War II through five overlapping themes: meaning and rationale, tactics and technology, race and gender, violence and death, and memory and legacies. Prerequisite: sophomore standing or above.

HIST/WTQS 304. Women, Gender and Sexuality in Asian History

This thematic course examines how gendered discourses regarding parenting, masculinity, femininity, and sexuality were imagined, crafted, and challenged in Asian history from earliest times to the present. We will cover topics such as labor and equity, widow-immolation and agency, eunuchs and gender spectrums, Orientalism and fetishization, foot binding, anarcho-feminism, gender identity and expression, abortion and legal regimes, and much more. (3 sem. hrs.)

HIST 310. Colonial and Revolutionary America

A critical examination of the American experience from early settlement to the Revolutionary era. Topics include the clash of European, American, and African cultures; the evolution of colonial societies; economic development; war and diplomacy; the origins of the Revolution; the War for Independence; and the founding of the Republic. Prerequisite: sophomore standing or above. (3 sem. hrs.)

HIST 325. The African-American Experience

A critical historical examination of the African-American experience from enslavement to the modern era. Students will explore the emergence of slavery and race in early America, the evolution of African-American culture, slave life, black abolitionism, emancipation, Reconstruction, migration and urbanization, the freedom struggle during the age of Jim Crow, and the modern civil rights movement. Prerequisite: sophomore standing or above. Offered alternate years. (3 sem. hrs.)

HIST 327. The Gilded Age and Progressive Era

A critical examination of the American experience from Reconstruction through World War I. Students will explore industrialization and the changing world of work, popular culture, the rise of the middle class, gender and the "New Woman," race and immigration, populism and progressive reform, imperial expansion, and the American experience in the "Great War." Prerequisite: sophomore standing or above. (3 sem. hrs.)

HIST 328. The Early American Republic

A critical examination of the American experience from the founding of the Republic through the War with Mexico. Students will explore the emergence of popular politics and the party system, the capitalist market revolution, religion and the Second Great Awakening, intellectual movements, utopian communities, social reform, slavery and abolitionism, women's rights, and territorial expansion during the age of "Manifest Destiny." Prerequisite: sophomore standing or above. (3 sem. hrs.)

HIST 330. The Enlightenment and the French Revolution

Examines European thought and society from 1685 to 1815, with an emphasis on France. Topics include the legacy of Enlightenment ideas, scientific revolution, social conditions of "the people," the French Revolution and its debates, the Napoleonic era and early Romanticism. Prerequisite: sophomore standing or above. Offered alternate years. (3 sem. hrs.)

HIST 335. Popular Culture in Early Modern Europe, 1400–1800

This course examines attitudes, beliefs, and practices of common people, especially peasants and workers.

Topics include daily life, religion and magic, witchcraft, folklore, attitudes toward women and sexuality, the impact of printing, popular rebellions, and relations between “the people” and the elite. Prerequisite: sophomore standing or above. Offered alternate years. (3 sem. hrs.)

HIST 357. Modern America

A critical examination of the American experience from the end of World War I to the present. Topics include industrialization and economic change, the emergence of the modern bureaucratic state, social reform, civil rights, popular culture, war, and America’s place in the world. Prerequisite: sophomore standing or above. (3 sem. hrs.)

HIST 372. Colonial Encounters

The cultural and social consequences of European colonialism from the Age of Exploration to the present—incorporating views of both colonizers and colonized. Issues include racism and slavery, women and sexuality, technology and progress, identity and difference, travel, disease, and work. Prerequisite: sophomore standing or above. Offered alternate years. (3 sem. hrs.)

HIST 375. Writing History: Theory and Practice

Explores various ways the past can be approached, analyzed, organized, and written. We ask: how does historical memory function? How should societies remember the past? And who gets to tell those stories? By focusing on specific historical moments, we will consider issues such as perspective, interpretation, narration and the problematic status of facts, evidence, and periodization. Students also pursue research topics of their own choosing. Required of history students; also relevant for those pursuing creative writing, museum studies, education and anyone who wants to explore issues of objectivity and subjectivity, and the ways historical knowledge is constructed, organized, and displayed. Prerequisite: sophomore standing or above. Offered annually fall semester. (3 sem. hrs.)

HIST 385. The Civilization of Ancient Rome

Through close readings of primary sources, this course examines the multifaceted civilization of ancient Rome. The survey begins with the Etruscan influences on the monarchy of early Rome and continues to the rise of the Roman Republic; the expansion of Roman control beyond the Italian peninsula; the rise of Imperial Rome; and closes with western Rome’s fall in the fifth century to Germanic civilizations. The course focuses on the historical, social, cultural, and military features of Rome, with particular attention to daily life in the ancient Roman cities and provinces, women’s lives and contributions, as well as religious and artistic expressions of Roman paganism and early Christianity. (3 sem. hrs.)

HIST 390. Advanced Internship in History

Individually arranged participation in work of institutions devoted to historical work and practice. Students will develop at a more advanced level the skills and techniques demanded from a previous history internship. Prerequisite: HIST 290 and permission of instructor. Graded: S/U. Offered as needed. (2–3 sem. hrs.)

HIST 395. Tutorial in History

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 sem. hr.)

HIST 399. Independent Study in History

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

HIST 401. Senior Essay in History

Preparation of an essay based on individual research. Prerequisite: senior history major. Offered annually in the fall semester. (3 sem. hrs.)

HIST 402. Senior Seminar in History

A collaborative seminar for students writing their senior essays. Seniors will meet regularly to discuss research methods and problems, participate in peer editing of drafts, and give presentations of their work. Prerequisite: senior history major. Offered annually in the fall semester. (1 sem. hr.)

HOLISTIC HEALTH STUDIES

HHS 100. Introduction to Holistic Health Studies

Overview of holistic health studies as a “learning community” dedicated to personal and planetary well-being and growth. The course introduces a range of holistic health modalities and certified techniques, such as Bartenieff Fundamentals and the Alexander Technique. Professionally supervised, hands-on work with fellow students. Offered every fall semester. (3 sem. hrs.)

HHS 290/390. Internship in Holistic Health Studies

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

HOSPITALITY MANAGEMENT**HM 201. Principles of Hospitality and Tourism**

This course examines the breadth and influence of the hospitality industry and the impact of tourism—from local visitors bureaus to the \$9.25 trillion that tourism contributes to the global economy. Students will be exposed to the interrelated nature of hospitality, travel, and tourism and introduced to the many different and exciting professional opportunities that exist in industries such as hotels, restaurants, cruise lines, spas, private clubs, gaming, airlines, and the many industries that support hospitality and tourism. Students will develop a holistic perspective of hospitality and tourism across local, regional, and global levels. Offered annually. (3 sem. hrs.)

HM 202. Hospitality Financial Performance Analysis

This course places students in the role of an operations manager who must understand the nuances and information contained in accurate financial records. We will explore the various metrics that owners, managers, franchisors, and franchisees utilize to judge their performance in relation to industry standards and market competition. Extensive use will be made of Microsoft Excel to model potential operational opportunities as a first step in creating solutions to identified problems. As part of this course students will earn a Certification in Hotel Industry Analytics (CHIA) through the American Hotel and Lodging Association. Offered annually. (3 sem. hrs.)

HM 203. Hospitality Industry Leaders Series

This intimate speaker series will allow students the opportunity to actively meet and network with industry professionals from around the region. Each weekly class session will focus on one speaker and their respective industry, including their personal career journey, their organization, and how their role influences that organization. Through these guest lectures and live Q&A, students will gain exposure to a wide array of career paths, professional roles, and employment opportunities, while also having the chance to develop a valuable network of contacts. Additional outside reading and a course reflection paper will be required. Business-casual attire required. Course may be repeated. (2 sem. hrs.)

HM 204. From Concept to Completion: Developing a Service Facility

Hospitality is centered on tangible experiences that take place in the physical landscape, as opposed to the digital. This course will examine the principles of building and design that contribute to an experience, as well as provide students with a foundational knowledge about how large-scale buildings function both from a systems and daily-operations perspective as well as from a concept-to-built perspective. The course will follow the journey of the Spa at the Inns of Aurora, including site selection, architectural plan review, and modern building considerations such as HVAC needs and sustainability features. Students will also examine Wells College's own campus through the lens of its physical plant, and examine the balance between preserving historic structures while meeting modern needs in an academic environment. (3 sem. hrs.)

HM 205. Principles of Food Service

To understand the hospitality business, it is essential to understand the role that food and beverage play and the impact that these services can have on a local community and supply chain. Students will examine the foundational operating principles for delivering food and beverage (F&B) experiences in a business setting and understanding the role these essential functions play. Students will also delve into the macro F&B issues facing the hospitality and tourism industry—from cultural differences and labor shortages to the latest issues regarding diversity, equity, and inclusion. Students will also explore the differences between local and sustainable cuisine and large-scale vendor-provided products. (3 sem. hrs.)

HM 301. Hospitality Immersion Experience

The course places students within an active hospitality operation and provides them with hands-on experiences designed to expose them to multiple facets of the business. Starting with the guest perspective, students will explore a luxury resort through the eyes of a consumer, understanding critical guest needs, recognizing where areas of disconnect and friction lie, and interpreting guest experience expectations through marketing and promotional materials. Students will then transition to the employee perspective, gaining insight into the effort and skill it takes “behind the scenes” to create the ideal guest experience, the numerous roles that support the delivery of that experience, and the complexity of bringing all of the unique parts together as a whole. The course fee of approximately \$250 covers two certifications as well as a knife set, which the student may keep after the course is over. Offered annually during the January intersession. (3 sem. hrs.)

HM 302. Beverages and the Finger Lakes Region

As the second-largest wine market in the U.S., the Finger Lakes region continues to see consistent growth, development, and expansion of the beverage industry. This course will explore the history of the Finger Lakes through the lens of its viticulture heritage, the legislative rules and changes that are altering the landscape for beverage production in New York, and how these economic changes are shifting the employment, tourism, and agricultural landscape for the region. This course will also include a broad introduction to cultivation and fermentation processes necessary to create wines, beers, and distilled spirits; an overview of vineyard and distillery practices; and the alignment between beverages and experiential travel and tourism. Prerequisites: BUS 202 or HM 205 or permission of instructor. (3 sem. hrs.)

HM 303. Designing and Marketing Experiences

Marketing an “experience” in the hospitality industry is the discipline of selling an abstract idea, a relationship with a brand or entity, or even an event that hasn’t happened yet—and the tools and techniques can be entirely different from those used to sell tangible products or commodities. During this course, students will go on the guest journey by examining how experiences are perceived and expectations are formed; delving into the psychological elements that drive decisions and outcomes; and examining the ways in which marketing and experiential design influence buyer perception and satisfaction. Students will also explore what makes the selling of services unique, the importance of brand, and the methodology behind services marketing. Prerequisites: BUS 202 or HM 201 or permission of instructor. (3 sem. hrs.)

HM 304. From Revenue Management to Revenue Strategy

Revenue management explores the practice of dynamic pricing and reflects the shifting demand for perishable inventory. These skills can be applied to a variety of industries and concepts—from concert tickets to airline seats to grocery store produce. In this course, students will utilize coursework through HSMIAI (Hospitality Sales and Marketing Association International) that provides hospitality professionals with the most up-to-date and forward-looking information on revenue optimization principles, practices, and strategies. Students enrolled in this course will become Certified Revenue Management Analysts (CRMA). In addition, students will examine different applications of revenue management, learn to think critically about how these powerful tools can be applied, and consider new industries that would benefit by transitioning from a fixed-pricing to a dynamic-pricing model. Prerequisite: HM 205 or permission of instructor. (3 sem. hrs.)

HM 305. Specialty Hospitality Operations

The hospitality industry covers a vast array of niche industries that make up the world’s tourism, travel, entertainment, and leisure sectors. This course will offer insight into the depth and breadth of the industry, including the unique attributes of each segment and how they impact local communities. From private clubs to cruise lines, casinos to convention centers, sports stadiums to spas, and glamping to eco-tourism, students will gain an exposure to the wide and varied nature that makes up the industry while honing skills to critically assess how to evaluate demand for a specific product, where opportunity exists within a given market, assessing risk, and more. Prerequisite: HM 201 or HM 204 or permission of instructor. (3 sem. hrs.)

HM 290/390. Hospitality Internship

Individually arranged participation in the work of an institution devoted to the hospitality or tourism industry. A second internship can be completed in lieu of the HM 301 immersion course. Graded S/U. (2–4 sem. hrs.)

ANTH 306/HM 306. The Anthropology of Tourism

This course evaluates the role of hospitality and tourism on both the global and regional scale and explores the opportunities and risks inherent in a tourism economy. Topics covered include: Why do many developing nations look to tourism as a viable economic source? What are the benefits—and costs—of a tourism-based economy? How can hospitality businesses support sustainable development efforts? What lessons can be learned from regions that have suffered from overdevelopment? How do governments view their own role in leveraging tourism for the purposes of economic development? (3 sem. hrs.)

HM 401. Senior Seminar in Applied Hospitality Management

This course is a consummation of what students have learned in the hospitality management major, bringing together the many components of hospitality management and leadership that have been developed over the course of the academic journey. Delving into the qualities that define leadership, the people who exemplify it, and the strategies that anyone can apply to achieve it, this course will give students unique insight into understanding the difference between managing and leading an organization while offering them insights into their own management and leadership styles. Students will conceptualize, market, and execute an event for the members of the broader community as their final project for this class. Prerequisite: this course is open to seniors in the hospitality management major, or with permission of instructor. (4 sem. hrs.)

HUMAN RESOURCE MANAGEMENT

HRM 300. Training and Development

Training and development are key to building an empowered and motivated workforce. This course will help students build knowledge and skill in the design, development, delivery, and evaluation of organizational training. Students will also learn how to create effective performance improvement programs, a vital resource in talent retention that is often overlooked. Lastly, students will get hands-on experience by producing their own sample training plans. Prerequisite: BUS 230, or permission of instructor. Course offered once annually. (3 sem. hrs.)

HRM 301. Total Compensation Management

Great people power great businesses, but attracting and retaining top talent requires companies to offer competitive compensation packages. This course will help students develop knowledge and skills in the development and evaluation of pay structures and benefits packages. Students will also learn how total compensation issues affect every manager in an organization and analyze processes and procedures to create effective compensation plans. Prerequisite: BUS 230, or permission of instructor. Course offered once annually. (3 sem. hrs.)

HRM 302. Employment and Labor Law

This course is an overview of laws and regulations that determine the rights and obligations of employees and employers. Students will learn about the nature of the employment relationship, common law principles, prohibitions against discrimination, wage law, specific governmental acts, and other areas of labor and employment law. By the end of this course, students will become familiar with the federal and state laws that govern employment. This online class features optional live sessions. Prerequisite: BUS 230, or BUS 305, or permission of instructor. Course offered once annually. (3 sem. hrs.)

HRM 303. Human Resource Risk Management

This course will examine the scope and role of HR in the occupational health and safety arena, the fundamental components of comprehensive programs and, more important, the interplay between these considerations and how important HR professionals are in their success. Topics covered include OSHA requirements, risk management and loss prevention, management of safety and workers' compensation, employee assistance plans, preventative health issues, emergency response and preparedness, and developing a culture of safety. There will be a focus on the fundamental components of a comprehensive health and safety program to protect the employees in an organization. Prerequisite: BUS 230, or BUS 305, or permission of instructor. Course offered once annually. (3 sem. hrs.)

HUMANITIES

HUM 230. Decolonization and Post-Colonial Worlds

Using a variety of sources such as travel accounts, novels and films, students will place themselves in past colonial worlds and witness the processes and dynamics of decolonization as they occurred in various places around the globe. (3 sem. hrs.)

INTERDISCIPLINARY STUDIES

ID/SOC 223. Oral History: Tell Me Your Story

Students will engage in the pursuit of knowledge by learning how to conduct an oral history interview. The experience with the primary sources will emphasize the importance of creating and sharing meaningful lives from any perspective. (3 sem. hrs.)

ID 290/390. Interdisciplinary Internship

Individually-arranged internships in a community or workplace in which students apply and practice the ideals of the liberal arts beyond a single academic discipline. Required reflective assessment activities vary by experience and sponsor. Offered every semester, plus January and summer. (2–4 sem. hrs.)

JAPANESE

JPN 101/102. Elementary Japanese I and II

These courses focus on the development of the four basic communication skills: speaking, listening, reading, and writing. There will be an emphasis on oral and written practice in class. Students will also learn about

Japanese culture and society. Prerequisite for JPN 102: JPN 101, or permission of instructor. Offered annually: JPN 101 in the fall and JPN 102 in the spring. (4 sem. hrs. each)

JPN 123/124. Intermediate Japanese I and II

Designed to improve students' ability to understand, speak, read, and write Japanese, while also learning about social and cultural aspects of Japanese society. Second semester will emphasize more reading and writing. Prerequisite for JPN 123: JPN 102 or permission of instructor. Prerequisite for JPN 124: JPN 123 or permission of instructor. Offered annually: JPN 123 in fall and JPN 124 in spring. (3 sem. hrs. each)

JPN 195. Tutorial in Japanese

Designed to increase students' ability to express thoughts in sustained conversation and to approximate native speech and pronunciation. May be repeated for credit. Prerequisite: JPN 101/102 and permission of instructor. Offered every semester. (1 sem. hr.)

JOURNALISM

JOUR 101. Writing to Be Read

Students will develop audience awareness and hone writing skills through four short journalism assignments (personal narrative, argumentative essay, film review, and op-ed). Special emphasis will be placed on how to determine credibility of facts, incorporate source material, and write for an online readership. (3 sem. hrs.)

MATHEMATICAL AND PHYSICAL SCIENCES

MPS 295. Tutorial: Fourier Methods

The course is an introduction to the mathematics of Fourier analysis, with application to physical systems. Topics to be covered include Fourier sine/cosine series, complex Fourier series, completeness and orthogonality, the Fourier transform, convolutions, and applications. Prerequisites: MATH 112 required; familiarity with complex variable analysis is preferred. (1 sem. hr.)

MPS 402. Senior Seminar in Mathematical and Physical Sciences I

The student will select a project that integrates and expands on material from earlier courses. Meets two hours a week. Prerequisite: senior MPS major in good standing or permission of instructor. Offered in the fall semester. (3 sem. hrs.)

MATHEMATICS

MATH 105. Contemporary Mathematics

An introduction to some essential ideas, methods, and applications of mathematics. Topics include logic and deduction, problem solving, and numbers and numeracy. Tilings and symmetry, voting systems, and game theory will be covered as time permits. Prerequisite: permission of instructor. Offered at least annually. (3 sem. hrs.)

MATH 109. Precalculus

An introduction to the algebra of sets and functions emphasizing polynomials, exponential, logarithmic, and trigonometric functions. Applications to business, economics, and biology. Can serve as preparation for calculus. Prerequisite: three years of high school mathematics, including two of algebra, and permission of instructor. Offered annually in the fall semester. (3 sem. hrs.)

MATH 111. Calculus I: Introduction to Calculus

Properties and graphs of algebraic and transcendental functions. Conceptual and analytical introduction to limits, continuity, and derivatives, with applications. Prerequisite: MATH 109 or four years of secondary school mathematics, or permission of instructor. Offered every semester. (4 sem. hrs.)

MATH 112. Calculus II: Introduction to Calculus

Continuation of MATH 111. The fundamental theorem of calculus, methods of integration, and applications. Introduction to differential equations, partial derivatives, vectors, and vector functions. Prerequisite: MATH 111. Offered spring semester only. (4 sem. hrs.)

MATH 151. Elementary Statistics

Fundamental techniques of applied statistics, descriptive statistics and data analysis, probability, population

parameters, hypothesis testing, regression, and correlation. Prerequisite: three years of high school mathematics. This course is designed for students with at least three years of high school mathematics. Students who have received credit for MATH 251 may not enroll in MATH 151. Offered every semester. (3 sem. hrs.)

MATH 195. Tutorial in Trigonometry

Self-paced study of trigonometry topics, either as review or as an introduction. May be used as preparation for calculus or may be taken concurrently. Graded: S/U. Offered every semester. (1 sem. hr)

MATH 211. Calculus III: Multivariable Calculus

Continuation of MATH 112. The course covers infinite sequences and series, vector functions, functions of several variables, and applications. It also covers multiple integrals and vector analysis. Prerequisite: MATH 112. Offered annually in the fall semester. (3 sem. hrs.)

MATH 212. Linear Algebra

The course covers matrices, vector spaces, linear transformations, determinants, and eigenvalues, with applications. Prerequisite: MATH 112, or permission of instructor. Offered annually in the spring semester. (3 sem. hrs.)

MATH 213. Ordinary Differential Equations and Applications

The course covers basic theory of differential equations with applications to continuous models. The focus is on analytic methods with introduction to numerical methods. It offers an introduction to computer tools in determining symbolic and numerical solutions. Prerequisite: MATH 112. Offered annually in the spring semester. (3 sem. hrs.)

MATH 251. Mathematical Statistics

The course covers descriptive and exploratory data analysis, one variable and two; designing experiments and sampling; examples of probability distributions, random variables, means and standard deviations; central Limit Theorem; correlation and regression; confidence intervals and hypothesis testing. Other topics as time allows. Prerequisite: MATH 111 or permission of instructor. Offered in alternate years. (3 sem. hrs.)

MATH 267. Discrete Mathematics

An introduction to the foundations of mathematics and computer science through the study of discrete structures. Topics include logic, methods of proof, set theory, functions, relations, number systems, and algorithms. Prerequisite: one mathematics course or CS 131 or permission of instructor. Offered annually in the fall semester. (3 sem. hrs.)

MATH 290. Internship in Mathematics

Individually arranged participation in the work of a computer laboratory, statistical office, or industrial research office. The student must submit a report or paper on an appropriate topic approved by the instructor. Prerequisite: background in mathematics appropriate to the project, and permission of instructor. Graded: S/U. Offered as needed. (2–4 sem. hrs.)

MATH 300. Probability Theory

This course covers densities and cumulative distributions of discrete and continuous random variables; mathematical expectation, independence; sums of random variables, analysis of Central Limit Theorem; and multivariate distributions. It will also cover the application of mathematical probability tools in statistical estimation and testing concepts such as power, error types, regression, and maximum likelihood principle. Prerequisite: MATH 112 or permission of instructor. Offered every other year. (3 sem. hrs.)

MATH 301. Applied and Computational Mathematics

This course will emphasize the mathematical formulation of "real-world" problems along with common computational techniques used for their solution. Numerical methods and computer use will be emphasized. Prerequisite: MATH 112, PHYS 111L, and a 200-level MPS course, or permission of instructor. Offered every other year. (3 sem. hrs.)

MATH 305. Operations Research

Theory and application of representative methods in operations research including linear programming, network analysis, dynamic programming, game theory, and queuing theory. Prerequisite: MATH 212 or permission of instructor. Offered in alternate years. (3 sem. hrs.)

MATH 312. Real Analysis

This course covers topological aspects of the real line, sequences and series of numbers, convergence, power series, properties of continuous functions, derivatives and their properties, Riemann integration, and the Fundamental Theorem of Calculus. Prerequisite: MATH 267 or permission of instructor. Offered every other year. (3 sem. hrs.)

MATH 313. Abstract Algebra

This course covers properties and examples of groups, rings, and fields. Emphasis on common categorical notions such as homomorphisms, quotients, and isomorphism theorems. Prerequisite: MATH 267 or permission of instructor. Offered alternate years. (3 sem. hrs.)

MATH 385. Topics in Mathematics

In-depth study of a selected topic in mathematics. Past topics have included: History of Mathematics. Possible future topics include: Topology, Complex Analysis, and Number Theory. May be repeated for credit with different topics. Offered as needed. (2–4 sem. hrs.)

MATH 390. Internship in Mathematics

Individually arranged participation in the work of a computer laboratory, statistical office, or industrial research office designed primarily for more advanced students. May be repeated for credit. Prerequisite: MATH 290 or permission of instructor. Graded: S/U. Fee will be variable, living expenses at site. Offered as needed. (2–4 sem. hrs.)

MATH 395. Tutorial in Mathematics

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 sem. hr.)

MATH 399. Independent Study in Mathematics

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

MUSEUM STUDIES

MSEU 100. Introduction to Museum Studies

An introduction to the theories and practices of museum governance and exhibition design. Students will learn approaches pertaining to museum work appropriate to a variety of audiences, including science, anthropology, history, and art. Offered every fall semester. (3 sem. hrs.)

MSEU 290/390. Internship in Museum Studies

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

MUSIC

MUS 108. Musical Theatre in American Society

The evolution of musical theatre from the 19th century to the present day, and how society affected or was affected by this evolution. A survey of the best musicals in chronological order, including units on World War II, ethnic, and "Great Books" musicals. (3 sem. hrs.)

MUS 112. Listening: A Survey of Western Music

A survey of Western classical musical styles in historical perspective including compositions by Bach, Mozart, Beethoven, and Stravinsky. (3 sem. hrs.)

MUS 121. Beginning Class Guitar

Group instruction on acoustic guitar for beginning students. Graded: S/U. May be repeated. Offered each semester. (1 sem. hr.)

MUS 141. Beginning Class Piano

Class lessons at the beginning level using the electronic keyboard lab. Students will learn basic symbols, terms and rhythms, and to play simple solo and ensemble pieces. Graded: S/U. May be repeated. Offered annually in the fall semester. (1 sem. hr.)

MUS 145. Introduction to Music Theory

The course is designed to teach students with little or no formal music training the elements of music theory. These elements include reading and writing music notation, learning to use the piano keyboard, identifying intervals, learning the structure of major and minor scales, identifying and building chords, analyzing chordal harmonies, understanding melodic structure, and harmonizing melodies. This course furthers students' understanding of musical principles and practices that have been used in Western music from the 17th century through the 20th century. (3 sem. hrs.)

MUS 150. Concert Choir

This performance-based course is open by audition. Members prepare for a culminating performance of appropriate choral music for a live audience at the end of each semester. Students may sing without registering for credit if desired. Prerequisite: audition. Graded: S/U. May be repeated for credit. Offered every semester. (2 sem. hrs.)

MUS 210. World Music

An introduction to the great diversity of traditional musics worldwide, including units selected from Africa, Asia (China, Japan, Indonesia), the Indian subcontinent, Latin America, and Native American music; some consideration of theatre and dance as well. Includes recorded music, videos, and guest presentations. (3 sem. hrs.)

MUS 220. Wells College Jazz Band

Students learn to perform the standard jazz repertoire on their instrument of expertise. They also learn improvisation technique. Prerequisite: audition or permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

MUS 242. Music Theory I

A study of the language of music and its construction. Includes part writing in four-part vocal style and analysis of Western music and harmony with some composition. Electronic keyboard lab is used for practice and assignments. Prerequisite: MUS 145 or permission of instructor. (3 sem. hrs.)

MUS 253. Chamber Orchestra

Instrumental musicians rehearse and perform orchestral works from the Renaissance period to the present. Two weekly rehearsals and at least one performance on campus each semester. Prerequisite: permission of instructor and musical and technical proficiency to match other members of the orchestra. May be repeated for credit. Graded: S/U. Offered every semester. (1 sem. hr.)

OFF-CAMPUS STUDY**OCS 110. January at the Art Students League—New York City**

Thorough instruction in drawing, painting, sculpture, graphics, and illustration. The Art Students League is the oldest—and one of the most respected—art schools in the United States. Classes Monday–Friday. Afternoon visits to galleries, museums, and artist studios. Graded: S/U. May be repeated for credit. Offered in January. (3 sem. hrs.)

OCS 215. London Theatre

Offerings in London theatre. Attendance at approximately 10 to 15 performances will sample the range of venues, types of drama, and styles of production from the Royal Shakespeare Theatre and National Theatre and fringe and pub companies; reading of selected plays, discussion and written reviews of performances. Prerequisite: permission of instructor. Offered every other year. (3 sem. hrs.)

OCS 271. Cross-Cultural Preparation

Topics include culture, cultural differences, culture shock, cross-cultural conflict, safety while abroad, and re-entry shock. Offered during the B-session of the semester before going abroad. Required for study abroad. Graded: S/U. Offered every semester. (0.5 sem. hr.)

OCS 272. Cross-Cultural Reflection

Required during and after studying abroad, this course addresses and reflects on and discusses concepts introduced in OCS 271. Classroom application of new perspectives learned abroad will be one of the topics discussed. Graded: S/U. Offered every semester. (0.5 sem. hr.)

OCS 275. Women and Public Policy Seminar

Weeklong seminar with women leaders in public service. Formal and informal sessions include policy issues and political institutions, including the Supreme Court, think tanks, Congress, the Executive Branch, and nongovernmental organizations—all from women's perspectives. Graded: S/U. May be repeated once. Offered every January. (1 sem. hr.)

OCS 280. Women and Science/Technology Policy Seminar

Weeklong seminar with women leaders working in the fields of science and technology, held in Washington, D.C. Speakers are drawn from a variety of agencies and organizations. Graded S/U. May be repeated once. Offered every January. (1 sem. hr.)

OCS 285. Topics in Experiential Learning

Weeklong experiential learning in a variety of settings, including community service, with opportunities to apply and test studies in the liberal arts. Past offerings have included: American Genealogical Resources; Navajo Nation Experience; Environmental Restoration and Protection in the Florida Everglades; and Southern Adventures of Fanny Kemble. Graded: S/U. Offered as needed. (1–3 sem. hrs.)

OCS 300. The Anthropological Experience in Hawaii

This course will involve two to three weeks of experiential learning and field work in the islands of Hawaii. Students will explore issues such as Native Hawaiian culture and history, cultural resource management, environmental preservation, agricultural development of sugar cane and coffee, archaeology, multiculturalism, and the impact of tourism. Prerequisite: ANTH 250 and permission of instructor. Offered every other year. (3 sem. hrs.)

OCS 305. The Anthropological Experience in Belize

This is a two-week intensive course in the multicultural nation of Belize doing field work among Garifuna, Maya, Creole, and American ex-patriots. Issues covered include land rights, education, cultural survival, tourism, archaeology, and preservation of natural resources. Experiential learning opportunities are available. Prerequisite: permission of instructor. Offered occasionally. (3 sem. hrs.)

PHILOSOPHY

PHIL 100. Philosophy

Philosophy is an ongoing and open-ended conversation about basic questions of human existence. This course introduces students to the conversation through the works of major philosophers. Offered annually. (3 sem. hrs.)

PHIL 114. Logic and Critical Thinking

Introduction to the art of sound reasoning. Emphasis is placed on informal logic and practical applications, although some formal proofs are also considered. Offered at least annually. (3 sem. hrs.)

PHIL 230. Ancient Philosophy

This course introduces students to major philosophers of the ancient world. Greek and Roman philosophy, as well as Eastern philosophies, will be discussed. Offered every other year. (3 sem. hrs.)

PHIL 235. Modern and Post-Modern Philosophy

A study of philosophy from the 17th to the 20th century. Focus on major philosophers such as Descartes, Pascal, Kant, Hegel, Mill, Derrida, and Foucault. Offered alternate years. (3 sem. hrs.)

PHIL 240. Ethics, Equality and Justice

This course will introduce philosophical theories of ethics, then focus on major issues of equality and justice in view of these theories. Offered at least annually. (3 sem. hrs.)

PHIL 245. Meaning

This course focuses on philosophical perspectives on the human quest for meaning. We will discuss existentialist themes in philosophy, film, literature, and psychoanalytic theory. Prerequisite: PHIL 100 or permission of instructor. Offered annually. (3 sem. hrs.)

PHIL 285/385. Topics in Philosophy

In-depth study of a selected topic in philosophy. For example, a topic in ethics such as the family, abortion, or war, or a topic on human nature or religion, such as philosophy of mind, Buddhist philosophy, or existentialism. Prerequisite: PHIL 240 (for ethics topics) or permission of instructor. May be repeated for credit with different topics. Offered occasionally. (2–4 sem. hrs.)

PHIL 300. Philosophy of Religion

This course focuses on main issues in the philosophy of religion, such as the existence of God, the problem of evil, the nature of faith, and the evolutionary origins of “supernatural” beliefs. We will also consider the social and communal aspects of religious commitment and major differences in religious expression across cultures and time periods. Offered every other year. (3 sem. hrs.)

PHIL 325. Belief and Knowledge

This course explores philosophical perspectives on belief and knowledge. Sociological, psychoanalytic, and historical perspectives also will be considered. Some topics to be examined include the ethics of belief, the meaning and significance of skepticism, theories of knowledge, the social construction of reality, and faith versus reason. Prerequisite: one PHIL course or permission of instructor. Offered alternate years. (3 sem. hrs.)

PHIL 331. Mind

What is it to have a mind? What is the mind's relation to the brain? Do we ever have free will? In this course, we consider multiple perspectives on these questions and others in the philosophy of mind. Prerequisite: PHIL 100 or permission of instructor. Offered annually. (3 sem. hrs.)

PHIL/SUS 340. Ethics and the Environment

This course focuses on the unique and pressing ethical issues that are related to human ecology and the environment. We consider, in a careful and sustained way, what moral obligations we have to each other, other animals, and the broader world, in view of modern institutions, values, and our unprecedented technology, which can radically alter entire ecosystems. (3 sem. hrs.)

PHIL 385. Topics in Philosophy

Past topics have included: "What Is Philosophy?" Offered as needed. (3 sem. hrs.)

PHIL 399. Independent Study in Philosophy

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1–3 sem. hrs.)

PHYSICAL EDUCATION**PE 102. Boot Camp**

This class is a combination of high-intensity cardio and strength training. Each week is a different format to prevent participants from becoming bored and to keep the body challenged. Great for any fitness level with modifications available for each exercise. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

PE 103. Tabata Training

One of the most popular forms of HIIT (high-intensity interval training) workouts, this course consists of eight rounds of ultra-high-intensity exercises in specific "20 seconds on, 10 seconds off" intervals that last for four minutes each. It is an excellent program for calorie burning, cardio, and strength training. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

PE 104. HIIT (High-Intensity Interval Training)

The objective of this course is to provide participants with a combination of strength and cardio training. Students will learn proper form while performing certain exercises. Graded: S/U. Offered every semester. (0.5 sem. hr.)

PE 105. Meditation for Stress Reduction and Relaxation

This introductory level class will explore various forms of meditation for stress reduction and relaxation including seated meditation, walking meditation, and mindfulness-based meditation. Simple yoga postures and breathing techniques will be included as appropriate to class needs. Graded: S/U. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

PE 110. Beginning Swimming

Course designed primarily for those students who do not pass the Wells swimming test. Emphasis on basic stroke technique. Graded: S/U. Offered every semester. (0.5 sem. hr.)

PE 115. Aerobic Kickboxing

This course will explore aerobic kickboxing and fitness training using "Seven-Minute Interval-Fire Functional Fitness®" routines. In each session new aerobic and kickboxing sequences will be presented and practiced working up a great sweat and stoking students' metabolic furnaces with a routine that is not only a great workout but can be customized to students' personal goals. Graded: S/U. May be repeated for credit. Additional fee. Offered every semester. (0.5 sem. hr.)

PE 118. Beginning Sailing

Emphasis will be on understanding how to use the wind to sail a boat in a set direction. In addition, how to rig a Sunfish sailboat, take care of equipment in and out of the water, and water safety will be taught. The many different ways a sailboat can be used for personal enjoyment will also be presented. Graded: S/U. May be repeated for credit. Offered annually fall semester. (0.5 sem. hr.)

PE 119. Canoeing and Kayaking

Emphasis will be on learning basic strokes used to control and power these boats. Also, care of equipment, both in and out of the water and water safety will be taught. How these boats are used for personal enjoyment in many different ways will also be presented. Graded: S/U. May be repeated for credit. Offered annually fall

semester. (0.5 sem. hr.)

PE 121. Water Aerobics

Low-impact exercises designed to tone the body, increase strength and flexibility, and improve cardiovascular endurance. Graded: S/U. May be repeated for credit. Offered annually. (0.5 sem. hr.)

PE 123. Yoga

Yoga is a dynamic system of balance that leads to a healthy mind and body. The course contains various techniques of concentration, proper breathing, posture, cleansing, and relaxation. Topics covered encourage knowledge of simple hygiene and nutrition. Graded: S/U. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

PE 124. Toning

Exercises designed to increase strength and flexibility of the various body parts. Challenging. Low impact. Graded: S/U. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

PE 125. Exercise and Weight Training

Introduction to weight training and exercise principles. Instruction in proper technique and maintenance of a weight training program utilizing the Universal unit. Graded: S/U. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

PE 129. Beginning Horseback Riding

This course explores the sport of horseback riding mounted and un-mounted. Beginner students will learn to control a horse at a walk and trot. Experienced students can explore pattern work and transition in either hunt seat or saddle seat disciplines. Additional fee. Graded: S/U. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

PE 130. Beginning Tennis

Emphasis placed on skill acquisition of the basic strokes: forehand, backhand, serve, and volley. The course will introduce rules and scoring. Graded: S/U. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

PE 135. Golf

Instruction in basic techniques from beginning through more advanced levels of play. There will be opportunity for videotaping and course play. Graded: S/U. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

PE 175. Scuba Diving

This course prepares the student for safe and enjoyable participation in recreational scuba diving. Successful completion of classroom, pool, and open water dives results in lifetime international certification. All scuba equipment furnished. Additional fees.. Graded: S/U. Offered every semester. (1 sem. hr.)

PE 180. Self-Defense

This course presents basic techniques against a weaponless attacker. Self-defense techniques and escapes against grabs, chokes, punches, and kicks are emphasized along with physical skills to avoid injury, strategies applying the psychology of victim/attacker, and tactics to create effective defense. Graded: S/U. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

PE 185. Beginning Shorin-ryu Karate

This course will introduce students to the basic movement skills and concepts of Shorin-ryu karate. Students will learn elementary hand and foot techniques that will be applied in prearranged movement exercises and beginning-level sparring. Graded: S/U. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

PE 190. Nutrition and Women's Health

Through lecture/discussion, independent research, and personal introspection, students will identify personal nutrition and wellness issues and learn to discriminate between external sources of nutritional information and their own internal nutritional wisdom. Topics include diets and weight loss, body image, and the role of diet in chronic diseases relevant to women's health, including osteoporosis, breast cancer, and eating disorders. Graded: S/U. Offered occasionally. Does not meet PE activity requirement. (1 sem. hr.)

PE 199. Independent Study in Physical Education

With approval and under special extenuating circumstances, a student may elect an independent course of study for seven weeks in the area of their choice. Minimum requirements include seven weeks of activity, five times weekly, for a minimum duration of 30 minutes. A journal is to be submitted upon course completion. Graded: S/U. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

PE 223. Intensive Yoga

Yoga is a dynamic system of balance that has received scientific documentation for leading to a healthy mind and body, and also has enabled students to combine natural law with practical sense of well-being. The course contains various techniques of concentration, proper breathing, posture, cleansing, and relaxation. Topics covered encourage knowledge of simple hygienic and nutritional hints. Graded: S/U. May be repeated for credit. Offered every semester. (0.5 sem. hr.)

PE 290/390. Internship in Physical Education

Individually arranged participation in activities related to physical education and athletics, at institutions such as YMCAs and YWCAs, high schools, health clubs, or similar sports facilities. Prerequisite: permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (2–4 sem. hrs.)

PE 315. Lifeguard Training

American Red Cross certification. Instruction in advanced rescues and escape techniques. Prerequisite: swimming endurance required. Standard first aid and CPR/BLS required for certification. Additional fee. Graded: S/U. Offered every semester. (2 sem. hrs.)

PE 410. Intercollegiate Swimming

Prerequisite: tryout. Graded: S/U. Students register for the course during the spring semester and receive a grade at the end of spring semester, but practices begin in the fall. Offered annually spring semester. (1 sem. hr.)

PE 414. Intercollegiate Baseball

Prerequisite: tryout. Graded: S/U. Offered annually spring semester. (1 sem. hr.)

PE 415. Intercollegiate Softball

Prerequisite: tryout. Graded: S/U. Offered annually spring semester. (1 sem. hr.)

PE 416. Water Safety Instructor

This course is dedicated to developing the skills necessary to instruct and plan courses in the American Red Cross Swimming and Water Safety program. Students are expected to be proficient in the following strokes: front crawl, back crawl, elementary backstroke, breaststroke, and sidestroke. Additional fee. Prerequisite: permission of instructor. Graded: S/U. Offered annually spring semester. (2 sem. hrs.)

PE 420. Intercollegiate Volleyball

Prerequisite: tryout. Graded: S/U. Offered each semester. (1 sem. hr.)

PE 430. Intercollegiate Tennis

Prerequisite: tryout. Graded: S/U. Offered annually fall semester. (1 sem. hr.)

PE 435. Intercollegiate Cross-Country

Prerequisite: tryout. Graded: S/U. Offered annually fall semester. (1 sem. hr.)

PE 440. Intercollegiate Field Hockey

Prerequisite: tryout. Graded: S/U. Offered annually fall semester. (1 sem. hr.)

PE 442. Intercollegiate Soccer

Prerequisite: tryout. Graded: S/U. Offered annually fall semester. (1 sem. hr.)

PE 445. Intercollegiate Lacrosse

Prerequisite: tryout. Graded: S/U. Offered annually spring semester. (1 sem. hr.)

PE 446. Intercollegiate Basketball

Prerequisite: tryout. Graded: S/U. Offered annually spring semester. (1 sem. hr.)

PHYSICS

Of the physics offerings, one course, PHYS 106L Introductory Astronomy, is of general interest and is intended for students majoring outside the sciences. This course meets the College laboratory science requirement. Fundamentals of Physics I and II (PHYS 111L and PHYS 212L) form a two-semester sequence and are designed to emphasize the fundamental principles of classical physics and to develop in the student a quantitative understanding of these principles. A third course, PHYS 302 Modern Physics, is an introduction to the revolutionary ideas of 20th-century physics. PHYS 221L Principles of Electronics provides an introduction to the fast-changing science of information and signal processing. They are appropriate for students in the sciences.

The remaining courses are designed for the mathematics and physics majors and offer more concentrated study of particular areas of physics and pre-engineering.

PHYS 104. Why Music Matters: The Science of Sound

Music appeals to all people, and has done so for thousands of years. We will apply scientific principles to the art of music to show why music evokes an emotional response. It will include occasional hands-on activity. (3 sem. hrs.)

PHYS 106L. Introductory Astronomy

This course covers the basic ideas and techniques of astronomy, the night sky, star physics and evolution, contents and structures of galaxies, and black holes and cosmology. Nighttime telescope work, weather permitting. Meets natural laboratory science distribution requirement. (4 sem. hrs.)

PHYS 111L. Fundamentals of Physics I

A calculus-based introductory course for all science, mathematics, and pre-engineering students. The course covers particle kinematics, vectors, Newton's law, forces and their effects, energy conservation, systems of particles, momentum conservation, and rotational kinematics. Prerequisite: four years of high school mathematics and MATH 111 or equivalent. Offered annually in the spring semester. (4 sem. hrs.)

PHYS 212L. Fundamentals of Physics II

A continuation of PHYS 111L. The course covers traveling and standing waves, electrostatics in vacuum and in materials (Coulomb's and Gauss's laws), Magnetostatics (Biot-Savart's and Ampere's laws), Faraday's law of induction, lenses and mirrors, and interference and diffraction of light. Prerequisite: PHYS 111L, MATH 112. Concurrent registration in MATH 211 is encouraged. Offered annually in the fall semester. (4 sem. hrs.)

PHYS 221L. Principles of Electronics

Introduction to analog and digital electronics. The course covers DC and AC circuit theory, impedance, filters, transistor operation and amplification, operational amplifiers, simple logic gates, counters, and D/A converters. Prerequisite: MATH 111 or permission of instructor. Offered alternate years. (4 sem. hrs.)

PHYS 290. Internship in Physics

Individually arranged participation in research with industry or a university. This course will not satisfy any requirement in the mathematics/physics major or minor. Prerequisite: permission of instructor. Graded: S/U. Offered every semester. (2–4 sem. hrs.)

PHYS 302. Modern Physics

This course completes the introductory sequence in physics. Topics include: the photo effect, black-body radiation, early results in atomic physics, the Schrodinger equation in one and three dimensions, hydrogen atom, atomic spectroscopy, introduction to quantum statistical mechanics, and applications. Prerequisite: PHYS 111L, MATH 112. Offered alternate years. (3 sem. hrs.)

PHYS 303. Theoretical Mechanics

An advanced theoretical study of Newton's laws, making use of numerical computing. Dynamics of particles, orbits, coupled systems, damped oscillators, phase portraits, periodicity, and chaos are topics typically covered. Prerequisite: PHYS 212L and MATH 112. Offered alternate years. (3 sem. hrs.)

PHYS 305. Physical Chemistry

See description under CHEM 305. (3 sem. hrs.)

PHYS 307. Special Relativity and Intermediate Quantum Mechanics

An in-depth study of the two pillars of 20th-century physics. Einstein's special relativity revolutionized humanity's understanding of space and time, and we will study its treatment of kinetics and energetics, with consideration of length contraction, time dilation, and mass-energy equivalence. We then turn to, initially, Schrodinger's quantum mechanics as applied to bound and free states, culminating in the hydrogen atom. Finally we consider an alternative formulation, using operator methods, which allow for understanding of spin and angular momentum, or single and multi-electron systems. Prerequisites: MATH 111; PHYS 302, or permission of instructor. Offered alternate years. (3 sem. hrs.)

PHYS 340. Experimental Physics

Advanced laboratory work in the physical sciences, using a variety of specialized equipment (examples: Cavendish torsion balance, frequency response analysis of mechanical systems using Fourier methods, hyperfine splitting of rubidium vapor using Doppler methods, and measurement of the e/m ratio). Offered alternate years. (3 sem. hrs.)

PHYS 351. Research in Physics and Computing

Collaboration with physics and related faculty in specialized work. Ongoing projects include: automated data acquisition and analysis, molecular order in liquid crystals, computing languages, and computer modeling and simulations. May be repeated for credit. Prerequisite: permission of instructor. Offered as needed. (2 sem. hrs.)

PHYS 385. Topics in Physics

In-depth study of a selected advanced topic in physics, such as Electricity and Magnetism; Quantum Mechanics; or Thermal and Statistical Physics. Prerequisite: junior and senior majors and permission of instructor. May be repeated for credit with different topics. Offered as needed. (3 sem. hrs.)

PHYS 390. Advanced Internship in Physics

Individually arranged participation in research with industry or a university. This course will not satisfy any requirement in the mathematics/physics major or minor. Prerequisite: permission of instructor. Graded: S/U. Offered as needed. (2–4 sem. hrs.)

PHYS 398. Supplementary Advanced Work in Physics

Prerequisite: permission of instructor. Offered as needed. (3 sem. hrs.)

POLITICAL SCIENCE**POLS 151. Introduction to International Studies**

Introduction to concepts and tools for the analysis of international and global issues. Course develops understanding of sociocultural, political, and economic differences and similarities. Topics include world areas and ecosystems, social-cultural differences, cultural identity, values, and international/intercultural relations. Offered annually in the fall semester. (3 sem. hrs.)

POLS 155. American Politics

An introduction to the institutional and behavioral foundations of American politics. Offered every semester. (3 sem. hrs.)

POLS 201. Media and Politics

This course examines the role of media in American politics by assessing the relationships between and among the media, public officials, and the public in the context of democratic norms and expectations. What should the media do in our democracy, and why? What does the media do? What are the implications? (3 sem. hrs.)

POLS 202. Political Leadership in American Democracy

This course assesses the critical characteristics of successful political leaders in modern American democracy. What do Americans want from leaders? How do good leaders succeed? Why do poor leaders fail? What are the results of successful and unsuccessful leadership for American democracy? (3 sem. hrs.)

POLS 210. The United Nations Simulation

Students who participate actively in the Model U.N. Club may receive credit for work done in conjunction with the club's activities. May be repeated for credit. Offered in the spring semester as needed. (1 sem. hr.)

POLS 213. Sustainability and Comparative Environmental Policy

This course will introduce major concepts in the national and global environmental policy discourse such as sustainability, development, and climate change. It will examine—both intellectually and politically—the nature of the relationship between them. It will deal with the evolution of sustainability within the United Nations system, and analyze how governments are pursuing sustainability as an urgently recommended goal in the articulation of their environmental policies. To achieve this assessment objective, it will compare selected national environmental policies and their various implementation processes. Offered every other year. (3 sem. hrs.)

POLS 221. Liberalism and Its Critics

This course explores liberalism as a central tradition of the West. From its mid-17th century origins, liberalism has encountered a series of problems: of the individual, exchange, the public, limits, power, welfare, and the self. Response by critics of liberalism. Offered alternate years. (3 sem. hrs.)

POLS 230. Democracy in America

Explores the central themes of democratic thought in political theory, including classical democracy, social contract theory, and current issues. Both classical and contemporary readings address citizenship, equality, and political participation. Prerequisite: POLS 155 or permission of instructor. Offered alternate years. (3 sem. hrs.)

POLS 235. The U.S. Congress

Introduces students to the development of public policy in the United States by focusing on Congress as an institution, congressional policy roles, and relations between the legislative and executive branches. Offered annually in the spring semester. (3 sem. hrs.)

POLS 261. Governments and Politics in the Developing World

This course will examine and compare governmental institutions, their functions, their decision-making processes, and their policy formulations and implementations among selected countries located in Africa, the Caribbean, the Middle East, and South America. It will analyze the nature of the division of powers among the government institutions, their relationship to civil society and society at large, how contemporary political leadership has emerged, how it has been maintaining itself in power, and how it has been managing the systems of governance in relationship to popular demands for liberal democracy. Offered every other year. (3 sem. hrs.)

POLS 263. Politics of Globalization

More and more we perceive and define the world as a global system, also known as a "world system." What does it mean in relation to the functioning of the world as a nation-state and its borders, and the world political economy and its imperatives? This course introduces students to various concepts, approaches, and intellectual perspectives which are articulated in the discipline of political science in order to analyze and understand the globalization phenomenon, which is produced as a result of the interactions, interdependence, and interconnection between economic, political, cultural, and geographical borders within nation-states and beyond. Offered every other year. (3 sem. hrs.)

POLS 285/385. Topics in Public Policy and Politics

In-depth study of a selected topic in political science. Study of participation, public policy, and policy making in industrial societies. Topics may include: poverty, housing, education, job training, health care, unemployment, welfare, conservation, political participation, elections, and campaigns. Prerequisite: POLS 155 or sophomore standing. May be repeated for credit with different topics. Past topics have included:

U.S. Social Welfare Policy; Race, Public Policy and Democracy in the U.S.; The Politics of Terrorism; and Politics and Whiteness in the U.S. Offered as needed. (3 sem. hrs.)

POLS 290/390. Internship in Political Science

Students may submit proposals for internships in any governmental or political office or in a legal office. Prerequisite: one course in political science or permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (2–4 sem. hrs.)

POLS 299/399. Independent Study in Political Science

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1–3 sem. hrs.)

POLS 340. Politics of the Emerging Nations in Asia

This course will compare contemporary political institutions, the role of civil society, the national ideologies, and economic policies of the emerging and non-emerging countries in Asia. Prerequisite: POLS 151 or POLS 155. Offered alternate years. (3 sem. hrs.)

POLS 345. Public Opinion

An investigation of the substance and structure of public opinion in the United States. Students will assess the current literature and conduct independent research. Prerequisite: POLS 155 or permission of instructor. Offered alternate fall semesters. (3 sem. hrs.)

POLS 355. Approaches to International Relations

Survey of the main theories and approaches to international relations, such as systems analysis, idealism, realism, environmental and psychological theories, functionalism, imperialism, conflict, and decision-making theories. Prerequisite: POLS 151 or POLS 155 or permission of instructor. Offered alternate fall semesters. (3 sem. hrs.)

POLS 360. The U.S. Judiciary

Examines the role of the U.S. judiciary and public policy with an emphasis on judicial review, civil rights and liberties, and the Supreme Court. Prerequisite: POLS 155 or HIST 242. Offered alternate years. (3 sem. hrs.)

POLS 365. Governments and Politics in Industrialized Countries

Analysis of the government and politics in major industrialized countries with particular emphasis on political

culture, political institutions, policies, and electoral process and behavior. Prerequisite: POLS 151 or POLS 155, or permission of instructor. Offered every other spring. (3 sem. hrs.)

POLS 395. Tutorial in Political Science

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 sem. hr.)

POLS 399. Independent Study in Political Science

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

POLS 401. Senior Seminar and Thesis in Political Science

This seminar is about the examination of individual research issues and topics that seniors in political science are working on in their theses. Besides specific sessions on the methodological and theoretical issues, seniors will regularly meet to exchange ideas related to their common experience. Prerequisite: POLS senior. Offered annually in the fall semester. (4 sem. hrs.)

PSYCHOLOGY

PSY 101. General Psychology

An introduction to the scientific study of behavior, including an examination of various approaches to psychological thought. Among the topics addressed are learning, cognition, development, motivation, and psychopathology. Format varies; may be lecture or seminar. (3 sem. hrs.)

PSY 200. Sport Psychology

An overview of the theories and research related to sport behavior. Topics include motivation; effect of attention, emotion, and mood on performance; cognitive and behavioral interventions; and social psychology of sport. Offered every spring semester. Prerequisite: PSY 101. (3 sem. hrs.)

PSY 206. Health Psychology

An introduction to the interdisciplinary field of health psychology. Students will learn theories and principles of health psychology and apply them to wellness, prevention, illness, and health care. (3 sem. hrs.)

PSY 210. Child Development

An introduction to developmental psychology covering conception through adolescence. Physical, social, and cognitive development are explored with emphasis on early and mid-childhood. Major theories are applied to common issues in development, e.g., parent-child relations, education, poverty, and delinquency. Prerequisite: PSY 101. (3 sem. hrs.)

PSY 212. Cultural Psychology

This course offers an exploration of psychological aspects from the perspectives of other cultures than the predominantly Western ones that most research has been conducted with. This course will offer a view of both cultural and cross-cultural approaches to the view of psychology, as well as Indigenous perspectives. All along we will wrestle with the dominant perspectives of psychology and how they can help shed light on universal human behaviors as well as highlight when the Western paradigm fails to be culturally competent. Offered annually. (3 sem. hrs.)

PSY 214. The Psychology of Women

This course uses the theories and methods of psychology to focus on women's development, personality, and role in society. (3 sem. hrs.)

PSY/SOC 224. Social Psychology

This course will explore the interaction between the individual and the social world. Topics covered will include social cognition; the self; attitudes and persuasion; group process; prejudice, stereotyping, and discrimination; aggression; and prosocial behavior. Cross-cultural perspectives will be examined. Prerequisite: PSY 101. (3 sem. hrs.)

PSY 227. Abnormal Psychology

A survey of research and descriptive aspects of behavior pathology and methods of treatment. Prerequisite: PSY 101. (3 sem. hrs.)

PSY 235. Forensic Psychology

This course provides an introduction to forensic psychology, which is the intersection of psychology and the legal system. Examples of topics covered are expert-witness issues, insanity pleas, false confessions, issues

surrounding repressed memory, eyewitness testimony, and criminal profiling. Special attention will be given to the psychological implications of the legal system's treatment of minority groups. Prerequisite: PSY 101. (3 sem. hrs.)

PSY 242. Addiction

A course on addictive behaviors, including drug, technology, gambling, and sex addictions. The psychological causes and effects of addictive behaviors will be explored from biological, social, developmental, cultural, and cognitive perspectives. Prerequisite: PSY 101 or permission of instructor. (3 sem. hrs.)

PSY 250. Human Sexuality

A survey of the biological, psychological, and cultural aspects of human sexuality, including the development of sexual behavior, love and sexual relationships, AIDS, sexual victimization, the physiology and sexual behavior and sexual dysfunctions, and controversial issues in human sexuality. (3 sem. hrs.)

PSY 270. Foundations and Methods in Psychology

This course is an introduction to methodological thinking in psychology, using a hands-on approach that applies basic methodological concepts to professional and popular press reports related to psychological concepts. The course will provide students with a foundation for success in the study of psychology as well as critical thinking skills that can be applied to any social science and in everyday life. (3 sem. hrs.)

PSY 275. Positive Psychology

Review of strength-based approaches to psychology. Research, theory, and cross-cultural perspectives on resiliency, gratitude, forgiveness, spirituality, humor, mindfulness, emotional intelligence, and creativity and their effects on well-being and "the good life" are just some of the topics to be investigated. (3 sem. hrs.)

PSY 280. Psychology of Art

An examination of the creation and experience of art as a product of human behavior and mental process, and an exploration of the positive uses to which it can be applied (e.g., toward the pursuit of wellness or social justice). (3 sem. hrs.)

PSY 285. Topics in Psychology

In-depth study of a selected topic in psychology. May be repeated for credit with different topics. Past topics have included: Gender, Ethnicity and Immigration; Constructing Sexual Identities: Cross-Cultural Perspectives; Environmental Psychology; Violence and Schools; and Organizational Psychology. (2–4 sem. hrs.)

PSY 290. Internship Program in Psychology

Individually arranged field experiences in psychological settings, for example, psychiatric hospitals, both private and public, and education classes for students with disabilities. A journal and a paper evaluating the experience will be required as a form of assessment. Prerequisite: two courses in psychology and permission of instructor. Graded: S/U. (2–4 sem. hrs.)

PSY 292/392. Research Practicum

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

PSY 301. Clinical Child Psychology

An examination of prevalent psychological disorders among children (including behavioral, emotional, health-related, development, and learning disorders). Objectives include: improved understanding of etiology, learning the basics of assessment and diagnosis, and applying theories to the treatment of childhood mental disorders. Prerequisite: PSY 210 or PSY 227 or permission of instructor. Offered in alternate years during the fall semester. (3 sem. hrs.)

PSY 306. Organizational Behavior

Students will explore issues such as employee motivation, group goal achievement, development of leadership skills and working successfully with diverse populations. We will discuss power and politics, stress and coping, and other topics related to navigating the workplace. Prerequisite: PSY 101 or permission of instructor and at least sophomore standing. PSY/SOC 224 Social Psychology is a recommended (but not required) prerequisite. (3 sem. hrs.)

PSY 318. Adolescent Development

Psychological approaches exploring the diversity of adolescent development. The course will focus on the intersections of culture, race, class, gender, and sexuality during adolescence. Topics include: growing up rural/urban, immigration and schooling, resiliency, love and intimacy, and identity in global times. Prerequisite: PSY 101. (3 sem. hrs.)

PSY 330. Indigenous Psychologies

Emphasizes a cultural sciences approach to psychology, including counseling/therapy, assessment, and research. Challenges assumptions of Western psychology and emphasizes the necessity of understanding each culture within its own social and ecological context and frame of reference. Prerequisite: PSY 101 and two other courses in psychology or permission of the instructor. (3 sem. hrs.)

PSY 335. Psychology of Sustainability

This course examines theoretical perspectives and empirical research on promoting environmentally sustainable behavior. Through team-based, service learning projects, students apply knowledge gained in the course to address sustainability issues on the Wells campus and in the surrounding community. Prerequisite: sophomore standing or above. Cross-listed as SUS 335. (3 sem. hrs.)

PSY 338. Psychotherapy

An examination of the major systems of psychotherapy (psychoanalysis, cognitive, person-centered, behavioral, etc). Objectives include: developing a model of therapy, learning basic elements of counseling, working with diverse populations, and developing and applying knowledge of the ethics code. Prerequisite: PSY 227 or PSY 301, or permission of instructor. (3 sem. hrs.)

PSY 340. Psycholinguistics

The psychological study of language as a cognitive process. The course explores theories and research on first and second language acquisition, oral and written comprehension and production, bi- and multilingualism, dialectic and linguistic differences, social and cultural influences on language development and use, and language disorder (e.g., dyslexia, dysgraphia, aphasia, dysarthria), among other topics. Prerequisite: PSY 101. (3 sem. hrs.)

PSY 342. Biological Bases of Behavior

A study of the three biological bases of behavior—nervous system, endocrine system, and genetics—and how each plays a role in the expression of behavior, from thirst and hunger to sexual behavior to addictions to psychological disorder and more. Prerequisite: PSY 101. (3 sem. hrs.)

PSY 343. Neuropsychology

A study of the brain and its basis in human behavior and cognition. The course provides a foundation in neuroanatomy and physiology, structure and function relationships, assessment, and neurological diversity. Cases studies provide a view of clinical applications and fodder for lessons on ethical, identify-preserving treatment. Prerequisite: PSY 101, or permission of instructor. (3 sem. hrs.)

PSY 347. Cognitive Psychology

Cognitive psychology is concerned with the scientific study of the mind and how we process, store, and retrieve information. Mental functions studied in the course include perception, attention, memory, reasoning, decision making, problem solving, and language processing. Prerequisite: PSY 101. (3 sem. hrs.)

PSY 349. Cognition and Culture

An interdisciplinary exploration of the interplay between cultural and cognitive processes, the resulting diversity of mind, and its role in actions such as intergroup conflict resolution. Conducted as an upper-level discussion seminar complemented by the cultural perspectives of guest speakers. Prerequisite: PSY 101 or ANTH 161 (PSY 347 recommended). (3 sem. hrs.)

PSY 355. Adult Development and Aging

Using a lifespan approach, this course examines recent research on the physiological, psychological, and social dimensions of adult development. The goals of this course are to acquaint students with the basic processes of adult development and to promote positive attitudes and expectations about aging. Prerequisite: PSY 101. (3 sem. hrs.)

PSY 360L. Qualitative Research Methods

Methodologies in psychology which use qualitative description and analysis. Methods emphasized: interviews, case study, and participant observation. Extensive use of video and computer technologies for data collection and analysis. Three class hours and two of field-based study. Prerequisite: two courses in psychology and MATH 151, or permission of instructor. (4 sem. hrs.)

PSY 365L. Quantitative Methods in Psychology

Basic quantitative research methods commonly used in psychology are examined in detail, with particular emphasis on choosing appropriate methods for research questions/hypothesis in different areas of psychology (e.g., developmental, social, cognitive). For the laboratory session, students spend two hours each week

collecting and/or analyzing data. Prerequisite: two courses in psychology and MATH 151, or permission of instructor. (4 sem. hrs.)

PSY 370. Sensation and Perception

An exploration and appreciation of the sensory and perceptual processes that produce an interpretation of the world for us. Experiential activities will include perceptual illusions and experiments, art museum field trip, and mammalian eye dissection. Prerequisite: PSY 101 or permission of instructor. (3 sem. hrs.)

PSY 385. Topics in Psychology

In-depth study of a selected topic in psychology. May be repeated for credit with different topics. Past topics have included: Constructing Sexual Identities: Cross-Cultural Perspectives; Environmental Psychology, Sensation and Perception; and Stereotyping and Stigmatization. (2–4 sem. hrs.)

PSY 390. Advanced Internship Program in Psychology

Individually arranged field experiences for students who have taken PSY 290. A journal and a research paper on a topic related to the internship will be required of students enrolled in this program as a form of assessment. Prerequisite: PSY 290 and permission of instructor. Graded: S/U. (2–4 sem. hrs.)

PSY 395. Tutorial in Psychology

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. (1 sem. hr.)

PSY 396. Tutorial: Diversity and Psychology

We will critically explore such topics as how western research shapes our understanding of human behavior, possibilities for constructing different psychologies, how paradigms frame our understanding of human life, how class and gender shape identities in the classroom, implicit assumptions in developmental theory, and their consequences in the practice of psychology. Participants will be encouraged to continue critical examination of their attitudes, beliefs, and assumptions regarding race, class, gender, sexual orientation, ability, culture, etc. through dialogues with other participants. (1 sem. hr.)

PSY 398. Supplementary Advanced Work in Psychology

Prerequisite: adequate preparation for advanced work in the field, and permission and approval of instructor. May be repeated for credit. (3 sem. hrs.)

PSY 399. Independent Study in Psychology

Prerequisite: permission of instructor and approval. May be repeated for credit. (1–3 sem. hrs.)

PSY 403. Senior Seminar: Contemporary Issues in Psychology

An examination of selected theoretical and professional issues in psychology. Students will prepare a thesis based on review of the literature on a topic approved by the instructor and the department. Prerequisite: senior standing with major field in psychology. (4 sem. hrs.)

PSY 404. Senior Empirical Research Project in Psychology

Empirical research project based on PSY 403 research proposal. Prerequisite: permission of instructor. (4 sem. hrs.)

RELIGION

RELG 100. Gods and Creation: East and West

This course is a basic introduction to religion in a diversity of cultural contexts, ranging from the ancient Near East to African traditional religions, and focusing on how different traditions have envisioned the gods, the created order, and the place of humanity within that order. Offered annually in the fall semester. (3 sem. hrs.)

RELG 263. The Hebrew Bible and Jewish Tradition

A study of the literature, religion, and faith of ancient Israel in light of the ancient Near Eastern environment, religious and ethical factors within Israel, and the course of historical events and social change. Offered alternate years. (3 sem. hrs.)

RELG 264. The New Testament and Early Christianity

A study of the literature, religion, and faith of early Christianity, as compared to and contrasted with early Judaism and Hellenistic religions. Offered alternate years. (3 sem. hrs.)

RELG 285. Topics in Religion

In-depth study of a selected topic in religion. May be repeated for credit with different topics. Offered as needed. (2–4 sem. hrs.)

RELG 321. Faith and Post-Modern Culture

This course explores the unique characteristics and complexities of faith in contemporary cultures. Offered occasionally. (3 sem. hrs.)

RELG 330. Native Americans and the Environment

This seminar will provide an overview of traditional Native American world views and ceremonial life. Special attention will be given to an in-depth exploration of the environmental philosophies and sacred practices of selected peoples. Offered occasionally. (3 sem. hrs.)

RELG 375. Body and Soul: From Antiquity to Post-Modernity

An exploration of the way in which religions have conceptualized the human body, human sexuality, and the soul. The course will examine themes ranging from body-soul dualism to materialism, reincarnation and the afterlife, with special reference to the cultural contexts of these beliefs and the scientific, ethical, and philosophical grounds for holding them. Prerequisite: one course in religion, philosophy, or anthropology. Offered alternate years. (3 sem. hrs.)

SOCIAL SCIENCES

SS 290/390. Internship in the Social Sciences

Individually arranged field experiences in the social sciences. Graded: S/U. (2–4 sem. hrs.)

SS 299/399. Independent Study in the Social Sciences

Individually arranged independent study in the social sciences. (1–3 sem. hrs.)

SS 394. Research Methods for the Social Sciences

Study of major empirical techniques of quantitative and qualitative research, with an emphasis on the experiment, social survey, content analysis, and structured interviews. Readings on research design and writing research will be complemented by a research project. Prerequisite: one course in the social sciences or permission of instructor. Offered annually in the spring semester. (4 sem. hrs.)

SOCIOLOGY

SOC 151. Principles of Sociology

An introduction to the basic concepts and major perspectives of sociology. Sociology is the study of the way societies are structured, how those structures affect people, and how people affect those structures. The course may focus on such topics as the criminal justice system, environmental racism, socialization, identity, race, and class. Offered annually. (3 sem. hrs.)

SOC 201. Sociology of the Paranormal

How do we know what is real? Why do we trust some pieces of evidence but ignore or discount others? Using social science concepts and theories, we will offer sociological accounts for the seemingly “unexplainable.” Prerequisite: SOC 151. (3 sem. hrs.)

ID/SOC 223. Oral History: Tell Me Your Story

Students will engage in the pursuit of knowledge by learning how to conduct an oral history interview. The experience with the primary sources will emphasize the importance of creating and sharing meaningful lives from any perspective. (3 sem. hrs.)

SOC/PSY 224. Social Psychology

This course will explore the interaction between the individual and the social world. Topics covered will include social cognition; the self; attitudes and persuasion; group process; prejudice, stereotyping, and discrimination; aggression; and prosocial behavior. Cross-cultural perspectives will be examined. Prerequisite: PSY 101. (3 sem. hrs.)

SOC 228. Social Problems

This course examines the complex process through which public issues are transformed into social problems and addressed through social policy. Readings and discussions apply a social constructivist model to several contemporary social problems (e.g., teen pregnancy, HIV/AIDS, obesity, and bullying). (3 sem. hrs.)

SOC 235. Social Deviance

What are social norms? Who defines them and why? This course investigates the creation, perpetuation, and disruption of social norms in various social arenas such as the criminal justice system, in psychology and medicine, in entertainment, and in the economy. We will cast a critical eye on the moral aspects of "deviance," and question the assumption that having norms and following them is always "good." Offered alternate years. (3 sem. hrs.)

SOC 277. Social Inequality: Class and Ethnicity

This course examines issues of poverty, wealth, power, and powerlessness as they pertain to class and ethnicity. The main focus will be on the United States, but we will also examine global inequalities. Prerequisite: SOC 151 or SOC 228, or permission of instructor. Offered every spring. (3 sem. hrs.)

SOC/CRIM 285/385. Topics in Sociology

In-depth study of a selected topic in sociology. Past topics have been: Sociology of Work and Occupations; Gender Differences in Language and Aggression; Hate Crimes and Bias-Motivated Violence; and Gender. May be repeated for credit with different topics. Offered as needed. (2–4 sem. hrs.)

SOC 290. Internship in Social Service Agencies

Students learn within social agencies and institutional settings where they observe trained professionals working with clients. The settings may include mental hospitals, child care or nursery schools, nursing homes, etc. Costs and arrangements are the responsibility of the student. Prerequisite: one sociology or anthropology course and permission of instructor. Graded: S/U. Offered every semester. (2–4 sem. hrs.)

SOC 300. Humans, Animals and Interaction

What can our close living and working relationships with non-human animals reveal about human society? Why do we eat some animals but consider others our best friend? This course examines our complicated and often contradictory relationship with animals. Prerequisite: SOC 151 or ANTH 161. Offered alternate years. (3 sem. hrs.)

CRIM/SOC 304. Criminology

This course critically examines a wide range of criminological theories, with special emphasis given to the ways that social factors can produce or reduce crime. Prerequisite: CRIM 116 or SOC 151 or ANTH 161 or POLS 151 (3 sem. hrs.)

SOC 315. Men and Masculinities

This course explores gender as an individual, interactional, and institutional dimension of society. Reading across the disciplines, we theorize multiple masculinities and analyze the relationships among hegemonic, marginalized, subjugated, oppositional, and hybrid forms. Prerequisite: SOC 151 or ANTH 161 or permission of instructor. Offered alternate years. (3 sem. hrs.)

SOC 331. Mass Media and Society

This course investigates two major aspects of media and society. First, it looks at the social and societal benefits and challenges of electronic and social media. Second, it examines the social history of media in relationship to the creation of harmful stereotypes, and current challenges to that history. Students are required to work on an original research project for this class. Prerequisite: ANTH 161 or SOC 151 or SOC 228 or permission of instructor. Offered alternate years. (3 sem. hrs.)

SOC 363. Sociological Theory

This course provides a survey of major sociological theorists from the origins of the field to present day. The course explores the important tensions (e.g., continuity/social change, structure/agency, and society/individual) which give rise to competing streams of social thought. Prerequisite: SOC 151 and rising sophomore, or permission of instructor. Offered annually during the fall semester. (3 sem. hrs.)

SOC 385. Special Topics: Sociology and Human Rights

This course provides an overview of human rights as seen through the lens of sociology. Topics will include the development of human rights, the enforcement of those rights through the law and societal measures, and in-depth discussions of human rights associated with current events. Prerequisite is one of the following: ANTH 161, CRIM 115, POLS 151, POLS 155, SOC 151, or permission of instructor. (3 sem. hrs.)

SOC 390. Advanced Internship in Social Service Agencies

In addition to observing trained professionals working with clients within social agencies and institutional settings, students in this advanced internship assume greater responsibility for working with clients served by the institution. Analysis in the term paper should reflect the knowledge and background of an upper-level student. Prerequisite: five sociology and anthropology courses and permission of instructor. Graded: S/U. Offered as needed. (2–4 sem. hrs.)

SOC 395. Tutorial in Sociology

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 sem. hr.)

SOC 398. Independent Research in Sociology

Topic open. Prerequisite: Adequate preparation for advanced work in the field and permission of instructor. Offered as needed. May be repeated for credit. (1–3 sem. hrs.)

SOC 399. Independent Study in Sociology

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

SOCIOLOGY AND ANTHROPOLOGY

SOCA 401. Senior Essay and Research Seminar in Sociology and Anthropology

Preparation of an essay in the field of anthropology or sociology based on class work and individual research. Intended for students majoring in anthropology or sociology. Prerequisites: 1) major in sociology and anthropology; 2) either ANTH 260 or SS 394; and 3) either ANTH 330 or SOC 363. Offered annually fall semester. (4 sem. hrs.)

SPANISH

SPAN 101/102. Elementary Spanish I and II

Oral training, grammar essentials, and practice in writing and reading. Second semester also includes dialogues and “lectures” which present current social, economic, and cultural issues of Latin American and Hispanic cultures in the U.S. Four meetings per week. The course will include language laboratory, films, slides, and drills. Prerequisite for SPAN 101: no more than two years of high school Spanish; those with two years of high school Spanish may take a placement exam to determine enrollment at a higher level. Prerequisite for SPAN 102: SPAN 101 or permission of instructor. Offered annually: SPAN 101 in fall, SPAN 102 in spring. (4 sem. hrs. each)

SPAN 123/124. Intermediate Spanish I and II

Designed to improve the student’s ability to understand, speak, read and write Spanish, while concentrating on social and cultural aspects of Hispanic society. The second semester places increased emphasis on reading and writing. Three meetings per week and language laboratory, films and drills. Prerequisite for SPAN 123: SPAN 102, or Level III or IV of high school Spanish, or permission of instructor; those with three years of high school Spanish may take a placement exam to determine enrollment at a higher level. Prerequisite for SPAN 124: SPAN 123 or permission of instructor. Offered annually: SPAN 123 in fall, SPAN 124 in spring. (3 sem. hrs. each)

SPAN 128. Spanish for the Health Care Professions

This course addresses the need of Wells students with some experience with the Spanish language, for the acquisition of a medical vocabulary in order to accompany Spanish-speaking patients to medical appointments, to be able to translate medical forms, and to interpret and communicate three ways (patient, provider, and interpreter). Students will learn to communicate in different environments such as hospitals, specialists, ERs, therapists, family doctors, dentists’ offices, perinatal, labs, and imaging offices, for example. Students will participate in language tasks through listening, reading, writing, and conversation to accurately use the medical terminology and be able to interview and record completely and accurately the patients’ medical histories, as well as explain correctly, in a culturally appropriate way, necessary medical tests and procedures; and diagnosis, treatment, and prognosis of medical conditions-as well as provide written information when needed. This course will also be a great opportunity to explore and compare the health culture of different Spanish-speaking countries with the U.S. health care system. Prerequisite: SPAN 101 and/or two or more years of high school Spanish. (3 sem. hrs.)

SPAN 200. Spanish for the Professions

The course focuses on the importance of bilingualism in the U.S., strategies for lifelong learning, and culture; it includes a review of relevant language. The students will gain necessary skills to read, write, and translate documents related to different fields. (3 sem. hrs.)

SPAN 203. Advanced Grammar in Context

Study of structural principles in Spanish. Uses current audiovisual technology, practice in writing, reading comprehension, and conversation aimed at the development of a reasonable competence in writing and speaking correct Spanish. Prerequisite: SPAN 124, Level V of high school Spanish, or departmental placement exam, or permission of instructor. Offered annually in the fall semester. (3 sem. hrs.)

SPAN 204. Conversation and Composition through Film

The course aims to give students a new appreciation of Spanish language cinema and Hispanic culture while improving their written and conversational skills. Prerequisite: SPAN 124, Level V of high school Spanish, or departmental placement exam, or permission of instructor. Offered alternate years. (3 sem. hrs.)

SPAN 207. Introduction to Hispanic Literature

A study of the most pertinent literary works of the Spanish-speaking world, giving special attention to the social, ideological, cultural, and economic background. Students will also be introduced to literary criticism to apply to reading assignments. Prerequisite: SPAN 203 or SPAN 204; permission of instructor or placement exam. (3 sem. hrs.)

SPAN 209. Introduction to Hispanic Culture

This course offers students the fundamentals of the Hispanic culture, utilizing different perspectives and critical readings. Taught in Spanish, its mission is to synthesize the history and traditions of Spain, Latin America, and the Hispanic Caribbean. Prerequisite: SPAN 203 or SPAN 204; placement exam or permission of instructor. (3 sem. hrs.)

SPAN 211. Introduction to Hispanic Linguistics

This course is an introduction to basic concepts in Spanish linguistics and the methodology of its acquisition. It explores fundamental aspects of Spanish linguistics, including Spanish variation, acquisition and phonology, among other crucial topics. Prerequisite: SPAN 203 or SPAN 204 or permission of instructor. (3 sem. hrs.)

SPAN 213. Spanish Translation

This course helps students attain reading and listening proficiency, as well as translation skills of speech, texts, and media in Spanish. There is a review of crucial grammar topics that can present difficulty to a translator of Spanish. Prerequisite: SPAN 123/124 or placement exam. (3 sem. hrs.)

SPAN 285. Topics in Spanish and Latin American Studies

In-depth study of a selected topic in Spanish and Latin American studies. Topics may include contemporary Latin American culture through film and media; Spanish linguistics; advanced composition; and/or topics in Hispanic literature and culture. May be repeated for credit with different topics.

SPAN 290/390. Internship in Spanish

Students wishing to investigate careers in which the Spanish language and culture play an important role may work out a project in consultation with the Spanish department. In order to be considered for this program the student should have an appropriate background in Spanish. Prerequisite: evidence of workplace-ready fluency in Spanish and permission of instructor. Graded S/U. Offered annually as needed. (2–4 sem. hrs.)

SPAN 295/395. Tutorial in Spanish and Latin American Studies

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 sem. hr.)

SPAN 299/399. Independent Study in Spanish and Latin American Studies

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1–3 sem. hrs.)

SPAN 305. Hispanic Culture and the Environment

A study of the most pertinent cultural works (literary, film, etc.) of the Spanish-speaking world that address discourses of the environment, sustainability, pollution, and ecology, with a critical framework covering social, ideological, cultural, and economic analysis. Prerequisite: SPAN 203 or SPAN 204; permission of instructor or placement exam. (3 sem. hrs.)

SPAN 385. Topics in Spanish and Latin American Studies

In-depth study of a selected topic in Spanish and Latin American studies. Past topics have included: Renaissance and Baroque in Spanish and Latin American Letters and Societies; Magic Realism in Latin American Literature; and Latin American Masterpieces. May be repeated for credit with different topics. Includes works by Villaurrutia, Carballido, Dragún, Díaz, Gambaro, Luis Rafael Sanchez, and Fornes. Prerequisite: at least one 200-level Spanish course or permission of instructor. Offered as needed.

SPORT MANAGEMENT

SMGT 101. Introduction to Sport Management

Students will be given an overview of the topics related to sport management including: history and ethics in

sport management, structure and policies of sport governance, professional relations, career opportunities and field experiences in sport organizations. Offered in the fall semester. (3 sem. hrs.)

SMGT 210. Contemporary Sport

The duality of sport in the modern world is explored and evaluated. Issues include racial and gender equity, player behavior and violence, health and child welfare in youth sports, the National Collegiate Athletic Association and its relation to amateurism, and professional sports and their impact on communities. Fall semester. (3 sem. hrs.)

SMGT 310. Organizational Leadership and Management in Sport

Students will engage in the study of management responsibilities in sport organizations. Principles in leadership qualities, research, organizational goals, structure, conflict, change, and decision making. Prerequisite: SMGT 101 or SMGT 210 or permission of instructor. Every spring semester (3 sem. hrs.)

SMGT 290/390. Internship in Sport Management

Individually arranged participation in the work at an institution engaged in sport management, such as youth, scholastic, collegiate, minor, and major professional sport organizations. Prerequisite: SMGT 101 or SMGT 210 (2–4 sem. hrs.)

SUSTAINABILITY

SUS 101. Introduction to Sustainability

An overview of the concept of sustainability, its evolution and selected methodologies to quantify impacts. This course equips students to develop and evaluate solutions to national and local challenges by balancing factors that are environmental, economic, and socio-cultural. Offered every fall semester. (3 sem. hrs.)

SUS 195. Tutorial: Critical Thinking about Sustainability

Students will attend sustainability-related events and activities during the semester and write reflections on their experience. Students will be prepared to discuss those events they attended at weekly meetings of the tutorial group. Events eligible for tutorial credit will be announced in advance or pre-approved by the instructor for eligibility. Events will include, but not be limited to, Sustainability Perspectives series and Sustainable Business series talks, and other events and activities organized by the Center for Sustainability and the Environment, and other campus programs and groups. (2 sem. hrs.)

SUS/ART 200. Fields

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

SUS/FNIS 213. Indigenous Environmental Activism and Resistance

This course will examine ways in which Indigenous peoples locally and globally are engaged in the defense of water, land, and all our relations; how Indigenous knowledge and Western science can work together to restore environmental damage; and how Indigenous and non-Indigenous people can work together for environmental justice. Please note: this course will be held at the Cayuga SHARE Farm with some class meeting times on campus as well; transportation will be provided to students free of charge. Course offered once annually. (3 sem. hrs.)

SUS 215. Systems Thinking: Building Resilient Communities

Understanding the complexity of ways Earth’s ecological, social, and economic systems function—and how they can be transformed—is fundamental to the work of sustainability. This course offers students opportunities to build their capacity as systems thinkers to better understand feedback loops, leverage points, and interdependence. We will investigate case studies examining holistic efforts to strengthen community resilience locally and around the world. The course is writing-intensive and project-based, with an off-campus service-learning component. Prerequisite: SUS 101, or permission of instructor. Course offered once annually. (3 sem. hrs.)

SUS/ANTH 231. Culture and Water

Water is essential for human existence and culture is inherent to human experience. With that in mind, this

applied anthropology course examines how our daily need for water is informed by a diversity of cultural expectations, tastes, and desires, as well as by environmental constraints. The course will also pay particular attention to the challenges of climate change in the 21st century. (3 sem. hrs)

SUS 290. Internship in Sustainability

Individually arranged participation in work of institutions devoted to sustainability. Prerequisite: Permission of instructor. (Graded: S/U)

SUS/PSY 335. Psychology of Environmental Sustainability

This course examines theoretical perspectives and empirical research on promoting environmentally sustainable behavior. Through team-based, service learning projects, students apply knowledge gained in the course to address sustainability issues on the Wells campus and in the surrounding community. Prerequisite: sophomore standing or above. (3 sem. hrs.)

SUS/PHIL 340. Ethics and the Environment

This course focuses on the unique and pressing ethical issues that are related to human ecology and the environment. We consider, in a careful and sustained way, what moral obligations we have to each other, other animals, and the broader world, in view of modern institutions, values, and our unprecedented technology, which can radically alter entire ecosystems. (3 sem. hrs.)

SUS 390. Advanced Internship in Sustainability

Individually arranged participation in work of institutions devoted to sustainability. Students will develop at a more advanced level the skills and techniques demanded from a previous sustainability internship. Prerequisite: SUS 290 and permission of instructor. (Graded: S/U)

SUS 401. Senior Capstone in Sustainability

Students will complete research projects on a topic of their interest. Prerequisites: senior standing and major in sustainability. (4 sem. hrs.)

SUSTAINABLE BUSINESS

SBS 290/390. Sustainable Business Minor Internship

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

THEATRE

THEA 100. Introduction to Performing Arts

Students gain practical knowledge of the entertainment business while deepening their theoretical understanding and aesthetic appreciation of fine craftsmanship in the disciplines of dance, music, and theatre. Required field trips to live performances are followed by class discussion and writing assignments. Hands-on work in scene shop, box office, and other areas. Additional fee: \$80 for theatre tickets and travel. Offered annually in the fall semester. (4 sem. hrs.)

THEA 128. Acting One

Exploration of acting through improvisation and foundation work with dialogue and text. An introduction for non-majors and those considering majoring in theatre. Offered annually. (3 sem. hrs.)

THEA 130. Stagecraft

A lecture and studio class to introduce students to terminology and processes of theatrical productions. Students will become familiar with the theatre while learning such skills as shop safety and tool operation, light board operation, and drafting. Students will be required to attend all department productions for in-class discussion. Offered alternate fall semesters. (3 sem. hrs.)

THEA 200. Acting Two

Intermediate acting class. Approaches to playing characters, text analysis, and ensemble work. Prerequisite: theatre major or permission of instructor. Offered alternate spring semesters. (3 sem. hrs.)

THEA 201. Arts Management

An interdisciplinary approach to arts management. Students will develop skills in marketing, public relations, development and management of arts programming and organizations through the study of theory as well as through practical experience. Offered alternate spring semesters. (3 sem. hrs.)

THEA 202. Scenic Design

A lecture and studio class which guides students through the scenic design process as pertains to the designer's vision and execution of their design. (3 sem. hrs.)

THEA/WTQS 210. Queer Theatre and Feminist Activism

Students will explore a range of current issues in feminist and queer activism through the lens of Theatre of the Oppressed, a participatory theatre methodology. Coursework will include readings, discussion, and substantial in-class, theatre-based work. Open to students from any discipline, and no prior theatre experience is required. (3 sem. hrs.)

THEA 222. Lighting Design

In-depth study of theatre lighting design. (3 sem. hrs.)

THEA 224. Production Practical

This course will put the theoretical knowledge students have gained in technical theatre and performing arts courses into real use on real productions. They will be assigned a "job" in lighting, scenic, properties, costumes, or hair and makeup at a level consistent with skills, knowledge, and interest and will work in a semi-professional setting under professors, visiting artists, and other students. Prerequisite: permission of instructor. THEA 224 may be repeated for credit. Offered every semester. (1–3 sem. hrs.)

THEA 255. Stage Management

Study of the techniques and theories of production stage management, including leadership, production planning and scheduling, communication, production team coordination, employee contracts, unions, safety regulations, technical rehearsals, troubleshooting, mediation, and calling a show. Class projects and assigned production positions required. Offered as needed. (3 sem. hrs.)

THEA 278. Rehearsal and Performance/Theatre (Student)

Acting, stage managing, or serving as assistant director for a student senior thesis project in theatre. Experiential learning: students develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. Prerequisite: permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (1 sem. hr.)

THEA 280. Rehearsal and Performance/Theatre

Acting, stage managing, or serving as assistant director for faculty theatre production. Students rehearse three to four days per week for six to nine weeks total. Two to three performances and formal critique. Hands-on experience of the creative process that develops performance skills, discipline, collaborative leadership, and an understanding of theatrical production. Prerequisite: permission of instructor. May be repeated for credit. Offered annually. (1–3 sem. hrs.)

THEA 285/385. Topics in Theatre

In-depth study of a selected topic in theatre, such as Creating Solo Performance; Advanced Stagecraft; or Devised Theatre. Past topics have included: Arts in Education; Screenwriting; and Scenic Design. Offered as needed. (2–4 sem. hrs.)

THEA 290/390. Internships in Theatre

Individually arranged participation in areas of arts management, education, or other related careers in the performing arts. Students may submit proposals. Graded: S/U. Offered every semester. (2–4 sem. hrs.)

THEA 292/392: Research Practicum

The Theatre research practicum is designed to provide research-based experiential learning beyond the classroom. The practicum might include THEA fieldwork, or research experience on or off campus. Prerequisite: permission of instructor. Graded: S/U. (2–4 sem. hrs.)

THEA 315. Theatre History

An historical exploration of theatre arts from the ancient Greeks to the present, studying the development of drama in selected periods against a background of cultural and social norms. The course focuses on comparison and analysis of texts and production elements. Prerequisite: THEA 100, any ARTH, HIST, or dramatic literature course, or permission of instructor. Offered alternate years. (3 sem. hrs.)

THEA/WTQS 320. Marginalized Voices: Women Playwrights

Study of American identities as they are portrayed in contemporary performance. Students will read plays; view films; and attend performances selected from diverse ethnic, racial, and class perspectives. Issues include

nontraditional casting, censorship, ideas of performance, and identity. Prerequisite: THEA 100 or a course in dramatic literature; or permission of instructor. Offered alternate years. (3 sem. hrs.)

THEA 325. Production Practical

This course will put the theoretical knowledge students have gained in technical theatre and performing arts courses into real use on real productions. They will be assigned a “job” in lighting, scenic, properties, costumes, or hair and makeup at a level consistent with skills, knowledge and interest and will work in a semi-professional setting under professors, visiting artists and other students. Prerequisite: THEA 224 or permission of instructor. THEA 325 may be repeated for credit. Offered every semester. (1–3 sem. hrs.)

THEA 330. Improvisational Theatre

An exploration of improvisational theatre concentrating on the forms of comedic improvisation and Playback Theatre. Students will learn how to think on their feet, share the space with other actors and explore the art of storytelling. Course work consists of group projects and ensemble acting. Some acting experience is helpful, but not required. Prerequisite: THEA 128 or permission of instructor. May be repeated for credit. Offered alternate years. (1 sem. hr.)

THEA 331. Acting Shakespeare

Students will investigate “speaking the speech” of Shakespeare. In-depth script analysis, pronunciation, and rhythm will give basis for scene and monologue work. Students will research character and text, and will perform scenes as part of their course work. Some acting experience is helpful, but not required. Prerequisite: THEA 128 or permission of instructor. May be repeated for credit. Offered alternate years. (1 sem. hr.)

THEA 332. Acting Styles

In this course, students will research and perform a variety of classical acting styles. Language, voice, and movement of these styles will be considered as students read plays from the various time periods. This course serves to expose the students to advanced styles of acting. Styles may include Greek tragedy, commedia dell’arte, Molière, Chekhov, Ibsen, and/or Shaw. Some acting experience is helpful, but not required. Prerequisite: THEA 128 or permission of instructor. May be repeated for credit. Offered alternate years. (1 sem. hr.)

THEA 333. Getting the Part: Monologues and Audition Techniques

Students will learn the techniques of researching and finding monologues for audition material. Students will also learn about the process of auditioning and will gain knowledge of various methods for a successful audition. Monologues, head shots, and resumés will be prepared to help students be “audition ready” by the end of the course. Some acting experience is helpful but not required. Prerequisite: THEA 128 or permission of instructor. May be repeated for credit. Offered alternate years. (1 sem. hr.)

THEA 338. Methods of Directing

The study of theories, practices and techniques of stage direction, with special emphasis on the function of director as interpreter, organizer, teacher, and visionary. Prerequisite: THEA 128, THEA 200, or permission of instructor. Offered alternate years. (3 sem. hrs.)

THEA 349. Advanced Rehearsal and Performance/Theatre (Student)

Acting, stage managing, or service as assistant director for a student senior thesis project in theatre. Students further develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. Prerequisite: permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (1 sem. hr.)

THEA 350. Advanced Rehearsal and Performance/Theatre

Acting, stage managing, or service as assistant director for faculty theatre production at the advanced level. Opportunity to further develop performance and leadership skills. Students rehearse three to four days per week for six to nine weeks. Two to three performances and formal critique. Prerequisite: permission of instructor. May be repeated for credit. Offered annually. (1–3 sem. hrs.)

THEA 395. Tutorials in Theatre

In-depth study of one topic agreed upon by students and instructor. Past topics have included Advanced Directing. Prerequisite: permission of instructor. May be repeated for credit. Offered as needed. (1 sem. hr.)

THEA 399. Independent Study in Theatre

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

THEA 401. Senior Thesis Project in Theatre

Each student completes a senior thesis project in theatre, or an interdisciplinary combination. Topics must be approved by a faculty member in the discipline. Offered annually. (3 sem. hrs.)

THEA 402. Senior Seminar: Building a Career in Theatre

Seminar includes presentations and discussion as well as individual meetings with the faculty advisors. Offered annually in the spring semester. (1 sem. hr.)

VISUAL ARTS

VART 300. Theoretical Frameworks in Visual Arts

This course focuses on the philosophical questions related to the making and interpretation of visual art, introducing theories and frameworks about perception, visual languages, art institutions, and identity. This course will prepare students to critically engage with their capstone work. Prerequisite: visual arts major, junior standing or permission of instructor. (3 sem. hrs.)

VART 315. Professional Visual Arts Practices

Students will learn practical skills for artists, art historians, and curators. These include documenting, framing and installing work, creating online portfolios, leveraging social media, promotional writing, and applying for grants, exhibitions, and graduate study. Prerequisite: visual arts major, junior standing or permission of instructor. Offered annually. (3 sem. hrs.)

VART 401. Senior Seminar in Visual Arts

A critique seminar exploring concepts, processes, and materials in the development of a focused, goal-oriented studio practice. Critiques of artwork and research encourage thorough investigation of students' intentions. Required coursework includes artwork, evidence of artistic research, and thesis proposal. Lab fee: \$50. Prerequisite: senior visual arts major concentrating in studio or book arts. Offered annually in the fall semester. (4 sem. hrs.)

VART 402. Senior Project in Visual Arts

Studio and Book Arts students will execute their thesis proposals, culminating in a body of work or comparably rigorous project, assessed through critiques and refined thesis statement. Lab fee: \$50. Prerequisite: VART 401. Offered annually in the spring semester. (3 sem. hrs.)

VART 403. Senior Exhibition in the Visual Arts

Students will demonstrate advanced professional practice skills by organizing, planning and implementing their thesis exhibition. Students also will complete an artist statement and an artist talk, during which they must articulate the major concepts, aims and contemporary context of their own work. Corequisite: VART 402. Offered annually in the spring semester. (1 sem. hr.)

WEB DESIGN

WEB 402. Goal-Oriented Web Design

One of the main goals of a company's website is to improve its bottom line. In this course, students will propose and build a new website for an existing company. This website should be optimized to boost conversion events for the company in question. In doing so, students will need to research customer behavior and industry trends in order to successfully generate leads and sales. This course will test all of the skills built up through the web design major—design, prototyping, optimization, and programming. Prerequisites: all of the following: CS 131, CS 280, ART/BKRT 127, BKRT 200, CS 281, CS 283. (3 sem. hrs.)

WELLS CORE COURSES

WLLS 100. Wellness, Engagement and Lifelong Learning for Success

Students will be introduced in a holistic manner to the values, resources, and support services of Wells College. Staff and peer leaders will help students develop healthy habits for living, learning, and being a contributing member of the Wells community. Students will engage in hands-on and participatory experiences both inside and outside of the classroom which will help them to better understand themselves and the community. Offered annually in the fall semester. (3 sem. hrs.)

WLLS 105. College Writing

This course covers the fundamentals of college writing. Intended for all first-year students at Wells, the course gives all students, regardless of major, a shared understanding of how to approach writing throughout their time at Wells and beyond. Offered during both fall and spring semesters. (3 sem. hrs.)

WLLS 106. College Writing Foundations

This course is designed as a writing workshop class supporting students concurrently enrolled in WLLS 105 with additional instruction in writing about readings, essay structure, paragraph development, grammatical precision, and the essentials of punctuation. This one-credit course—offered every semester and graded S/U—may be counted towards a full-time load for financial aid purposes. Corequisite: WLLS 105. (1 sem. hr.)

WLLS 110. Personal Financial Management

This course teaches students the skills they need to make informed financial decisions in their life. Topics include transactional accounts, savings, loans, credit cards, mortgages, and basic investments. Credit score management and living within one's means will be recurring themes. Offered annually to first-year, second-semester students through senior-year students. (3 sem. hrs.)

WLLS 121. Research Tools and Skills

This course is designed to teach and strengthen lifelong research and information literacy skills by introducing students to the nature of information and research, and the role of the library in the research process. The method of instruction will be problem-based and require active and collaborative participation. Offered every semester. (1 sem. hr.)

WLLS 122. Learning Strategies

This course will assist students on semester warning or academic probation in developing the academic skills needed to be successful in college. The course will focus on the importance of organization, time management, and specific study strategies. (1 sem. hr.)

WLLS 123. Student Development and Values

This course is designed to enhance a student's effectiveness as a leader at Wells through reflection, exploration of values, understanding of the environment in which they operate, and examining their philosophy of leadership—all within the context of their student organization. (1 sem. hr.)

WLLS 124. Writing Lab

Offers assistance to students who wish to improve their writing skills. Emphasis on the "paramedic method," correcting common sentence-level errors and refining sentence structure provides students with a "tool kit" for creating meaningful academic argument across the curriculum. Offered annually. (1.5 sem. hrs.)

WLLS 126. Internship, Career and Networking

This seven-week course will prepare students for internships and, ultimately, career and graduate school efforts. The course will educate participants regarding concepts, attitudes, and actions to attain internship goals and inspire ongoing career explorations, and expression and goal-attainment efforts. Grade: S/U. Offered every semester. (1 sem. hr.)

WLLS 127. Career Preparation

A semester-long, one-credit course that focuses on the development of professional workplace skills and job search techniques for students who plan to enter their career field upon graduation. Topics such as becoming a professional, marketing yourself, interviewing, and locating and securing a job will be covered. Students who are successful in this course will develop increased career confidence due to their enhanced workplace readiness skills. Prerequisite: junior standing or above. Offered every semester. (1 sem. hr.)

WLLS 190. Experiential Learning and Reflection

Individually-arranged field experiences allowing students to transcend boundaries by exploring their interests. Through reflection activities students assess their learning (knowledge, skills, and beliefs) and personal development. The student's academic advisor serves as the faculty sponsor. Prerequisite: first-year or sophomore standing. Graded S/U. May be repeated for credit. Offered annually or as needed. (1–3 sem. hrs.)

WOMEN'S, TRANSGENDER AND QUEER STUDIES

WTQS 148. Introduction to Women's, Transgender and Queer Studies

An interdisciplinary examination of contemporary scholarship on women's experience. The course will include analysis of women's political, social, and cultural experiences, using discussions, readings, films, student presentations, and guest lectures. Offered every semester. (3 sem. hrs.)

WTQS/HS 200. Gender, Sexuality and Health

Students will explore the complexities of gender and sexual diversity, as well as the differences between sex and gender within the context of health and wellness. Particular emphasis will be placed on the specific health issues and health disparities faced by women, transgender, and gender nonbinary individuals, and lesbian, gay, bisexual, and intersex individuals, as well as professional competencies in responding to these issues. This survey course will be a foundation for further exploration of the specific issues faced by these vulnerable populations. Offered every other year. (Cross-listed as HS 200.) (3 sem. hrs.)

WTQS/THEA 210. Queer Theatre and Feminist Activism

Students will explore a range of current issues in feminist and queer activism through the lens of Theatre of the Oppressed, a participatory theatre methodology. Coursework will include readings, discussion, and substantial in-class, theatre-based work. Open to students from any discipline, and no prior theatre experience is required. (3 sem. hrs.)

WTQS/FNIS 212. Home Lands

This seminar will focus on making a home (on one's own land or stolen lands?), and the multiple relationships that exist between what sexual minorities call "home" as First Nations people, people in Diaspora, and/or immigrants. (3 sem. hrs.)

WTQS 245. Body Politics

Analysis of the ways women's bodies are made the site of power struggles between competing interest groups in society, and the effect of this on individual women's lives. Topics include body image, reproductive rights, violence, harassment, sexuality, and self-defense. Prerequisite: WTQS 148 or permission of instructor. Offered occasionally. (3 sem. hrs.)

WTQS 230. Women and Gender in Sport

This course will use sport to understand gender relations in a society. It will focus on how sports shape cultural ideas of masculinity and femininity and examine assumptions about how professional and amateur athletes reflect and challenge social norms about gender, sexuality, race, and class. This course will invite students to consider the intersection of politics, economics, society, culture, and representation in sport and will map out and respond to the multifaceted issues that emerge when women enter the sports world. (3 sem. hrs.)

WTQS 260. Indigenous Women's Experiences

Utilizing an interdisciplinary approach, this course will provide an introduction to the lives and experiences of indigenous women from pre-Contact to contemporary times. By centering indigenous women's experiences, theories, and perspectives, dominant feminist frames of reference will be critically examined. Offered annually in the spring semester. (3 sem. hrs.)

WTQS 285/385. Topics in Women's, Transgender and Queer Studies

In-depth study of a selected topic in women's and gender studies. May be repeated for credit with different topics. Past topics have included: Women's Utopian/Anti-Utopian Fiction; Transgenderism; Femininities/Masculinities; and Gender, Ethnicity and Immigration. Offered occasionally. (3 sem. hrs.)

WTQS 290/390. Internship in Women's, Transgender and Queer Studies

Students will use their backgrounds in women's and gender studies to blend their academic expertise with work addressing women's concerns, such as with the Women's Hall of Fame, Planned Parenthood, and N.O.W. Arrangements are the student's responsibility in consultation with the instructor(s) and the Office of Academic and Career Advising. Prerequisite: permission of instructor and successful completion of a course listed for the women's and gender studies major. Graded: S/U. May be repeated for credit. Offered every semester. (2-4 sem. hrs.)

WTQS 295/395. Tutorial in Women's, Transgender and Queer Studies

In-depth study of an area of special interest. Topic to be determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. Offered as needed. May be repeated for credit. (1 sem. hr.)

WTQS 302. Intersectionalities

Intersectionalities is a paradigm for analyzing multiple oppressions in relation to each other. This course applies the interdisciplinary paradigm of intersectionalities as a method of theorizing within the context of feminist, queer, trans-, and gender studies. Emphasis is placed on writing as thinking and preparing for a senior project. Prerequisite: WTQS 148 or permission of instructor. Offered annually. (3 sem. hrs.)

WTQS 303. Transgender Studies

This course offers students an overview of the rich and evolving field of transgender studies. Topics include:

foundational concepts in gender diversity, key sociopolitical issues, pivotal moments in trans activism, and cultural representation and misrepresentation of trans lives. Particular emphasis will be placed on the intersections of trans lives with issues of race, class, disability, immigration status, and incarceration. Prerequisite: WTQS 148 or permission of instructor. Offered every other year. (3 sem. hrs.)

WTQS/HIST 304. Women, Gender and Sexuality in Asian History

This thematic course examines how gendered discourses regarding parenting, masculinity, femininity, and sexuality were imagined, crafted, and challenged in Asian history from earliest times to the present. We will cover topics such as labor and equity, widow-immolation and agency, eunuchs and gender spectrums, Orientalism and fetishization, foot binding, anarcho-feminism, gender identity and expression, abortion and legal regimes, and much more. (3 sem. hrs.)

WTQS/THEA 320. Marginalized Voices: Women Playwrights

Study of American identities as they are portrayed in contemporary performance. Students will read plays; view films; and attend performances selected from diverse ethnic, racial, and class perspectives. Issues include nontraditional casting, censorship, ideas of performance, and identity. Prerequisite: THEA 100 or a course in dramatic literature; or permission of instructor. Offered alternate years. (3 sem. hrs.)

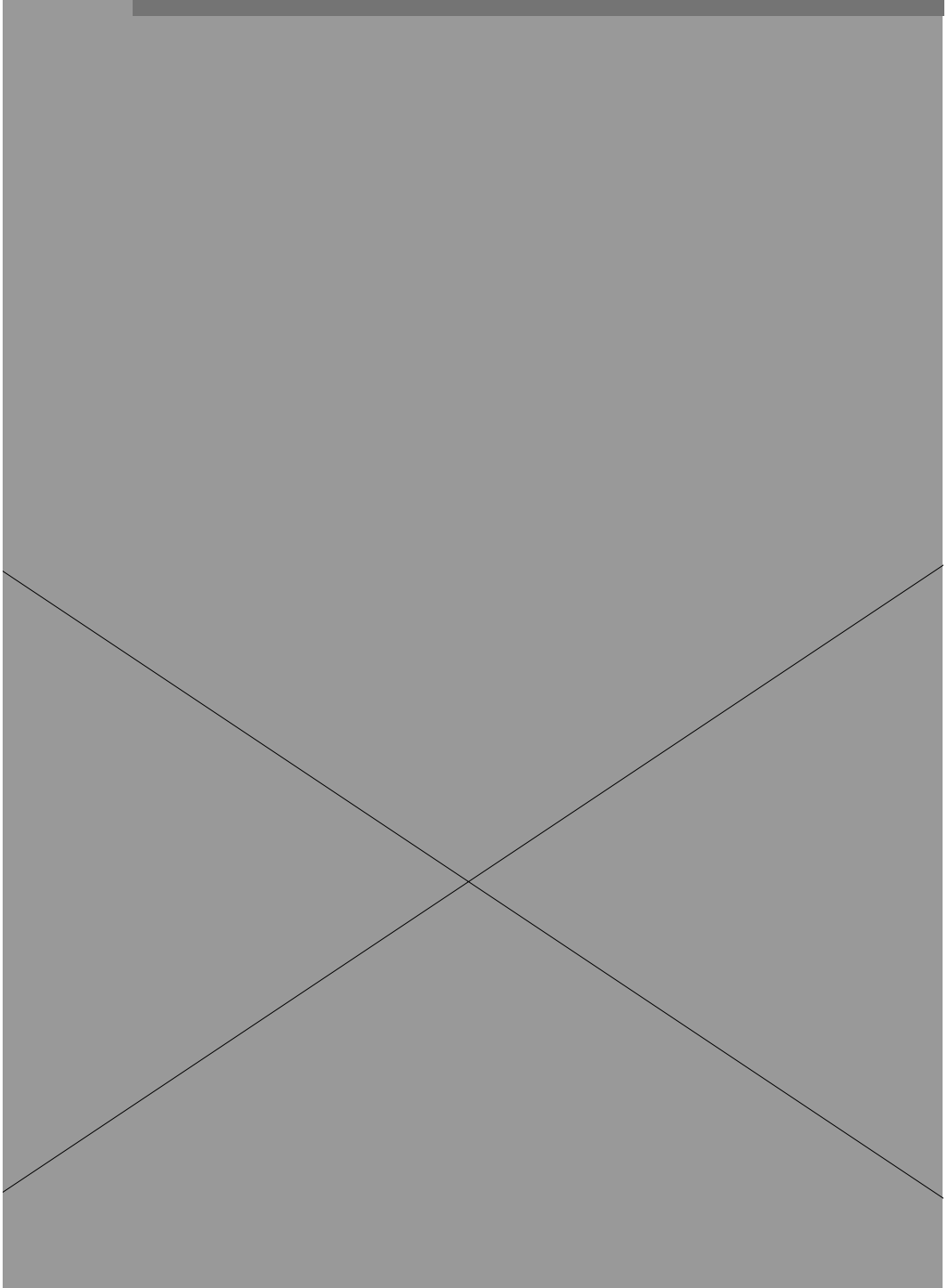
WTQS 399. Independent Study/Project in Women's, Transgender and Queer Studies

Readings and papers, or a more innovative course comprised of, for example, readings and a creative project, or readings and work with an agency concerned with women's issues. Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1–3 sem. hrs.)

WTQS 401. Senior Project in Women's, Transgender and Queer Studies

Project of an interdisciplinary nature, informed by the student's disciplinary focus, concerning gender studies. Directed by a primary advisor (selected from women's and gender studies faculty) and a secondary advisor. Students will present their work in the Women's and Gender Studies Colloquium. Prerequisite: senior standing and women's and gender studies major. Offered annually in the spring semester. (4 sem. hrs.)

FINANCIAL INFORMATION



FINANCIAL INFORMATION

FULL-TIME STUDENTS

Full-time students: those students who are registered for 12 or more semester hours per semester. Students on full-time financial aid must register for at least 12 semester hours each semester.

The following is a list of standard annual charges for attending Wells College in academic year 2022–2023:

Tuition, Room & Board for first-year students, returning students, and new transfer students

Tuition and Fees	\$33,862
Room and Board	\$14,800

Fees include but are not limited to:

- Health and wellness programs
- Student government and activities
- Technology

Single Rooms Additional fee	\$1,000
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Fairlane Apartments Room (not including Board):	\$11,600
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International Students Additional Insurance Fee	\$1,500
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Dining Dollars Express Card

Each semester, \$100 will be added to the Express Card for students on the College's meal plan. Additional money can be added to the Express card by visiting the online card management page.

Additional individual meal plans may be purchased from Campus Dining.

Transportation

The College provides regular van service to various locations as posted while classes are in session. Fees may be incurred for special transportation requests outside the regular schedule.

Billing/Payments

Entering students pay \$300 when notifying the Admissions Office of their intent to matriculate. This deposit will be applied to the charges of the succeeding semester, and is not refundable.

A Financial Responsibility Agreement form will be included with our tuition statement. This form must be completed and returned to the Business Office.

The fall semester bill, due in early August, is sent to the student's parents at their home address or to the financially responsible party. The spring semester bill is due in early January.

The College accepts MasterCard, Visa, DiscoverCard, and American Express for tuition payments. Credit card payments for tuition are processed online only. Please see the Globe (<https://global.wells.edu>) and log in with the student's ID and password. Select the "Student" tab, then "Pay My Bill" in the lefthand menu. If paying by check, make checks payable to Wells College and mail to the following address:

Wells College
Attn: Business Office
170 Main Street
Aurora, NY 13026

If an approved payment plan is not used, all payments received after the above due dates will be subject to a \$250 late fee per semester.

Monthly Payment Plans

These plans are described in detail in the Financial Planning section.

Student Billing Policy

Students who have a prior semester outstanding balance will not be permitted to register for classes or return to campus, for the next semester, until their account balance is paid in full or satisfactory payment arrangements have been made. In the event that a student returns to campus without having made satisfactory payment arrangements, access to campus housing will be denied and meal plans will be suspended.

At the start of each semester, it is the responsibility of the student to make payment, or satisfactory payment arrangements, on any outstanding charges—including charges for that current semester—by no later than the fifth day of classes. If arrangements have not been made by that date, the student will be de-registered from classes and asked to leave campus; access to campus housing will be denied and meal plans will be suspended.

INTERNSHIPS, EXPERIENTIAL LEARNING AND INDEPENDENT STUDY

January Internships and Independent Study

For returning students, the per credit charges are incorporated into the full time tuition charges for the spring semester. For students who do not return for the spring semester, the per credit charge will be billed at the matriculated rate.

Summer Internships and Independent Study

For returning students taking a summer internship to fulfill the experiential learning requirement, the per credit charges are incorporated into the full time tuition charges for the fall semester. For students who do not return for the fall semester, the per credit charge will be billed at the matriculated rate. Any summer internship beyond the requirement stated above, as well as all independent study courses, will be charged the matriculated rate. Non-matriculated students will be billed at the non-matriculated rate.

PART-TIME STUDENTS

Part-time students (registered for 1 to 11 credit hours per semester): \$850/credit hour

Technology fee: \$200/semester

Please note: special course fees may apply.

NON-TRADITIONAL STUDENTS

High school students: \$225/credit hour (not to exceed 6 semester credit hours)

Please note: special course fees may apply.

Audit (non-credit-bearing): \$40 credit/hour

Please note: special course fees may apply.

FULL-TIME¹ and PART-TIME² EMPLOYEES

Full-time employees who are registered as part-time students (1 to 11 credit hours/semester): \$10/credit hour
(Not to exceed 120 credit hours.)

Please note: special course fees may apply.

Part-time employees: \$160/credit hour

(Not to exceed 120 credit hours.)

Please note: special course fees may apply.

SPOUSE/DOMESTIC PARTNER³ of FULL-TIME EMPLOYEES

Spouse/domestic partner of full-time employees who are registered as part-time students
(1 to 11 credit hours/semester): \$40/credit hour

Technology fee: \$200/semester

Please note: special course fees may apply.

Spouse/domestic partner of full-time employees who are registered as full-time students

(12 to 18 credit hours/semester): \$40/credit hour
(Not to exceed 120 credit hours)
Technology fee: \$200/semester
Please note: special course fees may apply.

- (1) To be eligible, full-time employees must have completed one year of service.
- (2) "Part-time employee" as defined in the Wells College Employee Handbook.
- (3) "Domestic partner" as defined in the Domestic Partner Policy.

Other Charges and Fees

Study-Abroad Fee	\$50
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Car Registration*	\$40
Parking Fines**	\$25–\$150
Lost room key	\$45 (includes core replacement)
Lost student ID card	\$10
Official transcripts	\$10
Late payment of tuition, room and board	\$250 per semester
Returned check fee	\$50

*Refer to the “Safety and Security” page on the Globe for detailed information on transportation-related fees and fines.

**Detailed parking fines are located on the Safety & Security page of the Globe.

NOTE: If damages occur to any rooms during the four years, the student will be responsible for any costs of repairs.

In addition to the standard charges listed above, students incur expenses for textbooks, travel, and incidentals. Most students require \$1,600-\$2,000 per year for these personal expenses.

Refund Policy

No refunds of fees are made in the case of suspension or dismissal.

If a student receives financial aid, tuition refunds will be calculated based on the Student Status Determination (below), the Withdrawal Date (below), the Wells College Tuition Refund schedule (below), and the Federal Title IV Financial Aid refund calculation (below).

Student Status Determination

A student’s status (full-time, part-time, or less than part-time) will be determined at the end of the drop period. A student cannot change her or his status after this date. After the drop deadline a student can withdraw from a course(s) through the 9th week, but the student will retain the course(s) on her or his academic record with a grade of a “W”.

Withdrawal Date

A student’s withdrawal date is 1) the date the student officially notifies the school of withdrawal by completing the Withdrawal Form and Exit Survey and returning it to the Dean of Students Office, or 2) if the student drops out without notifying the school, the last recorded date of class attendance by the student, or 3) if a withdrawal cannot be determined based on the above, the date will be established as the midpoint of the enrollment period.

Wells College Tuition Refund

Students who drop or withdraw from the College are entitled to a refund of tuition in accordance with the following schedule:

Refund during:	
1st - 10th day	100%
11th - 17th day	70%
18th - 24th day	50%
25th - 30th day	25%
over 30 days	0%

The first day of the semester is considered the first day of class sessions, regardless of when a given course actually meets the first time.

Return of Financial Aid for Students Who Withdraw

Department of Education regulations govern the return of federal financial aid (Title IV funds) for students that withdraw from the College before the end of the semester. Title IV funds include all federal Direct Loans, Perkins Loans, Parent Loans, Federal Pell Grant, Federal SEOG Grants, and Federal TEACH Grants. Federal Work-Study is excluded. A student earns their Title IV financial aid based on the period of time they remain enrolled. During the first 60% of the enrollment period, a student earns funds in direct proportion to the length of time they remain enrolled. A student withdrawing before the 60% point in the semester may have Title IV financial aid reduced. A student who remains enrolled beyond the 60% point earns all aid for the period and has incurred

full-tuition liability.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, the College must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. The College may use all or a portion of your post-withdrawal grant disbursements for tuition, fees, and room and board charges. The College needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds, however, it may be in your best interest to allow the College to keep these funds to reduce your debt to the school.

If you receive (or your parent on your behalf) excess Title IV program funds that must be returned, the College must return a portion of the excess equal to the lesser of (1) your institutional charges multiplied by the unearned percentage of your funds or (2) the entire amount of excess funds. When the institution has determined that a portion of aid is unearned, the unearned aid to be returned is processed in the following order: Unsubsidized Direct Stafford Loan, Subsidized Direct Stafford Loan, Perkins Loan, Federal/Direct PLUS Loans, Federal Pell Grant, Federal SEOG Grant, and Federal TEACH Grant.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that the College may have. Therefore, you may still owe funds to the College to cover unpaid institutional charges. The College may charge you for any Title IV program funds that we are required to return. College scholarships and grants are awarded on the basis of full-time enrollment for the full semester.

Students that withdraw early lose institutionally-funded scholarships and grants. The College reserves the right to consider a proration of institutional funds to assist with billing costs after the semester drop/add period has lapsed. The proration will be similar as that for Title IV funds. Please note that a student who withdraws during the first 10 class days of the enrollment period will not have earned institutional funds and all institutional funds (grants and scholarships) will be returned. The financial aid office and the billing office will be able to inform students of the financial consequences of withdrawing from the College before the semester is completed.

Room and Board and Fees

After a student has registered and occupies a room, 50% of the room fee will be charged. In addition a per-diem board charge shall be calculated from the first day of occupancy until the 30th day. After the 30th day no refund of room and board will be granted.

There will be no refund of fees after the first day of classes.

If the student withdraws from the College prior to the first day of classes all tuition, room and board and fees will be refunded and any dispersed financial aid cancelled.

Transcript Hold

Transcript holds for non-financial reasons will need to be resolved with the individual department/office before academic transcripts can be released.

FINANCIAL AID

Private colleges are expensive, but financial assistance is available to students demonstrating need. Wells College, through its endowment, gifts, and grants, provides financial assistance to eligible students. To find out if you are eligible for financial aid YOU MUST APPLY. Complete information on Wells College financial aid policies can be found at global.wells.edu under the "Student" tab, then click on the Financial Aid page.

Note: in no way does an application for financial assistance affect your admission to Wells College.

New Student Application Process

To apply for federal and institutional financial assistance a student and their family must file the Free Application for Federal Student Aid (FAFSA). Our federal school code is #002901. You can complete one of the three following procedures for applying:

1. Complete the FAFSA electronically. Filing electronically shortens the time it takes schools to receive your information and lessens the chances for errors. The federal application website is studentaid.gov. You and, if dependent, one parent must each have an FSA ID that will serve as your signature. The FSA ID is your identifier to let you access personal information in various U.S.

Department of Education systems. Your FSA ID serves as your electronic signature and should not be given to anyone. Students and parents cannot share the same FSA ID. If you do not have an FSA ID, you can print out the signature page of the FAFSA and mail it to the federal processor. The FSA ID can be completed at any time at fsaid.ed.gov.

2. Complete the FAFSA using a mobile device. Students can download the myStudentAid mobile app from the Apple store (for iPhone users) or in Google Play (for Android users).
3. Complete the paper FAFSA. Forms are available by contacting the Central Processing Center at 1-800-433-3243. Allow 4-6 weeks to process a paper application.

Renewal FAFSA for Returning Students

If you are a renewal-eligible student who had a valid application the year before, when you enter your personal identifiers on the FAFSA website the federal processor will ask you if you want to pre-fill some of the application with data from the prior year. If you choose this option you can review each pre-filled item, correct any that has changed, and provide new information as needed.

Each year most students will automatically receive a renewal reminder by email from the federal government if they provided an email address in the previous application year, or by regular mail if they did not. The reminder tells students that they can reapply for aid online. Wells College also will send a reminder to all students in January who applied for aid in the current year.

Transfer Students

Transfer students are considered a special asset to the Wells College community. They enroll after completing at least one semester's work at another institution, joining the Wells community either in the fall or spring. Transfer students bring breadth and depth of experience that enrich and add value to the Wells experience. As with all students, transfers apply for federal, state, and institutional financial aid by completing the Free Application for Federal Student Aid (FAFSA) at studentaid.gov. The federal school code for Wells is #002901. You and your parent, if appropriate, will need to obtain an FSA ID to serve as your electronic signature. You can apply for your FSA ID at fsaid.ed.gov.

International Students

Wells College recognizes the special financial needs of many foreign students; however, we are unable to help all foreign students who enter the country on a student visa. The College does not offer any scholarships, grants, or loans that cover the full cost of attending. Students who do not meet U.S. Citizenship status are not eligible for any need-based financial aid funds. The College does not have institutional grant or loan funds to award international students. The Admissions office at Wells College will determine if an international student is eligible for a merit-based scholarship upon acceptance to the institution. Realizing that foreign students are only eligible to work on campus, they are eligible to apply for campus employment with the Office of Academic and Career Advising (wells.edu/careers) upon their arrival to campus. Due to the limited number of available work opportunities, Wells College cannot guarantee all students will be employed in work-study programs.

Deadline Dates for Filing the FAFSA

- First-Year Applicants: Recommended filing date of December 1
- Returning Applicants: May 1 for the upcoming academic year (Verification completion date is June 1)
- Early Decision Applicants: December 15
- Fall Transfer Applicants: Recommended filing date of August 1
- Spring Transfer Applicants: Recommend filing date of December 15

Students can submit applications beyond these dates. Wells College reserves the right to penalize any returning student with a reduction in their institutional grant if they apply beyond the deadline date. The federal government requires that students must have a processed federal aid application with an official expected family contribution on file before the student ceases enrollment to receive financial aid funds.

Billing Cycle

Bills are generated in early July for the fall semester and in early December for the spring semester. Payment or payment arrangements are due in early August and early January, respectively. To coincide with our two-semester enrollment and billing cycle, student financial aid is disbursed in two equal disbursements. Federal regulations do not allow the financial aid office to disburse federal financial aid funds to student billing accounts any earlier than 10 days prior to the beginning of each semester. Please note that financial aid will not be disbursed until the student has returned their signed financial aid offer and completed all verification, loan counseling, annual loan confirmation, and loan promissory note requirements.

State Grant Application

New York State students initiate their TAP grant application when they file the FAFSA. If you did not successfully complete your TAP application at the time you filed your FAFSA you should receive in the mail a postcard from the state processing center outlining the application instructions. The TAP application can be completed online at tapweb.org. Our New York State TAP code is #1050.

Students from Vermont can have their state grants transferred to Wells College. Application procedures for these grants may vary, so we recommend you contact your state processing center for application instructions.

Part-Time Students

Wells College does not offer institutional merit or need-based aid to part-time students. If eligible under federal and state guidelines, a student may receive some forms of federal and state assistance.

Independent Student Definition

Not living with your parents or not being claimed by them on tax forms, or your parents' ability or willingness to pay does not determine your independent status. You must meet one of the following conditions to be considered an independent student:

- You are 24 years old.
- You will be enrolled in a master's or doctorate program.
- You are married.
- You have children who will receive more than half of their support from you during the school calendar year.
- You have dependents (other than children or spouse) who live with you and receive more than half of their support from you now and during the school calendar year.
- You are currently serving on active duty in the U.S. Armed Forces for purposes other than training.
- You are a veteran of the U.S. Armed Services. You are considered a veteran if you have engaged in active duty or are a National Guard or Reserve enlistee who was called to active duty for purposes other than training, or were a cadet or midshipman at one of the service academies, and was released with an honorable discharge.
- From the time you turned 13, both your parents were deceased and you were in foster care or were a dependent or ward of the court. This condition applies even if you are no longer in foster care or a dependent or ward of the court.
- You had no living parent (biological or adoptive) since you turned age 13, even if you are now adopted.
- You are or you were an emancipated minor as determined by a court in your state of legal residence. You must be able to provide a copy of a court's decision that as of today you are an emancipated minor or are in legal guardianship or you were an emancipated minor or were in legal guardianship immediately before you reached the age of being an adult in your state. The court must be located in your state of legal residence at the time the court's decision was issued.
- You were at any time from July 1 of the previous year determined by your high school or school district homeless liaison that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless.
- You were at any time from July 1 of the previous year determined by a director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development that you were an unaccompanied youth who was homeless or were at risk of being homeless.
- You were at any time from July 1 of the previous year determined by a director of a runaway or homeless youth basic center or transitional living program that you were an unaccompanied youth who was homeless or was self-supporting and risked being homeless.

"Homeless" means lacking fixed, regular, and adequate housing, which includes living in shelters, motels, cars, or temporarily living with other people because you had nowhere else to go. "Unaccompanied" means you are not living in the physical custody of your parents or guardian. "Youth" means you are 21 years of age or younger or you are still enrolled in high school.

The application of each student applying for independent status will be considered individually. Wells College distinguishes between voluntary and involuntary independence for the purpose of institutional aid eligibility. If a student enters Wells College as a dependent student they will be considered dependent for all the years they attend unless an exception is granted by the director of financial aid in consultation with the dean of students.

Eligible Noncitizen Students

The following students are considered eligible noncitizens and will be considered for financial assistance and should file a Free Application for Federal Student Aid:

- U.S. Nationals
- U.S. Permanent Residents with alien registration receipt cards (I-551 or I-551C)
- Permanent Residents of the Northern Mariana Islands
- Other eligible noncitizens with one of the following documents from the U.S. Immigration and Naturalization Service: Arrival-Departure Record (I-94) showing (a) "Refugee," or (b) "Asylum Granted," or (c) "Parolee," or (d) "Cuban-Haitian Entrant," or (e) the holder of a valid certification or eligibility letter from the Department of Health and Human Services showing a designation of "Victim of human trafficking."
- An official statement that shows you have been granted asylum in the U.S.

If you only have a Notice of Approval to Apply for Permanent Residence (I-171 or I-464), you are not eligible for federal student aid. If you are in the U.S. on certain visas, including F1 (or F2) student visa or a G series visa, you are not eligible for federal financial aid.

SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL AND STATE FINANCIAL AID PROGRAMS

Full-time and Part-time Students

Wells College is required to have Standards of Satisfactory Academic Progress to comply with the federal and state regulations governing financial aid programs. These standards are in reference to financial aid programs. They are not the academic standards defined by the faculty of Wells College. This means that a student can be placed on academic probation and still receive financial aid as long as they are in compliance with the financial aid standards outlined below. These regulations are subject to change by both federal and state legislative action at any time.

Wells College's academic progress policy for financial aid includes a qualitative and quantitative measure in reviewing a student's academic progress. To ensure that a student is making both qualitative and quantitative progress throughout their course of study, Wells College will assess the student's progress at the end of each semester for New York State TAP requirements and at the end of each academic year for federal aid purposes.

Part-time students shall be evaluated by the same standards as full-time students from the date they first matriculate. However, part-time students need only to accrue courses at one-half the rate of full-time students.

The following regulations will apply when reviewing a student's program pursuit:

- A student must earn 120 credit hours to graduate.
- A student is eligible to receive institutional and federal financial assistance for 180 attempted credit hours in their pursuit of the baccalaureate degree. A student is eligible under federal guidelines to receive (12) semesters of a Pell Grant and in the New York State TAP program to receive (8) semesters of aid. However, a student has (7) years in which to complete their degree requirements, regardless of their eligibility for financial aid.
- Grades at Wells College are recorded in terms of the letter A, B, C, D, F with additional gradation for the letters A through D, indicated by plus or minus signs. The numerical equivalent of these letter grades for the computation of academic standing is as follows: A+ = 4.0, A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = 0.7, and F = 0.
- Certain courses are graded as U (Unsatisfactory), S (Satisfactory), and Pass/Fail. These courses will not be used in the calculation of a student's grade point average with the exception of F and U = 0. However, all courses passed can be applied to the total number of credits successfully completed.

New York State Student Aid

In order to maintain eligibility for New York State financial aid awards, students must meet minimum requirements for academic progress. These requirements are both qualitative (minimum GPA) and quantitative (minimum courses successfully completed). Eligibility is reviewed prior to the start of each semester using

cumulative GPA and courses completed. Students must attempt a minimum number of credits and must have successfully earned a certain number of credits for each payment period. These requirements are outlined in the chart below.

Semester Payment	Minimum # of Credits Attempted	Total # Earned Credits	GPA
1	0	0	0
2	6	6	1.5
3	6	15	1.8
4	9	27	1.8
5	9	39	2.0
6	12	51	2.0
7	12	66	2.0
8	12	81	2.0
9	12	96	2.0
10	12	111	2.0

Note: All students who have received four semester payments of New York State TAP must have a 2.0 GPA and earn a minimum of 12 credits per semester. This includes students who may have received TAP payments at another college prior to enrolling at Wells College.

Repeated Courses

New York State regulations mandate that if a student repeats a course in which a passing grade acceptable to the institution has been received previously, the course cannot be included as part of the student's minimum full-time course load for New York State financial aid purposes. However, in the following instances repeated courses may count toward full-time or part-time study: (1) when a failed course is repeated and (2) when a grade received is passing at the College, but is not acceptable in a particular student's major field of study.

Incomplete Courses

A student with incomplete courses at the end of the semester must complete the coursework prior to the start of the next semester or may lose state financial aid eligibility. Incomplete courses will not be used to evaluate a student's academic progress as indicated in the chart above. If a student completes these courses during the next semester and regains satisfactory academic progress, state aid may be reinstated upon the student's written request.

Withdrawals and Leave of Absence

A grade of "W" does not indicate whether the student passed, failed, or completed all work in a course, and therefore cannot be counted toward meeting either qualitative or quantitative standards. Students who received New York State aid for a semester from which they withdraw or take a leave of absence and do not earn any academic credits are not considered to be meeting the state's pursuit of program requirements and will not be eligible to receive state aid the following semester. A student who withdraws from the College and is readmitted will be eligible for state financial aid provided they were in compliance at the end of their last semester of attendance.

Loss of State Financial Aid

Students who have not fulfilled the chart requirements listed above in a term when they received a state grant or scholarship are not eligible for an award for the next semester. The financial aid office will notify all students at the end of each semester who have been determined to be ineligible for state financial aid. All students have the right to appeal their loss of state financial aid by following the appeal process below.

Reinstatement of State Financial Aid

Students who have lost their state financial aid and have not been granted an appeal may restore aid eligibility in one of the following ways:

- Students can make up past academic deficiencies by completing one or more semesters of study without receiving any state grants or scholarships.
- Students must maintain a minimum cumulative GPA of 2.0 by their fourth semester of payment for New York State grants.
- Students who lose state aid because they did not attempt the minimum number of credits required and choose to attend the following semester without state aid, will regain their eligibility if they complete the number of credits that were deficient.
- Students who did not meet the required academic progress at the time of their withdrawal and are readmitted after a full year (two semesters) of absence and received less than four semesters of NYS grant payments can be placed on the chart of satisfactory academic progress based either on the number of

credits earned or award payments (whichever is most beneficial to the student). Students who withdrew and are readmitted and did not meet the required academic progress requirements at the time of their withdrawal and had used four payment of the NYS grants must have a minimum cumulative 2.0 GPA to receive further state aid.

- Students can transfer to another institution and earn credits that could be transferred back to Wells.

Appeal Process for State Aid

The satisfactory academic progress requirements for state aid may be waived for undue hardship based on: 1) the death of a relative or student; 2) the personal injury or illness of the student; or 3) other extenuating circumstances. The appeal is intended only to accommodate extraordinary or unusual cases directly related to academic performance and the student's failure to achieve the requirements. The appeal process does not exist to provide one additional term of eligibility for all students who fail to meet pursuit or progress requirements. It will not be granted automatically. Students will be asked in their appeal to explain the reasons the student failed to meet satisfactory academic progress. Appeals will not be automatically granted because a student accepts their learning contract. The appeal will be granted only when there is reasonable expectation that the student will meet future satisfactory academic progress requirements.

Please note that:

- A student may be granted only one waiver of New York State requirements for failing to meet the minimum requirements; whether the number of courses or the GPA requirement, before the fifth payment.
- A waiver of New York State requirements may be granted only once for failure to accrue the required number of courses in a student's undergraduate career.
- A student may be granted more than one waiver of New York State requirements for failing to meet the GPA requirement of 2.0 or higher after the fourth semester.
- A student's failure to achieve "good academic standing" shall be identified by the director of financial aid. The student will be notified before the beginning of the student's next semester if they have not met the standards of financial aid academic progress and are ineligible for financial aid funds. Notification will also be sent to the vice president for academic and student affairs, dean of students, and registrar.

All students have the right to request an appeal of the determination that they are not making satisfactory academic progress. The student should request an appeal in writing within the time frame outlined by the director of financial aid. Students should be specific in outlining those mitigating circumstances and provide any documentation which they would like taken into consideration upon their reviews. The vice president for academic and student affairs, dean of students, director of financial aid, and registrar and director of academic advising and success shall review the student's appeal. Notification of their decision and any specific requirements that must be fulfilled will be sent to the student in writing. Copies of the student's appeal letter and decision will be retained in the student's permanent financial aid file.

Federal Student Aid

Students must meet minimum requirements for satisfactory academic progress in order to maintain eligibility for federal financial aid awards as well. These requirements are also both qualitative (GPA) and quantitative (maximum time for program completion). The financial aid office will review a student's satisfactory academic progress annually. The chart below outlines the minimum number of credits a student must earn and the minimum cumulative GPA required for each payment period.

Academic Year	Total AY Credits Earned	Total Cumulative Credits Earned	Cumulative GPA
AY1	21	21	2.0
AY2	21	42	2.0
AY3	21	63	2.0
AY4	21	84	2.0
AY5	21	105	2.0

Repeated Courses

For students who repeat a course, only the most recent attempt will be calculated into the cumulative GPA. Students can only receive financial aid funds for one repeated attempt to achieve a passing grade or an improved grade in a course.

Incomplete Courses

A student with incomplete courses at the end of the academic year must complete the coursework prior to the

start of the next academic year. If a student completes these courses during the next academic year and regains satisfactory academic progress, federal aid may be reinstated upon the student's written request.

Withdrawals and Leave of Absence

When evaluating a student's annual satisfactory progress, grades of "W" do not constitute grades which indicate that a student passed, failed, or completed all work in a course and cannot be counted toward meeting program pursuit requirements. If a student withdraws from all courses during a semester or takes a leave of absence and does not complete the semester for which they received federal aid, they will most likely not meet satisfactory academic progress and will not be eligible for federal aid.

Loss of Federal Aid Eligibility

Students who do not meet the standards listed above forfeit eligibility for federal financial aid awards for each subsequent academic year until academic progress standards are met. The financial aid office, at the end of each academic year, will notify all students who have been determined to be ineligible for federal financial aid. All students have the right to appeal their loss of federal financial aid. The student should request an appeal in writing within the time frame outlined by the director of financial aid.

The appeal process does not exist to provide one additional term of eligibility for all students who fail to meet progress requirements. It will not be granted automatically. Students will be asked in their appeal to 1) explain the reasons the student failed to meet satisfactory academic progress and 2) describe what actions the student plans on taking to ensure their academic success in the next semester. Appeals will not be automatically granted because a student accepts their learning contract. The appeal will be granted only when there is reasonable expectation that the student will meet future satisfactory academic progress requirements. If a student is appealing because of extenuating circumstances such as a death in the family or illness, they may not be required to sign a learning contract. However, they should submit supporting documentation to support these reasons.

The financial aid director will notify all students who have not met their satisfactory academic progress standards and are ineligible for financial aid funds by the beginning of the student's next semester. Notification will also be sent to the vice president for academic and student affairs, dean of students, and director of academic and career advising.

The student should request an appeal in writing within the time frame outlined by the director of financial aid. The Financial Aid Appeals Committee will review the student's letter of appeal and all supporting documentation. The vice president for academic and student affairs, registrar and director of academic and career advising, dean of students, and director of financial aid shall review the student's appeal. Notification of their decision and any specific requirements that must be fulfilled will be sent to the student in writing. Copies of the student's appeal letter and decision will be retained in the student's permanent financial aid file.

Financial Aid Probation

If a student is granted a financial aid appeal, that student is placed on financial aid probation. They will be given an academic action plan with specific requirements that the committee feels would improve the student's academic status. Also, the committee will provide a new, revised schedule that outlines the student's requirement for cumulative number of credits earned and cumulative GPA that is to be achieved in a specific time period.

Students who fail the satisfactory progress check after the end of the probationary payment period may only continue to receive aid if the Appeals Committee grants a second appeal with a revised academic plan. Students will have an opportunity to present any documentation that explains reasons why they were unable to meet their original revised academic plan.

Reinstatement of Federal Financial Aid When Appeals Are Denied

Students who have lost their federal financial aid and have not been granted an appeal may restore their aid eligibility in one of the following ways:

- Attend Wells College without financial aid. The financial aid office will review the student's academic progress every semester and once the student has made up past academic deficiencies they can have their aid reinstated. Financial aid cannot be retroactively reinstated for semesters the student was not achieving satisfactory academic progress.
- If they failed to achieve satisfactory academic progress based on earning the required number of credits, a student could attend another institution and earn credits that could be transferred back to Wells.

Transfer Student Eligibility

Transfer students will be considered using slightly different procedures than that of students in continuing status. For example, when a student transfers into Wells College from another institution, Wells College will evaluate the student's academic record and determine a certain number of credits it is willing to accept in transfer from the student's previous study. That assessment and the number of payments received by the student will be used to place the student at an appropriate point in the institution's schedule of academic progress. Placement for state aid purposes may be either in accord with the number of payments received or number of credits earned—whichever is more beneficial to the student. The point at which the transfer student is placed, and the number of payments they have received, may not line up. Students can receive TAP for a maximum of 8 semesters and Federal Pell Grant and Direct Loan funds for 12 semesters, regardless of the number of semesters needed to complete their degree requirements at Wells College. Placement for federal aid purposes is in accord with the number of credits attempted at previous institutions. Students can only receive federal aid for a maximum of 180 attempted credit hours. Students who have received four or more semesters of TAP or students who have earned junior standing must maintain a cumulative GPA of 2.0 or greater.

STUDENT CONSUMER RIGHTS AND RESPONSIBILITIES

Student Rights

You have the right to ask a school:

- the names of its accrediting organizations;
- about its programs, its instructional, laboratory, and other physical facilities, and its faculty;
- what the cost of attending is, and what its policies are on refunds to students who drop out;
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs;
- what the procedures and deadlines are for submitting applications for each available financial aid program;
- what criteria it uses to select financial aid recipients;
- how it determines your financial need (this process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in your budget, and what resources—such as parental contribution, other financial aid, your assets, etc.—are considered in the calculation of your need);
- how much of your financial need, as determined by the institution, has been met;
- how and when you will be paid;
- to explain each type and amount of assistance in your financial aid offer;
- to choose your own lender for private education loans;
- if you have a loan, to know what the interest rate is, the total amount that must be paid, the length of time you have to repay your loan, when you must start paying it back, and any cancellation and deferment provisions that apply;
- if you are offered a work-study job, to know what kind of job it is, what hours you must work, what your duties will be, what the rate of pay will be, and how and when you will be paid;
- to reconsider your aid offer, if you believe a mistake has been made;
- how the school determines whether you are making satisfactory progress, and what happens if you are not;
- what special facilities and services are available to the handicapped;
- a description of the data compiled by Campus Security.

Student Responsibilities

It is your responsibility to:

- review and consider all information about a school's program before you enroll;
- pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place (errors can delay your receiving financial aid);
- provide all additional documentation, verification, corrections, and/or new information requested by either the financial aid office or the agency to which you submitted your application;
- read and understand all forms that you are asked to sign and keep copies of them;
- accept responsibility for the promissory note and all other agreements that you sign;
- notify the loan service of changes in your name, address, or school status, if you have a loan;
- perform in a satisfactory manner the work that is agreed upon in accepting a College work-study job;

- know and comply with the deadlines for application or reapplication for aid;
- know and comply with your school's refund procedures;
- meet satisfactory academic progress requirements.

To receive federal, state, and institutional financial assistance, you must be enrolled as a full-time student. Full-time status according to the regulations governing most financial aid programs is 12 credit hours. Intersession credits can be applied to the spring semester.

FINANCIAL PLANNING

There are several services available to families that will help manage a student's educational costs.

Wells College Monthly Payment Plan

Wells College, recognizing that most parents finance at least a portion of their child's college education out of current earnings and that the traditional two-installment method does not meet the needs of all parents, offers a monthly payment plan. Under the payment plan, parents and students can pay the semester's tuition and room and board charges in four equal payments for a charge of \$50 per semester. For the first semester, payments are due in August, September, October, and November, while for the second semester, payments are due in January, February, March, and April.

Parent Loans for Undergraduate Students (PLUS)

Parent loans (PLUS loans) are available to parents of financially dependent undergraduate students through the federal government. A parent may borrow up to the cost of education minus other aid, per dependent. The Direct PLUS Loan interest rate for 2022–2023 is 7.54%. Repayment of the amount borrowed plus interest begins two months after the loan is disbursed. The minimum monthly payment is \$50 and repayment must be completed within 10 years.

MasterCard, VISA, DiscoverCard, and American Express

MasterCard, VISA, DiscoverCard, and American Express will be accepted for payment of College Store and tuition charges. Credit card payments for tuition are processed online only. Please see the Globe at global.wells.edu/ICS/Students, then click on "Pay My Bill" for more information.

VETERANS AFFAIRS (VA) COMPLIANCE

In accordance with Title 38 U.S. Code 3679, subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill" (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including (but not limited to) access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

FACULTY ORGANIZATION

THE DIVISIONAL STRUCTURE

The faculty are organized into three divisions: arts and humanities, natural and mathematical sciences, and social sciences.

DIVISION OF THE ARTS AND HUMANITIES

The Division of the Arts and Humanities is the heart of the liberal arts and the focal point of artistic activity on campus. Areas such as visual communication, book arts, and museum studies belong to this division, as do the more familiar courses in art, art history, English, philosophy, history, creative writing, theatre, dance, religion, and modern languages. Through studies in these areas, students have many opportunities to engage with the great works of the Western tradition as well as explore the rich diversity of human expression in its many forms across the globe. Courses offered by the Division of the Arts and Humanities cultivate knowledge, creative skills, and ways of thinking that can provide a basis for understanding and success in other areas of the curriculum. This division also sponsors performances and exhibitions by students, faculty, and outside artists and writers.

DIVISION OF NATURAL AND MATHEMATICAL SCIENCES

The Division of Natural and Mathematical Sciences includes major programs in biological and chemical sciences, computer science, environmental science, health sciences, and mathematical and physical sciences. Logical and analytical thought is the basis for study in the mathematical and natural sciences. In the natural sciences the steps of observation, conjecture, experimentation, and evaluation lead to the development of new scientific theories or laws. In mathematics there is an analogous thought process, but experimentation and evaluation are replaced by logical proof from axioms. The studies of mathematics and the sciences are intertwined, for historically most mathematical developments have been motivated by the need for mathematical laws in the establishment of scientific theories. Conversely, mathematics provides the means for the sciences to formulate theories precisely and measure theories' predictions against the natural world. Thus students in all these fields learn explanations of natural phenomena and mathematical concepts, develop the tools needed to work with them, and learn techniques to enable them to establish results of their own.

DIVISION OF SOCIAL SCIENCES

The role of the social sciences in a liberal education is to contribute to an understanding of society through the study of human behavior and institutions. To this end, the division offers course work in anthropology, business, economics, education, First Nations and Indigenous studies, international studies, political science, psychology, sociology, sustainability, and women's and gender studies.

ACADEMIC AWARDS AND PRIZES

Prizes in the Arts and Humanities

Helen Gertrude Dean '25 Prize for Dramatic Expression

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

Margaret Schwartz Music Prize

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

Carol Stull Prize for Dance Performance

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

Theatre/Dance Prize in Choreography

Awarded to that senior who has distinguished himself or herself in the creative, teaching, and performing facets of choreography.

Kate Clugston Class of 1914 Prize in Theatre

Awarded annually to a member of the senior class who, apart from on-stage performance, has made an outstanding contribution to Wells theatre, either by one striking achievement or through continuous dedication. Kate Clugston '14 was a playwright, poet, and English teacher who established the public relations office at Wells, serving as its director from 1944–1947.

Kathryn Walker '64 Prize in Acting

The Kathryn Walker '64 Prize in Acting was established in 2018 by G. Alan Clugston, professor emeritus of English. It recognizes a student of any class ranking who, in the judgment of the panel, has in the preceding year done the best job of acting in a play on campus or in an off-campus play in which a committee member is involved. The recipient will be announced at the Honors Convocation in the spring.

Edwin B. Morgan Prize

Awarded to the student who has acquired the greatest knowledge of the Spanish language in at least two years of college work in Spanish.

M. Helena Zachos 1875 Prize

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

Class of 1905 Poetry Prize

Established in 1930. Awarded for the best poem or poems written by an undergraduate during the year.

Catherine B. Depau '24 Prize

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

Julia Taylor Martin Prize in American History

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

The History/Political Science Prize

Awarded to that student of high standing in history or political science who has shown the greatest ability to use their training in promoting the intellectual and social life of the College, as well as the greatest promise of usefulness in the future.

Rose Hill '98 Prize in Creative Nonfiction

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

Prize for Excellence in Book Arts

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

JJ Lankes Prize in Book Arts

The JJ Lankes Book Arts Award will be presented to an outstanding graduating student in the book arts at the end of the academic year. The award is named in honor of JJ Lankes, who taught at Wells from 1932 to 1939 and who is credited with reviving the art of the woodcut in America in the 1930s. There is no application for this award, which is presented based on a consensus of faculty based on the cumulative work of the student. Preference for the award is given to book arts majors and minors, but any Wells student who has taken book arts classes is eligible.

The Chronicle Prize

Established in 1906, this prize is awarded to the student who has been the most valuable contributor to the Chronicle magazine throughout the year. Classroom work in English is also considered.

Prizes in the Social Sciences

Wall Street Journal Award

Awarded each year for excellence in work in economics and the Corporate Affiliates Investment Fund.

Jean Scobie Davis Prize

Established in 1966 by Elizabeth W. Walter '33. Awarded to that member of the graduating class, majoring in either economics or sociology, who has shown both the fine understanding of facts and the social implication of the subject involved—so characteristic of Miss Davis, professor of sociology and economics at Wells from 1928 to 1957.

Carter A. Woods Prize

Established in 1972 by Patricia Woods Reed '54 and Barbara Woods Hillman '58 in honor of the retirement of their father, Carter A. Woods, professor of sociology from 1931 to 1972. Awarded to the student graduating with a major in sociology and anthropology, whose actions most typify the ideals and scholarship of Professor Woods in his 41 years at Wells.

Margaret Schwartz Psychology Prize

Awarded to that member of the graduating class who has demonstrated consistent excellence in their work in psychology. Established and endowed by Margaret Schwartz.

Psychology Service Award

The Psychology Service Award recognizes a student who has used their education in psychology to contribute to the greater good of the psychology program, Wells College and/or the community at large.

Excellence in Psychology Award

This award recognizes a student who has demonstrated outstanding leadership, service, and contribution to the life of the psychology major.

Dorothy Allison Razor's Edge Prize in Women's Studies

Awarded annually to a graduating women's and gender studies major or minor who has demonstrated a commitment to and understanding of the political, social, intellectual, and transformative goals of women's studies and/or feminism.

Excellence in Teacher Education Award

This award is given to a student who has a passion for teaching. The recipient understands the complex decision-making skills teachers use every day and has shown the ability to apply them during student teaching. This student has internalized the tenets of inclusive education and equity pedagogy and has demonstrated their commitment to providing rich educational experiences for all students in line with the Wells College mission to think critically, reason wisely, and act humanely.

Ida B. Wells-Barnett Prize in Criminal Justice

Established in 2018, this prize is awarded to that member of the graduating class who has demonstrated a deep understanding of the criminal justice system and a commitment to the pursuit of justice for all peoples. Criteria include the GPA of courses in the student's major, excellence in thesis research, and excellence in experiential

learning activities such as internships or off-campus study.

Sustainability Prize

Awarded to a graduating senior majoring in sustainability, this prize is given to the student who has demonstrated consistent excellence in the knowledge and skills necessary to understand the multifaceted origins and solutions to environmental problems.

Outstanding Business Major Award

Awarded to a graduating senior who demonstrates high academic achievement, leadership, and outstanding performance in the major.

Susan W. and Pike Sullivan Entrepreneur Award

Established in 2018, the prize is awarded to the member of the graduating class who demonstrated a deep interest and understanding of entrepreneurship and/or social entrepreneurship. The award criteria includes GPA, participation and achievement in the annual business idea competition, excellence in experiential learning activities such as internships or off-campus study, and a demonstrated interest in entrepreneurship and in starting a business.

Thomas Knuth International Prize

Established and endowed in 1979 by Thomas Knuth, the prize is awarded to that member of the graduating class who has demonstrated both academic excellence in the area of international studies and a commitment to the improvement of international understanding.

Prizes in the Natural and Mathematical Sciences

Eleanor C. McMullen Biology Prize

Awarded to a graduating senior for exceptional performance in biology, in honor of Eleanor C. McMullen, professor of biology, 1935–61.

Ruth M. Dunlap Prize in Chemistry

Awarded to the student who, at the end of their senior year has established the best record in their class in chemistry courses.

Nancy Ann Reed Chemistry Prize

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

CRC Press Freshman Chemistry Achievement Award

Recognition for outstanding achievement by a freshman in the introductory chemistry courses.

Wells Women in Science Prize

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

Wood Prize in Physics and Its Application

Established in 2004 in memory of Wells seminarians Cornelia Louis Wood Conger, class of 1873, and her sister, Mary Della Wood Dey, class of 1873. Awarded to the member of the graduating class who has shown outstanding interest and ability in physics or its application to closely related disciplines, particularly engineering.

John Perry Prize in Mathematics and Computer Science

Awarded to a member of the graduating class for excellence in either mathematics or computer science.

Cayuga Watershed Prize in Environmental Science

Awarded to a member of the graduating class with an outstanding academic record in environmental studies who has engaged in significant professional activities during their undergraduate years, and who shows promise for future professional development in the field.

Distinguished Health Sciences Student Award

Presented annually to an outstanding senior in health sciences on the basis of scholarship, service, and notable

experiential learning accomplishments.

Early-Career Health Sciences Student Award

This award is for a health sciences major who has demonstrated exceptional commitment to the field through service to the community, experiential learning, and academic excellence. This award is open to all health sciences students, but priority for consideration will be given to a first-, second-, or third-year student.

General Prizes

Student Library Prizes: General and Special Interest

Established in 1937 by the Chicago Wells Club, and endowed in 1943 by Ruth Chamberlain Koch, class of 1907. Awarded to the seniors who have the best, not the largest, collections of books. There are separate prizes for the categories of "general collection" and "special interest collection." Each collection will be judged on its value as a practical working library in relation to the major interest of the owner; as a nucleus for a permanent personal library; as an indication of discriminating judgment in collecting books, and of growing interest in books through the College years. Rare editions and fine bindings are of secondary importance in this contest.

Ariel Lawson '08 Memorial Prize

Awarded to a student in good academic standing who has been an active servant in the governance of Wells College and in student life. First preference will be given to a female student. Their dedication to the College must be expressed with the purpose of maintaining and perpetuating the Wells "Sisterhood." This must be a student who fights "no-holds-barred" for what they believe is right, even in the face of opposition, while maintaining a commitment to building the Wells and Aurora communities. They should also be committed to solving larger issues of economic and social justice.

William Liberi '05 Memorial Prize for TLGBQ Activism and Scholarship

Awarded annually to a current student in good academic standing who has demonstrated a commitment to transgender and queer issues, especially through their service as an ally to the Transgender, Lesbian, Gay, Bisexual, Questioning and Allies (TLGBQA) community via activism, visibility, literary, or artistic endeavors.

Anne J. Russ Prize for Social Responsibility

This prize is awarded to a member of the Wells community who in the course of the year has made the most significant social, political, or ethical contribution, especially involving matters of human diversity and inclusiveness.

Commencement Awards

Several distinct awards, granted to members of the senior class, are announced annually during the Commencement ceremony.

Gertrude H. Friert Prize in Fine Arts

This prize was established in 1961 and endowed in 1987 by Charlotte Dalton Boline '61 in honor of her mother, Gertrude H. Friert. It is awarded to a member of the graduating class who, in the opinion of the art faculty, has produced a body of creative work of high quality during their college career.

Koch Prize for Best Senior Research Paper

This prize was established and endowed in 1953 by Albert and Ruth Koch, parents of Elizabeth Koch Darlington, class of 1935. The prize committee reads senior essays representing fields across the curriculum in each of the College's majors.

Frances Tarlton Farenthold Leadership Award

Presented to a senior who has consistently demonstrated qualities of commitment and activism in the Wells community and the wider world.

Presidential Leadership Award

This award honors a student who has demonstrated particular initiative and responsibility in the service to the community.

Faculty Awards

Excellence in Advising Award

Academic advising is a vitally important responsibility of the faculty at Wells College. The purpose of this award is to recognize the fundamental importance of academic advising to the students of Wells College as they choose their courses and major field, and plan activities to support their academic and career goals. Students nominate faculty members for this prestigious award, and a committee convened by the vice president for

academic and student affairs and dean of the college—and comprised of former advising award recipients, students, and alumni—choose the recipient.

Excellence in Teaching Award

This award recognizes the fundamental importance of the quality of teaching to the mission of Wells College and the importance of supporting faculty in their pursuit of excellence in teaching. A committee convened by the vice president for academic and student affairs and dean of the college—and comprised of former teaching award recipients, students, and alumni—choose the recipient.

HONOR SOCIETIES

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

CHI ALPHA SIGMA, NEW YORK CHAPTER ALPHA OMICRON — Chi Alpha Sigma was founded in 1996 by Nick Mourouzis, then the head football coach at DePauw University. His goal was to provide outstanding student-athletes with an opportunity to become connected within an association that aligns their educational and athletic successes for a lifetime. Chi Alpha Sigma recognizes student-athletes from accredited four-year institutions who excel in both the classroom and in competition. In order to be inducted, a student-athlete must attend a four-year accredited college or university that is a member of the NCAA, NAIA, or NCCAA. The honoree must achieve at least junior academic standing by the fifth semester or seventh quarter, as determined by the certifying institution, and must have achieved a minimum cumulative grade point average of 3.4 (on a 4.0 scale).

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