Dickinson

ACADEMIC BULLETIN

As of July 1, 2023

Production of this bulletin is under the direction of the Office of Academic Affairs. Information given here is correct as of July 1, 2023. Revisions and current information are made regularly and may be found on the Dickinson College Web site: http://www.dickinson.edu/bulletin.

Students entering the college in the academic year 2023-2024 should refer to this version of the Bulletin. The degree requirements which they must fulfill are listed on page 9.

The listing of a course or program in this bulletin does not constitute a guarantee or contract that the particular course or program will be offered during a given year.

Dickinson College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

Other agencies accrediting or recognizing Dickinson are the University Senate of the United Methodist Church, the Pennsylvania Department of Education, and the American Chemical Society.

Dickinson College is a member of the Central Pennsylvania Consortium. The other members are Franklin & Marshall College and Gettysburg College.

Dickinson College is an intellectual and social community that values justice, free inquiry, diversity, and equal opportunity. It is a fundamental policy of the college to respect pluralism and to promote tolerance, civility, and mutual understanding within its community. The college does not discriminate on such bases as race, color, sex, political and religious beliefs, marital status, age, sexual orientation, National and ethnic origins, veteran's status or disability.

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Information About Dickinson College

ACCREDITATION

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THE MISSION OF DICKINSON COLLEGE

Dickinson College was created explicitly for high purposes- to prepare young people, by means of a useful education in the liberal arts and sciences, for engaged lives of citizenship and leadership in the service of society. Founded by Dr. Benjamin Rush, a signer of the Declaration of Independence, the college was chartered in 1783, just days after the conclusion of the American Revolution with the specific purpose of preparing the citizens and leaders who would ensure the success of the new democracy. The college was to offer a distinctively original form of American education - one that was rigorously rooted in the traditional liberal arts and was, at the same time, innovative, forward-looking and ultimately useful. It was a revolutionary education designed for a revolutionary age.

As we face the challenges and complexities of the 21st century, Dickinson continues to seek direction from this revolutionary heritage within a contemporary context. A Dickinson education prepares its graduates to become engaged citizens by incorporating a global vision that permeates the entire student experience, creating a community of inquiry that allows students to cross disciplinary boundaries and make new intellectual connections, and encouraging students to be enterprising and active by engaging their communities, the nation and the world.

Dickinson

Dickinson offers a liberal arts education that is distinctive in purpose and approach. Our founders intended Dickinson graduates to use their liberal arts education as a powerful agent of change to advance the progress of humankind. We expect no less today.

FACTS ABOUT THE COLLEGE

Character: A nationally recognized selective liberal-arts-college—private, coeducational, and residential

History: Founded by Benjamin Rush, the first college chartered in the newly-recognized United States of America in 1783. Named to honor John Dickinson, the penman of the American Revolution and a signer of the Constitution.

Location: Carlisle, a historic town in south central Pennsylvania; part of the metropolitan region of Harrisburg, the state capital (regional population 578,000)

Undergraduate Enrollment: 2,095 full-time undergraduate students, representing 42 states and territories plus the District of Columbia, and 48 foreign countries

Undergraduate Faculty: 220 faculty members; 92% of full-time faculty hold Ph.D.'s or the highest degree in their field

Undergraduate Student-Faculty Ratio: 9:1

Average Undergraduate Class Size: 14 students

Degrees Granted: Bachelor of Arts and Bachelor of Science (50 majors); Master of Arts (Managing Complex Disasters) and Post-Baccalaureate Certificates

Study Abroad: Dickinson offers study-abroad options including 16 Dickinson-run global programs, 30 plus partner programs, Global Mosaics, summer offerings and winter and spring break trips tied to semester and yearlong courses; 67% of all Dickinson undergraduate students participate.

Undergraduate Financial Aid: In 2022-2023, Dickinson awarded $77 million in grants; 86% of students received merit or need-based awards.

Undergraduate Retention: 89% of the Class of 2025 returned for their sophomore year;

60% of the Class of 2023 graduated in four years

Library Facilities: The Waidner-Spahr Library collection contains over 391,891 printed books (including government documents), 1,172,142 electronic book titles, 4,517 current serial titles with an additional 108,919 digital or electronic titles, over 190,826 digital or electronic audiovisual materials and 25,491 CDs, LPs, DVDs, and video cassettes. Librarians work actively with students to help them use collections to their fullest and to assist them in the research process.

Undergraduate Residential Facilities: Dickinson offers a wide variety of housing options, from traditional residence halls to small houses and apartments. Occupancies range from eight person suites to single rooms. All residence halls are co-educational. Most residential spaces house men and women side-by-side in separate rooms, and we do have a gender-neutral housing policy.

Small houses and apartments offer a variety of unique facilities for Dickinson students, typically in their junior and senior years. This ranges from row apartments and houses for three to eight students to larger apartment buildings with three, four, and five person apartments.

Special interest housing (SIH) gives students a unique opportunity to collaborate with other students by creating affinity communities with common goals and purpose. SIH creates the conditions for engaged citizenship and self-governance that enables self-directed living environments around a shared theme, issue or interest. The SIH program encourages group and individual social and intellectual development while simultaneously contributing to the intellectual and social life of the College.

Undergraduate Athletics: A member of the Centennial Conference (NCAA Division III); 11 men's and 12 women's varsity sports, plus club sports

Undergraduate Extracurricular Features: More than 162 clubs and activities, including music and drama groups, student publications, fraternities and sororities, and religious, political, special- interest, and community service organizations.

STATEMENT ON DIVERSITY

Dickinson is deeply committed to diversity. Twenty-three percent of our most recent incoming class are students of color. In fall 2022, 245 international students from forty-

seven countries were enrolled at Dickinson. Sixteen percent of our faculty members and eight percent of our administrative and service staff are persons of color.

Diversity in Student Life: There are a number of student groups dedicated to the concerns of diversity and social justice. These include American Association of University Women (AAUW), Amnesty International, Anwar Bellydance, Asian and Asian-American Collective (AAAC), Black Student Union, Catholic Campus Ministry, Chinese Students and Scholars Association, Dickinson Christian Fellowship, Exiled Poetry Society, Womanist Collective, Finding Relationships Under Inspired Truth (FRUIT), French Club, German Club, Global Gastronomy Group, Her Campus, Hillel, Italian Club, JStreet U, Kpop Club, Latin American & Caribbean Club, Minority Association of Pre-Health Students (MAPS), Muslim Educational and Cultural Association, Portuguese Club, Russian Club, Spanish Club, Spectrum: Queer Student Union, Trendsetters, Vietnamese Students' Association, We Introduce Nations at Dickinson (WIND), Women in Business and others. In addition, there are a number of offices and centers that support the college's diversity efforts. The Popel Shaw Center for Race & Ethnicity is a resource open to the entire Dickinson community and charged with advancing Dickinson's commitment to broadening the understanding of - and building - a pluralistic society that promotes equality and integrity on the campus, in the community, and the world. The Women's & Gender Resource Center is a resource that builds gender education and equality into the life of the institution through space and community, resources and skills, and events and opportunities. The Center for Spirituality and Social Justice engages students in community service, encourages conversations on faith, meaning-making and purpose and is committed to exploring the social justice issues that interact with community, service and faith. The Milton B. Asbell Center for Jewish Life provides a central space for Jewish students to meet, socialize, celebrate the Sabbath and other Jewish holidays, take classes with visiting rabbis, and host interfaith dialogues with other religious groups on campus.

The Office of LGBTQ Services provides support for LGBTQ students and allies and enhances campus education to foster a more inclusive and safe environment for all individuals. In addition, one of the goals of the Office of Institutional Effectiveness & Inclusivity is to advance the college's mission to build and maintain a diverse and inclusive community committed to broadened educational opportunities within an atmosphere of respect for others.

Diversity in the Undergraduate Curriculum: The college's curriculum reflects a strong focus on issues of diversity defined in terms both of domestic and of global

diversity. All students at Dickinson are required to take at least one course in US Diversity in order to graduate. They must also complete one course in "Global Diversity" (the study of a culture other than that of the West) and become proficient in a foreign language. Dickinson's Community Studies Center also promotes diversity through fieldwork research projects that take Dickinson students into diverse cultures and environments within and outside the United States. Among the center's program are the American Mosaic, in which students devote an entire semester to community-oriented fieldwork, and the Global Mosaic, which extends fieldwork abroad. Overall, 60% of the Class of 2021 studied in a foreign country during their four years at Dickinson. Dickinson's global programs offer students the opportunity to study in Africa, Central America, and Asia as well as the traditional programs in Europe. In addition, Dickinson's grant from the Freeman Foundation established a new professorship in Asian law and culture that takes a leadership role in advancing Asian Studies and infusing Asian and comparative materials into course work in other departments.

Diversity in Academic Resources: Dickinson has devoted significant academic resources to diversity. The Waidner-Spahr library boasts one of the largest private collections of Asian Studies in the country, the Norman and Margaret Jacobs Collection. The collection includes over 20,000 volumes covering China, Japan, Korea, Vietnam, Thailand, India, and other Asian countries. The East Asian Studies Reading Room houses most of the library's East Asian language collections, which consists of monographs, journals and DVDs in Chinese and Japanese, as well as a small collection of Korean titles, including artifacts. The Trout Gallery possesses a substantial collection of African Art totaling slightly more than 600 pieces. The pieces represent a wide swath of Africa including Ethiopia, the Sepik River region, the Upper Volta, Burkina Fasso, Mali, Sudan, the Côte d'Ivoire, Angola, Tanzania, Ghana, Benin, and other countries within Africa. The collections include various cultural materials such as sculptures, textiles, baskets, pottery, masks, and archeological materials.

Requirements for the Degree

FOR GRADUATE STUDENTS MATRICULATING FALL 2023 THROUGH SPRING 2024

Dickinson College offers a ten course Master's Degree in Managing Complex Disasters (three required courses and any seven of the electives listed below). The College also offers three specialized Certificate programs which focus on aspects of the general theme

of Managing Complex Disasters. Each Certificate requires four courses (two required courses and any two of the electives).

REQUIREMENTS FOR THE MASTER'S DEGREE

The following three (3) core courses are required:

MGCD 801: Managing Complex Disasters
MGCD 810: Mixed Methods in Disaster and Complex Emergency Research
MGCD 890: Capstone Seminar

Students choose an additional seven (7) elective courses from those listed below.

REQUIREMENTS FOR THE CERTIFICATE

All three certificates require the core course (MGCD 801) Managing Complex Disasters. Each of the three certificates also has one required course specific to that certificate. Students choose an additional two (2) elective courses from those listed below.

Certificate Number One - Resilience in the Face of Climate Change, Environmental Degradation and Resource Scarcity

Required course:
MGCD 820: Environmental Hazards, Global Warming and Resource Depletion

Electives that are especially appropriate for this certificate:
MGCD 854: Food Security in a Rapidly Changing World
MGCD 855: Global Environmental Change and Human Security
MGCD 858: The Arctic
MGCD 8XX: Environmental Disasters: Science, Response and Mitigation

Certificate Number Two - Human and Social Factors in Disaster Situations

Required course:
MGCD 830: Psychosocial Dimensions of Disaster

Electives that are especially appropriate for this certificate:
MGCD 851: Influence Operations in the Age of Networks
MGCD 853: Theory and Practice in Humanitarian Response and Human Rights Protection
MGCD 857: Women, Peace and Security
MGCD 859: Leading Through Crisis

MGCD 8XX: Economics of Disaster Recovery
MGCD 8XX: Intercultural Relations

Certificate Number Three - Coping with Public Health Emergencies

Required course:
MGCD 840: Public Health and Disasters

Electives that are especially appropriate for this certificate:
MGCD 8XX: Disasters and Diseases: How Do the Poor in Developing Countries Cope with Public Health Crises
MGCD 8XX: Disaster Epidemiology
MGCD 856: Combatting Developing World's Health Challenges

Important notes:

- It is the responsibility of the student to choose and satisfactorily complete courses that fulfill the requirements for a degree or certificate.
- Only those students who have completed all requirements for the degree/certificate are eligible to participate in the Commencement ceremony each May.
- A student must pass ten courses (30 credits) for the master's degree or four courses (12 credits) for a certificate with a cumulative average of 3.00.
- A student must complete a minimum of seven courses (21 credits) for the master's degree or two courses (6 credits) for a certificate through Dickinson.

Academic Policies and Procedures

INFORMATION FOR STUDENTS WHO ARE ENROLLED FOR A DICKINSON DEGREE

All students enrolled in graduate-level courses at Dickinson College are responsible for understanding and following all academic policies and degree requirements in effect during the semester the student matriculated. Students matriculate by applying for and starting an academic semester as a Certificate or degree-seeking student. Students who begin taking classes in the summer will be considered as matriculating in the fall semester.

This information is intended to describe the graduate program policies. It should not be construed as a contract between the student and the college. Dickinson College reserves the right to change any of the policies and procedures contained herein and to apply these changes to any or all of its students as it sees fit. The college may also choose to add or

delete course offerings or degree programs at any time.

ENROLLMENT AND REGISTRATION

Current and newly admitted graduate students may register for classes online during the registration period which begins in October/November for the spring semester and in March/April for the fall semester. Students with an outstanding obligation to the college may have a hold placed on their account which would prohibit registration. Reasons for holds include, but are not limited to: unpaid tuition or fees, library fines, and final transcripts not submitted. It is the student's responsibility to satisfy the obligation with the office that placed the hold before being allowed to register.

Students may make changes in their course registration up through the first week of the semester, referred to as the add/drop period. No change in registration is official until the student has made the change using the online registration system or confirmed the change with the Registrar's Office. Starting a course after the first few days of classes is usually not advisable. Students are expected to be properly registered for courses beginning on the first day of the semester. Those who fail to do so by the end of the add/drop period will be administratively withdrawn.

Students are responsible for selecting the courses in which they enroll and for the election of courses which will satisfy the requirements for the Certificate or Master's degree.

Applicants who have been denied admission to a graduate program may take classes as a non-degree student with the permission of the Graduate Program Director on a course-by-course basis.

CALENDAR

Courses are offered in two semesters, each totaling 15 weeks (including classes, a brief reading period, and final examinations). The fall semester begins in late August and concludes prior to the holidays. An abbreviated summer session may also be offered.

CLASS SIZE

All courses in the program will typically be limited to 30 students to allow for flexibility in pedagogy. This also provides students with adequate opportunities to interact with the professor and other students.

COURSE LOAD AND CREDIT

Courses offered in the Master's Program will earn three semester credits each. In keeping with federal regulations, each course will meet for 15-week semesters and require nine

hours each week, at least one hour of which will be scheduled so that students meet online at specific times for live instructions, student presentations, or other real-time activities. Courses that meet for three hours of synchronous instruction will be designed to include six hours of out-of-class student work. Seminars that meet one hour per week for synchronous instruction will be designed to include eight hours of out-of-class student work. The nine-week summer session would include a minimum of one hour and forty minutes of synchronous instruction along with 13 hours and 20 minutes of out-of-class student work per week.

The normal semester hour workload for students varies between three and nine credit hours. Students with fewer than nine credit hours are classified as part-time.

Masters students must complete degree requirements no later than five years from when they start earning credit, unless the period is extended through student petition. Petitions are approved by the Graduate Program Director.

WITHDRAWAL FROM A COURSE WITH A "W" GRADE

A student may petition to withdraw from a course until eleven college business days prior to the last day of classes. The option to withdraw from a course and the use of "W" grade requires approval from the Graduate Program Director.

GRADING

Professors generally evaluate student achievement by the traditional means of written comments on papers and exams as well as by assigning letter grades. They are also available to students for individual conferences, to answer questions or discuss complaints, and to talk further about some important matter raised in class. At the end of each semester final grades are reported to the Registrar's Office and become part of the student's permanent record. Once a grade has been reported to the Registrar's Office, it may not be changed unless the change has been requested by the instructor and approved by the Graduate Program Director. Students who believe a final grade may be inaccurate should begin by contacting the professor as soon as possible and no later than the last day of the subsequent semester. If the professor confirms that a calculation or data entry error has occurred, the professor will submit a grade change request to the Graduate Program Director.

A through F Grading

All courses are offered for a letter grade unless otherwise listed in the Bulletin or in the course offerings online.

The letter grades reflect the achievement of Dickinson students in the following manner:

A, exceptionally high level of achievement; B, good level of achievement; C, satisfactory level of achievement; F, failure. Plus (+) and minus (-) are gradations of the letter grade scale.

The following system of grades and associated quality points is used to indicate the quality of academic work for graduate students:

Regular Letter Grades

A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		*2.67*
C+		2.33
C	Fair	2.00
F	Failure	0.00

Special Grades

I	Incomplete
TR	Transfer Credit
W	Withdrawal

Individual faculty members may choose to use single letter grades and not award plus/minus grades.

Incomplete Grades

A grade of "incomplete" may be reported only in cases in which illness or other serious situation has prevented the student from completing the work for the semester. No incomplete is in effect until a form has been filed with the Registrar that states the reasons under which it has been granted, contains an evaluation of the student's work to the date of the incomplete, and is approved by the professor of the course and Graduate Program Director. This form will also document the work to be completed and deadline for doing so. All incomplete grades must be resolved by the last day of the subsequent semester.

Repeat Policy

Students earning a grade of F may repeat the course for credit. Both the original grade and the new grade are calculated in the average. All grades continue to appear on the student's academic record regardless of course repetition.

Contesting a Grade

The college protects students from capriciousness or prejudice in grading. Students have the right to request a written explanation of a grade in a course. Students need to compare the explanation to their own records to be sure there is no miscalculation or other discrepancy that would lead to the next step of a discussion to rectify the situation.

Students who, after requesting and receiving from the faculty member a detailed explanation of a grade, believe that an assigned grade represents unfair or capricious grading should contact the Graduate Program Director, who will investigate the charge and report findings to the Provost/Dean of the College for further action.

ACADEMIC EXPECTATIONS

Graduate students must maintain a minimum of 3.00 ("B") cumulative grade point average to be in good academic standing.

Academic Probation

Students who fall below good standing are placed on probation for their next active semester. A minimum probationary average is set to raise the student's grade point average to 3.00 and return the student to good academic standing by the end of the semester. A student who does not achieve the minimum probationary average will be required to withdraw from the college.

Graduate students earning final grades of "F" and a 0.00 cumulative GPA at the end of their first semester of enrollment will be dismissed from the college, except for graduate students enrolled in only one course, who may be placed on probation at the discretion of the Graduate Program Director.

A student must be in good standing to be eligible for graduation.

Dismissal for C Grades

You may earn only one C grade while a graduate student at Dickinson College. If you earn at least two of these grades you will be dismissed from the college.

Notice and Appeal

Students who are academically dismissed will be notified in writing by the Registrar's Office. Students who wish to appeal for immediate reinstatement to active status must submit a written petition to the Graduate Program Director. This statement must include a candid assessment and reflection of the poor academic performance as well as a detailed plan to be implemented to improve academic performance to levels expected by the college should the student be permitted to return. Appeals must be filed within 30 days of

receiving the notice of academic dismissal. The Graduate Program Director has sole discretion in determining if an appeal shall be allowed after this timeframe.

Upon review of the student's submission, the Graduate Program Director may deny the appeal and continue the required withdrawal, or approve the student's return to active status on academic probation and require the implementation of some or all of the steps outlined in the student's plan.

TRANSCRIPTS

The transcript is a reflection of a student's academic performance at an institution. It contains coursework that is officially recognized and integral to the academic program.

Transcripts are considered official only if they are: 1) printed on secure paper with the official seal of the college as the watermark, signed by the Registrar and embossed with the raised seal, or 2) delivered as a digitally signed PDF through the National Student Clearinghouse.

CHANGES IN STUDENT STATUS:

LEAVES OF ABSENCE

From time to time, students may need to take time away from their graduate studies under circumstances where they wish to maintain their status as enrolled students, eligible to return to active status without applying for readmission. Subject to compliance with the procedures set forth below, Dickinson College will grant qualifying students leaves of absence.

Students who find it necessary to take a temporary break in their academic studies for various reasons can request a Medical Leave of Absence, Family Leave of Absence or Other Leave of Absence (see explanation of each below) through the Graduate Program Director. The student must provide appropriate documentation in either case along with a written request, including the anticipated amount of time off and return. Once a student receives approval for the leave of absence, their time-to-degree will be suspended until they return to their program. A withdraw grade (“W”) will be assigned to all registered courses if the student leave occurs during the semester after the add/drop period. Leaves of absence can be granted for up to one year at a time. If additional time is needed, it must be requested prior to the end of the approved leave.

Graduate students cannot register for courses during the established period of the leave of absence. All current college policies will be enforced regarding total withdrawal as it concerns tuition and fee billing, financial aid, etc. Retroactive leave requests are not allowed and will not be considered.

Medical Leave of Absence

Medical Leave of Absence allows a graduate student to request time off or withdraw from all courses in which they are currently enrolled in order to receive necessary medical care for a physical or emotional/psychological illness. Supporting medical documentation is required from a medical or mental health provider, indicating the anticipated amount of time off and date of return. This information should be provided to the Graduate Program Director.

Family Leave of Absence

Family Leave of Absence allows a graduate student to request time off or withdraw from all courses in which they are currently enrolled in order to provide care and support for a family member. Supporting documentation is required from the family member's care provider, indicating the anticipated amount of time off and date of return. In the case of the bereavement time for a spouse or child, documentation that verifies the death (e.g., a funeral program, death notice, obituary, etc.) and the nature of the student's relationship to the deceased will be required. This information should be provided to the Graduate Program Director.

Other Leave of Absence

There are other events which may cause a graduate student to request a leave of absence. Some examples include changes in employment status, military deployment, etc. The appropriate documentation should be submitted along with the student's request to the Graduate Program Director.

WITHDRAWALS

The college withdrawal policy provides graduate students who are unable to complete a semester with the option of withdrawing from all classes, ie. from the college, for that semester.

Questions about the financial impact of withdrawal should be addressed to the Student Accounts Office.

Voluntary

A student may withdraw voluntarily with "W" grades being recorded for all registered courses, if the withdrawal is made between the day after add/drop through the last day of classes. If withdrawal is made during the reading or final examination periods, earned grades will be recorded. Students should contact the Registrar's Office to obtain the

appropriate form.

Required

Dickinson College reserves the right, at any time, to require withdrawal from the college of any student whose academic performance or personal conduct on or off the college campus is, in the sole judgment of the college, unsatisfactory or detrimental to the best interests of the college. A withdrawal grade ("W") will be assigned to all registered courses for the semester from which the student is withdrawn.

Students who do not meet the minimum qualitative standards may be required to withdraw (see Academic Expectations).

Dismissal

A student required to withdraw for a second time for academic reasons is dismissed from the college without the privilege of readmission at any time.

Administrative

Students who fail to register by the end of add/drop and who do not inform the Registrar's Office of their plans will be administratively withdrawn. Such students may apply for readmission for the subsequent semester.

EXPULSION

A student who is expelled from the college does not have the privilege of readmission at any time.

READMISSION

Any formerly matriculated student who wishes to re-enroll must file a Readmission Application. Students who attended another college while withdrawn from Dickinson must have the "Request for Certification for Students Seeking Readmission" completed by an official at the prior college and submitted directly to the Registrar's Office. Such applications should be submitted to the Registrar prior to May 15 for the fall semester and prior to November 15 for the spring semester. The Graduate Program Director will be consulted and the student's record while previously enrolled at Dickinson will be considered in the decision.

If the student was required to withdraw for non-academic reasons, the application process will normally require additional documentation. Any conditions set forth by the college when the withdrawal became effective must be satisfied by the time of reapplication.

Students who are dismissed for academic reasons may not apply for readmission for at least one year following dismissal. Students who are dismissed may not take classes as a non-degree graduate student. Readmission is never guaranteed following academic dismissal. It may only be granted if the student presents compelling evidence of a fundamental change that will allow them to perform academically at the level needed to graduate.

A student who is readmitted must meet the requirements for the degree in effect at the time of readmission.

A student who is absent from the college for at least three years, and who is readmitted and successfully completes the equivalent of at least two semesters of work on campus, may petition the Graduate Program Director to have course credits toward graduation and cumulative grade point averages based only on work accomplished after the second matriculation. "Successful completion" will mean the attainment of at least a 3.00 average, or a higher probationary average.

CREDIT FOR COURSE WORK AT OTHER INSTITUTIONS

Course work submitted by transfer students is evaluated by the Registrar in consultation with the Graduate Program Director. In general, coursework taken at accredited colleges or universities that parallels the curriculum at Dickinson is transferable provided grades of B or better (3.00 on a 4.00 scale) have been earned. Course work will be evaluated according to the following criteria: (1) must be listed on an official transcript of an accredited institution; (2) must be a minimum of 3 credit hours; (3) must indicate a grade of B or better (3.0 on a 4.0 scale); (4) must have parallel content. A maximum of nine credits, ie. three courses, may be accepted for transfer toward the Master's degree. A maximum of six credits, ie. two courses, may be accepted for transfer toward a Certificate.

Grades earned at another institution will not count in a student's cumulative grade point average.

CONVERSION TO DEGREE STATUS

Students must apply through the Office of Admissions for Certificate or Master's degree-seeking status upon completing six credits (ie. two courses) when pursuing a Certificate, or 12 credits (ie. 4 courses) when pursuing a Master's degree. If approved, coursework completed at Dickinson will be accepted toward the degree.

ACADEMIC CONDUCT

Graduate students are considered students for the purpose of determining applicability of various Dickinson policies and procedures. The primary, but not sole policy governing students is the *Community Standards & Procedures* which describe the standards for conduct and honesty at Dickinson College. Other policies relevant to students can be found in the Campus Policy Manual. The college statement on cheating and plagiarism can be found in this publication in the printed and online versions. See the *Community Standards and Procedures*. If anything in the *Community Standards and Procedures*, Campus Policy Manual or any other Dickinson policy conflicts with this graduate policy, the language in this policy controls.

COURSES

801 Managing Complex Disasters
A survey course designed to introduce students to basic issues and concepts relating to human security. Students will discuss natural sources of disasters, including climate change, environmental degradation, and pandemics. They will also be introduced to human sources of vulnerability, including poverty, racism, marginalization, and poor governance. Students will also discuss the prerequisites for effective emergency management.

810 Mixed Methods in Disaster and Complex Emergency Research
This course will provide an introduction to the research developments in mixed methods research in human security and disaster/complex emergency studies. Mixed methods research is more than simply collecting both quantitative and qualitative data. Mixed methods goes further and explores the interaction or "mixing" of both forms of data. A complete methodology for research has emerged that explores the design of studies involving this “mixing.”

820 Environmental Hazards, Global Warming and Resource Depletion
A survey of the essential elements of large-scale environmental hazards, global warming and resource depletion that act on national and international scales and that need to be integrated into adaption, response and mitigation strategies in order to better manage complex disasters.

830 Psychosocial Dimensions of Disaster
This course aims to provide students with the tools to understand and critically appraise human behavior within a disaster context. Students will consider and apply knowledge gained through this course to promote disaster resilience using an ecological systems perspective.

840 Public Health and Disasters
From the standpoint of public health, a disaster is defined on the basis of its

consequences on population health and health services. The recent experience of Covid 19 has demonstrated how important public health is to the security of all populations. This course focuses on the role of public health throughout the disaster cycle (preparedness, response, recovery, and mitigation) to help minimize the effects of disasters on communities.

851 Influence Operations in the Age of Networks

This course explores the theories, capabilities, functions, tools, and techniques for influencing the attitudes and behaviors of targeted foreign audiences. Working through various case studies and scenarios, students develop the knowledge and skills necessary to plan and analyze influence operations and counter their threats.

852 The Media in Humanitarian Disasters

This course explores the role of the media in international crises and peacebuilding, and the techniques adopted by state and non-state actors as well as international organizations to influence media performance before, during and after violent conflicts. It begins by examining the theoretical role of the media in peacebuilding and in international crises. Then, through a case study approach, it measures media performance in practice in the major conflicts of the cold war and in the post 9/11 era. The course also explores the role of the media in international peace support operations ranging from the military humanitarian interventions in the Balkans in the 1990s to recent UN Peacekeeping Operations in the DRC, Somalia and Sudan.

853 Theory and Practice in Humanitarian Response and Human Rights Protection

The course will prepare students to understand and engage in humanitarian response and human rights protection, while examining emerging critical challenges that have multi-dimensional global impacts.

854 Food Security in a Rapidly Changing World

World hunger and a lack of food security continue to be among the biggest challenges facing humanity in the 21st century. This course will focus on the causes of food insecurity and the implications for worldwide hunger in the coming years. For most people, food security is often confused simply with lack of income. However, lack of food security is a very complicated issue in both the developing and the developed world. As pointed out by the famed economist and Nobel laureate Amartya Sen, the reason for world hunger is not that developing countries do not produce enough food. Rather, world hunger is because of poor government policies. This issue is now becoming even more complicated due to climate change. Rising global temperatures are affecting agricultural yields, food production, and fresh water supply. The goal of this course is to shed light on the complicated issue of food insecurity and on how policymakers are trying to deal with the challenges. The class will start by considering how achieving food security was the key to helping European nations become colonial

powers. Next, the class will focus on modern challenges: the water-food-energy nexus; the looming water crisis for a quarter of the world's population; climate change; why many countries seem to be in a poverty trap and find it difficult to get out of poverty; how foreign aid may or may not help those countries; the role of agriculture and farming practices; the importance of access to credits for food security; effects on child labor and education; rising income and changing food diet; how migration and refugee crises may be affected by food insecurity; how malnourishment can be tied to lack of proper sanitation rather than lack of food; and how future demographic shifts may affect food security. Overall, these water security and food security issues will help us understand how international security, terrorism, social unrest, rise of dictatorships, and migration may affect the world, including in developed countries, in coming years.

855 Global Environmental Change and Human Security

Local environmental constraints have to some extent always determined the security of individuals and communities. But today, localized constraints have diminished as the industrial revolution and the modern nation-state have exponentially increased the production of goods, the use of energy and international trade. This has led to an expanding global population that is by and large living longer, consuming more, and getting better educated. It has also led to consumption and pollution that is global in nature not because environmental change is shared equally but because the consequences (i.e., land degradation, deforestation, depletion of fish stocks, water pollution and scarcity, toxic contamination, and climate change) transcend borders and globalization increasingly locates sites of resource consumption far from the sites of resource extraction. These global environmental changes have, not surprisingly, provoked a robust discussion about the links between the environment, peace, and security.

856 Combatting Developing World's Health Challenges

Since the start of Covid-19, which started in a developing country and spread rapidly to have an immense effect on human security and economic security across the globe, health systems and policies in the developing world are receiving renewed attention from policymakers and global leaders. The goals of this course are threefold: (i) understand the major health challenges that developing countries currently face, (ii) understand how they contribute to human insecurity and social instability in those countries, and (iii) compare and contrast the effectiveness of different policies employed by the countries to fight the health challenges. In addition to epidemics, this course will examine the current burden and distribution of diseases across the developing world and focus on some of the biggest contributors to the global burden of diseases, such as, HIV/AIDS, malaria, tuberculosis, diarrheal disease, and malnutrition issues. Given the massive human cost and economic costs of such diseases, the course will focus on the effectiveness of different policies used to combat such diseases. Through readings from the public health, economics, business, and medical literature, the course will focus on the causes behind the prevalence of the diseases in certain

regions and the debates surrounding effectiveness of different policy interventions to combat these diseases. Additionally, the course will also look into historical cases of major diseases around the world, understand their impacts on human security and global security, and examine the policies that did work and did not work in addressing those major diseases.

857 Women, Peace and Security

According to the Women, Peace and Security Act "The United States should be a global leader in promoting the participation of women in conflict prevention, management and resolution and post-conflict relief and recovery efforts." Drawing upon case studies from Somalia, Haiti and Syria, this course will address socio-economic and cultural issues that have a direct impact on women in peacemaking.

858 The Arctic

This course reviews the physical components of the Arctic, with a focus on physical geography, the cryosphere (glaciers, sea ice, permafrost), and potential economic resources, as well as the current strategic plans for Arctic Council member states, permanent members, and observer nations. Course participants will engage in exercises and discussions to increase their spatial awareness of these entities and will examine the consequences of likely changes based on predicted temperature and precipitation models. They will also discuss the intersections of ecological and physical change caused by global warming with strategic Arctic policies developed by Arctic Council members and other entities (various branches of U.S. Armed Forces).

859 Leading Through Crisis

Leading during a crisis or disaster presents unique challenges for the leader, the team and the organization. Such situations are often characterized as volatile, uncertain, complex and ambiguous and yet require precise and effective decision-making and leadership. Leading Through Crisis will explore the ways and means by which leaders either rise or fall to the occasion, the traits and skills necessary to succeed, how staffs and organizations can support decision-making, and how effective leaders are able to lead through the chaos that results when complexity and high risk are introduced to any situation.

861 GIS and Remote Sensing for Disaster Management

This course focuses on the use of Geographical Information Systems (GIS) and Remote Sensing (RS) products and technologies in the prevention, preparedness, relief and rehabilitation stages of disaster management. The lectures and lab exercises would present fundamental concepts and widely used methodologies for geospatial analysis of risk and vulnerability. This course will integrate perspectives from the physical and social sciences to identify and describe risk and vulnerability with empirical data and real-world examples. Utilizing desktop and online software applications from ESRI (Environmental Systems Research Institute), students would work on a progression of

tasks and assignments focused on data collection, manipulation, analysis, output, and presentation involving various disaster scenarios.

890 Capstone Seminar

The Capstone Project provides an opportunity for students to engage in high-level inquiry focusing on an area of specialization within their area of interest. Capstone projects will be inquiry and practice-centered and will draw upon areas of interest to the student. The aim of the course is to facilitate the development of your Capstone Project. Students will work on the construction of either a multi-issue country report (for example, mapping the human security situation in a specific country) or a single-issue report (a study of multiple factors that combine to influence a single issue, such as food security or public health) at either the global or regional level.