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### Learning Beyond the Classroom

Learning Beyond the Classroom is one of the unique features of a Western New England College education. The concept of Learning Beyond the Classroom recognizes that learning can occur anytime, anywhere and not just within the classroom setting. Through involvement as well as reflection, students are encouraged to participate in the learning process. Other schools have experiences that students participate in, but few make deliberate attempts to make sure that these experiences are educationally purposeful.

Western New England College takes many out-of-class experiences and finds ways to help students see the educational benefit that they receive from these experiences. It might be an organized discussion about the experience; it might be a speaker who is brought in to tie together the theory and the practice; or it might be a portfolio that the student constructs. We encourage students to reflect, think, talk, and write about their experiences beyond the classroom to integrate their co-curricular and scholarly lives.

We want students to understand that their complete experience here is an educational one and that their growth will be much more than one-dimensional. At Western New England College, it is our belief and practice that experiential learning deepens students' understanding of their chosen discipline, the field in which they will work, and the society in which they live. We seek to instill in our students a lifelong love of learning and are committed to providing every student with Learning Beyond the Classroom experiences.

### Campus Life Living Facilities

Students may live in a variety of accommodations, ranging from traditional residence halls to room suites with semi-private baths to single story apartments or town house units with full kitchens and baths. Residence facilities serve as an integral part of the educational program. Students proceed through various types of residential facilities as they progress through their undergraduate programs. First year students are normally assigned to traditional residence halls. Sophomores normally reside in either traditional or suite-style living units and, as space permits, the college's apartment complex. Juniors and seniors may reside in apartments at Gateway Village or the town houses at Evergreen Village.

All residence facilities are furnished with twin, bunk or loft style beds, wardrobes, bureaus, desks, and chairs. Apartment and townhouse units are also furnished with kitchen appliances, a dining table, and living area furnishings. Information regarding services, laundry facilities, etc. is provided at the time of room assignment. Assignment is largely determined by the student's housing preferences, class level, and demonstrated academic performance. Requests for college housing are honored depending on availability of facilities and fulfillment of payment deadlines.

Each area within the residency complexes is staffed by an area coordinator or hall director, a residence manager, and several resident advisors. The area coordinator and hall director are full-time professional staff in residence, who oversee components of college housing throughout the campus. Residence managers are typically graduate students who reside on campus and are responsible for the management of their particular housing unit or area. Resident advisors are full-time undergraduate students working directly with a specific living group. Residence Life is supervised by the Assistant Dean of Students, associate director, and assistant director of Residence Life, with support and assistance from a secretary and student office assistants.

### **Dining Services**

Food services are provided in the St. Germain Campus Center. A full service board plan offers students a variety of dining options. Resident students normally take their meals in the main dining room. The Campus Center snack bar, called the Rock Cafe, provides a varied menu for commuting students including a la carte dining or late night snacks. Food service is available seven days a week while classes are in session. Students residing in traditional or suite-style units are required to participate in a comprehensive meal plan. Students residing in Gateway Village apartments, Evergreen Village, and commuting students may choose to participate in a variety of alternative meal plans, and may register for the meal plan of their choice at the Residence Life office at the beginning of each semester. Whereas first year students are required to participate in the full meal plan (20 meals per week), sophomores assigned to traditional or suite-style housing may switch to a reduced meal plan option (any 14 meals per week.) This may be done at the start of each semester at Residence Life.

### **Campus Center**

The St. Germain Campus Center serves as a focal point for social, cultural, and leisure activities at the College. In addition to various recreational and dining facilities, it contains offices for student clubs and organizations, music practice rooms, student media offices, the broadcast studios of the College's radio station, WNEK. It also contains an arts and crafts room, an art gallery featuring monthly exhibits, fully equipped dark room facilities, a television lounge, and a variety of conference and meeting rooms. A game room and Cyber Cafe provide other leisure time activities.

Most of the Student Affairs administrative offices are located on the second floor, allowing students easy and convenient access. These include the offices of the Vice President of Student Affairs and Dean of Students, Student Activities, Residence Life, Learning Beyond the Classroom, Career and Human Resources, Counseling, Drug and Alcohol Education, Campus Ministry, and

Diversity Programs and Services. The Office of Freshman and Transfer Students is located on the first floor. The College Bookstore, also located in the Campus Center, provides a complete textbook service. The store stocks a wide variety of paperback books, magazines, educational supplies, and sundry items. Assorted gifts, T-shirts, hats, athletic wear, and other items with the College name or emblem are also available.

### **Parents Association**

Originally founded in 1978 by a group of interested parents of undergraduate students, the Parents' Association provides an organized vehicle for allowing parents to take a more active part in the affairs of the College. Principally, the Parents' Association seeks to promote projects of direct impact on the quality of student life, assisting in providing students with educational and recreational resources and increasing dialogue between parents and the College. A Parent Handbook is published by the Parents' Association and is distributed to parents of new students.

### **Student Assistance Student Administrative Services**

The Office of Student Administrative Services (SAS) combines the functions of billing and collections, financial aid, and records and registration. Student Administrative Services is designed to conveniently serve all clients of the College in one location by a team of client service representatives and specialists. Located on the ground floor of the D'Amour Library, the entrance to Student Administrative Services is on the south side of the building. The telephone number is 413-796-2080, and the fax number is 413-796-2081.

### **Student Disability Services**

The Student Disabilities Services (SDS) office is designed to provide support for any student with a documented disability who requests academic accommodation. To register with the office students requesting these services must identify themselves and offer documentation substantiating a disability. Disabilities protected under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act include, but are not limited to, students with learning disabilities, perceptual disabilities, deaf or hearing impairments, blind or visual impairments, speech disorders, orthopedic impairments, and other health impairments. This disclosure and registration at the office is voluntary. However, registration in the office in a timely fashion is necessary to secure specific academic accommodations. All information, reports, and discussions are held in strict confidence. The director of the Student Disabilities Services office works with the students and faculty to ensure that necessary services and accommodations are provided in a timely and efficient manner.

Specific requests for accommodations are reviewed and recommendations are made on a case-by-case basis. If students wish, they may arrange for individual appointments weekly or twice each month to review their courses, assignments and accommodations, and, if needed, to review study skills, time management, and general organizational problems or concerns. The Student Disability Services Office is available to address related issues on disabilities as well as act as a referral source to other personnel on campus. Students are encouraged to visit the office early in

the semester to access needed services and acquaint professors of their academic needs in a timely manner to receive full benefits of the services. The Provost/Vice President for Academic Affairs serves as the Section 504 officer on campus and is responsible for ensuring that Section 504 regulations are fulfilled in a reasonable and timely manner.

### **Counseling Services**

The Counseling Services office provides professional, confidential help to students with personal, social, and educational concerns. Common areas of concern include adjustment to college, low self-esteem, relationships, stress, depression, eating disorders, substance abuse, sexual/physical abuse, and test anxiety. Services include individual, couple, and family counseling, crisis intervention, consultation, and referral. Psychiatric consultations are available on a referral basis. Students may borrow self-help books and tapes from a book/audio tape lending library. Remember that no concern is too small to bring in to discuss. Anything that causes uneasiness or anxiety may affect academic performance as well as one's personal life. Our caring professionals are here to help.

### **Career and Human Resources**

Career and Human Resources assists students and alumni with career planning, occupational exploration, job search strategies, graduate school decision-making, and internships. The Office of Career and Human Resources, located on the second floor of the St. Germain Campus Center, offers a variety of programs on career-related topics. The College's strong commitment to the development of students' career decision-making is demonstrated by individual career advising services, and its assistance in identifying career options. Many of these programs are sponsored by particular residence halls and student organizations.

The Office of Career and Human Resources offers four different career planning guidelines for students at each level of their college education, with the emphasis shifting from academic to professional from their freshman to senior year.

All students are advised to begin career planning by knowing themselves, exploring options, and building and expanding their skill base. Academically, they are urged to explore academic interests through a variety of courses, identify potential majors that relate to their interests and abilities, and focus on time management and study skills.

Career counselors can assist students in deciding on a major and which career path to follow with their major. The internship program provides students with an opportunity to experience a work environment and to apply the theory they have learned in the classroom in local businesses, industry, and organizations.

Students are also encouraged to use the resource tools available through the Office of Career and Human Resources. These include a computer career guidance program, a library of career-related books and directories, job boards and books, company literature, periodicals, newsletters, and Internet sites related to a wide variety of occupations. An Alumni Career Network program puts

students in contact with alumni actively employed in their fields and eager to share occupational information.

The Employer Relations career recruiting program brings students in contact with employers through on-campus recruiting and resume referrals via [collegecentral.com/wnec](http://collegecentral.com/wnec). Students are encouraged to attend employer information sessions and career fairs. In addition, students are assisted with resources for part-time and summer employment. A weekly newsletter is published and serves as a principal tool for alerting students to employment opportunities, recruiting schedules, and workshops.

The newsletter is now online at [www.wnec.edu/html/chr.html](http://www.wnec.edu/html/chr.html). Students can find a continuing supply of updated job identification resources in this office.

The Office's Career Services Module is available through [collegecentral.com/wnec](http://collegecentral.com/wnec). Students can enter their resume and run job searches through [collegecentral.com/wnec](http://collegecentral.com/wnec), and employers have the ability to post and access information on the Internet at their convenience. The Internet and job recruitment is a perfect match through the [collegecentral.com/wnec](http://collegecentral.com/wnec) resume and job database website. Employers can register online and post jobs (password protected) right from their offices.

The Office of Career and Human Resources also coordinates on-campus student employment. Students who receive a Federal Work Study Award should plan to visit the Office of Career and Human Resources to complete a student employment application, review available employment opportunities, and be referred for interviews. The Director's Employment Services Assistant coordinates these activities.

The Office of Career and Human Resources' effective combination of educational career programs and job search services provides a valuable complement to the student's academic experience.

### **Health Services**

Health Services is located in the Alumni Healthful Living Center. The department is directed by a full-time certified family nurse practitioner and staffed with nurse practitioners, physician assistants and a part-time physician. Health care is available Monday-Friday 8:30 a.m. to 4:00 p.m. when undergraduate classes are in session. Referrals are provided for those in need of specialist care.

During the hours when Health Services is not available, students will find access to a variety of health care facilities in close proximity to the College and can be directed to them by their Resident Advisors or the Campus Police.

Within 30 days of the first registration of classes, all full-time students are required to have on file with Health Services a medical history and a recent physical examination. A completed immunization record is mandatory including evidence of immunizations against measles, mumps,

rubella, tetanus, diphtheria and the Hepatitis B series. Immunizations may be evidenced by documentation or titer values. Registration for classes is contingent upon the above requirements.

Except for treatment rendered by Health Services, students are responsible for financial obligations incurred for medical services. These include laboratory fees, radiology charges, prescription medications and visits to off campus health care providers.

The Commonwealth of Massachusetts requires that undergraduates taking nine credits or greater, or graduate students taking 7 credits or greater must either purchase insurance through the College or complete a waiver form with pertinent information about their private insurer. For additional information call Health Services.

### **Cocurricular Activities**

Cocurricular activities and "learning beyond the classroom" experiences are integral parts of student life at Western New England College. Such activities complement the more formal academic program inside the classroom. Significant emphasis is also placed on development of leadership skills, motivation, program promotion, and effective communication. A regular series of leadership training programs is sponsored by the Student Activities Office. Student Activities also informs students about the myriad programs and activities which are offered on most weekends of the academic year.

### **Multicultural Interests**

In support of the educational value attained through representation of various cultural backgrounds, the College recognizes the particular concerns of students of color and international students. The College values and supports diversity and recognizes that students work and live in a pluralistic society. In order to expose students to an increasingly complex world and to encourage respect for other cultures and people, a variety of programs are offered. Examples of current or past programs include a series on Women's history, the celebration of Black History Month, and visiting artists of rich and culturally diverse heritages.

### **Campus Ministry**

The Office of Campus Ministry provides liturgical celebration and offers guidance and counseling in both spiritual and personal matters. Through its broad-based ecumenical and interfaith programs, Campus Ministry enables each member of the College community to worship in their own way. The Catholic, Jewish, and Protestant staff members meet Tuesdays at noon with students, faculty, and administrators of their respective denominations. One particular effort sponsored through Campus Ministry involves encouraging volunteers for community outreach in areas of need such as world hunger, homelessness, adult literacy, and the like. Campus Ministry joins the Cultural Liaison Office on campus to work closely with the Springfield Council of Churches, the Western Massachusetts Interfaith Council, the Rabbinic Fellowship of Greater Springfield, and the Roman Catholic Diocese of Springfield to provide students every opportunity to fulfill their particular religious and spiritual needs.

### **First Year Program Mission Statement**

The Office of Freshman and Transfer Students pays particular attention to creating a network of support persons whose intention involves proactive interaction with first year students. As an agent of change, the Office of Freshman and Transfer Students functions in a culture of collaboration with each of the undergraduate schools and academic departments, student affairs staff, faculty, student leadership, and alumni. It espouses a student centered approach to program delivery. Students are always to be treated as the reason for any initiative.

The First Year Program at Western New England College seeks to lay the foundation for student success. Through intentional construction of a personal support network and sponsorship of educationally purposeful initiatives, the First Year Program prompts students to embrace intellectual challenge, acquire a sense of place, engage social connections and develop educational purpose. The First Year Program challenges students to recognize the value of college and to discard any notion of mediocrity in performance, so that full academic and personal potential can be attained.

The First Year Program values individuality and diversity. It acknowledges that students enter college at varying developmental stages and with unique needs. The First Year Program is committed to fostering a highly personal and innovative delivery system in order to prompt students to identify a vision of their future, acquire the confidence to pursue that vision, set realistic goals, maintain motivation, and build academic and personal resiliency. It seeks to move students from dependent to interdependent relationships. The First Year Program emphasizes interaction with faculty early in the student experience and characterizes peers as highly influential. It embraces community and seeks to quickly integrate students into the campus culture, to formulate a framework of responsible citizenship and to acquire class identity.

### **The Goal of the First Year Program**

The formula for success in the first year appears simple: make friends, embrace the academic demands of college work, participate in activities, and seek out people who can help in times of need. The difference between a successful first year and one which is less successful than anticipated can be related to something as simple as knowing when to get help or finding someone who will listen at times of distress. The First Year Program clarifies the simple tasks and attempts to make simple the more difficult tasks of college adjustment. The first year program challenges students to work to personal potential and to discard any notion of mediocrity.

### **Program Objectives**

The First Year Program offers help in the following ways:

- Making students aware of services and resources
- Identifying a network of educational and emotional support
- Creating specific goals for academic, physical, and personal accomplishments

- Encouraging involvement and participation in campus life
- Assisting in development of an educational plan and scheduling of classes
- Promoting social adjustment
- Monitoring and encouraging academic progress and engagement
- Fostering awareness of the value of a college education
- Increasing student awareness of a global society
- Building student confidence.

### **Programs and Services**

Programs and sessions are always changing to remain current with student needs. In its present form, the First Year Program is focused on several elements which are believed to have educational value and purpose and which foster student success. Equally crucial is student participation. One of the most important variables in success is a student's willingness to take advantage of the support system. Without participation, the program or advisor interaction is of little value. The following programs help students make a successful adjustment to college life:

#### **1. Summer Orientation and Registration (SOAR)**

Students and parents may take part in a two-day, overnight program on selected dates through such sessions as the summer months. The SOAR program is guided by principles of academic anticipation. During SOAR, parents and students reside on campus. Separate but complementary programs are held for students and parents. The First Year Program is unique in this context. Student and parent needs are addressed through the first class meeting of First Year Seminar, academic information sessions, adjustment workshops, conversations with faculty, completion of course registration for the fall semester, initiation of a preliminary educational plan, completion of residency assignment information, and introduction to college life. An alternative orientation program is available for transfer students. Typically 90-95 percent of first year students choose to participate.

#### **2. First Week**

When the first term begins, attention is paid to making the necessary preparation to begin the semester with the resources for a relatively smooth transition. Of particular consequence is the opportunity for each student to complete a personal success plan. The personal success plan provides a framework for establishing specific, reasonable, measurable, attainable, and timely goals for the first semester. It is much more probable that success will be realized when students have direction and purpose. Student life at college is symbolically represented by the Fall Convocation, an academic assembly focusing on the tradition and purpose of higher education and a forum for recognizing the preceding year's freshman honors recipients.

#### **3. First Year Seminar**

All first semester first year students and transfer students with 15 or less completed college



credits (AP credit is not counted in the credit limits) are required to successfully complete a graded, credit bearing course focusing on critical thinking, discovery and confirmation of academic interests, oral presentation strategies, promotion of educational values, information literacy and development of academic skills and attitudes necessary for satisfaction in college. Many sections of the seminar also feature content relevant to a particular academic discipline. The seminar is taught by regular teaching faculty who also serve as a students' academic advisor for the first two years of enrollment or until such time as a major is confirmed. Students may opt to request reassignment of the faculty advisor should the need arise. Students in Pre-Pharmacy or Pre-Physician Assistants voluntarily elect to take the first year seminar as a part of their first semester curriculum. First Year Seminar is uniquely structured by each designated School. Credit values vary. Upper-class student assistance further distinguishes the course in the context of modeling and fostering academic integration. The seminar is also vitally linked with learning beyond the classroom experiences during the first year.

#### **4. Summer Reading Assignment**

All freshman students scheduled to enroll in the First Year Seminar are assigned a selected reading for summer study. In an effort to heighten awareness of college academic work and challenge students in critical thinking, students attend the first class in freshman seminar during the Summer Orientation and Registration (SOAR) program. Students are expected to begin the academic year fully prepared to discuss the summer reading assignment and to have completed the companion writing assignment. Reading and writing assignments often vary in the Schools of Arts and Sciences, Business, and Engineering.

#### **5. Academic Progress Monitoring**

There are two key indicators that serve to foster or inhibit academic success: class attendance and completion of out-of-class assignments. Both indicators are monitored through the first year. Regardless of any class attendance policy, it is well documented that students who regularly attend all class meetings succeed; those who choose to skip class do not succeed. When excessive absence patterns are noted, students are typically advised of the potential impact on progress.

At completion of the sixth week of classes, the first set of grades is calculated based on assignments completed to date. In progress grades are distributed to first year students through the assigned advisor. Instructors are also encouraged to both express congratulations to those who have met notable success and concern for those who may be struggling. Specific suggestions for improvement and/or reasons for congratulations are then shared with student advisors.

At the end of each semester, student academic performance is formally reviewed to ensure reasonable progress. If students are below minimum standards, a formally structured academic success contract is required. Through either the Office of Freshman and Transfer Students or School Assistant Dean, academic progress monitoring is put in place through a series of meetings during which continuous assessment of progress is made.

## **6. Tutoring and Supplemental Instruction (SI)**

It is quite normal for students to encounter subject matter which proves challenging. To support instruction, peer tutors are employed to assist students over the rough spots in mastering content and developing study strategies which match the type of course. Tutoring is typically offered on a short-term basis in many 100 and 200 level courses. Additionally, academic support is offered in certain high-risk courses through a program known as supplemental instruction. SI features organized study sessions coached through upperclass students who have previously taken the course.

## **7. Freshman Focus Program**

The freshman focus program serves as an umbrella under which students can access particular opportunities for personal growth. Programs include the Student Activities Expo designed to acquaint students with clubs and organizations, thereby seeking to connect students to the life of the campus. Freshman focus programs also include workshops geared to students who aspire to leadership as "emerging leaders." Students may also elect to take part in Freshman Council, an assembly of freshman students committed to building cohesiveness and respect for every first year student. First year freshman living on campus also find that residence hall assignments are often clustered around academic interests to promote the formation of study groups and sharing of career interests. It is thought that students who study together and share academic interests are more likely to find college a true learning community. First year students are also encouraged to participate in the surrounding community through a day of community service, mentoring in the Springfield Public Schools and other learning beyond the classroom experiences characterized by service to others. Yet another dimension of the freshman focus program includes the development of student centered community expectations, a set of guiding principles governing student living and interaction. Finally, the freshman focus program provides the structure for formation of a personal development lecture series revolving around themes of life management and social consciousness raising.

## **8. Celebrating Student Success**

Student achievement is valued at Western New England College. Students can expect to hear from the dean of the Office of Freshman and Transfer Students not only when there is concern, but also when academic and personal goals have been met. Recognition is likewise noted through the freshman honor society, Alpha Lambda Delta. Eligibility is determined by grade point average at the end of the first semester of full time enrollment or cumulatively at the end of the first year.

## **9. Alumni Mentoring Initiative**

During the first year, students often find that there is lingering lack of clarity over academic and career direction. Formed as an extended part of the First Year Program, volunteer alumni from the School of Engineering have been recruited and coached to offer mentoring partnerships which extend the range of the web of support characteristic of the First Year Program. Students are assigned an alumni mentor through the first year engineering seminar. Mentors and proteges are

brought together in a collaborative program with the Office of Alumni Affairs and the School of Engineering. Students are encouraged to take advantage of the mentoring relationship through a series of relationship "prompts", activities designed around a career development theme through which alumni can provide perspective and advice.

### **Support in the First Year Transition**

An alumnus of Western New England College described the First Year Program as a web of support. The alumnus was describing the many options students have to identify a personal resource and mentor. A critical piece to solving the adjustment puzzle is to identify at least one person in an advising capacity who is accessible and interested in student success. In the First Year Program, such identification is made easier by searching among a carefully constructed support network:

#### **1. Academic Advisor**

Each student is assigned to a member of the faculty or professional staff to assist in the development of educational and career plans. Normally, the first year advisor is linked to the first year seminar instructor. Academic advisors are the principle resource regarding information on academic requirements and should be consulted prior to completion of course registration, and to review in-progress grades.

#### **2. Peer Advisor**

Each first year student is assigned to an upperclass student who is trained to serve as a source of information, point of first contact, and conduit to program and services. Most notably, peer advisors coach each student in the formation of the personal success plan and act as an advocate for student success.

#### **3. Faculty**

Among the notable changes students encounter in college is the shift to assuming personal responsibility for learning. Faculty teaching in the first year and beyond are committed to student success and particularly respond to students who demonstrate a desire to learn. Students are encouraged to take advantage of faculty interest. Faculty further demonstrate their commitment to the quality of instruction in the first year through the existence of a faculty committee dedicated to the first year academic program and promotion of structured learning environments with high feedback.

#### **4. Freshman Seminar Assistant**

Assigned to each section of the First Year Seminar, upperclass students work with seminar instructors to mentor students in the development of academic skills and attitudes.

### **5. Resident Advisor**

Students of sophomore, junior or senior standing are employed by the Residence Life Office to assist in the day to day management of the residence areas, and the development of group living-learning environments conducive to academic achievement and personal growth.

### **6. Supplemental Instruction Leader**

Within the context of academic programs, there are historically high-risk courses. In a number of such courses, upper class students serve to model and foster effective strategies for becoming a student of the discipline.

For further information about the First Year Program or to solicit advice and counsel regarding educational or personal goals, students and parents are encouraged to contact the Dean of Freshman and Transfer Students.

### **Student Government Student Senate**

The Student Senate is the official voice of full-time students and is comprised of representatives from each class; representatives from each of the Schools of Arts and Sciences, Business, and Engineering; commuter and resident representatives. Elections for most offices are held in the spring of each year. Fall elections are held for freshman representatives. The Student Senate serves as a liaison between students, faculty, and the administration of the College. In addition, the Senate appoints representatives to sit on joint committees of the Faculty Senate in order to encourage cooperation and to foster joint decision making. The Senate has as one of its major responsibilities the budgeting and administering of student activity fees in ways that will most benefit the College community.

### **Campus Activities Board**

The Campus Activities Board is a standing committee of the Student Senate responsible for lecture programs, films, concerts, performing arts, recreation, and special affairs such as Family and Friends Weekend. It is through this body of students that the majority of student programming originates. Particular emphasis is given to providing a full spectrum of programs encompassing both weekday and weekend schedules. Membership is open to any full-time student.

### **Residence Hall Association**

The Residence Hall Association provides a forum for self-governance and program development in the residence areas. Organized by elected student representatives from each of the residence areas, RHA provides coordination of student house councils living units and of social, recreational, and educational programs. It also provides feedback to the College for improvement in the design

and operation of the various residence areas.

### **Student Organizations Clubs**

A variety of student organizations representing special interests, and often fostered by specific academic departments, offer students the opportunity to expand the range of participation in co-curricular endeavors and to enhance the academic experience. Examples of recognized student groups affiliated with academic departments include the Accounting Association, Marketing Club, Information Technology Association, Political Science Club, Math Club, Association for Computing Machinery Student Chapter, Management Association, Behavioral/Social Sciences Club, Criminal Justice Club, and Pre-Law Society. Particular student interests can also be pursued through such groups as the Bowling Club, Cheerleading Club, Outing Club, Dance Club, Martial Arts Club, Helping Hands, and Environmental Club.

United and Mutually Equal (U & ME) and the International Student Association are organizations serving the needs of an increasingly diverse student body. The goal of these organizations is to promote understanding, appreciation, and enthusiasm for diversity throughout the campus while providing a familiar and supportive community for international students and students of color.

### **The Arts**

The College also offers students a range of activities in which to creatively express themselves. The Arts program has expanded its scope in the classroom to include additional practicum courses in vocal performance and theater history. The performance groups include Campus Chorus, Gospel Choir, Golden Bear Pep Band, Stageless Players Drama Club and a Jazz ensemble. Local artists are asked to perform as well as to display their medium in the Campus Center Art Gallery on a monthly basis. Students are also able to attend local and regional theater and music attractions. Students may visit the Springfield Quadrangle Art and Science Museums free of charge throughout the year.

The student musical groups perform at a variety of College and community events. The Golden Bear Pep Band performs at home football and basketball games along with the Dance Team. The Chorus hosts a concert each semester with the Faculty/Staff Chorus. The Student Art show is featured each September in the Campus Center Art Gallery. Students may have their fiction and poetry published in the student literary magazine, *The Review of Art and Literature*. A Fine Arts minor is now offered through the School of Arts and Sciences.

### **Publications and Communications**

*The Cupola* is the College yearbook. It is written and edited by students. The editor and staff of *The Cupola* invite interested students to participate in its development and publication. *The Review of Art and Literature* is the College's student literary magazine. The purpose of *The Review of Art and Literature* is to celebrate creative student work in photography, literature, and prose.

The student radio station, WNEK, is a 10-watt non-commercial educational FM radio station licensed by the FCC. Programming consists of news, music, public affairs, and sports. The station, located in the Campus Center, is staffed and operated by students. The undergraduate student newspaper, *The Westerner*, is published twice each month. Interested students are encouraged to contribute articles and serve as staff members. All print media has placed either first or second in the American Scholastic Press Association competitions for two consecutive years. The Student Handbook contains information, procedures, and regulations governing student conduct, disciplinary procedures, programs, activities, and services. The Student Handbook is distributed each fall to all students. All students are held responsible for knowing its content and observing its rules.

### **Professional Societies Alpha Kappa Psi**

Alpha Kappa Psi is one of the oldest professional associations for students pursuing business-related careers. The Theta Lambda Chapter at Western New England College provides a forum for discussion of career options, professional standards, business ethics and practices, and stresses personal ethics and academic achievement.

### **American Marketing Association (AMA).**

Western New England College is home to one of the 400 collegiate chapters of the American Marketing Association. The mission of the Collegiate Chapters Division of the AMA is to be the world's leading professional student organization by furthering the professional development of students through leadership training and involvement in the field of marketing.

### **American Society of Mechanical Engineers (ASME)**

The Western New England College student section of The American Society of Mechanical Engineers was established for the purpose of advancement and dissemination of knowledge of the theory and practice of mechanical engineering, the presentation of a proper perspective of engineering work, and the opportunity to become acquainted with the personnel and activities of the Society, as well as the promotion of professional awareness and fellowship.

### **Association for Computing Machinery (ACM)**

Organized as a student chapter, the Association for Computing Machinery seeks to promote a working knowledge of computer science. Design, construction, and language of modern computing machinery are within the interests of the club. Additional goals of the chapter are to promote professionalism and ethical use of computing and information resources. Affiliate membership is offered to any student and full membership is likewise available, provided the student is also a member of the national organization.

### **Biomedical Engineering Society (BMES)**

The Biomedical Engineering Society is a national organization of biomedical engineers. The mission of the student branch of the BMES at Western New England College is to provide students the opportunity to learn about the field of biomedical engineering. Through participation in the chapter, students are exposed to the many diverse aspects of the field as well as opportunities for education and employment after graduation. The chapter accomplishes this mission through invited guest speakers, plant and clinic tours, a trip to the Annual Meeting of the BMES, and a trip to the Annual Northeast Bioengineering Conference. Additionally, students are encouraged to submit papers into regional and national competitions sponsored by the BMES. Beyond these experiences, the chapter offers students opportunities for community involvement and social activity.

### **The Engineering Student Council**

The purpose of this council is to coordinate, organize, and implement, many social and educational programs for the School of Engineering. Voting members of the Council are representatives from the ASME, BMES, IEEE, IIE, and SWE professional engineering societies. The Council serves as an advisory board to the dean and faculty of the School of Engineering and is an invaluable resource and sounding board for curriculum and class scheduling.

### **Institute of Electrical and Electronic Engineers (IEEE)**

The Institute of Electrical and Electronic Engineers is the world's largest professional engineering society. The Western New England College student branch provides the electrical engineering student with a means of establishing a sense of professional awareness and identity. It has proven itself to be valuable in helping students make important career decisions. It also provides students with a medium for entering student paper competitions at local, regional, and national levels. A strong tie exists between the local professional chapter and the student branch at the College.

### **Institute of Industrial Engineers (IIE)**

The objective of the Western New England College student chapter of the Institute of Industrial Engineers is to promote the profession of industrial engineering through affiliation with the national organization. Activities include discussion of professional opportunities, field trips to employment sites, research, and becoming acquainted with the ideals, purposes, and lifestyle typical of those in the profession. The student chapter brings the classroom experience to life.

### **Society of Women Engineers (SWE)**

The student chapter of the Society of Women Engineers was established to serve as a support group and provide career guidance to women engineering students. The student chapter of SWE sponsors panel discussions and lectures given by women engineers focusing on the special needs

and problems of women engineers in industry. The students also attend seminars, mini-conferences, and meetings of the National Society of Women Engineers Hartford Section and Boston Section. The SWE chapter has also established a mentorship program with women engineers in local industry.

### **Student Chapter of the Northeastern Section of the Mathematical Association of America**

The student chapter of the Northeastern Section of the Mathematical Association of America provides a forum for students to discuss and plan careers in mathematics and the mathematical sciences, to present student papers at the local, regional, and national levels, and to participate in a national problem solving contest. Moreover, students are encouraged to attend mathematics conferences, subscribe to journals through the MAA, and to participate in many of the activities during Math Awareness Week each year. The chapter is established to expose students to many areas in mathematics and to all the career options open to mathematicians. Membership is available to any student who is a member of the national organization.

### **Honor Societies Alpha Kappa Delta**

Alpha Kappa Delta is the national honor society in sociology and a member of the Association of College Honor Societies. The Theta Chapter of Massachusetts was chartered at Western New England College in 1975. Students are nominated for membership through their faculty advisor on the basis of academic excellence and serious commitment to, and interest in, the study of society for the purpose of service to mankind. To be nominated, a student must have a 2.7 cumulative average and a 3.0 average in at least 12 credit hours of sociology and social science course.

### **Alpha Lambda Delta**

Alpha Lambda Delta is a national honor society that recognizes academic excellence during a student's first year in college. The purpose of this honor society is to encourage superior academic achievement among freshmen and to promote leadership early in the students' collegiate experience. Membership is open to all freshmen who earn a cumulative average of at least 3.5 either in their first semester of enrollment or in their first year of enrollment prior to initiation. No incompletes or failures can be on the record. To be eligible, students must be enrolled full-time in a degree program.

### **Delta Mu Delta**

Delta Mu Delta is a national honor society for both men and women majoring in business administration. Its purpose is to promote higher scholarship in training for business and to recognize and reward scholastic attainment in business subjects. Student members are selected from the top 20 percent of their total class on the basis of cumulative grades. Candidates must have completed at least one half of the work required for a baccalaureate degree.

### **Pi Sigma Alpha**



Pi Sigma Alpha is the national political science honor society. Students majoring in government, political science, public administration, and international relations who attain high standards of scholarship and academic distinction in political science and in their overall academic programs are invited to membership. Membership is conferred on the basis of academic merit alone.

### **Psi Chi**

Psi Chi is the national honor society in psychology, an affiliate of the American Psychological Association, and a member of the Association of College Honor Societies. Organized in five regional divisions with more than 300 active chapters, Psi Chi recognizes the academic achievement of students who meet or exceed exacting eligibility standards. The purpose of Psi Chi is to advance the science of psychology, and to encourage, stimulate, and maintain scholarship. To be nominated a student must be a declared major or be enrolled in the minor program in psychology, have completed three semesters of college study, and maintained a 3.0 cumulative grade point average and a 3.0 grade point average in at least nine credit hours of psychology courses.

### **Tau Beta Pi**

Tau Beta Pi is the national honor society for engineering. Outstanding juniors and seniors inducted into Tau Beta Pi receive national recognition for their academic and professional achievements. Student members of Tau Beta Pi are also invited to join the local engineering honorary, Sigma Beta Tau, which has an active alumni group.

### **Athletics The Alumni Healthful Living Center**

The Alumni Healthful Living Center is an athletic and recreational facility designed to address the College's concern for students' well being. The Center offers programs in health services and education, recreational activities, and physical education. The College's intercollegiate and intramural programs are conducted there. Facilities for these activities include a basketball court; an eight-lane swimming pool; indoor track; wrestling room; weight room; courts for racquetball, handball, squash, and tennis; a studio for aerobics and dance; a Wellness Center; and a multipurpose field house.

### **Intercollegiate Competition**

Western New England College offers a varsity intercollegiate program for both men and women in a wide variety of sports. Currently, varsity teams are fielded in baseball, basketball, cross country, football, golf, ice hockey, lacrosse, soccer, tennis, and wrestling for men; basketball, cross country, field hockey, lacrosse, soccer, softball, swimming, tennis, and volleyball for women. As active members of NCAA Division III and the ECAC, Western New England College belongs to the Great Northeast Athletic Conference for most sports while football competes in the New England Football Conference. The Golden Bears strive for athletic excellence.

### **Other Opportunities**

The College also offers opportunities which are not NCAA sponsored, such as its highly successful bowling program and its martial arts competition team. The intramural sports program offers the opportunity for every student to participate in sports. The variety of sports offered is based on student interest. The objective of the intramural program is to promote healthy and vigorous physical activity for participating students. Equipment and supervision is provided by the College.

### **ROTC**

The College offers both Army and Air Force Reserve Officer Training Corps (ROTC) programs (see page 292). The Army ROTC program is located on campus with a full-time staff. Air Force ROTC is through the University of Massachusetts at Amherst. Freshman and sophomore ROTC classes are open, with no obligation, to students interested in the development of leadership, study skills, and outdoor skills. Further ROTC training can lead to a commission as an officer in the Army or Air Force with service in the reserves or on active duty. Scholarships, which are merit-based and provide funds for two or three years, are available. For further information, see the Financial Aid section of this catalogue.

### **Standards of Behavior and Student Accountability**

In order to assist students in determining a framework in which to measure the acceptability of daily living activities, a code of student conduct has been formulated. This document was endorsed by the Student Affairs Committee of the Faculty Senate, the Student Senate, and the Graduate Council and approved by the Board of Trustees. The Student Conduct Code is to be referenced in the adjudication of the student disciplinary process. The Standards of Behavior and Student Accountability contain specific information on such things as the use of alcoholic beverages, hazing, student organization membership requirements, right of peaceful assembly, possession, use, or distribution of drugs and narcotics, use of campus facilities, respect for a multicultural population, and sexual harassment. Students are urged to familiarize themselves with the responsibilities outlined therein. Copies of the Student Conduct Code for both undergraduate and graduate students are made available through the Office of the Vice President for Student Affairs and Dean of Students. The Code for undergraduate students is also reprinted in the *Student Handbook*.

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