

Wilkes University



2019-2020

UNDERGRADUATE BULLETIN

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STATEMENT OF DISCLAIMER

The statements in this bulletin are for the purposes of information. The University reserves the right to change any provisions or requirements, including tuition and fees, any time within the student's term of residence. No contract is created or implied. Students must fulfill all prevailing degree or program requirements.

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Wilkes University

Undergraduate Bulletin

Baccalaureate Studies

WILKES UNIVERSITY
Wilkes-Barre, Pennsylvania 18766

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Policy Statement of Nondiscrimination

Wilkes University is committed to providing a welcoming environment for all members of our community and to ensuring that all educational and employment decisions are based on individuals' abilities and qualifications.

Wilkes University prohibits discrimination in its educational programs, employment, admissions or any activities on the basis of race, color, national or ethnic origin, age, religion, disability, pregnancy, gender, gender identity and/or expression, sexual orientation, marital or family status, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local laws. Discriminatory conduct including sexual harassment and other sexual misconduct or violence such as rape, sexual assault, sexual exploitation and coercion will not be tolerated.

Consistent with this principle, Wilkes University will comply with state and federal laws such as the Pennsylvania Human Relations Act or other applicable state law, Title IX, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Ethnic Intimidation Act of 1982 (P.L. 537-154) and other laws that prohibit discrimination.

Any member of the Wilkes University community has the right to raise concerns or make a complaint regarding discrimination under this policy without fear of retaliation. Inquiries about this policy statement may be addressed to the University's Title IX coordinator at 570-408-3842.

Federal and State Act Compliance

The Wilkes University Police Department (WUPD) prepares, publishes, and distributes this annual report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (The "Clery Act"). This document is prepared in compliance with Act 73 of 1988 of the Commonwealth of Pennsylvania and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 USC §1092(f). This report is available in hard copy format upon request, during normal business hours, at the University Police Communications Center, 148 S. Main Street, UCOM Garage; the Office of Admissions, Chase Hall's Reception Area; and the Office of Student Affairs, Passan Hall, second floor. Additionally, an electronic copy of this report is available on the University website at: www.wilkes.edu. In addition, daily logs and crime logs are available for review during normal business hours at the University Police Communications Center. Any questions regarding this report and the specific requirements of the Acts that govern its production can be addressed to Justin Kraynack, Chief of Operations & Compliance, ext. 4554.

INTRODUCTION

Wilkes University

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A Message from the Provost

As the Chief Academic Officer of the University, it is with pleasure that I extend a welcome to you on behalf of the members of the Faculty, Staff, and Administration of Wilkes University. The Wilkes' Mission is to prepare our students to be life-long learners. All of us at the University are dedicated to the future success of our students. That dedication is reflected in the quality of teaching, thoughtful advising, and mentorship of the University faculty and staff.

Wilkes faculty and advisors will guide you through the course work that is outlined in the pages of this document. The lecture or on-line courses, writing seminars, laboratories, discussion groups, service learning and research projects are only a portion of your overall educational experience. You will be challenged by a variety of pedagogical approaches by the Wilkes faculty who are active scholars in their respective fields. Wilkes students are expected to be active participants in this scholarly activity which will contribute to your intellectual and professional growth. Community engagement, citizenship, ethics, leadership, and the development of effective communication skills are integral components of the Wilkes undergraduate experience. A general education in the liberal arts and sciences along with the depth of knowledge in your field of study, will prepare you for success in an ever changing world.

You will be exposed to many curricular and extra-curricular experiences that will contribute to your personal growth in the next few years. Take this time in your life to experiment with new activities and get out of your comfort zone. All of us are dedicated to helping you make your learning journey a great success and your Wilkes experience one of excitement and continuous discovery. Enjoy your time with the Wilkes family, work hard, and make these next few years the best that they can be. The time will go quickly so cherish it and realize that the friendships you forge here with faculty and classmates are friendships that will last a lifetime. You will become part of the ever growing Wilkes family.

Terese M. Wignot, Ph.D.

Interim Senior Vice-President/Provost
Wilkes University

Calendars

Undergraduate Academic Calendars and Schedules

UNDERGRADUATE ACADEMIC CALENDAR 2019-2020	Approved 8-15-2018	
PRE-SESSION		
Classes Commence	Monday, May 20, 2019	8:00 a.m.
Classes End	Friday, June 7, 2019 (INCLUDING FINAL EXAMINATIONS)	12:00 p.m.
FIRST DAY SESSION		

Classes Commence	Monday, June 10, 2019 (No class July 4th)	8:00 a.m.
Classes End	Friday, July 12, 2019 (INCLUDING FINAL EXAMINATIONS)	12:00 p.m.
NINE-WEEK EVENING SESSION		
Classes Commence	Monday, June 10, 2019 (No class July 4th)	6:00 p.m.
Classes End	Tuesday, August 13, 2019 (INCLUDING FINAL EXAMINATIONS)	10:00 p.m.
SECOND DAY SESSION		
Classes Commence	Monday, July 15, 2019	8:00 a.m.
Classes End	Friday, August 16, 2019 (INCLUDING FINAL EXAMINATIONS)	12:00 p.m.
FALL SEMESTER - 2019		
Classes Commence	Monday, August 26, 2019	8:00 a.m.
Labor Day Recess Begins	Saturday, August 31, 2019	8:00 a.m.
Classes Resume	Tuesday, September 3, 2019	8:00 a.m.
Summer Commencement	Sunday, September 8, 2019	1:00 p.m.
Fall Recess Begins	Thursday, October 10, 2019	8:00 a.m.
Classes Resume	Monday, October 14, 2019	8:00 a.m.
FOLLOW THURSDAY CLASS SCHEDULE	Tuesday, November 26, 2019	
Thanksgiving Recess Begins	Wednesday, November 27, 2019	8:00 a.m.
Classes Resume	Monday, December 2, 2019	8:00 a.m.
FOLLOW FRIDAY CLASS SCHEDULE	Monday, December 9, 2019	
Classes End	Monday, December 9, 2019	5:00 p.m.
Final Examinations Begin	Monday, December 9, 2019	6:30 p.m.
Final Examinations End	Wednesday, December 16, 2019	4:00 p.m.
INTERSESSION 2020 Monday, December 23, 2019 to Friday, January 10, 2020		
SPRING SEMESTER - 2020		
Classes Commence	Tuesday, January 13, 2020	8:00 a.m.
Martin Luther King Day Recess Begins	Saturday, January 18, 2020	8:00 a.m.
Winter Commencement	Sunday, January 19, 2020	1:00 p.m.
Classes Resume	Tuesday, January 21, 2020	8:00 a.m.
Spring Recess Begins	Saturday, February 29, 2020	8:00 a.m.
Classes Resume	Monday, March 9, 2020	8:00 a.m.
Holiday Recess Begins	Thursday, April 9, 2020	8:00 a.m.
Classes Resume	Monday, April 13, 2020	8:00 a.m.
FOLLOW THURSDAY CLASS SCHEDULE	Tuesday, April 28, 2020	
Classes End	Wednesday, April 29, 2020 (FOLLOW FRIDAY CLASS SCHEDULE)	5:00 p.m.
Final Examinations Begin	Thursday, April 30, 2020	6:30 p.m.
Final Examinations End	Saturday, May 7, 2020	4:00 p.m.
SPRING COMMENCEMENT	Saturday, May 16, 2020	TBA

Wilkes University

A Guide To Learning

Wilkes University is a dynamic community of learners that encourages students to take an active role in their education. Within the framework of a carefully considered and integrated curriculum, the University provides a broad variety of learning experiences designed to place individual learning at the center of academic life. Students will be challenged to think critically and creatively, invited to read and write extensively, and expected to become adept at quantitative reasoning and the use of contemporary technology as they prepare to become productive and responsible citizens of the global society. Mindful of the rapidly expanding body of knowledge and the vast array of learning and teaching styles in this academic environment, the University remains committed to the values articulated by Dr. Eugene S. Farley, Wilkes University's founding president, and adopted by the Wilkes University faculty as a Guide to Learning.

An educated person:

- seeks truth, for without truth there can be no understanding;
- possesses vision, for we know that vision precedes all great attainments;
- is aware of the diversity of ideas and beliefs that exists among all people;
- has faith in the power of ideals to shape the lives of each of us;
- knows that mankind's progress requires vigor, moral courage, and physical endurance;
- cultivates inner resources and spiritual strength, for they enrich our daily living and sustain us in times of crisis;
- has ethical standards by which to live;
- respects the religious convictions of all people;
- participates constructively in the social, cultural, and political life of the community;
- communicates ideas in a manner that assures understanding, for understanding unites us all in our search for truth.

These values are supported by the Wilkes University Mission, Vision, and Values and are projected in the Institutional Student Learning Outcomes, which guide all learning opportunities and experiences at Wilkes.

Institutional Student Learning Outcomes

(Adopted by the faculty, November 1, 2007)

The students will develop and demonstrate through course work, learning experiences, co-curricular, and extracurricular activities

- the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study;
- effective written and oral communication skills and information literacy using an array of media and modalities;
- practical, critical, analytical, and quantitative reasoning skills;
- actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity; and
- interpersonal skills and knowledge of self as a learner that contribute to effective teamwork, mentoring, and lifelong learning

Our Mission, Vision, and Values

Mission

To continue the Wilkes tradition of liberally educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, scholarship and academic excellence, while continuing the university's commitment to community engagement.

Vision

Wilkes University will provide exceptional educational experiences that transform students and develop innovations through scholarly activities that lead to national recognition and shape the world around us.

Values

- Mentorship: Nurturing individuals to understand and act on their abilities while challenging them to achieve great things.
- Scholarship: Advancing knowledge through discovery and research to better educate our constituents.
- Diversity: Embracing differences and uniqueness through sincerity, awareness, inclusion and sensitivity.
- Innovation: Promoting creative scholarly activities, programs, ideas and sustainable practices.
- Community: Appreciating and collaborating with mutual respect to foster a sense of belonging.

Undergraduate Admissions

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Application for Admission

Applications for admission to Wilkes University may, generally, be completed and submitted online or sent directly to the Wilkes University Office of Admissions.

Students who wish to enroll at the University full-time or part-time must contact the Office of Admissions to obtain an Application for Admission. Information and instructions regarding secondary school transcripts and records, essays and/or letters of recommendation (which are required for admittance to some programs), standardized test reports, and entrance examinations may be obtained by contacting the Office of Admissions.

Note: Several degree and specialty programs have special application procedures.

Pre-Pharmacy applicants who are interested in the Pre-Pharmacy Guaranteed Seat Program in addition must submit an essay, three letters of recommendation and successfully complete an interview with the School of Pharmacy's Admissions Committee to gain early admission to this program.

Applicants for any of the Pre-Medical Scholars, Health Science Specialty Programs, or other doctoral-related programs, must note their interest on the application for admission and successfully complete an interview with the selection committee to qualify for acceptance into these programs.

Applicants for the degree programs in Musical Theatre or Theatre Arts must successfully complete an audition, and applicants for the degree program in Theatre Design and Technology must provide samples of their art or design work and complete an interview with the departmental faculty, in order to gain admission into these programs.

Applicants who are accepted into the Digital Design and Media Art program and are interested in the B.F.A., must submit a portfolio to the Department of Integrative Media, Art and Design.

Admitted students who qualify for an honors application, will be notified during the admission process. Students invited will be asked to complete the online application and submit additional essays and portfolio materials.

In all cases, invitations to interview or audition for these identified degree programs are extended by the academic departments at their discretion. All departments reserve the right to interview applicants or request additional documentation.

Acceptance for Admission and Advanced Deposit

All applicants for admission to the University must submit the following:

- 1) a completed and signed application for admission to the University;
- 2) an official copy of the most recent high school or college transcript or both (a official final high school transcript is required after the applicant graduates high school);
- 3) SAT or ACT scores (either official copies or scores recorded on the official high school transcript); and
- 4) the application fee (see Student Expenses, "[Undergraduate Application and Admission Fee](#)" in this bulletin.

After the application file is complete, the Office of Admissions will review the file, render a decision, and notify the applicant of that decision. Admissions decisions are made on a "rolling" basis, and notification is generally made within two to four weeks from the date the file is complete. An applicant may be required to complete an evaluative interview prior to the rendering of a final decision.

All students guarantee their place in the entering class by forwarding a \$300 tuition deposit to the Office of Admissions. May 1 is the priority deadline for receipt of deposits.

Introduction

Wilkes University also accepts applications for the spring semester and summer session. Procedures are similar to those for students entering in the fall semester.

While Wilkes practices "rolling" admissions, the University reserves the right to close admission with a two-week notification.

Recommended High School Preparation

In order to best prepare for the academic demands of collegiate study, undergraduate applicants to Wilkes University are strongly encouraged to follow a rigorous, college preparatory curriculum throughout their secondary educational experience.

Such a curriculum generally includes four years of progressive course work in English, three years of mathematics, two years of science (including, at least, one laboratory component), three years of social studies, and an introduction to computing. Some degree programs may require additional curriculum completion for science and mathematics. Although not required, the faculty of the University recommends this schedule of progressive course work as a foundation for collegiate level study and for admission to the University. Many undergraduate degree programs at Wilkes University have additional college preparatory course requirements. General and special requirements for secondary course work are described more fully in the Admissions section of the Wilkes University Web site at <https://www.wilkes.edu/admissions>.

Elective courses in the secondary educational experience should be drawn from academic subject areas and chosen with care to reflect individual interest and proposed college major areas of study. High school electives supportive of college academic majors include computer science, foreign language, communications, the fine and performing arts, and specialized technical courses.

Applicants whose college preparation curriculum does not follow the pattern described may still qualify for admission to Wilkes University if there is other strong evidence of the student's readiness to engage in college-level work.

Standardized Tests

The Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the Achievement College Test (ACT) is generally required of all applicants planning to enter Wilkes University directly from high school. Students should take one of these examinations before the second semester of the senior year in high school.

Wilkes is a member of the College Entrance Examination Board. Students communicating with the Educational Testing Center in Princeton, New Jersey, or in Los Angeles, California, should refer to the Wilkes University code number (CEEB): 2977.

Admission of Transfer Students

Wilkes University welcomes transfer students from other accredited colleges and universities for both the fall and spring semesters.

Transfer students must submit an application for admission and a transcript from every post-secondary institution attended (even if no credits were earned). An official final high school transcript and SAT or ACT scores may be required, and some transfer students may be asked to complete assessment tests prior to admission or registration for courses. Admission of transfer students is conducted on a "rolling" basis. In addition to an admissions decision, transfer students will receive a free transcript evaluation. Admission of transfer students is conducted on a "rolling" basis. In addition to an admissions decision, transfer students will receive a free transcript evaluation.

Applicants must be in good academic standing and must hold a minimum cumulative grade point average of 2.00 (C) at their current or most recently attended institution in order to be considered for admission to Wilkes University. All courses with a grade of 2.00 (C) or higher that are comparable to those in the curriculum at Wilkes and from recognized accredited institutions will be accepted for transfer. Students transferring into the nursing program may register for courses only after consultation with the Chairperson of the Department of Nursing.

Enrollment in the life science majors (Biology, Chemistry, Biochemistry, Nursing, and Pharmacy) is limited, and admission to programs in these areas is competitive. Applicants into the life science majors must be in good academic standing and must hold a minimum cumulative college grade point average of 3.00 (B) from their attended institution(s) in order to be considered for admission to Wilkes University. Additional Nursing application documents and/or nursing entrance exams may be required prior to a decision and/or would be noted in the acceptance letter. Students transferring into the nursing program may register for courses only after consultation with the Chairperson of the Department of Nursing.

Applicants for the degree programs in Musical Theatre or Theatre Arts must successfully complete an audition, and applicants for the degree program in Theatre Design and Technology must provide samples of their art or design work and complete an interview with the departmental faculty, in order to gain admission into these programs.

Transfer students applying directly to the School of Pharmacy for entry into the professional school must additionally complete a School of Pharmacy application and forward three letters of recommendation to the School of Pharmacy Admissions Committee. The applicant must also sit for the PCAT examination and submit official scores from the examination. After the file is complete, the School of Pharmacy may schedule a personal interview, as the School deems appropriate. Students with questions applying directly into the Pharmacy Professional Program can contact: Karen Atiyeh; 570-408-4298 or karen.atiyeh@wilkes.edu.

In all cases, invitations to interview or audition for these identified degree programs are extended by the academic departments at their discretion. All departments reserve the right to interview applicants or request additional documentation.

University policy prohibits the Office of Admissions from knowingly admitting any student who has been dismissed from any other college or university for any reason until a period of one year has elapsed from the time of dismissal. Students who have been placed on probation by another college or university will be considered on a case-by-case basis.

Degree Completion and Graduation Requirements for Transfer Students

Transfer students from two-year institutions must complete a minimum of 60 credits at an accredited degree granting institution.

To graduate, all transfer students must complete a minimum of 30 credits (exclusive of advanced placement credit awarded by Wilkes) and a minimum of 50% of their major field (and any minor field) credits at Wilkes University.

Additionally, all transfer students must satisfy the University's General Education Requirements. (See the bulletin section entitled "General Education: The First Curricular Component" for an explanation of these requirements and associated student learning outcomes.) The University makes every effort to recognize course work and apply credits that are transferred into the University from an accredited institution in satisfaction of the General Education Requirements or to make other accommodations to ease the transition from one institution to another. For example, students who transfer certain science courses or sequence of science courses to Wilkes may, with the approval of the appropriate Dean, be permitted to apply these courses or course sequences to the requirements for Area II (The Scientific World) of the General Education Curriculum. Approval of the application of credits for courses or sequences of courses to satisfy specific requirements in the General Education Curriculum is not automatic and is dependent upon a complete review and analysis of submitted transcripts (and other pertinent documentation, as requested). Transfer students and potential transfer students are, therefore, encouraged to consult with the Office of Admissions on these matters.

Students who hold a baccalaureate degree from Wilkes University or another regionally accredited institution and who seek a second baccalaureate degree will be considered exempt from the Wilkes General Education Curriculum for the purposes of seeking a second bachelor's degree.

Transfer students should consult the "Graduation Requirements" section of this bulletin for an explanation of institution-wide requirements for graduation.

Prior Learning Assessment for Transfer and Adult Degree Completion Students

A special office, the Office of Prior Learning Assessment (PLA), has been created to help students in their transition into the Wilkes University academic community and in the evaluation of their prior learning in the award of academic credit for demonstrated competency. The Office of Prior Learning Assessment works in collaboration with the Office of Admissions and with academic departments to inform and advise entering students about opportunities by which academic credit might be awarded for learning that takes place outside of the "traditional" college classroom (e.g., CLEP, DSST, and Excelsior exams, departmental challenge exams, and experiential learning portfolio) and to familiarize students and their advisors with the policies and procedures associated with the award of credit for demonstrated learning and Prior Learning Assessment at Wilkes. The Office of Prior Learning Assessment is housed in University College, Conyngham Hall.

An important note for all students regarding the transfer of credits to Wilkes University:

While course credits may be transferred to the University from another accredited institution in fulfillment of Wilkes University graduation requirements, grades earned in those courses accepted for transfer are not included in the computation of the cumulative grade point average earned at Wilkes University.

Admission of International Students

International students are defined as those who do not hold U.S. citizenship, who are not permanent residents of the U.S., or who do not hold resident alien status in the U.S.

Undergraduate International students must submit the following in order to be considered for admission to Wilkes University:

- 1) A completed application;
- 2) Official results of English Proficiency (TOEFL, IELTS STEP Eiken, ELS Level 112, GTEC, SAT, ACT) or evidence of the successful completion of an accredited intensive English language program, graduation from a U.S. High School, or English must have been the language of instruction for the student,

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- 3) Copy of current passport or visa, if applicable;
- 4) Official transcripts of all secondary or post-secondary work completed to date (all transcripts should also be accompanied with a translation if in a language other than English); and
- 5) a copy of the secondary or post-secondary diploma or leaving certificate.

International Students may be asked to provide a credit evaluation conducted by World Education Service (WES) or a similar University-accepted agency.

For admission in the fall semester, applicants who reside outside of the USA must return their completed application and attendant documents by June 15. Applicants who reside within the USA, and have a valid visa, must return their completed application and attendant documents by August 1.

For admission in the spring semester, applicants who reside outside of the USA must return applications and documents by November 15. Applicants who reside within the USA, and have a valid visa, must return applications and documents by December 10.

An I-20 form will only be issued after the application process is complete, the student has been admitted to the institution and financial statement showing sufficient funds or scholarship letter has been received.

Early Admission of High School Students

Wilkes University will consider admission for exceptionally gifted and motivated students who wish to enter the University without completing the requirements for a high school diploma.

In order to be considered for admission to the University, applicants must provide all of the materials listed under the "[Acceptance for Admission and Advanced Deposit](#)" section of this bulletin and must submit at least one letter from a high school official granting permission for early admission. Applicants must also successfully complete an interview with a counselor in the Office of Admissions.

Admission of Part-time Students

Those who wish to enroll as part-time students must contact the Office of Admissions to discuss their plans and to obtain an Application for Admission. Students who have completed college-level work at another institution must submit an official transcript as part of the admission process. Those who have completed no college work must submit an official high school transcript as evidence of high school graduation or the GED as evidence of readiness to pursue college-level studies. All documentation should be sent to the Office of Admissions.

Admissions Decision and Rescind Policy

Wilkes University seeks to enroll talented and capable students who have the potential to be active and productive members of our campus community.

Wilkes University reserves the right to revoke an admissions decision or enrollment on various circumstances deemed appropriate by the University; including, but not limited to personal behavior, academic performance, or social conduct that may poorly reflect our values of "an educated person" (please reference in the bulletin: [A Guide to Learning](#)).

Changing from Part-time to Full-time Status

Part-time, non-degree seeking students who wish to enroll as full-time students must consult with the Vice president of Enrollment and Marketing as the first step in this process. Students who have completed 30 or more credits and have maintained a cumulative grade point average of 2.00 (C) or higher will be accepted as full-time students. Students who have completed fewer than 30 credits will be required to provide high school transcripts and appropriate test scores in support of their petition to enroll full-time before a decision will be made. Requests for change of status must be made through the Office of Admissions.

Part-time, degree-seeking students who wish to enroll as full-time students must consult with their academic advisor. Students who have completed 30 or more credits and have maintained a cumulative grade point average of 2.00 (C) or higher will be accepted as full-time students.

Readmission to the University

Students who previously attended Wilkes University and did not graduate, must contact the Student Affairs office for re-admission into the University.

Campus Visits

A campus visit and an interview are strongly recommended for all students interested in studying at Wilkes University. Students and family members may schedule an interview by calling or writing the Office of Admissions. Campus visits may include an interview with an admissions professional, appointments with faculty members, sessions with coaches and co-curricular leaders, campus and residence hall tours, attendance in selected classes, and financial aid counseling.

In addition to individualized campus visits, the Office of Admissions hosts a number of Open Houses throughout the academic year. These visitation days usually include an introduction with admissions staff, academic department meetings, campus tours, financial aid sessions, an information session with current students, administrators and faculty, and a complimentary meal. Specific information about the agenda and dates for these days is available from the Office Admissions and on the Wilkes University website: <https://www.wilkes.edu/visit>.

Student Life at Wilkes

Student Life at Wilkes: An Inclusive Community

Student Life

Creating and nurturing diversity of thought, culture, and belief are among the key values upon which Wilkes University was founded. These values are acknowledged in our motto, "Unity Amidst Diversity." Thus, Wilkes welcomes and supports a diverse campus community and invites students of all races, ethnicities, religions, and other diverse backgrounds to join our University family. The members of the Wilkes faculty and staff are committed to providing mentorship and support to all Wilkes students in order to empower them to meet their full potential and to ensure student academic and personal success.

In an effort to provide a welcoming and supportive environment for students of all backgrounds, we offer a range of programs, services, and activities as diverse as our campus community:

- an established and interconnected system of peer, faculty, and staff mentorship programs;
- a rich and varied schedule of extra-curricular activities and opportunities, including social events, multicultural activities for students, faculty, and staff, concerts, recitals, theatre productions, readings, and lectures;
- specialized and individualized support for international and minority students;
- an extensive list of opportunities for community service, internships, service-learning, and leadership;
- individualized academic advising;
- career advising and counseling;
- personal counseling and advising;
- academic support services;
- health and counseling services;
- a variety of housing options, including the Multicultural Residence Hall and First-Year Student Living-Learning Communities;
- accommodation for special dietary needs that includes attentiveness to religious and personal diet requirements;
- a comprehensive resources library; and
- a variety of merit- and need-based financial aid options.

Wilkes University is a community of learning in which co-curricular and extra-curricular activities complement academic life. Students, faculty, and staff work together to promote individual student development by means of a variety of activities, programs, organizations, and cultural opportunities. All campus organizations are open to all students, and all function in collaboration with faculty advisors and the Student Affairs staff.

Resources, services, and activities pertaining to Student Life are outlined in the following section of this bulletin. Academic resources and support services are described in the "Academic Information" section of this bulletin.

Cultural Affairs

A variety of programs, including lectures, exhibits, workshops, and performances, is provided to enhance life in the Wilkes community and to help individuals attain educational and career goals. The Sordani Art Gallery brings programming in the fine arts to both the campus and the Wilkes-Barre communities. The Center for Global Education and Diversity sponsors programming and activities that foster cross-cultural and multicultural understanding and provides space for people of different cultures to interact and learn from one another. Throughout the year, the Division of Performing Arts offers a regular schedule of dance performances, concerts and recitals, and dramatic and musical productions in the Dorothy Dickson Darte Center for the Performing Arts.

Intramural and Intercollegiate Athletics

Wilkes sponsors an active intramural sports program as well as intercollegiate competition in twenty-three varsity sports. Varsity sports for women include basketball, cross-country, field hockey, golf, ice hockey, lacrosse, soccer, softball, swimming, tennis, and volleyball. Men compete at the varsity level in baseball, basketball, cross-country, football, golf, ice hockey, lacrosse, soccer, swimming, tennis, volleyball, and wrestling. Varsity teams compete at the Division III level.

Introduction

Wilkes University is a member of the Middle Atlantic Conference (MAC), the Metropolitan Conference for Wrestling (MCW), the Eastern Collegiate Athletic Conference (ECAC), and the National Collegiate Athletic Association (NCAA).

The goal of the intramural program is to provide a comprehensive set of recreational and fitness activities throughout the academic year for the University community. Students, faculty, and staff participate in individual, dual, and team competitions in traditional sports as well as in innovative activities like plyometrics, free-throw competition, and aerobics. Events are organized in structured tournament competition and in one-day special events, using the indoor facilities of the Marts Center, the UCoM Recreation and Athletic Center, and the spacious grounds of the Ralston Field Complex.

Wilkes places the highest priority on the overall quality of the educational experience and on the successful completion of the student's academic program. The University, therefore, seeks to establish and maintain an environment in which a student's athletic activities are conducted as an integral part of the entire educational experience. The varsity and intramural programs function, then, in an environment that provides for the health and welfare of the student-athletes and values cultural diversity, gender equity, principles of fair play, and amateur athletic competition throughout the University community.

Residence Life

The Residence Life Program at Wilkes is committed to providing a living environment that is supportive of academic pursuits while contributing significantly to personal growth.

The residence hall staff serves to help students enjoy and benefit from their on-campus living experience. Each residence hall is staffed by one or more Resident Assistants, each of whom has been selected on the basis of character, demonstrated qualities of leadership, and the ability to interact effectively with students. Throughout the year, the residence hall staff sponsors various educational and social programs for their residents. The Resident Assistants are also responsible for crisis management, discipline, maintenance requests, and ensuring that the University policies are upheld.

The Residence Life Program offers students a wide variety of residential options. Each residence hall has its own unique style, whether it is a traditional residence hall such as Evans, one of the older Victorian mansions such as Weiss, or an apartment-style residence hall like University Towers. Some residential spaces are reserved exclusively for students enrolled in the University First-Year Student Living-Learning Communities. Each residence hall has a full kitchen and laundry facilities. Single-sex or coed facilities are available. Rooms are equipped with cable television access, internet (wireless or data ports), telephones, single beds, dressers, desks, desk chairs, and closet space.

All resident students are required to participate in the University Meal Plan, and Wilkes offers a variety of meal-plan and dining options. These options are described on the Dining Services Web site: <https://www.wilkes.edu/campus-life/dining-on-campus/>.

Dining Services

Contact: Business Operations (studentmeals@wilkes.edu), or Dining Services (570-408-4991)

Wilkes University's dining services provider is committed to providing well-balanced meal plans, offering a variety of food options to students at each meal. Our students are encouraged to make the best choices for their own health and well-rounded diet. The University's on-campus dining locations include: Henry's Cafeteria, Which Wich, Grille Works, Greens to Go/P.O.D., and Starbucks at Gambini's. These locations will accept dining dollars, flex dollars, and meal swipes (with the exception of Starbucks), as well as cash and credit/debit. Dining Dollars and Flex Dollars may be redeemed at any dining service outlet on campus. Flex Dollars may be redeemed at participating off-campus vending outlets, including Barnes & Noble Bookstore, and on-campus dining facilities. Participating vendors may be found online. Additional Dining and Flex Dollars may be purchased through GET Funds at any time.

Wilkes University requires all resident students participate in the dining program. Resident meal plans offer unlimited dining in the cafeteria. Students on all meal plans have the option of eating at Which Wich, Grilleworks, P.O.D., Greens to Go, or Starbucks at Gambini's using dining or flex dollars. Meal plans are also available to commuter students and Wilkes faculty/staff. Henry's Cafeteria, located in the Student Center, is also open to members of the Wilkes community.

Regulations:

1. All participants in the meal plan program are required to present their student ID card at entry or point of purchase. ID cards are not transferable and WINs will not be accepted in place of ID card.
2. It is expected that eating in the University dining hall should be a pleasant experience for all. Therefore, any individual whose conduct interferes with this atmosphere may be subject to disciplinary action.
3. All silverware, dishes, glasses, and trays must remain in the dining hall. Exceptions to this policy may be made only by the General Manager of Dining Services.
4. Proper attire must be worn in the University dining hall at all times. Shoes and shirts must always be worn in an area where food is being prepared or served.
5. Students are expected to assist in maintaining order and cleanliness in the dining hall. The violation of any of these regulations may result in disciplinary action.
6. Meal plan exemption requests will only be considered for those who demonstrate that Wilkes Dining Services cannot accommodate their dietary needs, and provide the required supporting documentation. Full academic year exemption requests must be submitted by August 15th, and Spring exemption requests must be submitted by January 15th. Contact studentmeals@wilkes.edu for complete guidelines and instructions.
7. Resident students wishing to change their meal plan for Fall may do so until August 1st by sending an email from their @wilkes.edu email to: studentmeals@wilkes.edu. Changes for Spring meal plans are accepted during the official change period of October 1 – November 15.

Available Services:

- Students who are required to be off campus because of a University commitment (e.g., student teaching) during lunch/dinner hours may request a box meal from Wilkes Dining Services at least one day in advance. Students are expected to pick up the box meals they have signed for, and not to eat that particular meal in the dining hall that day.
- Sick trays: Sick trays will be provided for students who are unable to leave their residence hall because of illness. Arrangements for such trays will gladly be made by the Wilkes Dining Services staff. Contact General Manager, Dining Services at (570) 408-4991 for more information.
- Reusable containers are available at a nominal fee for students who wish to select and package a "take out" meal from Henry's for consumption at a different time/location.
- Guests are welcome at the University dining hall and may make cash purchases.
- Meal plans are available for commuter/off-campus students. Those wishing to participate in a meal plan may select a commuter plan by accessing the Wilkes Portal Student Services page, or a Colonel plan by emailing studentmeals@wilkes.edu.

Student Development

The Student Development Office enhances student life by offering leadership programs, experiential education opportunities, and a variety of extracurricular and social activities designed to complement students' classroom education. A few of the programs offered include the Cultural Series, Wilkes Adventure Education (WAE) programming, and the Weekend Entertainment Series. The Cultural Series introduces students to the world of art and performance by providing opportunities for students to experience visual art, music, theatre, and dance, both locally and in larger metropolitan areas such as New York City, Philadelphia, and Washington, D.C. The WAE program provides an alternative learning experience designed to challenge students to engage in physically demanding activities such as hiking, biking, yoga, and rock climbing. Students can also serve as WAE facilitators, providing practical leadership tools, lessons on teamwork and experience leading team-building activities. The Weekend Entertainment Series gives students a variety of low-cost entertainment options to choose from each weekend, including bowling passes to the local bowling lanes and movie tickets to Movies 14.

An active Student Government, together with campus clubs and special interest organizations, also provides an array of activities to enrich student life outside the classroom. Student Government and Wilkes University recognize more than 60 clubs and campus organizations. The University requires that clubs and organizations be open to all students; consequently, groups that are exclusive do not exist on the Wilkes campus.

Volunteer action and community and civic engagement are the cornerstone of the Wilkes Mission and of the University's rich student life tradition. Thus, eligibility for Student Government funding requires that all recognized clubs and organizations be involved actively in community engagement. Community and civic engagement and curricular community engaged learning activities are coordinated by the Office of Civic Engagement, which maintains a current list of community partners.

An Inter-Residence Hall Council, an Off-Campus Wilkes Liaison (OWL) council, and a Commuter Council organize activities for undergraduate students, and the University Programming Board oversees a full schedule of social and cultural events at the University.

Student publications include the Beacon, a weekly student newspaper published during the academic year, the Manuscript, an annual journal of original student art, poetry, and fiction, and the Amnicola, the University student yearbook.

The University also maintains a television station and WCLH, an FM radio station that is operated by students; WCLH broadcasts daily at 90.7 MHz.

The Office of Student Affairs

Grievance Policy/Internal Complaint Procedure

The purpose of this policy is to serve as a guide for students who wish to file a complaint about any aspect of Wilkes University's operations/policies/procedures or about the actions of any student, visitor, or employee of Wilkes University. This policy is to be implemented only when dealing with circumstances not covered by existing academic or student conduct procedures. See the Undergraduate Student Handbook for further information: <https://wilkes.edu/campus-life/student-affairs/wilkes-undergraduate-student-handbook/student-rights-and-responsibilities.aspx#grieve>

Procedures and Guidelines

1. Complaints, other than those being filed against persons, should be directed, in writing, to the appropriate Administrator (e.g. Director, Dean, Department Chair, Faculty Member). It is the responsibility of that person to address the situation and, if possible, see that it is corrected. This must be done within a reasonable amount of time which will of course, depend upon what must be done to rectify the situation. The Administrator (Director/Dean/Department Chair/Faculty Member) should inform the student in writing of the measures that were taken or are being taken to address the issue. If a student does not receive a response from the Administrator within two weeks from the date of originally filing the complaint, the student may then bring the complaint to the appropriate Vice President or the Provost.
2. Complaints being filed against a person, should be directed, in writing, to that person's immediate supervisor. If it is an anti-harassment complaint the procedures, outlined in the Anti-Harassment Policy should be followed. If the complaint is not one of anti-harassment, then it is the responsibility of the supervisor to address the issue with the respondent. The supervisor must inform the student of the measures that were taken or are being taken to address the issue. If the student does not receive a response from the supervisor within two weeks from the date of originally filing the complaint, the student may then bring the complaint to the appropriate Vice President or Provost.
3. All documentation regarding a complaint, as well as its disposition, must be securely stored in the office of the person who received the complaint and acted upon it. These records must be maintained for a period of six (6) years from the date final action was taken on said complaint.

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4. In all instances of a student filing a complaint, the student must be assured in writing that no adverse action will be taken against the student for filing a complaint.
5. If a student feels that a response to a complaint is unacceptable and/or unreasonable, the student may bring the complaint to the immediate supervisor of the person who initially acted in response to the matter. If a student does not receive a response from that supervisor within two weeks from the date of originally filing the complaint with that person, the student may then bring the complaint to the appropriate Vice President or Provost.

The Office of Student Affairs

The Student Affairs staff works with students in a holistic manner, providing guidance and support in students' pursuit of their educational goals and in their development as persons preparing to assume the responsibilities of maturely educated persons. The Office of Student Affairs works actively to coordinate the various aspects of student life and development at Wilkes. The Offices of Residence Life, the Center for Career Development and Internships, Health and Wellness Services, Campus Counseling, the Center for Global Education and Diversity, Act 101, Civic Engagement, Athletics, and Campus Interfaith report to the Vice President for Student Affairs.

Wilkes takes seriously its commitment and responsibility to encourage students to discover their own abilities and potential and to assist them in making sound and independent decisions. Students are expected to consult regularly with academic instructors, faculty advisors, the Student Affairs Deans, department chairpersons, or academic deans regarding academic matters. Recognizing, however, that students sometimes need additional guidance in resolving personal, social, or academic problems, the University has institutionalized within the Office of Student Affairs a variety of programs to assist and support students, individually and in groups. Staff members are specially trained and available to help students resolve problems, coordinate emergency situations, and handle referrals from members of the University community. The Vice President and Deans of Student Affairs, having familiarity with University resources, serve as ombudsmen, as well as "sounding boards," for student concerns.

Wilkes takes equally seriously its role in the development of the whole person and provides a wealth of programs for the social, cultural, and civic engagement of its students. Many of the programs offered or advised by units within the Office of Student Affairs contribute to the holistic nature of a Wilkes education. The campus resources, services, and activities described in brief in this bulletin are discussed more extensively in the online Wilkes University Student Handbook, which explains the University student governance system, outlines University regulations, and provides a directory of student activities.

University Activities

In addition to the curricular and co-curricular activities sponsored by specific organizations and academic units, many all-campus and campus-community events are held each year. Family Day, Homecoming, and the Annual Block Party are typical of the social events that help to promote an active and involved student body. The University joins area cultural groups each year for the annual Cherry Blossom Festival and for the Fine Arts Fiesta, a four-day festival of music, drama, and the arts presented each spring on the Public Square in downtown Wilkes-Barre. A series of University sponsored concerts and lectures is presented throughout the academic year at the Dorothy Dickson Darte Center for the Performing Arts and in other venues on or close to campus. These university-sponsored events are open to University students, faculty, and staff, and to members of the surrounding communities. Admission for most events is free of charge. Consult the Events Calendar on the University Web site for schedules of events and admission information.

Student Services

Wilkes University provides a rich array of programs and services designed to support students, academically and personally, throughout their time at the University. Following are brief descriptions of these services and programs. Additional information about each program or service may be obtained from the Office of Student Affairs or by consulting the University Web site.

Advising Services for Special Academic and Student Development Programs

Due to the intricacies of certain programs or requirements imposed by professional and graduate schools and external accrediting agencies, the University has identified advisors in a number of areas of interest. Specially trained Pre-Medical Advisors serve all students interested in professional or graduate school opportunities in medical or health-related fields. The Pre-Law Advisors work with students from any discipline who wish to go on to law school. The International Studies Advisors counsel students in matters pertaining to Study Abroad as well as to career and professional opportunities in this field. The office of Student Development counsels and advises students interested in a variety of internship possibilities. Information on any of these services is available in the Office of the Registrar, the Office of Student Affairs, and the Student Development Office.

Bookstore

Wilkes University and King's College, through Barnes & Noble College Booksellers, Inc., operate a joint bookstore facility on South Main Street, equidistant between the two campuses, just off Public Square in downtown Wilkes-Barre. This "academic superstore" is designed to meet the specific needs of students at Wilkes and King's, as well as those of the community-at-large. In addition to the standard Barnes & Noble bookstore stock, the Wilkes-King's Bookstore offers

comprehensive textbook services, lounge chairs, tables, and a full-service Starbucks Café, where students, faculty, staff, and community members regularly meet. The bookstore also houses a "spirit" shop that features logo merchandise for Wilkes University.

Campus Counseling

The Office of Campus Counseling assists students in resolving personal concerns or problems. Appointments are available throughout the day, and, if needed, during the evenings and on weekends. Referrals to community agencies and other professionals are made as necessary. The Coordinator of Counseling works closely with student groups and the professional staff of the University to provide workshops and group sessions on topics of special interest or concern.

Career Services

The Office of Career Services is the liaison between the University and potential employers in business, industry, government, and educational institutions. Various services and workshops are offered to assist students at all stages of their career development. Students are encouraged to participate in the many programs offered by the Office of Career Services by registering at The Center for Career Development and Internships, rear 236 S. River Street at the Student Center Gateway, or contact them by email at careers@wilkes.edu.

Center for Global Education and Diversity

The Center for Global Education and Diversity was created in 2008 to better prepare students for success in a multicultural world. The Center provides institutional and regional leadership and programming in global education and diversity issues. Most importantly, the Center houses essential services for underrepresented groups and international students, faculty, and staff, and for those seeking an international experience as part of the Wilkes education. The Center is composed of two offices: International Student Services and the Office of Diversity Initiatives. Services of the Center include:

- support for students from underrepresented groups such as women, ethnic and religious minorities, gay/lesbian/transsexual/transgender, and individuals with disabilities;
- support for international students, faculty, and staff;
- multicultural programming; and
- booking of the Savitz Lounge in the Henry Student Center.

The Center is located in the Max Roth Center at the corner of South Franklin and West South Streets. The Center's staff may be reached by calling (570) 408-7854 (or ext. 7854 from a campus phone).

Health and Wellness Services

The Office of University Health and Wellness Services maintains regular hours while the University is in session for the fall and spring semesters and is staffed by a Nurse Practitioner and a Registered nurse. A physician is available at specified hours during the week. Appropriate referrals are made as necessary to community physicians and hospitals. During the summer months, students can obtain care from local emergency rooms or urgent care centers, with any questions directed to Safety and Security at ext. 4999.

In these times of escalating health care costs, all students enrolled at Wilkes University are required to have health insurance coverage and to provide proof of that coverage.

International Student Services

For international students, the Center for Global Education and Diversity provides immigration and visa information and assistance, as well as advice on academic, cultural, and personal issues. The Center also provides orientation to life in the United States and the American educational system, assists students in dealings with a variety of offices and constituencies, including U.S. and foreign government agencies, other campus offices and departments, and the community, and serves as advisor to the International Student Organization. These services are available to all international students, non-immigrants and immigrants alike.

New Student Orientation Program

The transition from the directed work of the high school environment to the independent and more intensive work of the university environment is eased by introducing new students to the University and its services before classes formally begin. Two orientation periods—one during the summer and another in the days immediately preceding the start of the academic term—are set aside to assist new students in planning their academic programs and in learning about the curriculum, available student activities, and about the campus and its many resources. Orientation sessions provide opportunities for each new student to meet with his or her academic advisor, to discuss personal and professional goals, and to begin to plan an academic course of study.

Office of Diversity Initiatives

The Office of Diversity Initiatives (ODI) supports students from underrepresented groups through advising, advocating, and programming. The office is the institutional leader in diversity and inclusion for students and faculty/staff of Wilkes University through acting as a role model for tolerance, acceptance, respect, support and resources for people of all cultures and backgrounds, while celebrating differences and commonalities in a learning and developmental environment. ODI provides campus-wide programming to facilitate the development of cultural competence.

Financial Matters: Tuition and Fees

Tuition, Fees, Room and Board

Student Expenses for 2019-20

The following chart summarizes student expenses for the 2019-20 academic year, which officially begins with the Summer Session, 2019. Students are referred to the course descriptions in this bulletin for laboratory and other fees associated with specific courses. Inquiries about particular charges should be addressed to the Bursar's Office.

Full-time Undergraduate Tuition & Fees	Assessment	Per Semester	Annual Total
Tuition (12 - 18 credits)*	Per semester	\$17,907.00	\$35,814.00
General University Fee	Per semester	\$904.00	\$1,808.00
Total Full-time Undergraduate Tuition & Fees		\$18,811.00	\$37,622.00

School of Pharmacy First Professional Tuition & Fees	Assessment	Per Semester	Annual Total
Tuition (12–18 credits)*	Per Semester	\$19,138.00	\$38,276.00
General University Fee	Per Semester	\$886.00	\$1,772.00
<i>Pharmacy Professional Fees</i>			
Professional Fee - P1	Per Semester	\$500.00	\$1,000.00
Professional Fee - P2	Per Semester	\$500.00	\$1,000.00
Professional Fee - P3	Per Semester	\$500.00	\$1,000.00
Professional Fee - P4	Per Semester	\$500.00	\$1,000.00
Total School of Pharmacy First Professional Tuition & Fees		\$20,024.00*	\$40,048.00*
<i>*Plus the applicable P1 - P4 fees detailed above.</i>			

Part-time Undergraduate Tuition & Fees	Assessment	Rate
Summer Study (all sessions)	Credit hour	\$520.00
Fall & Spring Sessions (1 - 11 credit hours)	Credit hour	\$995.00
Intersession	Credit hour	\$520.00
Excess Credit Hours	Credit hour	\$995.00
Accelerated BBA Degree	Credit hour	\$449.00
General University Fee	Credit hour	\$40.00
Technology Fee	Credit hour	\$40.00

Audit Fees (Undergraduate Courses)	Assessment	Rate
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Full-time Undergraduate and Pharmacy Students	No charge	---
Part-time Undergraduate Students	Credit hour	\$ 497.50
Senior Citizens (62 and older)	Credit hour	\$ 20.00

Other Mandatory Fees		
Applied Music Fees @ \$400 per credit		
• 1 credit (14 30-minute private lessons)	Credit hour	\$400.00
• 2 credits (14 60-minute private lessons)	Credit hour	\$800.00
Graduation Fee	One time	\$170.00
Graduation Fee (Late)		\$340.00
Matriculation Fee	One time	\$135.00
<i>Undergraduate Application & Admission Fees</i>		
Undergraduate Application	One time	\$40.00
Online Application	One time	\$20.00
Online Transfer Admission	One time	\$20.00
Online International Undergraduate	One time	\$40.00
Online Freshman Admission	One time	\$20.00

Miscellaneous University Fees	Assessment	Rate
Acceptance Tuition Deposit	One time	\$300.00
Challenge Examinations	Credit hour	\$90.00
Disciplinary Fine	Each	\$200.00
Miller Analogies Testing Fee	Per semester	\$60.00
<i>Parking Fees and Fines:</i>		
Parking on campus	Per semester	\$120.00
Ralston Field Parking	Per semester	\$40.00
Parking Tickets	Each	\$25.00
Lost Parking Tag	Per semester	\$5.00
Storage Fee	Each	\$15.00
Towing Fee	Each	\$45.00
Replacement of Lost ID Card	Each	\$30.00
Returned Check Charge	Each	\$50.00
Study Abroad	Per Semester	\$75.00
Transcript/Verification (same day)	Each	\$20.00
Transcript Fee	Each	\$15.00
Transcript Surcharge (FAX)	Each	\$20.00

Exceptions	Assessment	Rate
Senior Citizens Discount (62 and older) all attached fees full price	Credit hour	\$413.00
Summer Co-op and Internship* all attached fees full price	Credit hour	\$497.50
Young Scholars	Credit Hour	\$50.00

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Residence Hall Rates	Assessment	Per Semester
Residence Hall - Dorm Style	Per semester	\$4,562.00
Residence Hall - Single Room	Per semester	\$4,796.00
Residence Hall - Apartment Style	Per semester	\$5,059.00
Residence Hall - Michelini Hall	Per semester	\$5,059.00
Residence Hall - Rifkin	Per semester	\$4,814.00
Residence Hall - YMCA	Per semester	\$5,303.00
Summer Room Rent	Per week	\$267.00

Meal Plans	Assessment	Per Semester
Colonel Blue	Per semester	\$2,565.00
Colonel Blue Plus	Per semester	\$2,665.00
Colonel Blue Premier	Per semester	\$2,815.00
Colonel Gold	Per semester	\$2,942.00
Colonel Gold Plus	Per semester	\$2,992.00
Colonel Gold Premier	Per semester	\$3,142
Senior Plan	Per semester	\$1,259.00
25-Meal Plan	Per request	\$212.00
50-Meal Plan	Per request	\$524.00
<i>Summer Meal Plans:</i>		
Creative Writing: 10-Meal Block & Residency Meals	Per week	\$250.00
Summer RA Meal Plan		\$398.00

Financial Aid

At Wilkes University, financial assistance is a vehicle to help all students achieve their educational goals. Although the student and family are primarily responsible for financing the educational process, we're here to offer additional resources to make a Wilkes University education affordable. There are various scholarship and need-based University funds in addition to assistance from the Federal Department of Education and in some cases, the state of Pennsylvania. If it is your first time applying for financial aid or you've worked with us before, it is our pleasure to help you in any way we can. Please note the information include in this bulletin is just a basic guide and www.wilkes.edu includes more information regarding the Office of Financial Aid.

Financial Aid Application Procedure

At Wilkes University, we ask students and families to complete the Free Application for Federal Student Aid (FAFSA) if they are interested in being considered for any of the following programs:

1. Wilkes University need- based grants
2. Federal grant programs
3. Pennsylvania Higher Education Assistance Agency (PHEAA) grant programs
4. Federal work-study
5. Federal student loan programs

Completing the FAFSA

Typically, you must meet the following requirements before applying for financial aid through the Department of Education (www.fafsa.ed.gov):

- Looking to enter or continue education in a degree-seeking program
- Be a United States citizen or eligible non-citizen
- Maintain satisfactory academic progress
- Register with Selective Service, if a male at least 18 years of age
- Not be in default on a loan made under any Title IV, HEA loan program or owe a repayment on any Title IV funds
- Be registered for the appropriate number of credits for the semester in which you are applying for financial aid
- Have a valid social security number or alien registration card

Note: Special students and non-degree seeking are not eligible for Federal or State financial assistance.

Students can begin to file the FAFSA on or after October 1 proceeding the year they are seeking financial aid. For example, students looking to attend for the 2019-2020 could file the FAFSA on or after October 1, 2018.

Financial Aid for Part-time Students

The Pell Grant, Supplemental Educational Opportunity Grants (S.E.O.G.), PHEAA Grant, College Work-Study, Nursing Loan, Federal Direct Stafford Loan, and the Federal Direct Parent Loan for Undergraduate Students (Direct PLUS Loan) are available to part-time students. Interested students must complete the Free Application for Federal Student Aid (FAFSA) and the appropriate loan applications in order to qualify for these programs. In addition to financial need, eligibility is based on enrollment status. Limited funds from the S.E.O.G. Program are available to part-time students who demonstrate exceptional financial need. Except for the Pell Grant program, students must be enrolled at least half-time to qualify for financial aid. In addition, there are various private educational loans available to part-time students. Contact the Student Financial Services Office for more information.

Financial Aid for Pharmacy Students in Years Five and Six

Years five and six of the Pharmacy program entail course work that is considered to be at the post-baccalaureate level; this means, for financial aid purposes, years five and six of the program you are identified as "professional or graduate level student". Students enrolled at this level of study in the Pharmacy Program are independent for financial aid purposes and only qualify for financial aid available to graduate and professional students. Typically, this financial aid includes the unsubsidized Direct Stafford Loans (with an annual loan maximum of \$33,000), Graduate Direct PLUS Loans (after the student has used his/her unsubsidized loan eligibility for the year), and private loans. ***Fifth-year and sixth-year Pharmacy students do not qualify for any federal, state, or institutional grants or scholarships.***

Financial Aid for Students Seeking a Second Degree

Students seeking a second degree may be eligible for the Direct Loan program offered by the Federal Department of Education. In many cases, seeking a second degree does not mean a student is now independent in the Department of Education's view. Please refer to the FAFSA to determine your student status. Additional information is available on the Wilkes University web site.

Scholarships

Students who are offered Wilkes University scholarships will be eligible to receive them each academic year provided the student is making satisfactory academic progress. Scholarships are applied against tuition only, are divided evenly between the fall and spring semesters (unless otherwise stated) and cannot be used at the graduate level regardless of the student's major and/or semester(s) pursuing a degree at Wilkes University. Students who will complete their undergraduate degree in less than 4 years (or 8 academic semesters which are comprised of fall and spring) will then forfeit the remainder of any scholarships funds offered during the Admission and/or Financial Aid process. Scholarships will not exceed ½ of the annual amount offered when it is allocated in one semester.

Grants

- All students applying for Federal, State, and Wilkes grants must first complete the Free Application for Federal Student Aid (FAFSA).
- The FAFSA must be filed each academic year that the student would like to be considered for grants.
- For a complete list of grants offered through the federal and state government and/or by Wilkes University, please visit www.wilkes.edu.

Private/Outside Scholarships

If the student anticipates receipt of a private/outside scholarship that is not already listed on the invoice and/or the financial aid information on the student portal, the student should provide the information to the Bursar's Office immediately. Please note that Wilkes University reserves the right to adjust Wilkes University funds based upon the amount of the scholarship regardless of the timing of the notification.

Loans

- All students applying for Federal loans must first complete the Free Application for Federal Student Aid (FAFSA).
- For a complete list of all the Federal loan programs, please visit www.wilkes.edu or studentaid.gov for more information.

Private Educational Loans

If you already have a relationship with a bank or lending agency, please feel free to explore that option. Students and families who wish to explore alternative loan options can do so at www.elmselect.com. Wilkes University does not endorse any outside lenders but does provide information through Elm Select of lenders families have used in the past plus other companies who can offer financial assistance.

Student Employment

- All students applying for Federal and state work-study programs must first complete and file the Free Application for Federal Student Aid (FAFSA).
- When a student works on campus, he/she will receive a paycheck for hours work. These funds are **not** deducted from the student's balance due to student accounts.
- For all student employment opportunities available, please visit www.wilkes.edu.

Veterans' Assistance (VA) Programs

Interested persons should contact the Office of Admissions, the Student Financial Services Office, and/or their local VA Office to obtain information concerning GI Education Assistance, Veterans Education Programs, Veterans Rehabilitation, Veteran Educational Loans, the Veteran Work-Study Program, and other sources of Veterans Assistance. Wilkes University is a participant in the Yellow Ribbon Program of the U.S. Department of Veterans Affairs. For details about this special program, go to: <https://wilkes.edu/admissions/financial-aid/yellow-ribbon-program-for-veterans>

Withdrawal -- Return of Financial Aid Funds

This Return of Title IV Funds (R2T4) policy applies to any student who receives federal financial aid, has begun classes, and subsequently either withdraws from the courses the student was scheduled to complete and/or receives all failing grades (as known as an unearned F) during a semester or payment period. When a student withdraws from his/her courses, for any reason including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds the student was originally scheduled to receive. Wilkes University follows the federally prescribed policies and procedures for calculating whether the student has earned all or a portion of their federal financial aid.

Once the amount of the federal funds to be returned has been calculated, the funds will be returned in the following order:

- Unsubsidized Direct Loans
- Subsidized Direct Loans
- Nursing Loans
- PLUS Loans (Parent)
- Pell Grant
- Supplemental Education Opportunity Grant (SEOG)

Pennsylvania and other state grants will be adjusted in accordance with the agency's stated guidelines.

Wilkes University grant and scholarship funds will be adjusted based on the percentage of reduction of tuition received by a student when withdrawing from the University.

Please note that students who receive a refund of financial aid prior to withdrawing from the University may owe a repayment of federal financial aid funds received. Students will be contacted by the Office of Student Accounts in such situations and will be given 30 days to repay the funds to the University. Students who fail to return the unearned portion of federal financial aid funds given to them will become ineligible for continued receipt of financial aid until such time as the repayment is made.

Payment of Charges

Payment Options

1. Cash or check payment – Payments may be made at the Bursar's Office Cashier's Desk Located in Miller Hall during regular business hours (Monday through Friday, 9:00 am – 4:00 pm) or payments may be mailed to:

Wilkes University – Student Lockbox
P.O. Box 824696
Philadelphia, PA 19182-4696

2. Credit Card payments – No credit card payments will be processed in person or over the phone. To pay with a credit card, log on to the Web site at portal.wilkes.edu. Enter your user name and password. Select "Student Services" and follow the remaining prompts. A password should have been assigned by the time the bill is due; if, however, a password has not been issued, please call (570) 408-4960 or 1-800-WILKES-U ext. 4960. Wilkes University accepts credit or debit cards with MasterCard, Discover, Visa, American Express. A 2.85% processing fee will be added to your total credit card payment by the credit card processor.

Students who fail to pay all indebtedness to the University shall not be permitted to receive any degree, certificate, or transcript or grades.

Financial aid shown on the invoice has been applied against the account balance.

Promissory Notes for Federal-, Perkins, Wilkes Nursing Loan, Rulison Evans Loan, and Blue and Gold Loan are signed electronically at www.signmyloan.com. You will be notified by e-mail when the Promissory Notes are available.

Full Time and Part Time Tuition

The unfunded cost of full-time tuition and fees will be paid or financial clearance obtained two weeks before the day on which classes begin. Unfunded costs are defined as the total of all appropriate charges for tuition, fees, room and board, etc., less the total of all approved financial aid awarded or credited to the student account for each semester or other instructional period. Satisfactory arrangements are defined as

1. enrollment in the Installment Payment Plan (participation in the deferred employer Reimbursement plan; and
2. enrollment in a third-party, sponsored tuition coverage plans (ROTC Scholarship, Bureau of Vocational Rehabilitation, Veteran's Assistance, etc.).

If the payment in full or financial clearance is not obtained by two weeks before the first day of class each semester, the registration for that semester may be cancelled and the student may not be allowed to attend classes. In addition, a financial hold will be placed on any tuition account with an open balance.

Payment Options

Participation in the Installment Payment Plan

Enrollment in the Installment Payment Plan should be completed for each semester. The current outstanding balance will be divided into three equal installments for the Summer Semester and five equal installments for the Fall and Spring Semesters, with the first payment due August 15th for the Fall semester.

Participation in the Employer Tuition Deferment or Third Party Payment Plan

Deferred payments for employer reimbursement and third party payer arrangements will be permitted, provided the student has made application and received approval for this plan at least two weeks before the first day of the semester. Applications for Deferred Employer Tuition Deferment are available on the Wilkes Web site. Graduating seniors are not eligible for the deferred payment option.

Veterans Benefits and Transition Act of 2018

The University complies with the Veterans Benefits and Transition Act of 2018 (38 USC 3679(e)), and will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the VA under chapter 31 or 33 veteran educational assistance entitlement.

All Covered Individuals (anyone who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits) are requested to provide a written request of use of these entitlements and will be permitted to attend or participate in the course of education beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website e-Benefits, or a VAF 28-1905 form for chapter 31 authorization purposes). The Certificate of Eligibility or Statement of Benefits is required to be submitted no later than the first day of courses for which an individual wishes to use the individual's entitlement to education assistance in order to provide proper and timely certification and disbursement of VA funding. Additionally, all covered individuals will be required to provide any and all additional information necessary to complete the proper certification of enrollment by the institution within 10 days of notice.

This policy does not prevent the University from requiring that the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement be satisfied.

Pricing Schedule

2019-2020 Pricing Schedule	Cross Listed Courses	2019-2020
Tuition/Fee Description		
Creative Writing Fees		
Application Fee - Creative Writing Program		\$35
Thesis Reader Fee - Creative Writing Program		\$300
Acceptance Deposit - Creative Writing Program		\$250
General University Fee - Creative Writing Program		\$72
Other Mandatory Fees:		

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2019-2020 Pricing Schedule	Cross Listed Courses	2019-2020
Applied Performance Fee (MUS 100-400)		\$400
Applied Performance Fee (MUS 100-400)		\$800
Musical Theater Major Fee		\$55
Graduation Fee		\$170
Graduation Fee Late Students		\$340
Matriculation Fee		\$135
Application Undergraduate		\$40
Online Application Undergraduate		\$20
Online Transfer Admission		\$20
Online Graduate Admission		\$35
Online Non-Degree, Graduate Ed		\$35
Online International Undergraduate		\$40
Online International Graduate		\$65
Online Freshman Admission		\$20
Application Graduate		\$45
Miscellaneous University Fees:		
Acceptance Tuition Deposit		\$300
Challenge Exams		\$90
Disciplinary Fine		\$200
ERI Test Packaging		\$60
Health Care Charge		\$10
Insurance Malpractice (Pharmacy)		\$24
Insurance Late Fee		\$24
Lost Parking Tag		\$5
Miller Analogies Testing Fee		\$60
Parking Fee		\$120
Parking Tickets		\$25
Program Fee - BioEngineering (NDS_BEGR) (MS_BERG)		\$83
Ralston Field Parking		\$40
Storage Fee		\$15
Towing Fee		\$45
Replace Lost ID Card		\$30
Returned Check Charge		\$50
Study Abroad		\$75
Transcript / Verification -Same Day		\$20
Transcript Fee		\$15
Transcript Surcharge - FAX		\$20
<i>Music Majors waived overload if enrolled in ensemble course that are .5 and 1 credit courses.</i>		
<i>ROTC non-bill except for Wilkes full time student without AS course drops student down to part-time</i>		
<i>Pharmacy Summer Non-Bill</i>		
Laboratory Fees: (by Department)		
Art Department (LART)		
Art 101 Experiencing Art		\$55
Art 111 Fundamentals of Color and Design		\$55

2019-2020 Pricing Schedule	Cross Listed Courses	2019-2020
Art 113 Drawing and Composition		\$55
Art 120 Painting I		\$55
Art 121 Printmaking		\$55
Art 122 Sculpture		\$55
Art 123 Ceramics		\$55
Art 133 Photography		\$55
Art 134 Computer Graphics I		\$55
Art 138 Digital Photography		\$55
Art 198 T: Digital Photography		\$55
Art 220 Painting II		\$55
Art 234 Computer Graphics II		\$55
Art 298 T: Ceramics II		\$55
Art 198/298/398 Topics		\$55
Integrative Media Department (LIMD)		
IM 101 IM Foundations I		\$35
IM 198 Topics		\$55
IM 201 IM Foundations II		\$55
IM 298 Topics		\$55
IM 301 IM Principles of Motion and Layering		\$55
IM 302 IM Principles of Interactivity		\$55
IM 320 IM Concept Dev. And Practices		\$55
IM 350 3D Environments & Animation		\$55
IM 355 Digital Audio		\$55
IM 368 3D Game Development		\$55
IM 391 IM Project I		\$55
IM 392 IM Project II		\$55
IM 398 Topics		\$55
IM 400 IM Portfolio Capstone		\$55
Biology Department (LBIO)		
Bio 105 The Biological World (Fall Only)		\$140
Bio 113 Microbiology		\$140
Bio 115 Human Anatomy & Physiology		\$140
Bio 116 Human Anatomy & Physiology		\$140
Bio 121 Principles of Modern Biology I		\$140
Bio 122 Principles of Modern Biology II		\$140
Bio 225 Population & Evolutionary Biology		\$140
Bio 226 Cellular & Molecular Biology		\$140
Bio 254 Super Lab		\$140
Bio 306 Invertebrate Biology		\$140
Bio 311 Comparative Physiology		\$140
Bio 312 Parasitology		\$140
Bio 314 Comparative Vertebrate Anatomy		\$140
Bio 321 Mammalian Physiology		\$140
Bio 323 Functional Histology		\$140
Bio 324 Molecular Biology		\$140
Bio 325 Endocrinology		\$140
Bio 326 Immunology & Immunochemistry		\$140
Bio 327 Medical Microbiology	PHA 327 - Medical Microbiology	\$140

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2019-2020 Pricing Schedule	Cross Listed Courses	2019-2020
Bio 328 Developmental Biology		\$140
Bio 341 Freshwater Ecosystems	EES 341 Freshwater Ecosystems	\$140
Bio 342 The Archosaurs: Birds, Dinosaurs, and Crocodilians		\$140
Bio 343 Marine Ecology	EES 343 Marine Ecology	\$140
Bio 344 Ecology	EES 344 Ecology	\$140
Bio 345 Genetics		\$140
Bio 346 Animal Behavior		\$140
Bio 347 Biostatistics & Experimental Design		\$140
Bio 348 Field Zoology		\$140
Bio 352 Pathophysiology		\$140
Bio 361 Plant Form and Function		\$140
Bio 362 Plant Diversity		\$140
Bio 366 Field Botany	EES 366 Field Botany	\$140
Bio 369 Plant Pathology		\$140
Bio 391 Senior Projects I		\$65
Bio 392 Senior Projects II		\$115
Bio 394 Biological Field Study		\$140
BioEngineering (LBEG)		
BioE 415		\$104
BioE 421		\$104
BioE 424		\$104
BioE 426		\$104
BioE 451		\$104
BioE 474		\$104
BioE 488		\$104
BioE 501		\$104
BioE 502		\$104
Chemistry Department (LCHM)		
Chm 111 Fundamentals of Chemistry Lab		\$135
Chm 113 Elements and Compounds Lab		\$135
Chm 114 Chemical Reaction		\$135
Chm117 Intro. Chemistry Lab for Engin		\$135
Chm 233 Organic Chemistry I Lab		\$135
Chm 234 Organic Chemistry II Lab		\$135
Chm 237 Essentials of Organic Chemistry Lab		\$135
Chm 246 Analytical Chemistry Lab		\$135
Chm 258 Polymer Chemistry Lab		\$135
Chm 323 Adv Inorganic Chemistry		\$135
Chm 343 Instrumental Methods...		\$135
Chm 353 Physical Chemistry I Lab		\$135
Chm 354 Physical Chemistry II Lab		\$135
Chm 357 Physical Chem. For Life Sciences Lab		\$135
Chm 363 Biochemistry Lab		\$135
Chm 370 Integrated Lab I		\$135
Chm 371 Integrated Lab II		\$135
Chm 372 Integrated Lab III		\$135
Chm 391 Senior Research I		\$135

2019-2020 Pricing Schedule	Cross Listed Courses	2019-2020
Chm 392 Senior Research II		\$135
Chm 395 Independent Research		\$135
Chm 396 Independent Research		\$135
Communication Studies (LCOM)		
COM 222 Basic Video Production		\$55
COM 321		\$55
COM 322		\$55
COM 323 Advanced Audio Production		\$55
COM 360		\$55
Computer Science (LCS)		
CS 125		\$50
CS 126		\$50
CS 225		\$50
CS 226		\$50
CS 246		\$50
CS 265		\$50
CS 283		\$50
CS 285		\$50
CS 317		\$50
CS 319		\$50
CS 321		\$50
CS 323		\$50
CS 324		\$50
CS 325		\$50
CS 326		\$50
CS 327		\$50
CS 328		\$50
CS 330		\$50
CS 334		\$50
CS 335		\$50
CS 340		\$50
CS 350		\$50
CS 355		\$50
CS 363		\$50
CS 366 3D Environments & Animation (LIMD)	IM 350 3D Environments & Animation	\$55
CS 367		\$50
CS 368 3D Game Development (LIMD)	IM 368 3D Game Development	\$55
CS 383		\$50
CS 391		\$50
CS 392		\$50
Mth 212		\$50
Mth 361		\$50
Mth 362		\$50
Mth 363		\$50
Mth 365		\$50
Education -- Undergraduate		
ED 180 Educational Psychology (GAR)		\$40
ED 190 - Effective Teaching Practices		\$40

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2019-2020 Pricing Schedule	Cross Listed Courses	2019-2020
EDSP 210 - Teaching Students with Special Needs		\$30
EDSP 225 - Special Education Methodology I		\$40
EDSP 226 - Special Education Methodology II		\$30
EDSP 227 - Behavior Management		\$30
ED 263 - Child Development & Cognition I		\$30
ED 264 - Child Development & Cognition II		\$30
ED 300 - Special Methods - Foreign Language (7-12)		\$40
EDSP 302 - Methods in Special Education (Graham Academy)		\$40
ED 321 - Literacy Foundations I (Heights-Murray)		\$40
ED 322 - Literacy Foundations II (Heights-Murray)		\$40
ED 330 - Math for Elementary & Early Childhood (Heights-Murray)		\$40
ED 371 - Special Methods Sciences (7-12)		\$40
ED 375 - Middle & Secondary Education Methods (4-12)		\$40
ED 381 - Middle & Secondary Social Studies Methods (4-12)		\$40
ED 385 - Classroom Management		\$40
ED 390 Student Teaching With Seminar		\$100
Education -- EdD		
ED 615 INT		\$500
ED 615 HA1		\$200
ED 615 HA2		\$200
ED 615 HA3		\$200
ED 629 INT		\$500
ED 629 HA1		\$200
ED 629 HA2		\$200
ED 629 HA3		\$200
ED 697 W1 (Summer)		\$200
ED 697 W2		\$200
ED 697 INT		\$500
ED 697 HA1		\$200
Electrical Engineering (LEE)		
EE 140 Scientific Programming for EE		\$115
EE 241 Digital Design		\$115
EE 247 Programming for Embedded Applications		\$115
EE 252 Electronics II		\$115
EE 283 Electrical Measurement Lab		\$115
EE 314 Control Systems		\$115
EE 339 Engineering Electromagnetics II		\$115
EE 342 Microcomputer Oper & Des		\$115
EE 345 Computer Organization		\$115
EE 373 CAD for Microfabrication		\$115
EE 381 Microfabrication Lab		\$115
EE 382 Modern Communication Lab		\$115
EE 391 Senior Projects I		\$125
EE 392 Senior Projects II		\$125

2019-2020 Pricing Schedule	Cross Listed Courses	2019-2020
EE 398 Special Topics		\$125
EE 403 (Graduate Course)		\$115
EE 405 (Graduate Course)		\$115
EE 442 (Graduate Course)		\$115
EE 481 Microfabrication Lab (Graduate Course)		\$115
EE 482 Modern Communication Lab (Graduate Course)		\$115
Engineering (LEGR)		
EGR 222 Mechatronics		\$115
EGR 327 Thin Film Processing		\$115
EGR 391 Senior Projects I		\$125
EGR 392 Senior Projects II		\$125
Engineering Management (LEGM)		
EGM 391 Senior Projects I		\$125
EGM 392 Senior Projects II		\$125
Environmental Engineering (LENV)		
ENV 315 Soils		\$115
ENV 321 Hydrology		\$115
ENV 330 Water Quality		\$115
ENV 332 Air Quality		\$115
ENV 351 Water and Waste Water Treatment		\$115
ENV 391 Senior Projects I		\$125
ENV 392 Senior Projects II		\$125
Earth & Environmental Sciences (LEES)		
EES 105 Planet Earth		\$115
EES 211 Physical Geology	Geo 211 Physical Geology	\$115
EES 212 Historical Geology	Geo 212 Historical Geology	\$115
EES 213 Climate Modeling		\$115
EES 230 Ocean Science		\$115
EES 240 Principles of Environmental Science		\$115
EES 251 Synoptic Meteorology		\$115
EES 271 Environmental Mapping I		\$115
EES 272 Environmental Mapping II		\$115
EES 280 Principles of Astronomy		\$115
EES 298 Topics	GEO A 298 Paleoclimatology	\$115
EES 341 Freshwater Ecosystems	Bio 341 Freshwater Ecosystems	\$140
EES 343 Marine Ecology	Bio 343 Marine Ecology	\$140
EES 344 Ecology	Bio 344 Ecology	\$140
EES 366 Field Botany	Bio 366 Field Botany	\$140
EES 370 Geomorphology	Geo 370 Geomorphology	\$115
EES 381 Mineralogy	GEO 281 Mineralogy	\$115
EES 382 Petrology	GEO 282 Petrology	\$115
EES 391 Senior Projects I	Geo 391 Senior Projects I	\$125
EES 392 Senior Projects II	Geo 392 Senior Projects II	\$125
EES 394 Field Study		\$115
Geology (LEES)		
GEO 211 Physical Geology	EEES 211 Physical Geology	\$115
GEO 212 Historical Geology	EEES 212 Historical Geology	\$115

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2019-2020 Pricing Schedule	Cross Listed Courses	2019-2020
GEO 281 Mineralogy	EEES 381 Mineralogy	\$115
GEO 282 Petrology	EEES 382 Petrology	\$115
GEO 198/298	EEES 198/298	\$115
GEO 345 Stratigraphy & Sedimentation		\$115
GEO 349 Structure & Tectonics		\$115
GEO 351 Paleoclimatology		\$115
GEO 370 Geomorphology	EEES 370 Geomorphology	\$115
GEO 380 Geology Field Camp Course (Summer Only)		\$2420
GEO 388 Regional Studies		\$115
GEO 390 Applied Geophysics		\$115
GEO 391 Senior Projects I	EEES 391 Senior Projects I	\$125
GEO 392 Senior Projects II	EEES 392 Senior Projects II	\$125
GEO 398 Field Camp Course (Summer Only)		\$2420
Mechanical Engineering (LME)		
ME 140 Scientific Programming for ME		\$115
ME 175 Intro to Mfg and Machining		\$115
ME 180 CADD Lab		\$115
ME 317 Robotics		\$115
ME 323 Fluid Mechanics Lab		\$115
ME 326 Heat Transfer Lab		\$115
ME 330 Vibrations Lab		\$115
ME 335 Engineering Modeling and Analysis		\$115
ME 337 Micro Electro Mechanical Systems Engineering		\$115
ME 384 Mechanical Design Lab		\$115
ME 391 Senior Projects I		\$125
ME 392 Senior Projects II		\$125
ME 398 Special Topics		\$125
Nursing (LNSG)		
NSG 210 - Principles of Nursing, Individual, Family & Comm.		\$600
NSG 212 - Nursing Care of the Adult Client I		\$0
NSG 214		\$200
NSG 330 - Nursing Practice I		\$700
NSG 331 - Nursing Practice II		\$700
NSG 332 - Nursing Practice III		\$900
NSG 235 - Med Surg I		\$600
NSG 237 - Med Surg II		\$600
NSG 340 - Advanced Care Concepts		\$900
NSG 345 - Senior Practicum		\$900
Graduate Nursing (LNPL)		
NSG 506 - Advanced Practice in Adult-Gerontology Clinical I		\$20
NSG 515 - Advanced Practice in Adult-Gerontology Clinical II		\$20
NSG 535 - Advanced Practice in Psychiatric/Mental Health Nursing I		\$20
NSG 536 - Advanced Practice in Psychiatric/Mental Health Nursing II		\$20

2019-2020 Pricing Schedule	Cross Listed Courses	2019-2020
NSG 563 - Nurse Executive Practicum I		\$20
NSG 564 - Nurse Executive Practicum II		\$20
NSG 544 - Classroom Practicum in Nursing Education		\$20
NSG 545 - Clinical Practicum in Nursing Education		\$20
NSG 546: Family Nurse Practitioner Clinical I		\$20
NSG 547: Family Nurse Practitioner Clinical II		\$20
NSG 549: Family Nurse Practitioner Clinical with Children and Families		\$20
NSG 568 - Nursing Informatics Practicum I		\$20
NSG 569 - Nursing Informatics Practicum II		\$20
NSG 608a - Professional Liability Fee		\$20
NSG 608b - Professional Liability Fee		\$20
NSG 608a - Scholarly Project		\$40
NSG 608b - Scholarly Project		\$40
NSG 630 Professional Liability fee		\$20
NSG 631 Professional Liability fee		\$20
NSG 631 Dissertation (Binding)		\$20
AHA Course Fee (ELN5) 1258-314-5187-100		
NSG 117		\$100
NSG 217		\$100
NSG 317		\$50
Pharmacy (Professional Fees)		
Professional Fee - P1		\$500
Professional Fee - P2		\$500
Professional Fee - P3		\$500
Professional Fee - P4		\$500
Physics (LPHY)		
PHY 105 - Concepts in Physics		\$115
PHY 170 Concepts in Physics and Chemistry		\$115
PHY 171 Princ Of Classical and Modern Physics		\$115
PHY 174 App of Classical and Modern Physics		\$115
PHY 201 General Physics I		\$115
PHY 202 General Physics II		\$115
PHY 206 Modern Physics Lab		\$115
EGR 214 Linear Systems		\$115
PHY 374		\$115
PHY 391		\$115
PHY 392		\$115
Psychology (LPSY)		
PSY 300 Research Design and Stat II		\$45
PSY 311 Behavioral Neuroscience		\$35
PSY 400 Senior Capstone		\$65
PSY 401 Applied Capstone		\$25
PSY 399 Internship Experience		\$60
Theatre Laboratory (LTHE)		
THE 190 Theater Laboratory		\$55

Refund Schedule

Circumstances

Cancellation of Enrollment

Time of Withdrawal

On or before the first day of classes

Tuition and Fees

The University will cancel 100% of the tuition charges and fees, less a deposit of \$300, if written notice of cancellation is received by Student Services and the Office of the Registrar on or before the first day of classes. Failure to submit proper written notification will result in the assessment of full charges.

Time of Withdrawal

Policy guidelines for refunds processed after the first day of classes are as follows.

Tuition and Fees

Students who withdraw from Wilkes University will be entitled to an adjustment of tuition according to the following schedule:

Fall and Spring Semester	First week	100%
Second week	75%	
Third week	50%	
Fourth week	25%	
After the Fifth week	No Refund	
Summer Sessions	Pre-Session, Session I & Session II: first week	50%
Evening Session: first two weeks	50%	
After stated period, all sessions	No refund	
Change from Full-time to Part-time Status and Reduction of Part-time Load	See schedule for Total Withdrawal	Adjusted charges are based on the number of credits remaining after the change of status or reduction of course load. Changing from full-time to part-time may also affect the financial aid package.

Refund Schedule*(ABBA Program)

<i>Withdrawal or Drop Date Based on Percentage of Course Completion</i>	<i>Tuition Adjustment (Less Fees*)</i>
0-13% course completion (includes first class session for all courses)	100%
14-20% course completion	75%
21-27% course completion	50%
28% course completion- end of term	0%

**All fees charged by the university are non-refundable*

Room and Board

Room

Fees and Deposits The student shall pay the full cost of housing, dining, and deposits upon the receipt of an invoice from the University. For current and resuming students, we are not currently charging a housing deposit. For entering first year and transfer students, your housing deposit is included in your overall admissions deposit; no additional deposit is required with this agreement.

Refund Policy Cancellations are governed by the terms as outlined in the Student Handbook. Failure of the student to occupy the reserved residence hall by the first day of classes of either semester without prior written notification to the University will result in forfeiture of the room without refund of the housing deposit. All refunds of housing and dining charges are governed by the Refund Policy as defined in the current Student Handbook.

Reflecting the Wilkes University Refund policy, students will be entitled to a full refund if they withdraw or are approved to cancel their housing contracts after the first week of classes. Students will receive a 75% refund in their second week of classes, 50% in their third week, and 25% refund of room and board charges at their fourth week. Students are responsible for the full room and board charges at the fifth week of classes and beyond. The Director of Residence Life or her designee can make exceptions refunding any unused portion of paid rental fees for students called into active military service or who withdrawal for reasons beyond their control.

Board

All resident students are required to participate in one of the Colonel Dining Plans below. The dining plan is for the sole and exclusive use of the student who contracts for the service. The student's official photo identification card is the only acceptable method used to gain access to the dining facilities. Meal Plan options are based on the food service provider. Please refer to Dining Services for additional information.

- First year resident students (students who have not previously been enrolled full-time in college or have earned fewer than 24 credits) must choose the Colonel Gold, Colonel Gold Plus, or Colonel Gold Premier plans only.
- Sophomore & Junior resident students may choose between Colonel Gold, Gold Plus, Gold Premier, Blue, Blue Plus, or Blue Premier plans.
- Senior resident students (90+ credits) may choose among any Colonel plan or the Senior Value Plan.

Dining plan changes to Fall semester contracts are not permitted after August 1. Dining plan changes for Spring semester are permitted only during the official dining plan change period of October 1 through November 15.

Dining plan selections are contracted for the full academic year, with the exceptions for change requests noted above. Unused Dining/Flex Dollars will be carried over from the Fall semester to the Spring semester, but will not be carried over to the next academic year. At the end of the Spring Semester all unused swipes/ Dining/Flex dollars will be eliminated and are not refunded. Dining plan cancellations will follow the same refund schedule as housing assignments.

Refunds

Military Leave Refund Policy

A student in the military reserves who is called into active status on an emergency basis and cannot complete course work for a given semester

1. will receive an automatic late withdrawal in each course with full tuition and fee refund if call-up is within the first 12 weeks of the semester; and
2. may elect to receive an incomplete in each course or receive a W in each course with a full tuition and fee refund, if call-up is during the thirteenth or fourteenth week of the semester.

Ordinarily, the incompletes are to be finished during the semester the student returns to classes.

Room and board charges will be adjusted according to the refund schedule. The student should present his or her orders to the Office of Student Affairs. If the student does not yet have written orders, he or she will have 60 days in which to present the orders. A family member or friend may bring a copy of the orders in the student's absence. If this deadline is not met, a grade of "0.000" will be recorded for each course in which the student remains enrolled, and he or she will not be eligible to receive a refund.

Academic Matters

General Information

Wilkes' University's commitment to developing and nurturing a passion for lifelong learning in students of all ages is reflected throughout the academic undergraduate degree programs of the University and in the flexible scheduling and enrollment, including on-line course options and robust roster of special cultural and educational programs that serve both full-time undergraduate students and non-traditional degree- and non-degree-seeking students.

University Calendar

The academic year consists of two fifteen-week semesters, each of which includes a final examination period. The fall semester normally begins in late August and concludes with final examinations in December. The spring semester begins in mid-January and closes with a final examination period in May. An optional three-week Intersession is offered in late December and early January.

The University also provides a broad range of courses, workshops, mini-courses, and programs with outdoor activities during the summer months. The summer schedule includes a three-week Pre-Session, two five-week Day Sessions, and a nine-week Evening Session, plus special mini-sessions. The first regular summer Day Session begins in early June and concludes in mid-July; the second regular summer Day Session begins in mid-July and ends in late August. The nine-week Evening Session, which begins in early June and ends in early August, complements these two day-school summer sessions. Students interested in the summer programs should contact the Office of Summer Programs for specific course and scheduling information. Please request special summer discount information through the Office of Summer Programs (570) 408-4239.

Commencement exercises are held three times annually, at the close of the fall semester, spring semester and at the close of the Summer Sessions.

Introduction

For a copy of the 2019-20 Approved Academic Calendar, go to the end of this bulletin or click [2019-2020 Academic Calendar](#).

Accreditation

Wilkes University offers degrees and programs approved by the Department of Education of the Commonwealth of Pennsylvania and accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools (3624 Market Street/Philadelphia, PA 19104-2680).

Certain academic programs are also individually accredited by the respective professional organizations. The Chemistry curriculum is approved by the American Chemical Society. The baccalaureate degree in nursing/master's degree in nursing/Doctor of Nursing Practice/, and post graduate APRN certificate programs at Wilkes University are accredited by the Commission on Collegiate Nursing Education (www.ccnaccreditation.org). Programs in Electrical Engineering, Environmental Engineering, and Mechanical Engineering are accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board of Engineering and Technology (ABET). The Bachelor of Science in Accounting and the Bachelor of Business Administration degree programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The School of Pharmacy was fully reaccredited in January 2006 to grant the Doctor of Pharmacy degree (Pharm.D.) by the Accreditation Council for Pharmacy Education. For further information on the School of Pharmacy, please see the discussion under "School of Pharmacy" in this bulletin.

NOTE: When programs must meet curricular requirements set by external agencies, such as accrediting associations, curricular changes may be made without prior notice, and students will be required to conform to such changes when they become effective.

Course Numbering

Courses are designated by a course number code comprising two or three letters and three digits. The letter codes identify specific fields of study (e.g., ACC = Accounting; BIO = Biology; IM = Integrative Media; and THE = Theatre). The three-digit numeric codes identify the course level (first digit: 1, 2, 3, 4, or 5), subfields within a specific discipline, as defined by each department or program (second digit), and, when appropriate, the course sequencing or time of year when the course is offered (third digit). Course levels are denoted as follows:

1xx Introductory courses

2xx Intermediate courses

3xx Advanced undergraduate courses

4xx Advanced undergraduate courses and courses for graduate students

5xx Courses for graduate students only (except with special permission)

Course Scheduling and Enrollment

Wilkes University offers a full schedule of day classes during the fall and spring semesters. Evening, summer, intersession, and accelerated classes accommodate schedules of traditional and non-traditional full- and part-time students who cannot attend day classes or classes offered during the regular semester periods. A number of online courses and hybrid courses, which combine online learning with periodic classroom meetings and discussions, provide additional scheduling flexibility for traditional and non-traditional students.

Wilkes University welcomes part-time undergraduate students into all of its regular sessions and has established the Evening schedule to maximize scheduling possibilities for students who are not able to attend day classes. Evening courses generally meet one or two nights per week during the academic year and two nights per week during the nine-week summer Evening Session.

If seating is available, non-degree students may be admitted to classes for which they are qualified by virtue of their maturity, educational background, or work experience. Secondary school training is desirable, but not required, provided the student is qualified to meet the requirements for enrollment and the rigors of the academic course work involved. Direct all inquiries pertaining to continued learning opportunities to the Admissions Office at (570) 408-4400.

These flexible campus classroom and online offerings in a variety of disciplines provide the greatest possible flexibility of scheduling for full-time undergraduate students and enable graduates of accredited two-year institutions and returning non-traditional students to complete baccalaureate degrees in certain majors by taking courses beyond the regular daytime class meeting hours.

Full- and part-time undergraduate students should consult with their academic advisors concerning the various course formats and scheduling options and review the Schedule of Courses published each semester by the Office of the Registrar. Returning, non-degree seeking, and non-traditional students should direct inquiries to the Admissions Office at (570) 408-4400. Complete information about graduate, professional, post-baccalaureate, and continued learning opportunities is available on the Wilkes University Web site at <https://www.wilkes.edu/graduatestudies>

Academic Policies and Procedures

Academic Policies and Procedures

- [Registration](#)
- [Attendance](#)
- [Wilkes-Misericordia-King's Cross-Registration](#)
- [Auditing Courses](#)
- [Change of Major](#)
- [Transfer of Credits](#)
- [Withdrawal from Courses](#)
- [The Family Educational Rights and Privacy Act of 1974](#)

Attendance

Attendance at all scheduled classes is expected and required. Repeated absences are a sufficient cause for failure.

Instructors are expected to 1) inform students in writing of their attendance policy at the beginning of the semester; 2) take attendance and report excessive absences to the Dean of Student Affairs; and 3) discourage absence from classes prior to the beginning of a holiday period.

After five consecutive instructional hours of unexcused absences from a class, students may be readmitted to the class only by action of the Office of Student Affairs and the department chairperson concerned.

Any absence beyond that permitted in the course is a matter between the student and the instructor. Absences due to illness, religious holidays, or participation in athletic or other University sponsored activities are usually considered to be acceptable reasons for absences, but notification of such absences and arrangements to make up missed work should be made with the instructor by the student.

In the unfortunate event of a death in the family, students are asked to contact the Office of Student Affairs so that notification might be sent to faculty members and arrangements made with them to assist students in making up work missed.

If students are ill and will be missing a test, examination, or presentation, it is their responsibility to contact the instructor by phone the day of the test.

When students are going to be absent for a period of two days or more, if they notify the Office of Student Affairs, written notification of their extended absence will be sent to the students' instructors.

It should be understood that the Office of Student Affairs is not responsible for granting excuses for class absence.

Auditing Courses

Auditing courses is a practice designed primarily to allow students to expand their educational opportunities. Courses may be taken on an audit basis only if formal registration is completed before the end of the first week of the semester. Permission of the course instructor will be required.

Students who withdraw from a course but who wish to attend additional class sessions in that course may do so with the permission of the instructor; in all cases, however, these students will receive a grade of "W" (withdrawal).

Students auditing courses will comply with all stated course policies and meet all stated course standards and requirements, including attendance. Students who fail to comply with course standards, requirements, and policies will not be awarded "Audit" recognition. All relevant fees will be charged.

Change of Major

Students who wish to change their majors must obtain the approval of the academic advisor and of the chairperson of the department of current enrollment and of the chairperson of the department in which the proposed major resides. The student shall satisfy the curricular requirements of the bulletin in force at the time of the change. Change-of-major forms are available in the Registrar's Office.

Enrollment Status Policy

In determining enrollment status, Wilkes-University includes all credit courses offered through resident instruction and distance education. Credits earned by credit-by-exam or credit-by-portfolio, and courses enrolled as "audit" are excluded from the calculation. The reported enrollment status for the three enrollment periods (fall, spring and summer) is determined as follows:

Undergraduate

Most undergraduate programs at Wilkes-University require full time enrollment (12 or more credits per semester). Note that most academic programs require between 14-18 credits each semester based on the progression of the curriculum.

Financial assistance from University sources requires full time enrollment. All institutional grants and scholarships are subject to this policy.

With the exception of the federal Pell Grant, all other sources of state and federal grants and loans require a minimum of half time enrollment (6 credits per semester).

Enrollment Chart:

Enrolled Credits	Enrollment Status
12+	Full-Time
9-11	Three Quarter Time
6-8	Half-Time
Less than 6	Less than Half-Time

Registration

Incoming freshman and transfer students register during the orientation sessions that precede each semester. All continuing students are expected to preregister with their advisors and to register on the dates specified in the University Calendar; All continuing students are expected to preregister with their advisors and to register on the dates specified in the University Calendar. All Veteran/Service Member students, or dependents using Veterans Education benefits, are eligible for priority enrollment, and are allowed to register for classes at the beginning of each registration period along with all Seniors. Additional information on registration procedures and the exact dates of the orientation sessions for new students can be found online or obtained from the Office of Admissions or from the Registrar's Office.

The Family Educational Rights and Privacy Act of 1974

(excerpted and adapted from the Wilkes University Student Handbook)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Students acquire these rights upon attendance at Wilkes University. Attendance at Wilkes University begins with either the first day of class or the date the student moves into student housing, whichever is earlier. Wilkes University has chosen to assume that all students have reached the age of legal majority (18) as stated in the document.

In accordance with the provisions of The Family Educational Rights and Privacy Act, students, upon request, will be given access to all their evaluative or opinion records that have been established by Wilkes. Such records might typically include those maintained by the Career Services Office, Health Services, Registrar, and the Office of Student Affairs. These records will be open to inspection in the presence of the appropriate University official. Procedurally, appointments must be made by students in advance to review their file, and the University has a maximum of 45 days following the request to produce the records.

For complete information about The Family Educational Rights Act of 1974 and the implementation of this act at Wilkes University, see the Wilkes University Student Handbook.

Transfer of Credits

Wilkes students who wish to enroll in courses at another accredited institution (except Misericordia University and King's College; see "Wilkes-Misericordia-King's Cross-Registration") must complete the "Request for Transfer of Credit" form before enrolling for course work at the other institution. "Request for Transfer of Credit" forms are available at the Registrar's Office. .

Students should consult the "Admission of Transfer Students" section of this Bulletin for policies and rules governing transfer credits and transfer students.

The student must earn a grade of 2.00 or higher for the work to be credited toward graduation. All students must complete at least 30 credits and a minimum of 50% of their major field credits (and minor field credits, if applicable) in residence at Wilkes University.

NOTE: Grades earned for transfer credits are not included in the calculation of grade point averages.

Wilkes-Misericordia-King's Cross-Registration

Wilkes University, Misericordia University, and King's College offer their students an opportunity to cross-register at the other institutions. Students register through the Office of the Registrar of the institution at which they are enrolled as degree candidates.

Cross-registration requires the signed permission of the Chair of the Department in which the

course would be offered at Wilkes University, and the student's Advisor. **Only courses not offered at Wilkes University are permitted for cross-registration.** Exceptions to this must be approved by the course Department Chairperson.

Courses carry full credit and grade value, and are considered part of the student's regular course load. Grades for cross-registered courses appear on the Wilkes University transcript and are included in the Grade Point Average. No additional tuition charges will be assessed unless the student is carrying an overload (greater than 18 credits in one semester).

Students must register for cross-registration courses through the Registrar's Office at Wilkes University **at least two weeks prior to the start of class.** Turning in this completed form to the Wilkes Registrar's Office does not guarantee your entry into the other school's course. That is determined by seat availability. You will be notified if the course is filled and this crossregistration is denied by the other school's Registrar.

Withdrawal from Courses

It is presumed that a student will complete the courses for which he or she has registered. Students must pay careful attention to the official withdrawal policy approved by the faculty. Any student who wishes to withdraw from a course should first discuss the matter with the instructor. A grade of "W" is given for approved withdrawal from a course; failing to withdraw by stated policy will result in a grade of "0.00."

Fall and Spring Semesters

Withdrawal Period 1: During the first week of the semester, the student may withdraw from a course by informing his or her advisor, securing all required signatures on the withdrawal form, and then returning the completed withdrawal form to the Registrar's Office. Any withdrawal made during Period 1 is deleted from the student's record and will not appear on the transcript.

Withdrawal Period 2: After the first week of the semester, withdrawal is allowed through the tenth week of the semester (66% of semester completed) and requires the approval of both the course instructor and the student's academic advisor. Any withdrawal made after Period 1 will result in a "W" on the student's transcript.

Withdrawal Period 3: After the 10th week of the semester, the student may withdraw only for medical reasons or other extremely serious circumstances. Withdrawal requests based upon medical circumstances must be supported by a written excuse from a health care provider.

Poor academic progress, in and of itself, will not be considered sufficient reason for granting permission to withdraw from a course following the allowed withdrawal period. Withdrawals after the tenth week must be approved by both the course instructor and the Dean of the school or college in which the course is being taught. The Dean of Students will provide consultation regarding this decision, as deemed appropriate by the course instructor, the Dean of school or college in which the course is being taught, or both.

It is the student's responsibility to initiate withdrawal from a course by obtaining the withdrawal form from the Registrar's Office, gathering all required signatures, and returning the completed form to the Registrar. A grade of "0.00" is assigned by the instructor and recorded for all courses in which no official withdrawal, as specified above, has been completed by the student. Any withdrawal made after Period 1 will result in a "W" on the student's transcript.

Students who are considering withdrawal from a course should be reminded that state and federal regulations for financial aid mandate that a student must earn the appropriate credits within the period of August to August or January to January and maintain the appropriate grade point average for his or her class standing. For more details, please refer to the Academic Progress Requirements area in the Financial Aid Award Guide under the Student Services tab on the portal. Students should also be mindful of the University Refund Schedule, which allows for adjustments to tuition through the fourth week of the semester. Fees are not refundable.

Summer, Pre-Session, and Intersession Semesters

Summer, Pre, and Intersessions represent full curriculum content in a compressed format. The table below reflects the policy for required signatures needed for withdrawal during Period 1, 2, and 3 for these sessions, as described for the Fall and Spring semesters.

	Deadline for Withdrawal Period 1	Deadline for Withdrawal Period 2	Deadline for Withdrawal Period 3
	Signatures: Advisor	Signatures: Course Instructor and Advisor	Signatures: Course Instructor and Dean of College in which courses is taken
Fall or Spring semester (15 week duration)	End of Week 1 (6.6% of course completed)	End of 10th week of semester (66% of course completed)	After 10th week (greater than 66% of course completed)
First and Second Summer session (20 class-day duration)	End of third day of class	End of 14th day of class	After 14th day of class

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9-week evening Summer session (18 class-day duration)	End of the fourth day of class	End of the 12th day of class	After the 12th day of class
Pre-session (15 class-day duration)	End of the third day of class	End of the 10th day of class	After the 10th day of class
Interession (variable class-day duration)	End of the first day of class	Determined by Registrar	Determined by Registrar

Guidelines for Implementation

1. If a student is permitted to withdraw from a course after the ten-week period (Period 3), the signatures and approval of the Unit Dean in which the course is being taught and the course instructor are required. It is the student's responsibility to initiate withdrawal by obtaining the official form designed for this purpose from the Registrar's Office, having it signed by the instructor, and submitting it to the Unit Dean in which the course is being taught. A student may seek assistance from the Dean of Students in facilitating this process, including such cases in which the instructor cannot be reached. Written notification of the signed form designed for this purpose will be sent by the Unit Dean to the Registrar for processing, who will, in turn, notify the student, the course instructor, the student's advisor, and the Unit Dean immediately. If both the course instructor and the Unit Dean agree with the withdrawal, a grade of "W" will be assigned by the instructor and posted by the Registrar. If the course instructor and the Unit Dean disagree with the withdrawal, then the student will be assigned a grade as determined by the course instructor.
2. Disagreements between course instructor and the Unit Dean on course withdrawal cases will be automatically forwarded by the Registrar to the Academic Standards Committee of the University. A subcommittee consisting of at least two faculty and one member from the Office of Student Affairs will review the withdrawal and reasons for disagreement within one academic week. The decision of this subcommittee will be recorded by the Registrar and forwarded to the student, the course instructor, and the Unit Dean.
3. If an official withdrawal, including proper paperwork, has not been initiated and completed by the student, the instructor will assign and record the grade of "0.00" for the course.
4. It should be noted that from the second through the tenth week of the semester a student must request and receive permission from the course instructor and the advisor in order to withdraw from a course.
5. Appeals will follow the Academic Grievance Procedure (for information about this procedure, see the Wilkes University Student Handbook).

Academic Requirements and Regulations

- [Academic Honesty](#)
- [Grades](#)
- [Course Credit and Grade Point Averages](#)
- [Academic Honors and Awards](#)
- [Academic Standing, Probation, and Ineligibility](#)
- [GPA Adjustment Policy](#)
- [Academic Credit for Demonstrated Competency](#)
- [Graduation Requirements](#)
- [Degree Honors](#)
- [Honors Program](#)

Academic Credit for Demonstrated Competency

Wilkes University encourages students to work to their full capacity and to advance in their academic work as rapidly as is appropriate. A number of opportunities to demonstrate competencies beyond those normally associated with graduation from high school are open to qualified high school juniors and seniors, as well as to adults returning to school after an interval of work or military experience. Academic credit may be granted for such demonstrated competencies through a variety of channels including Advanced Placement (AP) tests, military educational and training programs, challenge examinations, the College-Level Examination Program (CLEP), Excelsior Exams, DANTES Subject Standardized Tests (DSST), and experiential learning portfolios. Each of these opportunities to earn academic credit for demonstrated competencies is described in detail in the sections that follow. (Nursing students are referred to the Nursing section of this bulletin for detailed information on accelerated programs for LPN and RN students.)

The Office of Prior Learning Assessment (PLA) has been established to advise students and faculty about the policies pertaining to the award of academic credit for demonstrated competency and works with a team of departmental faculty transfer liaisons to guide students through the various associated processes. The Office of Prior Learning Assessment is housed in University College.

Advanced Placement Program

Students who have passed one or more of the Advanced Placement (AP) Tests administered by the College Entrance Examination Board may request advanced placement in the University, the awarding of academic credit for AP course work, or both. Advanced Placement means that the student may enroll in a course at

a level more advanced than the introductory level; a decision regarding advanced placement is made after review of the examination and applicant's scores by the academic department concerned. The award of credit by virtue of qualifying AP test scores means that the student receives academic credit toward the hours required for graduation. Generally, academic credit will be granted for scores of 3, 4, or 5 on the Advanced Placement examination. Occasionally, a personal interview may be required before advanced placement or academic credit is awarded. No grades are assigned to the courses for which the student receives advanced placement credit. Information about specific course examinations and credit may be found by going to www.wilkes.edu and searching under "Advanced Placement." Additional information is available from the advisors in the Office of Prior Learning Assessment.

Challenge Examinations

After admission to Wilkes University, a student may request permission to take an examination demonstrating competence in a particular course. The interested student should apply to the appropriate department chairperson for permission to take a challenge examination. The chairperson will approve the student's application in writing only if there is clear evidence that the student has adequate background in the field to attempt the examination. If denied a challenge examination, the student may appeal to the appropriate academic dean. The student may not challenge a course that he or she has previously failed.

A fee of \$90 per credit will be assessed by the Financial Management Office for each approved challenge examination (see "Student Expenses"). The student must present to the chairperson of the department in which the examination is to be administered a receipt from the Financial Management Office; the receipt must be presented at least thirty days prior to the examination date. If the student successfully completes the challenge examination, credit for the course is awarded and posted to the student's transcript. No grade or credit is recorded if the student does not pass the examination.

Credit for Military Experience

Students who have completed the special education and training programs offered by branches of the American armed services may be awarded academic credit for these programs. Students requesting academic credit for completion of such special programs should submit an official transcript of their work as part of the admissions process. Transcripts will be evaluated according to the guidelines provided by the American Council on Education (ACE), and credits awarded will be applied to the degree program as appropriate. For more information about the awarding of credit for military experience, contact the Office of Admissions at (570) 408-4400.

Experiential Learning

Experiential learning is defined as knowledge and skills acquired and developed outside the traditional collegiate setting by means of experiences including, but not limited to, study abroad programs, internships, undergraduate research, service learning, scholarly and creative activities for which the student has not received academic credit, as well as professional work experiences and professional development self-study programs.

A maximum of 12 credits may be granted for demonstrated and documented college-level learning acquired and developed experientially, not for the experiences themselves. Credit will be awarded for existing courses in the, General Education, Major, and Elective (including "general electives") components of the Wilkes curriculum and only on the basis of critical evaluation by appropriate faculty of the demonstrated learning presented in the petition and upon approval of the appropriate dean.

As soon after admission to the University as is practical, students who wish to petition for experiential learning credit must notify the Prior Learning Assessment Coordinator, the appropriate academic advisor, and the dean of the college and chair of the department or division in which the course is delivered for which credit is to be requested. Notification must be presented to all aforementioned parties in writing. Experiential Learning "Intent to Petition" forms are available on line and in the Office of Prior Learning Assessment; a copy of the completed form must be filed with the Prior Learning Assessment Coordinator, the student's academic advisor, and with the dean of the college and the chair of the department or division in which the course is delivered for which credit is to be requested.

Specific guidelines and procedures for the petitioning and awarding of experiential learning credits are listed below. The Academic Standards Committee of the Faculty maintains the guidelines and procedures of the Policy on Experiential Learning, and makes the final decision on the awarding of credit.

Guidelines

The student must be admitted to Wilkes University and enrolled in a degree program of the University.

All other means of securing credit for demonstrated competencies must have been exhausted before applying for experiential learning credit. The student must have applied for academic credit and demonstrated competence by such means as

1. departmental challenge exams;
2. CLEP subject area (not general) exams;
3. Credit for military experience;
4. RN validation of prior learning; and
5. Advanced Placement (AP) exams.

Experiential learning credit will not be awarded for

1. courses taken or credit awarded at another institution and accepted for transfer to Wilkes;

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2. courses taken at another institution but not accepted for transfer to Wilkes; and
3. credit for life experience awarded by another college or university.

Academic policies pertaining to residency requirements, transfer, and level of course work are maintained for all students. Students who are awarded experiential learning credit must still

1. complete 60 credits at a baccalaureate degree-granting institution (including experiential learning credits awarded by Wilkes);
2. complete a minimum of 30 credits at Wilkes;
3. complete at least one-half of the major field credits at Wilkes; and
4. meet all graduation requirements approved by the Faculty of the University.

Credits awarded for experiential learning may not exceed 12 credit hours.

Students should expect a time frame of one semester from the time the petition is received by the appropriate dean until a final decision is rendered by the Academic Standards Committee.

Procedure

Students who wish to petition for experiential learning credit must

meet with their assigned academic advisor and an advisor in the Office of Prior Learning Assessment (in University College) to discuss their intent to petition for experiential learning credit;

complete the "Experiential Learning Intent to Petition" form and submit one copy to each of the following:

1. the Prior Learning Assessment Coordinator;
2. the academic advisor;
3. the dean of the college in which the course is delivered for which credit is requested; and
4. the chair of the department or division in which the course is delivered for which credit is requested

obtain from the appropriate department or division chair a copy of the syllabus of the course for which credit is requested;

The "Petition for Experiential Learning Credit" (hereinafter referred to as the "Petition") must be completed within one calendar year from the date of filing the "Intent to Petition" form. Students who do not complete the "Petition" within the stated time period may reapply by submitting another "Intent to Petition" form.

A separate "Petition" must be submitted for each course for which credit is requested.

prepare, in consultation with the academic advisor, the "Petition," which includes the following:

1. General Information (Cover Page)
 - Name and date of birth
 - Wilkes Identification Number
 - Course for which credit is requested (including Course Number and Course Title)
 - Number of credits sought
 - High school and year of graduation
 - Degree sought at Wilkes and major area of study
 - A copy of the student's Wilkes University transcript, along with copies of transcripts from any other external institutions attended, showing degrees awarded (if any)
 - Relevant formal training courses attended which were conducted by business, industry or military organizations (include dates, titles and topics)
 - Occupational experience (include name of organization, dates of employment, duties and responsibilities)
2. Evaluation and Signature Page
3. Specific Requests and Justification (Narrative)
 - A coherent and comprehensive narrative of not more than five typewritten pages forms the basis for the request and must include a detailed and substantive discussion of the experiences to be considered and the specific learning acquired and developed by means of these experiences. The student must demonstrate that the knowledge, skills, and values acquired experientially addresses the student learning outcomes of the course for which credit is sought;
 - documentation of learning acquired and developed experientially must accompany the narrative (examples may include letters or performance reports from supervisors, copies of papers written, reviews of scholarly work, performances, or artistic exhibitions, programs, samples of work, and the like);

NOTE: At the discretion of the appropriate college dean and department or division chair, students petitioning for experiential learning credit may be required to provide additional information, attend an interview, and give a demonstration of knowledge or skills associated with the specific course for which credit is requested.

Students must submit the "Petition" to the Registrar not later than the first week of the fall or spring semester. The Registrar will acknowledge receipt of the "Petition" and forward the completed "Petition" to the dean of the college in which the course is delivered for which credit is being requested.

The college dean, in consultation with the appropriate department or division chair, will evaluate the "Petition" for merit. The unit dean will complete the applicable section of the Evaluation and Signature Page and forward, with recommendation, to the Academic Standards Committee for consideration and final approval.

The Academic Standards Committee may accept, modify, or reject the evaluation and recommendations of the dean. The chairperson of the Academic Standards Committee will complete the Evaluation and Signature Page, which shall constitute written notification of the Committee's decision. The "Petition," including the written notification of the Committee's decision, will be returned to the unit dean, who will present the decision to the student. The "Petition" will be kept on file in the Office of the Dean for a period of seven years.

The chairperson of the Academic Standards Committee will forward a signed photocopy of the Evaluation and Signature Page to the University Registrar for posting of credit, if awarded.

Standardized Examinations of College-Level Learning: CLEP, DANTES, and Excelsior

Wilkes University awards academic credit on the basis of satisfactory performance on the Subject Examinations, not the General Examinations, of the College-Level Examination Program (CLEP) administered by the College Entrance Examination Board. CLEP scores are evaluated according to the guidelines provided by the American Council on Education (ACE), and credits awarded will be applied to the degree program as appropriate. Although the program is designed primarily for adults, exceptionally well-qualified high school seniors may find it advantageous to seek academic credit through the College-Level Examination Program. Inquiries about CLEP should be directed to the Office of Admissions by calling (570) 408-4400. Official scores on CLEP Subject Examination scores should be forwarded directly to the Office of Admissions.

Scores earned on other standardized examinations, specifically DANTES and Excelsior, are evaluated on a case-by-case basis.

Additional information about CLEP, DANTES, and Excelsior examinations is available in the Office of Prior Learning Assessment.

Academic Honesty

Academic honesty requires that students refrain from all forms of cheating and provide clear and accurate citations for assertions of fact, as well as for the language, ideas, and interpretations of others that have contributed to the student's written work. Failure to acknowledge indebtedness to the work of others constitutes plagiarism, a serious academic offense that cannot be tolerated in a community of scholars. All instances of academic fraud will be addressed in accordance with the policies of the faculty and student handbooks of the University.

Statement on Intellectual Responsibility and Plagiarism

(adapted from the Wilkes University Student Handbook)

At Wilkes, the faculty and the entire University community share a deep commitment to academic honesty and integrity. Plagiarism, collusion, and cheating are considered to be serious violations of academic and intellectual integrity and will not be tolerated at the University. Each of these violations of academic and intellectual integrity is defined as follows.

Plagiarism: the use of another's ideas, programs, or words without proper acknowledgment.

According to the Little, Brown Handbook (seventh ed.), plagiarism "is the presentation of someone else's ideas or words as your own" (578). Similarly, the MLA Handbook for Writers of Research Papers (seventh ed.) states, "using another person's ideas, information, or expressions without acknowledgement of that person's work constitutes intellectual theft. Passing off another person's ideas, information, or expressions as your own to gain an advantage constitutes fraud" (26).

Students assume the responsibility for providing original work in their courses and for refraining from all acts of plagiarism. The University considers the following to be three separate forms of plagiarism:

- Deliberate plagiarism, which centers on the issue of intent. If students deliberately claim another's language, ideas, or other intellectual or creative work as their own, they are engaged in a form of intellectual theft. Similarly, submitting the work of another person, in whole or in part, or submitting a paper purchased from another person or agency is a clear case of intentional plagiarism for which student will be subject to the severest penalties. Acts of intellectual theft are not tolerated in academic, business, or professional communities, and confirmed instances of plagiarism usually result in serious consequences.
- Unintentional plagiarism often results from a misunderstanding of conventional documentation, oversight, or inattentive scholarship. Instances of unintentional plagiarism may include forgetting to give authors credit for their ideas, transcription from inaccurate and poorly written notes, failure to use appropriate forms of citation, and omission of relevant punctuation.
- Self-plagiarism occurs when students submit papers prepared and presented for another course, whether for the English Department or another department or school. Students may submit the same paper for more than one course only if all instructors involved grant permission for such simultaneous or "recycled" submissions.

Penalties for plagiarism may range from failure for the particular assignment to failure for the course. In accordance with the academic grievance procedures of Wilkes University, cases of plagiarism will be addressed first by the instructor. Any appeal by the student should be directed to the department chairperson.

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Collusion: improper collaboration with another in preparing assignments, computer programs, or in the completion of quizzes, tests, and examinations.

Cheating: giving improper or unauthorized aid to another in the completion of academic tasks or receiving such aid from another person or other source.

Falsifying: the fabrication, misrepresentation, or alteration of citations, experimental data, laboratory data, or data derived from other empirical methods.

Instructors are expected to report violations to both the Dean of Students and the Provost. Penalties for violations may range from failure in the particular assignment, program, or test, to failure for the course. The instructor may also refer the case for disposition to the Student Affairs Cabinet. The academic sanctions imposed are the purview of the Faculty; the Student Affairs Cabinet determines disciplinary sanctions. The appeal of a failing grade for academic dishonesty will follow the academic grievance policy. The appeal of a disciplinary sanction will follow the disciplinary action policy.

The University "Statement on Intellectual Responsibility and Plagiarism" may be found in full in the Wilkes University Student Handbook. Students are responsible for being fully cognizant of the content of this statement. Questions pertaining to Intellectual Responsibility and Plagiarism or any facet of Academic Honesty should be directed to the student's professors, academic advisor, the Dean of Students, and the University Writing Center.

Academic Honesty

Statement on Academic Honesty, Intellectual Responsibility and Plagiarism

At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. **Plagiarism:** the use of another's ideas, programs, or words without proper acknowledgment.
 2. **Collusion:** improper collaboration with another in preparing assignments, computer programs, or in taking examinations.
 3. **Cheating:** giving improper aid to another, or receiving such aid from another, or from some other source.
 4. **Falsifying:** the fabrication, misrepresentation, or alteration of citations, experimental data, laboratory data, or data derived from other empirical methods.
- Instructors are expected to report violations to both the Dean of Students and the Provost.

Penalties for violations may range from failure in the particular assignment, program, or test, to failure for the course. The instructor may also refer the case for disposition to the Student Affairs Cabinet. The academic sanctions imposed are the purview of the Faculty; the Student Affairs Cabinet determines disciplinary sanctions.

The appeal of a failing grade for academic dishonesty will follow the academic grievance policy. The appeal of a disciplinary sanction will follow the disciplinary action policy. Students assume the responsibility for providing original work in their courses without plagiarizing. According to the seventh edition of the Little, Brown Handbook, plagiarism "is the presentation of someone else's ideas or words as your own" (578).

Similarly, the seventh edition of the MLA Handbook for Writers of Research Papers states, "using another person's ideas, information, or expressions without acknowledgment of that person's work constitutes intellectual theft. Passing off another person's ideas, information, or 75 expressions as your own to gain an advantage constitutes fraud" (26).

Academic writing assignments that require the use of outside sources generally are not intended to teach students to assemble a collection of ideas and quotes, but rather to synthesize the ideas they find elsewhere in order to construct new knowledge for themselves. This process requires a higher level of thinking than some students may have been trained to engage in, and inexperienced writers may be sorely tempted to copy wording they feel inadequate to improve or even restate. Plagiarism is a serious issue that violates most people's sense of property rights, honest representation, and fairness.

The University considers the following as three separate forms of plagiarism:

- **Deliberate plagiarism** centers on the issue of intent. If students deliberately claim another's language, ideas, or other intellectual or creative work as their own, they are engaged in a form of intellectual theft. This is not tolerated in academic, business, and professional communities, and confirmed instances of plagiarism usually result in serious consequences. Similarly, submitting the work of another person or submitting a paper purchased from another person or agency is a clear case of intentional plagiarism for which students will be subject to the severest penalties.
- **Unintentional plagiarism** often results from misunderstanding conventional documentation, oversight, or inattentive scholarship. Unintentional plagiarism can include forgetting to give authors credit for their ideas, transcribing from poor notes, and even omitting relevant punctuation marks.
- **Self-plagiarism** occurs when students submit papers presented for another course, whether for the English department or another department or school. Students may submit papers for more than one course only if all instructors involved grant permission for such simultaneous or recycled submissions. Penalties for plagiarism may range from failure for the particular assignment to failure for the course. In accordance with the academic grievance procedures of Wilkes University, cases of plagiarism will be addressed first by the instructor. Any appeal by the student should be directed to

the department chairperson. Students can avoid plagiarizing by carefully organizing and documenting materials gathered during the research process. Notes attached to these materials, whether in the form of informal notes, photocopied articles, or printouts of electronic sources, should carefully identify the origin of the information. Such attention to detail at every stage of the process will ensure an accurate bibliography that documents all the outside sources consulted and used.

Students should follow these general principles when incorporating the ideas and words of others into their writing:

1. The exact language of another person (whether a single distinctive word, phrase, sentence, or paragraph) must be identified as a direct quotation and must be provided with a specific acknowledgment of the source of the quoted matter.
2. Paraphrases and summaries of the language and ideas of another person must be clearly restated in the author's own words, not those of the original source, and must be provided with a specific acknowledgment of the source of the paraphrased or summarized matter.
3. All visual media, including graphs, tables, illustrations, raw data, audio and digital material, are covered by the notion of intellectual property and, like print sources, must be provided with a specific acknowledgment of the source.
4. Sources must be acknowledged using the systematic documentation method required by the instructor for specific assignments and courses.
5. As a general rule, when in doubt, provide acknowledgment for all borrowed material.

Different disciplines use different documentation methods; therefore, students should consult instructors about the correct use of the appropriate documentation style. Style manuals detailing correct forms for acknowledging sources are available in the Farley Library, at the Writing Center, and at the college bookstore. Additional resources and guidance in the correct use of sources can be obtained at the Writing Center and from individual instructors.

Academic Honors and Awards

The Deans' List

The faculty of Wilkes University grants recognition for work of the highest quality. Students who earn a semester GPA of 3.50 or higher for all courses taken are accorded special recognition by being named to the Dean's List in the School or College of their major degree program. The Dean's List is published at the end of each fall and spring term. Students who attempt fewer than 12 credit hours in any semester are not eligible for nomination to the Dean's List.

Honor Societies

Many national and international honor societies have established chapters at Wilkes University. Students are invited to join these societies on the basis of their academic achievement, service to the University, service to the community, or a combination of such activities and accomplishments. Honor societies at Wilkes University include

ALPHA CHI (Upper division students) PI KAPPA DELTA (Forensics)
 ALPHA KAPPA DELTA (Sociology) PI SIGMA ALPHA (Political Science)
 ALPHA SIGMA LAMBDA (Part-time Students) PHI ALPHA THETA (History)
 BETA BETA BETA (Biology) PSI CHI (Psychology)
 CHI ALPHA EPSILON (Act 101 Students) RHO CHI (Pharmacy)
 DELTA MU DELTA (Business and Accounting) SIGMA PI SIGMA (Physics)
 ETA KAPPA NU (Electrical Engineering) SIGMA TAU DELTA (English)
 KAPPA DELTA PI (Education) SIGMA THETA TAU (Nursing)
 LAMBDA PI ETA (Communications) SIGMA XI (Scientific Research)
 OMICRON DELTA EPSILON (Economics)

Academic Standing, Probation, and Ineligibility

It is expected that students at Wilkes University will work to their full capacity and potential in all courses. Academic standing reflects progress toward degree completion and is determined according to minimum semester grade point averages achieved.

For the purposes of determining academic standing, freshmen are defined as students who have attempted up to 36 credits; freshmen must maintain a minimum cumulative grade point average of 1.70 in order to be considered "in good standing" at the University. Sophomores, juniors, and seniors must maintain a

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minimum cumulative grade point average of 2.00 overall and a minimum grade point average in their major course work to be considered "in good standing" at the University. (Sophomores are defined as students who have completed 30 – 59 credits, juniors as students who have completed 60 – 89 credits, and seniors as students who have completed 90 credits or more.)

A student who fails to achieve the required minimum grade point average(s) will automatically be placed on academic probation or declared "academically ineligible." Academic probation serves as a warning to the student that he or she is not making satisfactory progress toward degree completion. Students placed on academic probation may, based upon the recommendation of the student's academic advisor and action by the Academic Standards Committee, be restricted in the number of credits that he or she may attempt in the following semester. The Academic Standards Committee may impose additional restrictions and requirements in individual cases, if it is determined that such restrictions and requirements are in the best interest of the student. These restrictions may affect the student's participation in extra-curricular and co-curricular activities.

Students who remain on academic probation for two consecutive semesters are subject to declaration as "academically ineligible" to continue at the University. Students who are declared academically ineligible are not permitted to enroll in any course work at Wilkes for a period of one semester and must, following the semester of mandated leave, apply in writing to the Academic Standards Committee for readmission to the University. The application for readmission must include evidence of the student's prospects for academic success in subsequent semesters. If readmission to the University is approved by the Academic Standards Committee, the student will be readmitted on a probationary basis.

A decision of the Academic Standards Committee may be appealed by the student at the designated meeting for appeals at the conclusion of the fall and spring semesters. Appeals must be presented to the Committee, either in person or by letter, at the appropriate appeals meeting, and should include good and sufficient reasons for the appeal.

Course Credit and Grade Point Averages

Course Credit

Each course at the University is assigned a specific number of credits. For example, History (HST) 101 is a three-credit course, and Mathematics (MTH) 111 is a four-credit course. In most cases, credits assigned to a particular course are determined according to the number of hours per week that the class meets; credits may also be defined by the number of hours that the class meets per semester. During the course of the semester, a credit hour is equivalent to

Each course at the University is assigned a specific number of credits. For example, History (HST) 101 is a three-credit course, and Mathematics (MTH) 111 is a four-credit course. In most cases, credits assigned to a particular course are determined according to the number of hours per week that the class meets; credits may also be defined by the number of hours that the class meets per semester. During the course of the semester, a credit hour is equivalent to

15 hours of classroom contact, plus appropriate outside preparation (30 hours); OR

30 hours of supervised laboratory work, plus appropriate outside preparation; OR

45 hours of internship or clinical experience; OR

a combination of the foregoing.

Length of Semester:

- 14 weeks of classes, excluding final examination periods and vacations.

Credit hour:

- 1 credit hour = 50 minutes of lecture or recitation per week (along with two hours of out of class activities) or 2 or more hours of laboratory per week throughout the semester.

Laboratory: Courses with a focus on experimental/experiential learning where in the student performs substantive work in a laboratory or studio setting. The minimum contact time per credit is 1680 minutes or 2 hours per week for the length of a regular semester.

Independent study/research: Courses offered as directed studies with approval and supervision of faculty member. Student(s) meet periodically as agreed upon during the duration of the course. Semester hour credit awarded must be comparable in scope, content, academic rigor and student study time as courses offered in lecture format.

Internships, practicum, clinical, field/cooperative experience, externships: Courses developed for experiential and hands-on learning involving off-site placement. Employers work collaboratively with the appropriate university staff or faculty to develop outcomes, learning experiences, and expectations in order for students to meet credit level requirements. Such credit is awarded at the rate of 45 hours per credit.

Accelerated Courses: Courses offered in sessions less than a traditional 15 week semester. These courses offer the same semester credit hours as traditional semester-length classes. Within the shortened time frame, accelerated courses must meet the minimum contact hour requirements of the lecture format. In the event that courses do not meet the expected contact hour requirements, credit can be awarded for equivalent instructional activities, which can include but are not limited to online videos, online discussions or chats, quizzes and/or exams, article summaries, case analyses, online group activities, etc.

Online: Courses offered entirely online without regard to face-to-face meetings. Students are expected to be academically engaged with comparable learning outcomes of a standard lecture course with alternate delivery methods. Contact time is satisfied through several means, which can include but is not limited to the following: a) web-based synchronous meetings using tele- and/or video-conferencing software at times scheduled in advance by the faculty member; b) academic engagement through interactive tutorials, video lectures, online chats, group discussions moderated by faculty, virtual study/group projects, engaging with class peers and computer tutorials graded and reviewed by faculty.

Hybrid: Courses offered in a blended format with one or more required face-to-face class sessions and with one or more required online sessions. These courses offer the same semester credit hours as traditional semester-length classes. Hybrid courses may also be in an accelerated format with the course length spanning less than the traditional semester. Contact time may be satisfied through several means, which can include but is not limited to the following, web-based synchronous meetings using tele- and/or video-conferencing software at times scheduled in advance by the faculty member, academic engagement through interactive tutorials, video lectures, online chats, group discussions moderated by faculty, virtual study/group projects, engaging with class peers, and computer tutorials graded and reviewed by faculty. Low residency courses and programs also fall into this category.

Graduation Requirements by Level

Requirements for Bachelor's Degree:

- All General Academic Requirements must be fulfilled.
- Minimum of 120 earned graduation credit hours.
- A cumulative average of not less than 2.00, based on the total number of credits attempted at Wilkes University.
- All other items as stated in the undergraduate bulletin: <https://wilkes.edu/bulletin/current/undergraduate/introduction/academic-req-reg/grad-req.aspx>

Requirements for graduate level degree (master's or doctoral):

- All General Academic Requirements must be fulfilled.
- Minimum of 30 earned graduation credit hours, depending upon the program. Some programs require more.
- A cumulative average of not less than 3.00, based on the total number of credits attempted at Wilkes University. Some programs may require a higher GPA.
- All other items as stated in the graduate bulletin: <https://wilkes.edu/bulletin/current/graduate/introduction/academic-information/degree-requirements.aspx> and within the appropriate program section.

Grade Point Averages

The grade point average (GPA) is calculated according to a formula by which the total number of quality points earned is divided by the total number of credit hours attempted. Quality points are calculated by multiplying the course credit by the grade earned in the course. Below is an example illustrating the method used to compute grade point averages:

COM 101 3.0 x 4.0 = 12.0

FR 101 3.0 x 3.0 = 9.0

HST 101 3.0 x 1.5 = 4.5

MUS 101 3.0 x 2.5 = 7.5

PSY 101 3.0 x 0.0 = 0.0

Total credit hours attempted 15.0

Total credit hours passed 12.0

Total quality points earned 33.0

GPA(33qp/15 hrs. attempted) = 2.20

Note that the student has accumulated 12 credits toward graduation. The "0.00" grade in Psychology (PSY) means that the student must repeat that course in order to earn credit for the course. Students may repeat any course. If the course is completed a second time with a higher grade, the higher grade, if earned at Wilkes, will be "included" in the calculation of the cumulative grade point average; and the lower grade will be "excluded." The student may repeat the course at Wilkes University or at another accredited institution.

IMPORTANT: Grades from courses transferred to Wilkes University are not included in the calculation of grade point averages at Wilkes. If a course is repeated and successfully completed at an accredited institution other than Wilkes University, the credit for that course may transfer to Wilkes in fulfillment of graduation requirements; the course grade earned at another institution, however, will not transfer, and the "0.0" earned at Wilkes will remain in effect for the calculation of the student's GPA. Grades earned at another institution will not be included as factors in the calculation of a student's grade point average, even in the event that the course credit is transferred to Wilkes. In order to exclude a low grade (1.5. or 1.0) or a failing grade (0.0) and substitute a higher earned grade to be used in the calculation of the grade point average, the student must repeat and successfully complete the course at Wilkes University.

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Degree seeking students enrolled at Wilkes University who wish to take or repeat courses at another accredited institution must complete a "Request for Transfer of Credit" form and submit this form to the University Registrar for approval before enrolling in the course. "Request for Transfer of Credit" forms are available at the Registrar's Office.

Grade point averages are cumulative; the work of each semester is added to the total. In order to graduate from Wilkes University, a student must have achieved, at the end of the senior year, a minimum overall grade point average of 2.00 and a minimum major field grade point average (mfa) of 2.00.

NOTE: Some degree programs including, but not limited to, Nursing and Education, require grade point averages and major field averages of greater than 2.00. See the grade point average requirements for specific degree programs described in this bulletin, and consult with your academic advisor concerning grade point average requirements for your specific degree program.

Degree Honors

The granting of honors at Commencement is based upon the entire academic record achieved by the student at Wilkes University. Transfer students must have completed a minimum of 60 credits at Wilkes in order to be eligible to be considered for honors.

The minimum requirements for Degree Honors are

Summa cum laude (with highest honors) 3.900

Magna cum laude (with high honors) 3.700

Cum laude (with honors) 3.500

Grade point averages are not rounded for Degree Honors.

GPA Adjustment Policy

The GPA Adjustment Policy is a policy and procedure for a student to request removal of substandard grades in majors for which they are clearly not suited. Removing grades of less than 2.0 may help the student gain confidence in his/her academic ability, choose another academic career path, increase their GPA to be removed from Academic Probation or Ineligibility, and, possibly, reinstate financial aid. This action will only be permitted if the student agrees to the specific conditions detailed below. The complete Policy and Procedure and the Form are available from the Registrar in the Registrar's Office.

The student **MUST** change majors. This can include changing between declared majors, changing from declared majors to "undeclared", or changing from "undeclared" to declared majors.

The student **MUST** receive permission from the Department Chair of the new major to invoke this policy or the Director of University College if switching to undeclared. The Chairperson of the Department into which the student desires to transfer has the decision-making authority to accept the new change of major. If the Chairperson of the Department refuses to accept the student, or if the student decides upon "undeclared," the student may contact University College personnel and request a change to "undeclared" status.

The student may initiate the GPA Adjustment Policy anytime during his/her current academic career. A returning student may apply the Policy to previously completed courses with no time limit.

The student may only apply a maximum of 18 credit hours of courses to the GPA Adjustment Policy during his/her academic career at Wilkes. The student must follow the Director of Financial Aid's Federal Guidelines regarding the maximum number of acceptable credits earned each academic year and minimum GPA. This implies that the Policy may be applied more than once during his/her academic career at Wilkes as long as the student follows the Federal Guidelines and change majors a second time.

If the student decides to return to a major for which the courses were excluded, the original course grades will be reinstated. The courses must be repeated (if needed) to satisfy the requirements of the major.

Courses to which the policy may be applied:

- Courses specific for majors in which grades of less than 2.0 were recorded on the transcript.
- "Variable" General Education (GE) courses in which grades of less than 2.0 were recorded on the transcript.

Courses to which the policy **CANNOT** be applied:

- "Specific" General Education Courses that include FYF 101, ENG 101, HST 101 or ENG 120, even if grades of less than 2.0 were recorded on the transcript. These courses must be repeated at Wilkes to replace the grade.
- Courses in which a student received grades of less than 2.0 due to academic dishonesty (cheating, plagiarism, etc.). Faculty must indicate on the GPA Adjustment Form whether the student was accused of academic dishonesty.
- Courses in which a student received grades of less than 2.0 due to lack of attendance, as defined in the Wilkes University Bulletin or the specific syllabus. Faculty must indicate on the GPA Adjustment Form whether the student received the substandard grade for lack of attendance.

The GPA adjusted course(s) will remain on the transcript and will receive an "E" notation, meaning the grades and the credit hours will be "E"xcluded from GPA calculations. Also, the courses invoked in the policy will be noted in the "comments" section of the transcript. The Registrar will recalculate both the semester and overall GPA.

A student who changed majors prior to the policy being adopted at Wilkes University would not be permitted to eliminate courses, unless s/he changes majors again after the policy was implemented.

The student will follow the following procedure when invoking the GPA Adjustment Policy:

- The current advisor and the student must work together regarding substandard performance in current major, discuss changing majors/programs and initiate the GPA Adjustment Policy.
- The student must contact the Student Affairs Office regarding the implication of substandard grades on probation/eligibility status. The student must also consult with the Financial Aid Office regarding the effect of substandard grades on continued financial aid.
- If the advisor, the director of Student Affairs, and the Financial Aid Director feel the student may gain relief by invoking the GPA Adjustment Policy, the student will initiate the process by obtaining the GPA Adjustment Form from the Registrar's Office.
 - See Form for specific details.
 - The required signatures on the form include: 1) the Chairperson of the new major or Director of University College (Undeclared) and 2) the Faculty of the course(s) involved. The faculty MUST verify on the GPA Adjustment Policy whether the grades were issued for academic dishonesty or lack of attendance. If a faculty member is no longer at Wilkes, the Chairperson may sign-off on this line. If the Chairperson, Dean and University Student Affairs are not familiar with the faculty or student, the student may appear before the Academic Standards Committee and petition for the Policy.
- The form must be completed and returned to the Registrar's Office. The Registrar and Director of Financial Aid will make all necessary adjustments to the student's transcript and financial aid document.
- The Registrar will notify the Academic Standards Committee during regularly scheduled meetings of students invoking this policy.
- The student must also provide the completed Change of Major Form with the GPA Adjustment Policy Form.

Grades

The primary purpose of any grading system is to inform the student of his or her academic progress in a specific course and within a specific academic program. Final grade reports are posted online on the Wilkes Student Portal at the end of each term. Mid-term grades reflecting attendance and academic performance are recorded by course instructors at the end of the seventh week of the semester and prior to pre-registration advising for the following term. Mid-term grades of "unsatisfactory" in attendance or performance or both are sent electronically to students and to their academic advisors.

Wilkes recognizes eight numerical grades for academic achievement as follows:

Grade Interpretation

4.00 Academic achievement of outstanding quality

3.50 Academic achievement above high quality

3.00 Academic achievement of high quality

2.50 Academic achievement above acceptable quality in meeting requirements

for graduation

2.00 Academic achievement of acceptable quality in meeting requirements for

graduation

1.50 Academic achievement above the minimum quality required for course credit

1.00 Academic achievement of minimum quality for course credit

The following letter grades may be assigned, as appropriate:

P Passing, no credit

W Withdrawal

N Audit, no credit

X Incomplete

A grade of "X" indicates that the student has not completed the course requirements as specified by the course instructor. Grades of incomplete ("X") will be granted to students who, because of illness or reasons beyond their control, have been unable to satisfy all course requirements, including the final examination, by the end of the term. When such a grade is recorded, all work must be completed and all course requirements satisfied by or before the end of the fourth week

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following the last day of the examination period; failure to complete course work and meet course requirements within this four-week period will result in a grade of "0.00" for the course, unless a special extension has been filed by the course instructor and approved by the Registrar.

Graduation Requirements

It is the student's responsibility to meet all graduation requirements. Students are expected to be fully familiar with all academic requirements published in the Wilkes University Undergraduate Bulletin and to ensure that they are meeting the degree requirements of the University (as specified in the General Education Requirements) and of their major program. Students may elect to follow the degree requirements as stated in the Undergraduate Bulletin published when they entered the University or were admitted to their specific degree program, or they may elect to follow the degree requirements published in any subsequent Bulletin.

The Faculty of Wilkes University has approved the following requirements that all students must satisfy in order to earn a baccalaureate degree and be eligible for graduation. All students must

- complete a minimum of 120 credit hours;
- satisfy all requirements in the major(s); (Requirements for graduation vary among degree programs; see the appropriate section(s) of this bulletin for the number of credit hours and other requirements for specific majors);
- complete all subjects required for the degree as stated in the bulletin in force at the time of admission to the program or in any subsequent bulletin;
- achieve a minimum cumulative grade point average of 2.00 for all courses;*
- achieve a minimum cumulative grade point average of 2.00 for all subjects in the major(s);*
- achieve a minimum cumulative grade point average of 2.00 for all subjects within the chosen minor(s);*
- demonstrate competence in written and spoken English; and
- satisfy mathematics and computer literacy and other curricular skills and knowledge requirements by participation in assessment procedures.

*NOTE: Some degree programs require minimum cumulative grade point averages above 2.00 in general course work and in course work in the major. See the appropriate sections of this Bulletin for specific grade point average requirements for each degree.

All students must apply for Graduation by registering for GRD 000 (Graduation Audit) in their final semester at the University. Completed appropriate paperwork must be returned to the Registrar in order for a student to graduate.

No student shall receive a diploma until financial obligations to the University have been fulfilled.

No student shall be allowed to participate in a Commencement ceremony unless all of the above-mentioned graduation requirements have been met.

All candidates for degrees are expected to be present at Commencement. If circumstances prevent their attendance, students must apply to the Vice President for Student Affairs for permission to take the degree or certificate in absentia.

Honors Program

The Wilkes University Honors Program provides an opportunity for talented and highly motivated undergraduate students to participate in challenging learning experiences focused on the development of leadership, integrity, and self-awareness while pursuing academic excellence. Accepted first-year students with SAT scores of 1190 or higher or who rank in the top 20 percent of their high school class are invited to apply. Students accepted into the program are notified during the spring prior to their first semester in the fall.

Honors Program Requirements

Students admitted to the program are required in their first fall semester to take a cohort-based, three-credit Honors class that counts towards University core requirements. They are required to take 18 additional Honors credits – six at or above the 300 level – in addition to their major and other University graduation credit requirements. All must also participate in a one-credit Honors capstone seminar.

Minimum GPA Requirements

- 3.0 by end of first year
- 3.2 by end of second year
- 3.3 by end of third year
- 3.4 by end of fourth year/for eligibility to graduate from the Honors Program

A student is allowed only one grade of 2.5 in an Honors course to receive Honors credit. All other Honors course grades must be 3.0 or higher. Students falling below the GPA minimum requirement for their year have one semester to increase the GPA to reach that minimum. Students are always encouraged to draw on the expertise of all Wilkes University community resources, such as academic support and health and wellness services, when encountering academic, personal, or other challenges.

First-Year Honors Living-Learning Community

All first-year Honors students living on campus reside together in Honors housing. While they may live in the hall of their choice during their remaining years at Wilkes, many choose to continue living in community with other Honors students.

Good Standing: Honors Program Community

Participating in Honors Program-sponsored events – which range from meeting on-campus with prominent guest speakers to engaging with prospective Honors students - helps students not only to contribute to the experience of community, but also to enact and further develop core Honors Program values such as academic rigor, leadership, integrity, and self-awareness.

All Honors students must participate in at least one Honors-sponsored event per semester. This commitment is waived during the semester a student is studying abroad.

Good Standing: Student Conduct

Honors students must remain in good standing with regard to student conduct. Any student found guilty of violating University policies is subject to review by the Honors Program Advisory Council.

HONORS PROGRAM COURSE OFFERINGS

An Honors education generally enables students to pursue breadth, depth, complexity, and/or interdisciplinarity within their coursework. The Wilkes University Honors Program endorses the core values of academic rigor (beyond academic expectations of regular section offerings), leadership, integrity (demonstrated learning of ethics and values), self-awareness (emphasis on self-reflection), importance of building community, and appreciating diversity. Honors course components should therefore also reflect one or more of these core values.

&H ("And H")

An &H section is added to an existing course in which both Honors and non-Honors students are enrolled to signal that the Honors students have the opportunity to earn Honors course credit. To earn this credit, Honors students must be enrolled specifically in the &H section and they must satisfactorily complete work complementary to the existing syllabus.

H ("standalone Honors course")

An H section signals that all students enrolled in the course complete work that would yield Honors credit for that course. Non-Honors students could enroll in such a course, but while they would need to complete all of the same work as the Honors students, they would receive only non-Honors credit.

Potential modes of learning could include:

- Independent research, case study, or creative project within student's discipline (in-depth learning)
- Exploration of broad themes and/or enduring questions across disciplines (breadth of learning)
- Experiential learning (including internships, field work, and study abroad)
- Service-learning (conscious and purposeful integration of service and learning elements)
- Residential learning community (conscious and purposeful integration of living and learning elements)
- Intercollegiate undergraduate academic competitions, presentations/conferences, and/or publications
- Experimental or innovative pedagogy

Characteristic course topics could include:

- Trends, issues, and/or best practices within a student's discipline
- Communities, ideas, practices, methodologies, and/or values unfamiliar to the student
- Meta-awareness – the analysis of not just what is known, but also of how it comes to be known

Cultivated skills could include:

- Problem solving
- Critical reading
- Critical thinking
- Clear and persuasive writing
- Oral presentation
- Ability to make evidence-based arguments and judgments
- Artistic literacy
- Metacognition

Study Abroad

- A full semester abroad earns a waiver of six Honors credits at the 300 level
- A summer term abroad earns a waiver of three Honors credits at the 300 level

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- Related independent study project (advised by instructor in relevant discipline) upon return earns three Honors credits at the 300 level (through either fall [[HNR-395]] or spring [[HNR-396]])

Internships

- one internship, either during a full semester or over a summer term, earns a waiver of three Honors credits at the 300 level
- independent study project (advised by instructor in relevant discipline) connected to internship earns three Honors credits at the 300 level (through either fall [[HNR-395]] or spring [[HNR-396]])

Study abroad, internships, or a combination of both can yield a maximum of six Honors credits at or above the 300 level.

First-Year Foundations (FYF) Requirement – 3.0 Credits

[[FYF-101]]H

This course serves as a platform for Honors students to discover the dynamic aspects of leadership, begin reflecting on individual leadership characteristics and develop a plan for self-discovery that culminates in connecting the student as a leader in the context of his/her primary academic interests. Therefore, upon completion of the course, students will be able to:

- understand several leadership theories and apply them to a variety of contexts
- demonstrate an understanding of self in relation to past and future leadership opportunities
- understand the breadth and scope of leadership and apply it in an interdisciplinary context
- understand self-reflection as a tool for learning
- discuss opportunities to serve as change agents relative to careers and community
- understand basic research skills
- developed oral proficiencies as both a presenter and facilitator
- developed skills necessary for effective group collaboration
- developed deeper multicultural understanding

Honors Capstone Seminar – 1.0 Credit

[[HNR-390]]

This one-credit interdisciplinary capstone research seminar serves as a culminating experience for all prospective Honors Program graduates. The course is intended to explicitly engage students in reflection on what they have learned at Wilkes and how they can advance those skills and insights along their future personal and professional trajectories. Consequently, the course depends on students' consistent investment in critically assessing what they have learned during their undergraduate education, how that can be communicated to others, and what that makes possible for future endeavors.

Students' learning outcomes include:

- Communicating characteristic topics, methodologies, and professional concerns associated with their respective disciplines to non-expert audiences
- Collaborating with others, both within and outside of their respective disciplines, to accomplish shared goals
- Planning and managing long-term projects, balancing personal responsibility with coordination with team colleagues
- Organizing and delivering coherent presentation of work – from proposing prospective tasks to articulating evidence-based outcomes
- Specifying and critically assessing continuities as well as discontinuities across personal Wilkes educational trajectory and future endeavors

Academic Resources and Support Services

- [Intensive English Program](#)
- [University College](#)
- [University Library Services](#)
- [University Writing Center](#)
- [Upward Bound](#)

Intensive English Program

The mission of the Intensive English Program (IEP) at Wilkes University is to provide quality academic instruction in English as a second language (ESL) to both international and English-language learning students planning to pursue university studies in the United States. To this end, the IEP provides a curriculum, certified faculty, classroom materials, and teaching methods that are well grounded in both theory and practice and based on the latest research findings in the field of second language learning and teaching. This fully accredited program provides

- quality academic English language instruction for students whose native language is not English;
- preparation for further academic study in the U.S.;
- learner-centered instruction;
- advising for successful attainment of academic or professional goals;
- opportunities for intercultural experiences and cooperation;

- services relating to admission, counseling, academic life, and the general success of international students attending Wilkes University;
- English language instruction for personal growth; and
- instruction in accordance with Wilkes University's Writing Across the Curriculum (WAC) program.

All policies and governances found within this bulletin apply to all students participating in the IEP at Wilkes University.

University College

University College, housed in Conyngham Hall at 130 South River Street, is the point of entry and home for all undeclared students until they select their major field of study. The College provides academic support services and supplemental instruction for all enrolled and prospective students, administers the University's precollege enrichment programs, coordinates with the academic departments to provide an effective program of academic advisement for undeclared students, and houses the Disability Support Services of the University. The programs and services offered by University College are described in the following subsections.

Act 101 Program

A special program for students from Pennsylvania who need academic and financial support, the Act 101 Program allows educationally underprepared students to improve their skills in verbal and written communication, reading comprehension, mathematics, and problem solving, all in an effort to acquaint these students with and help them adjust to the many new experiences associated with a college education. The program provides for tutoring and counseling to enhance the student's potential for success in the college environment. Inquiries about Act 101 should be directed to the Act 101 Office in Conyngham Hall or to the Office of Admissions.

Day Care Service

The University provides partially subsidized day care service for children of full-time Wilkes students. The program offers regular day care services, which are provided by a specified group of approved local providers and available at a reduced fee to students enrolled full-time at Wilkes. Children must attend on a regular, scheduled basis in order to be eligible for the reduced fee. The Day Care Service Program is coordinated through University College.

Disability Support Services

If a student has a disability that qualifies under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act and requires accommodations, he or she should contact the Disability Support Office in University College for information about applicable policies and procedures. The Disability Support office is located on the third floor of Conyngham Hall, Room 311.

Student Advisement

University College coordinates the Freshman Advising Program and regularly collaborates with and provides training for academic advisors throughout the academic year to ensure student success.

Specially selected faculty members and administrators have been designated as Freshman Advisors on the basis of their knowledge of curricular matters and, more generally, on the basis of their knowledge of the University and its resources and services. Each freshman is assigned to a Freshman Advisor during the Summer Orientation period and will meet with that advisor regularly during the Orientation period and throughout the academic year to arrange schedules, discuss academic and career plans, and address problems or concerns as they arise. These faculty advisors bring the special expertise of their disciplines to the advising process.

If, upon admission to the University, the student has indicated a preferred major, that student will be assigned a Freshman Advisor from the relevant department or program at the beginning of his or her studies. Students who have not identified a major field of study at the time of admission to the University work with advisors from University College who have a special expertise in advising undeclared students. University College Advisors work with undeclared students until a major field of study has been selected; once a major field of study has been declared, the student is assigned to a departmental advisor in his or her chosen field of study.

University Library Services

Eugene S. Farley Library

The Eugene S. Farley Library, named in honor of the first president of Wilkes University, is located on the corner of South Franklin and West South Streets. It is one of the largest resource libraries in the region, with more the 175,000 volumes of books and bound journals, 11,000 electronic books, over 60 journals and newspaper subscriptions, 75,000 full text online journals, microforms, instructional audio-video materials, and a growing collection of classic films on DVD. The

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library holds fine collections in English and American literature, history, the sciences, mathematics, and sizable collections in other academic disciplines reflected in the University curriculum.

Also housed in the library are the University Archives, four special collections rooms, and a SMART classroom. Students have access to 82 desktop computers, thirty wireless laptops, and forty iPads that can be used anywhere within the library's wireless environment. Farley Library is home to the Alden Learning Commons, a technology rich learning environment that has four enclosed group study rooms, twenty open group study areas that can accommodate groups of one to six students, the University Writing Center, and the Information Technology Computer Clinic and Help Desk.

Library hours during the academic year are from 8:00 am to 12:00 midnight, Monday through Thursday, 8:00 am to 5:00 pm on Friday, 11:00 am – 6:00 pm on Saturday, and 11:00 am to 12:00 midnight on Sunday. The Alden Learning Commons is opened on a 24/7 basis and is accessible to faculty and students via an University ID swipe card system. Patrons can get research help via SMS text message from any mobile phone via the library's Text A Librarian reference service. Summer sessions and holiday hours, as well as any changes to the regular library schedule, are posted at the library entrance and on the library Web site. Library services are available online 24/7 at www.wilkes.edu/library.

Telephone: (570) 408-4250.

Farley Library Regulations:

1. Use your valid Wilkes University I.D. card to obtain library privileges.
2. You are responsible for all materials charged out on your identification card. A valid Wilkes I.D. enables Wilkes University students to borrow books year-round at Misericordia University, Keystone College, King's College, Luzerne County Community College, Marywood University, and the University of Scranton.
3. Books circulate for one month. Renewals may be made in person, by telephone, or online from the patron access area of the Farley Library catalog – Sierra. A book may be renewed once. DVDs circulate for three days (no renewal). Charges are levied for all overdue and damaged materials. Failure to pay fines or to return borrowed materials will result in denial of transcripts until fines are paid and materials returned.
4. Periodicals, journals, reference materials, and microform materials do not circulate. Reference materials, periodicals, and journal articles in print and microfilm format may be photocopied in accordance with the provisions of the U.S. copyright law.
5. To provide an optimum environment for study, all cellular phones and pagers must be kept on silent alert (vibration or visible flash) while in the library.
6. The University reserves the right to refer for disciplinary action patrons who have violated Library policy.

Farley Library Services

1. Reference Assistance: Professional staff is available for assisting students in their research endeavors.
2. Library Orientation: Group library orientation can be arranged for students upon request.
3. Bibliographic Instruction: Specific instruction in the use of library collections and reference tools is available for students upon request of the instructor.
4. Interlibrary Loan: This service is provided for students, faculty, and staff to supplement research needs. Inquire at the Reference Department for details.
5. Media Services: Media staff will have audiovisual equipment needed for classroom usage delivered to sites on campus. At least a 24-hour notice is required. Videos and DVDs may be reserved one week in advance of the expected need. The Library Media Room (Room 002) is also available, on a first-come, first-served basis, for classes or events.
6. Reserve Materials: Collateral course reading materials placed on reserve by faculty are maintained at the Circulation Desk.
7. Photocopying facilities for printed materials and micro materials are available in the library. A color copier is located on the first floor. Users are reminded to observe the restrictions placed on photocopying by the U.S. copyright law. The law and interpretive documents are available at the Circulation Desk.
8. Online searching of auxiliary databases is available by appointment through the Reference Department to support faculty research.

Music Collection

Darte Hall, on the corner of South River and West South Streets, houses a separate collection of music scores and recordings. For information about accessing materials housed in the music collection, call (570) 408-4420.

Pharmacy Information Center (PIC)

The Pharmacy Information Center (PIC) provides resources and services for student and faculty of the Nesbitt School of Pharmacy. It houses an up-to-date collection of drug information materials in print and electronic forms and provides a means for pharmacy students to become more proficient in the selection, evaluation, and use of drug information. The collection in the PIC is non-circulating; however, many additional books that support the pharmacy curriculum are housed in the Farley Library and non-reference titles may be borrowed from there. All School of Pharmacy journals are housed in the PIC. In addition to these print sources, students have access to a number of computerized resources, both on and off campus.

The PIC is generally open Monday – Thursday from 8:00 am to 5:30 pm and Friday from 8:00 am – 4:00 pm. The PIC follows the University holiday schedule. The librarian is available only until 4:00 pm.

Telephone: (570) 408-4286

PIC Regulations:

1. Books, periodicals, and reserve materials may not be taken from the center.
2. Smoking and food and beverages other than water are prohibited in the PIC.
3. Students will respect others' need for quiet and refrain from behavior that can be regarded as disruptive or a detriment to a positive learning environment.

4. Cell phones must be turned off or set to vibrate while in the PIC. Calls must be answered outside

PIC Services:

1. Reference Assistance: The librarian will assist students in locating materials and using library resources.
2. Bibliographic Instruction: The librarian will give individual or group instruction in the use of specific reference tools.
3. Interlibrary Loan: Needed books or journal articles that are not owned by Wilkes University may be obtained through Interlibrary Loan at no charge. Most article requests are filled within a few days.
4. Photocopying: A card-operated photocopier is available in the PIC. Please see the librarian to purchase or add money to a debit card.

University Writing Center

The University Writing Center, located in the Alden Learning Commons (lower level of the Farley Library), is available to all Wilkes students who seek personal assistance with writing. Instructors may refer students to the Center for help in honing their writing skills

Upward Bound Program

A federal program at Wilkes since 1967, the Upward Bound Program provides disadvantaged high school students with a college preparatory program of curricular and extracurricular activities designed to improve academic skills and self-confidence and to deepen curiosity and human understanding. Students attend weekly classes and tutoring and counseling sessions on campus. In the summer, the six-week residential program prepares students for fall classes and provides intensive career guidance.

Degree Programs & Curricula

Wilkes University offers undergraduate programs leading to the Bachelor of Arts, the Bachelor of Business Administration, and the Bachelor of Science degrees. The University also offers a first professional degree program leading to the Doctor of Pharmacy degree. All programs have been carefully designed to prepare graduates to meet the rigorous entrance requirements of graduate and professional schools and to ensure that all Wilkes undergraduates acquire a broad general education essential for responsible contribution to human affairs. Each degree program assures multiple and varied opportunities for students to achieve educational objectives specific to that field of study. All baccalaureate programs also share a set of distinctive goals and Institutional Student Learning Outcomes that derive from the Wilkes University Mission and define the Wilkes baccalaureate educational experiences.

Institutional Student Learning Outcomes

(adopted by the University faculty, November 1, 2007)

The students will develop and demonstrate through course work, learning experiences, co-curricular and extracurricular activities

- the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study;
- effective written and oral communication skills and information literacy using an array of media and modalities;
- practical, critical, analytical, and quantitative reasoning skills;
- actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity; and
- interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and lifelong learning.

Elective Courses: The Third Curricular Component

The third component of the Wilkes University Curriculum, after the General Education Requirements and the Major, is composed of Elective Courses. Students choose elective courses for a variety of reasons: to complete a minor area of study, a concentration area, a second major, or a second degree; to pursue a special area of interest; to meet requirements for admission to graduate or professional schools; or to enhance, refine, and further develop specific skills.

Double Major

Students may choose to use their elective credits to complete a second major. The student must declare intent to graduate with a double major by completing the appropriate form, which is available at the Registrar's Office. It is the student's responsibility to secure the approval of the chairpersons of both departments to ensure that all requirements of the two majors are fulfilled.

Minors

Students frequently select elective courses in order to complete a minor in a field other than the major field of study. Although not required for graduation, minor degree study is formally recognized on the student's transcript and may significantly enhance a graduate's credentials. Students are ineligible for formal recognition of a minor in the same discipline as the major field of study. Students should consult the departmental listing in this bulletin to review the requirements for formal recognition of a minor field in specific disciplines. A minimum of one-half of all minor field credits must be completed at Wilkes. Formal application for an academic minor must be made to the University Registrar. Application forms are available in the Registrar's Office.

Second Baccalaureate Degree

Students who hold a bachelor's degree with a major in one discipline from Wilkes University or another regionally accredited institution may earn a second baccalaureate degree at Wilkes by completing a major in another discipline, provided the following conditions are met.

- Candidates for the second degree must earn at least thirty (30) credits at Wilkes beyond those required for the first degree.
- Candidates for the second degree must meet all of the Wilkes University requirements for a baccalaureate degree. Individuals already holding a bachelor's degree from a regionally accredited institution in the United States will be considered exempt from the Wilkes General Education Curriculum for the purpose of seeking a second bachelor's degree.
- Wilkes students may graduate with two baccalaureate degrees simultaneously, but they must complete thirty (30) credits beyond the requirements for the first degree in order to be eligible for the second degree at the time of graduation.

If students choose to return to the University to earn a second degree, they must complete the requirements for the additional major beyond any majors earned during the pursuit of the first degree.

General Education: The First Curricular Component

The General Education Curriculum is an affirmation of the strong belief of the Wilkes faculty in the value of study in the arts and sciences for all students and includes a broad spectrum of courses designed to stimulate the intellectual, personal, and social development of our students. The requirements of this curriculum are intended to serve as the foundation upon which all degree programs are based.

The General Education Curriculum requirements for all programs follow. Students are urged to use this outline of the requirements as an explanation of the "Recommended Course Sequence" provided for each major degree program described in this bulletin. With the exception of English (ENG) 101, English (ENG) 120, History (HST) 101, and First-Year Foundations (FYF) 101, which are required of all undergraduate students at Wilkes, the designation "Distribution Requirement(s)" in the "Recommended Course Sequence" for each major is a reference to the following statement of the General Education Curriculum requirements.

General Education Curriculum Requirements

The University faculty has approved the following set of requirements for the General Education Curriculum, which comprises four components: 1) Skill Requirements (0 – 13 credits); 2) First-Year Foundations (3 credits); 3) Distribution Areas (24 credits); and 4) the Senior Capstone (variable credit). All undergraduate students must satisfy these requirements in order to be eligible for graduation.

SKILL REQUIREMENTS 0 - 13 Credit Hours

All students pursuing the baccalaureate degree at Wilkes University must develop and demonstrate proficiency in six identified Skill Areas--Written Communication; Oral Communication; Quantitative Reasoning; Critical Thinking; Computer Literacy; and Diversity Awareness.

The Wilkes University General Education Curriculum

First-Year Foundations 0/3 Credit Hours

Completion of a First-Year Foundations (FYF) course 3 credit hours

Students who have completed 23 or fewer credit hours earned in a college classroom when they matriculate at the University are required to complete an FYF course during their first semester of study. All students who have completed more than 23 credit hours earned in a college classroom when they matriculate at the University are eligible, but not required, to take an FYF course. A student may earn academic credit toward graduation for only one FYF course.

Student Learning Outcomes for the Skill Areas

Written Communication: Students will:

- produce written texts that sustain a unifying focus with coherently-structured and logically-ordered sentences and paragraphs;

- control surface features such as syntax, grammar, punctuation, and spelling;
- present an argument in writing, with use of evidentiary examples;
- adopt appropriate voice, tone, and level of formality appropriate to different rhetorical situations, genres, and audiences; and
- engage in scholarly research-based practices and document another writer's written work and ideas, in a manner appropriate to relevant academic or professional disciplines.

Oral Communication: Students will:

- construct a relevant message supported by scholarly and sufficient research;
- organize message content based on an accepted and coherent organizational pattern;
- deliver an audience-centered presentation;
- use language clearly, appropriately, and inclusively and that follows to the grammatical rules of Standard American English; and
- effectively deliver, in an extemporaneous manner, informative, persuasive and special occasion speeches.

Quantitative Reasoning: Students will:

- represent mathematical information symbolically, visually, numerically, and verbally, and interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.
- apply arithmetical, algebraic, geometric and statistical methods with appropriate technological tools to solve problems;
- think critically and apply common sense in estimating and checking answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results, judging the soundness and accuracy of conclusions derived from quantitative information; and
- communicate mathematical information effectively using symbols, visual, numerical, or verbal representations.

Critical Thinking: Students will:

- use critical thinking to recall relevant information accurately, and structure verbal and written message content based on an accepted and coherent organizational pattern;
- paraphrase, synthesize, and analyze information from multiple sources to explain concepts;
- analyze information and apply it to new contexts; and
- utilize information to formulate and support a position.

Computer Literacy: Students will:

- define the relationship between hardware and software, in particular, the relationship between hardware and the operating system and the operating system and applications;
- develop an understanding of privacy and security issues with respect to networks, email, social media and WWW usage;
- know intellectual property laws with respect to software, music, and video, and understand the ethical use of information for academic and personal purposes;
- utilize software such as word processing, spreadsheet, and database software to effectively organize, manage, and communicate information; and
- understand the roles of computers and technology in mass communication, including social media.

Diversity Awareness: Students will:

- demonstrate knowledge and understanding of the diversity of the local and global communities, including cultural, social, political, and economic differences;
- analyze, evaluate, and assess the impact of differences in race, ethnicity, gender, socioeconomic status, native language, sexual orientation, ableism, age, and religion; and
- utilize perspectives of diverse groups when conducting analyses, drawing conclusions, and making decisions.

Four of these Skill Areas—Computer Literacy, Written Communication, Oral Communication, and Quantitative Reasoning—are addressed and assessed within the context of specific academic experiences as described below. The development and assessment of Critical Thinking is embedded throughout all components and academic learning experiences of the Wilkes University curriculum.

Students may opt or test out of each skill requirement by demonstrating competency through means designated by the department responsible for each skill area. Please see your academic advisor for more information on program-designated courses that will satisfy these requirements.

Students will develop and demonstrate mastery of the outcomes for Computer Literacy, Written Communication, Oral Communication, and Quantitative Reasoning by means of the following academic experiences:

I. Computer Literacy

Completion of [[CS-115]] (Computers and Applications) or higher

OR

Completion of 2 "Computer Intensive" (CI) courses minimum 3 credit hours

Students who do not complete CS 115 or test out of this Skill Area can satisfy the Computer Literacy requirement by completing courses that appear on the "Computer Intensive" (CI) List. The list of Computer Literacy skills, as well as a list of available CI courses, is available from the Office of the Registrar.

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II. Written Communication

Completion of [[ENG-101]] English Composition 4 credit hours

AND

Writing Across the Curriculum: Each undergraduate degree program, as well as the First-Year Foundations Program, incorporates writing and the progressive development of written communication skills into its curriculum. Courses throughout each degree program emphasize writing techniques and styles that are specific to that program of study. Most Senior Capstone courses have a significant writing component that requires proficiency in writing in order to complete the course.

III. Oral Communication

Completion of [[COM-101]] Fundamentals of Public Speaking

OR

Completion of 2 Oral Presentation Option (OPO) courses minimum 3 credit hours

The Office of the Registrar maintains a list of OPO courses. OPO courses enable a specified number of students (or all students) in an approved course to complete the requirements for an OPO course. Satisfaction of the OPO requirement will not, in most cases, add credits to a students' program of study.

IV. Quantitative Reasoning

Completion of [[MTH-101]] Solving Problems Using Mathematics

or higher minimum 3 credit hours

Distribution Areas 24 Credit Hours

Area I. The Humanities minimum 9 credit hours

Student Learning Outcomes in the Humanities:

Students will

- apply analytical and critical reasoning skills when solving problems (critical judgment);
- analyze problems by considering diverse and varying forms of evidence and multiple perspectives within global historical and cultural contexts (historical perspective);
- demonstrate the ability to critically evaluate various ethical codes and belief systems including their own (ethical awareness);
- use evidence and sound ethical reasoning to frame analyses and defend them. (ethical awareness);
- demonstrate an awareness and understanding of the diversity and complexity of aesthetic expression (aesthetic expression); and
- demonstrate the ability to speak and write effectively in languages including, but not restricted to, standard American English (linguistic awareness).

* Students should be able to demonstrate the above outcomes in their writing.

Students must complete three (3) of the courses listed below in order to satisfy the requirements for Distribution Area I: The Humanities.

[[ENG-120]] Introduction to Literature and Culture; and

[[HST-101]] Historical Foundations of the Modern World; and

Foreign Language at level of competence OR

[[PHL-101]] Introduction to Philosophy or [[PHL-110]] Introduction to Ethical Problems

Students may request, through their academic advisors, a course substitution within this Area. For more details on course substitution policies for Area I, contact the Office of the Dean of the College of Arts, Humanities, and Social Sciences. Forms for course substitution may be obtained from, and completed forms must be returned to, the Student Services Center.

Area II. The Scientific World minimum 6 credit hours

Student Learning Outcomes in the Scientific World:

Students will

- describe how science affects contemporary issues;
- access sources of scientific information that are both relevant and reliable;
- explain ethical issues in the practice of science;

- communicate scientific concepts effectively;
- draw logical conclusions based on scientific data;
- distinguish between scientific evidence and pseudoscience; and
- explain the development of scientific theories using the scientific method.

Student must complete two (2) of the courses listed below in order to satisfy the requirements for Distribution Area II: The Scientific World. The two courses must be drawn from two different sub-areas of study and at least one of the two selected courses must include a laboratory component. Credit hours vary according to incorporation of the laboratory component.

Sub-Areas Course Options

Biology [[BIO-105]] or [[BIO-121]]

Chemistry [[CHM-105]], [[CHM-111]], [[CHM-115]] (plus [[CHM-113]]), [[CHM-118]] (plus [[CHM-117]])

Earth and Environmental Sciences [[EES-105]], [[EES-211]], [[EES-230]], [[EES-240]], [[EES-251]], or [[EES-271]]

Physics [[PHY-105]], [[PHY-174]], or [[PHY-201]]

A number of degree programs satisfy the General Education Curriculum requirements in Area II on the basis of successful completion of the science requirements of the individual degree program. The following programs meet the aforementioned criteria by virtue of the degree curriculum: Applied and Engineering Sciences; Biochemistry; Biology; Chemistry; Computer Science (B.S. degree program only); Earth and Environmental Sciences; Electrical, Environmental, and Mechanical Engineering; Engineering Management; Health Sciences; Mathematics (B.S. degree program only); Nursing; Pre-Pharmacy; and Physics.

Students not enrolled in any of the programs listed above may request, through their academic advisors, a course substitution within this Area. For more details on course substitution policies for Area II, contact the Office of the Dean of the College of Science and Engineering. Forms for course substitution can be obtained from, and completed forms must be returned to, the Student Services Center.

Area III. The Behavioral and Social Sciences minimum 6 credit hours

Student Learning Outcomes in the Behavioral and Social Sciences:

Students will

- critically read and understand tabular data, graphs, or other displays of data; (methodological reasoning);
- identify independent variables and dependent variables; (methodological reasoning);
- write or identify a well-formulated hypothesis; (methodological reasoning);
- recognize and interpret types of relationships between variables (positive and negative); (methodological reasoning);
- apply one or more conceptual frameworks to an issue or problem (conceptual reasoning); and
- identify and explain the various factors that influence human behavior. (conceptual reasoning).

Students must complete two (2) of the five (5) courses listed below in order to satisfy the requirements for Distribution Area III: The Behavioral and Social Sciences.

[[ANT-101]]	Introduction to Anthropology
[[EC-102]]	Principles of Economics II
[[PS-111]]	Introduction to American Politics
[[PSY-101]]	General Psychology
[[SOC-101]]	Introduction to Sociology

Students may request, through their academic advisors, a course substitution within this Area. For more details on course substitution policies for Area III, contact the Office of the Dean of the College of Arts, Humanities, and Social Sciences. Forms for course substitution can be obtained from, and completed forms must be returned to, the Student Services Center.

Area IV. The Visual and Performing Arts minimum 3 credit hours

Student Learning Outcomes in the Visual and Performing Arts:

Students will meet 3 out of 4 outcomes

- analyze works of art using vocabulary appropriate to the art form;
- demonstrate an understanding of the relationship between artistic technique and the expression of a work's underlying concept;
- analyze the relationship between works of art and the social, historical, global and personal contexts in which they are created or experienced; and
- engage in the artistic process, including conception, creation, interpretation, and ongoing critical analysis.

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Students must complete one (1) of the courses listed below in order to satisfy the requirements of Distribution Area IV: The Visual and Performing Arts.

[[ART-101]] - Experiencing Art, [[ART-140]] - History of Art I, [[ART-141]], or [[IM-101]]
[[DAN-100]] - Dance Appreciation: Comprehensive Dance Forms
[[IM-101]] - Integrative Foundations I
[[MUS-101]] - Introduction to Music I
[[THE-100]] - Approach to Theatre

By means of a successful performance audition and written permission of the Chair of the Division of Performing Arts, students may substitute three (3) credit hours of performance or studio experience for the above course requirement.

By means of a satisfactory artwork portfolio evaluation and written permission of the Chairperson of the Department of Integrative Media and Art, students may substitute three (3) credit hours of studio experience for ART 101.

Permission for course substitutions in Area IV will be granted only in special cases that have received review and approval prior to registration. Students petitioning for Area IV course substitutions in Art must present a portfolio of creative work for review by the chair and faculty of the Department of Integrative Media and Art. Students petitioning for Area IV course substitutions in Dance, Music, or Theatre must schedule an interview with the chair and faculty in the Division of Performing Arts; in some instances, an audition may be required.

For more details on course substitution policies for Area IV, contact the Department of Integrative Media and Art or the Division of Performing Arts and the Office of the Dean of the College of Arts, Humanities, and Social Sciences. Forms for course substitution may be obtained from and completed forms must be returned to, and completed forms must be returned to the Student Services Center. Written permission for course substitutions must be obtained before registering for the course.

Senior Capstone Credits Vary

Each student is required to complete a Senior Capstone course or experience in his or her major field of study as specified in the requirements for each degree program. For details about the capstone course or experience, see the degree requirements for the selected academic program. Satisfaction of this General Education Curriculum requirement will not add credit hours to most students' programs of study.

Programs to Serve Adult and Non-Traditional Learners

The College of Graduate and Professional Studies offers and coordinates a number of programs that serve the adult and non-traditional student population. Complete information about the College and its programs may be found on the Wilkes University Web site at <https://www.wilkes.edu/graduatestudies>.

For further details about any of the following programs, please call (570) 408-4235.

Advanced Placement Summer Institute

Wilkes University, in cooperation with the College Board, annually hosts the Advanced Placement Summer Institute. This program is designed for people who teach, or wish to teach, Advanced Placement (A.P.) Biology, Calculus A and B, Chemistry, Computer Science, English, Environmental Science, Physics, Statistics, or U.S. History. Each course will review the most recent changes and shifts in emphasis in the A.P. syllabus. Advanced Placement Summer Institute is a one-week program, which may be taken for three (3) graduate credits or audited. Specific questions about the Institute may be directed to the College of Graduate and Professional Studies.

Graduate, Post-Baccalaureate and Certificate Programs

Wilkes University continues to expand its role in post-baccalaureate offerings. Please call the Graduate Admissions Office to inquire about certificate and post-baccalaureate programs. The University offers doctoral degrees in Educational Leadership (Ed.D.), Nursing (DNP), and Pharmacy Practice (Pharm.D.). Master's degrees are available in the fields of Business Administration (M.B.A.), Creative Writing (M.A. and M.F.A.), Education (M.S.Ed., with various concentrations), Electrical Engineering (M.S.E.E.), Engineering Management (M.S.E.G.M.), Mechanical Engineering (M.S.M.E.), and Mathematics (M.S.). A separate Graduate Bulletin, which describes graduate programs in detail, is available upon request from the Graduate Admissions Office.

Non-Credit Continuing Education

Wilkes University is committed to providing innovative, lifelong learning opportunities by extending the University's resources to a diverse audience whose educational interests require flexibility and creative delivery. We offer programs for many professionals including Accountants, Engineers, Nurses, Pharmacists, Counselors, A.P. Teachers, Social Workers, and Psychologists. Learning experiences take the form of non-credit certificate programs, non-credit courses, conferences, and institutes. To meet the needs of the community, we offer courses on the Wilkes University campus, at various off-site locations, and at business locations. Inquiries about offerings should be directed to the Continued Learning Office.

Part-time Studies

Wilkes University welcomes part-time undergraduate students into all of its regular sessions. The University has established the Evening schedule to maximize opportunities for students who cannot attend day classes. Evening classes are offered in a variety of disciplines, and students may use this option, in addition to the regular day class offerings, as their commitment and interests permit. Many students complete their degree requirements in one or more of the special formats and scheduling options available through the Admissions Office.

Non-degree seeking students may be admitted to classes that they are qualified to take by reason of their maturity, previous education, and work experience. Secondary school training is desirable, but not necessary, provided the student is qualified to follow such special courses of instruction. Inquiries about all of these programs should be directed to the Admissions Office.

Summer Courses

Wilkes offers a variety of summer courses, workshops, mini-courses, and programs with outdoor activities during the summer months. The summer schedule includes a three-week Pre-Session, two five-week Day Sessions, and a nine-week Evening Session, plus special sessions. Students interested in the summer programs should contact the Office of Summer Programs at (570) 408-4239.

Winter Courses

Wilkes offers courses on-line during a three-week Winter Intersession between the Fall and Spring semesters. Students interested in winter courses should contact the Winter Intersession Office at (570) 408-4239.

The Curriculum

The Institutional Student Learning Outcomes are addressed and assessed in the academic courses of study by way of a University curriculum approved by the faculty and comprising three components: the General Education Curriculum; the Major area of study; and the Elective area or areas of study. These curricular components are interconnected and interdependent and provide meaningful opportunities for each student to meet the requirements of the Institutional Student Learning Outcomes and develop the knowledge, skills, sensibilities, and qualities that, in the words of Dr. Eugene S. Farley, founding President of Wilkes University, distinguish an educated person.

General Education Curriculum

The General Education Curriculum is the central component of all degree programs at Wilkes University. It lies at the heart of every Wilkes baccalaureate degree and defines for all students, regardless of major, a common liberal education experience in the arts and sciences. The General Education Curriculum serves as the foundation for specialized study in a specific academic area or professional field.

Major Degree

The Major Degree area requires in-depth and extended course work and learning experiences in a specialized field of study. Major degree programs prepare students to pursue a chosen career, or meet the entrance requirements for graduate and professional schools, or both. Requirements for each major area of study offered at Wilkes are listed in the appropriate departmental descriptions in this bulletin.

Elective

The Elective area of study enables each student to pursue topics of personal interest, explore new areas of learning, or complete a minor degree, special concentration, or second major degree.

It is the responsibility of each student to ensure that all degree requirements, including the General Education requirements, are satisfied.

The Major: The Second Curricular Component

In addition to satisfying the requirements of the General Education Curriculum each student must complete a major in an academic discipline or area of concentration in order to graduate from the University. Specific requirements for each major are described in detail in the departmental listings in this bulletin. The major area of study must be declared before the first semester of the student's junior year. Wilkes University offers three baccalaureate degrees—the Bachelor of Arts Degree, the Bachelor of Business Administration Degree, and the Bachelor of Science Degree—and Secondary Education Certification in Biology, Chemistry, Earth and Environmental Sciences, English, History, Mathematics, Political Science, and Spanish.

Bachelor of Arts Degree

Wilkes University offers the Bachelor of Arts degree (B.A.) with majors in:

Biochemistry	English	Philosophy
Biology	History	Physics
Chemistry	Individualized Studies	Political Science
Communication Studies	Integrative Media	Psychology
Computer Science	International Studies	Sociology
Criminology	Mathematics	Spanish
Earth and Environmental Sciences	Middle Level Education	Theatre Arts
Elementary and Early Childhood Education		Theatre Design and Technology

Bachelor of Business Administration Degree

Wilkes University offers the Bachelor of Business Administration degree (B.B.A.) with majors in:

- Accelerated B.B.A.
- Entrepreneurship
- Finance
- Management
- Marketing

Bachelor of Fine Arts Degree

Wilkes University offers the Bachelor of Fine Arts degree (B.F.A.) with majors in:

Digital Design and Media Art
Musical Theatre

Bachelor of Science Degree

Wilkes University offers the Bachelor of Science degree (B.S.) with majors in:

Accounting	Computer Science	Individualized Studies
Applied and Engineering Sciences	Earth and Environmental Sciences	Mathematics
Biochemistry	Electrical Engineering	Mechanical Engineering
Biology	Engineering Management	Medical Technology
Chemistry	Environmental Engineering	Nursing
Computer Information Systems		

Teacher Education

Students who wish to prepare for a teaching career in secondary schools select an appropriate disciplinary major (Biology, Chemistry, Earth and Environmental Sciences, English, History, Mathematics, Political Science, or Spanish) and use their elective credits to pursue the minor in Secondary Education and meet

teacher certification requirements. Students who wish to prepare for a teaching career in elementary or middle level education pursue the major in Elementary and Early Childhood Education or Middle Level Education (with an appropriate area of concentration). A list of the courses needed for certification is provided in the departmental description of the Department of Education in this bulletin. Students planning a teaching career must seek counseling in the Department of Education early in their first semester at Wilkes University.

DEGREE PROGRAMS

SCHOOLS AND COLLEGES

College of Science and Engineering

College of Science and Engineering

Interim Dean: Dr. Prahlad Murthy

Mission

It is the mission of the College of Science and Engineering to provide challenging academic programs that promote understanding of principles in basic and applied sciences and mathematics, foster intellectual curiosity and critical thinking, develop skill in research, information technology, and engineering design, and facilitate student professional growth and development. The College cultivates faculty-student mentoring to promote application of advanced science and engineering concepts to help solve "real-world" problems and to encourage students to participate in leadership roles in their communities and in Northeastern Pennsylvania and to sustain individual initiative and lifelong learning.

Vision

Academic programs of the College of Science and Engineering will build on historic strengths of a traditional Wilkes education, revitalized through a new core and participatory strategic planning. Programs of the College emphasize experiential "hands-on" learning, teamwork in laboratories and class projects, state-of-the-art technology, individualized teacher-student mentoring, and a capstone senior research or design project, including cooperative education opportunities in the regional business community. These practical experiences, integrated with our diverse and innovative curricula, enhance our emphasis on core values of academic excellence and student-centered learning. The College seeks to foster agility and technical innovation in response to a rapidly changing marketplace and global economy, competition for quality students in higher education, changing population demographics (traditional students vs. adult learners), and increased requirements of employers for science and engineering graduates. The College will play an integral role in the overall success of the University's strategic goals and will expand its service section to the Mid-Atlantic region.

Programs

Our best students and their professional career achievements illustrate the power of a cooperative and supportive learning environment that cuts across individual courses, programs, departments, and curricula. Individual faculty, departments, and programs of the College have demonstrated academic excellence and success in partnering with industry, working with local community groups and local government, conducting research, serving on national panels and professional organizations, providing student internships, and fostering student-centered research and cooperative education. The College hosts a number of state-of-the-art laboratory facilities, often equipped through faculty grants and research projects that involve undergraduate students. A strong connection to our region enhances cultural, academic, and industrial opportunities for our students. National professional boards have accredited engineering programs within the College and various student chapters of professional organizations are active on campus. Our programs offer diverse opportunities for technical careers in education, industry, and government.

The College includes the following academic departments and divisions:

- [Air and Space Studies](#)
- [Biology & Health Sciences](#)
- [Chemistry & Biochemistry](#)
- [Electrical Engineering & Physics](#)
- [Environmental Engineering and Earth Sciences](#)
- [Mathematics & Computer Science](#)
- [Mechanical Engineering and Engineering Management](#)

Bachelor's and major programs of study offered in the College are as follows:

- Applied and Engineering Sciences
- Biochemistry
- Biology
- Chemistry
- Computer Information Systems
- Computer Science
- Earth and Environmental Sciences
- Electrical Engineering
- Engineering Management
- Environmental Engineering
- Geology
- Mathematics
- Mechanical Engineering
- Medical Technology

Schools and Colleges

- Physics

When programs must meet curricular requirements set by external agencies, such as accrediting associations, curricular changes may be made without prior notice, and students will be required to conform to such changes when they become effective.

Accreditation

- The Bachelor of Science in Mechanical Engineering program is accredited by the Engineering Accreditation Commission (EAC) of ABET. (www.abet.org)
- The Bachelor of Science in Electrical Engineering program is accredited by the Engineering Accreditation Commission (EAC) of ABET. (www.abet.org)
- The Bachelor of Science in Environmental Engineering program is accredited by the Engineering Accreditation Commission (EAC) of ABET. (www.abet.org)

College of Arts, Humanities, and Social Sciences

Dean: Dr. Paul Riggs

The College of Arts, Humanities, and Social Sciences delivers programs of study across the broad array of liberal arts that are characterized by exceptional teaching, scholarship, and mentoring. The College prepares students for lifelong learning, graduate study, and a variety of professional careers. The College provides educational experiences that foster effective written and oral communication skills, critical thinking research abilities, and an understanding of the arts. We place emphasis on ethics and aesthetics, as well as the celebration of diversity, civic responsibility, and community engagement.

The College of Arts, Humanities, and Social Sciences advances the Wilkes tradition of liberal arts education by offering innovative programs emphasizing academic excellence, scholarship, and civic responsibility, so as to prepare students for life and work in a diverse and changing world. The College explores the interconnections of human experience through the foundation study of communication, art, culture, and society. Within the major programs of study in the College, students are challenged academically and benefit from close faculty interaction and attention. All students at Wilkes University engage in some area of study within the College while fulfilling the general education core experience required of all undergraduate students.

The College of Arts, Humanities, and Social Sciences seeks to promote the following values in our programs:

- discipline-specific and interdisciplinary knowledge and scholarship relevant to the various programs of study offered within and across the College;
- discipline-specific and interdisciplinary written communication, oral communication, and research skills that enable innovative academic inquiry, scholarship, and lifelong learning;
- discipline-specific and interdisciplinary critical thinking skills relevant to the various programs of study offered within and across the College;
- ethical reasoning, civic responsibility, and community engagement that demonstrate an appreciation of multiculturalism, diversity, and the liberal arts; and
- a culture of academic, personal, and professional mentoring that prepares students for lifelong learning, rewarding careers, and creative and meaningful lives.

The College fosters pre-professional experiences leading to postgraduate study, and many undergraduate majors offer valuable professional opportunities through field experience and internships. The College is enriched culturally, academically, and professionally through strong connections to the local and regional communities.

In addition, the College has many special programs, resources, and state-of-the-art facilities that support the student's learning journey. The Dorothy Dickson Darte Center for the Performing Arts showcases campus performances in music, theatre, and dance. Students may gain professional experience in a variety of media at the radio station, WCLH, the campus newspaper, The Beacon, Manuscript, a literary magazine, Inkwell, a student literary publication, Zebra Communications, the student run public relations firm, at Studio 20, the student run design firm, and the professional television studio. In the Writing Center, the faculty director and specially trained student writing consultants provide assistance in writing to the entire University.

The College comprises the following academic departments and divisions:

- [Behavioral & Social Sciences](#)
- [Communication Studies](#)
- [English](#)
- [Global Cultures: History, Languages, and Philosophy](#)
- [Integrative Media, Art and Design](#)
- [Performing Arts](#)

Bachelor of Arts degrees and minor programs of study offered in the College are as follows:

- [Art History](#) (minor only)
- [Communication Studies](#)
- [Creative Writing](#)
- [Criminology](#)
- [Dance](#) (minor only)
- [Digital Design and Media Art](#)
- [Economics](#) (minor only)
- [English](#)

- [Global Cultures](#) (minor only)
- [History](#)
- [Individualized Studies](#) (minor only)
- [International Relations](#)
- [Music](#) (minor only)
- [Musical Theatre](#)
- [Neuroscience](#)
- [Philosophy](#)
- [Policy Studies](#) (minor only)
- [Political Science](#)
- [Psychology](#)
- [Public Administration](#)
- [Sociology](#)
- [Spanish](#)
- [Sport Psychology](#) (minor only)
- [Studio Art](#) (minor only)
- [Theatre Arts](#)
- [Theatre Design and Technology](#)
- [Women's and Gender Studies](#) (minor only)
- [Workplace Writing](#) (minor only)

Mission Statement

The College of Arts, Humanities, and Social Sciences seeks to deliver programs of study within and across the broad array of liberal arts that are characterized by exceptional teaching, scholarship, and mentoring. The College is dedicated to preparing students for lifelong learning, graduate studies, and a variety of professional careers. The College provides educational and co-curricular experiences that foster effective written and oral communication skills, critical thinking capacities, research abilities, an understanding of the arts, and knowledge relevant to programs of study within and across the College. We place emphasis on ethics and aesthetics, and on promoting multicultural awareness, the celebration of diversity, civic responsibility, and community engagement.

The College of Arts, Humanities, and Social Sciences sees its vision as advancing the Wilkes tradition of liberal arts education by offering innovative educational experiences emphasizing academic excellence, scholarship, and civic responsibility, so as to prepare students for lifelong learning, rewarding careers, and creative and meaningful lives in our multicultural world. Toward that end, the College of Arts, Humanities, and Social Sciences prepares students for life and work in a diverse and changing world. The faculty of the College conveys an understanding of the interconnections of human experience through the foundation study of communication, art, expression, culture, and society. Within the programs of study in the College, students discover challenging academic preparation for successful professional lives. They benefit from close faculty interaction and attention throughout their learning journey toward becoming intellectually resourceful and civically responsible citizens of the world. Due to the broad interdisciplinary nature of the College, all students at Wilkes University engage in some area of study within the College while fulfilling the general education core experience required of all undergraduate students.

The College of Arts, Humanities, and Social Sciences seeks to promote the following values in our programs:

1. discipline-specific and interdisciplinary knowledge and scholarship relevant to the various programs of study offered within and across the College;
2. discipline-specific and interdisciplinary written communication, oral communication, and research skills that enable innovative academic inquiry, scholarship, and lifelong learning;
3. discipline-specific and interdisciplinary critical thinking skills relevant to the various programs of study offered within and across the College;
4. ethical reasoning, civic responsibility, and community engagement that demonstrate an appreciation of multiculturalism, diversity, and the liberal arts; and
5. a culture of academic, personal, and professional mentoring that prepares students for lifelong learning, rewarding careers, and creative and meaningful lives.

The College fosters pre-professional experiences leading to postgraduate study, and many undergraduate majors offer valuable professional opportunities through field experience and internships. The College is enriched culturally, academically, and professionally through strong connections to the local and regional communities. The Wilkes Community Conservatory, the Sordani Art Gallery, and the Wyoming Valley History Project enhance the liberal arts tradition on campus and in the community.

In addition, the College has many special programs, resources, and state-of-the-art facilities that incorporate professional and practical experiences into the student's learning journey. The Dorothy Dickson Dart Center for the Performing Arts showcases campus performances in music, theatre, and dance. Students may gain professional experience in a variety of media at the radio station, WCLH, the campus newspaper, The Beacon, Manuscript, a literary magazine, Inkwell, a student literary publication, Zebra Communications, the student run public relations firm, at Studio 20, the student run design firm, and the professional television studio at the Shelburne Telecommunications Center. In the Writing Center, the faculty director and specially trained student writing consultants provide assistance in writing to the entire University.

The College comprises the following academic departments and divisions:

- Behavioral and Social Sciences
- Communication Studies

Schools and Colleges

- Global History and Foreign Languages
- Humanities
- Integrative Media, Art + Design
- Performing Arts

Bachelor of Arts degrees and minor programs of study offered in the College are as follows:

- Art (minor only) Musical Theatre
- Communication Studies Neuroscience (minor only)
- Criminology Philosophy
- Dance (minor only) Policy Studies (minor only)
- Digital Design + Media Art
- Economics (minor only) Political Science
- English Psychology
- History Sociology
- International Studies Theatre Arts
- Music (minor only) Women's and Gender Studies (minor only)

School of Education

Interim Dean: Dr. Rhonda Wasiewicz

Teacher Education has been a part of Wilkes since long before we became a University in 1990. In June of 2008, the Wilkes University School of Education was formed to provide a more focused approach to addressing the unique curricular and programmatic needs of our baccalaureate and post-baccalaureate offerings. The school is comprised of undergraduate, masters, and doctoral departments with programs designed to provide a variety of educational experiences for aspiring and current teachers.

The Mission of the Undergraduate Teacher Education Program is to provide the educational community and society at large with competent, caring, and ethical educators who are lifelong learners, reflective practitioners, and effective communicators.

Wilkes offers degrees and certifications in Elementary and Early Childhood Education, Middle Level Education, minors in Reading and Secondary Education. Wilkes also offers certification programs in Special Education. Opportunities are also available for post-baccalaureate students in all certification areas. All certification programs are fully accredited by PDE.

The Teacher Education Program provides opportunities for students to grow academically and professionally. The program promotes an appreciation for diversity, as well as a regard for research-based and innovative practices. All relevant coursework is infused with current classroom technology skills and applications pertinent to the field of education. Teacher Education candidates learn and apply the most relevant and current educational research and gain valuable understanding through extensive and diverse field and student teaching experiences in regional schools.

All Teacher Education candidates have the opportunity to teach in the Reading Academy and the Arts Academy and participate in the Annual Children's and Adolescent Literature Conference, all located on the Wilkes campus. They can become members of the Education Club that is dedicated to serving the educational community and, based on academic achievement, they can be inducted into the Wilkes University Chapter of Kappa Delta Pi, which is the International Education Honor Society.

Full-time and adjunct faculty who teach and mentor in the undergraduate programs have strong backgrounds and remain current in their respective fields. At Wilkes, students will find faculty and staff who demonstrate a strong commitment to students' educational success through developing relationships, academic support, and maximizing individual student's strengths. I am edified by the accomplishments of our faculty, staff, and students, and I look forward to continued successes and milestones as we collectively work to shape the future of education.

For information about Wilkes' masters programs, visit:

<https://www.wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/index.aspx>.

For more information about Wilkes' Doctorate in Education Leadership, visit:

<https://www.wilkes.edu/academics/graduate-programs/terminal-degrees/doctorate-of-education-edd/index.aspx>.

The Jay S. Sidhu School of Business and Leadership

Dean: Dr. Abel O. Adekola

Associate Dean: Dr. Ruth Hughes

Faculty and Staff

- **Professors:** Rexer, Taylor
- **Associate Professors:** Chisarick, Frear, Hughes, Matus, Xiao
- **Assistant Professors:** Bui, Erenay, Kim, Lee, Lee, Ma, Schmidt, Tessema, Turner, Wang
- **Faculty of Practice:** Ghai, Pyke
- **Faculty Emeriti:** Alves, Batory, Liuzzo, Raspen
- **Director of Allan P. Kirby Center:** Dr. Rodney Ridley
- **Director of Graduate Programs:** Dr. Marianne Rexer
- **Associate Director of MBA:** Karen Alessi
- **Director of ABBA:** Dr. Marianne Rexer
- **Director of SBDC:** Dorothy Lane
- **Director, Personal & Professional Development Program:** Bridget Turel

The Jay S. Sidhu School of Business and Leadership combines a strong core business education with the development of skills for authentic leadership and ethical business practices. The School offers degree programs for undergraduate and graduate students.

The School was founded in 2004 and bears the name of Jay S. Sidhu, a 1973 graduate of the Wilkes M.B.A. program, a member of the University Board of Trustees, former President and chief executive of Sovereign Bancorp and currently chairman and chief executive officer of Customers Bank. Mr. Sidhu and Sovereign Bank, a financial institution based in Reading, Pennsylvania, provided Wilkes with a major gift to endow the School in Mr. Sidhu's name.

The following is the Mission Statement of the School: The Sidhu School transforms students through an empowering education in a mentoring environment that develops personal, professional and leadership skills through scholarship, experiential learning and community engagement.

The Sidhu School offers ten undergraduate programs: the Bachelor of Business Administration degree with majors in entrepreneurship, management, marketing and sports management, an accelerated degree completion option for adult learners, and the Bachelor of Science degree with majors in Accounting, Corporate Finance, Financial Investments, Hospitality Leadership, and Supply Chain Management. The School also offers the Master of Business Administration degree, described in the Wilkes University Graduate and Professional Studies Bulletin.

The Sidhu undergraduate business program is centered on self-development through three interconnected components: leadership development, a balanced set of foundation courses, and preparation for entry into specific careers and jobs. At the heart of the experience is the Personal and Professional Development (PPD) Series. Consisting of four one-credit courses, it engages small student cohorts in a four-year process of discovery and development. Students explore their knowledge, values, learning styles, and competencies in a spirit of self-examination, self-awareness, and self-knowledge, forming the basis for an evolving Life and Learning Plan. The PPD series draws on the resources of the University, including alumni, and surrounding community and provides a linking thread throughout a student's academic experience. Courses challenge students to reflect on their learning and assess how well they are progressing in the integration of content with skill and competency development. The goal is to develop graduates who understand the value of cognitive and emotional intelligence as they exercise authentic leadership in careers and lives that demand individual commitment to excellence and genuine appreciation for teamwork.

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following undergraduate programs: Business Administration, Entrepreneurship, Finance, Management and Marketing; the graduate Business Administration program, as well as the undergraduate program in Accounting. ACBSP accreditation affirms the excellence of these programs to graduate and professional schools as well as to potential employers and therefore serves as a major competitive advantage for students completing business programs at Wilkes. In addition, the Sidhu School is a member of The Association to Advance Collegiate Schools of Business (AACSB) and has submitted its initial self-study for the body's accreditation status.

Closely linked to the Sidhu School of Business and Leadership are the Allan P. Kirby Center for Free Enterprise and Entrepreneurship, the Small Business Development Center, the Family Business Alliance and the Wilkes Enterprise Center. These units provide academic and experiential opportunities for students to apply what they study in classroom settings to functioning organizations under the direction of senior staff at each unit.

Supporting the curriculum is a wealth of co-curricular and extracurricular opportunities for students to develop and hone their personal leadership skills. Sidhu student opportunities include Acts of Random Kindness, Enactus, Investment Club, Phi Beta Lambda, and Semester in Mesa. The Wilkes University ENACTUS (Entrepreneurship Action Us) team provides the opportunity to make a difference through service and to develop leadership, teamwork, and communication skills through learning, practicing, and teaching the principles of free enterprise. The team competes at national levels with shareholder-style presentations on their projects. These organizations are open to all students, regardless of major or career interests. ENACTUS students also have access to some of the best management training programs in the country through the organization's sponsors. The Wilkes Investment Club is comprised of students from all majors who are engaged in managing an investment portfolio of their own construction that is regularly updated based upon the research conducted by them. The Club is funded by contributions from our alumni and the Club's returns are used to finance various educational expenses. Phi Beta Lambda (PBL) is the largest collegiate business student organization in the world. The Sidhu chapter focuses on leadership, business competencies, and team skills. Participants develop a portfolio of documented accomplishments at the state and national levels. Upper-level accounting students serve as tax preparers in the Volunteer Income Tax Assistance (VITA) program of the U.S. Internal Revenue Service. VITA provides free tax filing assistance for low income and elderly residents of Wilkes-Barre and the surrounding vicinity, while giving students actual hands-on experience in completing and filing personal tax returns. Wilkes University and The Sidhu School also sponsor an active chapter of Delta Mu Delta, an honorary business society that recognizes the highest levels of academic achievement by undergraduate and graduate students. Sidhu students are also active in Athletics, Student Government, Programming Board, and many other campus clubs.

Undergraduate degree programs of study offered in The Sidhu School are as follows:

- Accelerated B.B.A. (B.B.A.)

Schools and Colleges

- Accounting (B.S.)
- Corporate Finance (B.S.)
- Entrepreneurship (B.B.A.)
- Financial Investments (B.S.)
- Hospitality Leadership (B.S.)
- Management (B.B.A.)
- Marketing (B.B.A.)
- Sport Management (B.B.A.)
- Supply Chain Management (B.S.)

All majors within the Sidhu School each contain six tiers.

The first tier begins with a comprehensive study of the arts, sciences, mathematics, communications, and humanities. To become competitive, effective, organizational leaders and self-fulfilled individuals, Sidhu School graduates are expected to possess the skills and knowledge acquired through this liberating exposure to the arts, sciences, mathematics, and the humanities.

The second tier of the curriculum are the Sidhu School Foundation courses, which transmit a common educational experience to all Majors within the Sidhu School by addressing topics that are recognized to be basic and necessary to all practicing professionals.

Sidhu Undergraduate Foundation Courses

Each major in the Sidhu School must complete the following 21 credits:

- ACC 161. Financial Accounting & Decision Making
 - ACC 162. Managerial Accounting & Decision Making
 - BA 151. Integrated Management Experience I
 - BA 152. Integrated Management Experience II
 - EC 101. Principles of Economics I
 - EC 102. Principles of Economics II
 - MTH 101. Solving Problems Using Math (or higher)
- *Instead of the BA 151/152 sequence, transfer students take BA 153 (Management Foundations) plus an additional major elective

The third tier requires completion of 24 credits of core courses, common to all majors. These courses extend the knowledge base within the functional areas of business, and enable students to select a major.

Sidhu Undergraduate Core

Each major in the Sidhu School must complete the following 24 credits:

- BA 335. Law & Business
- BA 319. Business Statistics or ENT 321 (if ENT major)
- MKT 221. Marketing
- FIN 240. Introduction to Finance
- MGT 251. Management of Organizations and People or ENT 201 (if ENT major)
- MGT 354. Organizational Behavior or ENT 252 (if ENT major)
- MGT 358. International Business
- BA 461. Business Strategy and Decision Making (ENT 461 for entrepreneurship majors)

The fourth tier requires completion of at least 27 credits which are specific to each of the majors (Accounting, Entrepreneurship, Finance, Management, Marketing and Sports Management). Most majors require 15 credits; the remaining credits are satisfied with major elective courses. Students are encouraged to select one of the six undergraduate majors before entering their junior year. The Business Administration (BA) declaration is assumed to be an undeclared business major.

The fifth tier requires a 3-credit experiential component to bond classroom knowledge with practical experience and is common to all majors. The remaining courses can be taken to fulfill the major elective requirement.

- BA 462 Internship (ACC 462 for accounting majors, ENT 462 for entrepreneurship majors)
- BA 463. Business Field or Research Experience
- BA 464. International Business Experience
- SM 466 Professional Sports & Event Management Experience

The sixth tier requires completion of at least 4 credits geared toward the undergraduate student's Personal & Professional Development. These courses are intended to prepare students to recognize and use their unique strengths and skills while allowing them to reflect and prepare for a meaningful life and career. Each student must complete the entire PPD series.

- PPD 101. Personal & Professional Development I: Introduction to PPD
- PPD 201. Personal & Professional Development III: Topics in Career Development

- PPD 301. Personal & Professional Development V: Topics in Leadership Competencies
- PPD 401. Personal & Professional Development VII: Leadership Legacy

The Nesbitt School of Pharmacy

The Nesbitt School of Pharmacy

Dean of Pharmacy: Scott Stolte, Pharm.D.

Assistant/Associate Deans: Dr. Jennifer Malinowski, Dr. Julie Olenak

Chairperson, Department of Pharmaceutical Sciences:

Chairperson, Department of Pharmacy Practice: Dr. Judith Kramer-De Luca **Director of Assessment:** Dr. Meagan Mielczarek

Faculty

Professors: Kramer-De Luca, Olenak, Witczak

Associate Professors: Bolesta, Bommareddy, J. Ference, K. Ference, Jacobs, Malinowski, Manning, McManus, Roke-Thomas, Trombetta, VanWert

Assistant Professors: Franko, Gruver, Hong, Kheloussi, Kieck, Lewis, McCutcheon, Mielczarek, Nguyen, Pezzino, Shah, Warunek

Instructors: Conlogue, Holt-Macey, Powers

Professor Emeriti: Kibbe

Dean Emeriti: Graham

The Nesbitt School of Pharmacy is the home for the two-year Pre-pharmacy Guaranteed Seat program and the four-year professional program. Students who successfully complete the Pre-pharmacy Guaranteed Seat program matriculate directly into the accredited program leading to the Doctor of Pharmacy degree. The School also accepts a limited number of Wilkes and other students into this professional program.

The School of Pharmacy offers a program of professional study leading to the Doctor of Pharmacy (Pharm.D.) degree. The purpose of the program is to prepare graduates for successful pharmacy practice in the health care environment of the twenty-first century.

The U.S. health care system has been undergoing rapid, even dramatic, change. This transformation is expected by most observers to continue for some time. Those individuals and organizations responsible for the delivery of pharmaceutical care have not been and will not be sheltered from the forces of change. It becomes necessary, therefore, to provide new practitioners with the necessary knowledge base and skills required in a transformed health care system.

With the rapid transformation of health care delivery, a strong foundation in the basic sciences (e.g., pharmaceuticals, pharmacology, medicinal chemistry, anatomy and physiology) remains essential, while clinical knowledge (e.g., therapeutics, pharmacokinetics, pathophysiology) and skills (e.g., physical assessment, patient counseling, clinical decision-making) become even more important. Successful practice will demand an improved understanding of the social sciences (e.g., psychology, sociology, economics, health, policy, management). Most importantly, the future pharmacy practitioner must have outstanding interpersonal skills. Among these are the abilities to communicate effectively and to function in a team environment.

The Passan School of Nursing

The Passan School of Nursing

Dean of Nursing: Dr. Deborah A. Zbegner

Faculty

Associate Professors: Hirthler (Chairperson, Graduate Program), Malkemes (Chairperson, Undergraduate Program), Grandinetti, Havrilla, Lucas, Merrigan, Miskovsky, Stewart, Zielinski,

Assistant Professors: Frascella, Skoronsky, Sweeney, Victor

Faculty of Practice: Dennis, Jones, Olenginski, Ruppert

Visiting Instructor: Burry

Faculty Emeriti: Castor, Druffner, Schreiber

Director of Clinical Nursing Simulation Center: Victor

Simulation Coordinator: Hauze

Student Affairs Coordinator: Drozdis

Clinical Placement Coordinator: Lennon

The Passan School of Nursing, established in recognition of the growing demand for the University's array of nursing programs both regionally and nationally, houses a multitude of accredited undergraduate and graduate nursing programs. Students of nursing may matriculate directly into the Bachelor of Science in Nursing or from careers as LPNs or RNs. Students who already hold a baccalaureate degree in another discipline and wish to pursue a career in the nursing profession may compete for a seat in the Accelerated Baccalaureate Program for Second Degree Students. Practicing professional nurses may choose to pursue

Schools and Colleges

the RN-MSN program, which leads to an advanced practice master's degree. In addition, a Doctorate of Nursing Practice is offered in the School of Nursing. A student may enter this program post-BSN or post-MSN.

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