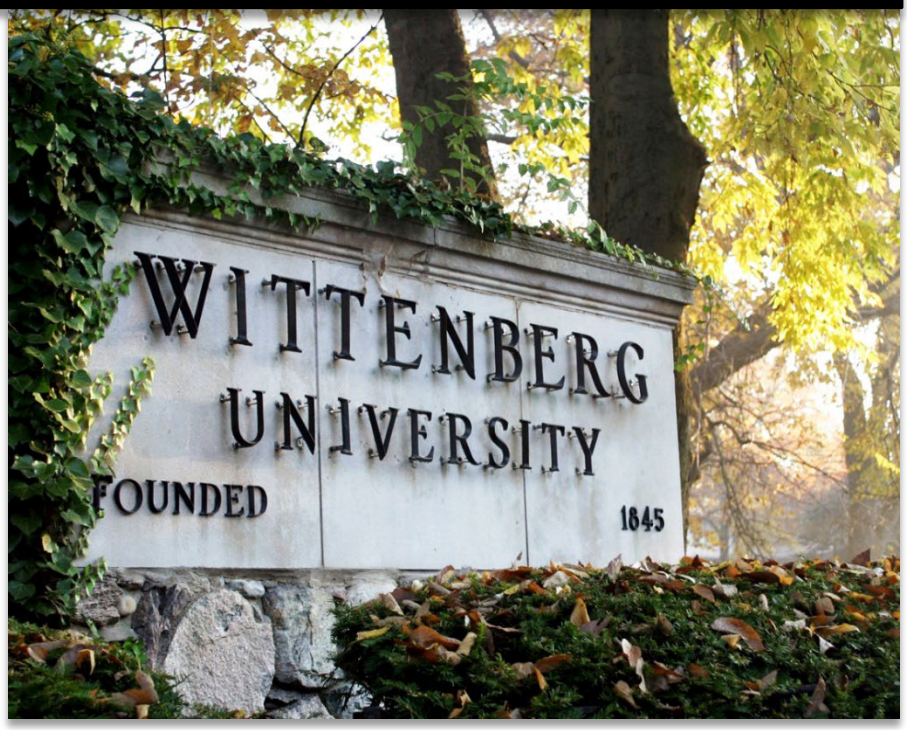
2026-27

Academic Catalog



Wittenberg University

Great care has been taken to assure the accuracy and completeness of the information contained in this Academic Catalog. Note that Wittenberg University reserves the right, utilizing applicable procedures outlined in the Faculty Manual, to modify procedures, fees, courses or programs, the effective date of academic policies, and other regulations without prior notice any time such changes are considered desirable or necessary.

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General Information

PROFILE, HISTORY AND ACADEMIC MISSION OF WITTENBERG

ACCREDITATION

The University is accredited but on probation by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Higher Learning Commission is located at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602, and its telephone number is (800) 621-7440. The Education programs (both initial and advanced preparation levels) are accredited by the Council for the Accreditation of Educator Preparation), the Nursing program is accredited by the American Association of Colleges of Nursing, the Strength and Conditioning program is accredited by the Council on Accreditation of Strength and Conditioning Education, and the Chemistry program is accredited by the American Chemical Society.

Wittenberg is a member of the American Council on Education, the Association of American Colleges and Universities, the Association of Governing Boards of Colleges and Universities, the Ohio College Association, the Ohio Foundation of Independent Colleges, the Association of Independent Colleges and Universities of Ohio, the National Association of College and University Business Officers, the College Board, the Council of Independent Colleges, the Council on Undergraduate Research, and EDUCAUSE.

CONSORTIA

Wittenberg benefits from membership in numerous consortia. The Marine Science Educational Consortium provides the opportunity for Wittenberg students to enroll for a semester-long program in marine science at the Duke University Marine Laboratory in Beaufort, North Carolina. The Southwestern Ohio Council for Higher Education (SOCHE), composed of 38 institutions, promotes cooperation among the member colleges and universities. The International Educational Association of Ohio Colleges and Universities promotes the international aspect of higher education through workshops and institutes. Wittenberg partners with Acadeum and Rize Education for online consortial courses. Some majors, minors, concentrations, and courses are offered online through the Rize consortium of regionally accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education. Oversight of courses offered through the consortium are reviewed and approved by Wittenberg University and its accreditor. Students register through Wittenberg University and receive academic credit from Wittenberg University.

Through OhioLINK, Wittenberg students have access to more than one billion items, from the libraries of more than 80 colleges and universities; in addition, the Online Computer Library Center further connects Wittenberg to information about library holdings around the nation and the world. Wittenberg is affiliated with university exchange partners and study abroad program organizations, and the university directly enrolls students in these programs.

HISTORY & ACADEMIC MISSION

THE OBJECTIVES OF A LIBERAL EDUCATION AT WITTENBERG

A liberal education imparts a broad base of knowledge and understanding that enables the individual to discover his or her own interests and potentialities in a life that will likely extend well past the middle of the 21st century. To that end, the Wittenberg program sets broad, general requirements designed to enable the student to explore as many frontiers of knowledge as possible while becoming acquainted with the continuing traditions of society, thus preparing the student for the continuity and change that he or she will experience. In addition, the student is expected to pursue a particular field or fields in greater depth by means of the major and minor areas of concentration.

CAMPUS LOCATION & FACILITIES

CAMPUS LOCATION

Wittenberg is located in Springfield, Ohio, the county seat of Clark County, which has 136,000 inhabitants. Columbus is 45 miles to the east, Dayton is 25 miles to the southwest, and Cincinnati is 72 miles to the southwest. The university is easily reached by Interstate 70, U.S. Highways 40 and 68, and Ohio Highways 4, 72 and 41. Students and visitors also have access to the Dayton International Airport in nearby Vandalia, as well as to Springfield's public transportation.

Springfield is both a "living laboratory" and a "college town." Students have access to a wide range of real learning opportunities that include the advantages, challenges and realities of small-city life. Wittenberg's campus is located in a residential setting, yet the downtown area, shops, restaurants and parks are all within walking distance. Public transportation is available to the mall, to the airport, and to other major cities.

CAMPUS FACILITIES

Wittenberg's campus is located on 70 acres of wooded and rolling hills. It consists of 26 major buildings, including nine academic buildings; a modern library; an outstanding Health, Physical Education, and Recreation Center; and seven residence halls. Myers Hall, constructed between 1846 and 1851 and located in the center of campus, is Wittenberg's oldest building and one of its most popular student residences. It is listed in the National Register of Historic Places and, in 1994, in honor of Wittenberg's sesquicentennial, was commemorated on a postcard issued by the United States Postal Service.

Campus Security

Wittenberg University is committed to providing a safe living and learning environment for its students, faculty, staff, and visitors. As part of the university's overall effort to provide important information about personal safety to the campus community, a campus security report is published annually. This publication is prepared in compliance with the requirements of the Federal Crime Awareness and Campus Security Act of 1990. The report is available electronically via the Police and Security office or on the university's webpage. You may also request a paper copy of this report from the Campus Police and Security Department.

The following policy statements and information are included:

- Current campus policies regarding procedures and facilities for reporting crimes and emergencies and the university's response to such reports;
- Current law-enforcement policies, including the authority of security personnel and policies encouraging the reporting of crimes;
- A description of the type and frequency of programs to inform the campus community about security procedures;
- A description of crime prevention programs;
- Statistics on the reports of certain crimes and arrests;
- The policy for monitoring and recording off-campus crime through local police agencies;
- The university's policy on the possession, use, and sale of alcohol, as well as the policy regarding illegal drugs; A description of drug or alcohol abuse education programs; and the policy regarding programs to prevent sex offenses and procedures to follow when a sex offense occurs.

Admission

ADMISSION INFORMATION

Wittenberg strives to select those students who show evidence of academic ability, motivation and continued growth — those who will benefit from the total educational program. Careful personal consideration is given to each applicant. The final decision of the Admission Committee is based on the academic record, ability to do college work as indicated by testing data, academic and extracurricular interests, and recommendations. Admission is selective. No qualified student is ever denied admission because of age, race, color, creed, religion, ancestry, national or ethnic origin, sex/gender, disability, genetic information, military status, veteran status, familial status or other protected category under applicable local, state or federal law, ordinance or regulation.

ADMISSION REQUIREMENTS

The college preparatory curriculum recommended for admission to Wittenberg University includes four units of English and three units each of mathematics, social science, science and foreign language. The candidate for admission is urged to present credits in at least four major academic subjects each year of secondary school preparation. It is to the student's advantage to take a strong academic program in the senior year. Graduation from an accredited high school is a usual prerequisite for admission.

Applicants are not required to submit scores of either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT). In lieu of test scores, additional graded essays may be requested to evaluate writing ability, prior to being granted acceptance to the university. Although Achievement Tests of the College Board are not required, the English Achievement Test is recommended for class placement and/or course credit.

ADVANCED PLACEMENT AND/OR CREDIT

Students may receive advanced placement or credit by means of 1) Advanced Placement 2) departmental examinations administered at Wittenberg, 3) courses successfully completed at an accredited college before a student's graduation from secondary school, College Credit Plus (CCP) or post secondary education opportunities, and 4) International Baccalaureate (IB) Examinations, Advanced Level.

ADVANCED PLACEMENT (AP)

Superior students have the option of receiving advanced placement. Advanced placement is generally based on scores received on standardized examinations in such subjects as English, foreign languages and mathematics. Advanced placement and credit are granted for a score of 4 or 5 on any Advanced Placement Examination of the College Entrance Examination Board (CEEB). Some programs allow for placement out of a course based on a score of 3 (no credit granted). In most cases, neither placement nor credit is granted for a score of 3, 2, or 1. See Evaluation of Advanced Placement Examinations on Office of the Registrar website.

INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) is an internationally recognized program that enables students to follow a special curriculum and take specific examinations to fulfill secondary school graduation requirements. Students may earn advanced placement for IB Higher Level or Standard Level examinations on which they earn scores of 5, 6, or 7. To receive credit, students should submit IB transcripts to the Admissions Office. Notification of placement and/or credit is made soon after a student's arrival on campus.

International Baccalaureate (IB) Diploma holders who achieve a score of 4 or better on SL (Standard Level Exams) or HL (Higher Level Exams) will be awarded up to 29 credits. The Registrar will evaluate these courses upon receipt of the IB Diploma and transcript and, whenever possible, assign general education credit to the classes.

PLACING OUT

A student may request to place out of any required course or any prerequisite course in the curriculum by taking and passing an examination. To gain permission to take the examination, the student should present reasonable evidence of preparation to the program or School responsible for the course.

CREDIT BY EXAMINATION
A student may also acquire credit by examination. However, a student may not receive credit for any course that includes content for which a grade has already been received (including NC or F) or that was audited officially or unofficially.

The Dean of the school and the instructor of the course in which credit is to be earned must approve the student's petition to attempt credit by examination. The petition must also be approved by the Associate Provost for Undergraduate Student Success. After all approvals are granted, the student must then pay the appropriate fee (cost of one overload credit) before taking the exam. The satisfactory completion of the course appears on the student's transcript.

CROSS-REGISTRATION
A student registered for 12 or more credits may cross-register for a course offered by a member of the Southwestern Ohio Council for Higher Education (SOCHE). The student may register only for courses that are not offered at Wittenberg. There is no additional billing as long as the student's total credits for the semester remain below 20. Registration forms are available on the SOCHE website to be submitted to the Registrar's Office.

TRANSFER STUDENTS

TRANSFER ADMISSION

Wittenberg welcomes in any semester a student who transfers from another college or university. The applicant must present a cumulative grade-point average no less than 2.000 on a 4.000 scale and must be in good academic and social standing. A maximum of 94 semester credits are transferable; however, at least 50 percent of the credits for all course work in the major must be completed while in residence at Wittenberg. Secondary transcripts and aptitude test scores are not normally utilized in the Admission review process if a student has finished a year or more of college work; however, a final high school transcript demonstrating proof of graduation must be submitted prior to matriculation to the institution. Unusual mitigating circumstances related to a student's academic or social standing can be taken into consideration by the Admission Committee. Information relating to such matters must be presented in writing.

TRANSFER CREDITS

Credit for course work taken at any institution accredited by an agency approved by the U.S. Department of Education, including distance-learning courses, may be applied toward the completion of a Wittenberg program, subject to review by the Registrar, the Director of General Education, and/or the Dean of the school or designated program coordinator in which the credit is requested.

Transfer credit from semester system institutions is evaluated and placed onto the academic record on a 1:1 ratio, e.g., three credits are evaluated as three credits on the academic record.

Transfer credit from quarter system institutions is evaluated and converted to credits on .67:1 ratio, e.g., four quarter credits are evaluated as 2.68 credits on the academic record.

The Registrar, in consultation with the Director of General Education, determines how, or whether, transfer credits may satisfy general education requirements. The Dean of the school or designated program coordinator determines how, or whether, transfer credits may satisfy requirements in the major and minor programs. The student may be asked to present a portfolio of work, syllabi, or other materials to assist with this determination and to establish placement in a major or minor program. Transfer students are exempt from the First-year Seminar requirement.

In applying transfer credits to general education requirements, three credits are sufficient to fulfill a four-credit requirement, and likewise two three-credit courses are sufficient to meet a two-course eight-credit requirement. This rule can apply to major requirements if prior approval has been granted by the Dean of the school.

Grades of "C" or better must be earned for transfer credit to be accepted.

OHIO COMMUNITY COLLEGE TRANSFER CREDITS

Students who have completed the Ohio Transfer 36 (formerly the Ohio Transfer Module) and have been awarded an A.A. or A.S degree with the Ohio Transfer 36 designation on their final transcript can apply their coursework toward the graduation requirements at Wittenberg University.

1) The entire 60 credits of the A.A. or A.S. degree will count toward Wittenberg's graduation requirements (up to 94 credits can be transferred). Courses with a grade of C- or below will not be transferred.

2) Students will be considered to have met the requirements of Learning Outcomes 2-10 of the General Education program at Wittenberg. In addition, students will be required to complete one experiential learning opportunity, a civic engagement experience, and the culminating reflection in support of Learning Outcome 1 to fulfill graduation requirements.

INTERNATIONAL STUDENTS

Wittenberg values the presence of international students on campus. Special application forms are required and may be obtained online. Students whose native language is not English must submit results of an accepted test listed by the Admissions website demonstrating fluency in the English language.

LIFELONG LEARNERS PROGRAM

Students over 60 years of age who wish to continue their education and personal learning may audit (take not-for-credit) any "regular" credit-bearing course for a flat rate fee per course (on a space available basis). Consult the Tuition & Fee Schedule available on the website for the Office of Student Financial Services for the rate.

Note: This benefit does not extend to such special forms as independent study or summer field studies. Lifelong Learners must pay the published fees for any courses carrying additional fees (such as laboratory or materials fees).

APPLICATION DEADLINES

EARLY ACTION

The Early Action Plan provides the applicant with early notification. If you choose to apply under Early Action, your application must be received by December 1. You will be notified before January 1 of an admission decision. Your $300 non-refundable deposit will be due by May 1.

REGULAR ACTION

Any applications submitted after the Early Action deadline of December 1 will be considered on a rolling decision basis. If you choose to apply under the Regular Action Plan, applications will be accepted until our incoming class is full. This may happen as early as May 1. You are encouraged to submit your application as early as possible to ensure your place in the class. The $300 non-refundable deposit will be due by May 1.

COMMON APPLICATION

Wittenberg University accepts the Common Application in lieu of its own application and gives equal consideration to both. Students may access the Common Application from the University website.

DEFERRED ADMISSION

Students who wish to be accepted during their senior year but wish to postpone entrance for a semester or a year, upon special request in writing, are permitted to defer their admission.

Degrees & Requirements

DEGREES

Wittenberg offers the following five undergraduate degrees:

- Bachelor of Arts (B.A.)
- Bachelor of Fine Arts (B.F.A.)
- Bachelor of Science (B.S.)
- Bachelor of Science in Nursing (B.S.N)

CREDITS

All candidates for the Bachelor of Arts degree, Bachelor of Fine Arts degree, Bachelor of Science, or Bachelor of Science in Nursing degree must complete 126 credits to earn their degree.

GRADE-POINT AVERAGE

To qualify for graduation, a student must attain a cumulative grade point average of C (2.000) and at least a C (2.000) average in each major field of concentration. To be certified as having completed a minor, a student must achieve a cumulative grade-point average of C (2.000) in the courses counted toward the minor.

MAJORS, MINORS, AND ELECTIVES

In addition to completing the general education requirements, each student must pursue at least one area of knowledge in depth. This is done by completing the requirements for a major concentration. The student has the option of completing the requirements for one or more minors. Generally, a major consists of 32 to 42 credits, and a minor consists of 20 to 22 credits. Each student completes the degree with electives sufficient in number to meet the minimum credit requirement of 126 credits.

FIELDS OF STUDY AVAILABLE AS MAJORS

(Most majors also offer minors)

- Accounting
- Art
- Biochemistry and Molecular Biology
- Biology
- Chemistry
- Communication & Digital Media
- Computer Science (with option for Cybersecurity concentration)
- Data Science
- Earth Science
- Economics
- Education
- Educational Studies
- Engineering (5 year dual degree partnership with Indiana Institute of Technology)
- English (with option for Literature or Writing concentration)
- Environmental Science
- Exercise Science (with option for Strength & Conditioning concentration)
- Finance
- History
- Information Systems
- International Business
- International Studies
- Management (with option for Supply Chain Management or Project Management concentration)
- Marketing

- Mathematics (with option for Statistics concentration)
- Neuroscience
- Nursing – 4-Year BSN
- Nursing – Accelerated BSN
- Nursing – RN to BSN degree completion (adult/non-traditional students only)
- Philosophy
- Physics
- Political Science
- Psychology
- Public Health
- Religion
- Sociology (with option for Criminology or Cultural Anthropology concentration)
- Sports Management
- Theatre

Additional Minors:

- African and Diaspora Studies
- Business
- Creative Writing
- Environmental Studies
- Financial Planning
- Health Humanities and Equity
- Health Science
- Journalism & Integrated Media
- Justice, Law and Public Policy
- Marine Science
- Pre-Modern and Ancient World Studies
- Risk Management
- Statistics
- Theatre Design & Technology
- Theatre Performance
- Women's Studies

SELF-DESIGNED MAJORS

Students whose area of academic inquiry spans traditional disciplinary boundaries or does not fit well within those boundaries may propose a self-designed major, composed of courses selected from one or more programs, all contributing to a unified theme, focus, or area of study. The major's topic will appear on the student's transcript as the specialization. Self-designed majors are only available as a Bachelor of Arts degree.

STUDENTS DESIRING TO PLAN A SELF-DESIGNED MAJOR MUST COMPLETE THE FOLLOWING REQUIREMENTS:

1. Form a three-member faculty team, each of whom is a voting member of the faculty and whose area of specialization is relevant to the student's academic focus, to approve and oversee the implementation of the proposed interdepartmental major, ensuring that it meets the academic standards required of any Wittenberg major.* One of the three faculty members must be (or become) the student's academic advisor.
2. Once the faculty team is in place, students must prepare a formal proposal containing the following:
    - A complete list of all proposed coursework toward the completion of the major.
    - A rationale for the proposed selection of courses and the student's objectives in creating a particular self-designed major.
    - A detailed plan for formal end-point assessment activities devised in conjunction with the faculty team.
    - Approval of the proposal by the faculty team.
    - Approval of the proposal by the Dean of the School of the Faculty Advisor.
    - Students must submit the formal proposal to the Registrar's Office by the first day of pre-registration for courses for Fall semester of the Senior year. Under exceptional circumstances, later proposals may be considered by petition, if received no later than the final add day for the semester courses in the fall of the senior year.

*Any self-designed major must demonstrate breadth of study; that is, coursework must "introduce students to the range of essential topics and practices within the field." It must also demonstrate depth of study and "involve each student in advanced study in at least some aspects of the field," typically "achieved by several upper-level courses." A self-designed major consists of at least 36 credits; required coursework should include no fewer than eight credits at the 300-level or higher, and no more than twelve credits at the 100-level. Additionally, the self-designed major must accomplish the general education goals required of any major (*Faculty Manual*, Academic Policies). The self-designed major must include two additional courses that allow the student to gain discipline-specific writing experience within the major (i.e., two of the classes counted toward the self-designed major should be approved by the advisor as courses that provide discipline-specific writing instruction). The self-designed major must also work with their advisor to complete the culminating reflection requirement of LO1 in the Connections Curriculum.

ASSESSMENT OF STUDENT ACHIEVEMENT

Wittenberg's general education program and each of its major programs are organized around distinct learning goals. Students typically accomplish these learning goals by completing a variety of general education courses and courses in their major field of study. To ensure that students meet these goals, as well as satisfactorily completing the requisite courses in general education and in their major, the university has established a formal assessment program. Each student is expected to complete assessment activities that monitor both individual progress and departmental or program effectiveness. In addition to university-wide assessment, each department designs and administers its own assessment activities, including "end point" assessment of its majors in the senior year.

Assessment makes it possible for the university not only to evaluate student achievement of learning goals and the effectiveness of its academic programs, but also to discover opportunities to improve teaching and learning. As such, assessment is a central feature of liberal learning at Wittenberg and an integral component of its commitment to continuous quality improvement.

No student is advanced to candidacy for a degree until he or she has completed required departmental assessment activities. Program inform their majors in a timely manner regarding assessment procedures and requirements.

RESIDENCE REQUIREMENTS

At least 32 of the 126 credits required for graduation must be earned at Wittenberg or through Wittenberg courses offered off campus. At least 50 percent of the credits for course work in the major department or program are to be completed at Wittenberg or through Wittenberg courses offered off campus. At least one of the last two semesters must be done in residence; any deviation from this regulation must have approval of the Registrar. Seniors applying to nonaffiliated programs must petition for part of the residency requirement to be waived.

Upon the approval of the Registrar and the major department involved, a student who enters a graduate or professional school at the end of the junior year and works toward a post-baccalaureate, graduate, or professional degree may be granted the Bachelor of Arts degree upon completion of the advanced degree at the graduate or professional school provided that (1) the student completed 96 credits; (2) the student completed at least 64 credits while in residence at Wittenberg; (3) the student completed at least one of the last two semesters in residence at Wittenberg; (4) the student met the major and general education requirements stipulated in the Academic Catalog (in rare and special circumstances, certain requirements may be waived by petition.); (5) the student is in good standing and has at least a 3.000 grade-point average at Wittenberg and its equivalent in the courses taken at the graduate or professional school.

ACADEMIC YEAR AND SUMMER SESSION

The academic year begins in late August and concludes in early May. It is divided into two semesters, each of which is 16 weeks in length, including one week for final examinations. Progress toward the degree is measured in credits. A student should earn an average of approximately 16 credits each semester (32 credits each year) to graduate at the end of four years.

For the student who wishes to accelerate the program, Wittenberg conducts a summer session through the Office of the Provost. Most summer courses are offered remotely and asynchronously.

Graduate Studies and Non-traditional Students

Wittenberg University provides for the academic, professional/vocational, and individual development of non-traditional students within the mission of the university. It is a principal expression of Wittenberg's commitment to the lifelong values of a liberal arts education.

ADULT DEGREE COMPLETION

The Admissions office markets to and admits all undergraduate students over the age of 26. Some of these students are first-time college students. Many transfer from community colleges or seek to continue their education after military service or professional work experience. An unclassified student seeking classification as a non-traditional student must consult the Admissions office.

All academic programs are available for non-traditional students to pursue.

THE SUMMER SESSION

The Provost's office is responsible for building the summer schedule and promoting summer class opportunities for both traditional and non-traditional undergraduate students. Transient students in good standing at other institutions are also welcome to apply and take summer classes at Wittenberg. Registration procedures and costs for summer classes are published annually.

GRADUATE PROGRAMS

Wittenberg currently offers three Master's degree programs:

Master of Science in Analytics

Master of Arts in Education

Master of Arts in Sport Administration

Wittenberg also offers a **Post-Master's Certificate in Nursing Education**

COLLEGE CREDIT PLUS PROGRAM

The Provost's office administers the College Credit Plus program in partnership with the State of Ohio. This program allows high-achieving students to attend Wittenberg and complete college credit while still in high school. Admission is primarily determined based on a student's high school GPA. If the student does not meet the minimum GPA threshold for admission to the College Credit Plus Program, then Wittenberg will require standardized test scores (ACT, SAT or Accuplacer) to further determine the student's eligibility for the program. The offering of this program is on hold for the 2026-2027 academic year. Anyone desiring further information should inquire at the Office of Admission.

The Connections Curriculum

The Connections Curriculum is designed to use self-reflection as a tool to facilitate connections among students' general education coursework, their major program of study, and the experiential learning opportunities they will participate in during their four years at Wittenberg.

FIRST YEAR SEMINAR (FYS)

During their first semester at Wittenberg, students will take a 4-credit first-year seminar course, which will introduce the Connections Curriculum and emphasize skills and habits critical for maximizing student growth and success throughout their four years at Wittenberg. Completion of the FYS is required for graduation. Should a student fail the FYS or use their first-year exception to receive a W in FYS, the student will be required to pass an additional 4-credit course supporting LO2 of the General Education Program.

The Connections Curriculum centers around 10 key learning outcomes. The outcomes are broken down into three categories, Connections, Core Competencies, and Critical and Creative Thinking. General education courses can support up to two learning outcomes (one core competency and one critical and creative thinking, or two core competencies). Up to three learning outcomes may be satisfied from one program

CONNECTIONS

Wittenberg's experiential learning provides opportunities for students to apply classroom knowledge in practical situations, testing new skills in the wider world. Through the first-year seminar, students will build connections with faculty members, peer mentors, the Springfield community, and beyond. Students will connect concepts from their coursework, with experiential learning opportunities like civic engagement, internships, and research. These experiential learning opportunities connect students with future collaborators, potential employers, mentors, and community members. Finally, students will create a culminating reflection that connects these experiences together and highlights how they will pass their light on.

LEARNING OUTCOME 1 (LO1)

Students will articulate how their co-curricular experiences and their academic curriculum have shaped their personal, professional, and civic identities.

REQUIREMENTS:

A. Students will complete two approved experiential learning opportunities from the categories of research experiences, internships, national or international study, or leadership experiences and complete all requirements of such experiences.
    a. Students will work with their advisor to identify opportunities that will meet this requirement while providing experiences that connect with a student's interests
        i. A career services approved internship can partially fulfill this requirement.
        ii. Faculty directed or student led research experiences such as independent projects, capstone research projects, or approved research programs can partially fulfill this requirement.
        iii. Study abroad or study away programs that meet the experiential learning expectations established by the office of international education or the international and field studies committee can partially fulfill this requirement.
        iv. Additional experiences may be approved to support this learning outcome through consultation with the Director of General Education for review by the General Education Advisory Committee (GEAC).
B. Students are required to complete one approved civic engagement experience.
    a. Courses that satisfy this requirement are labeled as "civic engagement" courses in the course catalog. You can find a listing on Wittenberg's Self-Service.

C. Students will select or develop their own Cross Campus Connection (CCC), which integrates the content of academic courses with their experiential learning requirements.
    a. Each CCC will link three courses from three different academic programs (as identified by distinct prefixes, e.g. DATA, COMP and MATH, 10 credits minimum) together under a broad theme or focus area.
    b. Courses do not have to support a Connections learning outcome to be included in a CCC.
    c. CCC forms will be completed in consultation with a student's faculty advisor and filed with the registrar prior to a student's junior year.
    d. An interdisciplinary major or interdisciplinary minor can fulfill this requirement if it includes courses from three different academic programs.
D. Students will complete a culminating reflection requirement within their major typically during their senior year.

CORE COMPETENCIES

Employers, communities, and graduate schools seek out individuals who clearly and effectively communicate, who are able to use analytical and quantitative reasoning skills to solve problems, and are able to work with others. By taking courses that focus on the following learning outcomes, Wittenberg will provide students the core competencies and strengths needed to succeed in and change the world.

LEARNING OUTCOME 2 (LO2): WRITING

Students will write effectively, considering audience and purpose.

REQUIREMENTS:

Students will complete 8 credits of course work focused on writing.

*An additional two courses of discipline-specific writing are required within the major.

LEARNING OUTCOME 3 (LO3): ORAL COMMUNICATION

Students will effectively communicate their ideas orally, considering audience and purpose.

REQUIREMENTS:

Students will complete 8 credits of course work focused on oral communication.

LEARNING OUTCOME 4 (LO4Q, LO4A): QUANTITATIVE REASONING

Students will solve quantitative problems and apply quantitative reasoning skills in a variety of contexts.

REQUIREMENTS:

a) Students will complete 4 credits of a quantitative reasoning course. **(LO4Q)**

b) Students will complete an additional 4 credits of application-focused quantitative reasoning **(LO4A)** or an additional 4 credits of quantitative reasoning **(LO4Q).**

LEARNING OUTCOME 5 (LO5NW, LO5L, LO5G): NONWESTERN & GLOBAL PERSPECTIVES

Students will analyze the distinctive viewpoints that are only available through the study of one or more languages and/or culture(s) outside of the United States and Canada.

REQUIREMENTS:

Students will complete 8 credits of coursework to meet this learning outcome with at least 4 credits of coursework focused on non-Western culture(s) **(LO5NW)** and/or taught in a second language at the 112 level or above **(LO5L)**.

LEARNING OUTCOME 6 (LO6): U.S. DIVERSITY

Students will analyze the ways social hierarchies (e.g., race, gender, ethnicity, class, etc.) structure human interaction in the United States and impact the equitable distribution of social and material resources.

REQUIREMENTS:

Students will complete 4 credits of coursework to meet this learning outcome.

CRITICAL AND CREATIVE THINKING

Successful professionals and critical thinkers attack challenges from a variety of angles. Wittenberg liberal arts courses develop creative problem solving by honing a student's ability to think, analyze, communicate, and engage from different perspectives. These classes may duplicate courses from the core competency category.

LEARNING OUTCOME 7 (LO7): SCIENTIFIC INQUIRY

Students will develop hypotheses or models, evaluate them using scientific reasoning, and draw conclusions about results or observations related to the physical or natural world.

REQUIREMENTS:

Students will complete a 4- or 5-credit course to meet this learning outcome.

LEARNING OUTCOME 8 (LO8): CREATIVE PROCESS

Students will produce artistic work and explain its cultural context and/or formal components.

REQUIREMENTS:

Students will complete 4 credits of course work to meet this learning outcome.

LEARNING OUTCOME 9 (LO9): SOCIAL SCIENCES

Students will analyze social systems or human behaviors using knowledge, theories, and/or methods appropriate to the social sciences.

REQUIREMENTS:

Students will complete a 4-credit course to meet this learning outcome.

LEARNING OUTCOME 10 (LO10): HUMANITIES

Students will analyze problems, issues, or representations using knowledge, theories and/or methods appropriate to the humanities.

REQUIREMENTS:

Students will complete a 4-credit course to meet this learning outcome.

Special Academic Opportunities

THE UNIVERSITY HONORS PROGRAM

The Wittenberg Honors Program is intended to enhance the development of and provide support for a select group of outstanding students. It is an extracurricular and academic community for exceptional students with varied academic talents and interests who share the desire for intellectual challenge and fellowship.

All first-year and transfer students of the highest academic qualifications are granted conditional membership of one semester in the University Honors Program. Conditional members achieving a cumulative GPA of at least 3.500 after their first semester will be invited to continue in the Honors Program. Students will be contacted by the Director of University Honors, provided with information about the requirements for University Honors, and asked to respond that they understand the requirements and commit to the Honors Program. Conditional members who do not achieve a cumulative GPA of 3.500 or above will not be invited to continue in the Honors Program. Upon achievement of a 3.500 cumulative GPA in a subsequent semester, students may reapply to the Honors Program in the Fall and/or Spring semester Honors admissions process.

All other students with first-year or sophomore standing who earn a cumulative 3.500 GPA or above in subsequent coursework will be invited to apply for admittance to the program in the semester immediately following this achievement. The Honors Program Committee will consider all the applications and choose those worthy of induction based on cumulative GPA, two letters of recommendation from faculty, and an essay. Students who achieve a 3.500 cumulative GPA in their junior or senior years may also apply for admission to the program on a case-by-case basis. They should contact the Honors Program for further information.

The program brings students together in special and sometimes interdisciplinary seminars and affords mutual support as they undertake independent work culminating in a senior honors thesis or project within the major. The senior honors thesis/project allows students the opportunity to experience the intellectual process of identifying a problem, question, topic or type of artistic expression; and then producing a significant piece of work in which they can take pride.

UNIVERSITY HONORS HOME

The University Honors Program Office is located in the Matthies House, the campus home of the University Honors Program. Conveniently located on Woodlawn Avenue near Thomas Library, the Matthies House offers access to comfortable study lounges, a computer room with printers, and internet access. Program members frequently gather for conversation, study sessions and socializing at the Matthies House. Several Honors social and informational events are scheduled in the House each semester. Occasionally there are off-campus trips for films, concerts, exhibitions, plays, lectures or recreation.

REQUIREMENTS FOR GRADUATION WITH UNIVERSITY HONORS:

- membership in the University Honors Program
- cumulative GPA of at least 3.500
- successful completion of two honors courses from: HONR 300 (Honors Seminar), or HONR 301 (Honors Contract). At least one of the two courses must be an Honors Seminar (HONR 300).
- successful defense of a Departmental Honors thesis/project in major
- submission of approved Honors Thesis/project to the University Honors Program

Students completing these requirements will be designated as recipients of University Honors on their permanent transcripts and in the Commencement Exercises Program.

HONORS SEMINARS (HONR 300):
Once admitted to the program, the student may take honors seminars, which satisfy a general education requirement. The objective is to bring small groups (each seminar is limited to 15 students) of honors students and faculty together to discuss challenging topics from different perspectives. The seminars are writing intensive, and the participants rely heavily on class discussion, often presenting papers to the group.

HONORS CONTRACT (HONR 301):
The Honors Contract allows a student to receive partial credit toward graduation with University Honors via a non-Honors course, by completing additional and distinctive work to be agreed upon in advance with the course instructor (set out in an Honors Contract). The additional project will be evaluated separately from the existing course, on a Satisfactory/No Credit basis.

PREREQUISITES:

1. Student must be a member of the University Honors Program and have a cumulative GPA of 3.500 or above to register for an Honors Contract.
2. Submission of approved Honors Contract to the University Honors Program.
3. Honors Contracts can only be applied to courses at the 200-level or above, with the permission of the course instructor.

HONORS THESIS/PROJECT (HONR 499):
The Honors Thesis/Project involves significant original research in the student's major discipline under the direction of a thesis advisor and faculty committee during their senior year. Students should contact their primary advisor in the spring of their junior year for details about major department requirements for the Honors thesis. **Major department chairs must give permission for any honors thesis/project work to be undertaken. ALL Honors Thesis registrations require the signature of the University Honors program director and will be processed through the University Honors Program office.**

DEPARTMENTAL HONORS

Departmental Honors are aimed at those students who could benefit from an in-depth exposure to the methodology of a field. Departmental Honors offer the student the opportunity to engage in a unified, scholarly project. The project includes a written component and an oral examination.

A student does not have to be a member of the Wittenberg University Honors Program to participate in Departmental Honors. In general, the student applies for Departmental Honors at the end of the junior year. The student should have a record of demonstrated high academic ability and self-discipline. In particular, the student needs a 3.500 cumulative GPA to be considered for Departmental Honors. In addition, the student should have demonstrated an advanced level of competence in the department of interest, which should include having completed half of the credits required for a major in that department. Some departments have additional requirements, which are noted later in the Academic Catalog in the descriptions of departments and programs of instruction.

After appropriate departmental evaluation of the proposal, a three-person committee, chosen by the department, evaluates the completed project and conducts the oral examination. Ordinarily, one member of the committee serves as project supervisor. The student may undertake a project without enrolling for credits or may enroll in a project for up to 10 credits, which will be granted for a satisfactory project, whether or not Departmental Honors are awarded. Upon the recommendation of the project committee, the student is awarded Departmental Honors at graduation. See "Academic Policies and Procedures" for details.

HONORS FOR SELF-DESIGNED MAJORS

Like Departmental Honors, Honors for Self-designed Majors are designed for students to engage in an in-depth academic project that exceeds the normal course of study in their chosen area of interest. Honors for Self-designed Majors follow the same guidelines as those for Departmental Honors. The student needs a 3.500 cumulative GPA to be considered for Honors for Self-designed Majors. In addition, the student should have demonstrated an advanced level of competence in the interdepartmental area of interest, which should include having completed half of the credits required for the Self-designed major.

After appropriate evaluation of the proposal by the three-person committee created to supervise the Self-designed major, this same committee evaluates the completed written project and conducts the oral examination. Typically, one member of the committee serves as project supervisor. The student may undertake a project without enrolling for credit credits or may enroll in the project for up to 10 credits, which will be granted for a satisfactory project, whether or not the Honors for Self-designed Majors are awarded. Upon the recommendation of the committee, the student is awarded Honors for Self-designed Major at graduation.

INDEPENDENT STUDY

A student may take a course by independent study. An independent study is viewed as an “adventure in scholarship.” In most cases an independent study involves an in-depth look at a topic introduced in a current course or a study of a topic not covered by a current course offering. A student who wishes to take a course by independent study should consult both the professor who logically would be the study supervisor and his or her faculty advisor.

INTERNSHIP

An academic internship involves the application of learned skills to a setting, agency or organization relating to the department that coordinates the internship. An internship should challenge the student to examine the values of the organization or agency involved in the experience and to assess the student’s education as it relates to that experience. The internship, whether paid or unpaid, should be viewed as both an academic and work experience.

GRADUATING WITH MORE THAN ONE MAJOR

A student completing more than one major will receive one degree with all majors listed in the official transcript. In the case of a student who completes more than one major in two separate degree programs (e.g., the Bachelor of Arts and Bachelor of Science), all majors will be listed in the transcript, but the student will choose the degree to be awarded. (The choice of the degree cannot be changed after Commencement.)
If a student has completed the requirements of graduating with two degrees from Wittenberg University, the student will receive two degrees with all majors listed in the official transcript.

GRADUATING WITH MORE THAN ONE DEGREE EARNED AT WITTENBERG UNIVERSITY

A student successfully completing a major in the Bachelor of Science degree or the Bachelor of Fine Arts degree programs may not receive a Bachelor of Arts degree in the same major.

While completing all requirements for a baccalaureate degree at Wittenberg, a student may qualify for a second baccalaureate degree by:

- Successfully meeting all requirements for the first degree, including the completion of the minimum graduation requirement of 126 credits, and
- Successfully meeting all requirements for the second degree, including completion of an additional 32 credits (typically in the curriculum of the second degree) with a minimum scholarship quotient of 2.000 for all credits earned toward the second degree.
- Completion of the general education program for the first degree can be utilized in meeting the general education requirements of the second degree.
- Upon successfully meeting the requirements for both degrees, a student may be awarded both diplomas at the same commencement.

A student who already has a baccalaureate degree from Wittenberg University or from another accredited college or university may apply to Wittenberg for the purpose of obtaining a second baccalaureate degree. The requirements for obtaining such a degree shall include:

- The successful completion of a minimum of an additional 32 credits at Wittenberg.
- Successfully meeting all general education requirements for the new degree in effect at the time of matriculation for that degree.
- Completing all requirements for a new major.
- Achieving a minimum grade point average of 2.000 for all work attempted toward a new degree.

Note: These guidelines do not address the dual degree programs Wittenberg University offers in cooperation with other institutions, e.g., Engineering and Occupational Therapy.

Off-Campus Academic Opportunities

Recognizing that off-campus academic experiences are ways in which the students can extend and enrich their liberal arts education, Wittenberg offers a variety of special off-campus opportunities. Participation in one or more of these programs leads students to an understanding of what is meant by the phrase “the power of experience.”

CIVIC ENGAGEMENT

Believing students should develop the knowledge, skills, and dispositions to be engaged citizens in their communities, Wittenberg requires completion of a civic engagement experience for graduation.

In one semester before their senior year, students must complete one of several designated civic engagement courses. These provide students the opportunity to engage with community organizations, make connections between new knowledge and community experiences, reflect on the value of diversity in communities, and develop a sense of civic identity.

The Hagen Center coordinates the civic engagement requirement at Wittenberg and serves as a liaison between community sites and the faculty and students engaged in civic engagement courses.

Civic Engagement Course Descriptions are on page **181** of the catalog.

INTERNSHIPS

Whether a student chooses a full-time internship during a period spent away from campus or a part-time internship near campus during the academic year, the experience provides an opportunity to combine theory learned in the classroom with real-world practice. It can be especially beneficial in the current job market, in which many organizations seek new college graduates who have experience or who can show evidence of superior internship performance. To see what students have done, visit the Career Services website.

Academic programs offer credit-bearing internships that are supervised by a faculty member in the program. The faculty member can help a student devise a plan for an internship experience that not only builds upon the student’s academic preparation but also relates to the student’s skill development and career interests. Resources in the Career Center Library include directories of internship opportunities in the United States and abroad, and copies of internship agreement forms submitted by former students.

WASHINGTON SEMESTER PROGRAM

Wittenberg’s Washington Semester Program is offered in collaboration with the Lutheran College Washington Semester (LCWS) and includes both classes and internships. Students have interned in the White House and various Executive Departments, Congressional offices and lobbying firms, News organizations, the Smithsonian, and various interest groups and DC social service offices. Through this, students gain real-life work experience dealing with issues that are local, national, and international in scope. Many of these internships have led to jobs for Wittenberg students after graduation. During the fall and spring programs, students earn a full semester of academic credit through their internship, two classes, and completing the Dean’s requirements (a summer residency program is available that offers only the internship). The internship is four full days a week. Courses are taught in the evenings in the complex where students live. Special events and field trips (part of the Dean’s requirements) are typically on Wednesdays. The Washington Semester Program is a residency program, which means that students are considered to be enrolled at Wittenberg while in Washington. This means that students received letter grades in their courses that count toward their GPA. Tuition is paid directly to Wittenberg and all financial aid applies. Room, however, is paid to LCWS and students must provide their own food.

WITTENBERG SUMMER PROGRAMS

Wittenberg regularly offers summer opportunities in both domestic and foreign locations, directed by our own faculty members. In recent years, these have included the following:

BAHAMAS FIELD PROGRAM:
A comparative study of biological communities, San Salvador Island (Bahamas).

LESOTHO:
Africana Studies and Habitat for Humanity

GERMANY:
German language and culture

OFFICE OF INTERNATIONAL EDUCATION

Wittenberg maintains a full-time office of International Education to assist students, faculty, and staff with implementing experiential learning that shapes student learning and adheres to best practices. A minimum 2.500 grade-point average, 3 semesters of enrollment, and good standing is required for study abroad programs.

Wittenberg is affiliated with university partners and study abroad exchange programs, and the university directly enrolls students in these programs. Wittenberg also operates its own semester and summer programs. Approved programs are available to view and apply for on the study abroad application webpage.

Course work to be taken through international education programs sponsored either by Wittenberg University or by other accredited institutions must be approved by the Office of International Education at Wittenberg prior to enrollment in the program.

Grades are reported for all study abroad programs (including affiliated domestic programs) as they are transmitted to the Registrar. The grades for non-Wittenberg programs are shown on the transcript but not calculated in the GPA.

General Prizes and Awards

***Please review the "Impact of Additional Financial Assistance" section for Financial Aid to understand how these awards can impact existing eligibility.**

ALMA MATER
This is the highest honor bestowed upon two students at Wittenberg. Students, faculty, or staff members may nominate junior students. A special screening committee selects five nominations for final consideration. A campus-wide election determines which nominee is selected to represent Wittenberg. The Alma Mater must possess depth of character and show consistent leadership, service and concern for the college community.

BROADWELL CHINN ENDOWED ACHIEVEMENT AWARD
This award was endowed by Dr. George D. and Gertrude Holmes Wilson '24, in memory of Mr. Broadwell Chinn, the first African-American student at Wittenberg. The fund annually provides a monetary award to the African-American junior student with the highest cumulative grade-point average.

HEIMTRAUT DIETRICH AWARD
This award, established in 1981, is in remembrance of Heimtraut Dietrich, who served Wittenberg as administrator and teacher through her commitment to excellence and a caring for others, attributes that found their source in her steadfast Christian faith. It is presented to the student who best exemplifies the dedication to serve and assist others through a commitment of faith.

M. ALICE GEIGER AWARD
This award was instituted in 1974 to commemorate the 100th anniversary of women at Wittenberg. The award recognizes a senior woman for a specific, outstanding contribution to the performing or literary arts, athletics, extracurricular leadership, new programming, special academic pursuit, or special representation. The student's contribution may have been made at any time during her college career.

E. CHARLES CHATFIELD GLOBAL AWARENESS AWARD
This award, established in 1992, recognizes a graduating senior whose varied activities have contributed significantly to international understanding on campus.

MARTIN LUTHER KING, JR., AWARD
This award, instituted in 1981, recognizes two outstanding African- American seniors, a man and a woman, who have been positive examples to members of the African-American community and the University during their college careers. Consideration is given to those students who have pursued a challenging course of study, exhibited upstanding character in and outside the classroom, displayed leadership, good citizenship, and an orientation toward service to others, and exhibited a positive attitude toward higher education in general and an interest in furthering the ideal of African-American achievement at Wittenberg.

JOHN F. MITCHELL AWARD
This award, named for the first valedictorian at Wittenberg, was instituted in 1979. It recognizes a senior man who represents the liberal arts tradition: a highly respected, good student who is a positive force in academic, cultural and social aspects of the campus. He exemplifies an open mind, understanding, reliability and wide range of interests.

PRESIDENTIAL SCHOLARS
Presidential Scholars are the junior students having the 13 top grade-point averages of their class through at least the preceding five semesters.

HONOR SOCIETIES

ALPHA LAMBDA DELTA
Alpha Lambda Delta is a national honor society that seeks to recognize and encourage scholarship among first-year women. Selection is based entirely on achieving a 3.5 grade-point average for fall semester of the first year. Tapping, or notification of membership, occurs in the spring semester.

PHI ETA SIGMA
Phi Eta Sigma is a national honor society that seeks to recognize and encourage scholarship among first-year men. Selection is based entirely on achieving a 3.5 grade-point average for fall semester of the first year. Tapping, or notification of membership, occurs in the spring semester.

IVY RING
Ivy Ring is a junior women's service honorary. Members are chosen in the spring of their sophomore year on the basis of their contributions to the Wittenberg campus and to the community through the quality of their academic work and their participation in extracurricular activities.

PICK AND PEN
Pick and Pen is a junior honorary emphasizing leadership, service and scholarship. Members are tapped during the spring semester of their sophomore year.

OMICRON DELTA KAPPA
Omicron Delta Kappa is a national leadership honor society recognizing leadership in scholarship, athletics, university publications, cultural life and student affairs. Members are tapped during the spring semester of their junior year.

ORDER OF OMEGA
Order of Omega is a national leadership honor society recognizing leaders in fraternities or sororities who exemplify scholarship, leadership and service. Members are tapped in the spring semester of their senior year.

MORTAR BOARD
Mortar Board is a national senior honorary recognizing scholarship, leadership and service. Candidates must have a 3.3 grade-point average and excel in both curricular and extracurricular leadership and service to the Wittenberg community. Mortar Board is particularly concerned with advancing the status of women in society.

PHI BETA KAPPA
Founded at the College of William and Mary in 1776, Phi Beta Kappa is the oldest and most prestigious of the national honor societies. Students are normally elected as seniors or in special cases as juniors. They must be majoring in one of the liberal arts or sciences, have a high grade-point average, have taken a variety of courses across the liberal arts spectrum, and have demonstrated a knowledge of mathematics and a foreign language appropriate to a liberal arts education.

CHI ALPHA SIGMA
Chi Alpha Sigma is a national college athlete honor society founded in 1996. Members must be of junior class standing, have a 3.4 or higher cumulative grade-point average, be of good moral character, and have earned a letter in a varsity intercollegiate sport.

PROGRAM SPECIFIC HONOR SOCIETIES

- Biology – Beta Beta Beta
- Business – Tau Pi Phi
- Communication & Digital Media – Lambda Pi Eta
- Economics – Omicron Delta Epsilon
- Education – Kappa Delta Pi
- English – Sigma Tau Delta
- History – Phi Alpha Theta
- Philosophy – Phi Sigma Tau
- Political Science – Pi Sigma Alpha
- Psychology – Psi Chi
- Sociology – Alpha Kappa Delta

ADULT/NON-TRADITIONAL STUDENT HONORS

ALPHA SIGMA LAMBDA

Wittenberg houses the Eta Sigma chapter of this national honorary society for adult students. Criteria for selection are: adult/non-traditional status, completion of at least 24 credits at Wittenberg with at least 50 percent being outside a single discipline, and a cumulative GPA in the top 10 percent of adult/non-traditional students at this credit level. Induction is held annually.

Student Life

Wittenberg is not a 9 a.m. – 3 p.m., Monday through Friday school. Classes meet an average of only 15-20 hours a week. And even with eight hours of sleep every night, that still leaves 92 hours a week (or more than 13 hours a day) for eating, studying, doing laundry and getting involved in a lot of activities with your friends.

The Student Development mission at Wittenberg University is to strive to develop leaders who act morally, think critically, and serve others. Student Development seeks to incorporate the in and out of classroom experiences by offering a variety of academic clubs, student organizations, fraternity and sorority experiences, honor and recognition societies, student government, media opportunities, and other groups. Of course each one of these organizations requires management and leadership. The number of organizations and the relatively small number of students in each result in virtually all students gaining leadership experience while at Wittenberg. These experiences translate into professional abilities such as the development of motivational, organizational, participatory and management skills.

And getting involved is what student life at Wittenberg is all about. Wittenberg is known nationwide for having one of the most active student bodies of any university in America.

STUDENT ORGANIZATIONS
They say college is the best four years of your life, but you can't spend every moment inside the classroom, can you? At Wittenberg University we take pride in our traditions, and for most this would have to be through involvement. From the sports stadium to the Student Senate floor, Witt encourages its students to stay active. With over 100 organizations and activities to choose from, there is an outlet for everyone. As studies have shown, students who get involved in co-curricular activities tend to have better grades, higher satisfaction with the college, increased job marketability, and better connections with faculty, staff, and other students. At Witt, these relationships carry on well beyond graduation. Our motto is "having light we pass it on to others" and by helping students to develop their personal creativity and leadership qualities, the goal of the Office of Student Involvement is to help ignite the Witt light in all those that participate!

STUDENT PUBLICATIONS
Wittenberg students publish The Wittenberg *Torch*, a weekly newspaper; *The Witt*, the annual yearbook; *The Wittenberg Review of Literature and Art*, a literary magazine; *Spectrum*, a journal of cross curricular essays; and the *East Asian Studies Journal*; the *History Journal*, a *Political Science Journal*; and *Pholeos*, a journal of student research published by the Wittenberg University Speleological Society. In addition, the Student Senate supports most of these academic publications.

PROGRAM ORGANIZATIONS
Most academic programs at the university have a club, honor society, or association to serve student interests. There also are forums for discussion, social activities and professional advising.

HONOR SOCIETIES
Honor societies at Wittenberg include Phi Eta Sigma and Alpha Lambda Delta for first-year students; Ivy Ring and Pick and Pen for juniors; and Mortar Board and Omicron Delta Kappa for seniors. Wittenberg is also one of only 286 colleges that has a chapter of Phi Beta Kappa, the preeminent honor society for students in colleges of liberal arts and sciences.

STUDENT SENATE
The Wittenberg Student Senate is a group of students elected and representing various constituencies on campus. The group includes an executive committee (elected at-large among the entire student body), as well as class presidents, and senators representing large groups such as Greek and non-Greek students, students living on or off campus, student athletes, international students, and many others. The group serves as Wittenberg's student government, and actively supports Wittenberg as the liaison of students to the administration, and vice versa. Finally, Student Senate is active in bringing student's concerns to fruition, and supporting their views as their voices on campus.

UNION BOARD
A large number of students are involved in Union Board, an organization that plans various cultural, social and recreational programs for the Wittenberg community. Union Board offers opportunities for students to create meaningful experiences while interacting with people in the university community through campus programming. Union Board hosts a wide variety events from homecoming, sibs weekend, and Wittfest to weekly Witt Wednesday events (such as comedians, musicians and poets) along with alternative weekend programming for all of the Wittenberg community to enjoy.

BENHAM-PENCE STUDENT CENTER
The central meeting place for students, the Benham-Pence Student Center, is located on Alumni Way. The student center houses Doppelgangers, a game room, and Founders, a popular performance venue and pub. The Gus Geil Lounge, also in the lower level, features a large-screen television above the fireplace, a seating area and several computers. The campus mail room and Union Board office are also on the lower level.

The Wittenberg Bookstore and Post 95, a restaurant-style eatery that serves light meals and snacks, are located on the main floor. In addition, several meeting spaces are also available in the Benham-Pence Student Center. The 400-seat Center Dining Room (CDR), which serves as the main dining area for students, is located on the second level.

The Student Center provides the main source for communication to students living on campus and houses the Office of Student Involvement. Student Involvement is responsible for many campus wide events, such as the Student Involvement Fair and New Student Days.

INTRAMURALS
The intramural program offers year-round activities for men and women. Students may participate in 27 different sports, including badminton, basketball, billiards, flag football, floor hockey, Frisbee golf, racquetball, soccer, softball, table tennis, tennis, volleyball, walleyball and many others. Approximately 60 percent of our students participate in at least one intramural sport. In intramurals, enthusiasm and staying in shape are the crucial ingredients, not necessarily talent.

Cultural Life

The Wittenberg Series of distinguished lectures and artistic events enriches Wittenberg's academic environment. Throughout the year, students and the community may attend admission-free lectures by respected scholars and public figures, concerts and performances by internationally recognized performers and companies, and art exhibits. Speakers brought to the campus address critical issues in public forums, lecture in classes, and meet informally with small groups of interested students and faculty members. Departmental colloquia (campus-wide symposia on specific topics) and the university chapel programs provide additional opportunities for interaction with well-known scholars, theologians and political figures.

Dedicated to the study, development, and practice of theatre and dance, Wittenberg's Chakeres Memorial Theatre, home of the Theatre and Dance program, serves as a center of theatre and dance activity for all interested students. Each year the program presents a series of MainStage theatre and dance performances designed and directed by faculty members and guest artists. Additionally, there is a student-run lab theatre at 225 N. Fountain Avenue that hosts a series of student directed, designed, and performed shows. For students interested in the study of theatre and/or dance, the university offers a theatre major, a technical theatre minor, and a theatre performance minor. The Ann Miller Gallery in Koch Hall hosts rotating exhibits of professional and student art.

Intercollegiate Athletics

Wittenberg has a long history of outstanding athletics and for fielding winning teams in many different sports. Even as our academic programs have gained nationwide visibility and stature, the athletic programs have continued their success.

The Department of Athletics is committed to the pursuit of academic and athletic excellence. Our primary goal is to provide the opportunity for students to experience the personal challenge and enjoyment of high-level competition along with their academic endeavors.

We also take great pride in the number of Wittenberg student athletes who have been named Academic All-America throughout the years.

NCAA DIVISION III

Wittenberg is a member of the North Coast Athletic Conference — a NCAA Division III conference. This conference brings a group of institutions that share common commitment to academic quality and to the conduct of athletics to support their educational purposes.

WITTENBERG ATHLETIC ELIGIBILITY POLICY

Participating in athletics at Wittenberg University is a privilege all students must earn. NCAA bylaws state that students must be in good academic standing and be enrolled in at least 12 semester credit hours as an undergraduate in order to compete in athletic competition. The Board of Academic Standards (BAS), with approval from University Faculty, defines good academic standing as achieving at least a 2.000 cumulative GPA upon completion of the second semester and in all semesters thereafter.

Should a student athlete fail to maintain a 2.000 cumulative GPA upon completion of the first semester, an academic warning is issued by BAS but the student remains eligible to participate in athletic competition. Should a student athlete fail to achieve a 2.000 cumulative GPA upon completion of the second semester, or in any semester thereafter, the student will be ineligible to participate in athletic competition until they achieve a cumulative 2.000 GPA. The University Registrar notifies the Athletics Department of any student athlete who falls below the 2.000 GPA threshold in any semester.

Academic Policies and Procedures

ACADEMIC ADVISING

A faculty advisor and success advisor is assigned to each entering student. The advisor is available to explain program options and planning, to discuss graduation requirements, and to assist with pre-registration. Every student is urged to consult an advisor during each semester to review the student's program, progress and plans.

Although the student may request a change of advisor at any time, generally the student retains the advisor until declaring a major. At that time, the student is assigned an advisor in the declared major program.

The advice of the faculty advisor does not constitute a promise or a contract ensuring a student's graduation on schedule or the completion of specific requirements. The responsibility for understanding and meeting degree requirements rests entirely with the student.

CATALOG YEAR POLICY

Students are assigned the catalog in effect at the time of their matriculation at Wittenberg University. Matriculation is defined as the first term of degree-seeking enrollment. If it is in their best interest, students can petition to change to a more recent catalog year but they may not return to a prior catalog year. The catalog year otherwise remains fixed during the period a student is continuously enrolled. It is important to note that, even if they do move to a more recent catalog year, students must use a single catalog (requirement term) to fulfill all major, minor, general education and other program requirements and cannot use a combination of catalogs for graduation. Students who withdraw for more than two consecutive semesters (summer sessions not included) will be placed on the most recent catalog year. All returning students seeking to re-enroll in any degree program should consult with the Registrar and the chair of the relevant department(s).

DECLARATION OF MAJOR

To ensure the student's in-depth understanding of at least one area of knowledge, the requirements for a departmental or major concentration must be fulfilled.

To satisfy this requirement, the student must select not later than the end of the Spring semester of the sophomore year a program in which to concentrate. Early declaration is possible (and encouraged) for majors that require a carefully planned program of study. Registration for the junior year is not permitted until a major declaration has been filed with the Office of the Registrar. More information about declaring a major can be found on the Office of the Registrar's website.

POLICY ON ACADEMIC CREDIT

Wittenberg University operates under a semester credit system. This credit policy applies equally to courses regardless of varying credits, durations, and modes of instruction, and applies to all credit granted by the University, whether through programs on or off campus, or through transfer from other institutions. Determination of the amount of credit awarded is made by the Educational Policies Committee and Registrar based on accrediting agency guidelines and state and federal regulations. According to federal definitions, a "semester credit hour" requires one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester.

At Wittenberg, this is typically met by classes meeting for either three 60-minute periods per week or two 90-minute periods per week or one 180-minute seminar with an additional 20-minutes of direct instruction per week and a minimum of two hours of out-of-class work for every hour of direct instruction. Courses offered for more or less than four semester credit hours should generally conform to a minimum of a one-third/two-third ratio of classroom instruction to out-of-class student work. Some classes may require relatively more hours of in-class instruction for an equivalent number of units of credit (e.g., laboratory or studio courses that require specific "hands-on" type of learning).

Faculty may use their discretion in the weekly distribution of the one-third/two-thirds ratio as long as this guideline is generally met by the end of the semester.

Examples of direct instruction include, but are not limited to:

- Classroom instruction
- Weekly "recitation sections" per week for discussion, review, or other course material;
- Viewing or listening to recorded lectures by faculty, as in the partially "flipped" classroom;
- Viewing or listening to different forms of media (videos, films, music and the like);
- Participation on discussion boards moderated by faculty;
- Rehearsals with faculty;
- Preparation for and attendance at outside speaker lectures, colloquiums, concerts, master classes, Wittenberg Series or other relevant events;
- Conferences to discuss detailed feedback on student writing or other coursework;
- Instructor-designed, interactive activities in the Language Learning Center, Math Workshop, or Oral Communication Center;
- Student consultations with the Writing Center on instructor-designed writing tasks;
- Library sessions held outside of regular class time;
- Field trips to sites on- or off-campus;
- Community service activities.

COURSE LOAD

A normal load is 16 credits per semester. A student must carry 12 credits to be full-time. Full-time tuition covers 12 through 19 credits. A student who wishes to carry more than 19 credits must request permission to overload by petitioning the Registrar. The 20th credit triggers the first per-credit overload charge, with each additional credit generating an additional fee. Maximum enrollment in the summer terms is 18 credits with no more than 7 credits in the Maymester term.

TRANSFERRING CREDIT FOR CURRENT STUDENTS

Current students are required to complete a Request to Transfer Credit form prior to their enrollment at another institution to ensure transferability. Transfer credit is not accepted for courses in which the content has already been included in previous credit on the record. Courses taken at an institution affiliated with the Southwestern Ohio Council for Higher Education (SOCHE) will not be accepted if the course is available at Wittenberg.

Work taken at another institution does not count under the repeat rule; i.e., the grade earned at the other institution does not replace the grade earned at Wittenberg.

REGISTRATION

A student is expected to register for the next semester during the designated registration period. The registration dates are published in the University Calendar and the Master Schedule each semester. Under certain circumstances, approved by the Registrar, a student may register during the first week of classes. The university reserves the right to cancel classes having low enrollments at the end of the registration period.

CHANGE OF REGISTRATION

A student may add/drop normal 15-week courses according to the following schedule:

- Adds are permitted only during the first week of the semester. All course adds should be made in consultation with an academic or success advisor.
- Drops without record are permitted through the fourth week of the semester. All course drops should be made in consultation with an academic or success advisor; first-year students in their first semester are required to obtain advisor permission.
- Withdrawals with a grade of "W" are permitted through the 11th week of the semester. All course withdrawals for a W grade should be made in consultation with an academic or success advisor; first-year students in their first semester are required to obtain advisor permission. All drops/withdrawals after this date appear on the student transcript with a grade of "F".

NOTE: Courses that meet for fewer than 15 weeks have different deadlines. Please consult the Academic Calendar for appropriate dates.

All changes must be filed with the Registrar's Office before the specified dates. Credit or grades may not be adjusted on the academic record unless the appropriate forms have been correctly filed before the deadline. Changes of registration that occur after the first day of the semester may not qualify a student for a refund of tuition or overload fees.

FIRST-YEAR EXCEPTION

First-year students in the first semester of their enrollment, not including transfer students, may withdraw late from one course and receive the mark of "W" for that course, through the last official day of classes provided their enrollment status does not drop below 12 credits. Students should submit the withdrawal request to the Office of the Registrar no later than the last official day of classes. Should a student fail or use their first-year exception for FYS, the student will be required to pass an additional 4-credit course supporting LO2 of the General Education Program.

AUDITING COURSES

Auditing courses is permitted if a petition to audit is first approved by the professor whose course it is to be audited and then by the Registrar's Office. The student must also agree in writing not to expect credit for the audited course at any future time. The student is not required to take examinations and is not given a grade (instead of a grade, the mark of "L" will appear on the student's transcript). Verification of auditor's status must be confirmed by the instructor of the course prior to entry on the student's permanent record. Permission to Audit forms are available on the Office of the Registrar's Forms Website. A traditional student who audits a course is billed for one credit of overload fee for the course.

REPEATING COURSES

If a student repeats a course, the credit value and grade received from the last registration is used to compute the grade point average. Only the credits earned from the last registration count toward the graduation requirement of 126 credits, major requirements, or other requirements. A student's transcript shows both the original grade for the course and the grade earned when the course was repeated. Only academic work that has been taken at Wittenberg is repeatable and it can be repeated only with a Wittenberg course. FYS may not be repeated.

GENERAL EDUCATION PROGRAM EVALUATION

A General Education Program Evaluation is a computerized review of each student's course transcript matched against the university's requirements for a degree. Except for progress in some majors and residency requirements, it tells the student's standing relative to graduation at a given moment. A General Education Program Evaluation is available online.

Other than faculty advisors and university officials, third parties cannot receive copies. An evaluation is a planning aid only. Its accuracy is not guaranteed, and it cannot be considered a promise or a contract between the university and the student. The student is responsible for reporting printed evaluation errors to the Registrar. The responsibility for understanding and meeting degree requirements rests entirely with the student.

INTERNSHIP AND INDEPENDENT STUDIES

A student may earn credits by participating in internship opportunities or independent studies supervised by a faculty member. In order to participate in either of these opportunities, the student must have completed their first year at Wittenberg and be in good academic standing with a cumulative grade point average of 2.000 or better. The student must fill out the appropriate form with the supervising faculty member, secure all necessary approvals and submit the form by the semester deadline for adding courses. Independent Study forms are taken to the Registrar's office for final approval. Should a student wish to use an independent study to fulfill an experiential learning requirement to support LO1 of the general education program, they should work with their advisor to ensure the experience will meet the requirements for Learning Outcome 1.

The Director of Career Services approves internship agreement proposals. A student must register for an internship experience during the period the internship is completed. Credit will not be granted for an internship completed in a prior semester. A total of 18 credits through a combination of internships, independent study, and/or senior thesis is permitted. A maximum of 10 credits of internship credit is possible.

Research experiences or internships that are non-credit bearing (ie: paid opportunities, First Year Research Award Program) may satisfy the General Education requirement in support of LO1. Students should work with their advisor to ensure they meet the requirements of the experiential learning opportunities and complete the necessary approval form.

INTERNSHIP

In order to participate, the student must:

1. Be in "good academic standing";
2. Have completed 32 credits;
3. Have completed all other prerequisites required by the supervising departments;
4. Present to the internship coordinator a well-developed and completed internship proposal form prior to the last day to add a course for the semester in which the internship activity occurs;
5. Complete the required reflection component of the internship and submit to the faculty internship coordinator.

INDEPENDENT STUDY

In order to participate, the student must:

1. Be in "good academic standing," (2.000 cumulative GPA);
2. Have completed their first year;
3. Submit the Independent Study Proposal form by the semester deadline for adding courses, should a student wish to count the experience toward LO1 of the general education requirements, they should articulate how the independent study provides an experiential learning opportunity and additionally submit the form to their advisor and the General Education Advisory Committee;
4. Present to the selected study supervisor a well-developed idea to study in-depth or a task to investigate;
5. Work closely with the study supervisor to delineate the appropriate bibliography.

In order to earn four credits (maximum allowable), for a particular student, the student must:

1. Deliver a written, visual, and/or oral presentation, equivalent to one prepared for an advanced level course. Time and topic are to be mutually decided by the student and the study supervisor for completion of the study;
2. Report weekly to the study supervisor to discuss progress made in the study;
3. Complete an evaluation of the independent study experience at the end of the semester based on guidelines mutually determined by the student and the study supervisor.

THE CLASS DAY

A typical four-credit class meets three hours per week, normally in one of three patterns: three 1-hour (MWF), two 1.5-hour (TTh or MW), or one 3-hour period. A few classes may be held on a daily basis. Some schedule additional laboratory or recitation periods.

ATTENDANCE

At the heart of a Wittenberg education is the in-person experience that fosters a close learning environment among students and with faculty. All courses at Wittenberg, unless otherwise indicated, are conducted in person and on campus. Occasionally, courses will be offered online (e.g., summer, evening, etc.). Each course instructor will have expectations for student attendance. Students must be aware of what those expectations are. Should circumstances arise that prevent a student from complying with an instructor's attendance policy, the student must first consult with the relevant instructor(s) and then contact the Office of Student Development.

Some absences are excused, particularly those for reasons of documented illness or death in the family. Legitimate educational activities (e.g., field trips) or participation in university-sponsored co-curricular activities may also result in an excused absence, however students should always check with their instructor for verification.

Even if an absence is excused, each student is expected to meet the academic responsibilities for each course. Faculty members are expected to cooperate in helping the student to meet these responsibilities. In each case, the student should inform the appropriate faculty member(s) that they will be absent and should request assistance in meeting academic responsibilities. This should be done before the absence, if possible.

Please note:

- Healthcare providers can provide documentation to the Dean of Students should an illness or injury warrant the need to be away from class.
- A student or faculty member may ask the Dean of Students to clarify the circumstances of an absence and to verify that the absence is excused.
- The student is expected to communicate with their faculty member(s) regarding completion of work and agree to completion dates and other academic support needs.
- Faculty or staff members sponsoring group activities should inform the campus community or submit the names of the participating students to the Associate Provost for Undergraduate Student Success, who provides all faculty with a roster of the persons involved, explains the reason for the absence and identifies the date(s) on which the students are to be absent.

GRADING SYSTEM

The letter grades A, B, C, D, NC (No Credit), S (Satisfactory), and F are awarded by instructors and describe the student's performance relative to the expectations of completed course work. The first four grades may be further described by the use of a plus (+) or a minus (-) sign to indicate a greater or lower level of achievement for that letter grade. Marks of I (incomplete), L (audited course work), X (satisfactory, course in progress), NR (no report), W (withdrawal), and XF (failure due to academic dishonesty) may also be given under appropriate circumstances.

GRADE-POINT AVERAGE

For the letter grades A, B, C, D, including any related pluses or minuses, and for the grade F, the Registrar determines a grade-point average by dividing the total number of quality points earned (credits for each graded course times the quality-point factor for the grade awarded) by the number of graded credits attempted. The following chart gives the quality points for each grade. The semester and cumulative grade-point averages reflect only course work so graded and are the averages used to determine scholastic standing, certification for selected honors, qualifications for graduation and other actions based upon a grade-point average.

Description	Grade	Quality Points
Outstanding performance	A+	4.000
	A	4.000
	A-	3.667
Good performance	B+	3.333
	B	3.000
	B-	2.667
Adequate performance	C+	2.333
	C	2.000
	C-	1.667
Marginal performance	D+	1.333
	D	1.000
	D-	0.667
Failure	F	0.000
	XF	0.000

Mark	Descriptor
S	Satisfactory, Credit Earned
NC	No Credit
I	Incomplete
X	Satisfactory, Work in Progress
L	Audited Course
NR	No Report
W	Withdrawn
XF	Failure due to Academic Dishonesty

SIGNIFICANCE OF GRADES AND MARKS

- **Grades in the A range** indicate outstanding performance characterized by distinguished achievement in all aspects of the course.
- **Grades in the B range** indicate good performance characterized by a high level of achievement in major aspects of the course.
- **Grades in the C range** indicate adequate performance demonstrating a basic understanding of the subject.
- **Grades in the D range** indicate marginal performance characterized by recognizable deficiencies but still deserving credit.
- **A grade of F** indicates failure to meet the minimum standards of the course. No academic credit is given for course work so graded, even though the grade is calculated into the grade-point average.
- **A grade of XF** is assigned as a sanction for academic dishonesty. It is recorded on the student's transcript with the notation "failure due to academic dishonesty." The grade of XF is treated in the same way as the grade of F for the purposes of grade point average, course repeatability, and the determination of academic standing.
- **The marks S** (Satisfactory) **and NC** (No Credit) are used in several circumstances:
  - An academic department or program may determine to use the S and NC marks for selected curricular offerings for all registered students in a course, subject to faculty approval.

THE PASS/FAIL OPTION

A student may elect one course a semester under the Pass/Fail Option, provided that the student is registered for a minimum of 15 credits in the case of traditional students, and 12 credits in the case of adult/non-traditional students. The election is to be made during the third week of the semester by completing the appropriate form available in the Registrar's Office. That a student has exercised this option for a course is known to only the Registrar, who converts the regular grade awarded to an S or NC mark. The S mark replaces all grades from C- to A+ inclusive; the NC replaces all grades from D+ to F inclusive. Neither the S nor the NC mark has any impact on the semester or the cumulative grade-point averages. Once elected, the Pass/Fail Option cannot be changed, nor can there be a subsequent reconversion of the grade. Students should be aware that graduate and professional schools are increasingly counting an S mark as a C when evaluating transcripts. Restrictions regarding this option are:

- If a student registers for a departmentally determined Pass/Fail course that is weighted at three or more credits, the student can make no other Pass/Fail course selection during that semester.
- A student may not elect the pass/no credit option in coursework of declared major programs.
- Exceptions may be made at the discretion of the department chair or program director.
- Internships, which are graded pass/no credit, may be counted in coursework of declared major programs at the discretion of the department chair or program director.
- In case a student changes the declared major in which one or more courses have already been completed with a mark of S, such courses may be counted toward the requirements of the new major only with the written approval of the chair of the new department, a communication to be forwarded to the Registrar.
- A Pass/Fail course with the mark of NC is not counted toward the minimum number of credits required for graduation.

MARKS

The mark I (Incomplete) is given only at the end of a semester in which course work has not been completed because of illness or other circumstances beyond the control of the student. The professor offering the incomplete grade must submit a grade change form no later than the eighth week of the following semester. An Incomplete Grade Contract should be on file with the Office of the Registrar before the grade submission deadline.

The mark X (Satisfactory, Course work in Progress) is given only at the end of a semester for certain kinds of course work that may properly carry over more than one semester. The X is replaced by a final grade at the end of the grading period in which the work involved is completed.

The mark L (Audited Course) is given to those students who, by petitioning the instructor and the Registrar's Office, have gained permission to audit a course.

The mark NR (No Report) indicates that a grade report is missing or has been left blank. The mark is replaced by the appropriate grade when the Registrar has been officially notified of a change.

The mark W (Withdrawal) indicates that a student, after filing a Change of Registration form with the Registrar's Office, has officially withdrawn from a course after the fifth week of the semester and before the beginning of the 11th week of the semester. This mark is also used when a student is suspended during the course of a semester for other than academic reasons. First-year students in the first semester of their enrollment may withdraw late from one course and receive the mark of W for that course, through the last official day of classes. The petition for late withdrawal must be signed by the instructor for the course and the student's faculty advisor. Students should submit the withdrawal to the Office of the Registrar, not later than the last official day of classes.

NOTIFICATION OF GRADES

At the end of each semester, a grade report is available online within the student portal.

TRANSCRIPTS

A permanent academic record is maintained by the Registrar's Office for each student who registers at Wittenberg. Student records are administered in accordance with the Family Educational Rights and Privacy Act (FERPA). For information about obtaining an official transcript of the academic record, visit the Office of the Registrar's website.

GENERAL ACADEMIC STANDARDS

- The successful completion of 126 credits is a requirement for graduation.
- Cumulative grade-point averages of 2.000 for all work completed at Wittenberg University and of 2.000 for all course work used to meet the requirements of declared major and minor programs are requisites for graduation.
- At least 32 credits for all course work and 50 percent of the credits for course work in the major are to be completed while in residence at Wittenberg University. The student must be in residence for at least one of the last two semesters.
- The student is to maintain an acceptable rate of progress toward meeting both the cumulative grade average and the total credits required for graduation as defined in the standards for academic progress.

STUDENT CLASSIFICATION

A student is classified according to the number of credits successfully completed: sophomore standing is achieved with the successful completion of 32 credits; junior standing, 64 credits; and senior standing, 96 credits.

ELIGIBILITY FOR THE DEAN'S LIST AND ACADEMIC HONORS

At the end of each Fall and Spring semester, a Dean's List announces the names of students who have earned a grade point average of at least 3.500 for a minimum of 12 graded credits. A traditional student who completes 12 or more graded credits over the summer session, with a GPA of at least 3.500 is also eligible for the Dean's List. Further, students so honored may not have received a grade of F, NC (No Credit) or I (Incomplete) for the semester and may not have been under disciplinary probation or suspension any time during the semester.

As a result of distinguished academic performance throughout their undergraduate education, graduating students may receive their degrees with academic honors. Students are awarded academic honors as follows: when the final grade-point average is between 3.500 and 3.699, the degree is conferred *cum laude*; between 3.700 and 3.799, *magna cum laude*, and between 3.800 and 4.000 *summa cum laude*.

STANDARDS OF ACADEMIC PROGRESS

To meet acceptable academic standards, students regularly enrolled as degree candidates must accomplish the following:

- Undergraduate students must maintain a minimum cumulative grade-point average of 2.000.
- Graduate students must maintain a minimum cumulative grade-point average of 3.000.
- Undergraduate and graduate students must earn at least 67% of their cumulative attempted credits during the full academic year. This percentage is calculated by dividing the total number of earned credits by the total number of attempted credits (those receiving a grade of A, B, C, D, F, I, NC, S, W, NR, X, and XF). Note that this rate of completion would keep students in good standing, but would not lead to degree completion in eight semesters.

In order to graduate in four years, undergraduate students *should* complete 32 credits of academic courses required for the degree during each academic year.

ACADEMIC STANDING

The Board of Academic Standards (BAS), with approval from University Faculty, defines good academic standing as achieving at least a 2.000 cumulative GPA upon completion of the second semester at Wittenberg and in all semesters thereafter.

ACADEMIC WARNING

Should a first-semester student fail to achieve a 2.000 cumulative GPA upon completion of their first semester, an academic warning will be issued by BAS. Any student with an academic warning must have the academic advisor's approval prior to adding, dropping, or withdrawing from a class. Further, students with a warning should meet with COMPASS: Sweet Success Center and avail themselves of all relevant support services of the university in order to enhance their academic success.

ACADEMIC PROBATION

Upon completion of the second semester and in all semesters thereafter the Board of Academic Standards will place a student on academic probation when:

- the student's semester grade-point average or the cumulative grade point average falls below 2.000 for undergraduates and 3.000 for graduate students and/or
- the rate of course completion falls below 67%, as described above

A student is removed from academic probation when the semester and cumulative grade-point averages and the rate of course completion reach stated minimums.

Any student on academic probation must have the academic advisor's approval prior to adding, dropping, or withdrawing from a class. Further, students on probation should meet with COMPASS: Sweet Success Center and avail themselves of all relevant support services of the university in order to enhance their academic success.

ACADEMIC SUSPENSION

Academic suspension involves the involuntary and immediate withdrawal of the student from Wittenberg University for at least one full semester. A student may be suspended in any one of the following circumstances:

- A student fails to meet stated minimum requirements after being on probation for two or more consecutive semesters.
- A student does not meet minimum standards regarding grad-point average and rate of course completion, even without having previously been on probation.
- A student fails to meet stipulations set by the Board of Academic Standards.
- A student earns a term grade-point average below 1.000. The Board of Academic Standards determines the status of the student after a review of the student's grades for the current semester and previous semesters and of the reports of the student's instructors.

APPEAL OF ACADEMIC SUSPENSION

Students may appeal their suspension with a timely letter of appeal to the Board of Academic Standards detailing evidence of significant mitigating circumstances. The letter of appeal is to be typewritten and no more than two pages in length; it should include documentation when applicable and offer a plan to meet minimum standards. Should the appeal of academic suspension be granted, the Board of Academic Standards often stipulates a course of action specific to the student for the successful completion of future academic work. Should the appeal be denied, the student may appeal further, but only in writing, to the Provost.

The communication to the Provost must offer new evidence or documentation of the student's situation or demonstrate that the appeal did not receive a fair and an impartial hearing from the Board of Academic Standards.

Students should note that their academic status may require a separate appeal process to the Office of Student Financial Services to maintain eligibility for financial aid.

RE-ADMISSION AFTER ACADEMIC SUSPENSION

A student suspended for academic reasons may be re-admitted on probationary status after being away for at least one full semester (excluding summer terms) by filing an application for re-admission with the Director of Admission. A student shall not receive a letter of good standing while on academic suspension. It is the responsibility of students to determine their readiness to return and accomplish academic work. The re-admitted student must strive toward being removed from the status of academic probation and must meet minimal expectation of completing at least 12 credits with a semester grade-point average of 2.000.

TO BE READMITTED A STUDENT MUST:

- Submit a petition to the Board of Academic Standards, prior to the semester the student wishes to return, requesting that they be reinstated to Wittenberg and outlining their plan for successfully accomplishing academic work. Petitions may be submitted between October 1 and December 1 for spring reinstatement and between June 1 and August 1 for fall reinstatement.
- Provide information about how the student used their time during the period of suspension, i.e., job, volunteer work, course work, or a combination thereof. Students are encouraged to consult with the Registrar prior to registering for courses to be taken while suspended from Wittenberg.
- Provide supporting materials including:
  - a transcript for any coursework taken during the suspension period and/or
  - a reference letter from a supervisor (for work or volunteer experience undertaken during this time) and/or a faculty member
  - documentation of the successful completion of any other stipulations placed on the student by the Board.

Students must also contact the Office of Student Financial Services to determine their eligibility for financial assistance.

Academic Dismissal

If an academically suspended student is readmitted, and subsequently becomes eligible for suspension a second time, academic dismissal may result. Academic dismissal is a permanent separation from the University.

ACADEMIC STANDARDS & POLICIES FOR ADULT/NON-TRADITIONAL STUDENTS

For adult/non-traditional students, the university uses academic standards, policies, and credit requirements for academic progress and eligibility for the Dean's List which are keyed to the pace of enrollment typical of these students. The University publishes these policies in the Faculty Manual and Graduate Academic Catalog.

WITHDRAWAL DURING SEMESTER

A student who wishes to withdraw from the university during a semester must apply for permission to withdraw in good standing. A withdrawal during semester form is available on the Office of the Registrar's Forms website. When the withdrawal form is completed, the student should have an exit interview with a member of the Student Development staff before leaving campus.

The date of withdrawal determines the grades to be received for the courses in which the student has been enrolled:

- 1-4 weeks: Without Grade or Credit
- 5-11 weeks: W (Withdrawn)
- 12-15 weeks: F

It is the student's responsibility to petition the Registrar if there are circumstances that would warrant a waiver of the above policy.

TUITION REFUND POLICY

Tuition charges are refunded according to the following schedule. The refund calculation will be based upon the date in which the student submits appropriate withdrawal paperwork:

- One week or less: 90% refund
- Two weeks or less: 80% refund
- Three weeks or less: 60% refund
- Four weeks or less: 40% refund
- Five weeks or less: 20% refund
- More than five weeks: no refund

ROOM AND BOARD REFUNDS

Students who withdraw from the University within the semester must move out of university housing within 48 hours following the exit interview. If leaving at the end of the semester, the normal closing schedule is followed. Exceptions must be approved by the Dean of Students or Director of Residence Life. Before leaving campus, students must check out of their room or rental property with the appropriate staff member (RC or RA and/or someone in the Student Development Office). Upon checking out students must turn in the appropriate paperwork along with the key.

For students withdrawing on a voluntary basis, housing and board refunds are granted on a pro-rated basis through the 5th week and are based on the date of the exit interview and proper check out. After the 5th week, no refund is granted.

INSTITUTIONAL AND DONOR-FUNDED FINANCIAL AID POLICY

Tuition-Restricted Aid

All institutional and donor-funded financial aid - including merit scholarships, need-based grants, and endowed or named scholarships - is tuition restricted. These funds may only be applied toward tuition charges and cannot be used to cover room, board, fees, or other non-tuition charges.

If a student's tuition charges are already fully covered by other gift aid, tuition remission, waivers, or other tuition-restricted assistance, institutional and donor-funded aid cannot be paid in excess of remaining eligible tuition charges and will be reduced or canceled accordingly.

Merit Scholarship Renewal Requirements

Institutional merit scholarships are awarded at the time of admission based on the University's established scholarship criteria. To renew and maintain institutional merit scholarship assistance, students must:

1. Be enrolled full-time each term;
2. Maintain a minimum cumulative GPA of 2.0; and
3. Remain enrolled in an eligible undergraduate degree program and have remaining semesters of merit scholarship eligibility.

These merit scholarship renewal requirements are evaluated by Student Financial Services (SFS) at the end of each term and are separate from - and, in the case of full-time enrollment, may be more restrictive than - the federal Satisfactory Academic Progress (SAP) requirements described elsewhere in this policy. A student may meet federal SAP requirements while not meeting the requirements for renewal of an institutional merit scholarship.

Maximum Period of Merit Scholarship Eligibility

Institutional merit scholarships are available only for undergraduate study and may not be used for graduate or professional coursework or enrollment following completion of the student's undergraduate degree.

> **First-Year Students:** Students who initially enroll at Wittenberg as first-year students are eligible for institutional merit scholarship assistance for a maximum of eight semesters (four academic years), provided they continue to meet all applicable renewal requirements.
>
> Merit scholarships are awarded on a semester basis. The annual scholarship amount represents the combined value of the fall and spring semester awards and may not be accelerated or combined into a single semester. A student who graduates early, completes their undergraduate degree in fewer than eight semesters, or otherwise does not use all available semesters of eligibility may not receive the unused portion of the scholarship as an additional payment or increased award in another semester.
>
> **Transfer Students**: Transfer students may receive institutional merit scholarship assistance for the remaining period reasonably required to complete an undergraduate degree, up to a maximum of eight semesters of total undergraduate eligibility. The number of semesters available at Wittenberg is determined at the time of admission based on the number of credits accepted for transfer toward the student's undergraduate degree.

For purposes of determining remaining merit scholarship eligibility, transfer students will generally be classified as follows:

- Fewer than 30 accepted transfer credits: up to 8 semesters of eligibility.
- 30–59 accepted transfer credits: up to 6 semesters of eligibility.
- 60–89 accepted transfer credits: up to 4 semesters of eligibility.
- 90 or more accepted transfer credits: up to 2 semesters of eligibility.

Eligibility ends upon completion of the student's undergraduate degree or exhaustion of the applicable maximum number of semesters, whichever occurs first. Unused semesters or scholarship amounts have no cash value and may not be transferred, carried forward, or applied to graduate or professional study.

Merit Scholarship Amounts and Academic Performance
The amount of a student's institutional merit scholarship is *established at the time of admission and does not increase or re-index based on subsequent academic performance in high school or at Wittenberg University*.

Wittenberg expects and encourages students to excel academically; however, earning a higher college GPA, achieving Dean's List or other academic honors, or otherwise improving academic performance does not result in an increase to the student's original merit scholarship. Students who satisfy the applicable renewal requirements will continue to receive the amount of merit scholarship for which they were originally awarded, subject to applicable University policies, enrollment requirements, tuition limitations, and the maximum period of eligibility.

Merit Scholarship Probation
A student who falls below full-time enrollment or below a 2.0 cumulative GPA will be placed on merit scholarship probation for one term. During the probationary term, the student retains their merit scholarship.
By the end of the probationary term, the student must return to full-time enrollment and achieve a cumulative GPA of 2.0 or higher to retain the scholarship. If the student does not meet both requirements by the end of the probationary term, the merit scholarship will be discontinued.

Need-Based Institutional Aid (FAFSA Required)
Institutional need-based aid - including the Board of Governors Grant (BDG) and the Tiger Opportunity Grant (TOG) - requires the student to submit a FAFSA each academic year. Eligibility for and the amount of these grants is determined by, and may be adjusted based on, the results of the student's FAFSA.

If a student's FAFSA is corrected, reprocessed, or otherwise updated after an initial award has been made, SFS will reevaluate the student's eligibility for institutional need-based aid. The updated FAFSA information may result in an increase, decrease, or cancellation of institutional need-based assistance for the applicable award year.

Financial Aid Renewal and Priority Filing Date
Students must complete the FAFSA each academic year to remain eligible for need-based institutional, state, and federal financial aid.

1. Priority filing date: March 15.
2. Students who submit their FAFSA on or before March 15 will be considered for the full range of need-based institutional aid for which they are eligible, subject to available funding.
3. Students who submit their FAFSA after March 15 may be subject to a reduction in need-based institutional aid for which they might otherwise have been eligible. Aid for late filers is based on the remaining available institutional financial aid budget at the time the FAFSA is processed and reviewed and is not guaranteed.

Students are strongly encouraged to submit the FAFSA as early as possible, and no later than the March 15 priority filing date, to maximize consideration for need-based financial assistance.

OHIO STATE FINANCIAL AID PROGRAMS

Wittenberg University participates in several State of Ohio financial aid programs. Each program has its own selection criteria and renewal requirements, described below.

Ohio College Opportunity Grant (OCOG)
The Ohio College Opportunity Grant (OCOG) is a need-based grant funded by the State of Ohio and administered by the Ohio Department of Higher Education (ODHE).

Eligibility: Students must be Ohio residents, meet applicable citizenship requirements, be enrolled in an eligible undergraduate program, complete the FAFSA by the state-established deadline, and demonstrate financial need within the Student Aid Index (SAI) and household-income limits established annually by ODHE. Students must also meet all other state eligibility requirements.

Renewal: Students must complete the FAFSA each academic year and continue to meet Ohio residency, financial need, enrollment, and Satisfactory Academic Progress (SAP) requirements. Eligibility and award amounts may change annually based on the student's FAFSA information, enrollment, state eligibility requirements, and available funding. OCOG eligibility is limited to the maximum number of semesters established by ODHE.

Governor's Merit Scholarship (GMS)
The Governor's Merit Scholarship (GMS) is a merit-based scholarship funded by the State of Ohio for high-achieving Ohio high school graduates who attend an eligible Ohio college or university.

Eligibility: Initial eligibility is determined by the State of Ohio based on academic achievement and other requirements established by ODHE. Students must enroll at an eligible Ohio institution and satisfy all applicable state eligibility requirements.

Renewal: Students must maintain a minimum cumulative 3.0 GPA, successfully complete at least 20 credit hours each academic year, and make appropriate progress toward completion of their degree. Students must continue to meet all other eligibility requirements established by ODHE. Students who do not meet the renewal requirements may be eligible to appeal in accordance with applicable state and University procedures.

Choose Ohio First Scholarship (COF)
The Choose Ohio First Scholarship (COF) is a state-funded scholarship program designed to support Ohio students pursuing eligible programs in science, technology, engineering, mathematics, medicine, health professions, and other approved STEMM fields.

Eligibility: Students must be Ohio residents, be admitted to and enrolled in a Wittenberg University academic program approved for Choose Ohio First funding, and meet the academic and other eligibility requirements established for the applicable COF program.

Renewal: Students must remain enrolled in an eligible COF-approved program, maintain the required academic standards and Satisfactory Academic Progress (SAP), and participate in required COF program activities. Recipients must also complete an approved work-based learning experience, such as an internship, research experience, clinical experience, co-op, or other qualifying experiential-learning activity. Renewal is contingent upon continued student eligibility and the availability of state funding.

Selective Service Requirement (All State of Ohio Aid Programs)
Male students who are required to register with the U.S. Selective Service System must do so before receiving any Ohio state financial assistance**,** including OCOG, GMS, and COF. This requirement applies to any male U.S. citizen or eligible non-citizen born after December 31, 1959, who is between the ages of 18 and 25. Students who are required to register but have not done so are ineligible for state aid until registration is confirmed. Students can register or verify their registration status at sss.gov.

COORDINATION OF SCHOLARSHIPS, GRANTS, AND TUITION BENEFITS

Wittenberg University provides a variety of institutional scholarships, grants, tuition benefits, and other forms of gift assistance. Certain awards are intended to assist with the same tuition and fee expenses and, therefore, may not be combined or stacked with one another.

Students who qualify for multiple tuition-based institutional benefits or awards, including Tuition Remission and Tuition Exchange, will generally receive the higher of the applicable awards rather than the combined value of the awards. Institutional scholarships, grants, tuition benefits, and other tuition-restricted assistance may not be combined in a manner that causes total tuition-restricted assistance to exceed the student's eligible tuition and fee charges.

If a student becomes eligible for an additional scholarship, grant, tuition benefit, departmental award, or other assistance after an initial financial aid offer has been made, Student Financial Services will review the student's financial aid eligibility and coordinate the awards in accordance with University policy and applicable federal, state, and program requirements. Previously awarded assistance may be reduced or replaced as a result.

Students whose total scholarships, grants, or other gift assistance exceed their qualified education expenses may have taxable scholarship income. Students and families are responsible for determining the federal and state tax consequences of financial assistance they receive and should consult IRS Publication 970, Tax Benefits for Education, or a qualified tax professional for additional information.

The University reserves the right to correct, adjust, reduce, or cancel financial aid when necessary to correct an administrative or awarding error, prevent duplication of benefits, comply with award restrictions, or ensure compliance with federal, state, institutional, or other applicable requirements.

IMPACT OF ADDITIONAL FINANCIAL ASSISTANCE

Students are encouraged to seek scholarships, grants, and other financial assistance from outside organizations, academic departments, and other sources. Wittenberg University seeks to allow students to maximize these resources whenever possible. However, federal, state, and institutional regulations may require the University to consider additional assistance when determining a student's eligibility for financial aid.

Students must notify Student Financial Services of any scholarships, grants, tuition benefits, departmental awards, employer assistance, or other educational assistance received or expected to be received that was not included in the student's initial financial aid offer.

When additional assistance is received after a student's financial aid eligibility has been determined, Student Financial Services will review the student's financial aid package to determine whether an adjustment is required. Whenever possible, additional assistance will first be applied toward the student's remaining unmet financial need.

If the additional assistance exceeds the student's remaining financial need or otherwise creates an overaward, financial aid will generally be adjusted in the following order:

1. Federal Work-Study;
2. Federal student loans; and
3. Institutional or other need-based financial assistance, as necessary.

Wittenberg University will make reasonable efforts to preserve scholarship and grant assistance and maximize the student's overall financial aid eligibility. However, adjustments may be required when the student's total financial assistance exceeds demonstrated financial need, the student's Cost of Attendance, or other federal, state, institutional, or program-specific limits.

Receipt of additional financial assistance may therefore result in a reduction or cancellation of previously awarded financial aid.

FINANCIAL AID IMPACT OF WITHDRAWAL, R2T4, AND ENROLLMENT PRORATION

A student's withdrawal, failure to begin attendance, or reduction in enrollment may result in an adjustment to financial aid. The amount and type of adjustment depend on when the enrollment change occurs, whether the student began attendance, the University's tuition-refund policy, and the requirements of the applicable federal, state, institutional, or other aid program.

Withdrawal Before the Term or During the University's No-Charge Period
Students who withdraw from all courses before the first day of the semester are considered not enrolled for financial aid purposes. All financial aid for the term will be canceled or returned to the applicable federal, state, institutional, or other funding source.

Wittenberg University has also adopted the federal provision permitting an institution to treat a student who withdraws during the University's established no-charge period at the beginning of the term as never having attended for Title IV purposes, provided the student receives a 100% refund of institutional charges in accordance with University policy.

When this provision applies, the student will be treated as not enrolled for financial aid purposes, and all financial aid for the payment period will be canceled or returned to the applicable funding source. This includes federal, state, institutional, and other financial aid, as required by the terms of each program.
Accordingly, a student who begins classes but completely withdraws during the University's applicable no-charge period should not assume that financial aid received or credited to the student's account will remain available.

Withdrawal After the No-Charge Period
Students who completely withdraw after the University's no-charge period may have a portion of their financial aid returned.

Wittenberg University and State of Ohio financial aid will be adjusted in accordance with University policy and applicable state program requirements. During the University's tuition-refund period, institutional and applicable state financial aid may be reduced based on the percentage of tuition charges retained by the University.

For example, if 20% of a student's tuition charges are refunded, applicable institutional and state financial aid may also be reduced by 20%, subject to the requirements of the individual aid program.

FEDERAL DIRECT LOAN SCHEDULE OF REDUCTION (SOR)

The Schedule of Reduction (SOR) is a separate federal requirement from R2T4. Where R2T4 governs how much aid a student has *earned* after withdrawing mid-term, the SOR governs how much a student is *eligible to borrow* in Federal Direct Subsidized, Unsubsidized, and Graduate PLUS Loans in the first place, based on enrollment intensity relative to full-time. It was introduced under the One Big Beautiful Bill Act (OBBBA) and took effect July 1, 2026, applying beginning with the 2026–27 academic year.

- Full-time enrollment for financial aid purposes is defined as 12 credit hours per semester for undergraduate students and 6 credit hours per semester for graduate students.
- Students enrolled less than full-time will have their annual Direct Loan eligibility prorated in direct proportion to their enrollment level.
- Students must be enrolled at least to remain eligible for any Federal Direct Loan disbursement.
- Wittenberg's academic year for SOR purposes is defined as the fall and spring semesters only; summer enrollment does not factor into the SOR calculation.
- Loan eligibility is prorated on a per-term basis at initial certification, and is recalculated once spring semester enrollment is finalized, since the annual loan limit depends on total credit hours across the full fall/spring academic year.
- Students whose enrollment changes after a loan has been certified or disbursed should contact the Office of Student Financial Services, as a reduction in enrollment may require a corresponding reduction in loan funds already disbursed.

R2T4 PROCESSING TIMELINE

Per federal regulation (34 CFR 668.22, as amended by the January 2025 final rule, effective July 1, 2026):

- The University must determine and document the student's official withdrawal date - the "date of determination" - generally within 14 days of the student's last date of attendance (for programs required to take attendance).
- The R2T4 calculation must be completed within 30 days of the date of determination.
- Any required return of unearned federal funds to the Department of Education must be completed within 45 days of the date of determination.
- The official withdrawal date is determined by the Student Development Office and communicated to all University departments involved.

If the amount of remaining federal aid eligibility exceeds the balance due to the University, the excess may be refunded to the student or credited to remaining loan programs, at the student's discretion.

Students normally begin repaying student loans six months after the official withdrawal date. Students who re-enroll on at least a half-time basis during the six-month grace period do not enter repayment.

Students should speak with staff in the Office of Student Financial Services prior to withdrawing to fully understand the R2T4 refund process. For more information, visit the Office of Student Financial Services website: https://www.wittenberg.edu/administration/sfs/withdrawal-policy.

END OF SEMESTER WITHDRAWAL

A student who withdraws at the end of any semester is required to apply for permission to withdraw in good standing. The form is available on the Office of the Registrar's Forms website. An exit interview with a member of the Student Development staff is required. Students are encouraged to meet with the Office of Student Accounts and the Office of Student Financial Services (SFS) before withdrawing. A student who is interrupting attendance to study abroad or to participate in a special program may request a leave of absence.

UNOFFICIAL WITHDRAWAL — ALL-F GRADES

A student who does not officially withdraw but receives failing (F) or non-passing grades in all courses for the semester is not automatically treated as having completed the term for federal financial aid purposes. Before finalizing grades, SFS must confirm whether those grades were earned:

- An earned F means the student attended and engaged academically through the end of the semester (or module) but did not pass. No R2T4 calculation is required in this case — the student is treated as having completed the period.

- An unearned F means the student stopped attending or participating in academically related activity before the end of the semester. In this case, federal regulation requires the institution to treat the student as an unofficial withdrawal, and an R2T4 calculation must be performed.

SFS determines earned vs. unearned status using the last date of academic attendance/engagement (LDA) reported by instructors. If the LDA falls within the final week of the course, the grade is generally treated as earned. If instructors cannot document a last date of attendance, federal regulation requires the institution to use the 50% point of the semester as the presumed withdrawal date for the R2T4 calculation.

Because this determination affects federal aid eligibility, SFS reviews all-F grade rosters at the end of each semester before grades are certified as final, and coordinates with the Registrar and instructors as needed to confirm attendance.

ADMINISTRATIVE WITHDRAWAL

Wittenberg University expects students to take an active role in their academic success. Examples of active engagement in learning include attending class meetings and diligently completing learning activities (daily assignments, quizzes, papers, problem-sets, etc.). The administrative withdrawal policy was created to assist students in establishing good academic engagement and attendance habits. Failure to routinely complete daily and major assignments or attend class places students in jeopardy of being administratively withdrawn from any or all courses at any time during a semester or term. Undergraduate students may be administratively withdrawn regardless of class level.

Administrative withdrawals may affect a student's financial aid awards, campus residential status, athletic eligibility, and/or student visa status as the withdrawal from courses impacts enrolled credit hours. The policy will be applied in a student-friendly manner, holding students accountable for appropriate actions demonstrating a seriousness of purpose about academic engagement and learning.

The University administration has the authority to withdraw a student from a single course, multiple courses, or the University as a whole, and to revoke that student's registration at any time during a semester or term for failure to comply with academic requirements including, but not limited, to:

- Not registering for any courses at the start of a term.
- Being absent from any course for the first two weeks of the class in a full term of fall/spring semester or first four class sessions of summer term(s) without prior written approval. Written approval, generally via email, may be granted by individual faculty members, department chair, or Provost's Office.
- Demonstrating unsatisfactory academic and course engagement at any point in the semester/term defined by one or more of the following as:
    - For in person classes; missing two consecutive weeks of class, excluding absences for university-related activities or pre-approved accommodations.
        - University-related activities or pre-approved accommodations for which the student has communicated appropriately with each faculty member involved prior to the absence, arranged for the missed class time/assignments, etc. Students involved in university-related activities (i.e. athletics competitions, field-trips, etc.) and students receiving academic accommodations for attendance are advised to carefully monitor the number of missed classes in at a given time and communicate with faculty as issues arise.
    - For online courses; failing to maintain routine log-in and academic engagement activity during each week.

Students who do not fulfill their obligations through appropriate academic engagement risk being administratively withdrawn from any, or all, courses in which this failure to engage occurs. Withdrawals will not occur without sufficient warning, and the student will be asked to participate in an administrative conduct process, so they have an opportunity to respond; see administrative process below.

Students who are administratively withdrawn from a single course or all courses in a semester/term:

- are responsible for all debts and other charges related with the course(s) at the time of withdrawal and are subject to the refund policy.

- receive the appropriate grade or W designation as it falls in the academic calendar for grading/withdrawal policy.
- may lose their eligibility for campus residential status and are subject to the refund policy at time of move out.
- athletic competition eligibility may also be impacted if the withdrawal drops them below full-time status.
- may experience changes in financial aid eligibility as a result of the withdrawal. Because financial aid eligibility is based on many factors, financial aid changes related to a withdrawal will vary. Students are responsible for knowing the effects poor choices related to their academic engagement may have on their financial aid eligibility and status.

Administrative Process:

- Students will be notified via email to meet with a university administrator if they are in jeopardy of being administratively withdrawn.
- At the meeting the student will be able to provide an explanation and any documentation they feel may be relevant to their situation. If a student does not attend their scheduled meeting, the meeting will proceed in their absence and a determination will be made.
- The letter of determination will be provided to the student with the decision via email.
- Upon delivery of the letter, the student has 3 business days to appeal the decision and must do so in writing by submitting the appeal as directed in their decision letter.

If faculty members involved in the student's academic program (e.g., academic advisor or instructor of record) have reason to inquire about specific cases of administrative withdrawal, they may inquire with the Registrar or Provost office. In certain cases, the student's right to confidentiality may not permit full disclosure of the circumstances.

Because the University affords students the right to appeal academic decisions, it is essential that instructors maintain accurate and consistent records of academic engagement from students throughout the semester/term.

Extenuating circumstances such as family emergencies and serious illness must be documented and may be taken into account. Students participating in intercollegiate athletics and academic field trips are advised to complete all assignments in an appropriate manner for each class, monitoring any absences in addition to these events carefully.

RE-ADMISSION

Any person who has withdrawn from the college or has been asked to withdraw is eligible to apply for re-admission upon completion of a formal application for re-admission. An application form may be obtained from the Admission Office. The completed application must be received by at least four weeks before the beginning of the semester in which the person wishes to re-enter the college. Students who have been away from Wittenberg for more than two consecutive semesters are subject to the academic requirements in force at the time of return. In extraordinary cases, a student may appeal to the Registrar for continuation according to older requirements.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

The US Department of Education requires that students maintain certain academic standards to gain and maintain federal student aid eligibility. The academic standards are called Satisfactory Academic Progress, or SAP. There are three criteria for SAP - Qualitative (GPA), Quantitative (credits earned), and Maximum Timeframe. To maintain financial aid SAP, undergraduate and graduate students must meet all three requirements. All students enrolled in courses will be evaluated for financial aid SAP; this includes courses taken while not receiving Title IV financial aid.

SAP is evaluated at the end of every term (fall, spring, and summer) by the Office of Student Financial Services (SFS). Each evaluation includes all coursework completed to date, not just the most recent term. You may contact SFS at any time to request your record be evaluated. If you fail to meet financial aid SAP requirements, you will be notified via email sent to your Wittenberg University email account, and a letter sent to the address you have on file with Wittenberg University.

Wittenberg University's financial aid SAP policy is used to determine your federal student aid eligibility only. It does not reflect your academic standing for continued enrollment in your degree program.

FINANCIAL AID SAP REQUIREMENTS

You must meet the following financial aid SAP requirements to maintain your eligibility for federal student aid.

1. Cumulative GPA

- Undergraduate students must maintain a minimum cumulative GPA of 2.000 or higher.
- Graduate students must maintain a minimum cumulative GPA of 3.000 or higher.
- Please note:
- Repeat coursework does not impact your cumulative GPA for SAP purposes.
- Incomplete coursework does not impact your cumulative GPA for SAP purposes until the grade is finalized. Once finalized, it will be factored into the SAP calculation at the next evaluation.
- Your overall cumulative GPA is used when reviewing SAP, regardless of a change in major or pursuit of a second degree. However, you may appeal based on a change of major or pursuit of a second degree.

2. Completion Rate (67% Rule)

- Undergraduate and graduate students must earn 67% of their cumulative attempted credits.
- The percentage is calculated by dividing your total number of earned credits by your total number of attempted credits, evaluated cumulatively at the end of each term.

Please note:

- Attempted credits are those for which you received a grade of A, B, C, D, F, I, L, NC, S, W, NR, X, or XF.
- Transfer credits and repeated coursework are included in your total attempted credits.
- Incomplete coursework is included in credits attempted but is not considered earned until the grade is finalized.
- Your overall cumulative credits attempted and earned are used when reviewing SAP, regardless of a change in major or pursuit of a second degree. However, you may appeal based on a change of major or pursuit of a second degree.

3. Maximum Timeframe (150% Rule)

You must complete your program of study within 150% of the timeframe required to earn your degree.

STUDENT LEVEL AND/OR DEGREE PROGRAM	MAXIMUM NUMBER OF TOTAL ATTEMPTED CREDITS
UNDERGRADUATE/BACHELOR'S DEGREE PROGRAMS	189 credits
GRADUATE/MASTER OF SCIENCE IN ANALYTICS	44 credits
GRADUATE/MASTER OF ARTS COACHING	48 credits
GRADUATE/MASTER OF ARTS EDUCATION	54 credits

Please note:

- Attempted credits are those for which you received a grade of A, B, C, D, F, I, L, NC, S, W, NR, X, or XF.
- Transfer credits and repeated coursework are included in your total attempted credits.
- Incomplete coursework is included in credits attempted but is not considered earned until the grade is finalized.
- If you are enrolled in a bachelor's degree program longer than 126 credits, you must indicate this in your SAP appeal.
- Your overall cumulative credits attempted and earned are used when reviewing SAP, regardless of a change in major or pursuit of a second degree. However, you may appeal based on a change of major or pursuit of a second degree.

SAP STATUS

You can check your SAP status by calling or emailing SFS.

- **Financial Aid Satisfactory:** You have met SAP requirements and have continued eligibility for federal financial aid.
- **Financial Aid Unsatisfactory:** You have not met SAP requirements and are ineligible for federal student aid. You remain ineligible unless you successfully appeal or re-establish your eligibility on your own. You are not eligible to receive federal student aid for any term in which you are assigned an Unsatisfactory SAP status.
- **Financial Aid Probation:** You have successfully appealed an Unsatisfactory SAP status and are eligible for federal student aid for one term only. By the end of that term, you must meet SAP requirements or the terms of your academic progress plan to remain eligible for subsequent terms. If you do not meet SAP requirements or your academic progress plan by the end of your probationary term, you will lose federal financial aid eligibility and must re-establish eligibility on your own (e.g., by meeting SAP requirements without aid) or submit a new appeal with updated circumstances.

FINANCIAL AID PROGRAMS SUBJECT TO SAP POLICY

- Common financial aid programs subject to Wittenberg University's SAP Policy include:
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Federal Work-Study
- Federal Direct Subsidized/Unsubsidized Loans
- Federal Direct Graduate PLUS Loan
- Federal Direct Parent PLUS Loan
- Ohio College Opportunity Grant

SAP APPEAL POLICY

If you do not meet SAP requirements, you may appeal to SFS for Financial Aid Probation.

Appeal Deadline

- You must submit your appeal within 30 days of the date on your SAP notification.
- Appeals submitted after the 30-day deadline will be automatically denied. Late appeals will not be reviewed on their merits, so it is important to submit as soon as possible after receiving your notification.

Appeal Guidelines

Only current Wittenberg University students may appeal.

- You may appeal to receive federal student aid for one term only.
- If your first SAP appeal for a term is denied, you may submit a new appeal with updated information and documentation, provided it is still within the 30-day window. You have a maximum of two appeal submissions for review during any given semester.
- All appeals are reviewed by the Director of Student Financial Services, and all appeal decisions are final.
- Incomplete appeals will be denied.
- You must check your Wittenberg University email for updates on the status of your financial aid, including your SAP appeal.

Required Appeal Content

To be considered complete, your SAP Appeal Form must include:

1. A required written statement from you that:
    1. Explains the circumstance(s) that led to you not meeting SAP requirements, and
    2. Describes your specific plan for getting back on track and meeting SAP requirements going forward.
2. Supporting documentation. You are strongly encouraged to provide detailed documentation supporting your statement. While documentation strengthens your appeal, the written statement above is required in all cases.
    1. If you experienced a mitigating circumstance (e.g., illness, injury, bereavement), helpful documentation includes a statement from a physician, counselor, or clergy member; court documents; obituaries; or similar records.

2. If you experienced a non-mitigating circumstance (e.g., returning from an extended leave, a change of major, pursuing an additional degree or certification, transfer hours), helpful documentation includes a statement of support from an academic advisor, faculty member, or tutor; transfer transcripts; or similar records.
3. Any statement of support must be signed by the person providing it and either printed on official letterhead or sent directly to SFS from the supporter's official email account.

3. Maximum Timeframe appeals only: If you failed to meet the Maximum Timeframe requirement (150% Rule), you must also meet with your academic advisor to complete the SAP Appeal Maximum Timeframe Form.

If your appeal is approved, you will be placed on Financial Aid Probation for one term and must agree to an academic progress plan and complete financial awareness counseling by the term's deadline to receive federal student aid for that term. If you do not agree to the academic plan and/or complete financial awareness counseling by the applicable deadline, your Probation status will be revoked and you will be reassigned Unsatisfactory SAP status.

Appeal Submission Schedule

SFS accepts SAP appeals on a rolling basis, tied to your individual 30-day window from the date of your SAP notification. Because SAP is now evaluated at the end of every term, you will receive a new SAP determination - and, if applicable, a new 30-day appeal window - after each term's grades are finalized. If you plan to sit out a term or will not be returning to Wittenberg immediately after an Unsatisfactory determination, you may still submit an appeal within your 30-day window to preserve eligibility for a future term. If you are on Financial Aid Probation, you do not need to submit a new appeal for that same probationary term, but you must meet the academic progress plan requirements described above.

Wittenberg University Code of Academic Integrity

Approved by the faculty 11 January 2022

PREFACE

Wittenberg University is dedicated to the pursuit of knowledge and truth. At the heart of our search for knowledge is personal honesty, an honesty that makes possible an open and vibrant exchange of ideas. True community and academic excellence thrive at Wittenberg through honesty, trust, and mutual respect. It is the aim of this Code of Academic Integrity to foster an atmosphere in which individuals can reach their fullest potential as students and teachers and, ultimately, as human beings.

HONOR STATEMENT

All academic work submitted at Wittenberg will carry the honor statement: “I affirm that my work upholds the highest standards of honesty and academic integrity at Wittenberg, and that I have neither given nor received any unauthorized assistance.”

DEFINITIONS OF ACADEMIC DISHONESTY

Academic dishonesty is a serious violation of community standards. It undermines the bonds between members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty includes:

CHEATING

Using or attempting to use unauthorized materials, information, study aids, or assistance in any academic exercise.

FABRICATION

Falsifying or inventing of any information or citation in an academic exercise.

FACILITATING ACADEMIC DISHONESTY

Helping or attempting to help another to violate any provision of this code.

PLAGIARISM

Representing the words or ideas of another as one's own in any academic exercise.

STUDENT AND FACULTY RESPONSIBILITIES

To achieve the aims of this code of academic integrity, every student, faculty member, and administrator is responsible for upholding the highest standards of personal integrity. It is expected that every member of the Wittenberg community will honor the spirit of the code by refusing to tolerate academic dishonesty.

It is the responsibility of the instructor to provide students with clear guidelines for what constitutes “authorized” and “unauthorized” assistance, and the responsibility of every student to ensure understanding of those guidelines. In cases of collaborative work, the Honor Statement applies to the individual contributions of each student within the collaborative group.

Students who intend to submit work that has previously been submitted in another course, or who intend to simultaneously submit similar work in more than one course, are required to inform the instructor(s). This includes both significant portions of work and work in its entirety. The professor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

Honor Council

The Honor Council is composed of two (2) faculty, one (1) administrator who is designated by the Provost in consultation with the Dean of Students, typically the Director of Student Conduct, and four (4) students. Every year the faculty will elect one or two of its members to serve three-year terms. The students will be selected by a committee consisting of members of the Honor Council and the Faculty Advisor.

This committee will strive to make the Honor Council representative of the diverse nature of the Wittenberg community. Whenever possible, at least one student from each class will be a member of the council, and, once selected, student members will serve until they graduate. The Honor Council will elect a chair and vice-chair from its membership. The chair will be a student with at least one-year's service on the council. The vice-chair will be a faculty member with at least one-year's service on the council.

The Honor Council has the following responsibilities and authority:

a. To maintain and enforce standards of academic integrity.
b. To create and conduct educational programming designed to promote academic integrity.
c. To advise and consult with the student body, faculty members, and administrative officers on matters pertaining to academic integrity.
d. To designate from among its members students, administrators, and faculty to serve on Council Hearing Boards.
e. To consider petitions for removal of the grade of XF from university records.
f. To issue an annual report to students, faculty, and staff, which would typically include a summary of cases and a description of the Council's activities.
g. To review policies and procedures of the Code of Academic Integrity and the Honor Council on at least a bi-annual basis and to recommend changes to the faculty and students.

The Honor Council will be advised by a faculty member appointed by the Provost, in consultation with the Faculty Executive Board, who will be known as the Honor Council Faculty Advisor. The Honor Council Faculty Advisor will be responsible for the oversight of the Honor Council and its processes.

PROCEDURES

ALLEGATIONS OF ACADEMIC DISHONESTY AND RESOLUTION OPTIONS

Allegations are referred to the Honor Council, through the office of the Director of Student Conduct, from four sources: (a) the involved faculty member (s); (b) the involved student (s); (c) a student (or students) having knowledge of academic dishonesty; (d) the office of the Director of Student Conduct (when a second report of academic dishonesty has been filed for a student).

FACULTY/STUDENT RESOLUTION:

If a faculty member suspects that a violation has occurred, the faculty member will make a reasonable effort to meet with the student(s) to inform him/her/them of the allegation. The faculty member and student(s) will discuss the allegation and agree to either pursue student/faculty resolution or refer the case to the Honor Council. Faculty members are responsible for informing students of their option to refer the incident to the Honor Council for review at any time during the student/faculty resolution.

If the student and faculty member agree to student/faculty resolution, they will discuss the case and the sanction to be imposed by the faculty member. If both student and faculty agree to the student's responsibility for the violation and to the sanction to be imposed by the faculty member, the faculty member writes a report describing the incident that gave rise to the allegations, including:

a. the date, time, and location of meeting or meetings with student,
b. the nature of their conversations,

c. the student's admission of responsibility for the violation,
d. evidence and relevant supporting information,
e. the sanction to be imposed,
f. whether or not a hearing has been requested.

The faculty member will send a copy of the report to the student and to the office of the Director of Student Conduct as the office of record.

If the student is either unwilling or unable to meet with the faculty member within five in-session school days, then the faculty member must submit the case to the office of the Director of Student Conduct.

STUDENT REQUEST FOR HEARING

If the student does not accept responsibility for the violation or disagrees with the sanction to be imposed by the faculty member, the student may request that the case be referred to the Honor Council. Faculty members are responsible for informing students of their option to refer the incident to the Honor Council for review at any time during the student/faculty resolution. Student requests for hearings or resolution by review are submitted to the office of the Director of Student Conduct. In such cases, the faculty member must still submit a report as described above.

STUDENTS WHO HAVE KNOWLEDGE OF ACADEMIC DISHONESTY

A student who suspects that a violation of the code of academic integrity has occurred should take some form of action. If the student is uncomfortable addressing the student believed to be in violation of the code, the student will meet with the faculty or staff member involved in the matter. After consultation with the faculty or staff member, the student may report the violation to the office of the Director of Student Conduct using the form for student reports. In this report, the student should describe any action taken, such as talking with the other student involved or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident; however, confidentiality cannot be guaranteed.

A SECOND REPORT OF ACADEMIC DISHONESTY

All reports of academic dishonesty will be reviewed by the office of the Director of Student Conduct to verify whether previous reports have been received, indicating that the student has been found responsible for any other act of academic dishonesty. If the office of the Director of Student Conduct finds that the case is a repeat offense, the case is automatically referred to the Honor Council for review by an Honor Council Hearing Board.

HONOR COUNCIL RESOLUTION

Cases not resolved through student/faculty resolution will be referred for a hearing. A hearing is initiated when the Honor Council receives a report from the office of the Director of Student Conduct or the Honor Council Faculty Advisor of a request for a hearing by either the student or the faculty member.

HONOR COUNCIL HEARING BOARDS

COMPOSITION OF HEARING BOARDS

A hearing is conducted by a Hearing Board. The board will normally consist of three (3) persons, all of which will be voting members. Hearing Boards are made up of the presiding student chair or faculty vice-chair, two (2) students, and one (1) faculty member or one (1) administrator selected by the Honor Council Faculty Advisor from the membership of the Honor Council. Determinations of the board will be by a majority vote . The chair or vice- chair of the Honor Council will serve as the Hearing Board chair. If the chair or vice-chair is unavailable or the caseload becomes unmanageable, the Honor Council Faculty Advisor will appoint another member of the Honor Council to serve as chair of the Hearing Board or chair the hearing her/himself.

HEARING: PRELIMINARY PROCEDURES

The initial report of an allegation of academic dishonesty will be reviewed by the Honor Council Faculty Advisor, who will then appoint a Hearing Board and designate a chair of the Hearing Board. The Honor Council Faculty Advisor will inform the student of the allegation in writing, including the faculty member's report. The Honor Council Faculty Advisor will request a written statement from the student in response to the allegation, and, if the student so desires, he/she can submit a list of witnesses to appear at the hearing on the student's behalf. Witnesses are limited to individuals who can present evidence that bears directly on the allegation. The student's written statement will become part of the case and be reviewed by the Hearing Board in preparation for hearing the case, but it will not take the place of the student's presence at or comments within the hearing.

The Honor Council Faculty Advisor will select the date, time, and place for the hearing and notify both the referring faculty member (s) and the student a minimum of seventy-two (72) hours prior to the hearing, unless both parties agree to an earlier date for the hearing. The Honor Council Faculty Advisor or their designee will meet with the student to review hearing procedures and process. In the event that a student is unwilling or unable to meet with the Honor Council Faculty Advisor or designee, he/she will meet with the Director of Student Conduct or designee. Following the hearing, the student will meet with either the Faculty Advisor or the Director of Student Conduct or their designee to discuss the ramifications of the findings and the student's options for appeal. Students have the right to object to any member of the Hearing Board they believe to be biased in the case. In cases where the student objects to a member of the Hearing Board, the chair of the Honor Council and the Honor Council Faculty Advisor will decide whether or not to act on that objection. Members of the Hearing Board have the responsibility to recuse themselves from cases in which there is a conflict of interest.

Before filing a report alleging academic dishonesty, a faculty member may seek the advice of his or her department chair or other members of the department. However, after an allegation of academic dishonesty has been officially filed, the faculty member must not discuss the specifics of the case with anyone, including other faculty members or members of the Honor Council. All questions and concerns should be directed to the Honor Council Faculty Advisor.

Students accused of academic dishonesty are free to seek the advice of peers and faculty members; however, students must not discuss their case with members of the Wittenberg Honor Council. Students who violate this rule will be referred to the Office of Student Conduct. Students who have questions or concerns about Honor Council policies and procedures should contact the Honor Council Faculty Advisor.

Faculty members other than the one making the allegation have no standing in the process and must refrain from getting involved in the proceedings of the Honor Council. Faculty members not directly involved may not act as advocates for students accused of academic dishonesty and must not contact members of the Honor Council. All questions regarding policies and procedures should be addressed to the Honor Council Faculty Advisor.
Violations of this policy will be referred to the Provost.

Once an allegation of academic dishonesty has been made, students may not drop the course until the matter has been resolved. Students may not drop a course or use late withdrawal available to first-semester students to drop a course in which they have received an XF. To be explicit, students may not withdraw from a course in order to avoid sanctions from either professors or the Honor Council. Should a student decide to withdraw from the University while an allegation is pending, then the Honor Council reserves the right to hear the case in their absence and assign appropriate sanctions.

THE HEARING BOARD PROCESS

The purpose of a hearing is to explore and investigate the incident giving rise to the appearance of academic dishonesty and to reach an informed conclusion as to whether or not academic dishonesty occurred. All persons at a hearing are expected to assist in a thorough and honest exposition of all related facts. Honor Council Hearing Board proceedings are not a court of law, and attorneys are not permitted to be present at any hearings. If all parties agree, Honor Council hearings may be conducted online using video platforms such as Zoom or Skype.

The sequence of a hearing is necessarily controlled by the nature of the incident to be investigated and the information to be examined. It lies within the judgment of the presiding officer to determine the most reasonable approach. The following steps are generally recommended:

a. The referring faculty member or the individual reporting an alleged violation, and then the student, will briefly summarize the matter before the Hearing Board, including any relevant information or arguments. The faculty member may recommend a sanction.
b. Witnesses will be called who have first-hand evidence of the incident and can offer documents or other materials bearing on the case.
c. Members of the Hearing Board may request additional material or the appearance of other persons, as needed.
d. The referring faculty member or individual reporting the allegation and the student may make brief closing statements.
e. The Hearing Board will meet privately to discuss the case and determine whether a violation has taken place based on a preponderance of evidence.
f. If the student is found in violation, the Hearing Board will determine an appropriate sanction. When determining the sanction, the Hearing Board will be informed of any other violations of academic integrity on the part of the student.
g. The Hearing Board chair will provide the referring faculty member or reporting individual, the student, and the office of the Director of Student Conduct with a written report of the facts found, identifying the parts of the policy that have been violated and describing the sanction, if any, to be imposed.

The Hearing Board chair will ensure that the following rules and points of order are observed:

a. The student may be accompanied by a person of his or her choosingfor emotional support only.
b. Hearings will be recorded for the purposes of the Hearing Board's deliberations and/or any University Hearing Board action.
c. Presence at a hearing lies within the judgment of the Hearing Board chair. A hearing requires a deliberative and candid atmosphere, free from distraction. Accordingly, it is not open to the public or other interested persons. The Hearing Board chair may remove from the hearing any person, including the student, who disrupts or impedes the investigation, or who fails to adhere to the rulings of the chair. The Hearing Board chair will direct that those persons called upon to provide information be excluded from the hearing except for that purpose. The members of the Hearing Board may conduct private deliberations at such times and places as they deem proper.
d. Failure to appear before a Hearing Board will not preclude the Hearing Board from hearing evidence and determining outcomes.
e. It is the responsibility of the person desiring the presence of a witness before a Hearing Board to ensure that the witness appears. Because experience has demonstrated that the actual appearance of an individual is of greater value than a written statement, the latter is discouraged and should not be used unless the individual cannot reasonably be expected to appear. Any written statement must be dated, signed by the person making it. The work of a Hearing Board will not, as a general practice, be delayed due to the unavailability of a witness.
f. A hearing is not a trial. The Hearing Board will consider all relevant, probative, and credible evidence. The Hearing Board chair will determine what evidencewill be considered.

If the Honor Council Faculty Advisor determines that a Hearing Board cannot be convened within a reasonable period of time after an allegation is made, the Faculty Advisor may designate any three (3) members of the Honor Council as an ad hoc Hearing Board.

Members of ad hoc Hearing Boards shall be current or former members of the Honor Council. Ad hoc hearing boards may also be chaired by the Director of Student Conduct or the Honor Council Faculty Advisor.

RESOLUTION BY REVIEW

If the student involved agrees, in lieu of a formal hearing, their case may be resolved through a review by an Honor

Council Hearing Board. The student must grant their permission for resolution by review in writing. In such cases the Hearing Board will request testimony from all parties involved. Testimony can be submitted as a written statement, or as an audio or video file in a format designated by the Hearing Board. Once testimony has been assembled, the Hearing Board will review the case and designate sanctions. The student retains the right to appeal the decision of the Hearing Board (see "Appeals" below).

HEARING BOARD OUTCOMES

If the Hearing Board determines that the allegations of academic dishonesty are unfounded, no record of the allegation and/or hearing is kept, and no sanctions are imposed.

SANCTIONS

All reports of violations of academic integrity are kept on file.

Sanctions available to faculty members for faculty/student resolution include:

- Formal warning. (The violation is kept on file and no other sanction is imposed.)
- Formal warning with educative opportunities for reflection on the offense, as determined by the faculty member.
- A reduction in grade for the assignment and/or an additional reduction in the grade for the course.
- A failing grade for the assignment and/or an additional reduction in the grade for the course.
- A failing grade in the course (XF).

Sanctions available to the Honor Council include:

- Formal warning. (The violation is kept on file and no other sanction is imposed.)
- Educative opportunities to be determined by the Hearing Board of the Honor Council.
- A reduction in grade for the assignment and/or an additional reduction in the grade for the course.
- A failing grade for the assignment and/or an additional reduction in the grade for the course.
- A failing grade in the course (XF).
- Removal of the privilege of representing the university in co-curricular activities, including athletics, as well as the privilege of running for or holding office in any student organization that is allowed to use university facilities or receives university funds. The duration will be determined by the Hearing Board of the Honor Council.
- Suspension from the university for one to two semesters, excluding summer terms. Students suspended for academic dishonesty must apply for readmission according to the Board of Academic Standards guidelines. However, students suspended for academic dishonesty cannot transfer into Wittenberg any credits earned during the suspension. Readmission applications by students suspended for academic dishonesty must be approved by the Honor Council.
- Dismissal from the university.

THE GRADE OF XF

If a sanction of XF is assigned, an XF will be recorded on the student's transcript with the notation "failure due to academic dishonesty." The XF shall be treated in the same way as an F for the purposes of grade point average, course repeatability, and determination of academic standing.

A student may file a written petition to the Honor Council to have the grade of XF removed and replaced with the grade of F. The petition should provide a convincing argument for the change of grade. Prior to deciding on a petition, the Honor Council will review the record of the case and consult with the Honor Council Faculty Advisor and, whenever possible, the faculty member who originally reported the violation. Both the Honor Council Faculty Advisor and the faculty member serve in an advisory capacity only.

The grade of XF may be removed only if the following conditions are met:

a. at the time the petition is received, at least twelve (12) months have elapsed since the grade of XF was imposed; and,
b. at the time the petition is received, the student has successfully completed a non- credit seminar on academic integrity; or, for the person no longer enrolled at the university, an equivalent educational activity

to be determined by the Honor Council; and,

c. the office of the Director of Student Conduct certifies that no reports have been received indicating that the student has been found responsible for any other act of academic dishonesty at the university or at another institution; and,
d. the majority of a quorum of the council votes to approve the petition. (A quorum for the Honor Council is three (3) students and two (2) faculty members.

If any of these conditions are not met, the student may not submit another petition for four (4) years, unless the Honor Council specifies an earlier date.

SUBSEQUENT ALLEGATIONS OF ACADEMIC DISHONESTY

In the event of a subsequent allegation of academic dishonesty, the case is automatically referred to the Honor Council and reviewed by an Honor Council Hearing Board. Ordinarily, a second substantiated allegation of academic dishonesty results in either suspension for one or two full semesters, excluding summer terms, or permanent dismissal from the university. In the event of extraordinary or extenuating circumstances, the Hearing Board has the right to assign a lesser sanction.

Unless otherwise designated by the Honor Council, suspension for academic dishonesty will take place immediately. In the case of an appeal, the suspension is held in abeyance until the appeal process is completed.

APPEALS

A student is allowed one opportunity to appeal the decision of the Hearing Board to the University Hearing Board . Appeals must be received by the University Hearing Board in the office of the Director of Student Conduct within five (5) business days of receipt of the Honor Council Hearing Board decision. Appeals must be based on one or more of the following three conditions:

1. New and significant evidence is presented which may further clarify and support the defense of the student, at which point the case will be referred back to the original Hearing Board for reconsideration.
2. There is clear reason to believe that the sanction is not consistent with the seriousness of the violation. In cases where the University Hearing Board determines that this is the case, it may issue a different sanction.
3. There is substantial credible evidence that the initial hearing was not fair and impartial, or that the established process was not followed, in which case the University Hearing Board will request that a new Hearing Board be selected from the Honor Council to rehear the case.

In cases of academic dishonesty, decisions of the University Hearing Board are final and may not be appealed.

REVIEW OF THE CODE OF ACADEMIC INTEGRITY

The Honor Council will review the policies and procedures described in the Code of Academic Integrity at least bi-annually and will recommend any revisions to students and faculty.

The Committee for Academic Integrity is indebted to the International Center for Academic Integrity for key ideas found within this Code of Academic Integrity. Please refer to their website at http://www.academicintegrity.org/. We also owe a debt of gratitude to Gary Pavela, who provided us with a model code of academic integrity, a copy of which can be found in the following: Pavela, Gary. “A model code of academic integrity” in Synthesis: Law and Policy in Higher Education, 9:1 (Summer 1997), p. 640.09/2007

Programs of Instruction

This section contains the degree requirements for majors and minors, elective courses, and suggestions about courses and programs in related fields. Course descriptions are listed alphabetically at the end of the catalog.

The courses of instruction, course descriptions, and major and minor programs are subject to change, and the university reserves the right to withdraw or modify them at any time without notice. Students should consult the master schedule, published by the Registrar's Office each semester, for current information on course offerings and curricula. Information on changes in department or program curricula or requirements is available at the appropriate program office.

ACCOUNTING

Research and local internship opportunities enhance the comprehensive accounting curriculum, leading to excellent preparation for the CPA and CMA exams. In addition to at least one required internship experience, every student has numerous opportunities for high-impact experiences.

PROGRAM OFFERINGS

- **B.A.:** Accounting
- **Minor:** Accounting

COURSE LISTING

Accounting Course Descriptions begin on **page 158** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Accounting – 44 credits

- ACCT 225 Financial Accounting – 4 credits
- ACCT 226 Managerial Accounting – 4 credits
- ACCT 240 Accounting Information Systems – 4 credits
- ACCT 325 Intermediate Accounting I – 4 credits
- ACCT 326 Intermediate Accounting II – 4 credits
- ACCT 327 Cost Accounting – 4 credits
- ACCT 423 Advanced Accounting – 4 credits
- ACCT 426 Federal Taxation – 4 credits
- ACCT 427 Auditing – 4 credits
- ACCT 495 Accounting Research and Analysis - Senior Capstone – 4 credits
- Required professional experience: BUSN 381 or approved internship – 0-4 credits

Requirements for Minor in Accounting – 24 credits

Required Courses – 12 credits:

- ACCT 225 Financial Accounting – 4 credits
- ACCT 226 Managerial Accounting – 4 credits
- ACCT 240 Accounting Information Systems – 4 credits

Choose 12 credits (three courses) from:

- ACCT 325 Intermediate Accounting I – 4 credits
- ACCT 326 Intermediate Accounting II – 4 credits
- ACCT 327 Cost Accounting – 4 credits
- ACCT 423 Advanced Accounting – 4 credits
- ACCT 426 Federal Taxation – 4 credits
- ACCT 427 Auditing – 4 credits
- ACCT 495 Accounting Research and Analysis - Senior Capstone – 4 credits

AFRICAN AND DIASPORA STUDIES

African and Diaspora Studies is the study, research, interpretation and dissemination of knowledge concerning African-American, African and Caribbean affairs and culture. Multi- and inter-disciplinary in its approach, the African and Diaspora Studies program offers a wide range of courses relevant to an increasingly diverse world.

PROGRAM OFFERINGS

- **Minor:** African and Diaspora Studies

COURSE LISTING

African and Diaspora Studies Course Descriptions begin on **page 160** of the Catalog

DEGREE REQUIREMENTS

Requirements for Minor in African and Diaspora Studies – 22 credits

Courses should be chosen in consultation with the minor advisor and the Program Advisory committee, and must include:

- 10 credits at 200-level or above
- 4 credits in social sciences
- 4 credits in history
- 4 credits in literature

The following courses are approved for the African and Diaspora Studies minor:

AFRICAN AND DIASPORA STUDIES

- AFDS 201 Introduction to African and Diaspora Studies – 4 credits
- AFDS 270 Topics in African and Diaspora Studies – 2-4 credits
- AFDS 492 African and Diaspora Studies Senior Project – 2 credits

ENGLISH

- ENGL 180 Themes and Traditions in Literature (when AFDS focus) – 4 credits
- ENGL 190 Topics in World Anglophone Literature (when AFDS topic) – 4 credits
- ENGL 360 Studies in the Novel (when AFDS focus) – 4 credits
- ENGL 370 Studies in African American Literature – 4 credits

HISTORY

- HIST 170 Topics in African History – 4 credits
- HIST 172 African Societies since 1500 – 4 credits
- HIST 177 Apartheid in Film – 4 credits
- HIST 270 Topics in African History – 4 credits
- HIST 370 Topics in African History – 4 credits

POLITICAL SCIENCE

- POLI 234 Black Politics – 4 credits

RELIGION

- RELI 176 Racism and Social Ethics – 4 credits

SOCIOLOGY

- SOCI 277 Islam and Islamic Societies – 4 credits
- SOCI 301 Special Topics in Sociology/Anthropology (when AFDS topic) – 2-4 credits

THEATRE & DANCE

- THDN 210 Performance Ethnology – 4 credits

ART

The Department of Art delivers comprehensive art training within a liberal arts tradition, preparing students for success in today's competitive art environment. As an art major or an art minor, you will learn how to think both visually and critically.

PROGRAM OFFERINGS

- **B.A.:** Art with a Concentration in Studio Art
- **B.A.:** Art with a Concentration in Art History
- **B.F.A.:** Art with a Concentration in Studio Art
- **Minor:** Art with a Concentration in Studio Art
- **Minor:** Art with a Concentration in Art History

COURSE LISTING

Art Course Descriptions begin on **page 161** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree with a Concentration in Studio Art

Forty-four credits of art are required for a Bachelor of Arts degree with a concentration in studio art. The following course requirements and a Senior Studio Thesis Seminar exhibition must be completed:

- ART 110 Art History I – 4 credits
- ART 120 Art History II – 4 credits
- ART 340 Modern Art – 4 credits
- ART 101 Studio Foundations: Two-Dimensional Design – 4 credits
- ART 103 Studio Foundations: Three-Dimensional Design – 4 credits
- ART 121 Basic Drawing – 4 credits
- Art elective – 4 credits
- Courses in concentration of choice – 12 credits
- ART 398 Junior Thesis – 1 credit
- ART 496 Senior Thesis Media Concentration – 2 credits (1 credit during fall & spring semester of senior year)
- ART 498 Senior Thesis Seminar – 1 credit

B.A. Concentration in Studio Art: 44 credits

Requirements for Bachelor of Arts Degree with a Concentration in Art History

Forty-four credits of art are required for a Bachelor of Arts degree with a concentration in art history. The following course requirements and an Art History Senior Thesis Presentation must be completed:

- ART 110 Art History I – 4 credits
- ART 120 Art History II – 4 credits
- ART 101 Studio Foundations: Two-Dimensional Design – 4 credits
- ART 103 Studio Foundations: Three-Dimensional Design OR Studio Art Elective – 4 credits
- ART 121 Basic Drawing – 4 credits
- Upper-Level Art History – 20 credits, must include one course from each of the following areas:
    - Ancient and medieval
    - Renaissance and baroque
    - Modern
- ART 497 Senior Thesis—Art History – 4 credits

B.A. Concentration in Art History: 44 credits

Requirements for Bachelor of Fine Arts Degree

Sixty-eight credits are required for the Bachelor of Fine Arts degree. A student wishing to earn this degree needs to:

- begin the general art requirements and foundations sequence in the freshman year
- maintain an average of at least two art courses per semester throughout the four years
- maintain a 3.000 grade-point average within the Art Department
- candidacy for the B.F.A. must be declared by the end of the sophomore year

The following course requirements and a Senior Thesis Solo Exhibition must be completed:

- ART 110 Art History I – 4 credits
- ART 120 Art History II – 4 credits
- ART 340 Modern Art – 4 credits
- Upper-Level Art History Elective – 4 credits
- ART 101 Studio Foundations: Two-Dimensional Design – 4 credits
- ART 103 Studio Foundations: Three-Dimensional Design – 4 credits
- ART 121 Basic Drawing – 4 credits
- ART 221 Drawing I or ART 351/451 Printmaking II/III – 4 credits
- Art Electives – 12 credits
- Courses in concentration of choice – 20 credits
- ART 398 Junior Seminar – 1 credit
- ART 496 Senior Thesis Media Concentration – 2 credits (1 credit during fall & spring semester of senior year)
- ART 498 Senior Thesis Seminar – 1 credit

B.F.A.: 68 credits

Requirements for Minor

A minor in art may be earned with a focus in art history or studio art. Twenty credits in art are required.

Art History:

- ART 110 Art History I – 4 credits
- ART 120 Art History II – 4 credits
- ART 101 Studio Foundations: Two-Dimensional Design – 4 credits
- Upper-Level Art History Courses – 8 credits

Minor in Art History: 20 credits

Studio Art:

- ART 110 Art History I or ART 120 Art History II– 4 credits
- ART 101 Studio Foundations: Two-Dimensional Design – 4 credits
- ART 121 Basic Drawing – 4 credits
- Studio Art Electives – 8 credits

Minor in Studio Art: 20 credits

Residence Requirements for Bachelor of Arts and Bachelor of Fine Arts Degrees

Due to the need to maintain overall continuity in the art program for the B.A. in Art and the B.F.A., the Art Department requires the following courses to be taken in residence:

- ART 101 and ART 103
- One art history course
- ART 498 Senior Thesis Seminar and ART 497 Art History Senior Thesis Seminar courses

Certification for Teaching in Art

Students interested in pursuing a course of study leading to a license to teach art should contact their advisor or the Education Department for specific requirements.

BIOCHEMISTRY/MOLECULAR BIOLOGY

Biochemistry and molecular biology students receive the best that both the biology and chemistry departments have to offer. Biochemistry and molecular biology focus on the intersection of biology and chemistry, and include the study of dynamic cellular systems, regulation of gene expression, and the chemistry of the metabolic pathways in living things.

PROGRAM OFFERINGS

- **B.A.:** Biochemistry/Molecular Biology
- **B.S.:** Biochemistry/Molecular Biology
- **Minor:** Biochemistry/Molecular Biology

COURSE LISTING

Biochemistry/Molecular Biology Course Descriptions begin on **page 174** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Biochemistry/Molecular Biology – 54 credits

Required in Biology – 15 credits:

- BIOL 170 Concepts of Biology: Biological Information, Reproduction, and Evolution – 5 credits
- BIOL 212 Cell Biology – 5 credits
- BIOL 310 Molecular Biology – 5 credits

Required in Chemistry – 24 credits:

- CHEM 121 Models of Chemical Systems I – 5 credits
- CHEM 162 Models of Chemical Systems II – 5 credits
- CHEM 201 Introduction to Organic Chemistry – 5 credits
- CHEM 271 Principles of Biochemistry – 4 credits
- CHEM 372 Advanced Experimental Biochemistry – 5 credits

Required in Related Departments – 13 credits:

- MATH 201 Calculus I – 4 credits *OR* MATH 131 Essentials of Calculus – 4 credits
- PHYS 201 Physics I – 5 credits
- One additional course from:
  - DATA 227 Introductory Statistics – 4 credits
  - MATH 202 Calculus II – 4 credits (MATH 201 is a pre-requisite)
  - MATH 261 Linear Algebra (MATH 201 is a pre-requisite)

- **BMB 400 Primary Literature Seminar – 2 credits**

Requirements for Bachelor of Science Degree in Biochemistry/Molecular Biology – 79 credits

Required in Biology – 20 credits:

- BIOL 170 Concepts of Biology: Biological Information, Reproduction, and Evolution – 5 credits
- BIOL 212 Cell Biology – 5 credits
- BIOL 310 Molecular Biology – 5 credits
- One additional course from:
  - BIOL 210 Fundamentals of Neuroscience – 5 credits
  - BIOL 215 Genetics – 5 credits
  - BIOL 227 Microbiology and Immunology– 5 credits

Required in Chemistry – 39 credits:

- CHEM 121 Models of Chemical Systems I – 5 credits
- CHEM 162 Models of Chemical Systems II – 5 credits
- CHEM 201 Introduction to Organic Chemistry – 5 credits
- CHEM 271 Principles of Biochemistry – 4 credits
- CHEM 281 Analytical Chemistry – 5 credits
- CHEM 302 Intermediate Organic Chemistry – 5 credits
- CHEM 311 Thermodynamics and Kinetics – 5 credits

- CHEM 372 Advanced Experimental Biochemistry – 5 credits

Required in Related Departments – 18 credits:

- MATH 201 Calculus I – 4 credits
- MATH 202 Calculus II – 4 credits
- PHYS 201 Physics I – 5 credits
- One additional course from:
  - PHYS 202 Algebra-Based Physics II – 5 credits
  - PHYS 203 Calculus-Based Physics II – 5 credits
- **BMB 400 Primary Literature Seminar – 2 credits**

Requirements for Minor in Biochemistry/Molecular Biology – 44 credits

Required in Biology – 20 credits:

- BIOL 170 Concepts of Biology: Biological Information, Reproduction, and Evolution – 5 credits
- BIOL 310 Molecular Biology – 5 credits
- Ten credits (two courses) from:
  - BIOL 210 Fundamentals of Neuroscience – 5 credits
  - BIOL 212 Cell Biology – 5 credits
  - BIOL 215 Genetics – 5 credits
  - BIOL 227 Microbiology and Immunology– 5 credits

Required in Chemistry – 24 credits:

- CHEM 121 Models of Chemical Systems I – 5 credits
- CHEM 162 Models of Chemical Systems II – 5 credits
- CHEM 201 Introduction to Organic Chemistry – 5 credits
- CHEM 271 Principles of Biochemistry – 4 credits
- CHEM 372 Advanced Experimental Biochemistry – 5 credits

NOTE: The number of courses required in biology and chemistry for this minor makes it a reasonable minor only for the student majoring in biology or chemistry. For the biology or chemistry major the BMB minor represents typically one to three additional courses beyond those cognates already required for a biology or chemistry major. A student is not allowed to minor in biology or chemistry if also completing the minor in biochemistry/molecular biology.

Honors in Biochemistry/Molecular Biology

Honors in Biochemistry/ Molecular Biology requires an overall GPA of 3.500 and will require completion of the equivalent of 10 credits of research approved by the director of the program, culminating in a written thesis and public oral presentation, either at Wittenberg or a regional/national scientific meeting. A three person committee, appointed by the director of the program, will evaluate the written thesis and conduct an oral examination. One member of the committee will normally be the project supervisor. The student is not required to have registered for credit of research but instead must have completed the equivalent of 10 credits (400 hours) of research activities.

BIOLOGY

From DNA and cells to organisms and ecosystems, students in the biology program gain a broad foundation in the basic biological sciences. Believing that active learning fosters the life of the mind both inside and outside of the classroom, Wittenberg's Department of Biology stretches its transformative learning environment and goes beyond the laboratory, right out into the field.

PROGRAM OFFERINGS

- **B.A.:** Biology, Biology with AYA Life Science Education Licensure
- **B.S.:** Biology, Biology with AYA Life Science Education Licensure, Biology with AYA Integrated Science Education Licensure
- **Minors:** Biology, Biochemistry/Molecular Biology, Environmental Science, Health Science, Marine Science, Neuroscience

COURSE LISTING

Biology Course Descriptions begin on **page**BIOLcd **167** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Biology – 58 to 61 credits

The biology major consists of forty to forty-three credits of biology in Areas I-IV below, 10 credits of chemistry, and eight credits of supporting sciences (specified below).

Requirements for Bachelor of Science Degree in Biology – 68 to 71 credits

Forty to forty-three credits of biology in Areas I-IV below, 10 credits of chemistry, 4 credits of statistics, plus fourteen credits in other supporting sciences (specified below). This degree is intended for those students who need additional sciences required for entry into graduate programs leading to technical science careers or the Ph.D. in a biological field.

Licensure for Teaching in Life Science or Integrated Science

Students interested in pursuing a course of study leading to a license to teach life science or integrated science should contact their advisor or the Education Department for specific requirements.

AREA I: Foundational Courses in Biology (14 credits)

BIOL 170 and BIOL 180 must be taken by all majors and minors as the basic prerequisites to all Biology courses above the 100-level. BIOL 170 and BIOL 180 may be taken in either order.

- BIOL 170: Concepts in Biology: Biological Information, Reproduction, and Evolution – 5 credits
- BIOL 180: Concepts in Biology: Energy and Resources in Biology – 5 credits

BIOL 201 and BIOL 202 must be taken by all Biology majors and should be taken by the second semester of their sophomore year. BIOL 201 and BIOL 202 may be taken in either order and need not be taken during the same semester.

- BIOL 201: Technical Writing– 2 credits
- BIOL 202: Principles of Evolution – 2 credits

AREA II: Breadth of the Biological Experience (12-15 credits)

A minimum of four credits from each of the following three groups:

Group 1: Cellular/Molecular/Developmental Biology

- BIOL 210: Fundamentals of Neuroscience – 5 credits
- BIOL 212: Cell Biology – 5 credits
- BIOL 214: Developmental Biology – 5 credits
- BIOL 215: Genetics – 5 credits
- BIOL 310: Molecular Biology – 5 credits

Group 2: Physiology

- BIOL 221: Pharmacology – 4 credits
- BIOL 223: Human Pathophysiology – 4 credits
- BIOL 227: Microbiology and Immunology– 5 credits
- BIOL 229: Science Behind Addiction – 4 credits
- BIOL 324: Animal Physiology – 5 credits
- BIOL 325: Human Anatomy and Physiology I – 5 credits
- BIOL 326: Human Anatomy and Physiology II – 4 credits
- BIOL 327: Human Anatomy and Physiology II Laboratory – 1 credit

Group 3: Ecology/Evolutional/Organismal Biology

- BIOL 230: The Woody Plants of Ohio – 4 credits
- BIOL 232: Herpetology – 5 credits
- BIOL 233: Ornithology – 5 credits
- BIOL 235: Morphology and Taxonomy of Vascular Plants – 5 credits
- BIOL 239: Marine Invertebrates – 5 credits
- BIOL 244: Conservation Biology – 4 credits
- BIOL 247: Marine Ecology – 5 credits
- BIOL 248: Comparative Communities-Bahamas – 5 credits
- BIOL 346: Ecology – 5 credits

AREA III: Biological Electives (10 credits)

At least 10 additional credits from the above courses or

- BIOL 104 – BIOL 148 (up to 4 credits may count, but only if taken before a declared major)
- BIOL 204: Medical Terminology I
- BIOL 205: Medical Terminology II
- BIOL 250: Topics (topic varies with offering)
- BIOL 258: Extended Field Studies*
- BIOL 492: Directed Research*
- BIOL 493: Internship*
- BIOL 494: Topic Seminar* (topic varies with offering)
- BIOL 499: Honors Thesis/Project*

*Up to five credits of each may count toward the major.

AREA IV: Senior Capstone (4 credits)

- BIOL 406: Senior Capstone Seminar – 4 credits

AREA V: Chemical Foundations (10 credits)

- CHEM 121: Models of Chemical Systems I – 5 credits
- CHEM 162: Models of Chemical Systems II – 5 credits

AREA VI: Supporting Science (8 credits for BA, 18 credits for BS)

***Bachelor of Arts (8 credits of Supporting Science*)*:**

***A minimum of 8 credits from*:**

- CHEM 201 or above
- MATH 120 or above
- COMP 150 or above
- DATA 227 or above
- PHYS 107 or above
- ESCI 100 or above
- MRSC 200 or above
- NEUR 200 or above
- EXSC 170: Introduction to Exercise Science
- EXSC 250: Nutrition
- EXSC 285: Biomechanics
- EXSC 350: Gross Human Anatomy
- EXSC 370: Exercise Physiology
- PSYC 202: Experimental Design
- PSYC 311: Behavioral Neuroscience

**It is not required that all the credits be taken from the same department.*

Bachelor of Science (18 credits of Supporting Science*):

Required in Supporting Science:

DATA 227 Introductory Statistics (4 credits)

***A minimum of 14 credits from*:**

- CHEM 201 or above
- MATH 201 or above
- COMP 150 or above
- DATA 229 or above
- PHYS 107 or above
- ESCI 100 or above
- MRSC 200 or above
- NEUR 200 or above
- EXSC 170: Introduction to Exercise Science
- EXSC 250: Nutrition
- EXSC 285: Biomechanics
- EXSC 350: Gross Human Anatomy
- EXSC 370: Exercise Physiology
- PSYC 202: Experimental Design
- PSYC 311: Behavioral Neuroscience

**It is not required that all the credits be taken from the same department.*

Requirements for Minor in Biology

A minor in biology requires 22 credits, including BIOL 170 and BIOL 180, plus 12 additional credits in biology courses at the 200-level or above.

RELATED PROGRAMS

- Biochemistry/Molecular Biology
- Environmental Science
- Health Science
- Marine Science
- Neuroscience
- Pre-Health

BUSINESS & ECONOMICS (FINANCE, MANAGEMENT, MARKETING)

Wittenberg offers majors in a range of business disciplines, each of which combines professional expertise, practical experience and a solid liberal arts foundation. Every student has numerous opportunities for high-impact experiences. In our economic courses, students develop critical reasoning, problem-solving and analytical skills.

PROGRAM OFFERINGS

- **B.A.:** Economics, Finance, Management, Management: Supply Chain concentration, Management: Project Management concentration, Marketing
- **Minors:** Business, Economics, Financial Planning, Risk Management

COURSE LISTING

Business Course Descriptions begin on **page 175** of the Catalog
Economics Course Descriptions begin on **page 194** of the Catalog

DEGREE REQUIREMENTS

DEPARTMENTAL MAJOR REQUIREMENTS:

Requirements for Bachelor of Arts Degree in Economics – 44 credits

Required in Economics – 36 credits

- ECON 200 Principles of Economics – 4 credits
- ECON 300 Econometrics – 4 credits
- ECON 310 Intermediate Microeconomic Theory – 4 credits
- ECON 311 Intermediate Macroeconomic Theory – 4 credits
- ECON 400 Senior Seminar in Economics – 4 credits
- Four additional courses, at least two of which must be at the 300-level or higher

Required in Related Departments – 8 credits

- BUSN 210 Business & Economic Statistics or its equivalent – 4 credits
- DATA 327 or MATH 131 or MATH 201 – 4 credits

Recommended for graduate study in Economics:

We strongly advise students planning graduate study in economics to take:

- MATH 201 Calculus I – 4 credits
- MATH 202 Calculus II – 4 credits
- MATH 210 Introduction to Proofs – 4 credits
- MATH 212 Multivariable Calculus – 4 credits
- MATH 261 Linear Algebra – 4 credits

Requirements for Bachelor of Arts Degree in Finance (FIN) – 52 credits

Required in Business & Economics – 36 credits

- ACCT 225 Financial Accounting – 4 credits
- ECON 200 Principles of Economics – 4 credits
- BUSN 210 Business & Economic Statistics – 4 credits
- ECON 300 Econometrics – 4 credits
- ECON 310 Intermediate Microeconomics *OR* ECON 280 – Managerial Economics – 4 credits
- BUSN 330 Financial Management – 4 credits
- BUSN 430 Investment Analysis – 4 credits
- ECON 400 Senior Seminar – 4 credits
- Required professional experience: BUSN 381 or approved internship – 0-4 credits

Required in Related Departments – 4 credits

- DATA 327 or MATH 131 or MATH 201 – 4 credits

Electives for Finance Major – 12 credits

Two courses chosen from the following:

- ACCT 325 Intermediate Accounting – 4 credits
- BUSN 355 Student Managed Investment Fund – 4 credits
- ECON 225 Money and Banking – 4 credits
- ECON 312 Fundamentals of Forecasting – 4 credits
- ECON 330 International Trade & Finance – 4 credits
- ECON 340 Public Finance – 4 credits

One elective from any ACCT, BUSN, or ECON

Requirements for Bachelor of Arts Degree in Management (MGMT) – 56 credits

Required in Business – 32 credits

- BUSN 210 Business & Economic Statistics (or DATA 227) – 4 credits
- BUSN 212 Business Research Methods – 4 credits
- BUSN 321 Strategic Logistics & Operations Management *OR* BUSN 328 Intro to Project Management– 4 credits
- BUSN 330 Financial Management – 4 credits
- BUSN 340 Marketing Management – 4 credits
- BUSN 365 Managing Effective Organizations – 4 credits
- BUSN 460 Strategic Planning & Policy – 4 credits
- Required professional experience: BUSN 381 or approved internship – 0-4 credits

Required in Related Departments – 12 credits

- ACCT 225 Financial Accounting – 4 credits
- ACCT 226 Managerial Accounting – 4 credits
- ECON 200 Principles of Economics – 4 credits

Electives for Management Major – 12 credits

Three courses chosen from the following 4-credit courses (one of which must have BUSN prefix):

- BUSN 250 International Business (or approved alternative)
- BUSN 270 Business Ethics OR PHIL 107 Living Ethically
- BUSN 370 Business Law
- BUSN 465 Human Resource Management
- ECON 315 Labor Economics
- ECON 360 Industrial Organizations
- PHIL 110 Logic & Critical Reasoning
- PSYC 101 Intro to Psychology
- SOCI 110 Cultural Anthropology

Requirements for BA Degree in Management (MGMT): Supply Chain Concentration§ – 54 credits

Required in Business – 38 credits

- BUSN 210 Business & Economic Statistics (or DATA 227) – 4 credits
- BUSN 212 Business Research Methods – 4 credits
- BUSN 321 Strategic Logistics & Operations Management– 4 credits
- BUSN 332 Sourcing and Operations§– 3 credits
- BUSN 333 Supply Chain Management Technologies§ – 3 credits
- BUSN 330 Financial Management – 4 credits
- BUSN 340 Marketing Management – 4 credits
- BUSN 365 Managing Effective Organizations – 4 credits
- BUSN 460 Strategic Planning & Policy – 4 credits
- Required professional experience: BUSN 381 or approved internship – 0-4 credits

Required in Related Departments – 12 credits

- ACCT 225 Financial Accounting – 4 credits
- ACCT 226 Managerial Accounting – 4 credits
- ECON 200 Principles of Economics – 4 credits

Electives for Management Major: Supply Chain Concentration – 4 credits

One course from ACCT, BUSN, or ECON – Suggested courses:

- ACCT 337 Cost Accounting – 4 credits
- BUSN 315 Business Analytics – 4 credits

- ECON 280 Managerial Economics – 4 credits
- ECON 312 Fundamentals of Macro Data and Forecasting – 4 credits
- ECON 360 Industrial Organization – 4 credits

§Some courses in this major are offered online through a consortium of accredited colleges and universities. All courses within the program are delivered by faculty employed by partner institutions in the consortium, with technology and administrative support provided by Rize Education. Oversight of courses offered through the consortium are reviewed and approved by Wittenberg University. Students register through and receive academic credit from Wittenberg University.

Requirements for BA Degree in Management (MGMT): Project Management Concentration§ – 54 credits

Required in Business – 38 credits

- BUSN 210 Business & Economic Statistics (or DATA 227) – 4 credits
- BUSN 212 Business Research Methods – 4 credits
- BUSN 328 Introduction to Project Management– 4 credits
- BUSN 338 Predictive Project Planning § – 3 credits
- BUSN 339 Managing Risk and Uncertainty – 3 credits
- BUSN 330 Financial Management – 4 credits
- BUSN 340 Marketing Management – 4 credits
- BUSN 365 Managing Effective Organizations – 4 credits
- BUSN 460 Strategic Planning & Policy – 4 credits
- Required professional experience: BUSN 381 or approved internship – 0-4 credits

Required in Related Departments – 12 credits

- ACCT 225 Financial Accounting – 4 credits
- ACCT 226 Managerial Accounting – 4 credits
- ECON 200 Principles of Economics – 4 credits

Electives for Management Major: Project Management Concentration – 4 credits

One course from ACCT, BUSN, or ECON – Suggested courses:

- ACCT 337 Cost Accounting – 4 credits
- BUSN 315 Business Analytics – 4 credits
- ECON 280 Managerial Economics – 4 credits
- ECON 312 Fundamentals of Macro Data and Forecasting – 4 credits
- ECON 360 Industrial Organization – 4 credits

§Some courses in this major are offered online through a consortium of accredited colleges and universities. All courses within the program are delivered by faculty employed by partner institutions in the consortium, with technology and administrative support provided by Rize Education. Oversight of courses offered through the consortium are reviewed and approved by Wittenberg University. Students register through and receive academic credit from Wittenberg University.

Requirements for Bachelor of Arts Degree in Marketing (MKTG) – 56 credits

Required in Business – 32 credits

- BUSN 210 Business & Economic Statistics – 4 credits
- BUSN 212 Business Research Methods – 4 credits
- BUSN 330 Financial Management – 4 credits
- BUSN 340 Marketing Management – 4 credits
- BUSN 365 Managing Effective Organizations – 4 credits
- BUSN 442 Creative Promotion Strategy – 4 credits
- BUSN 460 Strategic Planning & Policy – 4 credits
- Required professional experience: BUSN 381 or approved internship – 0-4 credits

Required in Related Departments – 12 credits

- ACCT 225 Financial Accounting – 4 credits

- ACCT 226 Managerial Accounting – 4 credits
- ECON 200 Principles of Economics – 4 credits

Electives for Marketing Major – 12 credits

Three courses chosen from the following (one of which must have BUSN prefix):

- ART 145 Digital Imaging – 4 credits
- ART 242 Digital Photography – 4 credits
- ART 280 (Approved Topics) – 4 credits
- CMDM 206 Reasoning & Communication – 4 credits
- CMDM 220 (Approved Topics) – 4 credits
- BUSN 250 International Business (or approved alternative) – 4 credits
- BUSN 270 Business Ethics OR PHIL 107 Living Ethically – 4 credits
- BUSN 370 Business Law – 4 credits
- BUSN 343 Digital Marketing – 4 credits
- BUSN 345 Cases in Marketing Management – 4 credits
- ENGL 240 Intro to Creative Writing – 4 credits
- PHIL 110 Logic & Critical Reasoning – 4 credits
- PSYC 101 Intro to Psychology – 4 credits
- SOCI 110 Cultural Anthropology – 4 credits
- SPMG 222 Sport Marketing – 4 credits
- THDN 240 Playwriting – 4 credits

DEPARTMENTAL MINOR REQUIREMENTS:

Requirements for Minor in Business – 24 credits:

Available to all students except ENTR, FIN, MGMT or MKTG majors

- ACCT 225 Financial Accounting – 4 credits
- ECON 200 Principles of Economics – 4 credits
- BUSN 210 Business & Economic Statistics – 4 credits
- Two courses (8 credits) from:
  - BUSN 212 Business Research Methods – 4 credits
  - BUSN 330 Financial Management – 4 credits
  - BUSN 340 Marketing Management – 4 credits
  - BUSN 365 Managing Effective Organizations – 4 credits
- Any one additional BUSN or ACCT elective – 4 credits

Requirements for Minor in Economics – 20 credits:

- ECON 200 Principles of Economics – 4 credits
- Four upper-level ECON courses, at least two of which must be at the 300-level or higher

Requirements for Certificate/Minor in Financial Planning§ – 21 credits:

- BUSN 301 General Principles of Financial Planning – 3 credits
- BUSN 302 Risk Management and Insurance Planning – 3 credits
- BUSN 303 Investment Planning – 3 credits
- BUSN 304 Tax Planning – 3 credits
- BUSN 305 Retirement Savings and Income Planning – 3 credits
- BUSN 306 Estate Planning – 3 credits
- BUSN 307 Financial Plan Development– 3 credits

§This minor is offered online through a consortium of accredited colleges and universities. All courses within the program are delivered by faculty employed by partner institutions in the consortium, with technology and

administrative support provided by Rize Education. Oversight of courses offered through the consortium are reviewed and approved by Wittenberg University. Students register through and receive academic credit from Wittenberg University.

Requirements for Minor in Risk Management – 20 credits:

- DATA 227 Introductory Statistics – 4 credits
- BUSN 260 Introduction to Risk Management (Prerequisite DATA 227) – 4 credits
- BUSN 360 Advanced Risk Management (Prerequisite BUSN 260) – 4 credits
- BUSN 370 Business Law – 4 credits
- One Advanced Quant Elective (4 credits):
    - ECON 300 Econometrics
    - ECON 312 Fundamentals of Forecasting
    - DATA 327 Statistical Modeling
    - BUSN 315 Business Analytics
    - DATA 229 Introduction to Data Science

CHEMISTRY

Wittenberg's chemistry program offers comprehensive training across the spectrum of the discipline: biochemistry, analytical, inorganic, organic, and physical chemistry. Certified by the American Chemical Society for more than 50 years, our program produces graduates known by businesses and graduate schools to have excellent preparation.

PROGRAM OFFERINGS

- **B.A.:** Chemistry
- **B.A.:** Chemistry with AYA Integrated Chemistry Education Licensure
- **B.S.:** Chemistry
- **Minor:** Chemistry

COURSE LISTING

Chemistry Course Descriptions begin on **page** CHEMcd**182** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Chemistry – 53 credits (35 CHEM credits)

Required in Chemistry:

- CHEM 121
- CHEM 162
- CHEM 201
- CHEM 281
- CHEM 300
- CHEM 311 or 352
- CHEM 400
- Eight additional elective credits in chemistry

No more than four credits may be applied toward the major from CHEM 290, 490, 491, 492 and 499.

Required in Related Departments:

- MATH 201
- MATH 202
- PHYS 201
- PHYS 202 or PHYS 203

Recommended in Chemistry major: Requirements with additional courses appropriate to career goals and interest. The chemistry major should consult with the academic advisor to supplement the minimum requirements.

Recommended in Other Departments: The student planning to do graduate work in chemistry should consider taking additional courses in mathematics, computer science, physics, or biology. The student should consult the academic advisor to select these courses.

Licensure for Teaching in Chemistry

Students interested in pursuing a course of study leading to a license to teach chemistry should contact their advisor or the **Education Department** for specific requirements.

Requirements for Bachelor of Science Degree in Chemistry – 77 credits (54 CHEM credits)

Required in Chemistry:

- CHEM 121
- CHEM 162
- CHEM 201
- CHEM 271
- CHEM 281
- CHEM 300
- CHEM 302
- CHEM 311
- CHEM 321
- CHEM 352
- CHEM 382
- CHEM 400
- Four additional elective credits in Chemistry

CHEM 491 cannot be used toward the BS major. If the four additional credits do not include a lab experience, the student must complete an approved summer research project. Note that this degree program leads to certification by the American Chemical Society.

Required in Related Departments:

- BIOL 170
- MATH 201
- MATH 202
- PHYS 201
- PHYS 203

Requirements for Minor in Chemistry – 22-23 credits

- CHEM 121
- CHEM 162
- CHEM 201
- CHEM 281 or CHEM 372
- At least three additional elective credits in chemistry

A student is not allowed to minor in chemistry if also completing the major or minor in biochemistry/molecular biology.

Departmental Honors

To receive honors in chemistry, the student must:

- apply for departmental honors by the end of the junior year
- have an overall GPA of 3.500
- have a GPA of 3.500 in chemistry and cognate courses
- conduct at least 400 hours of approved laboratory research in chemistry (which can be a computational project)
- complete CHEM 499
- write and successfully defend an honors thesis

ELECTIVE COURSES IN CHEMISTRY

Electives for B.A. in CHEM

- CHEM 271 – 4 credits
- CHEM 302 – 5 credits
- CHEM 321 – 4 credits
- CHEM 352 – 5 credits
- CHEM 372 – 5 credits
- CHEM 382 – 5 credits
- Research, independent study, internships, and topics courses, when they can be arranged, also count as chemistry elective credit for the B.A.

Electives for B.S. in CHEM

- CHEM 305 – 4 credits
- CHEM 372 – 5 credits
- Research, independent study, and topics courses, when they can be arranged, also count as chemistry elective credit for the B.S.

RELATED PROGRAMS

- Biochemistry/Molecular Biology
- Computer Science
- Engineering
- Pre-Medicine, including Pre-Dental and Pre-Veterinary Medicine

COMMUNICATION & DIGITAL MEDIA

Communication & Digital Media students explore the nature, processes and effects of human symbolic interaction and practice effective and ethical communication. Believing that active, engaged learning immerses the mind in critical and creative thinking, Wittenberg's Department of Communication & Digital Media challenges students to become ethical leaders in reasoning and action by adopting a broad perspective in the study of how people make meaning.

PROGRAM OFFERINGS

- **B.A.:** Communication & Digital Media
- **Minor:** Communication & Digital Media

COURSE LISTING

Communication & Digital Media Course Descriptions begin on **page 185** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Communication & Digital Media – 40 credits

- CMDM 101 Introduction to Communication
- CMDM 201 Communication Theory
- Two courses of intermediate study from:
  - CMDM 202 Interpersonal Communication
  - CMDM 205 Media Literacy
  - CMDM 206 Reasoning and Communication
- CMDM 300 Social Scientific Methods
- CMDM 301 Critical Methods
- Two courses of advanced seminars from:
  - CMDM 320 Topics in Interpersonal Communication (may be repeated for credit)
  - CMDM 324 Family Communication
  - CMDM 325 Relational Communication
  - CMDM 327 Health Communication
  - CMDM 328 Intercultural Communication
  - CMDM 329 Nonverbal Communication
  - CMDM 330 Analysis of Persuasion
  - CMDM 350 Topics in Media (may be repeated for credit)
  - CMDM 351 Media Law
  - CMDM 355 Social Media
  - CMDM 360 Topics in Rhetoric (may be repeated for credit)
  - CMDM 361 Gender and Communication
  - CMDM 362 Political Rhetoric
  - CMDM 363 Environmental Communication
- Four elective credits from any additional CMDM course at the 100-, 200-, or 300-level
- CMDM 403 Communication Senior Seminar
- Attendance at departmental colloquia

Requirements for Minor in Communication – 20 credits

- CMDM 101 Introduction to Communication
- CMDM 201 Communication Theory
- One course from:
  - CMDM 202 Interpersonal Communication
  - CMDM 205 Media Literacy
  - CMDM 206 Reasoning & Communication
- Four credits in CMDM at the 300-level
- Four credits of CMDM electives or other approved courses (except CMDM 491)
- Attendance at departmental colloquia

Recommended Courses

The Communication & Digital Media faculty strongly encourages students to explore internship possibilities. Both the department and the Career Center have resources to assist students in identifying potential internship sites. Students can also earn 1-8 credits of academic credit for an internship through CMDM 491. While these credits do not apply to the major, they do count toward the degree.

Related Areas of Study

Students interested in Communication & Digital Media may wish to take course offerings from other departments on campus. For example, students interested in Journalism may pursue the Journalism and Integrated Media minor, which includes courses in English (e.g., ENGL 241 Beginning Journalism, ENGL 321 Advanced Feature Writing) and Art (e.g., ART 241 Introduction to Photography). Courses in the department also contribute to the CINE, ENVS, JLPP, and WMST minors as well as the ESCI major or minor. Students interested in Marketing, Advertising, and/or Public Relations may wish to pursue a minor or second major in Marketing. Students interested in interpersonal communication in organizations or organizational communication may wish to purse a minor or second major in Business.

More broadly, students may also wish to further the ethical basis of their education by taking courses such as PHIL 103 Ethics and Identity, and PHIL 107 The Art of Living Ethically. A student should consult with an academic advisor to consider further course work that would complement each individual's program of study.

COMPUTER SCIENCE

The computer science program examines how both hardware and software work, teaching critical thinking and problem-solving skills in the process. Knowing that active, engaged learning fosters critical thinking that identifies problems and produces solutions, Wittenberg's computer science program prepares students with both the sophisticated theoretical knowledge and the problem-solving skills to tackle real-world issues in the areas of computer programming and cybersecurity.

PROGRAM OFFERINGS

- **B.A.:** Computer Science, Computer Science with a Concentration in Cybersecurity
- **Minor:** Computer Science

COURSE LISTING

Computer Science Course Descriptions begin on **page 189** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Computer Science – 44 credits

Required in Computer Science – 40 credits:

- COMP 150 Programming & Problem Solving – 5 credits
- COMP 171 Discrete Mathematics – 2 credits
- COMP 225 Introduction to Computer Systems – 4 credits
- COMP 240 Object Oriented Programming – 5 credits
- COMP 265 Principles of Programming Languages – 4 credits
- COMP 300 Junior Seminar – 1 credit
- COMP 340 Data Structure and Algorithms – 5 credits
- COMP 353 Software Engineering – 4 credits
- COMP 355 Advanced Software Engineering – 4 credits
- Electives – 4 additional credits in courses numbered above COMP 240
- At least two credits of Senior Capstone Experience from:
    - •COMP 490 •COMP 492 •COMP 499

Required in Mathematics – 4 credits:

- MATH 131 Essentials of Calculus *OR* MATH 202 Calculus II

Requirements for B.A. in Computer Science with a Concentration in Cybersecurity – 44 credits

Required in Computer Science – 40 credits:

- COMP 150 Programming & Problem Solving – 5 credits
- COMP 171 Discrete Mathematics – 2 credits
- COMP 225 Introduction to Computer Systems – 4 credits
- COMP 240 Object Oriented Programming – 5 credits
- COMP 297 Networking and Network Security Fundamentals – 4 credits
- COMP 300 Junior Seminar – 1 credit
- COMP 305 Introduction to Cybersecurity – 4 credits
- COMP 315 Secure Coding and Penetration Testing – 4 credits
- COMP 325 Risk Management – 4 credits
- COMP 340 Data Structure and Algorithms – 5 credits
- At least two credits of Senior Capstone Experience from:
    - •COMP 490 •COMP 492 •COMP 499

Required in Mathematics – 4 credits:

- MATH 131 Essentials of Calculus *OR* MATH 202 Calculus II

Requirements for Minor in Computer Science – 21 credits

- COMP 150 Programming & Problem Solving – 5 credits
- COMP 240 Object Oriented Programming – 5 credits
- Electives – 12 additional credits in courses numbered above COMP 150

RELATED PROGRAMS

- Data Science
- Engineering
- Information Systems
- Mathematics

DATA SCIENCE

Data science consists primarily of statistics and computer science courses, while leveraging the critical-thinking, problem-solving, whole-person approach that defines the liberal arts. Wittenberg's program in data science allows students to gain expertise in scientific methods, processes and systems to extract knowledge from data in various forms, and it unifies statistics and data analysis to more powerfully understand the occurrences in question.

PROGRAM OFFERINGS

- **B.A.:** Data Science
- **Minor:** Data Science

COURSE LISTING

Data Science Course Descriptions begin on **page** 192 of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Data Science – 43 credits

Required – 27 credits:

- One introductory course chosen from:
  - BUSN 210
  - DATA 227
  - PSYC 201
- DATA 229
- DATA 327
- COMP 150
- COMP 290
- One calculus experience from: MATH 131 or MATH 202
- At least two credits of capstone experience from: DATA 490, DATA 491 or DATA 499

Electives – 16 credits chosen from:

- BUSN 315
- COMP 240
- COMP 265
- COMP 275
- COMP 350
- COMP 353
- DATA 280
- DATA 337
- DATA 380
- ECON 300
- ESCI 295
- Other courses upon departmental approval
- ESCI 291
- MATH 228
- MATH 261
- MATH 328
- PSYC 202

Requirements for Minor in Data Science – 21 credits

- One introductory course chosen from:
  - BUSN 210
  - DATA 227
  - PSYC 201
- DATA 229
- COMP 150
- One course from: COMP 290 or DATA 327

Electives – 4 credits chosen from:

- BUSN 315
- COMP 240
- COMP 265
- COMP 340
- COMP 290
- COMP 350
- COMP 353
- DATA 280
- DATA 327
- DATA 337
- DATA 380
- ECON 300
- ESCI 295
- ESCI 291
- MATH 228
- MATH 261
- MATH 328
- PSYC 202
- Other courses upon departmental approval

RELATED PROGRAMS

- Computer Science
- Engineering
- Mathematics

EDUCATION

The education program aims to foster the capacities of character, competence and community required to be an effective professional in today's classroom. At Wittenberg, we believe that becoming a teacher involves more than developing a narrowly defined set of skills. Wittenberg-educated teachers benefit from the breadth and depth of our liberal arts preparation.

PROGRAM OFFERINGS

- **B.A.:** Education
- **Minor:** Education

COURSE LISTING

Education Course Descriptions begin on **page** 198 of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Education – 54 credits

Required for all Education majors:

- One 4-credit course from the following:
  - **EDUC 103** Sociological Perspectives in Education
  - **EDUC 104** Philosophical Perspectives in Education
- **EDUC 105** Educational Psychology – 2 credits
- **EDUC 120** Introduction to Students with Special Needs – 2 credits
- **EDUC 203** Early Childhood Development and Education – 4 credits
- **EDUC 253** Phonics for Reading and Writing – 4 credits
- **EDUC 260** Social and Emotional Learning – 2 credits
- **EDUC 309** Elementary Literature – 2 credits
- **EDUC 321** Elementary Math Methods – 4 credits
- **EDUC 323** Elementary Language Arts Methods – 4 credits
- **EDUC 325** Elementary Science Methods – 4 credits
- **EDUC 326** Elementary Social Studies Methods – 4 credits
- **EDUC 332** Assessment and Inclusion – 4 credits
- **EDUC 409** Diagnostic Literacy Assessments – 2 credits
- **EDUC 475** Integrating the Arts – 2 credits
- **EDUC 485** Senior Practicum – 2 credits
- **MATH 118** Mathematics for Elementary Teachers I – 4 credits
- **MATH 218** Mathematics for Elementary Teachers II – 4 credits

Additional Courses Required for Primary (P-5) Licensure – 12 credits:

- **EDUC 495** Student Teaching – 10 credits
- **EDUC 496** Senior Seminar – 2 credits

Additional Courses Required for Intervention Specialist/Special Education (K-12) – 28 credits:

- **EDUC 213** Adolescent Development and Education – 4 credits
- **EDUC 352** Upper Grades Intervention and Content Area Literacy – 4 credits
- **EDUC 422** Early Childhood Intervention – 4 credits
- **EDUC 433** Skills for Collaborative Problem Solving in Special Education – 2 credits
- **EDUC 482** Intervention Specialist Apprenticeship – 2 credits
- **EDUC 495** Student Teaching – 10 credits
- **EDUC 496** Senior Seminar – 2 credits

Requirements for Minor in Education

Required for all Education minors – 24 credits:

- One 4-credit course from the following:
  - **EDUC 103** Sociological Perspectives in Education
  - **EDUC 104** Philosophical Perspectives in Education
- **EDUC 105** Educational Psychology – 2 credits
- **EDUC 120** Introduction to Students with Special Needs – 2 credits
- **EDUC 213** Adolescent Development and Education
- **EDUC 312** Reading and Writing in the Content Areas – 3 credits
- **EDUC 313** Literacy Practicum – 1 credit
- **EDUC 332** Assessment and Inclusion – 4 credits
- One of the following concurrent 3-credit course + 1-credit practicum options:
  - **EDUC 346** Teaching Language Arts in Secondary Schools *and* **EDUC 386** Language Arts Practicum
  - **EDUC 347** Teaching Mathematics in Secondary Schools *and* **EDUC 387** Mathematics Practicum
  - **EDUC 348** Teaching Science in Secondary Schools *and* **EDUC 388** Science Practicum
  - **EDUC 349** Teaching Social Studies in Secondary Schools *and* **EDUC 389** Social Studies Practicum
  - Equivalents as approved by the education department (i.e. ART 280)

Additional courses required for minors seeking AYA license (7-12) or Multi-Age license (P-12) – 12 credits:

- **EDUC 495** Student Teaching – 10 credits
- **EDUC 496** Senior Seminar – 2 credits

Multi-Age licenses are available in art and foreign language (German or Spanish); AYA licenses are available in chemistry, physics, life sciences or integrated science (biology), integrated language arts (English), integrated mathematics, and integrated social studies (history).

See the Education Department or the respective academic departments for specific courses in education and in the major for the respective teaching fields.

PROGRAM INFORMATION

Teacher Education Program

The Teacher Education Program is designed to permit the student to meet the licensure requirements for teaching in the State of Ohio. Students may seek licensure in P-5, Intervention Specialist: Mild to Moderate, Adolescent Young Adult (AYA) Education (most secondary areas of teaching) and Multi Age education for Art. . The student seeking licensure should contact the Education Department for advising help as early as possible to ensure that the program requirements can be met within the four undergraduate years.

The theme of the teacher education program is “Educational Leaders for Constructive Social Change.” Our mission is to integrate the ideals of moral responsibility, social consciousness, and vocational commitment into the lives of teachers in such a way that their character, competence, and community involvement establish them as leaders for constructive social change. The faculty has developed performance outcomes by which teacher education candidates are assessed beginning in the introductory courses. A complete list of performance outcomes and teacher education policies and programs are described on the education department website and in the Teacher Education Handbook, which is available from the Education Department Office and the Education Department website. Candidates pursuing teacher licensure must also successfully complete two or more state-approved examinations prior to licensure. These examinations measure the extent of professional knowledge and curriculum content for the specific areas of licensure pursued.

Policy on Admission to the Teacher Education Program

Admission to the Teacher Education Program is selective. Any student who wishes to complete licensure requirements must apply for and be admitted to the program. To be considered for admission, the student must:

1. Have a cumulative GPA of at least 2.500 at the time of application;
2. Demonstrate writing proficiency by earning a grade of C- or in at least four (4) credits of LO2 (Writing Core Competency) coursework in the Connections Curriculum taken at Wittenberg or passing ENGL 101 (or its equivalent) with a C- or higher.;
3. Demonstrate mathematics competency by earning a grade of C- or higher in MATH 118 (education majors) or by earning a grade of C- or higher in a four-credit course that fulfills the Connections Curriculum LO4Q requirement (education minors), or by passing a course designated with the "Q" general education requirement.;
4. Earn grades of C- or higher in EDUC 103 or 104, 105, 120, 203, 253, (for students pursuing P-3 or P-5 licensure); the previously mentioned courses and EDUC 213 (for students pursuing Intervention Specialist); and EDUC 103 or 104, 105, 120, 213 (for students pursuing Adolescent-Young Adult and/or Multi-Age);
5. Display knowledge, skills, and dispositions appropriate for teaching, including a satisfactory level of competence on the nine performance outcomes assessed in the Education Disposition Assessment in education coursework.

Students may apply for admission during the semester they are completing the last prerequisite coursework. Applications for admission are due in the Education Department office by September 20, February 15 and August 5 and are acted upon by the Department before advising week. It is advised that students pursuing a major or minor in education should apply for admission to the Teacher Education Program no later than the sophomore year.

Prior to admission to the Teacher Education Program, students may enroll only in 100- and 200-level courses. All 300- and 400-level courses require admission to the Teacher Education Program (or department approval).

Criteria and Procedures for Permission to Student Teach

Only applicants who have been admitted to the Teacher Education Program may be approved to student teach and to seek licensure. According to its mission and goals, the Education Department considers each candidate's ability to take on the challenge and honor of serving students in our schools. To make decisions on who is ready to student teach, we use the following criteria:

1. Complete 100% of all required licensure and content courses offered prior to the student teaching term and/or receive the approval of the Education Department. Education minors must also receive the endorsement of the major Department. Note: Candidates should consult Department advising sheets for a full listing of all required education methods and content courses.
2. Attain a cumulative GPA of at least 2.500 at the time of student teaching,
3. Complete all program licensure courses with at least a grade of C- in each, and with a total education GPA of at least 2.75.
4. Display knowledge, skills, and dispositions appropriate for teaching, including a satisfactory level of competence on the nine performance outcomes assessed on the Education Disposition Assessment in the education coursework.
5. AYA and Multi-age candidates must attain a 2.500 GPA in each teaching/licensure field and a grade of C- or above for each course in each teaching/licensure field.
6. AYA and Multi-age candidates must have recommendations of the candidate's major department affirming a competent level of preparation in the teaching field according to the approved Ohio Academic Content Standards.
7. Have a valid background clearance check on file in the department.

No courses required for licensure can be taken pass/fail without the permission of the Education department chair and the Director of Assessment and Licensure.

Student teaching is scheduled typically during spring semester. All candidates enroll in EDUC 496 during the student teaching semester. Since student teaching is a full-time load, no other additional coursework may be scheduled during that time unless permission is granted by the Director of Field Placement and Outreach. In planning for spring vacation, candidates must follow the calendar of the school system in which they are assigned to student teach and plan their Spring Break in line with the school's vacation schedule. Travel to and from the student teaching site is the responsibility of the candidate.

EDUCATIONAL STUDIES

Educational Studies allows students to investigate the historical, social, political and economic contexts of educational institutions, policy, teaching, and learning.

PROGRAM OFFERINGS

- **B.A.:** Educational Studies
- **Minor:** Educational Studies

COURSE LISTING

Educational Studies Course Descriptions begin on **page 198** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Educational Studies – 42 credits

Required – 34 credits:

- One 4-credit introductory statistics course chosen from:
  - **DATA 227** Introductory Statistics
  - **BUSN 210** Business and Economic Statistics
  - **PSYC 201** Statistics
- Four credits from PSYC at the 100-level
- One 4-credit course from the following:
  - **EDUC 103** Sociological Perspectives in Education
  - **EDUC 104** Philosophical Perspectives in Education
- **EDUC 105** Educational Psychology – 2 credits
- **EDUC 120** Introduction to Students with Special Needs – 2 credits
- One 4-credit course from the following:
  - **EDUC 203** Early Childhood Development and Education
  - **EDUC 213** Adolescent Development and Education
- **EDUC 372** Critical Pedagogy and Social Change – 4 credits
- **EDUC 382** Educational Policy – 4 credits
- **EDUC 492** Internship – 4 credits
- **EDUC 497** Capstone Seminar – 2 credits

Electives – 8 credits chosen from:

- **EDUC 206** Survey of Urban Education and Schooling – 2 credits
- **EDUC 207** Exemplary Practices in Urban Education – 2 credits
- **EDUC 220** History of Women in Education – 2 credits
- **EDUC 221** Educational Technology – 2 credits
- **EDUC 223** Adolescent Literature – 2 credits
- **EDUC 224** Youth Advocacy – 2 credits
- **EDUC 225** Introduction to Higher Education – 2 credits
- **EDUC 253** Phonics for Reading and Writing – 4 credits
- Other courses upon departmental approval

Requirements for Minor in Educational Studies – 22 credits

Required – 18 credits:

- One 4-credit course from the following:
  - **EDUC 103** Sociological Perspectives in Education

    - **EDUC 104** Philosophical Perspectives in Education
- **EDUC 105** Educational Psychology – 2 credits
- **EDUC 120** Introduction to Students with Special Needs – 2 credits
- One 4-credit course from the following:
    - **EDUC 203** Early Childhood Development and Education
    - **EDUC 213** Adolescent Development and Education
- One 4-credit course from the following:
    - **EDUC 372** Critical Pedagogy and Social Change
    - **EDUC 382** Educational Policy
- **EDUC 497** Capstone Seminar – 2 credits

Electives – 4 credits chosen from:

- **EDUC 206** Survey of Urban Education and Schooling – 2 credits
- **EDUC 207** Exemplary Practices in Urban Education – 2 credits
- **EDUC 220** History of Women in Education – 2 credits
- **EDUC 221** Educational Technology – 2 credits
- **EDUC 223** Adolescent Literature – 2 credits
- **EDUC 224** Youth Advocacy – 2 credits
- **EDUC 225** Introduction to Higher Education – 2 credits
- **EDUC 253** Phonics for Reading and Writing – 4 credits
- Other courses upon departmental approval

ENGINEERING

Wittenberg students have several options for pursuing an engineering degree.

II. An engineering degree can be pursued at Wittenberg through a Dual Degree partnership with Indiana Institute of Technology (Indiana Tech). Through this partnership, Wittenberg students can earn a Bachelor of Science in Engineering from Indiana Tech and a Bachelor's of Arts in Physics from Wittenberg in five years of study in residence at Wittenberg.

Wittenberg students with a minimum GPA of 2.500 may apply to Indiana Tech's Dual Degree: B.S. Engineering online degree program. While enrolled at Wittenberg, students will complete Wittenberg courses to meet the requirements for the B.A. in Physics, and additional online courses in a pre-arranged sequence to meet the requirements for Indiana Tech's degree program. Four different tracks in the B.S. Engineering program are available: Computer Engineering, Electrical Engineering, Industrial and Manufacturing Engineering, and Mechanical Engineering.

The requirements for the B.A. in Physics are listed on p. (Link to page). In the "Required in Related Departments" category, MATH 212 and CHEM 121 should be chosen in order to meet Indiana Tech's engineering prerequisites.

Indiana Tech courses required for the B.S. in Engineering are listed below. To receive the B.S. in Engineering, students must meet the graduation requirements approved by Indiana Tech at the time of the student's admission to Indiana Tech.

Additional information about the Indiana Tech dual degree program is available from the Physics Department.

Core Engineering Courses		**Credits**	**Wittenberg transfer course**
EGR 1710	Engineering Graphics and Design	3	ENGR 171
ECE 1000	Introduction to Circuit Simulation and PCB Design	3	ENGR 100
EM 2010	Statics	3	ENGR 205
EGR 1600	Engineering Problem Solving	3	ENGR 160
EM 2700	3D CAD Parametric Modeling	3	ENGR 270
MA 2430	Probability & Statistics for Engineers (Wittenberg DATA 227 may be substituted)	3	ENGR 243
MET 4260	Applied Thermodynamics and Heat Transfer	4	ENGR 426
EGR 2000	Engineering Communication	3	ENGR 200
EGR 2600	Materials Science	3	ENGR 260
EGR 1500	Computer Programming for Engineers	3	ENGR 150
EGR 2650	Manufacturing Processes	3	ENGR 265
ECE 3400	Programmable Logic Controllers & Lab	3	ENGR 344
EGR 4400	Professional Practice	3	ENGR 440
MET 3500	Fluid Mechanics and Hydraulic Machines	3	ENGR 355
EGR 4962	EGR Senior Project	3	ENGR 496

Computer Engineering Track		Credits	Wittenberg transfer course
ECE 1100	C Programming	3	ENGR 110
ECE 2000	Digital System Design I	3	ENGR 207
ECE 2010	Digital System Design I Lab	1	ENGR 208
ECE 2300	Electronics I	3	ENGR 230
ECE 3500	Digital System Design II	3	ENGR 350
ECE 3700	Embedded Systems	3	ENGR 370
ECE 4800	VLSI Design	3	ENGR 480

Electrical Engineering Track		Credits	Wittenberg transfer course
ECE 1100	C Programming	3	ENGR 110
ECE 2000	Digital System Design I	3	ENGR 207
ECE 2010	Digital System Design I Lab	1	ENGR 208
ECE 2300	Electronics I	3	ENGR 230
ECE 3000	Signals and Systems	3	ENGR 300
ECE 3100	Linear Controls	3	ENGR 311
ECE 3600	Introduction to Electrical Communication Systems	3	ENGR 360

Industrial and Manufacturing Engineering Track		Credits	Wittenberg transfer course
IME 2010	Safety Engineering	3	ENGR 201
IME 2020	Work Design	3	ENGR 202
IME 2110	Six Sigma I	3	ENGR 211
IME 3020	Computer Simulation of Manufacturing Processes I	3	ENGR 302
IME 3040	Computer Integrated Manufacturing	4	ENGR 304
IME 4020	Lean Manufacturing	3	ENGR 402

Mechanical Engineering Track		Credits	Wittenberg transfer course
EGR 2710	GD&T	3	ENGR 271
EM 3100	Mechanics of Materials	3	ENGR 310
IME 2110	Six Sigma I	3	ENGR 211
ME 3400	Mechanical Engineering Design I	3	ENGR 340
ME 3410	Mechanical Engineering Design II	3	ENGR 341
	Technical-Elective Credit(s)	3	

III. **Another option for pursuing an engineering degree at Wittenberg is through a binary engineering program (commonly referred to as a "3-2" program).** This typically entails studying at Wittenberg for three years, followed by two years in residence at a participating school of engineering. The student who completes this program will earn a bachelor's degree from Wittenberg and a bachelor's degree in the specific field of engineering from the engineering school.

Two engineering schools currently participate in this program: the **Case School of Engineering of Case Western Reserve University** and the **Fu Foundation School of Engineering of Columbia University**. Admission. Case and Columbia offer degrees in many different fields of engineering.

During the time spent in residence at Wittenberg, the student completes:

- Courses required for a major concentration. Any Wittenberg major may be chosen, provided it can be completed during the three years the student is in residence at Wittenberg.
- Wittenberg's general education requirements
- Additional science and mathematics courses that are needed to form the core of the engineering curriculum, typically
    - Integral and differential calculus
    - Differential equations
    - Calculus-based introductory physics courses
    - Introductory chemistry courses
- Certain areas of engineering have additional requirements that may be satisfied by courses offered at Wittenberg.

The courses required to complete the program in engineering are taken in residence at the engineering school.

Additional information about this program may be obtained from the **Office of Admission**.

IV. In addition to these programs, there are other options for the student who wishes to go into engineering. These include:

- Informal arrangements with other schools that closely resemble the binary programs
- Graduate study in engineering after completion of the bachelor's degree at Wittenberg

ENGLISH AND WRITING

Believing that active, engaged learning enriches a love of reading and writing, Wittenberg's Department of English fosters strong readers and writers who consistently push themselves to pursue truth and seek meaning with integrity, compassion and creativity through critical and creative thinking, analysis, research, and intensive writing opportunities. Whether you're interested in literature, creative writing, journalism or other related fields, at Wittenberg you have the flexibility to choose courses, internships and study abroad programs to suit your goals and interests, all while working closely with our accomplished, dynamic and caring faculty.

PROGRAM OFFERINGS

- **B.A.:** English with a Concentration in Literature
- **B.A.:** English with a Concentration in Writing
- **B.A.:** English with AYA Integrated Language Arts Education Licensure
- **Minors:** English, Creative Writing, Journalism & Integrated Media

COURSE LISTING

English Course Descriptions begin on **page 205** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in English with a Concentration in Literature – 37 credits

- Choose either:
  - ENGL 180 Themes and Traditions in Literature – 4 credits
  - ENGL 190 Topics in World Anglophone Literature – 4 credits
- ENGL 280 British Literary Traditions– 4 credits
- ENGL 290 American Literary Traditions– 4 credits
- Three 300-level literature seminar courses – 12 credits
- Eight additional credits from any of the following categories of courses:
  - Literature Seminars
  - Words at Work
  - Topics in Literary Immersion
- ENGL 404 Directed Senior Thesis Workshop (or ENGL 499 Honors Thesis/Project) – 4 credits
- ENGL 405 Senior Exercises – 1 credit

Literature Concentration majors must complete at least twenty credits at the 300-level or above. Of those twenty credits, 4 credits must be in pre-1900 literature. All twenty credits cannot be in the literature of one cultural tradition (i.e., American, British, and/or World Anglophone) and only one 200 level Words at Work course can count toward the literature track in the major.

Literature Concentration with Honors

A student who has completed six English courses (including ENGL 180 or 190, ENGL 280, ENGL 290, and at least one literature seminar) and who maintains a GPA of at least 3.500 may submit an honors thesis proposal to the department for approval. If the project is approved, the student may enroll in ENGL 499 senior year and complete supervised individual research. The completed thesis must meet departmental standards for honors. Work may be distributed over two semesters.

Requirements for Bachelor of Arts Degree in English with a Concentration in Writing– 37 credits

- Choose either:
  - ENGL 180 Themes and Traditions in Literature – 4 credits
  - ENGL 190 Topics in World Anglophone Literature – 4 credits
- ENGL 280 British Literary Traditions– 4 credits

- ENGL 290 American Literary Traditions– 4 credits
- Three 300- or 400-level Words at Work courses– 12 credits
- Eight additional credits from any of the following categories of courses:
  - 300 or 400 level Words at Work courses
  - 300 level Literature Seminars
  - Topics in Literary Immersion
- ENGL 405 Senior Exercises – 1 credit
- ENGL 407 Writer's Studio – 4 credits

Writing Concentration majors must complete at least twenty credits at the 300-level or above. Of those twenty credits, four credits must be a literature seminar or literary immersion course. All Words at Work courses cannot be in the same genre (i.e., fiction, creative non-fiction, poetry, etc.)

Students must complete at least one 300-level Advanced Topics creative writing course prior to enrolling in ENGL 407 Writers' Studio. ENGL 407 is repeatable if the student project varies. ENGL 240 is a prerequisite to any 300-level Advanced Topics creative writing course and English 241 is a pre-requisite to any 300-level Advanced Journalism course.

Writing Concentration with Honors

A student who has completed six English courses (including ENGL 180, ENGL 240, ENGL 280,ENGL 290, and at least one 300 level Words at Work course) and who maintains a GPA of at least 3.500 may submit an honors thesis proposal to the department for approval; if the project is approved, the student may enroll in ENGL 499 senior year and complete supervised individual research. The completed thesis must meet departmental standards for honors. Work may be distributed over two semesters.

Certification for Teaching in English

Students interested in pursuing a course of study leading to a license to teach English should contact their advisor or the **Education Department** for specific requirements.

Requirements for Minor in English – 20 credits

- Choose either:
  - ENGL 180 Themes and Traditions in Literature – 4 credits
  - ENGL 190 Topics in World Anglophone Literature – 4 credits
- ENGL 280 British Literary Traditions– 4 credits
- ENGL 290 American Literary Genealogies Traditions– 4 credits.
- Eight ENGL credits at the 300-level, four of which must be a literature seminar course
  Declaration must be made by the end of spring semester of the junior year.

Requirements for Minor in Creative Writing – 20 credits

Required courses – 8 credits:

- ENGL 240* Introduction to Creative Writing – 4 credits
- ENGL 407 Writers' Studio – 4 credits

Elective courses – 12 credits:

- ENGL 340 Topics in Advanced Fiction Writing
- ENGL 341 Topics in Advanced Poetry Writing
- ENGL 342 Topics in Advanced Creative Nonfiction Writing
- THDN 240 Playwriting

ENGL 240 is a prerequisite to any 300-level Advanced Topics creative writing course. Students must complete at least one 300-level Advanced Topics creative writing course prior to enrolling in ENGL 407 Writers' Studio. ENGL 407 is repeatable as long as student project varies. To complete the minor, a student must study in at least two different genres (Ex: ENGL 340 & ENGL 341, or ENGL 340 and THDN 240).

Requirements for Minor in Journalism and Integrated Media – 20 credits

Required courses – 8 credits:

- ENGL 241 Beginning Journalism
- CMDM 205 Media Literacy

Elective courses* – 12 credits:

At least one elective course must be outside of CMDM and ENGL.

- ART 145 Digital Imaging, Video & Animation
- ART 241 Intro to Photography
- ART 246 Digital Imaging & Video
- ART 271 Graphic Design
- ART 341 Advanced Photography
- ART 346 Animation
- BUSN 343 Digital Marketing
- CMDM 220 Digital Storytelling
- CMDM 351 Media Law
- CMDM 355 Social Media
- ENGL 320 Advanced News Writing
- ENGL 321 Advanced Feature Writing
- JRIM 491 Internship
- POLI 229 Media and War
- POLI 236 Media and Politics
- Other approved courses

*At least one elective course should be numbered 300 or higher. Senior Journalism and Integrated Media (JRIM) minors will also publicly present a portfolio of their best work to JRIM-affiliated faculty and submit a brief reflective essay to the JRIM program director in order to complete the minor.

ENGLISH COURSE CATEGORY LISTS:

Literature Seminar Courses

- ENGL 350 Studies in Medieval Literature and Culture
- ENGL 351 Studies in Renaissance Literature and Culture
- ENGL 352 Studies in Restoration and Eighteenth-Century Literature and Culture
- ENGL 353 Studies in Romantic Literature and Culture
- ENGL 354 Studies in Victorian Literature and Culture
- ENGL 355 Studies in Twentieth-Century Literature and Culture
- ENGL 356 Studies in American Renaissance
- ENGL 360 Studies in the Novel
- ENGL 361 Studies in Poetry
- ENGL 364 Shakespeare
- ENGL 370 Studies in African American Literature
- ENGL 371 Studies in World Anglophone Literature
- ENGL 372 Women in Literature I
- ENGL 373 Women in Literature II
- ENGL 380 Topics in English

NOTE: *ENGL 335/ENGL 365 do NOT count as literature seminar courses*

Words at Work Courses

- ENGL 240 Introduction to Creative Writing
- ENGL 241 Beginning Journalism
- ENGL 243 Business Writing
- ENGL 300 Teaching Writing
- ENGL 320 Advanced News Writing
- ENGL 321 Advanced Feature Writing
- ENGL 324 Summer Journalism Institute
- ENGL 325 Writing Center Theory and Practice
- ENGL 335 Topics in Advanced Composition
- ENGL 340 Topics in Advanced Fiction Writing
- ENGL 341 Topics in Advanced Poetry Writing
- ENGL 342 Topics in Advanced Creative Nonfiction Writing
- ENGL 343 Topics in Advanced Screenwriting
- ENGL 344 Summer Screenwriting Institute
- ENGL 407 Writers' Studio

NOTE: *only four credits of 200-level Words at Work courses may count toward the English Major*

Topics in Literary Immersion Courses

- ENGL 365 Topics in Literary Immersion

ENVIRONMENTAL SCIENCE

Wittenberg's environmental science program is nationally-recognized for its community engagement. You will work with our 20+ local partners, award winning faculty, and engage with the community in environmental problem solving.

PROGRAM OFFERINGS

- **B.A.:** Environmental Science
- **B.S.:** Environmental Science, Environmental Science with AYA Integrated Science Education Licensure
- **Minor:** Environmental Studies

COURSE LISTING

Environmental Science Course Descriptions begin on **page 211** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Environmental Science – 50 credits

Complete 50 credits of coursework, including core environmental science courses, cognate courses, foundational and advanced courses focused on a theme of study, and a capstone experience. Students develop a theme of study in consultation with their advisor. Examples of themes include conservation biology, aquatic ecosystems, stream resources, water resources, and wildlife management.

Required in Environmental Science – 14 credits

- ESCI 101 Introduction to Environmental Science – 5 credits
- ESCI 160 Environmental Geology – 5 credits
- ESCI 250 Environmental Science Research Methods – 5 credits
- ESCI 295 Introduction to GIS – 4 credits
- ESCI 494 Senior Seminar – 2 credits

Required in Social Sciences or Humanities – 8 credits from:

- CMDM 363 Environmental Communication – 4 credits
- ECON 350 Environmental and Natural Resource Economics – 4 credits
- ENGL 180TQ ST: Wilderness Writers – 4 credits
- ENGL 342TA ST: Rivers: Writing & Running – 2 credits
- ENGL 342TD ST: Outdoor & Nature Writing – 4 credits
- HIST 171 Trade, Religion, and Environment in Ancient Africa – 4 credits
- PHIL 207 Science in Social Context – 4 credits
- PHIL 210 Biomedical Ethics – 4 credits
- POLI 103 International Relations – 4 credits
- POLI 209TB ST: Poli Developing Countries – 4 credits
- POLI 221 State and Local Government – 4 credits
- POLI 254 Global Environmental Politics – 4 credits
- POLI 320 Public Administration – 4 credits
- POLI 321 Public Policy – 4 credits
- POLI 332 Political Parties and Interest Groups – 4 credits
- RELI 310 Religion, Nature, and Environment – 4 credits
- Additional courses as approved by the program

Required in Statistics – 4 credits from:

- DATA 227 Introductory Statistics – 4 credits
- BUSN 210 Business and Economic Statistics – 4 credits

Foundational Courses – at least 7 credits from 2 or more departments from the list of approved courses below:

Courses will be selected in consultation with an advisor in the Environmental Science Program and focused on a theme of study.

- BIOL 170 Concepts of Biology: Biological Information, Reproduction, and Evolution – 5 credits

- BIOL 180 Concepts of Biology: Energy and Resources in Biology – 5 credits
- BIOL 202 Principles of Evolution – 2 credits
- CHEM 121 Models of Chemical Systems – 5 credits
- CHEM 162 Chemical Structure and Analysis – 5 credits
- ESCI 100 Climate Change – 4 credits
- Approved ESCI 104 Topics in Environmental Science 1-4 credits
- ESCI 104TA Natural Hazards and Disasters – 4 credits
- Approved ESCI 280 Topics in Environmental Science – 1-4 credits
- ESCI 280TG Environmental Data Science in R – 2 credits
- MRSC 200 Oceanography – 4 credits
- MRSC 250TD Sustainable Fisheries – 4 credits
- PHYS 201 Physics I – 5 credits
- Additional courses as approved by the program.

Advanced Courses – at least 10 credits, including one course at the 300-level or higher, from the list of approved courses below:

Courses will be selected in consultation with an advisor in the Environmental Science Program and focused on a theme of study.

- BIOL 230 Woody Plants – 4 credits
- BIOL 232 Herpetology – 5 credits
- BIOL 233 Ornithology – 5 credits
- BIOL 235 Morphology of Vascular Plants – 5 credits
- BIOL 244 Conservation Biology – 4 credits
- BIOL 346 Ecology – 5 credits
- CHEM 201 Introduction to Organic Chemistry – 5 credits
- CHEM 281 Analytical Chemistry – 5 credits
- ESCI 245 Introductory Wildlife Management – 5 credits
- Approved ESCI 280 Topics in Environmental Science – 1-4 credits
- ESCI 280TH Great Lakes of North American – 4 credits
- ESCI 350 Biogeochemistry – 5 credits
- Approved ESCI 380 Topics in Environmental Science – 1-4 credits
- ESCI 380TB Air Pollution – 4 credits
- Additional courses as approved by the program.

Requirements for Bachelor of Science Degree in Environmental Science – 67 credits

Complete 67 credits of coursework, including core environmental science courses, cognate courses, foundational and advanced courses focused on a theme of study, and a capstone experience. Students develop a theme of study in consultation with their advisor. Examples of themes include conservation biology, aquatic ecosystems, biogeochemistry, water resources, and wildlife management.

Required in Environmental Science – 22 credits

- ESCI 101 Introduction to Environmental Science – 5 credits
- ESCI 160 Environmental Geology – 5 credits
- ESCI 250 Environmental Science Research Methods – 5 credits
- ESCI 295Introduction to GIS – 4 credits
- ESCI 494 Senior Seminar – 2 credits
- At least one additional credit from -1 credit:
    - ESCI 490 Independent Study – 1-4 credits
    - ESCI 491 Internship – 1-4 credits
    - ESCI 492 Directed Research – 1-4 credits

Required in Social Sciences or Humanities – 8 credits from:

- CMDM 363 Environmental Communication – 4 credits
- ECON 350 Environmental and Natural Resource Economics – 4 credits

- ENGL 180TQ ST: Wilderness Writers – 4 credits
- ENGL 342TA ST: Rivers: Writing & Running – 2 credits
- ENGL 342TD ST: Outdoor & Nature Writing – 4 credits
- HIST 171 Trade, Religion, and Environment in Ancient Africa – 4 credits
- HONR 300TR Religion, Animals & Being "Human" – 4 credits
- PHIL 207 Science in Social Context – 4 credits
- PHIL 210 Biomedical Ethics – 4 credits
- POLI 103 International Relations – 4 credits
- POLI 209TB ST: Poli Developing Countries – 4 credits
- POLI 221 State and Local Government – 4 credits
- POLI 254 Global Environmental Politics – 4 credits
- POLI 320 Public Administration – 4 credits
- POLI 321 Public Policy – 4 credits
- POLI 332 Political Parties and Interest Groups – 4 credits
- RELI 310 Religion, Nature, and Environment – 4 credits
- Additional courses as approved by the program

Required in Computer Science, Mathematics, or Statistics – 8 credits

4 credits from:

- BUSN 210 Business and Economic Statistics – 4 credits
- DATA 227 Introductory Statistics – 4 credits

At least 4 credits from:

- MATH 131 Essentials of Calculus – 4 credits
- MATH 201 Calculus I – 4 credits and MATH 202 Calculus II – 4 credits
- COMP 150 Programming & Problem Solving – 5 credits

Foundational Courses – at least 15 credits from 2 or more departments from the list of approved courses below:

Courses will be selected in consultation with an advisor in the Environmental Science Program and focused on a theme of study.

- BIOL 170 Concepts of Biology: Biological Information, Reproduction, and Evolution – 5 credits
- BIOL 180 Concepts of Biology: Energy and Resources in Biology – 5 credits
- BIOL 202 Principles of Evolution – 2 credits
- CHEM 121 Models of Chemical Systems – 5 credits
- CHEM 162 Chemical Structure and Analysis – 5 credits
- ESCI 100 Climate Change – 4 credits
- Approved ESCI 104 Topics in Environmental Science – 1-4 credits
- ESCI 104TA Natural Hazards and Disasters – 4 credits
- Approved ESCI 280 Topics in Environmental Science – 1-4 credits
- ESCI 280TG Environmental Data Science in R – 2 credits
- MRSC 200 Oceanography – 4 credits
- MRSC 250TD Sustainable Fisheries – 4 credits
- PHYS 201 Physics I – 5 credits
- Additional courses as approved by the program.

Advanced Courses – at least 14 credits, including one course at the 300-level or higher, from the list of approved courses below:

Courses will be selected in consultation with an advisor in the Environmental Science Program and focused on a theme of study.

- BIOL 230 Woody Plants – 4 credits
- BIOL 232 Herpetology – 4 credits
- BIOL 233 Ornithology – 5 credits
- BIOL 235 Morphology of Vascular Plants – 5 credits
- BIOL 244 Conservation Biology – 4 credits
- BIOL 346 Ecology – 5 credits

- CHEM 201 Introduction to Organic Chemistry – 5 credits
- CHEM 281 Analytical Chemistry – 5 credits
- ESCI 245 Introductory Wildlife Management – 5 credits
- Approved ESCI 280 Topics in Environmental Science – 1-4 credits
- ESCI 280TH Great Lakes of North American – 4 credits
- ESCI 350 Biogeochemistry – 5 credits
- Approved ESCI 380 Topics in Environmental Science – 1-4 credits
- ESCI 380TB Air Pollution – 4 credits
- Additional courses as approved by the program.

Capstone Experience:
A significant capstone experience in environmental science is required prior to ESCI 494: Senior Seminar. For students pursuing the B.A. degree, extended field studies, field seminars, or project-based courses provide ample opportunities for students to satisfy this requirement. For students pursuing the B.S. degree, the capstone experience must be from an independent study, directed research, or internship, including summer research or internship opportunities. These students are required to present the results of their work at a campus or professional research symposium (separate from the Senior Seminar poster presentation). Either the experience or its presentation must be credit-bearing (1-4 credits). Students will work in consultation with their advisors and the program director to determine appropriate capstone experiences.

Relationship to Other Majors and Minors
Environmental science provides students with an interdisciplinary approach to understanding and examining environmental problems.

Licensure for Teaching in Life Science or Integrated Science
Students interested in pursuing a course of study leading to a license to teach integrated science should contact their advisor or the Education Department for specific requirements.

Requirements for a Minor in Environmental Studies – 20 credits

The Environmental Studies minor consists of a minimum of 20 credits distributed along a theme of study to ensure coherence and depth of study related to the environment. Students develop a theme of study in consultation with their minor advisor. Courses are distributed according to the following levels:

- Level 1: Introductory core course from either ESCI 100, ESCI 101, or ESCI 160 – 4-5 credits
- Level 2: Introductory topical course from the list of approved courses – 4-5 credits
    - One course from: BIOL 230, BIOL 233, BIOL 239, BIOL 244, BIOL 247, BIOL 248, MRSC 200, POLI 221, POLI 223, or POLI 254
- Level 3: Advanced topical or methods course from ESCI 250 or the list of approved courses – 4-5 credits
    - One course from: BIOL 346, CMDM 363, ECON 350, ESCI 250, PHIL 305, POLI 320, POLI 321, POLI 322, or RELI 310
- Level 4: ESCI 295: Introduction to GIS – 4 credits
- Level 5: Application through independent study or internship from ENVS 490 or ENVS 491 or ESCI 490 or ESCI 491 – 1-4 credits

Within each level, students select one or more courses. To ensure breadth of study, at least 16 credits of coursework beyond the core course will be from outside the student's major department.

HEALTH HUMANITIES AND EQUITY

Students completing a minor in Health Humanities and Equity will be able to demonstrate narrative competence through close reading, critical analysis, and creative expression; Describe the relationship between narrative competence and holistic, equitable health care; Demonstrate knowledge of the complex contexts and equitable practices that impact individual well-being and the experience of illness, healing, and death; Identify how the body can be read differently across disciplines, including the natural sciences, the social sciences, and the humanities; Achieve greater empathy toward oneself and others through exploring the human relationship to illness and bodily differences; and Apply narrative competence and humanistic contextual knowledge to a specific issue or concern within the health care field to improve quality of care and/or equitable practice.

PROGRAM OFFERINGS

- **Minor:** Health Humanities and Equity

COURSE LISTING

Health Humanities and Equity Course Descriptions begin on **page 222** of the Catalog

DEGREE REQUIREMENTS

Requirements for Minor in Health Humanities and Equity – 22 credits

Required Core Courses – 8 credits

- **Health and Narrative Medicine – 4 credits**
  Students must take four credits in a course that focuses on narrative structure through methodologies of close reading, reflective writing, and creative applications. Content for this course will also focus on illness, health, health care, and the body. Courses include:
  - ENGL 335TF: Narrative Medicine—4 credits
- **Health and Equity – 4 credits**
  Students must take four credits in a course that focuses ethics and/or the cultural study of illness, health, health care, and the body. This course will also address issues of social justice and the body. Courses include:
  - RELI 213 Religion and Medicine
  - PHIL 378 Bioethics
  - HIST 209 History of Medicine and Health Care in the U.S.

Interdisciplinary Requirements – 12 credits

Students must take three additional courses, one in Natural Science, one in Social Science, and one in Humanities.

- **Natural Science – 4 credits**
  Students must take four credits in natural science, with a focus on illness, health, health care, and the body. Students can select from the following courses, or other director approved courses in the Natural Sciences:
  - BIOL 104 Non-Infectious Diseases
  - BIOL 114 Conception to Birth
  - BIOL 120 Human Health and Disease
  - BIOL 129 Science Behind Addiction
  - BIOL 215 Genetics
  - NEUR 200 Introduction to Neuroscience
  - BIOL 221 Pharmacology
  - BIOL 223 Human Pathophysiology
  - BIOL 229 Science Behind Addiction (major course)
  - BIOL 227 Microbiology and Immunology
  - CHEM 305 Molecular Toxicology
  - EXSC 204 Applied Anatomy
  - EXSC 250 Nutrition
  - BIOL 325 Human Anatomy and Physiology I
  - BIOL 326 Human Anatomy and Physiology II
  - EXSC 270 Care and Prevention of Sport Injuries
  - NUR 240 Adult Health I
  - NUR 301 Cultural Competence in Health
  - NUR 404 Global Populations Perspectives
  - PSYC 213 Psychopharmacology
  - PSYC 311 Behavioral Neuroscience
  - PUBH 302 Health Services
  - THDN 215 Dance Kinesiology

- **Social Science – 4 credits**

  Students must take four credits in social science, with a focus on illness, health, health care, and the body (50%). Students can select from the following list, or other director approved courses in Social Science Natural Sciences:

  - CMDM 327 Health Communication
  - ECON 290 Non-Profit Economies
  - POLI 203 Politics of Health Care
  - POLI 209 Topics in Comparative Politics (depending on topic)
  - POLI 216 Family Values
  - POLI 222 Urban Politics
  - POLI 229 Topics in American Politics (depending on topic)
  - PSYC 212 Health Psychology
  - PSYC 231 Child Development
  - PSYC 232 Psychology of Adolescence
  - PSYC 243 Community Psychology
  - PSYC 251 Abnormal Psychology
  - PSYC 252 Child Abnormal Psychology
  - PSYC 351 Introduction to Mental Health
  - PSYC 230 Lifespan Development
  - SOCI 201 Topics in Sociology/Anthropology
  - SOCI 245 Gender and Society
  - SOCI 270 Sociology of Oppressed Groups
  - SOCI 285 Food Justice
  - SOCI 290 Global Change

- **Humanities and the Arts – 4 credits**

  Students must take an additional four credits in the humanities or other director approved courses in humanities:

  - AFDS 270 Topics in African and Diaspora Studies
  - ART 110 History of Art I
  - ART 280 American Art
  - ENGL 180 Themes and Traditions in Literature
  - ENGL 190 Topics in World Anglophone Literature
  - ENGL 240 Introduction to Creative Writing
  - ENGL 335TF Narrative Medicine
  - ENGL 340 Topics in Advanced Fiction Writing
  - ENGL 341 Topics in Advanced Poetry Writing
  - ENGL 342 Topics in Advanced Creative Nonfiction Writing
  - ENGL 351 Studies in Renaissance Literature
  - ENGL 352 Restoration and Eighteenth-Century Literature
  - ENGL 364 Shakespeare
  - ENGL 365 Topics in Literary Immersion
  - ENGL 380 Topics in English
  - HIST 101 Topics in History
  - HIST 372 Race in the United States & South Africa
  - HIST 129 American Film
  - HIST 130 African American History
  - HIST 209 History of Medicine & Health Care in the US
  - HIST 380 Topics in Public History
  - RELI 213 Religion and Medicine
  - RELI 310 Religion, Nature, and the Environment
  - RELI 342 Comparative Religious Ethics
  - RELI 378 Bioethics
  - PHIL 103 Ethics and Identity
  - PHIL 107 The Art of Living Ethically
  - PHIL 203 Mysteries of Self and Soul
  - PHIL 207 Science in Social Context
  - PHIL 209 Philosophy of Hip Hop Culture
  - PHIL 303 Ethics and Psychology
  - PHIL 304 Knowing Bodies
  - PHIL 308 Love, Death & Desire: Philosophy of Literature
  - THDN 200 Topics in Theatre or Dance

Capstone Experience – 2 credits

Students must complete a capstone course that includes experiential learning (internship, shadowing experience and/or directed research) and a final reflective essay.

- HHUM 401 Practicum in Health Humanities and Equity – 2 credits

HEALTH SCIENCE

Health science students are immersed in practical, hands-on learning opportunities that allow them to explore health science fields within the liberal arts. Offering a variety of courses that are prerequisites for many of the health professional schools, Wittenberg has a distinguished track record of students getting into professional schools in a variety of health fields.

PROGRAM OFFERINGS

- **Minor:** Health Science

COURSE LISTING

Health Science Course Descriptions begin on **page 223** of the Catalog

DEGREE REQUIREMENTS

Requirements for Minor in Health Science – 20 credits

- Coursework reflecting the basic human sciences – 8 credits minimum
- Coursework reflecting the interdisciplinary nature of health science – 8 credits minimum
- Significant professional experience in a clinical or medically related research setting – 0-4 credits
    - Students may take HEAL 490 Clinical Internship or HEAL 492 Directed Medical Research to fulfill this requirement (0-4 credits may be counted toward the minor). In addition, other significant professional experience deemed sufficient by the Health Science Committee may also fulfill this requirement.

A maximum of 12 of the required 20 credits for the Health Science minor may come from the student's major and/or another minor department. For example, a student with a major in Biology and minor in Psychology will only be allowed to apply 12 credits from these two departments to the health science minor (e.g., 12 credits from Biology, OR 12 credits from Psychology, OR a mix from each department).

COURSE OFFERINGS

Learning Goal 1: Basic human sciences (minimum of 8 credits):

- BIOL 114 From Conception to Birth – 4 credits
- BIOL 120 Human Health and Pathology – 4 credits
- BIOL 129 The Science Behind Addiction – 4 credits
- BIOL 215 Genetics – 5 credits
- NEUR 200 Introduction to Neuroscience – 5 credits
- BIOL 221 Pharmacology – 4 credits
- BIOL 223 Survey of Human Disease – 4 credits
- BIOL 227 Microbiology and Immunology – 5 credits
- BIOL 229 The Science Behind Addiction – 4 credits
- BIOL 250 Topic: Molecular Genetics and Bioinformatics – 5 credits
- BIOL 325 Human Anatomy and Physiology I – 5 credits
- BIOL 326 Human Anatomy and Physiology II – 4 credits
- EXSC 250 Nutrition – 4 credits
- EXSC 204 Applied Anatomy – 4 credits
- EXSC 270 Care and Prevention of Sport Injuries – 2 credits
- PSYC 213 Psychopharmacology – 4 credits
- PSYC 311 Behavioral Neuroscience – 5 credits
- THDN 215 Dance Kinesiology – 4 credits

Learning Goal 2: Interdisciplinary nature of health science (minimum of 8 credits):

- CMDM 327 Health Communication – 4 credits
- ECON 290 Topic: Health Economics – 4 credits

- ENGL 180 Literature and Madness – 4 credits
- HONR 300 Bioethics – 4 credits
- PHIL 207 Science in Social Context – 4 credits
- PHIL 210 Biomedical Ethics – 4 credits
- POLI 209 Topics: Comparative Health Care Policy – 4 credits
- PSYC 212 Health Psychology – 4 credits
- PSYC 231 Child Development – 4 credits
- PSYC 232 Psychology of Adolescence – 4 credits
- PSYC 243 Community Psychology – 4 credits
- PSYC 251 Psychopathology – 4 credits
- PSYC 252 Developmental Psychopathology – 4 credits
- PSYC 280 Topic: Introduction to Clinical Psychology – 4 credits
- PSYC 351 Introduction to Mental Health – 5 credits
- RELI 213 Religion and Medicine – 4 credits
- SOCI 380 Identity, Self and Society – 4 credits
- HEAL 490 Clinical internship – 0-4 credits
- HEAL 492 Directed Research: Medical Emphasis – 0-4 credits

Learning Goal 3: Significant professional experience (0-4 credits):
Each student is required to complete either an internship experience in a medically related setting or medically related research. Up to 4 credits from Learning Goal 3 may be included in the minimum 20 credits required for the minor. The project need not be taken for credit, may be paid or volunteer, but must be of a scope worthy of receiving academic credit. At the conclusion of the internship experience or research project, the student will present the results of the research in written, oral, or professional poster format (format to be chosen in consultation with the student's research or internship advisor).

HEAL 490 Clinical Internship
Note: must receive final evaluation by at least one member of the Health Science Committee in order to satisfy this minor requirement. Prerequisites: junior or senior standing, completion of the Community Service requirement, and permission of the Clinical Internship Director.

HEAL 492 Directed Medical Research
Note: must receive final evaluation by at least one member of the Health Science Committee in order to satisfy this minor requirement.

Other significant professional experience deemed sufficient to meet this requirement.

HEALTH & SPORT STUDIES (EXERCISE SCIENCE, SPORT MANAGEMENT)

Wittenberg University's commitment to wholeness of person includes academic programming that emphasizes health, fitness and sport, including degree programs in Sport Management, Exercise Science and a Master of Arts in Sport Administration.

PROGRAM OFFERINGS

- **B.A.:** Exercise Science, Sport Management
- **B.S.:** Exercise Science, Exercise Science with Strength and Conditioning Concentration
- **Minor:** Exercise Science, Sport Management

COURSE LISTING

Exercise Science Course Descriptions begin on **page 214** of the Catalog
Sport Management Course Descriptions begin on **page 269** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Exercise Science – 47-49 credits

Required Courses in Health & Sport Studies – 34-36 credits

- EXSC 170 Introduction to Exercise Science – 4 credits
- One course from:
  - EXSC 204 Applied Anatomy – 4 credits
  - EXSC 350 Gross Anatomy – 4 credits
  - BIOL 325 Human Anatomy & Physiology I – 5 credits
- One course from:
  - EXSC 351 Human Physiology – 4 credits
  - BIOL 326 Human Anatomy & Physiology II (with BIOL 327) – 5 credits
- One course from:
  - EXSC 250 Nutrition – 4 credits
  - EXSC 210 Introduction to Health and Wellness – 4 credits
- EXSC 270 Care and Prevention of Sport Injuries (w/CPR & First Aid) – 2 credits
- EXSC 370 Exercise Physiology – 4 credits
- EXSC 377 Principles of Strength and Conditioning – 4 credits
- EXSC 470 Senior Capstone – 2 credits
- EXSC 473 Exercise Testing and Prescription – 4 credits
- EXSC 491 Internship – 2 credits

Required Courses in Other Departments – 5 credits

- BIOL 170 Concepts in Biology: Biological Information, Reproduction, and Evolution – 5 credits

Elective Courses for Major in Exercise Science – 8 credits

- SPMG 220 Event and Facility Management – 4 credits
- SPMG 235 Psychology of Sport and Exercise – 4 credits
- SPMG 320 Legal Aspects of Sport – 4 credits
- EXSC 283 Motor Learning – 4 credits
- EXSC 285 Biomechanics – 4 credits
- EXSC 475 Exercise for Special Populations – 4 credits
- PSYC 201 Statistics (or equivalent) – 4 credits
- PSYC 202 Experimental Design – 5 credits

Requirements for Bachelor of Science Degree in Exercise Science – 66-68 credits

Required Courses in Health & Sport Studies – 22-24 credits

- EXSC 170 Introduction to Exercise Science – 4 credits
- Anatomy courses: (8 credits or 10 credits)
  - EXSC 350 Gross Anatomy – 4 credits *AND* EXSC 351 Human Physiology – 4 credits
    OR
  - BIOL 325 Anatomy & Physiology I – 5 credits *AND* BIOL 326 Anatomy & Physiology II – 4 credits *AND* BIOL 327 Anatomy & Physiology II Lab – 1 credit
- EXSC 370 Exercise Physiology – 4 credits
- EXSC 473 Exercise Testing and Prescription – 4 credits
- EXSC 470 Senior Capstone – 2 credits

Required Courses in Related Departments – 24 credits

- BIOL 170 Concepts in Biology I – 5 credits
- BIOL 180 Concepts in Biology II – 5 credits
- CHEM 121 Models of Chemical Systems I – 5 credits
- CHEM 162 Models of Chemical Systems II – 5 credits
- One statistics course – 4 credits from:
  - BUSN 210 ○ DATA 227 ○ PSYC 201

Group I Electives for B.S. in Exercise Science – 8 credits

- ENGL 335TF Narrative Medicine – 4 credits
- ENGL 352TA Reading the Body – 4 credits
- PHIL 110 Logic and Critical Reasoning – 4 credits
- PHYS 201 Physics I – 5 credits
- PHYS 202 Algebra-based Physics II – 5 credits
- PSYC 101 Introduction to Psychology – 4 credits
- PSYC 202 Experimental Design – 5 credits
- PSYC 212 Health Psychology – 4 credits
- PSYC 213 Psychopharmacology – 4 credits
- PSYC 230 Lifespan Development – 2-3 credits
- PSYC 251 Psychopathology – 4 credits
- PSYC 252 Developmental Psychopathology – 4 credits
- PSYC 280 Psychology of Cultural Diversity – 4 credits
- RELI 213 Religion and Medicine – 4 credits

Group II Electives for B.S. in Exercise Science – 12 credits

- BIOL 221 Pharmacology – 4 credits
- BIOL 223 Pathophysiology – 4 credits
- CHEM 201 Organic Chemistry I – 5 credits
- CHEM 305 Molecular Toxicology – 4 credits
- SPMG 220 Event Planning and Facility Management – 4 credits
- SPMG 222 Sport Marketing – 4 credits
- SPMG 235 Psychology of Sport and Exercise – 4 credits
- EXSC 250 Nutrition – 4 credits
- EXSC 255 Resistance Training Methods – 2 credits
- EXSC 270 Care and Prevention of Athletic Injuries – 2 credits
- EXSC 281 Techniques in Aerobic Training – 2 credits
- EXSC 283 Motor Learning – 4 credits
- EXSC 285 Biomechanics – 4 credits
- EXSC 377 Strength and Conditioning – 4 credits
- EXSC 475 Exercise for Special Populations – 4 credits
- EXSC 491 Internship – 1-4 credits

Requirements for Bachelor of Science Degree in Exercise Science with Strength and Conditioning Concentration – 68-70 credits

Required Courses in Health & Sport Studies – 22-24 credits

- EXSC 170 Introduction to Exercise Science – 4 credits
- Anatomy courses: (8 credits or 10 credits)
  - EXSC 350 Gross Anatomy – 4 credits *AND* EXSC 351 Human Physiology – 4 credits
    OR
  - BIOL 325 Anatomy & Physiology I – 5 credits *AND* BIOL 326 Anatomy & Physiology II – 4 credits *AND* BIOL 327 Anatomy & Physiology II Lab – 1 credit
- EXSC 370 Exercise Physiology – 4 credits
- EXSC 473 Exercise Testing and Prescription – 4 credits
- EXSC 470 Senior Capstone – 2 credits

Required Courses in Related Departments – 24 credits

- BIOL 170 Concepts in Biology I – 5 credits
- BIOL 180 Concepts in Biology II – 5 credits
- CHEM 121 Models of Chemical Systems I – 5 credits
- CHEM 162 Models of Chemical Systems II – 5 credits
- One statistics course – 4 credits from:
  - BUSN 210 ○ DATA 227 ○ PSYC 201

Required Courses for Strength and Conditioning Concentration – 22 credits

- SPMG 235 Psychology of Sport and Exercise – 4 credits
- EXSC 250 Nutrition – 4 credits
- EXSC 255 Resistance Training Methods – 2 credits
- EXSC 285 Biomechanics – 4 credits
- EXSC 315 Application in Strength and Conditioning Methods – 2 credits
- EXSC 377 Strength and Conditioning – 4 credits
- EXSC 491 Internship – 1-4 credits
  - The field experiences in the Strength and Conditioning Concentration have to meet the following requirements:
    1. A minimum of 300 hours of contact time with a minimum of two substantially different experiences that include two or more of the following categories: sport, gender, age range, or other.
    2. Two different supervisors (does not require experiences at two different sites).
    3. Minimum of 75 hours per experience.
    4. One experience must be at least 6 weeks in length.

Requirements for Minor in Exercise Science – 20 credits

Required Courses in Health & Sport Studies – 12 credits

- EXSC 170 Introduction to Exercise Science – 4 credits
- EXSC 204 Applied Anatomy *OR* EXSC 350 Gross Anatomy – 4 credits
- EXSC 370 Exercise Physiology – 4 credits

Elective Courses for Minor in Exercise Science – 8 credits

- EXSC 250 Nutrition – 4 credits
- EXSC 283 Motor Learning – 4 credits
- EXSC 285 Biomechanics – 4 credits
- EXSC 473 Exercise Testing and Prescription – 4 credits
- PSYC 201 Statistics (or equivalent) – 4 credits
- PSYC 202 Experimental Design – 5 credits
- SPMG 235 Psychology of Sport and Exercise – 4 credits

Requirements for Bachelor of Arts Degree in Sport Management – 45-48 credits

Required Courses in Health & Sport Studies – 29-32 credits

- SPMG 150 Introduction to Sport Management – 4 credits
- SPMG 220 Event Planning & Facility Management – 4 credits
- SPMG 222 Sport Marketing – 4 credits
- SPMG 301 Ethical and Social Issues in Sport – 4 credits
- SPMG 320 Legal Aspects of Sport – 4 credits
- SPMG 390 Sport Finance and Sales – 4 credits
- SPMG 401 Sport Management Leadership and Policy – 4 credits
- SPMG 491 Internship – 1-4 credits

Required Interdisciplinary Courses – 8 credits

- ACCT 225 Financial Accounting – 4 credits
- BUSN 365 Leading and Managing Effective Organizations – 4 credits

Elective Courses for Major in Sport Management – 8 credits

Choose two (2) of the following courses (min. 8 credits required):

- SPMG 221 International Sport Management – 4 credits
- SPMG 225 Coaching Young Athletes – 4 credits
- SPMG 235 Psychology of Sport and Exercise – 4 credits
- SPMG 245 History of Women in Sport – 4 credits
- SPMG 380 Applied Projects in Sport Management – 1-6 credits
- SPMG 490 Independent Study – 1-4 credits
- ECON 265 Economics of Sport – 4 credits

Requirements for Minor in Sport Management – 24 credits

Required Courses – 16 credits

- SPMG 150 Introduction to Sport Management – 4 credits
- SPMG 220 Event Planning & Facility Management – 4 credits
- SPMG 222 Sport Marketing – 4 credits
- SPMG 301 Ethical and Social Issues in Sport – 4 credits

Elective Courses for Minor in Sport Management – 8 credits

Choose two (2) of the following courses (min. 8 credits required):

- SPMG 221 International Sport Management – 4 credits
- SPMG 225 Coaching Young Athletes – 4 credits
- SPMG 235 Psychology of Sport and Exercise – 4 credits
- SPMG 245 History of Women in Sport – 4 credits
- SPMG 320 Legal Aspects of Sport – 4 credits
- SPMG 390 Sport Finance and Sales – 4 credits
- SPMG 490 Independent Study – 1-4 credits
- SPMG 491 Internship – 1-4 credits
- ACCT 225 Financial Accounting – 4 credits
- BUSN 365 Leading and Managing Effective Organizations – 4 credits

HISTORY

While examining the past, history students learn to articulate different points of view, analyze evidence and ideas, and enhance both oral and written communication skills. Wittenberg's history program is distinguished by its global orientation, wide course variety, opportunities for learning outside the classroom, and close interaction between students and a dedicated faculty of teacher-scholars.

PROGRAM OFFERINGS

- **B.A.:** History
- **B.A.:** History with AYA Integrated Social Studies Education Licensure
- **Minor:** History

COURSE LISTING

History Course Descriptions begin on **page 224** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in History – 36 credits

- Twelve credits in 100-level HIST courses
- Twelve credits in 200-level HIST courses
- Twelve credits in 300-level HIST courses
- Of those 36 credits: one course (4 credits) in each of the three geographical areas offered (Africa, Americas, Europe), and one course (4 credits) in premodern history (any class with the majority of content pre-1500 CE)

Notes:

- Courses can count for multiple categories (HIST 311: Viking World is both a 300-level class and a premodern class)
- Honors students can complete a one- or two-semester (for variable credit) Honors Thesis which would count for History Major credit
- HIST seniors will present one of their 300-level papers at a Spring Symposium which will act as a capstone experience for the major

Certification for Teaching in History

Students interested in pursuing a course of study leading to a license to teach history (integrated social studies for grades 7-12), are required to take HIST 106, HIST 121 and either HIST 122 or HIST 127. All other history degree requirements remain the same. For additional requirements (education courses and related area courses), students should contact their advisor in either the History or **Education Departments**.

Requirements for Minor in History – 20 credits

- At least eight HIST credits taken at the 100/200-level
- At least eight HIST credits taken at the 300/400-level
- Courses chosen with the approval of a departmental advisor

RELATED PROGRAMS

- African and Diaspora Studies
- Pre-modern and Ancient Studies

INFORMATION SYSTEMS

The information systems major prepares students in computer science and business for the rapid advances in technology and its use in business settings. Information systems is an interdisciplinary program between computer science and business focusing on the commercial aspects of computing – how computer systems are designed, built and run in the business world, also referred to as "technology-enabled business development." Wittenberg's program helps prepare students to meet the increasing demand in the marketplace for managers who can lead teams of technical programmers and engineers.

PROGRAM OFFERINGS

- **B.A.:** Information Systems

COURSE LISTING

Accounting Course Descriptions begin on **page** 158 of the Catalog
Business Course Descriptions begin on **page** 175 of the Catalog
Computer Science Course Descriptions begin on **page** 189 of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Information Systems – 51 credits

Required in Business – 20 credits:

- ACCT 225 Financial Accounting – 4 credits
- ACCT 226 Managerial Accounting – 4 credits
- BUSN 212 Business Research Methods – 4 credits
- BUSN 321 Strategic Logistics and Operations Management – 4 credits
- BUSN 365 Managing Effective Organizations – 4 credits

Required in Computer Science – 17 credits:

- COMP 150 Programming & Problem Solving – 5 credits
- COMP 240 Object Oriented Programming – 5 credits.
- COMP 290 Databases – 4 credits
- COMP 297 Networking and Network Security Fundamentals – 4 credits

One introductory statistics course – 4 credits:

- Choose one course from:
  - BUSN 210 Business and Econ. Statistics
  - DATA 227 Introductory Statistics
  - PSYC 201 Statistics

One elective in Business – 4 credits:

- Choose one course from:
  - ACCT 240 Accounting Information Systems
  - BUSN 315 Business Analytics
  - ECON 200 Principles of Economics

One elective in Computer/Data Science – 4 credits:

- Choose one course from:
  - COMP 225 Intro to Computer Systems
  - COMP 340 Data Structure & Algorithms
  - COMP 305 Intro to Cyber Security
  - COMP 351 Operating Systems
  - COMP 353 Software Engineering
  - DATA 229 Introduction to Data Science

One Capstone Internship Project – 2 credits:

- Choose one course from:
  - BUSN 491 Internship
  - COMP 491 Internship

INTERNATIONAL BUSINESS

The International Business Program is an interdisciplinary major that equips students with the ability to understand international business theory and practice. The program comprises five major components: a core of basic business courses, a language or international experience requirement, cultural competency courses, elective interdisciplinary courses with an international focus, an internship or study abroad experience, and a capstone course with a focus on globalization. Students will gain the knowledge, skills, and experience to foster an in-depth understanding of the values and cultures that underpin business practice throughout the world.

PROGRAM OFFERINGS

- **B.A.:** International Business

COURSE LISTING

Business Course Descriptions begin on **page 175** of the Catalog
Economics Course Descriptions begin on **page 194** of the Catalog
International Business Course Descriptions begin on **page 229** of the Catalog

DEGREE REQUIREMENTS

Requirements for a Bachelor of Arts degree in International Business – 44 credits

Required in Economics (8 credits):

- ECON 200 Principles of Economics (4 credits)
- ECON 330 International Trade and Finance (4 credits)

Required in Business (16 credits):

- ACCT 225 Financial Accounting – 4 credits
- BUSN 212 Research Methods – 4 credits
- BUSN 250 International Business – 4 credits
- BUSN 340 Marketing Strategy and Planning – 4 credits

Required in Statistics (4 credits):

- DATA 227 Introductory Statistics – 4 credits

Required in Mathematics (Choose one, 4 credits):

- MATH 120 Elementary Functions (4 credits)
- MATH 131 Essentials of Calculus (4 credits)
- MATH 201 Calculus I (4 credits)

International Experience Requirement (0 credit):

Students must complete two distinct components to fulfill the international experience requirement:

1. Global Exposure Component – Completion of a study abroad program or an approved international experiential learning activity, such as AFDS 270 (Lesotho Summer Service Trip), Ohio State's Export Internship Program, or international service trips during Fire Week. Only EXPR-100S experiences with a clear international business or global learning focus (excluding domestic programs such as Witt in Washington) will count toward this requirement. These must be documented through *EXPR-100S or EXPR-100X and require advisor approval to confirm international relevance.
2. Professional Experience Component – Completion of an approved international business internship, documented through INBU-491. This internship must have a clear international or cross-cultural business focus and be pre-approved by a faculty advisor.

Cultural & Global Competency Requirement (8 credits)

A. Cultural Competency Course (Choose One, 4 credits):

- SOCI 110 Cultural Anthropology (4 credits)
- PSYC 271 Psychology and Culture (4 credits)

- RELI 213 Religion and Medicine (4 credits)
- SOCI 220 Culture in the Classroom (4 credits)
- SOCI 315 Cultural Travel Writing (4 credits)
- HIST 171 Trade, Religion, and Environment in Ancient Africa (4 credits)
- HIST 172 Africa Since 1500 (4 credits)
- HIST 173 History of South Africa (4 credits)
- HIST 176 Lesotho & Shadow of Apartheid (4 credits)
- HIST 275 Genocide in Post-Colonial Africa (4 credits)

B. International Focus or CSR/ESG Elective (Choose One, 4 credits):

- AFDS 201 Introduction to Africa and the Diaspora Studies (4 credits)
- BUSN 270 Business Ethics & Leadership (4 credits)
- POLI 209TB Politics of Developing Countries (4 credits)
- POLI 253 International Political Economy (4 credits)
- HIST 106 Modern World History (4 credits)
- POLI 103 International Relations (4 credits)
- HIST 370TA Labour, Liquor, and Lust (4 credits)

Capstone Requirement (4 credits):

- INTL 495 Senior Capstone Seminar (4 credits)

*International Business majors may be eligible for a donor-funded scholarship to support their international experience. Students will be supported in identifying affordable and accessible international business experiences, including domestic internships with a global focus and virtual options. No student will be excluded from completing this requirement due to financial hardship.

INTERNATIONAL STUDIES

International Studies has been paused while undergoing revisions.
No new major or minor declarations in any of the tracks
will be accepted as of the 2025-26 academic year until revisions finalized.

The international studies program helps students to understand today's world, its politics, its economy and its many cultures. The international studies program (INTL) at Wittenberg embodies the liberal arts in a fundamental way, with its emphasis on the interdisciplinary study of international and global affairs through the examination of cultural, political, social and economic affairs in the international arena.

PROGRAM OFFERINGS

- **B.A.:** International Studies
- **Minor:** International Studies

COURSE LISTING

International Studies Course Descriptions begin on **page 230** of the Catalog

DEGREE REQUIREMENTS

Requirements for a Bachelor of Arts degree in International Studies

All International Studies students must take following classes (16 credits), which also fulfill current General Education requirements:

- One course from:
  - ECON 110 Economic Issues – 4 credits (only when offered as Global Economics)
  - ECON 200 Principles of Economics – 4 credits
  - BUSN 250 International Business – 4 credits
- HIST 106 Modern World History – 4 credits
- POLI 103 International Relations – 4 credits
- SOCI 110 Cultural Anthropology – 4 credits

All International Studies students must take INTL 495 Capstone Seminar in either their junior or senior year.

Wittenberg's International Studies major also requires significant second language study **(16 credits beyond 112)**. Please see information on Culture and Language across the Curriculum.

International Studies majors are expected to acquire international experience before graduation. For most students this will be a study-abroad program, but could also include significant work with an immigrant community (Somali, Brazilian, Mexican and Central American communities in the local area), or an internship with an international organization. Any one of the five major tracks will prepare students for 21st century, global workplace.

The major in International Studies (INTL) offers five tracks for students to choose from:

- Track I: Diplomacy
- Track II: International Economics
- Track III: Global Issues and Cultures
- Track IV: Africana and Diaspora Studies
- Track V: Peace Corps Preparation

TRACK I: DIPLOMACY

Students in the **Diplomacy Track (I)** must also complete 16 credits from among the following:

- HIST 325 Topics in the History of U.S. Foreign Relations
- POLI 350 American Foreign Policy
- POLI 352 Russian Foreign Policy
- POLI 354 Chinese Foreign Policy

- POLI 355 East Asian Foreign Relations
- POLI 359 Topics: Russian-Chinese-US Trilateral Politik – 4 credits
- One related class from either Track II or Track III or INTL 490 or INTL 491 (determined through consultation with the student's advisor)

TRACK II: INTERNATIONAL ECONOMICS

Students in the **International Economics Track (II)** must also complete the following:

- ECON 330 International Trade and Finance
- BUSN 250 International Business
- 8 credits of work from among the following courses:
    - POLI 259 Topics in International Relations: International Political Economy
    - SOCI 290 Global Change
- One related class from either Track I or Track III or INTL 490 or INTL 491 (determined through consultation with the student's advisor)

TRACK III: GLOBAL ISSUES AND CULTURES

Students in the **Global Issues and Cultures Track (III)** must complete the following:

- SOCI 290 Global Change
- INTL 300 Topics in Global Issues (or other class approved by advisor or program director)

Additionally, students in Track III must choose **2 Focus courses for 8 credits:**
Each student prepares a proposal identifying a focus for the Global Issues and Cultures Track, containing the two courses that provide such a focus. These courses may be completed while the student studies abroad. All focus courses must be approved by the academic advisor for Track III. Focus courses will vary according to student interest. Please see the director or faculty advisors for more information and examples.

TRACK IV: AFRICAN AND DIASPORA STUDIES

Students in the African Diaspora Studies track will focus on the continent of Africa and its Diasporas in Europe, Asia and the Americas. The African Diaspora will be studied through intense analysis of issues of race, class, gender, culture, migration, emigration, economics, politics, history, the arts, literature, and global citizenship. The African Diaspora study will extend beyond America, but maintain a rooted history in the American struggle with racism post-slavery, noting that scholars of the African Diaspora in the Americas move across global boundaries and make connections with the continent of Africa especially and the world in general.

Students in **African and Diaspora Studies Track (IV)** will complete 16 credits in approved courses related to African and Diaspora Studies. (Students who major in International Studies Track IV cannot also minor in African and Diaspora Studies.) All students will take:

- AFDS 201 Introduction to African and Diaspora Studies – 4 credits
- At least 4 credits of history (not including HIST 106)
- 12 credits from the approved course list for Track IV:

ENGLISH

- ENGL 180 Themes and Traditions in Literature (when AFDS focus)
- ENGL 190 Topics in World Anglophone Literature (when AFDS topic)
- ENGL 370 Studies in African American Literature

HISTORY

- HIST 170 Topics in African History
- HIST 172 African Societies since 1500
- HIST 270 Topics in African History
- HIST 370 Topics in African History

PHILOSOPHY

- PHIL 204 Philosophy of Women's Lives
- PHIL 304 Knowing Bodies

POLITICAL SCIENCE
- POLI 234 Black Politics

RELIGION
- RELI 176 Racism and Social Ethics

SOCIOLOGY
- SOCI 277 Islam and Islamic Societies
- SOCI 301 Special Topics in Sociology/Anthropology (when AFDS topic)

THEATRE & DANCE
- THDN 210 Performance Ethnology

- At least six credits of the total required course work must be at the 200-level or higher

TRACK V: PEACE CORPS PREPARATION

A. All Peace Corps Preparation students must take the following classes (20 credits), which also fulfill current General Educations requirements:
   - One course from:
     - ECON 110 Economic Issues – 4 credits (only when offered as Global Economics)
     - ECON 200 Principles of Economics – 4 credits
     - BUSN 250 International Business – 4 credits
   - AFDS 201 Introduction to African and Diaspora Studies – 4 credits
   - POLI 103 International Relations – 4 credits
   - SOCI 110 Cultural Anthropology – 4 credits
   - INTL 495 Senior Capstone – 4 credits

   All Track V students will also complete 16 credits of a foreign language beyond the 112-level including taking advantage of CLAC offerings.

B. Students will complete 12 credits of Inter-cultural Competence courses taken from the following list:
   - AFDS 201 Introduction to African and Diaspora Studies
   - AFDS 270 Topic: Lesotho Nutrition Initiative
   - AFDS 270 Topic: Lesotho Service-Learning Trip
   - EAST 100 Introduction to East Asia: Continuity and Change
   - ENGL 190 Topics in World Anglophone Literature (when appropriate)
   - HIST 170 Topics in African History: Genocide in Post-colonial Africa
   - HIST 172 African Societies Since 1500
   - HIST 173 History of South Africa
   - HIST 205 Topics in World History: Kingdoms and Cultures in the Horn of Africa
   - HIST 370 Topics in African History: HIV/AIDS in Southern Africa
   - PHIL 204 Philosophy of Women's Lives
   - PSYC 271 Psychology and Culture
   - RELI 112 Introduction to Buddhism
   - RELI 134 Chinese and Japanese Religious Traditions
   - SOCI 110 Cultural Anthropology
   - SOCI 245 Gender in Society
   - SOCI 277 Islam and Islamic Societies
   - SOCI 290 Global Change
   - SOCI 315 Cultural Travel Writing
   - THDN 210 Performance Ethnology

   Note: 8 credits will be covered by core courses SOCI 110 and AFDS 201, so students will need to take one additional course from the above list.

C. 50 hours of service/volunteer experience and 12 credits of vocational courses from one of the following 5 areas:

- **EDUCATION** (go to course list)
- **HEALTH** (go to course list)
- **ENVIRONMENT** (go to course list)
- **YOUTH IN DEVELOPMENT** (go to course list)
- **COMMUNITY ECONOMIC DEVELOPMENT** (go to course list)

The list of vocational courses will be listed with the registrar, and the Peace Corps Preparation advisor will maintain an updated list of approved courses.

EDUCATION

- COMP 150 Programming & Problem Solving
- COMP 171 Discrete Mathematics
- COMP 240 Object Oriented Programming
- COMP 265 Principles of Programming Languages
- CMDM 205 Media Literacy
- BIOL 110 Survey of Biology
- BIOL 170 Concepts of Biology: Biological Information, Reproduction, and Evolution
- BIOL 180 Concepts of Biology: Energy and Resources in Biology
- CHEM 121 Models of Chemical Systems I
- CHEM 162 Models of Chemical Systems II
- CHEM 201 Introduction to Organic Chemistry
- DATA 227 Introductory Statistics
- EDUC 103 Sociological Perspectives in Education
- EDUC 104 Philosophical Perspectives in Education
- EDUC 120 Intro to Students with Special Needs
- EDUC 203 Early Childhood Development and Education
- EDUC 213 Adolescent Development and Education
- MATH 112 The Language of Mathematics
- MATH 118 Math for Elementary and Middle School teachers
- MATH 119 Geometry with Computer Applications for Elementary and Middle School Teachers
- MATH 120 Elementary Functions
- MATH 131 Essentials of Calculus
- MATH 215 Differential Equations
- MATH 221 Foundations of Geometry
- MATH 261 Linear Algebra
- PHYS 100 Concepts in Physics
- PHYS 102 Physics through Experimentation
- PHYS 201 Physics I
- SOCI 201 Topics: Culture in the Classroom

HEALTH

- AFDS 270 Topic: Lesotho Nutrition Initiative
- BIOL 114 Conception to Birth
- BIOL 120 Human Health and Pathology
- BIOL 124 Biomedicine, Germ Theory and Health Care Systems
- BIOL 221 Pharmacology
- BIOL 223 Survey of Human Diseases
- CHEM 111 Introductory Chemistry for Health Sciences
- CMDM 327 Health Communication
- EXSC 204 Applied Anatomy
- EXSC 250 Nutrition
- EXSC 377 Principles of Strength and Conditioning
- EXSC 475 Exercise for Special Populations

- HIST 370 Topics in African History: HIV/AIDS in Southern Africa
- HSS 265 AIDS and Other Sexually Transmitted Diseases
- NUR 300 Foundations and Contemporary Issues for RNs
- NUR 301 Cultural Competence in Health Care

ENVIRONMENT

- BIOL 123 How Animals Work
- BIOL 170 Concepts of Biology: Biological Information, Reproduction, and Evolution
- BIOL 180 Concepts of Biology: Energy and Resources in Biology
- BIOL 230 Woody Plants
- BIOL 232 Herpetology
- BIOL 233 Ornithology
- BIOL 235 Morphology of Vascular Plants
- BIOL 247 Marine Ecology
- BIOL 346 Ecology
- CMDM 363 Environmental Communication
- ESCI 160 Environmental Geology
- ESCI 245 Wildlife Management

YOUTH IN DEVELOPMENT

- AFDS 270 Topic: Lesotho Nutrition Initiative
- AFDS 270 Topic: Month Long Service Learning Trip to Lesotho
- ART 246 Digital Imaging and Video
- ART 271 Graphic Design
- CMDM 202 Interpersonal Communication
- CMDM 205 Media Literacy
- CMDM 324 Family Communication
- CMDM 361 Gender and Communication
- HIST 370 Topics in African History: HIV/AIDS in Southern Africa
- PSYC 212 Health Psychology
- PSYC 231 Child Development
- PSYC 232 Psychology of Adolescence
- PSYC 243 Community Psychology
- PSYC 271 Psychology and Culture
- PSYC 351 Introduction to Mental Health
- SOCI 210 Sociology of Family
- SOCI 245 Gender and Society
- SOCI 270 Sociology of Minority Groups
- SOCI 314 Women and Crime
- SOCI 350 Race and Ethnicity

COMMUNITY ECONOMIC DEVELOPMENT

- ACCT 225 Financial Accounting
- ACCT 226 Managerial Accounting
- AFDS 270 Topic: Lesotho Nutrition Initiative
- AFDS 270 Topic: Lesotho Service Learning
- ART 246 Digital Imaging and Video
- ART 271 Graphic Design
- BUSN 202 Leading the Family Enterprise
- BUSN 250 International Business
- BUSN 270 Business Ethics and Leadership
- BUSN 320 Supply Chain Management
- BUSN 321 Strategic Logistics & Operations Management
- BUSN 330 Financial Management

- BUSN 335 Cases in Financial Management
- BUSN 340 Marketing Strategy & Planning
- BUSN 365 Managing Effective Organizations
- CMDM 190 Public Speaking
- CMDM 205 Media Literacy
- CMDM 328 Intercultural Communication
- ENGL 243 Business Writing
- ECON 220 Economics of Developing Areas
- ECON 250 Urban and Regional Economics
- ECON 260 East Asian Economies
- POLI 259 Topics in International Relations: International Political Economy

Requirements for a Minor in International Studies – 28 credits

- 12 credits from among the core requirements:
  - One course from:
    - ECON 110 Economic Issues – 4 credits (only when offered as Global Economics)
    - ECON 200 Principles of Economics – 4 credits
    - BUSN 250 International Business – 4 credits
  - HIST 106 Modern World History – 4 credits
  - POLI 103 International Relations – 4 credits
  - SOCI 110 Cultural Anthropology – 4 credits
- 8 credits from **only one of the five tracks**
- 8 credits in a second language above the 112 level
- Minors are encouraged to complete a significant academic experience abroad

JUSTICE, LAW & PUBLIC POLICY

Justice, Law & Public Policy is an interdisciplinary program that helps students develop the critical thinking, writing and communication skills required of professionals in the fields of social justice, law and public policy.

PROGRAM OFFERINGS

- **Minor:** Justice, Law & Public Policy

COURSE LISTING

Justice, Law & Public Policy Course Descriptions begin on **page** 231 of the Catalog

DEGREE REQUIREMENTS

Requirements for Minor in Justice, Law & Public Policy – 22 credits

Required core courses – 6 credits:

- One of the following courses in reasoning or informal logic – 4 credits:
  - BUSN 210 Business and Economic Statistics
  - CMDM 206 Reasoning and Communication
  - DATA 227 Introductory Statistics
  - PHIL 110 Logic and Critical Reasoning
  - PSYC 201 Statistics
- Experiential Component – Complete an Internship or Community Engagement – 2 credits:
  - JLPP 491 Internship – 1-8 credits
  - JLPP 492 Community Engagement – 1-8 credits

Electives – 16 credits from THREE different departments from the list below (at least 8 credits at the 300-level):

AFRICAN & DIASPORA STUDIES

- AFDS 201 Introduction to African and Diaspora Studies – 4 credits
- AFDS 270 Topics in African and Diaspora Studies – 2-4 credits

COMMUNICATION & DIGITAL MEDIA

- CMDM 190 Public Speaking – 4 credits
- CMDM 327 Health Communication – 4 credits
- CMDM 351 Media Law – 4 credits
- CMDM 362 Political Rhetoric – 4 credits
- CMDM 363 Environmental Communication – 4 credits

ECONOMICS

- ECON 200 Principles of Economics – 4 credits
- ECON 350 Environmental and Natural Resource Economics – 4 credits
- ECON 365 Law and Economics – 4 credits

ENVIRONMENTAL SCIENCE

- ESCI 100 Global Climate Change – 4 credits
- ESCI 250 Environmental Research Methods – 5 credits

GEOLOGY

- GEOL 170 Geology of the Critical Zone – 5 credits

HISTORY

- HIST 131 American Constitutional Foundations – 4 credits
- HIST 173 History of South Africa – 4 credits
- HIST 232 Modern American Constitutional Law – 4 credits
- HIST 325 Topics in the History of U.S. Foreign Relations – 2-4 credits

- HIST 372 Race in the United States and South Africa – 4 credits

JUSTICE, LAW & PUBLIC POLICY

- JLPP 490 Independent Study – 1-4 credits

NURSING

- NUR 220 Foundations – 4 credits
- NUR 230 Research & Evidence-Based Practice – 4 credits
- NUR 320 Care of Patients with Psychiatric-Mental Health Needs – 4 credits
- NUR 340 Care of Mothers, Newborns, and the Family – 4 credits
- NUR 410 Leadership in Nursing – 4 credits
- NUR 430 Care of Children and Families – 4 credits
- NUR 440 Global Populations Perspectives – 4 credits

PHILOSOPHY

- PHIL 103 Ethics and Identity – 4 credits
- PHIL 107 The Art of Living Ethically – 4 credits
- PHIL 204 Philosophy of Women's Lives – 4 credits
- PHIL 207 Science in Social Context – 4 credits
- PHIL 210 Biomedical Ethics – 4 credits
- PHIL 240 Law: Near and Far – 4 credits
- PHIL 310 Ancient and Medieval Philosophy – 4 credits
- PHIL 311 Modern Philosophy – 4 credits
- PHIL 380 Special Topics – 4 credits

POLITICAL SCIENCE

- POLI 202 Comparative Political Economy and Public Policy – 4 credits
- POLI 211 Ancient and Medieval Political Philosophy – 4 credits
- POLI 212 Modern Political Philosophy – 4 credits
- POLI 215 American Political Thought – 4 credits
- POLI 216 Family Values: The Politics of Virtue, Care, and Equality – 4 credits
- POLI 221 State and Local Government – 4 credits
- POLI 222 Urban Politics – 4 credits
- POLI 223 Introduction to Local Government Administration – 4 credits
- POLI 224 The American Presidency – 4 credits
- POLI 230 Campaigns and Elections – 4 credits
- POLI 232 Public Opinion – 4 credits
- POLI 234 Black Politics – 4 credits
- POLI 236 Media and Politics – 4 credits
- POLI 253 International Political Economy – 4 credits
- POLI 259 Topics in International Relations – 4 credits
- POLI 302 North American Politics – 4 credits
- POLI 305 European Politics – 4 credits
- POLI 309 Advanced Topics in Comparative Politics – 4 credits
- POLI 320 Public Administration – 4 credits
- POLI 321 Public Policy – 4 credits
- POLI 322 American Constitutional Law – 4 credits
- POLI 323 U.S. Congress – 4 credits
- POLI 329 Advanced Topics in American Government – 4 credits
- POLI 332 Political Parties and Interest Groups – 4 credits
- POLI 350 American Foreign Policy – 4 credits

RELIGION

- RELI 177 Religious Perspectives on Contemporary Moral Issues – 4 credits

SOCIOLOGY

- SOCI 212 Topics in Criminology and Criminal Justice – 2-4 credits
- SOCI 214 Penology and Social Control – 4 credits
- SOCI 215 Crime and Media – 4 credits
- SOCI 245 Gender and Society – 4 credits
- SOCI 312 Special Topics in Criminology and Criminal Justice – 2-4 credits
- SOCI 314 Women and Crime – 4 credits
- SOCI 370 Criminology and Criminological Theory – 4 credits
- SOCI 376 Law and Society – 4 credits

SPORT MANAGEMENT

- SPMG 320 Legal Aspects of Sport – 4 credits

WOMEN'S STUDIES

- WMST 100 Women, Culture, Politics and Society – 4 credits

Some courses may have prerequisites, please check course descriptions. Additional courses as approved by the advisory committee may also count toward the minor.

MARINE SCIENCE

Marine science students conduct research projects on campus, in field programs and during internships at marine laboratories around the world. Wittenberg offers a variety of opportunities for marine science on campus, as well as exciting field opportunities at the Duke University Marine Laboratory in Beaufort, North Carolina, and the Gerace Research Centre in the Bahamas.

PROGRAM OFFERINGS

- **Minor:** Marine Science

COURSE LISTING

Marine Science Course Descriptions begin on **page 236** of the Catalog

DEGREE REQUIREMENTS

Requirements for Minor in Marine Science – 22 credits

The program in Marine Science is designed for students who desire a solid foundation in the field, including Marine Biology and Oceanography. A fundamental goal of the minor is to allow students to explore the interdisciplinary nature of marine science and the connections among its sub disciplines. In addition to required coursework, students must participate in a marine field experience and conduct a research project or other significant work on a marine topic. This minor is available to students in any major, and would especially benefit those students interested in pursuing graduate work in a marine field.

- MRSC 200 Oceanography – 4 credits
- BIOL 247 Marine Ecology – 5 credits
- ESCI 160 Environmental Geology – 5 credits
- At least 8 additional credits in elective courses (listed below)
- A marine field experience
- A marine research project or other significant professional marine experience such as an internship

At least 8 credits taken beyond the core courses must come from outside the student's major department. Up to 4 credits of directed research or independent study may be included in the 8 credits of elective courses. Note that most courses offered during the Duke University Marine Laboratory's semester program will count toward minor requirements. Many Duke courses without direct equivalents could count as MRSC 250 Topics in Marine Science. See the program director for a full list of course equivalents.

Wittenberg programs that fulfill the requirement for a marine field experience include Extended Field Studies (BIOL 258) taken in conjunction with either BIOL 239 Biology of Marine Invertebrates or BIOL 247 Marine Ecology, the Duke University Marine Laboratory semester program, and the Bahamas summer program. Other possibilities include summer internship programs at marine laboratories. This requirement may be fulfilled simultaneously with the research experience if the research is conducted in a field setting. The program director's approval is required for the field experience if it is not through a Wittenberg program.

Students must complete a research project on a marine topic or otherwise participate in a professionally-related marine experience such as an internship (MRSC 492 Directed Research or MRSC 490 Internship). Up to 4 credits of either (but not both) may be included in the minimum 22 credits required for the minor. The project need not be taken for credit, but must be of a scope worthy of receiving academic credit. At the conclusion of the project or internship, the student will present the results of the research in written, oral, or professional poster format (format to be chosen in consultation with the student's research or internship advisor). Students have the opportunity to conduct this research on campus during the academic year, during Wittenberg's Bahamas summer program, during the semester program at the Duke University Marine Laboratory or other similar, accredited programs approved by the Marine Science Committee. Similarly, an internship with a government agency such as the National Atmospheric and Oceanographic Administration or the U.S. Geological Survey would fulfill this requirement. In addition, NSF-funded Research Experiences for Undergraduates, other research-based internships at marine laboratories, and summer-long research projects conducted at a marine laboratory with Wittenberg faculty members, which are

eligible for Faculty Research Fund Board awards, would be appropriate. The Marine Science Committee will evaluate research programs and internship opportunities not affiliated with Wittenberg's curriculum on an individual basis.

MARINE SCIENCE ELECTIVES

BIOLOGY

- BIOL **239** Biology of Marine Invertebrates – 5 credits
- BIOL 247 Marine Ecology – 5 credits
- BIOL **248** Comparative Communities - Bahamas – 5 credits
- BIOL 250TC Conservation Biology
- BIOL 258MS Field Study: Marine Invertebrates – 0-1 credits
- BIOL 258TA Field Study: Marine Ecology – 0-1 credits
- BIOL 258 Extended Field Studies – 0-2 credits (counts toward the minor if linked to MRSC 141, BIOL 239, or BIOL 247)

ECONOMICS

- ECON 350 Environmental and Natural Resource Economics – 4 credits

Environmental Science

- ESCI 280TB ST: Conservation Biology

MARINE SCIENCE

- MRSC 104 Topics in Marine Science Seminar – 1-4 credits
- MRSC 141 Introduction to Marine Science – 4 credits
- MRSC 200 Oceanography – 4 credits
- MRSC 250 Topics in Marine Science – 1-5 credits
- MRSC 490 Internship – 1-5 credits
- MRSC 492 Directed Research – 1-5 credits
- MRSC 494 Seminar in Marine Science – 1-5 credits

Political Science

POLI 254 Global Environmental Politics – 4 credits

MATHEMATICS

The mathematics program challenges students to obtain sophisticated theoretical knowledge and problem-solving skills that resolve real-world issues. At Wittenberg, the study of mathematics will train your mind in critical and logical thinking, challenge your intuition and stretch your imagination.

PROGRAM OFFERINGS

- **B.A.:** Mathematics, Mathematical Science with a Concentration in Statistics
- **B.S.:** Mathematics
- **Minors:** Mathematics, Statistics

COURSE LISTING

Mathematics Course Descriptions begin on **page 233** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Mathematics – 43 credits (34 MATH credits)

Required in Mathematics – 34 credits:

- MATH 201 Calculus I
- MATH 202 Calculus II
- MATH 210 Introduction to Proofs
- MATH 261 Linear Algebra
- Electives: 16 credits selected from one of the two tracks below:
    - Mathematics:
        - MATH 212 Multivariable Calculus ***OR*** MATH 215 Differential Equations
        - MATH 365 Abstract Algebra ***OR*** MATH 370 Real Analysis
        - Four MATH credits at 300-level
        - Four additional credits at or above 200-level from MATH, COMP, or DATA
    - Mathematical Science with a Concentration in Statistics:
        - MATH 228 Univariate Probability
        - Any two courses from:
            - DATA 229 Introduction to Data Science
            - DATA 327 Statistical Modeling
            - MATH 328 Mathematical Statistics
            - DATA 337 Statistical Design
        - Four additional credits at or above 200-level from MATH, COMP, or DATA
- Senior Capstone Experience – two or more credits from the following:
    - MATH 460 Senior Seminar – 2 credits
    - MATH 490 Independent Study – 1-4 credits
    - MATH 499 Honors Thesis/Project – 0-8 credits

Required in Computer Science – 5 credits:

- COMP 150 Programming & Problem Solving

Required in Data Science – 4 credits:

- DATA 227 Introductory Statistics

Requirements for Bachelor of Science Degree in Mathematics – 63 credits (42 MATH credits)

Required in Mathematics – 42 credits:

- MATH 201
- MATH 202
- MATH 210
- MATH 212
- MATH 215
- MATH 261
- MATH 365
- MATH 370
- Eight additional MATH credits which include at least one 300-level course

- Senior Capstone Experience – two or more credits from the following:
    - MATH 460 Senior Seminar – 2 credits
    - MATH 490 Independent Study – 1-4 credits
    - MATH 499 Honors Thesis/Project – 0-8 credits

  Note: majors considering graduate school in math are strongly encouraged to complete a senior independent study or a research project/honors thesis.

Required in Computer Science – 9 credits:

- COMP 150 Programming & Problem Solving – 5 credits
- One additional COMP course numbered 250 or above

Required in Data Science – 4 credits:

- DATA 227 Introductory Statistics

Required in Other Departments – 8 credits:

- A sequence of courses in one department (Biology, Chemistry, Geology, Physics, Psychology, or another approved by the department) that is approved by the Department of Mathematics and Computer Science.

Requirements for a Minor in Mathematics – 25 credits (16-20 MATH credits)

Required in Mathematics – 16-20 credits

- MATH 201 Calculus I
- MATH 202 Calculus II
- MATH 210 Introduction to Proofs
- One course from:
    - DATA 227 Introductory Statistics
    - MATH 215 Differential Equations
    - MATH 228 Univariate Probability
    - MATH 261 Linear Algebra
- One additional MATH course (at least four credits) at 200-level or above

Required in Computer Science – 5 credits

- COMP 150 Programming & Problem Solving

Requirements for a Minor in Statistics – 20 or 24 credits

Required in Mathematics / Data Science

- MATH 131 Essentials of Calculus or MATH 201/202 Calculus I/II
- DATA 227 Introductory Statistics
- MATH 228 Univariate Probability
- Any two courses selected from:
    - DATA 229 Introduction to Data Science
    - DATA 327 Statistical Modeling
    - DATA 337 Statistical Design
    - MATH 328 Mathematical Statistics

Licensure for Teaching in Mathematics

Students interested in pursuing a course of study leading to a license to teach mathematics should contact their advisor or the **Education Department** for specific requirements.

RELATED PROGRAMS

- Computer Science
- Engineering
- Statistics
- Data Science

NEUROSCIENCE

A multidisciplinary science that studies the nervous system, neuroscience at Wittenberg includes core coursework in behavioral neuroscience, cognitive neuroscience, molecular neuroscience and neurobiology, as well as elective coursework in biology, chemistry, computer science, data science, philosophy or psychology. In addition, neuroscience students at Wittenberg engage in experiential learning in research or community settings. These hands-on opportunities help students learn how to effectively write and present their neuroscience findings.

PROGRAM OFFERINGS

- **B.A.:** Neuroscience
- **B.S.:** Neuroscience
- **Minor:** Neuroscience

COURSE LISTING

Neuroscience Course Descriptions begin on **page 237** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Neuroscience – 54-59 credits

Required Courses in Neuroscience Core: 15-17 credits

- Select one from:
  - NEUR 200 Introduction to Neuroscience – 5 credits
  - BIOL 220 Neurobiology – 5 credits (replaced by NEUR 200 as of 2026-27)
- Select two from:
  - BIOL 210 Molecular Neuroscience– 5 credits
  - PSYC 311 Behavioral Neuroscience – 5 credits
  - PSYC 321 Learning, Memory and Cognition – 5 credits
- Select one Experiential Learning experience from:
  - NEUR 492 Research – 1 credit
  - NEUR 493 Internship – 1 credit
- Required Capstone:
  - NEUR 496 Capstone Seminar – 2 credits

Required Courses in Natural Science Foundations: 19 credits

- BIOL 170 Concepts in Biology I– 5 credits
- CHEM 121 Models of Chemical Systems I – 5 credits
- CHEM 162 Models of Chemical Systems II – 5 credits
- PSYC 101 Introduction to Psychological Science – 4 credits

Methodological Courses: 9 credits

- PSYC 202 Experimental Design – 5 credits
- DATA 227 Introductory Statistics – 4 credits

Electives in Neuroscience: 10-13 credits

- Select three from:
  - BIOL 210 Molecular Neuroscience– 5 credits
  - BIOL 221 Pharmacology – 4 credits
  - BIOL 229 Science Behind Addiction – 4 credits
  - BIOL-250 Topics in Biology – 4-5 credits*
  - NEUR 280 Topics in Neuroscience - 1-5 credits
  - NEUR 301§ Neuroscience Foundations – 3 credits
  - NEUR 302§ Biological Basis of Perception and Movement – 3 credits
  - NEUR 303§ Cognitive Neuroscience – 3 credits
  - NEUR 380 Topics in Neuroscience – 4-5 credits
  - NEUR 401§ Clinical Neuropathology – 3 credits

- PHIL 203 Mysteries of Self and Soul – 4 credits
- PSYC 211 Sensation and Perception – 4 credits
- PSYC 213 Psychopharmacology – 4 credits
- PSYC 280 Topics in Psychology – 4-5 credits*
- PSYC 280TI Animal Models of Human Psychology – 4 credits
- PSYC 280TJ How Brains and Computers See – 4 credits
- PSYC 311 Behavioral Neuroscience – 5 credits
- PSYC 321 Learning, Memory and Cognition – 5 credits

*Must be a Neuroscience related topic

§ Only TWO of the following courses may count toward the requirements for the B.A. in Neuroscience:

- NEUR 301 Neuroscience Foundations – 3 credits
- NEUR 302 Biological Basis of Perception and Movement – 3 credits
- NEUR 303 Cognitive Neuroscience – 3 credits
- NEUR 401 Clinical Neuropathology – 3 credits

§Some courses in this major are offered online through a consortium of accredited colleges and universities. All courses within the program are delivered by faculty employed by partner institutions in the consortium, with technology and administrative support provided by Rize Education. Oversight of courses offered through the consortium are reviewed and approved by Wittenberg University. Students register through and receive academic credit from Wittenberg University.

Requirements for Bachelor of Science Degree in Neuroscience – 62-67 credits

Required Courses in Neuroscience Core: 15-17 credits

- Select one from:
  - NEUR 200 Introduction to Neuroscience – 5 credits
  - BIOL 220 Neurobiology – 5 credits (replaced by NEUR 200 as of 2026-27)
- Select two from:
  - BIOL 210 Molecular Neuroscience – 5 credits
  - PSYC 311 Behavioral Neuroscience – 5 credits
  - PSYC 321 Learning, Memory and Cognition – 5 credits
- Select one Experiential Learning experience from:
  - NEUR 492 Research – 1 credit
  - NEUR 493 Internship – 1 credit
- Required Capstone:
  - NEUR 496 Capstone Seminar – 2 credits

Required Courses in Natural Science Foundations: 20 credits

- BIOL 170 Concepts in Biology: Biological Information, Reproduction, and Evolution – 5 credits
- CHEM 121 Models of Chemical Systems I – 5 credits
- CHEM 162 Models of Chemical Systems II – 5 credits
- PSYC 101 Introduction to Psychological Science – 4 credits

Methodological Courses: 9 credits

- PSYC 202 Experimental Design – 5 credits
- DATA 227 Introductory Statistics – 4 credits

Supporting Science: 8 credits

- Select any combination of the following courses for at least 8 credits:
  - CHEM 201 or higher
  - COMP 150 or higher
  - DATA 229 or higher

- MATH 131 or higher
- PHYS 200 or higher

Electives in Neuroscience: 10-13 credits

- Select two from:
  - BIOL 210 Molecular Neuroscience– 5 credits
  - BIOL 221 Pharmacology – 4 credits
  - BIOL 229 Science Behind Addiction – 4 credits
  - BIOL-250 Topics in Biology – 4-5 credits*
  - NEUR 280 Topics in Neuroscience – 4-5 credits
  - NEUR 301§Neuroscience Foundations – 3 credits
  - NEUR 302§ Biological Basis of Perception and Movement – 3 credits
  - NEUR 303§ Cognitive Neuroscience – 3 credits
  - NEUR 380 Topics in Neuroscience 4-5 credits
  - NEUR 401§ Clinical Neuropathology – 3 credits
  - PHIL 203 Mysteries of Self and Soul – 4 credits
  - PSYC 211 Sensation and Perception – 4 credits
  - PSYC 213 Psychopharmacology – 4 credits
  - PSYC 280 Topics in Psychology – 4-5 credits*
  - PSYC 280TI Animal Models of Human Psychology – 4 credits
  - PSYC 280TJ How Brains and Computers See – 4 credits
  - PSYC 311 Behavioral Neuroscience – 5 credits
  - PSYC 321 Learning, Memory and Cognition – 5 credits

  *Must be a Neuroscience related topic

NOTE: Required courses may NOT double-count as electives.

§ Only TWO of the following courses may count toward the requirements for the B.S. in Neuroscience:

- NEUR 301 Neuroscience Foundations – 3 credits
- NEUR 302 Biological Basis of Perception and Movement – 3 credits
- NEUR 303 Cognitive Neuroscience – 3 credits
- NEUR 401 Clinical Neuropathology – 3 credits

§Some courses in this major are offered online through a consortium of accredited colleges and universities. All courses within the program are delivered by faculty employed by partner institutions in the consortium, with technology and administrative support provided by Rize Education. Oversight of courses offered through the consortium are reviewed and approved by Wittenberg University. Students register through and receive academic credit from Wittenberg University.

Requirements for Minor in Neuroscience – 20-25 credits

- **Foundational Course (4-5 credits).** Select ONE:
  - BIOL 170 Concepts in Biology I – 5 credits
  - PSYC 101 Introduction to Psychological Science – 4 credits

- **Neuroscience Core Course (5 credits).** Select ONE:
  - NEUR 200 Introduction to Neuroscience – 5 credits
  - BIOL 220 Neurobiology – 5 credits (replaced by NEUR 200 as of 2026-27)

- **Neuroscience Electives (11-15 credit**s). Select THREE:
  - BIOL 210 Molecular Neuroscience – 5 credits
  - BIOL 221 Pharmacology – 4 credits
  - BIOL 229 Science Behind Addiction – 4 credits

- NEUR 280 Topics in Neuroscience – 4-5 credits
- NEUR 301§ Neuroscience Foundations – 3 credits
- NEUR 302§ Biological Basis of Perception and Movement – 3 credits
- NEUR 303§ Cognitive Neuroscience – 3 credits
- NEUR 380 Topics in Neuroscience – 4-5 credits
- NEUR 401§ Clinical Neuropathology – 3 credits
- PHIL 203 Mysteries of Self and Soul – 4 credits
- PSYC 211 Sensation and Perception – 4 credits
- PSYC 213 Psychopharmacology – 4 credits
- PSYC 280 Topics in Psychology – 4-5 credits*
- PSYC 280TI Animal Models of Human Psychology – 4 credits
- PSYC 280TJ How Brains and Computers See – 4 credits
- PSYC 311 Behavioral Neuroscience – 5 credits
- PSYC 321 Learning, Memory and Cognition – 5 credits

*Must be a Neuroscience related topic

Required courses may NOT double-count as electives, and only* BIOL 210 *OR* NEUR 301 *can count toward the minor, not both.

Elective courses taken for the neuroscience minor may NOT count toward the student's major.

§ ***Only ONE of the following courses may count toward the requirements for the Neuroscience minor:***

- NEUR 301 Neuroscience Foundations – 3 credits
- NEUR 302 Biological Basis of Perception and Movement – 3 credits
- NEUR 303 Cognitive Neuroscience – 3 credits
- NEUR 401 Clinical Neuropathology – 3 credits

§Some courses for this minor are offered online through a consortium of accredited colleges and universities. All courses within the program are delivered by faculty employed by partner institutions in the consortium, with technology and administrative support provided by Rize Education. Oversight of courses offered through the consortium are reviewed and approved by Wittenberg University. Students register through and receive academic credit from Wittenberg University.

NURSING: 4-YEAR BSN

The 4-Year BSN program is for individuals who are not yet registered nurses. Wittenberg University offers a challenging bachelor of science in nursing (BSN) program. Students reap the benefits of a strong liberal arts curriculum and professional education experiences. During all four years, students take Wittenberg nursing courses, live on Wittenberg's campus, and participate in all facets of student life including athletics.

PROGRAM OFFERINGS

- **B.S.N.:** Nursing

COURSE LISTING

Nursing Course Descriptions begin on **page 239** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Science Degree in Nursing – 92 credits

Required in Nursing – 62 credits

- NUR 220 Foundations – 6 credits
- NUR 230 Research & Evidence-Based Practice – 4 credits
- NUR 240 Adult Health I: Adult Health and Wellness Continuum – 6 credits
- NUR 310 Adult Health II: Acute and Chronic Health Deviations – 6 credits
- NUR 320 Care of Patients with Psychiatric-Mental Health Needs – 4 credits
- NUR 330 Adult Health III: Advanced Acute and Complex Health Deviations – 6 credits
- NUR 340 Care of Mothers, Newborns, and the Family – 4 credits
- NUR 410 Leadership in Nursing – 4 credits
- NUR 420 Adult Health IV: Critical Health Deviations – 4 credits
- NUR 430 Care of Children and Families – 4 credits
- NUR 440 Global Populations Perspectives – 4 credits
- NUR 451 Role Transition Capstone – 8 credits
- NUR 460 NCLEX-RN Senior Seminar – 2 credits

The prerequisites for all nursing courses include admission to Nursing or permission of instructor.

Required Cognates in Related Departments – 30 credits

- BIOL 162 Human Anatomy and Physiology I for Health Sciences – 4 credits
- BIOL 163 Human Anatomy and Physiology II for Health Sciences – 4 credits
- BIOL 164 Microbiology for Health Sciences – 4 credits
- CHEM 111 Introductory Chemistry for Health Sciences – 4 credits
- One introductory statistics course from: DATA 227, BUSN 210, PSYC 201 – 4 credits
- PSYC 101 Introduction to Psychological Science – 4 credits
- PSYC 230 Lifespan Development – 2 credits
- One Sociology course from:
  - SOCI 101 Introduction to Sociology – 4 credits
  - SOCI 110 Cultural Anthropology – 4 credits

NURSING: ACCELERATED BSN

The Accelerated BSN program is for individuals who have a non-nursing baccalaureate or higher degree. Wittenberg University offers a strong accelerated bachelor of science in nursing (ABSN) program. Students admitted to the program will have earned a non-nursing bachelor's degree, completed four ABSN prerequisite courses as a condition of enrollment: Anatomy and Physiology, Statistics, Microbiology, and Chemistry. Students in the program must maintain a minimum of a 2.500 GPA, receiving at least a C+ in the Nursing courses.

PROGRAM OFFERINGS

- **B.S.N.:** Nursing

COURSE LISTING

Nursing Course Descriptions begin on **page 235** of the Catalog

DEGREE REQUIREMENTS

Requirements for (Accelerated) Bachelor of Science Degree in Nursing – 59 credits

Required in Nursing – 59 credits

- NUR 205 Health, Culture, and Diversity – 2 credits
- NUR 215 Survey of Nursing – 2 credits
- NUR 225 Fundamentals I – 6 credits
- NUR 235 Research and EBP – 3 credits
- NUR 245 Fundamentals II – 6 credits
- NUR 255 Pharmacology – 3 credits
- NUR 305 Family – 6 credits
- NUR 315 Adult Health – 6 credits
- NUR 325 Mental Health – 3 credits
- NUR 335 Adult Health II – 5 credits
- NUR 415 Leadership – 2 credits
- NUR 425 Critical Care – 4 credits
- NUR 445 Global Populations – 2 credits
- NUR 455 Role Transition – Capstone – 7 credits
- NUR 465 NCLEX Prep – 2 credits

NURSING: RN TO BSN DEGREE COMPLETION

Program only for adult/non-traditional students

The RN to BSN degree completion program enables licensed RNs to complete a four-year Bachelor of Science in Nursing. Students admitted to the program will have earned a two-year degree in Nursing, must have achieved Nursing licensure by the second term of the Wittenberg program, and must meet all other Wittenberg graduation requirements to earn the BSN. Students in the program must maintain a minimum of a 2.500 GPA in their major courses, and must receive at least a C+ in a NUR course to count it toward the major and degree.

PROGRAM OFFERINGS

- **B.S.N.:** Nursing

COURSE LISTING

Nursing Course Descriptions begin on **page 235** of the Catalog

DEGREE REQUIREMENTS

Associate Degree in Nursing required for admission to the program

Completing the Nursing major at Wittenberg requires an additional twenty credits in Nursing courses:

- NUR 300 Foundations and Contemporary Issues for RNs – 2 credits
- NUR 301 Cultural Competence in Health Care – 2 credits
- NUR 401 Evolving Concepts in Leadership and Management – 4 credits
- NUR 402 Practicum in Nursing Leadership and Management – 4 credits
- NUR 403 Research and Evidence-Based Practice – 4 credits
- NUR 404 Concepts in Community Health Nursing – 4 credits

All of the Nursing courses are taught online. *NUR 401, NUR 403, and NUR 404 are optionally available in person via cross-listed courses in the 4-year BSN program.*

Courses are open only to students enrolled in the RN/BSN program.

PRE-MODERN AND ANCIENT WORLD STUDIES

The minor in Pre-Modern and Ancient World Studies provides students with an opportunity to delve deeply into the history, literature, and culture of past civilizations. To make students global citizens, the PAST minor takes a global perspective, and encourages students to study the past from a variety of perspectives to allow them to make connections across time and space, and also between the present and the past.

PROGRAM OFFERINGS

- **Minor:** Pre-Modern and Ancient World Studies

COURSE LISTING

See department headings of approved courses list below for links to course descriptions in the catalog

DEGREE REQUIREMENTS

Requirements for Minor in Pre-Modern and Ancient World Studies – 20 credits

To provide coherence to the minor, students should decide in consultation with their PAST faculty advisor on a distribution: chronological, thematic or comparative. Courses should include:

- 8 credits at the advanced level
- Courses from at least two different areas of study
- No more than three courses from any one department
- Areas of study include:
  - Art
  - Economics
  - English
  - History
  - Literature and Language
  - Music
  - Philosophy
  - Political Science
  - Religion
  - Theatre

THE FOLLOWING COURSES ARE APPROVED FOR THE PAST MINOR:

ART HISTORY

- ART 110 Art History I – 4 credits
- ART 220 Italian Renaissance Art – 4 credits
- ART 230 Baroque and Rococo Art – 4 credits
- ART 240 Early Christian and Byzantine Art – 4 credits
- ART 243 Western Medieval Art – 4 credits
- ART 275 Greek and Roman Art – 4 credits
- ART 280 Topics (when topic appropriate) – 2-4 credits

ECONOMICS

- ECON 231 European Economic History – 4 credits
- ECON 320 History of Economic Thought – 4 credits

ENGLISH

- ENGL 180 Themes and Traditions in Literature (when topic appropriate) – 4 credits
- ENGL 280 British Literary Traditions – 4 credits
- ENGL 350 Studies in Medieval Literature and Culture – 4 credits

- ENGL 351 Studies in Renaissance Literature and Culture – 4 credits
- ENGL 352 Studies in Restoration and Eighteenth-Century Literature and Culture – 4 credits
- ENGL 364 Shakespeare – 4 credits

HISTORY

- HIST 101 Topics in History (when topic appropriate) – 2-4 credits
- HIST 105 Pre-Modern World History – 4 credits
- HIST 111 Medieval Europe – 4 credits
- HIST 170 Topics in African History (when topic appropriate) – 4 credits
- HIST 201 Topics in History (when topic appropriate) – 2-4 credits
- HIST 205 Topics in World History (when topic appropriate) – 2-4 credits
- HIST 240 Topics in Premodern Europe – 2-4 credits
- HIST 251 Medieval Rus and its Neighbors – 4 credits
- HIST 301 Topics in History (when topic appropriate) – 2-4 credits
- HIST 306 Byzantium: The Mediterranean Empire – 2-4 credits
- HIST 311 The Viking World – 4 credits

PHILOSOPHY

- PHIL 310 Ancient and Medieval Philosophy – 4 credits
- PHIL 311 Modern Philosophy – 4 credits

POLITICAL SCIENCE

- POLI 211 Ancient and Medieval Political Philosophy – 4 credits

RELIGION

- RELI 134 Chinese and Japanese Religious Traditions – 4 credits
- RELI 221 Understanding the Old Testament – 4 credits
- RELI 222 Understanding the New Testament – 4 credits
- RELI 241 Christian Tradition – 4 credits
- RELI 333 Buddhist Thought and Scriptures – 4 credits

In addition, topics courses in these departments and others are approved to meet Pre-Modern and Ancient World Studies minor requirements as the selected topics warrant. Other types of courses may also be offered with a Pre-Modern and Ancient World Studies emphasis and be approved for PAST credit. Current PAST courses will be listed in the master schedule each semester. Students may also receive PAST credit for study abroad experience upon petition to the PAST faculty up to 10 credits. The remaining 12 credits must be completed with PAST Wittenberg faculty.

PHILOSOPHY

Wittenberg's philosophy program challenges students to think about social, scientific, personal and ethical issues from a broad range of philosophical traditions.

PROGRAM OFFERINGS

- **B.A.:** Philosophy
- **Minor:** Philosophy

COURSE LISTING

Philosophy Course Descriptions begin on **page 244** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Philosophy – 33 credits

Critical Thinking/Critical Theory Courses – 24 credits:

- **PHIL 110** Logic and Critical Reasoning – 4 credits
- 300-level PHIL courses beyond the Historical/Professional Sequence – at least 12 credits
  NOTE: No more than 8 credits at the 100-level may count toward the major (including PHIL 110)

Historical/Professional Sequence Courses – 9 credits:

- History of Western philosophy – 8 credits:
  - **PHIL 310** Ancient and Medieval Philosophy
  - **PHIL 311** Modern Philosophy
- **PHIL 400** Senior capstone – 1 credit

Requirements for Minor in Philosophy – 20 credits

- **PHIL 310** Ancient and Medieval Philosophy – 4 credits
- **PHIL 311** Modern Philosophy – 4 credits
- Elective PHIL courses (outside the history of Western philosophy sequence) – 12 credits
  NOTE: No more than 4 credits at the 100-level count toward the minor.

PHYSICS

Physics students study the natural world from the largest to the smallest scales, and from the fundamental to the immediately practical. Physics is concerned with discovering and describing patterns in nature in order to help us better understand the world around us. The Wittenberg Physics Department, through active engagement and collaborative student-faculty research, prepares students to be explorers of new frontiers and creative problem solvers.

PROGRAM OFFERINGS

- **B.A.:** Physics
- **B.S.:** Physics
- **Minor:** Physics

COURSE LISTING

Physics Course Descriptions begin on **page 247** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Physics – 50 credits

Required in Physics – 33 credits:

- PHYS 201
- PHYS 203
- PHYS 204
- PHYS 207
- PHYS 311
- PHYS 350
- PHYS 360
- PHYS 460
- Eight additional credits at 300-level or above, including at least four credits from one of the following:
  - PHYS 330
  - PHYS 332
  - PHYS 411

Required in Related Departments – 17 credits:

- MATH 201
- MATH 202
- One course from:
  - MATH 212
  - MATH 215
- One additional course from:
  - BIOL 170 or 180
  - CHEM course at 121-level or above, CHEM 162 suggested
  - COMP 150
  - GEOL 150 or 160
  - ESCI 101

Requirements for Bachelor of Science Degree in Physics – 73-74 credits

Required in Physics – 43 credits:

- PHYS 201
- PHYS 203
- PHYS 204
- PHYS 207
- PHYS 311
- PHYS 350
- PHYS 360
- PHYS 460
- 18 additional credits at 300-level or above, including two credits of research and at least four credits from one of the following:
  - PHYS 330
  - PHYS 332
  - PHYS 411

Required in Related Departments – 30-31 credits:

- MATH 201
- MATH 202
- MATH 212
- MATH 215
- COMP 150

Two additional courses from:

BIOL 170, BIOL 180, CHEM 121, CHEM 162, COMP 240, ESCI 101, GEOL 150 or ESCI 160

Recommended course: MATH 261

Requirements for Minor in Physics – 27 credits

Required in Physics – 19 credits:

- PHYS 201
- 14 credits taken at the 200-level or above (only one of PHYS 202 and PHYS 203 may count toward minor)

Required in Related Departments – 8 credits:

- MATH 201
- MATH 202

SPECIAL PROGRAMS IN PHYSICS

- Engineering

POLITICAL SCIENCE

Political science offers an appreciation and understanding of the key role that politics plays in human interactions from the local to the global level. With a political science degree from Wittenberg, students will find success in a variety of settings – in the public and private sectors, higher education and beyond – by developing skills in critical thinking, written communication and data analysis, all in the context of appreciating the key role that politics plays in human interactions from the local to the global level.

PROGRAM OFFERINGS

- **B.A.:** Political Science
- **Minor:** Political Science

COURSE LISTING

Political Science Descriptions begin on **page 250** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Political Science – 36 credits (minimum)

- POLI 101 Intro to Political Science: American Politics – 4 credits
- POLI 102 Intro to Political Science: Comparative Politics OR POLI 103 International Relations – 4 credits
- POLI 260 Methodology – 4 credits (should be taken no later than spring semester of junior year, with exceptions granted to permit students to take advantage of year-long off campus programs)
- One from the following 4-credit courses:
    - POLI 211 Ancient & Medieval Political Philosophy
    - POLI 212 Modern Political Philosophy
    - POLI 215 American Political Thought
    - POLI 216 Family Values: The Politics of Virtue, Care, and Equality
- 20 additional POLI credits, with a minimum of 4 credits from each of the three areas (may be satisfied by POLI topics courses, the Political Science Seminar, Independent Study, or Internship depending on course content):
    - Area I: Comparative Politics and International Relations
    - Area II: Political Theory and Law (POLI 211, 212, 215, or 216 fulfill this area requirement)
    - Area III: American Politics
- 16 POLI credits must be 300-level or above
- Attendance at two department colloquia each semester, and subsequent preparation of one-page reaction papers for each colloquium
- Completion of a two-part senior assessment during spring semester of senior year

Requirements for Minor in Political Science – 20 credits (minimum)

- POLI 101 Intro to Political Science: American Politics – 4 credits
- POLI 102 Intro to Political Science: Comparative Politics OR POLI 103 International Relations – 4 credits
- One from the following 4-credit courses:
    - POLI 211 Ancient & Medieval Political Philosophy
    - POLI 212 Modern Political Philosophy
    - POLI 215 American Political Thought
    - POLI 216 Family Values: The Politics of Virtue, Care, and Equality
- 8 additional POLI credits
- Minimum of 4 POLI credits must be 300-level or above
- Consultation with an advisor in Political Science department

SPECIAL PROGRAM RELATED TO POLITICAL SCIENCE

- Washington Semester Program

POLITICAL SCIENCE AREA COURSES

AREA I: COMPARATIVE POLITICS AND INTERNATIONAL RELATIONS

- **POLI 202:** Comparative Political Economy & Public Policy
- **POLI 203:** The Politics of Health Care
- **POLI 205:** Chinese Politics
- **POLI 209:** Topics in Comparative Politics
- **POLI 210:** East Asian Politics
- **POLI 302:** North American Politics
- **POLI 305:** European Politics
- **POLI 309:** Advanced Topics in Comparative Politics
- **POLI 253:** International Political Economy
- **POLI 254:** Global Environmental Politics
- **POLI 259:** Topics in International Relations
- **POLI 350:** American Foreign Policy
- **POLI 354:** Chinese Foreign Policy
- **POLI 355:** East Asian Foreign Relations
- **POLI 359:** Advanced Topics in International Relations

AREA II: POLITICAL THEORY & LAW

- **POLI 211:** Ancient & Medieval Political Philosophy
- **POLI 212:** Modern Political Philosophy
- **POLI 215:** American Political Thought
- **POLI 216:** Family Values: The Politics of Virtue, Care, and Equality
- **POLI 217:** Ideology and Identity in Polish Culture (field study)
- **POLI 219:** Topics in Political Theory
- **POLI 315:** Feminist & Postmodern Political Thought
- **POLI 319:** Advanced Topics in Political Theory
- **POLI 322:** American Constitutional Law

AREA III: AMERICAN POLITICS

- **POLI 221:** State and Local Government
- **POLI 222:** Urban Politics
- **POLI 223:** Introduction to Local Government Administration
- **POLI 224:** The American Presidency
- **POLI 229:** Topics in American Politics
- **POLI 230:** Campaigns and Elections
- **POLI 232:** Public Opinion
- **POLI 234:** Black Politics
- **POLI 236:** Media and Politics
- **POLI 320:** Public Administration
- **POLI 321:** Public Policy
- **POLI 323:** U.S. Congress
- **POLI 329:** Advanced Topics in American Politics
- **POLI 332:** Political Parties & Interest Groups

PRE-HEALTH

Wittenberg's pre-health program has a broad base, and active support is offered for students planning to attend a variety of health professional schools.

The student interested in a career in human or veterinary medicine, dentistry, optometry, physical therapy, occupational therapy or another health profession needs to plan the sequence of courses in order to complete the prerequisite courses for the various health profession schools and prepare for the national admission tests.

Prerequisite courses for the health professional schools typically include:

- One year of biology
- Two years of chemistry
- One year of physics
- One year of mathematics
- One year of English

In addition to these requirements, schools may have other courses that they require from the humanities or social sciences. While most Wittenberg Pre-Health students major in biology, chemistry, biochemistry/molecular biology, psychology, or exercise science, a major in the sciences is not required by most health profession schools. Students may choose any major as long as they take the professional school prerequisite courses.

Admission is predicated on academic achievement (GPA and national test scores), volunteer experience, exposure to research, as well as general character and personality (altruism, leadership and empathy). It is important for students to accumulate a significant number of volunteer (or internship) credits in a variety of situations (private practice, hospital) in their field of interest. There are also opportunities available for our students to participate in research projects with Wittenberg faculty and alumni who have volunteered to involve students in summer research. Students with specific questions should seek guidance from the **Pre-Health Advisor**.

Occupational Therapy

Wittenberg has a cooperative program with Washington University (St. Louis) School of Medicine through its program in occupational therapy. The pre-occupational therapy student spends three years at Wittenberg obtaining a background in basic science and liberal arts, while completing the major portion of the biology major requirements. If accepted by Washington University, the student begins the occupational therapy program in the fourth year. The Bachelor of Arts degree from Wittenberg is conferred at the end of the first year at Washington University, and the Master of Science degree in occupational therapy is awarded at the end of the second year there.

Additional information about this program may be obtained from the **Pre-Health Advisor** or the **Office of Admission**.

PRE-LAW

A liberal arts education - which teaches you how to think, not what to think - is the best preparation for law school. Wittenberg's Connections Curriculum ensures that students cultivate the very skills needed as a lawyer: critical analysis, logical thinking and the ability to write and speak with precision.

The student generally concentrates in a broad program rather than a specialized one. Individuals may major in any discipline.

Elective courses are recommended in:

- Economics
- English
- History
- Philosophy
- Political science

Courses that train students to write and express themselves orally are extremely helpful.

Success on the LSAT and in law school is related to the rigor of the courses taken and the extent to which those courses develop the skills of logical thinking and critical analysis.

Additional information about the pre-law program may be obtained from the **Pre-Law Advisor or the Office of Admission.**

PSYCHOLOGY

The psychology program guides students to develop a comprehensive awareness of human behavior through a strong theoretical and research foundation that incorporates experiential learning. The psychology department offers rigorous courses in the study of animal and human behavior that provide the basis for careers in psychology, medicine, law and business.

PROGRAM OFFERINGS

- **B.A.:** Psychology
- **B.S.**: Psychology
- **Minor:** Psychology

COURSE LISTING

Psychology Course Descriptions begin on **page 255** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Psychology – 39 credits

Required courses in Psychology – 35 credits:

- PSYC 101 Introduction to Psychological Science – 4 credits
- PSYC 202 Experimental Design – 5 credits
- At least twenty-six PSYC credits beyond PSYC 202, including:
  - Ten 300-level PSYC credits
  - PSYC 390 Junior Seminar – 0 credits
  - Four 400-level PSYC credits from:
    1. PSYC 400 Research Seminar – 4 credits
    2. PSYC 410 Senior Thesis – 1-8 credits
    3. PSYC 499 Honors Thesis/Project– 1-8 credits
  - Courses from at least 3 of the 5 major content areas in psychology:
    1. Biological (PSYC 211, PSYC 213, PSYC 311)
    2. Cognitive (PSYC 211, PSYC 221, PSYC 321)
    3. Developmental (PSYC 231, PSYC 232)
    4. Social and Personality (PSYC 217, PSYC 241, PSYC 271, PSYC 272, PSYC 275, PSYC 341, PSYC 361)
    5. Mental and Physical Health (PSYC 212, PSYC 251, PSYC 252, PSYC 351)
- No more than 4 credits of 490, 492 or 493 can count toward the major

Statistics requirement – 4 credits:

- One 4-credit statistics course from the following:
  - **PSYC 201** Statistics
  - **BUSN 210** Business and Economic Statistics
  - **DATA 227** Introductory Statistics

Recommended in Psychology

The student who plans a career in a service-oriented field related to psychology may not need graduate training. This student may choose additional courses in psychology related to the interest area. The student planning a professional career as a psychologist or licensed mental health professional should prepare to go to graduate school. Students planning to attend a doctoral-level program should take additional courses at the 300-and 400-level.

Recommended in Other Departments

Each student is urged to take courses in biology, COMP 150, language courses including a conversational course, MATH 201 and PHIL 240. The student planning to go to graduate school should also take some MATH or DATA courses beyond MATH 201 or DATA 227 and further courses in biology, chemistry and physics. Additional courses in expository writing and in the social sciences and humanities should reflect the student's needs and interests.

Requirements for Bachelor of Science Degree in Psychology – 67 credits

Required courses in Psychology – 39 credits:

- PSYC 101 Introduction to Psychological Science – 4 credits
- PSYC 202 Experimental Design – 5 credits
- At least thirty PSYC credits beyond PSYC 202, including:
  - Ten 300-level PSYC credits
  - PSYC 390 Junior Seminar – 0 credits
  - Eight 400-level PSYC credits from:
    1. PSYC 400 Research Seminar – 4 credits
    2. PSYC 410 Senior Thesis – 1-8 credits
    3. PSYC 499 Honors Thesis/Project– 1-8 credits
  - Courses from at least 3 of the 5 major content areas in psychology:
    1. Biological (PSYC 211, PSYC 213, PSYC 311)
    2. Cognitive (PSYC 211, PSYC 221, PSYC 321)
    3. Developmental (PSYC 231, PSYC 232)
    4. Social and Personality (PSYC 217, PSYC 241, PSYC 271, PSYC 272, PSYC 275, PSYC 341, PSYC 361)
    5. Mental and Physical Health (PSYC 212, PSYC 251, PSYC 252, PSYC 351)
- No more than 4 credits of 490, 492 or 493 can count toward the major

Statistics requirement – 4 credits:

- One 4-credit statistics course from the following:
  - **PSYC 201** Statistics
  - **BUSN 210** Business and Economic Statistics
  - **DATA 227** Introductory Statistics

Required courses in Other Departments – 24 credits:

- **MATH 131 or MATH 201**, plus 4 additional credits in MATH or DATA above MATH 201 & DATA 227
- Sixteen credits from any of the following:
  - **BIOL 170, BIOL 180** or above
  - **CHEM 121** or above
  - **COMP 150** or above
  - **DATA 229** or above
  - **ECON 200** or above
  - **GEOL 150** or above
  - **MATH 202** or above
  - **PHYS 101** or above

Requirements for Minor in Psychology – 20 credits

- At least 16 credits psychology course work, including:
  - **PSYC 101** Introduction to Psychological Science
  - At least twelve PSYC credits beyond PSYC 201 but below PSYC 490
  - At least four of the sixteen credits must be a PSYC lab course (i.e., PSYC 101, PSYC 202, PSYC 321, PSYC 341, or PSYC 361
- One statistics course from the following – 4 credits:
  - **PSYC 201** Statistics
  - **BUSN 210** Business and Economic Statistics
  - **DATA 227** Introductory Statistics

NOTE: PSYC credits are to be selected in consultation with your psychology adviser.

PUBLIC HEALTH

Wittenberg University's Public Health curriculum is designed to introduce students to the vital areas of public health—including environmental health, epidemiology, community and global health, health policy, social and behavioral health—while also grounding their studies in medical humanities and social sciences. Through its curriculum and community health practicum the Public Health major prepares students to work with a range of communities through evidence-based and culturally competent practice.

PROGRAM OFFERINGS

- **B.A.:** Public Health

COURSE LISTING

Public Health Course Descriptions begin on **page 259** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Public Health – 47-48 credits

Required in Public Health – 15 credits

- **PUBH 102** History of Public Health – 4 credits
- **PUBH 201** Epidemiology – 3 credits
- **PUBH 302** Health Services – 4 credits
- **PUBH 491** Internship – 3 credits
- **PUBH 495** Senior Capstone – 1 credit

Required in other Departments – 32-33 credits

- **BIOL 164** Microbiology for Health Sciences – 4 credits
  OR **BIOL 227** Microbiology and Immunology– 5 credits
- **DATA 227** Introductory Statistics – 4 credits
- **LANG 111**, **112** or 200-Level – 4 credits
- **ECON 200** Principles of Economics – 4 credits
- **ESCI 100** Global Climate Change – 4 credits
- **ESCI 295** Introduction to GIS – 4 credits
- **POLI 203** The Politics of Health Care – 4 credits
- **SOCI 101** Introduction to Sociology – 4 credits

RELIGION

The interdisciplinary nature of Wittenberg's religion program exposes students to a broad range of perspectives "historical, literary, philosophical, theological and social scientific." Wittenberg's religion program will introduce you to the depth and richness of religious texts, spiritual practices, and moral and cultural values found in major religious traditions.

PROGRAM OFFERINGS

- **B.A.:** Religion
- **Minor:** Religion

COURSE LISTING

Religion Course Descriptions begin on **page 260** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Religion – 37-40 credits

A major in Religion consists of 37-40 credits (typically, nine 4-credit courses plus a 1-4 credit Religion Capstone/Thesis), with at least thirteen credits (including RELI 498/499) at the 300-level.

Students are required to take both courses from Category 1, twelve credits from Category 2 (with at least four credits coming from each of the two sub-categories), eight credits from Category 3 (with at least four credits coming from each of the two sub-categories), a senior Capstone/Thesis (1-4 credits), and eight additional credits in elective courses.

1. Global Religious Literacy: Introductions – 8 credits

- RELI 110 Judaism, Christianity, & Islam – 4 credits
- RELI 134 Chinese & Japanese Religious Traditions – 4 credits

2. Global Religious Literacy: Explorations – 12 credits (3 courses with at least one course each from categories A & B)

A. Asian Religious Traditions – *at least one from the following:*

- RELI 112 Introduction to Buddhism – 4 credits
- RELI 100 (Topics): Hinduism – 4 credits
- RELI 333 Buddhist Thought & Scriptures – 4 credits
- RELI 335 Confucianism and Its Critics – 4 credits
- RELI 336 Religious Daoism and Chinese Popular Religion – 4 credits

B. Christian & Biblical Traditions – *at least one from the following:*

- RELI 221 Understanding the Old Testament – 4 credits
- RELI 222 Understanding the New Testament – 4 credits
- RELI 241 The Christian Tradition – 4 credits

Other courses with approval of Department Chair/Director

3. Critical Connections – 8 credits (2 courses with one course each from categories A & B)

A. Historical & Interpretive Connections – *at least one from the following:*

- RELI 114 World Religions & Pilgrimage – 4 credits
- RELI 116 Fake News, Forgeries, and Frauds – 4 credits
- RELI 120 Demons, Angels, & Ghosts – 4 credits
- RELI 213 Religion & Medicine – 4 credits

(Critical Connections cont.)

B. Cultural and Sociological Connections – *at least one from the following:*

- RELI 176 Racism and Social Ethics – 4 credits
- RELI 177 Religious Perspectives on Contemporary Moral Issues – 4 credits

- RELI 271 Ethics: Belief and Action – 4 credits
- RELI 310 Religion, Nature, & the Environment – 4 credits
- RELI 327 Sex, Gender, and the Bible – 4 credits
- RELI 340 Religion, Gender, & Sexuality – 4 credits
- RELI 342 Comparative Religious Ethics
- PHIL 210 Biomedical Ethics – 4 credits
- HONR 300TR Religion, Animals, & Being "Human" – 4 credits

Other courses with approval of Department Chair/Director

4. Religion Electives – 8 credits* (2 courses from any category)

A. Any course from categories 2-3 above not already counted toward major requirements and/or

B. Other RELI courses not otherwise counted toward major requirements, including:

- RELI 100 (Topics) Indigenous Religions – 4 credits
- RELI 200 (Topics) African American Religion – 4 credits
- Other courses with approval of Department Chair/Director

***Note:** Depending on courses already completed, students should select elective courses that ensure their completion of the thirteen-credit 300+ level requirement.

5. Senior Capstone/Thesis – 1-4 credits (1 course from the following)

A. RELI 498 Religion Capstone – 1 credit (taken in conjunction with concurrently-offered RELI 300)

B. RELI 499 Honors Thesis/Project – 4 credits

Requirements for Minor in Religion – 20 credits

A minor in religion consists of 20 credits (typically, five 4-credit courses), with at least four credits at the 300-level. Students are required to take both courses from Category 1, eight additional credits from Category 2 (with courses coming from two of the four sub-categories), and four credits in religion electives (Category 3).

1. Global Religious Literacy: Introductions – 8 credits

- RELI 110 Judaism, Christianity, & Islam – 4 credits
- RELI 134 Chinese & Japanese Religious Traditions – 4 credits

2. Global Religious Literacy: Explorations – 8 credits (2 courses from two of the four categories below)

A. Asian Religious Traditions

- RELI 112 Introduction to Buddhism – 4 credits
- RELI 100 (Topics): Hinduism – 4 credits
- RELI 333 Buddhist Thought & Scriptures – 4 credits
- RELI 335 Confucianism and Its Critics – 4 credits
- RELI 336 Religious Daoism and Chinese Popular Religion – 4 credits

B. Christian & Biblical Traditions

- RELI 221 Understanding the Old Testament – 4 credits
- RELI 222 Understanding the New Testament – 4 credits
- RELI 241 The Christian Tradition – 4 credits

C. Historical & Interpretive Connections

- RELI 114 World Religions & Pilgrimage – 4 credits
- RELI 116 Fake News, Forgeries, and Frauds – 4 credits
- RELI 120 Demons, Angels, & Ghosts – 4 credits
- RELI 213 Religion & Medicine – 4 credits

(Global Religious Literacy: Explorations, cont.)

D. Cultural and Sociological Connections

- RELI 176 Racism and Social Ethics – 4 credits
- RELI 177 Religious Perspectives on Contemporary Moral Issues – 4 credits

- RELI 271 Ethics: Belief and Action – 4 credits
- RELI 310 Religion, Nature, & the Environment – 4 credits
- RELI 327 Sex, Gender, and the Bible – 4 credits
- RELI 340 Religion, Gender, & Sexuality – 4 credits
- RELI 342 Comparative Religious Ethics
- PHIL 210 Biomedical Ethics – 4 credits
- HONR 300TR Religion, Animals, & Being "Human" – 4 credits

Other courses with approval of Department Chair/Director

3. Religion Electives – 4 credits (1 course from any category)

A. Any course from category 2 above not already counted toward minor requirements and/or

B. Other RELI courses not otherwise counted toward minor requirements, including other courses with approval of Department Chair/Director.

SOCIOLOGY

Uniting sociological and anthropological perspectives through hands-on learning opportunities, students in the sociology program explore human society and culture. As social sciences, both sociology and anthropology seek to understand how people are affected by their social environment.

PROGRAM OFFERINGS

- **B.A.:** Sociology
- **B.A.:** Sociology with Criminology concentration
- **B.A.:** Sociology with Cultural Anthropology concentration
- **Minor:** Sociology

COURSE LISTING

Sociology Course Descriptions begin on **page 264** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Sociology – 41-42 credits (37 SOCI credits)

Required in Sociology – 37 credits:

- SOCI 101 Introduction to Sociology – 4 credits
- SOCI 307 Research Methods – 5 credits
- SOCI 360 Sociological Theory – 4 credits
- SOCI 498 Senior Thesis – 4 credits

- Twenty additional elective credits in sociology, eight of which must be at the 300- or 400-level.

No more than four credits may be applied toward the major from SOCI 490 Independent Study, or SOCI 491 Internship. A 2.000 GPA in sociology courses is required, and majors are expected to attend regularly scheduled sociology colloquia.

Required in Related Departments – 4-5 credits:

Majors must complete one of the following courses outside the department (all 4-credit courses unless otherwise specified):

- BUSN 210
- CMDM 300
- COMP 121
- COMP 150 (5 cr.)
- DATA 227
- ECON 200
- MATH 112
- PHIL 110
- POLI 260
- PSYC 201

Requirements for B.A. Degree in Sociology with a Criminology Concentration – 37 credits

- SOCI 101 Introduction to Sociology – 4 credits
- SOCI 307 Research Methods – 5 credits
- SOCI 360 Sociological Theory – 4 credits
- SOCI 370 Criminology and Criminological Theory – 4 credits
- SOCI 498 Senior Thesis – 4 credits

- Eight additional elective credits in sociology approved for criminology concentration*
- Eight additional SOCI elective credits

*No more than 4 credits of SOCI 490 Independent Study or SOCI 491 Internship related to criminology or criminal justice may be used as an elective with the approval of the department chairperson.

Requirements for B.A. Degree in Sociology with a Cultural Anthropology Concentration – 37 credits

- SOCI 101 Introduction to Sociology – 4 credits
- SOCI 110 Cultural Anthropology – 4 credits
- SOCI 307 Research Methods – 5 credits
- SOCI 360 Sociological Theory – 4 credits
- SOCI 498 Senior Thesis – 4 credits

- Twelve additional elective credits in sociology approved for cultural anthropology concentration*
- Four additional SOCI elective credits
  *No more than 4 credits of SOCI 490 Independent Study or SOCI 491 Internship related to the discipline of anthropology may be used as an elective with the approval of the department chairperson.

Requirements for Minor in Sociology – 20 credits

- SOCI 101 Introduction to Sociology – 4 credits
- Sixteen additional SOCI credits, eight of which must be at the 300- or 400- level.
  SOCI 490 Independent Study and SOCI 491 Internship can be used toward the minor only with departmental approval.

ELECTIVE COURSES IN SOCIOLOGY

Electives for B.A. in Sociology

- SOCI 110 Cultural Anthropology – 4 credits
- SOCI 201 Topics in Sociology/Anthropology – 2-4 credits
- SOCI 210 Sociology of Family – 4 credits
- SOCI 213 Serial Murder – 4 credits
- SOCI 214 Penology and Social Control – 4 credits
- SOCI 215 Crime and Media – 4 credits
- SOCI 220 Culture in the Classroom – 4 credits
- SOCI 245 Gender and Society – 4 credits
- SOCI 250 Sociology of Deviance – 4 credits
- SOCI 270 Sociology of Oppressed Groups – 4 credits
- SOCI 271 *Anime* and Japanese Youth Culture – 4 credits
- SOCI 277 Islam and Islamic Societies – 4 credits
- SOCI 280 Animals and Society – 4 credits
- SOCI 285 Food Justice – 4 credits
- SOCI 290 Global Change – 4 credits
- SOCI 301 Special Topics in Sociology/Anthropology – 2-4 credits
- SOCI 315 Cultural Travel Writing – 4 credits
- SOCI 322 The Sociology of Sexuality: Purity, Perverts, and Pornography – 4 credits
- SOCI 330 Wealth, Power, and Poverty – 4 credits
- SOCI 340 Sociology of Religion – 4 credits
- SOCI 350 Race and Ethnicity – 4 credits
- SOCI 355 Juvenile Delinquency – 4 credits
- SOCI 370 Criminology and Criminological Theory – 4 credits
- SOCI 376 Law and Society – 4 credits
- SOCI 380 Identity, Self and Society – 4 credits
- SOCI 430 Seminar – 4 credits

Electives for B.A. in Sociology with Criminology Concentration

- SOCI 212 Topics: Criminology and Criminal Justice – 2-4 credits
- SOCI 213 Serial Murder – 4 credits
- SOCI 214 Penology and Social Control – 4 credits
- SOCI 215 Crime and Media – 4 credits
- SOCI 250 Sociology of Deviance – 4 credits
- SOCI 312 Special Topics: Criminology and Criminal Justice – 2-4 credits
- SOCI 314 Women and Crime – 4 credits
- SOCI 355 Juvenile Delinquency – 4 credits
- SOCI 376 Law and Society – 4 credits
- SOCI 380 Identity, Self and Society – 4 credits
- Other courses approved by the department chairperson

Electives for B.A. in Sociology with a Cultural Anthropology Concentration

- SOCI 201 Topics in Sociology/Anthropology – 2-4 credits
- SOCI 215 Crime and Media – 4 credits
- SOCI 220 Culture in the Classroom – 4 credits
- SOCI 245 Gender and Society – 4 credits
- SOCI 271 *Anime* and Japanese Youth Culture – 4 credits
- SOCI 285 Food Justice – 4 credits
- SOCI 315 Cultural Travel Writing – 4 credits
- SOCI 355 Juvenile Delinquency – 4 credits
- SOCI 380 Identity, Self and Society – 4 credits
- Other courses approved by the department chairperson

THEATRE AND DANCE

Wittenberg's diverse course offerings grant student artists and scholars robust classroom and laboratory environments. In addition to rigorous course work, theatre and dance students have numerous opportunities to hone their craft by being involved in MainStage and laboratory theatre and dance productions.

PROGRAM OFFERINGS

- **B.A.:** Theatre (Performance track or Design & Technology track)
- **Minors:** Theatre Design & Technology, Theatre Performance

COURSE LISTING

Theatre and Dance Course Descriptions begin on **page 271** of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Theatre (Performance track) – 43 credits

- THDN 101 Theatre Production – 1 credit
- THDN 122 Acting – 4 credits
- THDN 210 Performance Ethnology – 4 credits
- THDN 231 Stage Design – 4 credits
- THDN 265 History of Western Theatre – 4 credits
- THDN 270 Contemporary American Drama – 4 credits
- THDN 300 Directing – 4 credits
- THDN 301 Junior Seminar – 1 credit
- THDN 310 Devised Theatre – 4 credits
- THDN 322 Advanced Acting – 4 credits
- THDN 401 Senior Seminar – 1 credit
- THDN 450 Theatre Practicum – 1 credit
- THDN 498 Senior Capstone – 1 credit
- Four credits chosen from:
  - THDN 211 Dance Composition – 4 credits
  - THDN 226 Improvisation – 4 credits
  - THDN 235 Stage Management – 2 credits
  - THDN 240 Playwriting – 4 credits
  - THDN 250 Child Drama – 4 credits
  - THDN 200 Topics in Theatre – 1-4 credits
  - THDN 400 Topics in Theatre or Dance – 1-4 credits
  - THDN 490 Independent Study – 1-4 credits
  - THDN 492 Internship – 1-4 credits
  - PHIL 208 Philosophy and Modern Drama – 4 credits
  - ENGL 364 Shakespeare – 4 credits
- Two credits from:
  - THDN 030 Contemporary Dance Styles – 1 credit
  - THDN 040 Ballet for Every Body– 1 credit
  - THDN 050 Jazz – 1 credit
  - THDN 060 Tap Dance – 1 credit
  - THDN 070 Dance Company Workshop – 1 credit

Requirements for Bachelor of Arts Degree in Theatre (Design & Technology track) – 45 credits

- THDN 101 Theatre Production – 1 credit
- THDN 122 Acting – 4 credits
- THDN 210 Performance Ethnology – 4 credits
- THDN 230 Stagecraft – 4 credits
- THDN 231 Stage Design – 4 credits
- THDN 265 History of Western Theatre – 4 credits
- THDN 270 Contemporary American Drama – 4 credits
- THDN 300 Directing – 4 credits
- THDN 301 Junior Seminar – 1 credit
- THDN 310 Devised Theatre – 4 credits
- THDN 331 Advanced Stage Design – 4 credits
- THDN 401 Senior Seminar – 1 credit
- THDN 450 Theatre Practicum – 1 credit
- THDN 498 Senior Capstone – 1 credit
- Four credits chosen from:
    - THDN 211 Dance Composition – 4 credits
    - THDN 235 Stage Management – 2 credits
    - THDN 240 Playwriting – 4 credits
    - THDN 250 Child Drama – 4 credits
    - THDN 200 Topics in Theatre – 1-4 credits
    - THDN 400 Topics in Theatre or Dance – 1-4 credits
    - THDN 490 Independent Study – 1-4 credits
    - THDN 492 Internship – 1-4 credits
    - ART 101 2D Design – 4 credits
    - ART 103 3D Design – 4 credits
    - ART 121 Basic Drawing – 4 credits

Requirements for Minor in Theatre Performance – 21 credits

- THDN 101 Theatre Production – **2** credits
- THDN 122 Acting – 4 credits
- THDN 265 History of Western Theatre – 4 credits
- THDN 310 Devised Theatre – 4 credits
- Two credits from:
    - THDN 030 Contemporary Dance Styles – 1 credit
    - THDN 040 Ballet for Every Body – 1 credit
    - THDN 050 Jazz – 1 credit
    - THDN 060 Tap Dance – 1 credit
    - THDN 070 Dance Company Workshop – 1 credit
- Five credits from:
    - THDN 200 Topics in Theatre or Dance – 1-4 credits
    - THDN 210 Performance Ethnology – 4 credits
    - THDN 211 Dance Composition – 4 credits
    - THDN 235 Stage Management – 2 credits
    - THDN 250 Child Drama – 4 credits
    - THDN 270 Contemporary American Drama – 4 credits
    - THDN 200 Topics in Theatre – 1-4 credits
    - THDN 300 Directing – 4 credits
    - THDN 301 Junior Seminar – 1 credit
    - THDN 322 Advanced Acting – 4 credits
    - THDN 400 Topics in Theatre or Dance – 1-4 credits
    - THDN 401 Senior Seminar (401) – 1 credit

Requirements for Minor in Theatre Design and Technology – 22 credits

- THDN 101 Theatre Production – **2** credits
- THDN 230 Stagecraft – 4 credits
- THDN 231 Stage Design – 4 credits
- THDN 265 History of Western Theatre – 4 credits
- THDN 310 Devised Theatre – 4 credits
- Four credits from the following:
  - THDN 030 Contemporary Dance Styles – 1 credit
  - THDN 040 Ballet for Every Body – 1 credit
  - THDN 050 Jazz – 1 credit
  - THDN 060 Tap Dance – 1 credit
  - THDN 070 Dance Company Workshop – 1 credit
  - THDN 200 Topics in Theatre or Dance – 1-4 credits
  - THDN 210 Performance Ethnology – 4 credits
  - THDN 211 Dance Composition – 4 credits
  - THDN 235 Stage Management – 2 credits
  - THDN 270 Contemporary American Drama – 4 credits
  - THDN 300 Directing – 4 credits
  - THDN 301 Junior Seminar – 1 credit
  - THDN 331 Advanced Stage Design – 4 credits
  - THDN 400 Topics in Theatre or Dance – 1-4 credits
  - THDN 401 Senior Seminar – 1 credit

WOMEN'S STUDIES

The Women's Studies Program provides a forum for students and scholars in different disciplines to share their interests, concerns and methodologies in a rich inquiry into one vitally important topic — the status and accomplishments of women. In pursuing this goal, the Program recognizes and encourages alternative ways of thinking about both disciplines and pedagogy, presents previously ignored or misinterpreted information about women across the disciplines, and promotes the student's self-esteem and personal growth through academic growth and inquiry.

PROGRAM OFFERINGS

- **Minor:** Women's Studies

COURSE LISTING

Women's Studies Course Descriptions begin on **page 274** of the Catalog

DEGREE REQUIREMENTS

Requirements for Minor in Women's Studies – 20 credits

- **WMST 100** Women, Culture, Politics and Society – 4 credits
- 16 additional credits in at least three different disciplines
- Three courses must be numbered 200 or above
- Only one course may count for both the student's major and the WMST minor
- Presentation of portfolio of written work in women's studies to a WMST faculty committee for assessment in spring of senior year

THE FOLLOWING COURSES ARE APPROVED FOR THE WMST MINOR:

COMMUNICATION & DIGITAL MEDIA

- **CMDM 324** Family Communication – 4 credits
- **CMDM 361** Gender and Communication – 4 credits

ENGLISH

- **ENGL 180** Making Romance – 4 credits
- **ENGL 180** Film Noir – 4 credits
- **ENGL 190** Native American Literature & Film – 4 credits
- **ENGL 370** Studies in African American Literature (when WMST focus) – 4 credits
- **ENGL 372** Women in Literature I – 4 credits
- **ENGL 373** Women in Literature II – 4 credits
- Sections of ENGL 180 and other topics courses as noted in the master schedule

POLITICAL SCIENCE

- **POLI 216** Family Values: The Politics of Care, Virtue and Equality – 4 credits
- **POLI 315** Feminist and Postmodern Political Thought – 4 credits
- **POLI 319** Advanced Topic: Men, Politics and Popular Culture – 4 credits

PSYCHOLOGY

- **PSYC 272** Psychology of Gender – 4 credits

RELIGION

- **RELI 340** Religion, Gender, and Sexuality – 4 credits

SOCIOLOGY

- **SOCI 210** Sociology of Family – 4 credits
- **SOCI 245** Gender and Society – 4 credits
- **SOCI 301** Topics: Women in Poverty – 4 credits
- **SOCI 314** Women and Crime – 4 credits
- **SOCI 322** Sociology of Sexuality – 4 credits

SPORT MANAGEMENT

- **SPMG 245** History of Women in Sport – 4 credits

WOMEN'S STUDIES

- **WMST 100** Women, Culture, Politics and Society – 4 credits
- **WMST 490** Independent study – 1-4 credits
- **WMST 492** Internship – 2-4 credits

In addition, topics courses in many departments such as Art, English, History, Language, Philosophy, Religion and Sociology are approved to meet Women's Studies minor requirements as the chosen topics warrant. Other types of courses may also be offered with a Women's studies emphasis and be approved for Women's Studies credit. Current Women's Studies courses will be listed in the master schedule each semester.

Course Descriptions

This section contains a description of the curriculum of each program. Course descriptions include the credit value of the course; a list of the course's prerequisites, if any; notification if the course may be writing intensive, and information on the frequency with which the course is offered.

The course descriptions are subject to change, and the university reserves the right to withdraw or modify them at any time without notice. Students should consult the master schedule, published by the Registrar's Office each semester, for current information on course offerings and curricula. Information on changes in department or program curricula is available at the appropriate department or program office.

COURSE NUMBERING

Courses numbered from 001 to 090 are preparatory to college work and carry no graduation credit.

Courses at the 100-level are introductory courses or sequences of courses, with no departmental prerequisites, that introduce basic skills, techniques, concepts, or questions of the field.

Courses at the 200-level continue the introduction to the field beyond the 100-level or introduce the field by focusing on a major area in the field. Such courses may not have departmental prerequisites but are designed for students with some college experience.

Courses at the 300-level are advanced courses that depend on previously learned knowledge and skills in the discipline or a maturity of skills in critical thinking. In such courses, students are asked increasingly to employ the tools of the discipline in response to basic questions. Ordinarily these courses have prerequisites or require junior standing.

Courses at the 400-level require students to do more independent work, often involving the creation or synthesis of knowledge using previously learned skills, and these courses usually are designed for the major.

Courses denoted with a §:
This course is offered online through a consortium of accredited colleges and universities. Instruction is provided by faculty employed by partner institutions within the consortium, with technology and administrative support provided by Rize Education. Oversight of courses offered through the consortium are reviewed and approved by Wittenberg University. Students register through and receive academic credit from Wittenberg University.

ORDER OF COURSE DESCRIPTIONS

(Alphabetical by prefix – click prefix to jump to corresponding course descriptions)

- ACCT – Accounting
- AFDS – African and Diaspora Studies
- ART – Art and Art History
- BIOL – Biology
- BMB – Biochemistry/Molecular Biology
- BUSN – Business (Entrepreneurship, Finance, Management, Marketing)
- CCUE – Civic Engagement
- CHEM – Chemistry
- CMDM – Communication & Digital Media
- COMP – Computer Science
- DATA – Data Science
- ECON – Economics
- EDUC – Education and Educational Studies
- ENGL – English
- ENVS – Environmental Studies
- ESCI – Environmental Science
- EXPR – Experiential Learning
- EXSC – Exercise Science
- FYS – First Year Seminar
- GEOL – Geology
- GERM – German
- HEAL – Health Science
- HHUM – Health Humanities and Equity
- HIST – History
- INTL – International Studies
- JLPP – Justice, Law and Public Policy
- JRIM – Journalism & Integrated Media
- MATH – Mathematics
- MRSC – Marine Science
- NEUR – Neuroscience
- NUR – Nursing
- PHIL – Philosophy
- PHYS – Physics
- POLI – Political Science
- PSYC – Psychology
- PUBH – Public Health
- RELI – Religion
- SOCI – Sociology
- SPAN – Spanish
- SPMG – Sport Management
- THDN – Theatre and Dance
- WMST – Women's Studies

Accounting

ACCT 225. Financial Accounting. 4 credits.
Primary focus on the analysis of economic events and their effect on the major financial statements (balance sheet, income statement and statement of cash flows). A balanced perspective on the practice, theory and conflicts in current accounting practice. Objectives: present the accounting model, process of measurement, data classifications and terminology needed to effectively use and prepare financial statements. Prerequisite: Math Placement Level 2. Every year. Fulfills: LO4A.

ACCT 226. Managerial Accounting. 4 credits.
Explores the various techniques for the preparation and analysis of accounting information for organizational planning and control. Fundamental concepts of cost, decision-making, planning and performance evaluation in a managerial environment are presented. Prerequisite: ACCT 225. Every year.

ACCT 240. Accounting Information Systems. 4 credits.
Theory and application of accounting information systems. Will reflect how information technology (IT) is altering the nature of accounting. How developments as the Internet, electronic commerce, EDI, databases, and artificial intelligence are transforming the way organizations conduct their business activities. Prerequisite: ACCT 225. Every other year.

ACCT 290. Topics in Accounting. 1-4 credits.
Seminar of selected accounting topics. Open to all students. On demand.

ACCT 325. Intermediate Accounting I. 4 credits.
Part one of a two-course sequence in corporate financial reporting. Examines the theoretical basis for financial accounting concepts and principles emphasizing income measurement and accounting for assets. Topics include the recent developments in accounting valuation and reporting practices promulgated by professional accounting organizations and implemented by practitioners in public and private accounting. Provides a rigorous introduction to the methodology and logic behind the procedures and principles followed in the development of accounting information. Prerequisite: ACCT 225. Every year.

ACCT 326. Intermediate Accounting II. 4 credits.
Sequential in-depth study of financial statements, accounting concepts, accounting principles, and alternative procedures and practices. Current professional pronouncements included where appropriate. Prerequisite: ACCT 325. Every year.

ACCT 327. Cost Accounting. 4 credits.
Upper-level course covering the methods of determining product costs, their effective control, and their use for managerial decision-making. Prerequisite: ACCT 226. Every other year.

ACCT 390. Topics in Accounting. 1-4 credits.
Seminar of selected accounting topics. Restricted to advanced majors in management or those obtaining permission of instructor. On demand.

ACCT 423. Advanced Accounting. 4 credits.
Comprehensive study of business combinations, the equity and acquisition methods of accounting for investments, and consolidated financial statement preparation. Explores accounting theory as applied to special problems such as accounting for partnerships, estates and trusts, and segment and interim reporting. Accounting and reporting for private nonprofits, as well as state and local governmental entities are introduced. Prerequisite: ACCT 325. Every other year.

ACCT 426. Federal Taxation. 4 credits.
Comprehensive coverage of the relevant tax code and regulations as they pertain to the individual taxpayer, as well as coverage of all major developments in Federal Taxation. Additionally, an overview of tax concepts which apply specifically to corporations and partnerships is presented. Prerequisite: ACCT 225. Every other year.

ACCT 427. Auditing. 4 credits.
Auditing standards, auditing procedures, professional ethics and auditor's reports. Prerequisite: ACCT 240, ACCT 326. Every other year.

ACCT 490. Independent Study. 1-8 credits.
Project within the accounting field individually arranged by student and professor. On demand.

ACCT 491. Internship. 1-8 credits.
Internship experience within the accounting field. Prerequisite: minimum 2.700 GPA in major and overall, 75 credits completed by start of internship, completion of the accounting courses on which the internship is based with a minimum C grade, learning 18 objectives approved by accounting professor and on-site supervision by a business-level employee. On demand. Fulfills: LO1.

ACCT 495. Accounting Research and Analysis. 4 credits.
The role of accounting research and analysis and its purpose in advancing accounting theory. Topics include the forensic accountant's role in today's economy, fraud detection and fraud investigation techniques, valuation of closely held businesses, lost profits analysis, and various types of litigation support services. Fundamental legal concepts governing expert witness testimony are also examined, and students are required to quantify economic damages in cases. Prerequisite: ACCT 327, ACCT 423, ACCT 426, ACCT 427 or permission of instructor. Every year. May be writing intensive. Fulfills: LO1.

ACCT 498. Senior Seminar. 2 credits.
Capstone course for the major. Integration of all preceding accounting courses through the study of the function and responsibility of top-level management. The leadership of the chief executive, the environmental and institutional constraints of the organization, and the problems of implementing and integrating organizational objectives and public goals are examined. Prerequisites: ACCT 327, ACCT 423, ACCT 426 and ACCT 427. Every year.

ACCT 499. Honors Thesis/Project. 1-8 credits.
Thesis within the accounting field individually arranged by student and professor. Prerequisite: Declared major in Accounting, 3.500 GPA, 3.500 GPA in Accounting classes, and approval of the Business department chair. On demand.

African and Diaspora Studies

AFDS 201. Introduction to African and Diaspora Studies. 4 credits.
Introduction to the discipline of Africana Studies. Focus on the history (political, economic, psychological, artistic, and cultural) of people of African descent. Every year. Fulfills: LO2 & LO5NW.

AFDS 270. Topics in African and Diaspora Studies. 2-4 credits.
Topical approach to specific themes in African, African-American, and African Diasporic studies. May be repeated for credit. Some sections may carry LO credit as indicated in course syllabus.

AFDS 271. Lesotho Field Studies. 1-6 credits.
Lesotho Field Experience. Students will spend 22 days in Lesotho doing a variety of service projects designed to help orphans and vulnerable children in Lesotho. This trip will also have a major component focusing on health, both in the classroom and at area clinics and hospitals. Students will shadow doctors and nurses at 3 health facilities during this trip. Fulfills: LO5NW, and also Civic Engagement (CE) when offered with CCUE-130 co-requisite.

AFDS 492. African and Diaspora Studies Senior Project. 2 credits.
An integrated learning opportunity geared toward assessing student understanding of theories, methods and concepts central to the discipline. Every year. Prerequisite: permission of program director.

Art

ART 101. Studio Foundations: Two-Dimensional Design. 4 credits.
Introduction to the basic components of the visual arts with special emphasis on the role of media. A primary goal is to develop a student's ability to think in visual terms. Every year. Fulfills: LO8.

ART 103. Studio Foundations: Three-Dimensional Design. 4 credits.
An exploration of the formal use of space as it is applied to Three-dimensional form. The student will be introduced to the elements of height, width, depth, volume and form. Project research will be in the realm of non-objectivity, abstraction and reality. Particular attention will be given to the techniques of drawing, model making and presentation of a final solution. Emphasis will be placed on creative thinking and problem solving in the context of small-scale and larger projects. Every year. Fulfills: LO8.

ART 105. Fundamentals of Art. 4 credits.
This course introduces students to the basic processes, theories, media and content of visual art. Students merge general theory with basic studio practice through a variety of studio production activities. Students will incorporate Basic Elements of Art into the design, creation, and evaluation of fine art projects. The course involves hands-on activities, lectures and discussion, and real time first-hand experiences with multiple art forms; students will follow traditional production techniques and experience a variety of media and materials as they intersect intellectual content with creative assignments. Much of the underlying structure behind visual art involves the application of some combination of Basic Elements and Principles of Design. This course will blend an investigation of those elements with several other concepts as they apply to both two and three-dimensional art production. A primary goal is to develop a student's ability to think in visual terms.

ART 110. Art History I. 4 credits.
A selective survey of the arts of the world from the prehistoric period through the 14th century. This course provides an overview of the stylistic development of art, its historical contexts, and its original functions and meanings. It explores the ways in which art bridges human cultures, such as the use of arts in ceremony and ritual, as aid to memory, innovation, agent of identity, ornament, expression, and shelter. Every year. Fulfills: LO5G & LO10.

ART 120. Art History II. 4 credits.
Selective chronological survey of the arts of the Western world from the Renaissance through the present. This course traces the development of the pictorial traditions of the West by concentrating on the major artists and movements, beginning with the resurgence of classical antiquity in the Italian Renaissance and culminating with the radical artistic innovations of the 21st century. Every semester. Fulfills: LO2.

ART 121. Basic Drawing. 4 credits.
Part of the first-year Foundations sequence. Introduction to the basic disciplines of drawing — line, value composition, etc. Special emphasis on drawing as a tool for gathering ideas. Every year. Fulfills: LO8.

ART 130. Non-Western Art Survey. 4 credits.
This course surveys visual culture generally classified as "non-western art." The regions explored include Western and Central Asia, South and Southeast Asia, China, Japan, Korea, the Pacific, Africa, and the Americas. The art historical periods studied range from those of the earliest visual evidence in the regions to the present day. An investigation of "patronage, creation, and use" serves as the comparative theme that threads together the contents' significant breadth. May be writing intensive.

ART 131. Introduction to Painting. 4 credits.
Survey of a variety of painting techniques and visual issues. Emphasis placed on creative expression and exploration with several painting styles and historical approaches to picture making. Students will also learn about general historical contexts of painting from ancient through contemporary applications. Every year. Fulfills: LO8.

ART 145. Intro to Digital Imaging, Video, and Animation. 4 credits.
Introduction to fundamental skills in digital media production. Students apply Adobe Photoshop, Illustrator, After Effects and Premiere Pro to creative projects in digital imaging and illustration, animation, and video. Emphasis is placed on demonstrating technical skills, practicing visual literacy across media, and developing a personal artistic style. Every year. Fulfills: LO8.

ART 151. Introduction to Printmaking. 4 credits.
Survey of printmaking techniques designed to expose students to the possibilities of artistic expression through traditional as well as recently developed approaches to printing. Every year.

ART 220. Italian Renaissance Art. 4 credits.
Examination of Renaissance painting, sculpture and architecture from the Late Gothic period (ca. 1270-1300) through the Renaissance (Early and High) and Mannerism. The artists and monuments in Florence, Rome and Venice will receive special attention, although developments in other regions in Italy will also be discussed. Emphasis will be placed on the departure from Medieval art and the revival of Antiquity, and art objects and monuments will be discussed in the context of individual artists, patrons and religious and historical events. Every third semester.

ART 221. Drawing I. 4 credits.
Emphasis on further developing drawing techniques introduced in Basic Drawing. Skills in problem solving will be enhanced through narrative interpretation and drawing from landscapes, nature and the human figure. Visual analysis, media exploration, and personal stylistic growth are also vital components of this course. Prerequisite: ART 121. Every year.

ART 230. Baroque and Rococo Art. 4 credits.
Surveys the art, architecture and sculpture produced during the Baroque and Rococo periods (ca. 1600-1800). Art objects and monuments will be discussed in the context of individual artists, patrons and religious and historical events. Fulfills: LO5G and LO10.

ART 231. Painting I. 4 credits.
Introduction to the basic materials, processes, and concepts of oil painting. Prerequisite: ART 121. Every year.

ART 240. Early Christian and Byzantine Art. 4 credits.
Explores the foundations of the Christian tradition in the visual arts in Late Antiquity (ca. 200-565 AD) and traces its development through the early, middle and late periods of Byzantine art. Emphasis will be placed on an examination of traditions that informed the art of the period. Every third year.

ART 241. Introduction to Photography. 4 credits.
This course introduces students to traditional black and white photographic techniques. Instruction covers the understanding and use of a 35mm SLR camera and its functions, the process of developing black and white negatives and creating black and white 8x10 prints. Some areas of photographic capture covered: depth of field control, motion control, portraiture, and experimental approaches. This course is intended to be the introductory course to the photography concentration for the Department of Art. It is also a course designed for students who want an introduction to the medium as part of a broad liberal arts experience. A chemistry fee and camera rental fee are required for the course. Every year. Fulfills: LO8.

ART 242. Introduction to Digital Photography. 4 credits.
An introductory course in digital photography. Overview of historical, theoretical, and contemporary applications of the medium facilitating an understanding of the issues involved in how photographs acquire meaning. Covers the basics of digital photography, camera operation, shooting techniques, lighting control, editing, and digital printing through hands-on demonstrations and projects. Every year. Fulfills: LO8.

ART 243. Western Medieval Art. 4 credits.
Covers the art and architecture produced from the decline of the Roman Empire through the Gothic period in Western Europe. Hiberno-Saxon, Carolingian, Ottonian, Romanesque and Gothic art will be covered chronologically and by region in Europe. Emphasis will be given to the historical context that informed the Middle Ages. Every third year.

ART 246. Digital Imaging and Video. 4 credits.
Covers intermediate to advanced digital media skills in Adobe Photoshop and Premiere Pro, as well as the production of content using a variety of audio/video equipment. Every fall semester.

ART 251. Printmaking I. 4 credits.
Introduction to the processes and techniques of intaglio or lithographic printmaking. Alternate years.

ART 261. Sculpture I. 4 credits.
Introduction to three-dimensional concepts. Exploration in wood construction, plaster and clay emphasized. Every year.

ART 265. Silver Jewelry. 4 credits.
Silver used to produce small art forms intended as body embellishment. Basic fabricating techniques, simple forming and centrifugal casting. Every year.

ART 271. Graphic Design. 4 credits.
The area we call Graphic Design is a rich and complex amalgam of more than one creative area. Its practice includes the creation of many different kinds of signage, industrial products and packaging. It also promotes effective and creative uses of typography. Finally, it has truly become its own area of fine art expression, as proven by many recent designer/artists, who have pushed this craft in exciting and experimental directions. This course will attempt to touch on all the above areas as students explore how to communicate both aesthetically and purposefully using the visual language. The student will apply the design process (which includes concept ideation through research, brainstorming, and drawing/sketching) to appropriately integrate two-dimensional design concepts with technological ingenuity. The student will use digital media, including the Adobe Creative Suite programs, as tools for design refinement and production.

ART 275. Greek and Roman Art. 4 credits.
Focuses on Greek and Roman painting, sculpture and architecture as well as the decorative arts. Works of art will be analyzed in relation to the historical background of these fundamentally different civilizations and in terms of the objects' original function or context. Students will gain a solid understanding of the visual characteristics and the artists and architects that embody these movements. Every third year.

ART 280. Topics in Art History or Studio Art. 4 credits.
Courses in the history of art or studio art as described in the course schedule for each semester. Prerequisite: May vary. Some sections may carry LO credit as indicated in course syllabus.

ART 282. The Art of Lego. 4 credits.
The use of non-traditional media for artmaking has been considered in the main stream for decades. In addition to using Lego bricks to create art, much has been published about this popular toy. This course will incorporate readings and film viewings with studio activity. Students will learn about the sociological and commercial themes related to Lego as well as create original artwork. Fulfills: LO8.

ART 285. Handbuilt Ceramics. 4 credits.
Construction of clay pieces without the potter's wheel. Handbuilding investigated primarily through the use of coils and slabs. Basic decorating and glazing techniques explored. Every year. Fulfills: LO8.

ART 292. Ceramics I. 4 credits.
Introduction to wheel throwing and handbuilding methods of clay construction, and basic decoration and firing techniques. Every year. Fulfills: LO8.

ART 321. Drawing II. 4 credits.
Emphasis on further developing drawing techniques explored in Drawing I. Students will be encouraged to choose an art direction and solve associated problems in order to reach a satisfactory creative outcome. We will continue to work with a wide range of subject matter and in a variety of media, and attention will be given to the development of personal artistic style. Prerequisite: ART 221. Every year.

ART 331. Painting II. 4 credits.
Continuation of ART 231. Primary emphasis placed on understanding the unique characteristics of various painting techniques. Prerequisite: ART 231. Every year.

ART 340. Modern Art. 4 credits.
Investigation into the art and architecture from the end of the 19th century (c. 1890) through the contemporary period, primarily in Western Europe and America. Art historical movements, including the artists and stylistic traits which embody them, will be studied chronologically. Prerequisites: ART 110 or ART 120. Every semester.

ART 341. Advanced Photography. 4 credits.
Designed as a continuation of 241, this course will ask students to further explore their personal expression, and hone their skills as artists through the photographic medium. 35mm and/or medium-format cameras and their functions will be explored. Alternative processes, abstraction, the zone system, large-format cameras, self-portraiture, photojournalism, and the bridge between digital and analog photography are some of the areas that may be explored. Prerequisite: ART 241. Every other year.

ART 346. Animation. 4 credits.
Covers intermediate to advanced digital media skills in Adobe After Effects, including cartoon animation, compositing, visual effects and motion graphics. Prerequisite: ART 145 or permission of instructor. Every spring semester.

ART 351. Printmaking II. 4 credits.
Advanced printmaking techniques. Continuation of ART 251, which is a prerequisite. Every year.

ART 361. Sculpture II. 4 credits.
Continuation of ART 261. Exploration in carving, modeling, and construction. Investigation of stone, wood, metal, plaster, clay, and found objects. Prerequisite: ART 261. Every year.

ART 365. Silver Jewelry II. 4 credits.
Advanced silver jewelry techniques. Continuation of ART 265, which is a prerequisite. Every year.

ART 371. Advanced Graphic Design. 4 credits.
This is an advanced course focusing on developing a mastery of typography, layout, design for print, media production, and user experience.

ART 380. Topics in Studio Art. 2-4 credits.
Courses in special studio art as described in the course schedule for each semester. This course may be repeated for credit.

ART 385. Handbuilt Ceramics II. 4 credits.
Advanced study of handbuilding techniques. Prerequisite: ART 285. Every year.

ART 392. Ceramics II. 4 credits.
Advanced study of building methods. Prerequisite: ART 292. Every year.

ART 398. Junior Seminar. 1 credit.
This research and workshop class will prepare junior art majors for a yearlong senior thesis project. Assignments, readings, and discussions will help students set creative goals, develop their artistic voices and connect their studio practice to that of other artists working in their medium/media and theme(s) of interest. Prerequisites: ART 101, ART 103, ART 110, ART 120, and ART 121.

ART 421. Drawing III. 4 credits.
A continuation of ART 321. Development of a deeper understanding of drawing techniques in a more concentrated individual style. Prerequisite: ART 321. Every year.

ART 431. Painting III. 4 credits.
Continuation of ART 331. Major emphasis on the development of the student as an independent artist. The student makes a series of paintings as a means of investigating a single idea or theme. Prerequisite: ART 331. Every year.

ART 451. Printmaking III. 4 credits.
Advanced work in the graphic processes. Specialized study in individual creative and technical problems. Prerequisite: ART 251 or ART 351. Every year.

ART 461. Sculpture III. 4 credits.
Individual studio atmosphere with the student expressing a strong creative direction on material. Working from the figure model is a possibility. Prerequisite: ART 361. Every Year.

ART 471. Advanced Graphic Design II. 4 credits.
Advanced studies in layout for media advertising, collateral and editorial materials with an emphasis on portfolio refinement and career targeting – refining previously learned fundamental concepts, design, and typographic principles while developing comprehensive, multifaceted projects. A materials fee is required for the course. Prerequisite: ART 371.

ART 490. Independent Study. 1-4 credits.
Advanced individual study in the history, theory, or studio aspects of art. Prerequisite: Permission of the department. Every year.

ART 491. Internships. 1-4 credits.
Structured opportunities for the junior or senior art major to apply learned skills in a real-world situation. The student must register and complete the required application before beginning the internship and must have both a departmental sponsor and an on-site sponsor. The internship is evaluated on a credit/no-credit basis, and it is the departmental sponsor's responsibility to review the project upon completion and decide whether credit should be granted. Fulfills: LO1.

ART 492. Ceramics III. 4 credits.
Continuation of ART 392, which is a prerequisite. Every year.

ART 496. Senior Thesis – Studio/Media Concentration. 1 credit.
In depth guidance and development of Senior Thesis Studio Art project with media faculty advisor. The product of this year-long course will be exhibited in the Senior Thesis Exhibition during the spring semester. Prerequisites: ART 101, ART 103, ART 121, 2 of the following (ART 110, ART 120, ART 340), two courses within chosen media area (Ceramics, Drawing, Graphic Design/Computer Imaging, Painting, Photography, Sculpture, Silver Jewelry), must be taken concurrently with ART 498 Senior Thesis Seminar during fall semester of senior year. Fulfills: LO1.

ART 497. Senior Thesis – Art History. 2-4 credits.
A supervised independent study in which the student will be expected to produce a 30 to 40 page paper on an approved Art History topic. Because advancement in the field of Art History relies heavily on research and publications, this paper should demonstrate the student's ability to conduct in-depth research and to produce a writing sample suitable for entry into graduate school or a position in the field. Students will be expected to meet with the professor at regular intervals so that the professor may determine the rate of progress and offer guidance and support. Every year.

ART 498. Senior Thesis Seminar. 1 credit.
This research and workshop class will prepare junior art majors for a yearlong senior thesis project. Assignments, readings, and discussions will help students set creative goals, develop their artistic voices and connect their studio practice to that of other artists working in their medium/media and theme(s) of interest.

ART 499. Honors Thesis/Project. 1-4 credits.
Must have a 3.500 GPA and permission of the department chair. A supervised independent study in which the student will be expected to produce a 30 to 40 page paper on an approved Art History topic. Because advancement in the field of Art History relies heavily on research and publications, this paper should demonstrate the student's ability to conduct in-depth research and to produce a writing sample suitable for entry into graduate school or a position in the field. Students will be expected to meet with the professor at regular intervals so that the professor may determine the rate of progress and offer guidance and support. Every year.

Biology

BIOL 104. Topics in Biology Seminar. 1-4 credits.
Study of selected topics relating the person to nature and society and of the conflicts between people and their environment. Topics vary by instructor. Offered subject to demand and availability of faculty.

BIOLOGY 100 SERIES
These courses are designed to give students an opportunity to examine the way a biologist works in the profession, i.e. how experiments are designed to uncover new facts, the role of observation, the difference between results and conclusions, etc. The subject matter is, for the most part, selected to show the relevance of biology to everyday living, and to allow students to gain some control over decisions about their health and well-being and become knowledgeable citizens. These courses are open to all students but count toward a major in biology only with department approval.

BIOL 110. Survey of Biology. 4 credits.
This course is designed to be a basic introduction to biology, beginning with the basic building blocks and continuing through an introduction to each of the kingdoms of life and fundamental life processes. There will be an emphasis on fundamental principles and the interrelationships between the different topics covered. Open to all students but counts toward a major in biology only with department approval.

BIOL 114. From Conception to Birth. 4 credits.
During this course, we will discuss the major concepts in human embryology and development. There will also be significant discussion of the ethical and moral issues surrounding the human embryo, such as stem cells and cloning. While there is no laboratory component to this course, you will be required to participate in a panel discussion and submit a written paper on the ethics discussion panel. Fulfills: LO6 & LO7.

BIOL 120. Human Health and Pathology. 4 credits.
Course material will include an overview of human biology with an emphasis on practical application of preventive health measures and wellness. Lecture and discussion will revolve around the study of structure, function and pathology of organ systems. Open to all students but counts toward a major in biology only with department approval.

BIOL 123. How Animals Work. 4 credits.
This course focuses on the physiological ecology of animals: How they work at a systems level and how this affects their interactions with their environment. Topics include the scientific method, basic biological and ecological principles, and how specific animals deal with extreme environments through unique adaptations. This course combines lectures with laboratory exercises examining physiological principles. Open to all students but counts toward a major in biology only with department approval. Fulfills: LO7.

BIOL 124. Biomedicine, Germ Theory and Health Care Systems. 4 credits.
The practice of medicine is shaped by a multiplicity of factors, ranging from the underlying physiology and the biological causes of disease through the cultural and political influences on the health care system. The primary focus of the course will be biological, learning about the physiology of the body. From this grounding in human physiology we will explore our current understanding of how the body functions in health and disease, and then examine how this understanding influences the practice of medicine. We will delve into the history of medicine, including excerpts from Hippocrates, Galen and Hildegard von Bingen, again considering how concepts of health and disease shape the practice of medicine. Finally, we will consider the health care systems in the US and Germany, building from our emphasis on physiology and cultural influences on both how medicine is practiced and how different cultures define wellness and disease.

BIOL 129. The Science Behind Addiction. 4 credits.
This course is a basic introduction to addiction to a variety of drugs of abuse. Students will consider both the physical and psychological ramifications of alcohol, amphetamines, cocaine, heroin, nicotine, and marijuana as they relate to both their use and abuse today. What makes these drugs so addictive and how can we treat addiction? Open to all students, but counts toward a major in biology only with departmental approval. Every summer. Fulfills: LO2 & LO6.

BIOL 131. Woody Plants of the Natural and Urban Environments. 4 credits.
This course is to acquaint the student with the various native and cultivated forms of woody trees, shrubs, and vines as found in natural and urban environments. Topics covered include basic classification, naming, use of taxonomic keys, life histories, basic growth patterns, culture and care. Field trips to local sites will be taken. Open to all students but counts toward a major in biology only with department approval. A student cannot receive credit for both BIOL 131 and BIOL 230. Fulfills: LO7.

BIOL 132. Introduction to Herpetology. 5 credits.
We will study the unique anatomy, physiology, natural history, and evolution of reptiles and amphibians. Lectures will start with a taxonomic introduction to the reptiles and amphibians of the world, focusing mainly on those of the United States and particularly those found in Ohio. We will continue with discussions on the evolution and adaptations that have enabled reptiles and amphibians to make the transition from water to land. We will study the anatomical and physiological specializations that occur within the reptiles and amphibians, allowing them to succeed in the terrestrial environment and to reproduce free from water. We will also include specializations for feeding and mobility within the niches that reptiles and amphibians occupy. Our course includes a weekly field experience/lab in which students travel to parks and reserves around the Springfield area. We will collect and photograph central Ohio amphibians and reptiles and will then research the specimens so as to produce presentations on their natural history, taxonomy, habitat/collecting site, evolution, and unique features.

BIOL 145. Introductory Wildlife Management. 4 credits.
While a wildlife manager in Mississippi is trying to increase deer browse in a bottomland hardwood forest, a wildlife manager in suburban Chicago spends her nights with a silenced rifle trying to curb urban deer populations, a publicly-held resource. Although the goals of wildlife management may be drastically different, they revolve around only three scenarios: we can increase, decrease, or maintain wildlife populations. Our ability to meet our management goals is rooted in the strength of our science. Truly effective management applies ecological principles to wildlife issues while seeking a balance between the needs of humans and the needs of wildlife. Our goal this semester is to learn the basics of wildlife management, to begin building a toolbox that will serve you well as a wildlife ecologist, natural resource manager, weekend naturalist, informed citizen, or future politician. Prerequisite: sophomore standing.

BIOL 146. Biology on the Big Screen. 4 credits.
This course will address the accuracy with which movies, TV shows, and media outlets portray biological concepts underlying important contemporary issues. The course will focus on four main topics: emerging infectious diseases, global climate change, genetic modification, and biodiversity. Students will gain an understanding of the biological principles and concepts that underpin these often contentious and frequently debated issues. The course will use primary literature and current research within the field to give students an increased scientific awareness and improved scientific literacy. Movie viewings outside of scheduled class times will be required.

BIOL 148. Biology in a Changing World. 4 credits.
Our planet is currently experiencing a global biodiversity crisis; extinction rates at present are at least 100 times that of any natural extinction event to have ever occurred in our history. Humans are a driving force in the loss of earth's species and the degradation of ecosystems. Undoubtedly, biological interactions and critical processes may be dramatically altered in our rapidly changing world. This biology course for non-majors will explore patterns that have historically impacted global biodiversity, how human induced alterations such as climate change and habitat loss are threatening the biodiversity of species, the implications of a widespread loss in biodiversity for humans, and the ability of current or future conservation practices to shape our fate. The course will draw heavily from empirical research and case studies to highlight the fate of unfortunate species which are currently facing a very uncertain future.

BIOL 149. Why Ecology Matters. 4 credits.
The course will examine the science of ecology, its application to common societal issues, and the process of science in general. Students will examine contemporary environmental issues using an ecological lens and understand the power and limitations of the field of ecology in providing answers to common environmental issues. Fulfills: LO3 & LO7.

BIOL 162. Human Anatomy & Physiology I for Health Sciences. 4 credits.
First of two-course series in human anatomy & physiology. Cells, tissues, homeostasis; skin, skeletal, muscular, nervous (central, peripheral, & autonomic), sensory, & endocrine systems.

BIOL 163. Human Anatomy & Physiology II for Health Sciences. 4 credits.
Second of two-course series in human anatomy & physiology. Reproductive, circulatory, lymphatic, immune, respiratory, digesting and urinary systems are discussed.

BIOL 164. Microbiology for Health Sciences. 4 credits.
Principles of bacteriology, virology and parasitology, with emphasis on identification, classification, discernment, and treatment of infectious vectors in humans. Prerequisite: admission to Pre-licensure nursing program or permission of instructor. Every year, spring semester.

BIOL 170. Concepts of Biology: Biological Information, Reproduction, and Evolution. 5 credits.
This course, part of a two-course series along with BIOL 180, serves as the foundation to the biology major. Students will study how biologically necessary information associated with life is stored, reproduced, and subjected to natural selection. These themes will be explored at different biological levels of organization from DNA through ecosystems. This course may be taken before or after BIOL 180. Required Corequisite: BIOL 171. Every year. Fulfills: LO7.

BIOL 171. Concepts of Biology Laboratory. 0 credits.
Biology lab must be taken concurrently with BIOL 170.

BIOL 180. Concepts of Biology: Energy and Resources in Biology. 5 credits.
This course, part of a two-course series along with BIOL 170, serves as the foundation to the biology major. Students will learn how resources and energy are acquired and used in life's processes. These themes will be explored at different biological levels of organization from cells through ecosystems. This course may be taken before or after BIOL 170. Required Corequisite: BIOL 181. Every year. Fulfills: LO7.

BIOL 181. Concepts of Biology Laboratory. 0 credits.
Biology lab must be taken concurrently with BIOL 180.

BIOL 201. Technical Writing. 2 credits.
A study of common sources, methods, and techniques used in scientific writing and in presenting biological literature. There will be a strong emphasis on bibliographic sources as well as written presentation of biological material. Learning professional skills such as writing curriculum vitae and personal statements and biological root words will also be included. Required for all Biology majors. Every semester; meets for one half-semester. Prerequisites: BIOL 170 and BIOL 180.

BIOL 202. Principles of Evolution. 2 credits.
The course, similar to its complementary course 201, will introduce students to skillsets used by practicing biologists (literature search, the ability to read and understand peer-reviewed articles, data summation, analysis, and interpretation, as well as research papers). However, you will also be required to learn the principles of evolution with an emphasis on its ability to integrate among the biological disciplines. This course will familiarize you with the tenets and processes of evolution and how they relate to biology as a field. Required for all Biology majors. Every semester; meets for one half-semester. Prerequisites: BIOL 170 and BIOL 180.

BIOL 204. Medical Terminology I. 2 credits.
This course introduces the history of the science of medicine and how medical terminology is used in health care. Students will gain an understanding of basic medical etymology, rules of building and analyzing medical words, and medical terms associated with the body as a whole. This course is designed to meet the "Medical Terminology" course requirement needed for many Occupational Therapy, Physical Therapy, Nursing, and Medical School programs. Course registration is open to pre-health professional students only.

BIOL 205. Medical Terminology II. 2 credits.
This is the second of two courses covering medical language and terminology used by health care professionals. Students will study, interpret and analyze medical words and medical terms associated with the nervous, urinary, lymphatic and immune, digestive and endocrine systems. This course is designed to meet the "Medical Terminology" course requirement needed for many Occupational Therapy, Physical Therapy, Nursing, and Medical School programs. Course registration is open to pre-health professional students only.

BIOL 210. Molecular Neuroscience. 5 credits.
This course introduces the field of neuroscience, explores the cellular & molecular basis of neural systems, and discusses the neural basis of cognition. Signal transmission (action potentials, neurotransmitters, synapses, & receptors) between neurons & their targets are discussed. The laboratory component of the course will focus on a hypothesis-driven research project. Prerequisites: BIOL 170 and BIOL 180; OR BIOL 170 and PSYC 101; OR PSYC 213, or PSYC 311, or PSYC 321; or NEUR 200.

BIOL 212. Cell Biology. 5 credits.
Cell biology focuses on the structure and function of the cell, examining individual structures and building toward a synthesis of the dynamic metabolic processes of the cell. These processes include synthesis of cellular components, metabolic pathways, and signaling pathways. Prerequisite: BIOL 170.

BIOL 214. Developmental Biology. 5 credits.
Introduction to development, including coverage of descriptive vertebrate embryology. Emphasis given to the experimental analysis of selected molecular and cellular changes during development in animals. Prerequisites: BIOL 170 and BIOL 180. May be writing intensive.

BIOL 215. Genetics. 5 credits.
This course will examine the scope and significance of modern genetic principles. Lecture and lab topics will include molecular and Mendelian genetics, protein synthesis, recombinant DNA, genetic engineering, effects of stressors upon genetic systems, human genetics, and population genetics. Particular attention will be paid to learning how to apply basic genetic principles to biological problems and to developing analytical skills. Prerequisites: BIOL 170 and BIOL 180. May be writing intensive.

BIOL 221. Pharmacology. 4 credits.
This course shows the effects of chemicals on the nervous system. Some of the pharmacological agents to be studied will include antidepressants, anticonvulsants and oral contraceptives. In addition, the course will focus on chemicals encountered in the environment, i.e. pesticides, and their effects on wildlife and human populations. Prerequisites: BIOL 170 and BIOL 180. May be writing intensive.

BIOL 223. Human Pathophysiology. 4 credits.
Topics in this course include infection (viruses, bacteria, fungi chlamydia, mycoplasma), parasitic, genetic and autoimmune diseases, cancer, and diseases that relate to specific organs and organ systems of humans. Prerequisites: BIOL 170 and BIOL 180.

BIOL 227. Microbiology and Immunology. 5 credits.
Basic principles of bacteriology and virology, stressing structure, metabolism, classification and application. Prerequisites: BIOL 170 and BIOL 180. Every year.

BIOL 229. Science Behind Addiction. 4 credits.
This course is a basic introduction to addiction to a variety of drugs of abuse. Students will consider both the physical and psychological ramifications of alcohol, amphetamines, cocaine, heroin, nicotine, and marijuana as they relate to both their use and abuse today. What makes these drugs so addictive and how can we treat addiction? Prerequisites: BIOL 170 and BIOL 180. A student cannot take both BIOL 129 and BIOL 229 for credit. Every summer.

BIOL 230. Woody Plants. 4 credits.
This course acquaints the student with various native and cultivated forms of woody trees, shrubs, and vines as found in natural and urban environments. Topics covered include basic classification, naming, use of taxonomic keys, life histories, basic growth patterns, culture, and care. Field trips to local sites will be taken. A student cannot receive credit for both BIOL 131 and BIOL 230. Prerequisites: BIOL 170 and BIOL 180. Every year.

BIOL 232. Herpetology. 4 or 5 credits.
We will study the unique anatomy, physiology, natural history, and evolution of reptiles and amphibians. Lectures will start with a taxonomic introduction to the reptiles and amphibians of the world, focusing mainly on those of the United States and particularly those found in Ohio. We will continue with discussions on the evolution and adaptations that have enabled reptiles and amphibians to make the transition from water to land. We will study the anatomical and physiological specializations that occur within the reptiles and amphibians, allowing them to succeed in the terrestrial environment and to reproduce free from water. We will also include specializations for feeding and mobility within the niches that reptiles and amphibians occupy. Our course includes a weekly field experience/lab in which students travel to parks and reserves around the Springfield area. We will collect and photograph central Ohio amphibians and reptiles and will then research the specimens so as to produce presentations on their natural history, taxonomy, habitat/collecting site, evolution, and unique features. Prerequisite: BIOL 170 and BIOL 180.

BIOL 233. Ornithology. 5 credits.
Survey of taxonomy, morphology and ecology of avian orders. Emphasis placed on Midwest examples, includes observation trips. Prerequisites: BIOL 170 and BIOL 180. Every year.

BIOL 235. Vascular Plants. 5 credits.
Structure, reproduction, identification, and evolutionary relationships of vascular plants. Prerequisites: BIOL 170 and BIOL 180. Every year.

BIOL 239. Marine Invertebrates. 5 credits.
General consideration of the morphology, physiology and life histories of invertebrate animals. Laboratory experience in methods of collecting, identifying and culturing many organisms studied with emphasis placed on marine forms. Prerequisites: BIOL 170 and BIOL 180. Every year.

BIOL 244. Conservation Biology. 4 credits.
Examination of the genetic, population, and ecosystem/landscape level threats to biodiversity. Application of content examining local community threats to biodiversity and management practices. Strong quantitative component. Prerequisites: BIOL 170 and BIOL 180. Offered spring of odd years.

BIOL 247. Marine Ecology. 5 credits.
This course will focus on the ecology of marine systems, particularly nearshore benthic communities. Students will become familiar with the primary literature and 'classic' studies that helped to define marine community ecology, as well as the processes that structure a variety of marine communities. Lab exercises include collection, identification and enumeration of sediment-dwelling invertebrates, comparisons of species diversity of different habitats and general diversity of marine organisms in a variety of habitats. Prerequisites: BIOL 170 and BIOL 180. May be math and writing intensive. Every year.

BIOL 248. Comparative Communities - Bahamas. 5 credits.
Course designed to acquaint the student with the environmental factors, both ancient and modern, that influence terrestrial and aquatic biological community composition and distribution. The course is offered during the summer session and entails extended field work in The Bahamas. Prerequisites: BIOL 170 and BIOL 180. Alternate years (summer session).

BIOL 250. Topics in Biology. 1-5 credits.
The study of selected topics relating the student to natural, biological phenomena. Topics vary with instructor. The course counts toward a major in biology. This course may be repeated for credit. Prerequisites: BIOL 170 and BIOL 180.

BIOL 258. Extended Field Studies. 0-2 credits.
Associated with several courses are extended field study trips lasting four to five days. During this period the student spends 8 to 12 hours per day in specimen and data collection and analysis. Prerequisites: BIOL 170 and BIOL 180. Every year. Fulfills: LO1.

BIOL 310. Molecular Biology. 5 credits.
Designed to introduce the fundamental conceptual and laboratory techniques of molecular biology, this course emphasizes the molecular biology of DNA, transcription control, and genetic engineering. Topics include molecular biology of the gene, molecular immunology, molecular control of developmental processes, and intermediary metabolism along with laboratories appropriate to these topics. Prerequisites: BIOL 170 and BIOL 180 and CHEM 121 and CHEM 162. Every year.

BIOL 324. Animal Physiology. 5 credits.
Emphasis is given to the comparative study of mechanisms of organ systems in the major animal groups, with stress on the ecological physiology of vertebrates. Prerequisite: Prerequisites: BIOL 170 and BIOL 180 and CHEM 162. Every year.

BIOL 325. Human Anatomy and Physiology I. 5 credits.
Students will study the structure and function of major organ systems of the human body in both lecture and laboratory. Topics covered include histology and the integumentary, skeletal, muscular, nervous, sensory, endocrine, and reproductive systems. Laboratories will be coordinated with the lecture and focus on the anatomy and physiology of the systems discussed, as well as an independent research project. Assessment will include three written examinations, two lab practical examinations, review sheets for laboratory exercises, course review sheet, and a final examination. Prerequisite: one upper-level Biology course or EXSC 370 or permission of the instructor. Every year.

BIOL 326. Human Anatomy and Physiology II. 4 credits.
Students will study the structure and function of major organ systems of the human body in both lecture and laboratory. Topics covered include circulatory, lymphatic, respiratory, digestive, and urinary systems as well as nutrition and heredity. Assessment will include three written examinations, five Latin root quizzes, course review sheet, and a final examination. Course may be accompanied by optional one-credit laboratory course. Laboratories will be coordinated with the lecture and focus on the anatomy and physiology of the systems discussed, and will also include a major independent research project. Grading for that laboratory course will be based on the project, review sheets, and one lab practical examination. Prerequisite: one upper-level Biology course or EXSC 370 or permission of the instructor. Every year.

BIOL 327. Human Anatomy and Physiology II Laboratory. 1 credit.
This course is optional, but may be taken concurrently with BIOL 326. Every year.

BIOL 346. Ecology. 5 credits.
Survey of biotic communities and populations with emphasis upon structure, influencing factors and techniques of study. Individual investigation into the ecology of species also expected of each student. May be writing and math intensive. Prerequisites: One Group 2, 3, or 4 Biology course after BIOL 170 and BIOL 180 and Math Placement 22. Every year.

BIOL 406. Senior Capstone. 4 credits.
The purpose of this course is to encourage student integration of their major subject field across levels of organization, and beyond the clear realms of biology. Biological problems such as biodiversity, genetic engineering and diseases are examined from molecular biology through evolutionary considerations. Prerequisite: BIOL 170, BIOL 180, and BIOL 201 - must be completed prior to taking this course.

BIOL 490. Independent Study. 1-5 credits.
Individual study on a topic beyond the scope of regular courses.

BIOL 492. Directed Research. 1-5 credits.
Investigation of various biological topics by laboratory or field observations, experimentation and data collection. Directed by a biology faculty member. The final results of this work are presented as a paper in proper journal format and/or an oral presentation. Course may be taken more than once; however, only five credits count toward the non-honors biology major as listed in Area III of the major requirement. Prerequisites: BIOL 170 and BIOL 180. Every semester. This course may be repeated for credit. Fulfills: LO1.

BIOL 493. Internship. 1-5 credits.
The student develops, under the direction of a faculty member and job-site supervisor, a work/study program in which practical experience and biology are used. Prerequisites: BIOL 170 and BIOL 180. Every semester. This course may be repeated for credit. Fulfills: LO1.

BIOL 494. Topic Seminar. 1-4 credits.
Topics of particular interest to major students. Offered subject to sufficient demand by students and availability of faculty. This course may be repeated for credit. Prerequisites: BIOL 170 and BIOL 180.

BIOL 499. Honors Thesis/Project. 1-5 credits.
Prerequisite: 3.500 GPA, permission of the department chair. Prerequisites: BIOL 170 and BIOL 180. May be writing intensive. Fulfills: LO1.

Biochemistry/Molecular Biology

BMB 400. Primary Literature Seminar. 2 credits.
A series of papers from the current research literature will be presented and discussed by the members of the seminar. This will give students the opportunity to learn to see how concepts and techniques that have been introduced in previous courses are actually applied in a contemporary research project. Papers will be selected in consultation with the faculty member, and the focus of the seminar will alternate from year to year between molecular biology and biochemistry. Students may take this seminar twice for credit; 2 credits count toward the BMB major. Prerequisites: Biochemistry/Molecular Biology major or minor. Must have previously completed either CHEM 271 Biochemistry or BIOL 310 Molecular Biology and have permission of the instructor. Every year.

Business

BUSN 101. Business Fundamentals. 4 credits.
This course will acquaint students with business fundamentals across all areas of business. Students will be tested on their ability to learn and apply these theories to historical and current situations using articles from the Wall Street Journal (WSJ). The course will have a strong emphasis on strategy, communication, problem solving, and teamwork. Professional levels of written and oral communication will be required. Every year.

BUSN 202. Leading the Family Enterprise. 4 credits.
This course is designed to prepare students for positions of leadership within a family business – as owner, manager, director and/or family leader. Family dynamics within and across generations will be explored. Leadership and ownership transition issues and best practices will be a recurring topic throughout the course. Various leadership structures will be studied in detail, including unitary leadership, sibling teams, cousin collaborative, and non-family leadership models will also be explored. Alternate years.

BUSN 210. Business and Economic Statistics. 4 credits.
The objective of this course is to develop the necessary statistical and probabilistic tools to intelligently use and interpret data gathered in a business environment. Topics include descriptive statistics, probability, sampling, estimation of parameters, tests of hypotheses, simple linear regression and correlation. Every year. Prerequisite: Math Placement Level-2 or higher. (Note: a student may not receive credit for more than one of the following: DATA 227, PSYC 201, or BUSN 210.) Fulfills: LO4Q.

BUSN 212. Business Research Methods. 4 credits.
Explores the theories and practices for collecting and analyzing primary and secondary data. An individual research paper will explore aspects of quantitative analysis, while a learning team project will focus on qualitative data collection and analysis to solve a business problem or capitalize on a business opportunity. Prerequisite: DATA 227, PSYC 201, or BUSN 210. Every year. Fulfills: LO4A & LO9.

BUSN 250. International Business. 4 credits.
Introduction to the broad area of international business. The social, economic and political environments of the multinational firm form the base on which the management structure, marketing processes and financing of the global corporation are studied. Every year. Fulfills: LO3 & LO5NW.

BUSN 260. Introduction to Risk Management. 4 credits.
In this course students will explore aspects of risk management. Topics covered will include the identification or risk, describing risk qualitatively, modeling risk quantitatively, and management approaches for risk. Students will study material aligned to two of the modules of the Certified Risk Management (CRM) Certification administered through The National Alliance for Insurance Education & Research (NAIER). Specifically, this introduction course will cover material aligned with the: a) Practice of Risk Management, and b) Principles of Risk Management modules. The two examinations in this course are the certification exams offered through NAIER. If the two exams for this class are passed, a student will have two of the five required modules completed toward their CRM Certification. Prerequisite: DATA 227.

BUSN 270. Business Ethics and Leadership. 4 credits.
This class is a comprehensive study of business ethics and leadership. Specific areas of focus include gaining an understanding of business ethics and leadership theories and frameworks and how such theories are applied in real world situations. The intent is for the student to develop competencies and critical thinking skills to employ the theories and frameworks in their future endeavors. Students will be able to identify, analyze, and explain ethical issues through addressing real right vs right ethical situations in writing and class presentations. In addition, students will gain an understanding of the codes of ethics for a number of specific business disciplines. Students will also enhance and demonstrate effective written communication skills by demonstrating their mastery of disciplinary writing conventions appropriate to the course. Alternate years. Fulfills: LO9.

BUSN 290. Topics in Business. 1-4 credits.
Seminar of selected topics. Open to all students. Offered as required.

BUSN 301. General Principles of Financial Planning. 3 credits.§
This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principal knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, students will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts. This is an online only course through RIZE§ Prerequisite: Sophomore status.

BUSN 302. Risk Management and Insurance Planning. 3 credits.§
This course provides a comprehensive examination of the general principles of risk management and insurance planning for individual and family clients. These topics constitute approximately seventeen percent of the principal knowledge topics tested on the CFP® Certification Examination. The course first introduces students to the risk management and insurance planning process and working with clients to analyze and evaluate risk exposures. Second, the core insurance lines of coverage are explored in detail, including: health, disability, long-term care, life, and personal property and casualty (homeowners', personal auto policy, etc.). In addition, the student will learn to analyze an individual and family's insurance needs, to select the most appropriate insurance policy and company, and to understand a business owner's use of insurance to protect the business' assets and future income. This is an online only course through RIZE§ Prerequisite: Sophomore status.

BUSN 303. Investment Planning. 3 credits.§
The course is designed for students interested in pursuing careers in the financial planning and asset management profession. The course and curriculum are approved by the CFP® Board of Standards and meet one component of the educational requirement for becoming a Certified Financial Planner. This course explores the securities market, sources of information, risk/return, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. You will learn how to evaluate different asset classes for different investment objectives and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situations. This is an online only course through RIZE§ Prerequisite: Sophomore status.

BUSN 304. Tax Planning. 3 credits.§
This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies. This is an online only course through RIZE§ Prerequisite: Sophomore status.

BUSN 305. Retirement Savings and Income Planning. 3 credits.§
This course is designed to provide students with the foundation to conduct a retirement needs analysis for individuals, to understand the different types of retirement plans available to individuals, and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans, address client suitability, and provide plan recommendations. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations. This is an online only course through RIZE§ Prerequisite: Sophomore status.

BUSN 306. Estate Planning. 3 credits.§
This course provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. It also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The non-tax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and

unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans. This is an online only course through RIZE§ Prerequisite: Sophomore status.

BUSN 307. Financial Plan Development. 3 credits.§
This course provides students an opportunity to demonstrate the knowledge learned through the prerequisite six-course CFP® curriculum. Students will participate in developing a complete financial plan, through the use of case studies and interviewing mock clients. Presentations of a formal financial plan, demonstrating the ability to set client expectations and communicate with clients by answering questions and concerns, are also required. This is an online only course through RIZE§ Prerequisite: Sophomore status. Students must complete the following CFP courses as prerequisites, and may take a maximum of one concurrently with BUSN 307: BUSN 301, BUSN 302, BUSN 303, BUSN 304, BUSN 305, BUSN 306.

BUSN 310. Operations Management. 4 credits.
Quantitative, analytical approach to study of the production function. Included are the uses of schematic, graphic, mathematical and statistical analyses of issues in job design, plant location, layout, maintenance, inventory, production and quality control. Prerequisites: BUSN 210 and ECON 200. Every year.

BUSN 315. Business Analytics. 4 credits.
Practices used to transform business data into useful information and support business decision-making. Topics covered include business intelligence, business data, data mining, data visualization, descriptive analytics, predictive analytics, and prescriptive analytics, statistical analysis, and reporting. Prerequisites: BUSN 212. Offered: Every year.

BUSN 320. Supply Chain Management. 4 credits.
This course is designed to provide students with an integrated and multi-functional supply chain management view in the context of the organization and its environment. Students are provided with the opportunity to integrate concepts, skills and techniques acquired in this course and in other management courses to develop the analytical and decision-making skills needed to cope with supply chain organizational business realities. The strategic supply chain management course addresses the central theme of (1) how managers develop an astute "game plan" for running a supply chain and (2) how they implement and execute the supply chain with proficiency. Emphasis is on the formulation, application and justification of supply chain management tactical and strategic courses of action. Alternate years.

BUSN 321. Strategic Logistics & Operations Management. 4 credits.
This course is designed to provide students with an integrated and multi-functional strategic Logistics and operations management view in the context of the organization and its suppliers and customer environments. Students are provided with the opportunity to integrate concepts, skills and techniques acquired in this course and in other management courses to develop the analytical and decision-making skills needed to cope with strategic supply chain/logistics and operations organizational business realities. The strategic logistics and operations management course addresses the following central themes of (1) quantitative, analytical operational mechanics (2) how managers develop a strategic plan for running a logistics/supply chain and supporting operations (3) how managers implement and execute the supply chain with proficiency in advanced planning and scheduling, inventory, warehousing, distribution and transportation (4) demonstrate how to establish facility strategy including plant location, layout, maintenance, production and quality control. Prerequisites: Any statistics course. Every year.

BUSN 328. Introduction to Project Management. 4 credits.
This course introduces students to the power of effective project management through two primary frameworks: waterfall and agile. Students study the structure and application of project management including mathematical models, decision-making, leadership and communications. Students gain applicable project-management skills for a wide range of industries and organizations. Prerequisite: ACCT 225, ECON 200 and either BUSN 210 or DATA 227. Every spring.

BUSN 330. Financial Management. 4 credits.
Introduction to basic financial concepts, principles and analytic techniques of financial management. Emphasis is on financial planning and managing assets. Topics include financial objectives, organizational form, current asset management, capital budgeting, cost of capital, financial leverage, dividend policy and valuation. Prerequisites: ACCT 225, ECON 200 and any statistics course. Every year.

BUSN 332. Sourcing & Operations. 3 credits.
This course provides an overview of sourcing and operations. Students will learn the key components of sourcing, the Lean Inventory methodology and the Six Sigma methodology. Students will have the opportunity to apply these methodologies to a product of their choosing. This is an online only course through RIZE§ Prerequisite: BUSN 321.

BUSN 333. Supply Chain Management Technologies. 3 credits.§
Students will survey supply chain technologies and systems. Students will gain an understanding of how information flows throughout the supply chain with emphasis on improving efficiency and effectiveness. This is an online only course through RIZE§ Prerequisite: BUSN 332.

BUSN 335. Cases in Financial Management. 4 credits.
This course will employ a case study approach to complex financial management problems in areas such as capital structure, capital budgeting, mergers and acquisitions, and real options. The course builds on the theoretical understanding of finance gained in BUSN 330 and provides in depth practice of application and critical thinking. Prerequisites: BUSN 330. Every year.

BUSN 338. Predictive Project Planning. 3 credits.§
Most projects fail at the planning stage. This course teaches you to create plans that keep projects on track from day one. Define project scopes that adapt to change, develop timelines with Gantt charts and critical path analyses, and create budgets that succeed under pressure. Using project-based coursework, you'll learn to develop plans that are both ambitious and achievable, mastering the skills to optimize resources and deliver results that matter. This is an online only course through RIZE§ Prerequisite: BUSN 328.

BUSN 339. Managing Risk and Uncertainty. 3 credits.
Imagine skydiving without a parachute—that's what it's like to run a project without a risk management plan. This course teaches you to see the storm coming and prepare, turning looming disasters into manageable challenges. You'll learn to cut through the noise, create clear action plans, and keep control even when the pressure is on. Be the manager who's ready for anything, who stays calm, steady, and ahead of the game when things get tough.

BUSN 340. Marketing Strategy & Planning. 4 credits.
Course stressing management applications of fundamental theories and concepts within the areas of market selection, product development, distribution management, pricing, and promotional strategy. Prerequisite: BUSN 212. Every year.

BUSN 343. Digital Marketing. 4 credits.
Provides conceptual framework that supports the practice of advertising with an emphasis on advertising in a digital world. Topics include: the digital age, search engines, landing pages, analytics, mobile phones, and social media. Students will be challenged to explore current and potential applications of innovation across the spectrum of the entire digital world. Prerequisite: BUSN 340. Offered: Every year.

BUSN 345. Cases in Marketing Management. 4 credits.
This course is designed to use case histories of real-world marketing situations to illustrate the application of marketing theories and research findings. This should give the student ideas as to how they may act or react (from a marketing perspective) should they encounter similar situations in the work careers. Prerequisites: BUSN 212 and BUSN 340. Every year.

BUSN 352. Contemporary Issues in Business. 4 credits.
This course explores contemporary issues in developing and managing business organizations, and the use of research to discover trends and build models for best and poor practices. Prerequisites: BUSN 212 and two 300+ Business courses or permission of the instructor. Offered as required.

BUSN 355. Student Managed Investment Fund. 4 credits.
The course provides a theoretical and conceptual foundation for real life daily investment activities through the operations of our student-managed investment fund. Students will learn how to conduct security research by using both top-down and bottom-up analysis in this project-based course. Students will also have the chance to participate and compete with other universities in annual Student Managed Investment Fund Consortium in Chicago every Fall. Professional business visits are also part of the course. Prerequisites: BUSN 330 and MATH 120 or a MATH Placement of Level 3 - Must be completed prior to taking this course. Every year.

BUSN 360. Advanced Risk Management. 4 credits.
In this course students will explore aspects of advanced applications of risk management. Topics covered will include the analysis risk, approaches to control risk, and the financing of risk. Students will study material aligned to three of the modules of the Certified Risk Management (CRM) Certification administered through The National Alliance for Insurance Education & Research (NAIER). Specifically, this introduction course will cover material aligned with the: a) Analysis of Risk, b) Control of Risk, and c) Financing of Risk modules. The three examinations in this course are certification exams offered through NAIER. If the three exams for this class are passed, a student will have three of the five required modules completed toward their CRM Certification. Pre-requisite: BUSN 260.

BUSN 365. Managing Effective Organizations. 4 credits.
This course explores the theories and concepts behind understanding, managing, and leading others in organizations and links those theories and concepts to specific human resource management techniques. For instance, in order to make good hiring decisions, managers need to know what characteristics (e.g., personality) predict job performance, how person-job fit affects outcome variables (e.g., job performance and turnover), and how to avoid biases (e.g., stereotypes) in the selection process. This course is geared toward all potential managers regardless of the specific field. Prerequisite: ACCT 225. Every year.

BUSN 370. Business Law. 4 credits.
First course in law that introduces legal thought, legal analysis and court systems. Emphasizes preventative law, i.e., avoidance of legal conflict, and develops a liability approach with a focus on criminal, tort and contract law. The case method approach is used to develop and apply legal principles. Prerequisite: Junior standing. Every year.

BUSN 381. Applied Business I. 1-5 credits.
Applied Business credit units are earned when a student participates in a faculty-guided, applied business project. Although projects differ based on the needs of the client, each has an experiential as well as an academic component. The student is expected to budget a minimum of three hours per week for each credit unit earned. Some projects are group efforts; others require participation by individuals. Prerequisites: Instructor approval. See also BUSN 481. Every year.

BUSN 390. Topics in Business. 1-4 credits.
Seminar of selected topics. Restricted to advanced majors in management or those obtaining permission of instructor. Offered as required.

BUSN 430. Investments Analysis. 4 credits.
Introduction to the various types of financial investments including stocks, bonds and options.
Methods of evaluating the profitability and risk of these investments individually and as part of a portfolio of securities are presented. Prerequisite: BUSN 330. Every year.

BUSN 442. Creative Promotion Strategy. 4 credits.
A course analyzing the creative element of advertising with special emphasis on applying this understanding to actual business or organization problems. Assessment is based on individual and group work on campaigns as well as class participation. Ad plans and creative/copy plans are presented and defended in class, replacing exams. Class involves lecture and discussion. Prerequisite: BUSN 340 or permission of instructor; non-majors welcome. Every year.

BUSN 460. Strategic Planning & Policy. 4 credits.
Integration of all preceding business courses through the study of the function and responsibility of top-level management. The organization is viewed as a total system from the position of the policy-maker and administrator. The leadership of the chief executive, the environmental and institutional constraints of the organization, and the problems of implementing and integrating organizational objectives and public goals are examined. Prerequisites: BUSN 330, BUSN 340, and BUSN 365. Every year. Fulfills: LO1.

BUSN 465. Human Resource Management. 4 credits.
This course provides an overview of major human resource functions (i.e., job analysis, performance assessment, selection, compensation, training and development, safety and health) and discusses how these HR functions are integrated horizontally and vertically within the organization to achieve organizational goals. Students will have the opportunity to interface with Directors of HR and conduct an in-depth analysis of an organization's human resource policies and procedures. This course is geared toward managers who wish to specialize in the human resource field. Every year.

BUSN 481. Applied Business II. 1-4 credits.
Applied Business credit units are earned when a student participates in a faculty-guided, applied business project. Although projects differ based on the needs of the client, each has an experiential as well as an academic component. The student is expected to budget a minimum of three hours per week for each credit unit earned. Some projects are group efforts; others require participation by individuals. Prerequisites: BUSN 381 and instructor approval. See also BUSN 381. Every year.

BUSN 490. Independent Study. 1-4 credits.
Offered as required.

BUSN 491. Internship. 1-4 credits.
Offered as required. Fulfills: LO1.

BUSN 495. Communication & Business Leadership Experience. 2 credits.
Communication & Business Leadership Experience (C.A.B.L.E.) offers select Wittenberg students a distinctive developmental opportunity focused on bridging from college to professional life. Students study leadership, engage in project-based learning, and interact with proven leaders from regionally and nationally recognized organizations, all in pursuit of students discovering their unique vocational path. This is a two-semester course in which students need to apply and be selected into during the fall semester of his/her junior year. Two credits each semester.

BUSN 498. Senior Thesis. 1-6 credits.
Offered as required.

BUSN 499. Honors Thesis/Project. 1-4 credits.
Prerequisite: Declared major in Business, 3.500 GPA, 3.500 GPA in Business classes, BUSN 330, BUSN 340, and BUSN 365 and approval of the department chair. Offered as required. Fulfills: LO1.

Civic Engagement

CCUE 100. Civic Engagement Through Service. 0 credits.
Provides students an introduction to civic engagement through a semester-long service experience. Emphasis on 1) making connections between new knowledge and community experiences, 2) understanding civic identity and commitment, 3) reflecting on the value of diversity in communities. 30 hour requirement including direct service and reflection. Every Semester. Fulfills: LO1.

CCUE 130. Civic Engagement Designation. 0 credits.
Select courses in several disciplines present students the opportunity to earn civic engagement (CE) credit for work done in that course. Students must register both for a course offering the CE option and CCUE 130 concurrently. CE courses allow students the opportunity to enrich their learning by engaging in community-based learning in various disciplines. Co-requisite: A course that has been designated to satisfy the civic engagement requirement. Fulfills: LO1 or CE.

CCUE 150. Civic Engagement Across the Curriculum. 0-1 credits.
Provides students the opportunity to link a civic engagement experience to a designated course. Emphasis on 1) making connections between new knowledge and community experiences, 2) understanding civic identity and commitment, 3) reflecting on the value of diversity in communities. The precise nature of the experience and its connection to the course content is determined in consultation with the faculty member teaching the linked course. Every Semester. Prerequisite/Co-requisite: Course with CCUE 150 option. Fulfills: LO1.

CCUE 491. Civic Engagement Internship. 0-8 credits.
Supervised civic engagement learning/work experience in a nonprofit, government, or educational setting. Permission and approval must be granted by the Susan Hirt Hagen Center for Civic & Urban Engagement. Every year, summer only. Fulfills: LO1.

Chemistry

CHEM 100. Chemistry and Society. 4 credits.
Designed to introduce the study of chemistry to the non-science major. Particular focus on science and society connections. Topics vary with instructor. Some laboratory experience may be included, but this course does not satisfy the Natural World requirement for a lab course. Credit cannot be applied toward a chemistry major or minor or toward science course requirements for other science majors. Prerequisite: Math Placement of 22 or 2 is strongly recommended.

CHEM 105. Chemistry Through Experimentation. 4 credits.
This course is designed for students seeking a non-majors chemistry course with a laboratory component. Each three credit class meeting will involve laboratory work, with the data processing and analysis occurring outside of class time. Worksheets and exams will help assess the understanding of the chemistry. Topics include: data analysis, spectroscopy, chromatography, compound analysis through titrations and gravimetric analysis, kinetics, and equilibrium. Students would also learn the principles of chemical safety. Offered in the summer during the May Term. Credit cannot be applied toward a chemistry major or minor or toward science course requirements for other science majors. Math placement of 22 or 2 is strongly recommended.

CHEM 111. Introductory Chemistry for Health Sciences. 4 credits.
This course is intended for students pursuing a degree in Nursing or to fulfill one of the Learning Outcomes as part of the Connections Curriculum. Topics include matter and measurement, chemical structure and reactions, solutions, acids and bases, the four major groups of biomolecules (lipids, carbohydrates, proteins, nucleic acids) and changes in energy that accompany metabolic processes. Relation of these topics to health will be presented. Credit cannot be applied toward a chemistry major or minor. This course is not recommended for those planning to attend medical school. Credit cannot be applied toward a chemistry major or minor or toward science course requirements for other science majors. Every year. Fulfills: LO4A & LO7.

CHEM 121. Models of Chemical Systems I. 5 credits.
Introduction to the study of chemistry and to the variety of models that are used to describe atoms, molecules and their reactions. Topics include atomic structure, molecular structure, elementary bonding, stoichiometry, thermochemistry, gases, solutions and acid-base chemistry. Required weekly lab parallels the topics of the course. Prerequisite: Math Placement level 24 or 3. MATH 120. Every year. Note: Students with strong high school chemistry backgrounds or international students with strong science backgrounds should consult with the department chair about placing out of this course. Fulfills: LO4A & LO7.

CHEM 162. Models of Chemical Systems II. 5 credits.
Follows CHEM 121 and introduces the student to simple kinetics, equilibrium, more acid-base chemistry, simple thermodynamics and electrochemistry, and basic wet and instrumental analytical techniques. Required weekly lab parallels the topics of the course. Prerequisites: CHEM 121 and Math placement of 25 or 4 or MATH 120 as a pre- or co-requisite. Every year. Note: Students with strong high school chemistry backgrounds or international students with strong science backgrounds should consult with the Chair of the Department about placing out of this course. Fulfills: LO4A & LO7.

CHEM 201. Introduction to Organic Chemistry. 5 credits.
First course in a two-semester organic sequence. Fundamentals of organic structural theory, chemical bonding, nomenclature, and stereochemistry of alkanes, alkenes, alkyl halides, alcohols, and carbonyl compounds. Reaction mechanisms are emphasized as the basis for understanding organic reactions. Techniques used in the synthesis, purification and analysis of organic compounds are emphasized in the laboratory. Prerequisites: CHEM 162. Every year.

CHEM 271. Principles of Biochemistry. 4 credits.
Introduction to the study of structural biochemistry and metabolism. Emphasis on the chemistry of macromolecules (including proteins, lipids, carbohydrates and nucleic acids) involved in physiological processes. Enzyme kinetics, thermodynamics, acid-base and redox chemistry are discussed in the biochemical setting. The pathways of metabolism, including but not limited to glycolysis, gluconeogenesis, the citric acid cycle, oxidative phosphorylation and photosynthesis, are studied at a level allowing for an understanding of the chemical principles of catabolism and anabolism along with the regulation of the network of different pathways. Amino acid and nucleotide metabolism are also discussed. Prerequisites: CHEM 201 and BIOL 170. Every year.

CHEM 281. Analytical Chemistry. 5 credits.
Advanced treatment of equilibria combined with an introduction to common instrumental methods. Includes statistical treatment of data, acid-base and other complex equilibria, spectroscopic, electrochemical, and chromatographic instrumental methods. Laboratory required. Prerequisites: CHEM 162 and MATH 201.

CHEM 290. Introduction to Research. 1-3 credits.
Introduction to research methodology through the study of a research problem under the close supervision of a member of the faculty. Prerequisite: Permission of the supervising instructor. Fulfills: LO1.

CHEM 300. Junior Seminar. 1 credit.
Required of each chemistry major of junior standing. Attendance at weekly one hour-seminars and discussions is required throughout the year. Each student delivers a one-half hour presentation on a chemical topic prepared under the supervision of a member of the Chemistry faculty. Several sessions in the fall are devoted to bibliographic instruction, on-line searching, and oral and written communication used by practicing chemists. The student registers for the course during both semesters; 0 credits in the fall and 1 credit in the spring. Every year.

CHEM 302. Intermediate Organic Chemistry. 5 credits.
Second course in a two-semester organic sequence. Spectroscopic analysis and multi-step synthesis of organic compounds, concerted reactions of alkenes, reactions of aromatics and -carbonyl reactions. Techniques used in the synthesis, purification and analysis of organic compounds are emphasized in the laboratory with a focus on multi-step synthesis and spectroscopy. Prerequisite: CHEM 201. Every year.

CHEM 305. Molecular Toxicology. 4 credits.
This course will focus upon common environmental toxins and the biochemical processes by which they are absorbed, distributed, metabolized, and excreted from mammalian systems. Particular attention will be paid to understanding these processes at the molecular level. Students will provide one another instruction based upon the textbook and their understanding from other course work. Prerequisites – CHEM 201 and BIOL 170 or permission of instructor.

CHEM 311. Thermodynamics and Kinetics. 5 credits.
This class offers an in depth look into the energy relationships that govern chemistry. It begins with the four laws of thermodynamics and exploring ideal systems, and ends with looking at complex mixtures and phase diagrams. The last portion of the course examines reaction kinetics and mechanisms. In the lab, students will continue to learn good scientific technique, different aspects of experimental design, and how to write lab reports in the ACS style. Prerequisites: CHEM 281, MATH 202, and Pre- or Co-requisite: PHYS 202 or PHYS 203. Every year.

CHEM 321. Inorganic Chemistry. 4 credits.
Overview of the quantum mechanical model of atomic and molecular structure, including valence bond and molecular orbital theory, symmetry and group theory applied to molecular structure, acid-base models, ionic bonding and structure, transition metal chemistry, and selected topics from organometallic chemistry, bioinorganic chemistry and instrumental techniques. Prerequisites: Chemistry 201, 281 and Physics 202 or Physics 203. Alternate years.

CHEM 352. Quantum Chemistry and Spectroscopy. 5 credits.
This course is an introduction to the physical chemistry principles that concern the structure of individual atoms and molecules. The foundations of quantum mechanics are explored by developing model systems and then applying them to atoms and molecules. There is an emphasis on the analysis of complex problems, the collection of experimental data, and the improvement of scientific communication skills, both oral and written. Laboratory required. Prerequisites: CHEM 281, MATH 202, PHYS 203. Recommended: MATH 215. Alternate years.

CHEM 372. Advanced Experimental Biochemistry. 5 credits.
The experimental methods of biochemistry are explored from the perspective of essential physical principles and with hands-on experiences in the laboratory. Topics covered typically include chromatography, spectroscopy, X-ray crystallography, multi-dimensional NMR and enzyme kinetics. Substantial lab reports are prepared at the conclusion of the laboratory experiences. Weekly laboratory required. Prerequisites: CHEM 271, MATH 201 and PHYS 201. Every year. May be writing intensive.

CHEM 380. Topics in Chemistry. 2-4 credits.
Selected topics of current interest in various areas of chemistry. Prerequisite: Permission of the instructor. This course may be repeated for credit.

CHEM 382. Advanced Instrumentation. 5 credits.
Advanced study of instrumental methods used for chemical analysis. Includes some basic electronics, common spectroscopic and separation methods. Lab required. Prerequisites: CHEM 281, MATH 202. Pre- or Co-requisite: PHYS 202 or PHYS 203.

CHEM 400. Senior Seminar. 1 credit.
Required of each chemistry major of senior standing. Attendance at weekly one-hour seminars and discussions is required throughout the year. Each student delivers a one-hour presentation on a chemical topic prepared under the supervision of a member of the faculty. Several sessions in the fall are devoted to discussions of written chemical communication skills, the ethical issues in science, the social context in which science transpires in our culture, and career options for chemistry majors. Each student registers for this course during both semesters; 0 credits in the fall and 1 credit in the spring. Every year.

CHEM 490. Independent Study. 1-4 credits.
Individual study on a topic beyond the scope of regular courses.

CHEM 491. Internship. 1-4 credits.
Chemical research or activity during the summer or academic semester at an approved site or program. Prerequisite: CHEM 281 and prior approval of the department. Every year. This course may be repeated for credit. Fulfills: LO1.

CHEM 492. Directed Research. 1-4 credits.
Laboratory research project (which can include computational research) in collaboration with a member of the faculty. This may be a more intense continuation of a project started in CHEM 290. Students must submit a comprehensive research report by the end of the semester. Prerequisites: CHEM 271, CHEM 311, CHEM 321, or CHEM 382 and permission of the supervising instructor. This course may be repeated for credit. Fulfills: LO1.

CHEM 499. Honors Thesis/Project. 0-8 credits.
Prerequisite: 3.500 GPA, permission of the department chair. Fulfills: LO1.

Communication & Digital Media

CMDM 101. Introduction to Communication. 4 credits.
An introduction to the study of communication in practical and relevant contexts (e.g., mediated communication, cultural communication, organizational communication, small-group communication). Every year. Fulfills: LO3.

CMDM 120. Topics in Communication. 1-4 credits.
Includes courses exploring communication processes and/or applications in a variety of contexts.

CMDM 124. Interviewing. 4 credits.
Introduces students to interviewing processes and techniques for a variety of purposes (e.g., informational, survey) and contexts (e.g., employment, healthcare), with an emphasis on proper preparation, competent communication skills during the interview, and effective writing to present the product in a clear and compelling manner. Fulfills: LO3.

CMDM 127. Workplace Communication. 4 credits.
Introduces students to communication processes in professional contexts, with an emphasis on effective and appropriate interaction, speaking and writing for various workplace purposes and audiences. Interpersonal skills, including but not limited to effective leadership and teamwork, working across differences, appropriate use of communication technologies, and conflict management are addressed. Speaking and writing skills related to interviewing, reports, presentations, and other types of formal communication are also covered. May be writing intensive. Fulfills: LO2.

CMDM 151. Television History. 4 credits.
Introduces students to the history of television as a medium of communication, innovations in its technology and delivery, the economics of its industry, and the history of different genres, issues, and effects. Fulfills: LO6.

CMDM 190. Public Speaking. 4 credits.
Addresses basic theoretical principles of effective public speaking necessary for pluralistic audiences, concentrating on content, organization, audience analysis, ethics, language, and delivery. Students apply these principles to several oral presentations, some requiring the use of PowerPoint. Every year. Fulfills: LO3.

CMDM 201. Communication Theory. 4 credits.
Introduction to communication theory in various contexts of communication (e.g., interpersonal, mass and digital media, rhetoric). Prerequisite: CMDM 101 recommended but not required. Every semester. Fulfills: LO2.

CMDM 202. Interpersonal Communication. 4 credits.
Introduces message production and interpretation, the process of interpersonal interaction in face-to-face and digitally mediated contexts. The primary objective of this course is to illustrate how choices in interpersonal communication behaviors are basic to our character as human beings and the nature of our interpersonal relationships. Every year. Fulfills: LO9.

CMDM 205. Media Literacy. 4 credits.
Introduces students to media studies with special emphasis placed on developing critical interpretations of mass and digitally communicated messages. Examines topics such as the origins of mass communication systems, the audience, the current structure of media industries, and message content. Every year. Fulfills: LO10.

CMDM 206. Reasoning and Communication. 4 credits.
Study of and practice in practical reasoning, critical thinking, listening, reading, writing, speaking and relational skills, and informed deliberation of critical contemporary issues. Every year. Fulfills: LO3 & LO10.

CMDM 220. Topics in Communication. 1-6 credits.
Courses entail an exploration of topics in communication studies in areas such as rhetoric, media, interpersonal, or organization communication. Students may be awarded 5 or 6 credits for study abroad only. Every three years.

CMDM 225. Field Study in Communication. 1-6 credits.
Explores issues in communication studies in off campus settings. May be repeated for credit. Alternate years. Fulfills: LO1.

CMDM 300. Social Scientific Methods. 4 credits.
Introduces social scientific research processes in the study of communication. Primary emphasis is on how to formulate a valid research question and conduct library research for an appropriate literature review. Addresses how to adhere to standards for scholarly writing, and how to critically evaluate others' research studies. Mathematical reasoning intensive. Prerequisites: CMDM 101 and CMDM 201; or permission of instructor. A math placement score of 2 is recommended, but not required. Every year.

CMDM 301. Critical Methods. 4 credits.
Develops students' abilities to describe, analyze, interpret, and evaluate messages using the scholarly methods of the communication critic. Students review and apply multiple critical approaches (e.g., Neo-Aristotelian, semiotics, and ideological criticism). Prerequisites: CMDM 101 and CMDM 201; or permission of instructor. Every year.

CMDM 320. Topics in Interpersonal Communication. 4 credits.
Advanced seminar courses a) analyzing the relationship between one's culture and one's communication practices and b) exploring communication processes in a variety of relationships and cultural contexts, and across cultural differences (e.g., Intercultural Communication). May be repeated for credit. Prerequisites: CMDM 101 and CMDM 201 or CMDM 202; or permission of instructor. Alternate years.

CMDM 324. Family Communication. 4 credits.
This advanced course examines topics related to 1) family communication and basic family processes, 2) communication in family subsystems, 3) communication during family stress, and 4) family interaction, health and well-being. Research and theories from communication will be used to explain issues related to the family. Discussion topics include, for example, marital, parent-child, sibling, and intergenerational interactions in the family. Research pertaining to marital satisfaction, divorce, courtship, and the impact of the family on its children (and vice-versa) will also be examined. Prerequisites: CMDM 101 and CMDM 201 or CMDM 202; or permission of instructor. Alternate years.

CMDM 325. Relational Communication. 4 credits.
This course exposes students to advanced research trends and theory in the social scientific study of close relationships, focusing on issues related to the nature of intimate relationships, processes, functioning, relationship issues, and communication. Readings and discussions relate to mate selection, love, friendship, power, conflict, and relationship dissolution. Research on topics such as attraction, nonverbal communication, stress, sexuality, and violence will be examined. We will also focus on the nature of relationship interaction as it is associated with relationship satisfaction, distress, and mental health. Prerequisites: CMDM 101 and CMDM 201 or CMDM 202; or permission of instructor. Alternate years.

CMDM 327. Health Communication. 4 credits.
An advanced seminar that investigates a wide range of scholarship about health communication. Emphasis is on the nature of the communication processes that influence and/or are influenced by health and health care contexts, such as communication between health care provider and patient, as well as public health communication.
Prerequisites: CMDM 101 and CMDM 201; or permission of instructor. Alternate years.

CMDM 328. Intercultural Communication. 4 credits.
An advanced seminar that investigates the nature of the communication processes that influence and/or are influenced by intercultural contexts. Specifically, the ways in which cultural values and orientations shape communication styles, preferences, and expectations will be considered. Ethics, cultural identity, conflict, and communication competence will be emphasized. Prerequisites: CMDM 101 and CMDM 201; or permission of instructor. Alternate years.

CMDM 329. Nonverbal Communication. 4 credits.
This advanced seminar provides a comprehensive study of nonverbal communication, including the major types, theories and research methods, and how nonverbal behaviors function in the total communication process. Alternate years. Prerequisites: CMDM 101 and CMDM 201; or permission of instructor. Alternate years.

CMDM 330. Analysis of Persuasion. 4 credits.
Explores theories of persuasion with the goal of helping students become critical receivers of persuasion within popular culture in contexts such as political rhetoric, print and electronic advertising, visual persuasion, and social movements. Prerequisites: CMDM 101 and CMDM 201; or permission of instructor. Alternate years.

CMDM 350. Topics in Media. 4 credits.
Courses entail an advanced exploration of such topics as the nature, function, history, processes, and effects of media and communicating in mediated contexts (e.g., Media Ethics, Computer-Mediated Communication). Emphasis is not on production, but on the critical interpretation of the media. May be repeated for credit. Prerequisites: CMDM 101 and CMDM 201 or CMDM 205; or permission of instructor. Alternate years.

CMDM 351. Media Law. 4 credits.
An advanced seminar in which students examine how the law helps shape the activities of mass media industries in the United States with an emphasis on understanding First Amendment principles as they relate to mediated mass communication. Prerequisites: CMDM 101 or ENGL 241 and CMDM 201 or CMDM 205; or permission of instructor. Alternate years.

CMDM 355. Social Media. 4 credits.
This course aims to help students (1) acquire theoretical and practical knowledge about social media, and (2) understand the ways in which social media shape important social/cultural domains like journalism, crisis, and interpersonal communication. Students will engage in these topics through lectures, academic/journalistic readings, student presentations, film viewing, and in-class discussion, and application with community partners. Prerequisites: CMDM 101 and CMDM 201 or CMDM 205; or permission of instructor. Alternate years. Fulfills: Civic Engagement (CE) when offered with CCUE-130 co-requisite.

CMDM 360. Topics in Rhetoric. 4 credits.
Courses entail an advanced exploration of rhetoric (e.g., Contemporary Perspectives on Rhetoric, Feminist Rhetorical Theory, Rhetoric of Social Movements). May be repeated for credit. Prerequisites: CMDM 101 and CMDM 201; or permission of instructor. Alternate years.

CMDM 361. Gender and Communication. 4 credits.
Explores critically the relationship among gender, communication, and various cultural institutions, practices, and contexts, focusing particularly on rhetorical constructions of gender and the resulting politics. Prerequisites: CMDM 101 and CMDM 201; or permission of instructor. Alternate years.

CMDM 362. Political Rhetoric. 4 credits.
An advanced seminar in which students utilize rhetorical theory to analyze political messages. Analytical focus is on contemporary political discourse in the United States. Prerequisites: CMDM 101 and CMDM 201, CMDM 205 or CMDM 206; or permission of instructor. Alternate years.

CMDM 363. Environmental Communication. 4 credits.
An advanced seminar in which students utilize rhetorical theory to analyze public, private, and technical discourses about the environment. Includes the study of environmentalism as a social movement and contemporary environmental issues, both in the United States and within a larger global context. Prerequisites: CMDM 101 or ESCI 100 or ESCI 101 and CMDM 201, CMDM 205, or CMDM 206; or permission of instructor. Alternate years.

CMDM 403. Communication Senior Seminar. 4 credits.
Capstone experience. The topic of this course is communication ethics. Working on small-group projects, students will practice research, writing, and critical thinking skills that are essential to consider when evaluating the ethical dimensions of communication, conducting communication research, culminating in a public presentation of their results. Prerequisites: CMDM 101, CMDM 201, and CMDM 300 or CMDM 301; senior standing. Every year.

CMDM 490. Independent Study. 1-4 credits.
No more than four credits may be counted for the major. Prerequisite: Permission of instructor. Every year.

CMDM 491. Internship. 1-4 credits.
Prerequisite: Permission of instructor. Every year. Fulfills: LO1.

CMDM 495. Practicum in Communication. 1-4 credits.
Combines formal instruction with supervised field work in communication processes and/or applications. May be repeated for credit. Fulfills: LO1.

CMDM 499. Honors Thesis/Project. 1-4 credits.
Prerequisite: 3.500 GPA and permission of the department chair. Fulfills: LO1.

Computer Science

COMP 121. Computing in the Arts and Sciences. 4 credits.
Broad introduction to computing designed for the general liberal arts student. Emphasis on problem-solving through spreadsheets, databases, graphics and elementary programming. Operating systems, computer networks, and issues related to computers in society are also addressed. Prerequisite: Math Placement score of 2 suggested. Every year. Fulfills: LO4Q.

COMP 125. Computer Science Principles. 4 credits.
Introduction to the "big ideas" of computer science: creativity, abstraction, data and information, algorithms, programming, and the Internet. Students will develop their communication, teamwork, and problem-solving skills. Includes an exploration of the social and global impacts of computing. Prerequisite: Not open to students with prior credit in COMP 150. Every year.

COMP 150. Programming & Problem Solving. 5 credits.
Introduction to computer science through the use of programming. Designed primarily for the student who expects to take further courses in computer science. Topics include programming in a high-level language, problem-solving, algorithm design, control constructs, data constructs, input output, procedural abstraction and the role of computing in society. Students in COMP 150 are required to sign up for one lab section of COMP 151. Prerequisite: Math Placement score of 2 suggested. Every year. Fulfills: LO4Q.

COMP 151. Lab for Computer Programming I. 0 credits.
Students in COMP 150 are required to sign up for one section of COMP 151. Graded on S/NC basis. Every year.

COMP 171. Discrete Mathematics. 2 credits.
This course studies mathematical topics useful in computer science including logic, set theory, combinatorics, mathematical induction, recursion, recurrence relations, and graph theory. Prerequisites: COMP 150 and Math Placement Level of 2 suggested. Every year.

COMP 225. Introduction to Computer Systems. 4 credits.

Broad introduction to how computer systems work from the low-level representation of information to how computers run programs to computer networking. Topics include: data representation, digital logic, computer organization, instruction sets, memory organization, operating systems, networking, and system performance and evaluation. Prerequisite: COMP 150.

COMP 240. Object Oriented Programming. 5 credits.
This course introduces students to core principles of Object-Oriented Programming (OOP), including classes, objects, encapsulation, inheritance, polymorphism, abstraction, foundational design patterns, UML modeling, and exception handling. Through programming labs and assignments, students will design applications and implement fundamental data structures — arrays, linked lists, stacks, and queues — using OOP concepts. Prerequisite: COMP 150.

COMP 265. Principles of Programming Languages. 4 credits.
This course emphasizes the principles and programming styles associated with the four major language paradigms: imperative, functional, object-oriented and declarative; examination of contemporary programming languages. Topics include syntax and semantics, statement and subprogram control, data types and data control, design and implementation issues. Prerequisite: COMP 240. Every year.

COMP 280. Topics in Computer Science. 1-5 credits.
Study of special topics not included in other departmental offerings. Offered occasionally according to the needs and interests of students and/ or faculty. Possible topics include Analysis of Algorithms, Compiler Theory, Networks,

Optimization Techniques, Parallel Processing, and Simulation Methods. Prerequisites vary. This course may be repeated for credit.

COMP 285. Theory of Computation. 4 credits.
Covers topics in the theory of computation. Topics include the study of finite state machines, pushdown automata, linearly bounded automata, Turing machines, languages, phase-structure grammars (regular, context-free, context-sensitive, unrestricted), parsing, decidability, computability, computational complexity, and the Chomsky Hierarchy. Prerequisite: COMP 171 and COMP 240. Usually offered in alternate years.

COMP 290. Databases. 4 credits.
This course covers database design and the use of databases in applications. It includes coverage of the relational mode and the use of SQL to insert, retrieve, and manipulate relational data. Methods of organization will be outlined, including normal forms and entity-relationship diagrams. Other select topics include security, backup and recovery, and NoSQL techniques. Prerequisite: COMP 150.

COMP 297. Networking and Network Security Fundamentals. 4 credits.
Foundational concepts of computer networking, including network architecture, protocols, security, troubleshooting, and network management. Students gain essential knowledge and practical skills required to understand, design, deploy, and troubleshoot computer networks, and may choose to take an industry-recognized certification exam at the end of the course. Prerequisites: COMP 240 AND COMP 225 as a pre- or co-requisite.

COMP 300. Junior Seminar. 1 credit.
This course focuses on professional development opportunities, such as preparing for an industry/research internship search, understanding career paths and future graduate work, and providing an overview of the difference between private and federal jobs in computer science. The course will also explore current computing technology and industry trends and discuss their impacts and ethics. Prerequisite: COMP Major/Minor with Junior Standing.

COMP 305. Introduction to Cybersecurity. 4 credits.
Building on concepts from introduction to networking this course will cover conceptually security fundamentals, control types, digital forensics, cryptography uses, access management, and cloud computing. This course will serve as an introduction to topics that will be explored in more detail in COMP 315 and COMP 325. The COMP 305, COMP 315, and COMP 325 series will work together to prepare students for certification in CompTIA security+ a vital part of becoming a professional cybersecurity expert. Offered every other year. Prerequisite: COMP 297 (formerly COMP-295).

COMP 315. Secure Coding and Penetration Testing. 4 credits.
Building on concepts from introduction to cybersecurity this course will cover secure coding and penetration testing. Conceptual understanding of Network and Security concepts will be created. As well as forming in depth solutions to topics like monitoring, scanning, penetration testing, secure use of internet protocols, wireless and mobile solutions. The COMP 305, COMP 315, and COMP 325 series will work together to prepare students for certification in CompTIA security+ a vital part of becoming a professional cybersecurity expert. Offered every other year. Prerequisite: COMP 305.

COMP 325. Risk Management. 4 credits.
Building on concepts from introduction to cybersecurity this course will cover risk management. Practical applications covered include identifying threats, attacks, and vulnerabilities, governance, risk, compliance, managing application security, and dealing with incident response procedures. The COMP 305, COMP 315, and COMP 325 series will work together to prepare students for certification in CompTIA security+ a vital part of becoming a professional cybersecurity expert. Offered every other year. Prerequisite: COMP 305.

COMP 351. Operating Systems. 4 credits.
Process management, I/O devices, interrupt structures, resource and memory management, and file systems. Students study aspects of several operating systems and work in detail on one. Prerequisite: COMP 225 (formerly COMP 255).. Usually offered in alternate years.

COMP 353. Software Engineering. 4 credits.
Overview of the discipline of software engineering. The phases of software development – requirements, specification, implementation, testing – are described. Agile and waterfall methodologies are applied to structure the process. Metrics for measuring progress and quality are discussed. Consideration is given to organizational issues, including requirements gathering, team structure, and project scheduling. Prerequisites: COMP 240, Senior standing.

COMP 355. Advanced Software Development. 4 credits.
This course provides advanced knowledge and hands-on experience in applying software engineering principles to the development of small- or medium-scale, software applications. Students will work in teams to design, implement, test, and deploy a course-long project using modern web technologies and Android toolkits. Students are encouraged to take COMP 290 prior to taking this class, but it is not a prerequisite. Prerequisites: COMP 353.

COMP 380. Topics in Computer Science. 1-5 credits.
(See course description for COMP 280). This course may be repeated for credit.

COMP 480. Topics in Computer Science. 1-5 credits.
(See course description for COMP 280). This course may be repeated for credit.

COMP 490. Independent Study. 1-4 credits.
Individual study by the advanced student of a topic beyond the scope of regular courses. Prerequisite: Approval of faculty member directing the study. This course may be repeated for credit.

COMP 491. Internship. 0-8 credits.
Supervised internship experience at various on- or off-campus sites. Requires a minimum of 35 hours of work contact per credit and reflection work. Prerequisite: Good academic standing, at least 32 credits completed, and permission of instructor. Fulfills: LO1.

COMP 492. Directed Research. 1-4 credits.
This course provides junior and senior undergraduate students with the opportunity to engage in independent, faculty-supervised research within a specialized area of computer science. Students must submit a comprehensive research report and give an oral presentation of their work by the end of the semester. Requires permission of instructor. Open only to computer science majors and minors.

COMP 499. Honors Thesis/Project. 0-8 credits.
Prerequisite: 3.500 GPA, permission of the department chair. Fulfills: LO1.

Data Science

DATA 100. Data Literacy. 4 credits.
How to critically consume data-based arguments and statistical results from scientific studies, news media, and popular culture. Designing and carrying out simple data-based studies, organizing and summarizing the resulting data visually and numerically, and communicating the results of simple statistical analyses. Data ethics, limitations of statistical methods. Prerequisite: Math Placement Level 2 or higher RECOMMENDED. (Note: DATA 100 is not intended to satisfy the needs of any major/minor programs requiring an introductory statistics course.) Fulfills: LO4Q.

DATA 209. R for Statistics. 1 credit.
Introduction to the R programming environment for statistical analysis and data science. Implementation in R of all analyses from standard intro stat courses. Data acquisition, data visualization, statistical inference, documenting reproducible workflow, communication of the results of analyses. Prerequisite: Any introductory statistics or data science course (DATA 227, BUSN 210, PSYC 201, DATA 100).

DATA 219. Intermediate R. 1 credit.
Continuation of R programming for statistics and data science. Regular expressions, summarizing by groups, data wrangling, functions, simulation, interactive modules, date/time data, text analysis. Prerequisite: DATA 209.

DATA 227. Introductory Statistics. 4 credits.
Introduction to statistical concepts and methods, focusing on insight from data in context. Principles and techniques for organizing and summarizing data visually and numerically. Formal inference, especially confidence intervals and hypothesis tests, both for individual variables and for relationships between variables. Prerequisite: Math Placement Level 2. (Note: A student may not receive credit for more than one of the following courses: DATA 227, PSYC 201, BUSN 210.) Fulfills: LO4Q.

DATA 229. Introduction to Data Science. 4 credits.
As an introduction to the emerging interdisciplinary field of data science, this course surveys the main concepts, tools, and techniques used to obtain, explore, and analyze data to extract information, gain insight, and solve problems in applied contexts – with emphasis on practical application using real-world data from many disciplines. Students will learn and practice techniques for acquiring/integrating data, tidying/cleaning data, and wrangling/munging data into useful form. Data analysis techniques include exploratory data analysis, data visualization, descriptive/predictive statistical modeling and inference, and machine learning algorithms. Programming is required throughout the course, using industry standard software for data science work. Students will also learn how to effectively communicate the results of their analyses, and how to document their workflow to ensure that their analyses are reproducible. Prerequisite: COMP 150 or any intro stat course (currently: DATA 227, BUSN 210, PSYC 201, credit for AP Stat, etc.)

DATA 280. Topics in Data Science. 1-4 credits.
Study of special topics not included in other major offerings. Offered occasionally according to the needs and interests of students and/or faculty. This course may be repeated for credit.

DATA 327. Statistical Modeling. 4 credits.
In this second course in statistics, regression analysis is the main vehicle for illustrating the principles of statistical modeling in real-world contexts. After a brief review of the modeling unit from the end of the first data analysis course, students learn strategies for selecting and constructing models, criteria for assessing and comparing models, and tools for making formal inferences using these models. Class sessions include discussion of conceptual issues with practice in data analysis, and they put strong emphasis on interpreting the results of analyses. Students are required to collaborate on projects in which they design studies, collect and analyze data, and present their findings orally and in writing. Prerequisite: DATA 227, BUSN 210, or PSYC 201.

DATA 337. Statistical Design. 4 credits.
Whereas an introductory statistics sequence focuses primarily on exploratory and formal analysis of data that have already been observed, this course focuses primarily on how to design the comparative observational and experimental studies in which data are collected for formal analysis. Students will learn: (1) to choose sound and suitable design structures; (2) to recognize the structure of any balanced design built from crossing and nesting; (3) to assess how well standard analysis assumptions fit the given data and to choose a suitable remedy or alternative when appropriate; (4) to decompose any balanced dataset into components corresponding to the factors of a design; (5) to construct appropriate interval estimates and significance tests from such data; and (6) to interpret patterns and formal inferences in relation to relevant applied context. Students are required to collaborate on projects in which they design studies, collect and analyze data, and present their findings orally and in writing. Prerequisite: DATA 227, BUSN 210, or PSYC 201.

DATA 380. Topics in Data Science. 1-4 credits.
Study of special topics not included in other major offerings. Offered occasionally according to the needs and interests of students and/ or faculty. This course may be repeated for credit.

DATA 460. Data Science Capstone. 2 credits.
A project-based seminar integrating coursework in the data science program. Required of all Data Science majors. Prerequisites: COMP 290, MATH 229, and DATA 327, or permission of instructor.

DATA 490. Independent Study. 1-4 credits.
Individual study by the advanced student of a topic that is beyond the scope of regular courses. This course may be repeated for credit. Prerequisites: Approval of the instructor directing the study.

DATA 491. Internship. 0-8 credits.
Supervised internship experience at various on- or off-campus sites. Requires a minimum of 35 hours of work contact per credit and reflection work. Prerequisite: Good academic standing, at least 32 credits completed, and permission of instructor. Fulfills: LO1.

DATA 492. Directed Research. 1-4 credits.
This course provides junior and senior undergraduate students with the opportunity to engage in independent, faculty-supervised research within a specialized area of data science and statistics. Students must submit a comprehensive research report and give an oral presentation of their work by the end of the semester. Requires permission of instructor. Open only to data science majors and minors.

DATA 499. Honors Thesis/Project. 0-8 credits.
Prerequisite: 3.500 GPA and permission of department chair. Fulfills: LO1.

Economics

ECON 110. Economic Issues. 2-4 credits.
This course introduces students to economic principles through the exploration of one or more current economic issues. Specific issues will be determined by each instructor. This course does not count toward the requirements for either the major or minor in economics. Some sections may have a MATH level 22 prerequisite. ECON 110 may not be repeated for credit. Students who have already completed ECON 200 may take ECON 110 only with permission of the instructor.

ECON 200. Principles of Economics. 4 credits.
Presents basic economic principles. Initially focuses on microeconomics; examination of individual economic behavior in households, firms, and markets. Focus shifts to macroeconomics; aggregate economic analysis. Examines growth, development, business cycles, monetary and fiscal policy to manage inflation, unemployment, interest rates. Prerequisite: Math Placement score 2. Every year. Fulfills: LO4A & LO9.

ECON 220. Economics of Developing Areas. 4 credits.
Introduction to the concepts, measures, theories, and strategies of modern economic growth and development relevant to the low-income nations of Asia, Africa, and Latin America. The course builds on the theories and models introduced in ECON 200, explores the inter-relationships between human development and economic growth, and allows each student to investigate the development experience of a particular nation. Prerequisite: ECON 200. Alternate years.

ECON 225. Money and Banking. 4 credits.
This course is intended to help students understand the structure of our economy with a particular emphasis on the banking regulations, financial institutions, financial market, and government policies. The course focuses on both economic theories and challenges in both domestic and international financial markets. Prerequisite: ECON 200. Every other year.

ECON 231. European Economic History. 4 credits.
Examination of the evolution of capitalism in Europe from the 15th century to the present, the impact of European capitalism on economies and societies in the Middle East, Africa, Asia and the Americas, the rise and demise of centrally planned state socialist economies in Russian and the Eastern European countries, and the prospects for European economic integration. Topics presented in this course emphasize the use of principles of economics to understand historical change and the methods of empirical analysis that are commonly used by economic historians. Prerequisite: ECON 200. Alternate years.

ECON 240. American Economic History. 4 credits.
Exploration of the record and cause of long-run economic growth and development of economic institutions as the American economy evolved from a lightly populated, colonial outpost in the 17th century to world dominance by the 20th century. Topics presented in this course emphasize the use of principles of economics to understand historical change and the methods of empirical analysis that are commonly used by economic historians. Prerequisite: ECON 200. Alternate years.

ECON 260. East Asian Economies. 4 credits.
Study of specific problems and institutions of the East Asian economies. Topics include development, trade, and commercial policies as well as fiscal and monetary policies in the region. Prerequisites: ECON 200. Alternate years.

ECON 250. Urban and Regional Economics. 4 credits.
Study of why cities exist, how they evolve and go through various stages of growth and sometimes decay, and how different economic activities are arranged within cities and regions. This course helps the student to examine critically urban economic problems such as poverty, housing, transportation, congestion, pollution and crime. Prerequisite: ECON 200. Every third year.

ECON 265. The Economics of Sports. 4 credits.
This course in applied economic analysis examines the economic forces that have changed sports in recent decades. Economic models will be used to investigate such issues as why professional athletes have such large salaries, why cities use tax incentives to attract teams to their markets, and how money affects the competitive balance of sports leagues. Prerequisite: ECON 200. Alternate years.

ECON 275. Economies in Transition. 4 credits.
This course explores the process and results of the decisions of the nation states of East Asia, the former Soviet Union, and Eastern Europe to move from centrally planned socialist economies toward market-based capitalist economies. The central focus of the course is the examination of the strategies pursued and the progress made during transition in these economies at the macro and sectoral levels, the institutions that have evolved, and the human welfare consequences of the transition process. Prerequisite: ECON 200. Alternate years.

ECON 280. Managerial Economics. 4 credits.
This course, intended for majors in Financial Economics and Business, teaches microeconomic theory and applications that will enhance future managers' ability to use microeconomic thinking in their daily work. Topics include: competitive markets, elasticities, production, cost, imperfectly competitive markets, pricing strategies, and game theory. Students cannot receive credit for both ECON 280 and ECON 310. Prerequisites: ECON 200; math placement 3 recommended.

ECON 290. Topics. 1-5 credits.
Study of some area of current interest in economics. Open to the major and the non-major. Prerequisite: ECON 200. This course may be repeated for credit.

ECON 300. Econometrics. 4 credits.
Revolves around constructing and statistically testing economic models. Lectures focus on discussing methodology in economics and learning the fundamentals of regression analysis. In addition, a large portion of the course is devoted to research projects in which students use a simple computer regression package to test economic theory against empirical evidence, analyze economic policies and forecast economic variables. ECON 200, BUSN 210 or its equivalent; math placement 3 recommended. Every year.

ECON 310. Intermediate Microeconomic Theory. 4 credits.
Detailed study of the theories of consumer behavior, production, the distribution of income and social welfare. Prerequisites: ECON 200 and MATH 120 or its equivalent. Every year. The student cannot receive credit for both ECON 280 and ECON 310.

ECON 311. Intermediate Macroeconomic Theory. 4 credits.
Detailed study of the determination of output and income, employment, and the price level. Issues examined include the causes of inflation and recession and the fundamentals of economic growth. Prerequisites: ECON 200 and MATH 120 or its equivalent. Every year.

ECON 312. Fundamentals of Forecasting. 4 credits.
Presents methods for economic and business forecasting along with finding, manipulating, and presenting macroeconomic time series such as GDP, inflation, unemployment. Econometric techniques such as random walk, ARIMA and dynamic regression analysis are presented and used in analysis. Prerequisites: ECON 200 and either BUSN 210 or DATA 227. Every other year.

ECON 315. Labor Economics. 4 credits.
Explores the determinants of the supply of and demand for labor, wages and working conditions, and the productivity of labor. It is concerned with both the microeconomic decision making of individuals, households, and firms, and the macroeconomic outcomes of their decisions. This course will explore contemporary issues relating to labor markets, including public policy debates over discrimination, affirmative action, and government regulation. Prerequisite: ECON 200. Alternate years.

ECON 320. History of Economic Thought. 4 credits.
Study of the ideas of great economists and the evolution of economic analysis. Prerequisites: ECON 200. Alternate years.

ECON 321. Nonprofit Economics. 4 credits.
This course explores the unique features of nonprofit organizations and industries from an economic perspective. Topics may include cultural attitudes toward philanthropy, the markets for donative giving and volunteering, and the economic benefits of the nonprofit organizational form. Prerequisite: ECON 200.

ECON 330. International Trade and Finance. 4 credits.
Study of the principles governing the gains from international trade, the effects of international trade restrictions, and fluctuations in exchange rates and the impact of international trade on domestic employment and inflation. Attention will also be given to international economic institutions and their policies. Prerequisites: ECON 200 and MATH 120 or its equivalent. Alternate years.

ECON 340. Public Finance. 4 credits.
Examination of government revenue and expenditure policies and their consequences for the allocation of public goods, income distribution, employment and the price level. Prerequisite: ECON 200. Every year.

ECON 350. Environmental and Natural Resource Economics. 4 credits.
Examines economic approaches to coping with environmental problems and natural resource scarcity. Emphasis is given to the clear definition and enforcement of property rights as a means to avoid environmental problems. Models for pricing various renewable and nonrenewable natural resources are explored. The role of population change in environmental and natural resource issues is considered. Prerequisites: ECON 200 and MATH 120 or its equivalent. Alternate years.

ECON 360. Industrial Organization. 4 credits.
Study of theories of industry structure and performance in markets that do not meet the assumptions of perfect competition. Monopoly, monopolistic competition, and various models of oligopoly are covered. Prerequisites: ECON 200 required. ECON 280 or ECON 310 recommended. Alternate years.

ECON 365. Law and Economics. 4 credits.
Since the early 1980s, a new field has emerged that closely connects economic analysis and legal analysis in some core areas of both the private law (property, contracts, and torts) and the public law (civil procedure and criminal law procedure), as well as constitutional law, bankruptcy law, securities regulation, and more. This course is an introduction to the scholarship associated with this new field. Prerequisite: ECON 310 or permission of the instructor. Alternate years.

ECON 390. Advanced Topics. 1-4 credits.
Study at an advanced level of some topic of current interest in economics. Prerequisites: ECON 200 and permission of instructor. This course may be repeated for credit.

ECON 400. Senior Seminar in Economics. 4 credits.
This capstone course for both the Economics and Financial Economics majors requires students to synthesize their knowledge of economics by applying rigorous economic analysis to contemporary policy issues or historical questions of interest. Depending on instructor and student preferences, the course may take different forms, including: A series of short papers and student presentations based on current issues in economics and political economy, a semester-long research project culminating in a thesis, or a hybrid form, with some students opting for shorter papers and others a major project. Some sections may require group work culminating in papers and presentations. In any event, students will be expected to apply economic theory and use econometrics to examine economic questions. Grades will be based on the quality of papers, presentations, and class participation. Seminar format. Prerequisites: ECON 280 or ECON 310, ECON 311, ECON 300; MATH 131, MATH 201, or DATA 327, and senior standing. Every year. Fulfills: LO1.

ECON 490. Independent Study. 1-4 credits.
Prerequisites vary. This course may be repeated for credit.

ECON 491. Internship. 1-4 credits.
Requires at least one semester of work in some capacity related to the economics profession in either the private sector or government. Over the following semester the student writes a research paper related to the work experience. Prerequisites: ECON 200, ECON 310 and ECON 311. Every year. This course may be repeated for credit. Fulfills: LO1.

ECON 499. Honors Thesis/Project. 1-5 credits.
Prerequisite: 3.500 GPA, permission of the department chair. Fulfills: LO1.

Education

EDUC 103. Sociological Perspectives in Education. 4 credits.
An examination of the foundations of education and teaching as conceived through a sociological perspective. The course develops theoretical and practical perspectives by considering different models for studying and analyzing social problems and by considering cases and disputes emerging from the daily practice of teaching. The course considers the social and institutional roles of parents, teachers, administrators, and other stake-holders in public education. A minimum of 10 hours of field experience is required. Every Semester. Fulfills: LO2 & LO6.

EDUC 104. Philosophical Perspectives in Education. 4 credits.
An examination of the foundations of education and teaching through philosophical perspectives and analysis of texts. Fundamental questions concerning education as a moral practice, ethical standards, legal and moral demands, and politics of teaching. A minimum of 10 hours of field experience is required. Every Semester. Fulfills: LO2 & LO10.

EDUC 105. Educational Psychology. 2 credits.
This course is designed for students intending to major or minor in education or similar disciplines. Students will identify different learning and cognitive process theories about how learning occurs and how learners construct knowledge, acquire skills, and develop habits of mind. In addition, students will articulate different research methods used in educational settings and learn the theoretical foundations about human motivation and behavior. Every Semester.

EDUC 120. Introduction to Students with Special Needs. 2 credits.
Course examines how schools and society respond to students who have special learning needs. The course focuses on disability as the context for examining student diversity in schools. The course provides an overview of legislative mandates relating to students with disabilities, teacher roles, educational programming options, and approaches for creating more inclusive school environments. Every Semester.

EDUC 199. Learning Assistant Apprenticeship. 3 credits.
This course is designed for students serving as Learning Assistants. A Learning Assistant is an undergraduate student who prepares and then co-teaches with faculty facilitating discussions among groups of students to encourage student engagement. Students serving as a Learning Assistant are expected to continually model best practices in the classroom such as respecting all class policies, attendance, attention, etc. While furthering their understanding of the content and teaching the content. Prerequisite/Corequisite: EDUC 200. Every Semester based on content course availability.

EDUC 200. Pedagogy for Learning Assistants. 2 credits.
This course is designed to support students serving as Learning Assistants in STEM courses. Students may take this course the semester before or during their first semester serving as a learning assistant. Secondary education minors seeking teacher licensure may take this course in place of EDUC 105. A learner-centered, constructivist paradigm will be used to improve students' understanding and practice of evidence-based instructional and assessment practices. Every Spring.

EDUC 201. GSMIT Schoolyard Network I. 1 credit.
This course connects students to the Great Smoky Mountains Institute at Tremont (GSMIT) and its Schoolyard Network, a professional learning community (PLC) for teachers which explores outdoor, place-based learning practices. There is a $100 fee to cover a mandatory, GSMIT event for students to attend that is associated with the course. There are no prerequisites for this course.

EDUC 202. GSMIT Schoolyard Network II. 1 credit.
This course connects students to the Great Smoky Mountains Institute at Tremont (GSMIT) and its Schoolyard Network, a professional learning community (PLC) for teachers which explores outdoor, place-based learning practices. There is a $100 fee to cover a mandatory, GSMIT event for students to attend that is associated with the course. There are no prerequisites for this course.

EDUC 203. Development and Elementary Education. 4 credits.
This course focuses on the physical, social, emotional, and cognitive development of children. The course also explores the historical, philosophical, psychological and social foundations of early childhood and elementary education as each relates to present day practice, pedagogy, assessment, family roles, involvement and diversity. This course addresses how to design and implement evidenced based instruction in elementary school settings. A minimum of 20 hours of field experience is required. Prerequisite: EDUC 105 (concurrent enrollment is allowed). Every Semester. Fulfills: LO3.

EDUC 206. Survey of Urban Education and Schooling. 2 credits.
This course explores the relationship between cities and their schools. Specifically, the course investigates how social service providers, the faith community, governmental agencies, business, and historical implications intersect with today's urban school. Additionally, this course explores requires students to consider personal assumptions and experiences about urban schooling. This course also includes an overnight field experience that is arranged with an urban school district or urban charter school. During the field experience candidates focus on interactions with urban families, total school ecology, and interactions between the school and the surround neighborhood. Every Other Year.

EDUC 207. Exemplary Practices in Urban Schooling. 2 credits.
This course provides an in-depth look at contemporary exemplary practices in urban education. Practices at the district, school and classroom level will be explored, with much of the emphasis on the school and district organization level. Every Other Year.
EDUC 213. Adolescent Development and Education. 4 credits.

This course focuses on physical, social, emotional, intellectual, moral development of adolescents. Historical, philosophical, psychological, social foundations of adolescence, particular curricular/instructional demands of middle and high school settings investigated. Classroom management, assessment, unit/lesson planning, developmentally appropriate culturally relevant instruction examined. A minimum of 12 hours of field experience is required. Prerequisite: EDUC 105 (concurrent enrollment is allowed). Every Semester.

EDUC 220. History of Women in Education. 2 credits.
This course surveys the historical foundation of education from its early beginnings in Europe, through its establishment in colonial America, and continue with its evolution to the present system of education in the United States. This historical overview will chronicle the inclusion and exclusion of females from educational systems throughout history and highlight significant contributions of female educators. Every Other Year.

EDUC 221. Educational Technology. 2 credits.
This course provides a comprehensive overview of the field of educational technology, including how people learn with technological tools proven effective in achieving results across the disciplines and grade levels. Students will be introduced to techniques and methods through modeling and hands-on experience to a wide array of technologies. A major outcome of the course will be the development of skills for identifying appropriate technologies and making decisions concerning when to integrate technology into a learning episode. Every Other Year.

EDUC 223. Adolescent Literature. 2 credits.
This course will survey literature for students in grades 6 - 12. Learners will become familiar with the elements of high-quality adolescent fiction and nonfiction, texts that address themes or needs and interests of adolescents, and multicultural and international literature. Every Other Year.

EDUC 224. Youth Advocacy. 2 credits.
The focus of this course is an exploration of non-traditional (i.e. outside of school hours) positive educational environments with a primary an emphasis on youth. Viewing education outside of the traditional bounds of school illuminates the social and cultural privileges and constraints of traditional models while simultaneously uncovers greater possibilities both within and outside of school. Every Other Year.

EDUC 225. Introduction to Higher Education. 2 credits.
This course provides a survey to the history, structure, policies, and faculty and student experience of higher education. Students will analyze higher education's history in America, explore various institution types of public and private higher education, develop an understanding of the structures that guide institutions of higher education, and understand the student experience through structures, access and success. Every Other Year.

EDUC 253 Phonics for Reading and Writing. 4 credits.
This course introduces students to the foundational components of the Science of Reading through explicit and systematic phonological awareness and phonics instruction. Students will learn the stages of phonics development for reading and writing and teaching strategies for each stage. Students will also learn basic assessments and how to develop and teach data-driven phonological awareness and phonics lessons for elementary students. A minimum of 10 hours of tutoring experience is required. EDUC 105 must be taken prior to or at the same time as this course. Offered every semester.

EDUC 260 Social and Emotional Learning. 2 credits.
Study of social and emotional learning in youth, including classroom applications for Education students. Prerequisite: EDUC 105 (concurrent enrollment is allowed). Every semester.

EDUC 301. GSMIT Schoolyard Network III. 1 credit.
Through deeper reflective course components, students are connected with the Great Smoky Mountains Institute at Tremont (GSMIT) and its Schoolyard Network, a professional learning community (PLC) for teachers which explores outdoor, place-based learning practices. There is a $100 fee to cover a mandatory, GSMIT event for students to attend that is associated with the course. Prerequisite: Either EDUC 201 or EDUC 202.

EDUC 302. GSMIT Schoolyard Network IV. 1 credit.
Through deeper reflective course components, students are connected with the Great Smoky Mountains Institute at Tremont (GSMIT) and its Schoolyard Network, a professional learning community (PLC) for teachers which explores outdoor, place-based learning practices. There is a $100 fee to cover a mandatory, GSMIT event for students to attend that is associated with the course. Prerequisite: Either EDUC 201 or EDUC 202.

EDUC 309. Elementary Literature. 2 credits.
This course will develop students' understanding of current theory and practice in the teaching of elementary literature and how it relates to reading, writing, speaking, and listening. A core component of this course will include reading selections representing a wide variety of K-5 texts, including fiction, nonfiction, poetry, and drama, as well as multicultural and international literature. Students will also learn about the elements of high-quality children's literature and how to select developmentally appropriate and culturally responsive materials. Prerequisites: Admission to the Teacher Education Program. Offered every semester.

EDUC 312. Reading and Writing in the Content Areas. 3 credits.
Preparation for teaching literacy in middle school, high school, multi-age classrooms. Focus on planning, selecting, using research-based strategies for literacy instruction and assessment, creating a literate environment in content-area classrooms. Knowledge about standards and professional resources. Strategies for disciplinary reading, vocabulary instruction, questioning/ discussion skills, and writing. Prerequisite: Admission to the Teacher Education Program & concurrent registration in EDUC 313. Writing Intensive.

EDUC 313. Literacy Practicum. 1 credit.
Integrate and apply knowledge of disciplinary literacy practices in schools. Conduct observations, writing content area lessons, implement small group/whole group lessons in grades 7-12. Incorporate practices that provide support for students comprehending texts, discussing, writing, understanding academic vocabulary. Evaluation and formative feedback provided by instructor. Meets for instructional and reflective discussions. Prerequisite: Admission to the Teacher Education Program & Concurrent registration in EDUC 312.

EDUC 321 Elementary Math Methods. 4 credits.
This course is designed for education majors seeking licensure in elementary education and/or intervention specialist. Teacher candidates will examine the principles, standards, methods, and materials used to help young learners develop an understanding of mathematics in the elementary classroom. Candidates will learn to deliver a cohesive sequence of

lessons based on assessments, establish classroom norms, and foster student motivation. A minimum of 20 field experience hours is required. Prerequisite: Admission to the Teacher Education Program. Every Semester.

EDUC 323 Elementary Language Arts Methods. 4 credits.
This course includes an in-depth exploration of the Science of Reading, with a heavy emphasis on vocabulary, fluency, and comprehension, as well as reading and writing as reciprocal processes. Students will learn how to provide explicit and integrated language arts instruction in an elementary classroom and will develop a unit of study which is developmentally appropriate for elementary school students. A minimum of 15 field experience hours and 10 hours of tutoring are required. Prerequisite: Admission to the Teacher Education Program. Offered every semester.

EDUC 325. Elementary Science Content and Methods. 4 credits.
An examination of science content and the interdisciplinary methods of teaching
science that are appropriate for P-5 students. Local, state, and national curricular guidelines are used to design instruction and prepare a variety of methods for assessing student understanding. Course activities will develop skills in constructing understanding in Earth, Life, and Physical Sciences as well of Engineering, Technology, and Applications to Science. Prerequisites: Admission to the teacher education program. Every Semester.

EDUC 326. Elementary Social Studies Content and Methods. 4 credits.
This course is an examination of social studies teaching that prepares the teacher to select, integrate, and translate knowledge and methodology in social studies in the same way that it is found in the real world. The course stresses the interdisciplinary methods of teaching social sciences that are appropriate for P-5 students. Local, state, and national curricular guidelines are used to design instruction and prepare a variety of methods for assessing student understanding. Multi-cultural and gender perspectives, problem solving, critical thinking, and application skills will also be implemented. Interdisciplinary activities are designed to include diversity of human history, geography, government and economics. Course activities will develop skills in constructing tasks that engage pre-K-5 students in exploring, creating, and connecting to the past, present, and future. Prerequisites: Admission to the teacher education program. Every Semester.

EDUC 332. Assessment and Inclusion. 4 credits.
Course examines how assessment is utilized in education & special education. The course reviews the types, purposes, procedures, uses and limitations of assessment. The course provides a rationale for needs-based decisions and using multi-tiered systems of supports for meeting student instructional needs. This course provides prospective teachers with the knowledge and skills for accommodating students with special learning needs in general education and inclusive settings. Prerequisite: Admission to the Teacher Education Program. Every Semester.

EDUC 346. Teaching Language Arts in Secondary Schools. 3 credits.
An examination and application of the various methods of teaching the language arts, classical, adolescent, and young adult literature. Interdisciplinary teaching and integration of secondary school content through language arts is also an emphasis. A survey of literature will serve as a bridge to other topics of concern such as the history of language and its acquisition, dialects, gender and cultural diversity, analysis of the various functions and forms of media/multimedia, and the integration of reading, writing, speaking, listening, viewing, and visually representing. Prerequisite: Admission to the Teacher Education Program and Concurrent Registration with EDUC 386. Every Other Year.

EDUC 347. Teaching Mathematics in Secondary Schools. 3 credits.
An examination of the principles, methods, and materials used to help students develop an understanding of the mathematics in secondary grades. Students will examine secondary school curricula including the Standards for Mathematical Practice, learn to select appropriate mathematical tasks, teach for problem solving, and learn how to organize instruction. Prerequisite: Admission to the Teacher Education Program and Concurrent Registration with EDUC 387. Every Other Year.

EDUC 348. Teaching Science in Secondary Schools. 3 credits.
An examination of the nature of science learning in secondary schools, nature of science, addressing scientific misconceptions, scientific inquiry, evidence-based decisions, and reflecting on interrelationships among science, technology and society. Prerequisite: Admission to the Teacher Education Program and Concurrent Registration with EDUC 388. Every Other Year.

EDUC 349. Teaching Social Studies in Secondary Schools. 3 credits.
An examination of the principles, methods, materials to understand social studies in secondary classrooms. Understand standards used to design instruction and assessment methods. Develop kinds of knowledge, backgrounds, and dispositions. Learn about learners, understandings and perceptions they hold, processes through which they learn. Construct engaging lessons connecting to the past, present, and future. Develop observation, thinking, analyzing skills. Prerequisite: Admission to the Teacher Education Program and Concurrent Registration with EDUC 389. Every Other Year.

EDUC 352. Upper Grades Intervention and Content Area Literacy. 4 credits.
Course provides the knowledge and skills for designing and implementing individualized instruction for students with special learning needs at the middle and secondary levels. Instruction and activities focus on procedures for designing content area instruction that is accommodative for students. Particular emphasis is placed on planning, selecting, and using research-based strategies for literacy instruction and creating a literate environment in content-area classrooms. A minimum of 12 field experience hours is required. Prerequisite: Admission to the Teacher Education Program. Every Year.

EDUC 360. Tutoring Apprenticeship. 2 credits.
This course is designed for Education and Educational Studies majors who wish to further develop their skills in providing individualized instruction through tutoring. Students will work with the course instructor and classroom teachers to develop and implement a tutoring plan to raise academic achievement for individual elementary students through high-dosage tutoring in reading and/or math. Prerequisite: Successful completion of EDUC 253 (C- or higher). Fulfills: LO1.

EDUC 372. Critical Pedagogy and Social Change. 4 credits.
This course examines, questions, and analyzes how privilege and power, and consequently, oppression and marginalization effect schooling and education in our nation's public schools. Gender, race, class and culture of students, teachers, school administrators, and policy makers will be considered as influences to the teaching and learning in schools. Prerequisite: 8 credits of EDUC coursework. Every Other Year. May be writing intensive.

EDUC 382. Educational Policy. 4 credits.
This course introduces students to classic educational policy debates and the consideration of historical and current political influences to these debates. Students will examine major federal and state educational legislation and how these regulations and policies impact school reform and change. Likewise, students will learn the different levels of educational policy structures (local, state, and federal). Students will also gain an understanding of school district structure, funding, choice, teachers' unions, and accountability. Prerequisite: 8 credits of EDUC coursework. Every Other Year.

EDUC 386. Language Arts Practicum. 1 credit.
This is a field-based course that provides students the opportunity to integrate and apply knowledge of best practices for language arts in selected local schools. Students will be conducting observations, writing language arts lesson plans, and implementing small group/whole group language arts lessons in local school classrooms. Prerequisite: Concurrent enrollment with EDUC 346. Every Other Year.

EDUC 387. Mathematics Practicum. 1 credit.
This is a field-based course that provides students the opportunity to integrate and apply knowledge of best practices for mathematics in selected local schools. Students will be conducting observations, writing mathematics lesson plans, and implementing small group/whole group mathematics lessons in local school classrooms. Prerequisite: Concurrent enrollment with EDUC 347. Every Other Year.

EDUC 388. Science Practicum. 1 credit.
This is a field-based course that provides students the opportunity to integrate and apply knowledge of best practices for science in selected local schools. Throughout the semester, students will be conducting observations, writing science lesson plans, and implementing small group/whole group science lessons in local school classrooms. Prerequisite: Concurrent enrollment with EDUC 348. Every Other Year.

EDUC 389. Social Studies Practicum. 1 credit.
This is a field-based course that provides opportunity to integrate and apply knowledge of best practices for social studies in local schools. Conduct observations, write lesson plans, implement social studies lessons in classrooms.

Instructor observes, evaluates performance, provides formative feedback. Prerequisite: Concurrent enrollment with EDUC 349. Every Other Year.

EDUC 401. GSMIT Schoolyard Network V. 1 credit.
Through deeper reflective course components involving K-12 students, students are connected with the Great Smoky Mountains Institute at Tremont (GSMIT) and its Schoolyard Network, a professional learning community (PLC) for teachers which explores outdoor, place-based learning practices. There is a $100 fee to cover a mandatory, GSMIT event for students to attend that is associated with the course. Prerequisite: Either EDUC 201 or EDUC 202.

EDUC 402. GSMIT Schoolyard Network VI. 1 credit.
Through deeper reflective course components involving K-12 students, students are connected with the Great Smoky Mountains Institute at Tremont (GSMIT) and its Schoolyard Network, a professional learning community (PLC) for teachers which explores outdoor, place-based learning practices. There is a $100 fee to cover a mandatory, GSMIT event for students to attend that is associated with the course. Prerequisite: Either EDUC 201 or EDUC 202.

EDUC 409. Diagnostic Literacy Assessments. 2 credits.
Grounded in the Science of Reading, this course examines a range of diagnostic reading and writing assessments used to evaluate elementary students' literacy development. Students will learn how to select and administer assessments, interpret results, and develop a plan for instruction based on current research and legislation. Prerequisites: EDUC 323 and EDUC 485 must be taken either prior to or at the same time as this course. Fall only.

EDUC 422. Early Childhood Intervention. 4 credits.
Course provides the knowledge and skills for designing and implementing individualized instruction for students with special learning needs in Early Childhood and Elementary settings. Course examines the historical, legal foundations, and the rationale for mild/moderate service delivery models. Topics include designing IEPs, implementing research-based techniques for directive instruction, strategy instruction, social skill instruction, functional learning curriculum, self-regulated learning, and the use of technology to support learning. A minimum of 12 field experience hours is required. Prerequisite: EDUC 352. Every Year.

EDUC 433. Skills for Collaborative Problem Solving in Special Education. 2 credits.
Examination of special education teacher roles as consultant, collaborative problem solver, and co-teacher and the skills required to fulfill these roles. The course focuses also on issues and practices of inclusion, collaboration, co-teaching, conferencing, and working with families, school and community personnel. Prerequisite: EDUC 422. Every Year.

EDUC 441. English/Language Arts in the Upper Elementary Grades. 2 credits.
Overview of English/Language Arts content and curriculum in Ohio's 4th-5th grade classrooms. Specific topics will include the foundations of reading, language in writing, and communication skills. Special attention is focused on developmentally appropriate pedagogy. A minimum of 10 field experience hours is required. Prerequisite: Admission to the Teacher Education Program. At least every third term.

EDUC 442. Math in the Upper Elementary Grades. 2 credits.
This course provides an overview of the mathematics content and curriculum 4th-5th grade classrooms. Topics include the standards of mathematical practices, operations and algebraic thinking, number and operations in base ten and with fractions, measurement and data, and geometric reasoning. A minimum of 10 field experience hours is required. Prerequisite: Admission to the Teacher Education Program. At least every third term.

EDUC 443. Science in the Upper Elementary Grades. 2 credits.
Course examines science content and curriculum found in Ohio's 4th-5th grade classrooms. Specific topics will include, earth science, life science, physical science, science in personal and social perspectives, and science as inquiry. Special attention is focused on developmentally appropriate pedagogy. A minimum of 10 field experience hours is required. Prerequisite: Admission to the Teacher Education Program. At least every third term.

EDUC 444. Social Studies in the Upper Elementary Grades. 2 credits.
Overview of Social Studies content and curriculum in Ohio's 4th-5th grade classrooms. Topics include geography, world history, U.S. history, Ohio history, government, citizenship, democracy, economics, and social studies as inquiry and

processes. Special focus on developmentally appropriate pedagogy. A minimum of 10 field experience hours is required. Prerequisite: Admission to the Teacher Education Program. At least every third term.

EDUC 445. Principles, Practices and Learning in Grades 4-6. 2 credits.
Developmental, socio-cultural, and pedagogical foundations related to schooling in grades 4- 6 are explored in relationship to the specific needs and characteristics of students ages 8-12. The course expands early childhood and middle childhood candidates' understanding of teaching and learning processes specific to upper elementary grades. A minimum of 10 field experience hours is required. Prerequisite: Admission to the Teacher Education Program. At least every third term.

EDUC 475. Integrating the Arts. 2 credits.
This course is an examination of arts integration research, the necessary knowledge base and teaching strategies needed to use the arts as tools for learning concepts and skills in science, social studies, math, and reading/language arts. An arts integration paradigm is employed throughout the course to demonstrate how to teach with, about, in, and through the arts. Prerequisite: EDUC 321 or EDUC 323. Every Year.

EDUC 482. Intervention Specialist Apprenticeship. 2 credits.
Through this course, teacher candidates will shadow and receive direct mentoring from a practicing Intervention Specialist regarding the continuum of professional and instructional expectations of special educators. In addition, the teacher candidates will meet for instruction & reflection in individual and small group sessions with the university instructor & mentors. 50 hours of field experience required. Prerequisite: EDUC 422 and Concurrent Registration in EDUC 433. Every Year. Fulfills: LO1.

EDUC 485. Senior Practicum. 2 credits.
This field based course takes place in the student teaching setting of all Early Childhood and Intervention Specialist candidates and serves as the preparation for full time student teaching. Candidates will be expected to spend time engaging with students, the curriculum, and in the school culture in which they will be placed for their full-time student teaching experience. This course is offered the second half of the semester, directly prior to candidates' student teaching semester. Prerequisite: EDUC 321 and EDUC 323. Every Year.

EDUC 490. Independent Study. 1-4 credits.

EDUC 492. Internship. 1-4 credits.
Fulfills: LO1.

EDUC 495. Student Teaching. 10 credits.
Fulfills: LO1.

EDUC 496. Student Teaching Seminar. 2 credits.
This course is designed as a capstone experience for students to analyze, synthesize, and evaluate their preparation as a teacher while completing their student teaching. This course will require students to reflect and consider their identity as a leader for constructive social change in light of national, state, and institutional standards. A special focus will be placed on students' development as it relates to Wittenberg Education Department's conceptual framework. In addition, students will gain practical knowledge for transition into the professional life of a teacher. Prerequisite: Concurrent Registration in EDUC 495. Every Year. Fulfills: LO1.

EDUC 497. Capstone Seminar. 2 credits.
This course requires students to reflect and consider their identity as individuals who influence the educational realities of our nation. Individually, students will be expected to connect their experiences in the topical survey and focused studies of the major to potential employment or further studies in education. Prerequisite: Permission of Instructor. Every year.

English

ENGL 100. Introduction to College Writing and the Culture of the United States for Non-native Speakers of English. 4 credits.
Preparation to take courses that count toward the General Education writing requirement and to enter into academic life at the college level in the United States. Every year. Offered as needed, fall semester only.

ENGL 101. College Writing and Research. 4 credits.
Introduces students to basic forms and conventions of college writing, provides the opportunity for frequent practice in writing and revising, and helps students explore various stages of the writing process, from planning to proofreading. It also introduces the fundamentals of research. Uncertain frequency. Fulfills: LO2.

ENGL 180. Themes and Traditions in Literature. 4 credits.
Introductory course designed to serve the general education writing competency and humanities learning outcome (LO10), focusing on literary works connected by a common aesthetic or cultural theme. ENGL 180 or ENGL 190 serves as a pre-req. for all literature courses in English. Every year. This course may be repeated for credit, if the section is on a different theme or tradition. *Some sections may be approved for Learning Outcomes. See specific topic description in online catalog.*

ENGL 190. Topics in World Anglophone Literature. 4 credits.
Introductory course serving the general education writing competency and learning outcomes related to either domestic or global diversity .Students explore significant writing and other art forms from Anglophone non-Western societies, e.g., Afro-Caribbean literature, Native American literature, and write about them. ENGL 180 or ENGL 190 serves as a pre-requisite for all literature courses in English. Every year. The course may be repeated for credit, if the section is on a different theme or tradition. *Some sections may be approved for Learning Outcomes. See specific topic description in online catalog.*

ENGL 240. Introduction to Creative Writing. 4 credits.
Beginning course in creative writing — fiction, poetry, drama, creative nonfiction—focusing on the basics of writing creatively: description, image, rhythm, sound, metaphor, voice, storytelling, and character. First-year students by permission of instructor. Prerequisite: Successful completion of four credits of FYS or other writing competency course. This course is a prerequisite to all advanced creative writing courses. Every year. Words at Work category. Fulfills: LO8.

ENGL 241. Beginning Journalism. 4 credits.
Introduction to the concepts and concerns of the practicing journalist, with primary emphasis on news writing and secondary emphasis on beginning copy-editing skills. Students discuss such topics as journalistic ethics, freedom of the press, and the rights and responsibilities of journalists. Every year. Words at Work category. Fulfills: LO2.

ENGL 243. Business Writing. 4 credits.
This course focuses on writing skills for professional situations, including conventional formats for letters, memos, and formal reports. Also looks at use of conventional structures for typical documents such as brochures, résumés, and proposals. Emphasis on peer critique, editing, and revision. Prerequisite: Successful completion of four credits of FYS or other general education writing competency course. Alternate years. Words at Work category. Fulfills: LO2.

ENGL 280. British Literary Traditions. 4 credits.
A thematic study of British and World Anglophone literature covering at least three literary periods, including study of pre-1800 literature. Prerequisite: ENGL 180 or ENGL 190 or sophomore standing. Every year. Fulfills: LO2 & LO5G.

ENGL 290. American Literary Traditions. 4 credits.
A thematic study of American texts covering at least three literary periods, including pre-1800 literature, and representing the racial, gender, and generic diversity of American literature. Prerequisite: ENGL 180 or ENGL 190 or sophomore standing. Every year. Fulfills: LO2 & LO6.

ENGL 300. Teaching Writing. 4 credits.
An advanced course in composition theory designed primarily for students seeking education licensure. Students will study key issues in the teaching of writing—from assignment design to assessment—focused primarily on middle and high schools. Fall semester even-numbered years. Words at Work category.

ENGL 320. Advanced News Writing. 4 credits.
This course builds on basic journalistic skills by exploring advanced techniques in writing, editing, reporting, layout, investigation, research, and conducting interviews. Emphasis on workshop critiques, editing, and revision. Prerequisite: ENGL 241. Alternate years. Words at Work category.

ENGL 321. Advanced Feature Writing. 4 credits.
The course offers practice in writing feature stories for newspapers and magazines. Types of stories might include profiles, human-interest stories, lifestyle and travel stories, etc. Emphasis on workshop critiques, editing, and revision. Prerequisite: ENGL 241. Alternate years. Words at Work category.

ENGL 324. Summer Journalism Institute. 4 or 6 credits.
The four-week course provides in-depth training in feature writing based on a week of interviewing at a pre-selected locale. The course will combine discussion, lecture, writer-workshop, interviewing, fieldwork, revision, and extensive individual consultation. Students will workshop their stories, edit them and produce a final product. Prerequisite: Permission of the department. Words at Work category.

ENGL 325. Writing Center Theory and Practice. 4 credits.
This course is designed primarily to prepare writing advisors for the Wittenberg Writing Center. Emphasis on writing processes, interpersonal dynamics, evaluation of writing-in-progress, and rhetorical theory as it pertains to working one-to-one with writers. By permission of instructor only. Every year. Words at Work category. Fulfills: LO2 & LO3.

ENGL 335. Topics in Advanced Composition. 2-4 credits.
This course focuses on a form of professional writing for which English serves as a preparatory major. All sections emphasize critical reading and writing skills, but the form of professional writing will vary from section to section (e.g., the critical edition, the public intellectual, grant writing, etc.) Every year. Prerequisite: Successful completion of four credits of FYS or other general education writing competency course. This course may be repeated for credit if the focus is different. Words at Work category. *Some sections may be approved for Learning Outcomes. See specific topic description in online catalog.*

ENGL 340. Topics in Advanced Fiction Writing. 2-4 credits.
Topics may include writing the short story, the novella, the novel, flash fiction, among others. Class activities will include reading and discussing the narrative strategies and techniques of contemporary fiction plus extensive workshop critiques of students' own creative work in the topic area. May be repeated once for credit if the focus is different. Prerequisite: ENGL 240. Every year. Words at Work category.

ENGL 341. Topics in Advanced Poetry Writing. 2-4 credits.
Topics may include writing in specific poetic forms, perennial themes in poetry, poetic schools and movements (e.g., ecopoetics), among others. Class activities will include reading and discussing the strategies and techniques of contemporary poetry plus extensive workshop critiques of students' own poems. May be repeated once for credit if the focus is different. Prerequisite: ENGL 240. Every year. Words at Work category.

ENGL 342. Topics in Advanced Creative Nonfiction Writing. 2-4 credits.
Topics may include food writing, travel narrative, literary journalism, the personal essay, the lyric essay, among others. Class activities will include reading and discussing the forms and techniques of contemporary nonfiction as well as extensive workshop critiques of students' own essays. May be repeated for credit once if the focus is different. Prerequisite: ENGL 240. Every year. Words at Work category.

ENGL 343. Topics in Advanced Screenwriting. 2-4 credits.
Topics may include writing for television, for film, for the web, for video games, for the documentary, among others. Class activities will include reading and discussing the format and structure of screenplays as well as extensive workshop critiques of students' own work. May be repeated for credit once if the focus is different. Prerequisite: ENGL 240; THDN 240 strongly recommended. Dependent on instructor availability. Words at Work category.

ENGL 344. Summer Screenwriting Institute. 4 or 6 credits.
This course combines workshopping and individual conferences with instruction by professional screenwriters and producers in writing with an understanding of production considerations. Prerequisite: Permission of the department. Words at Work category.

ENGL 350. Studies in Medieval Literature and Culture. 4 credits.
Seminar in the literature and culture of the medieval period. Particular sections may offer a general overview or may focus on a specific theme or genre within the period. Dependent on instructor availability. Prerequisite: ENGL 180, 190, or ENGL 335. Literature Seminar category.

ENGL 351. Studies in Renaissance Literature and Culture. 4 credits.
Seminar in the literature and culture of the Renaissance period. Particular sections may offer a general overview or may focus on a specific theme or genre within the period. Dependent on instructor availability. Prerequisite: ENGL 180 or ENGL 190. Literature Seminar category.

ENGL 352. Studies in Restoration and Eighteenth-Century Literature and Culture. 4 credits.
Seminar in the literature and culture of the Restoration and eighteenth century. Particular sections may offer a general overview or may focus on a specific theme or genre within the period. Prerequisite: ENGL 180 or ENGL 190. Alternate years. Literature Seminar category.

ENGL 353. Studies in Romantic Literature and Culture. 4 credits.
Seminar in the literature and culture of the Romantic period. Particular sections may offer a general overview or may focus on a specific theme or genre within the period. Prerequisite: ENGL 180, 190, or ENGL 335. Alternate years. Literature Seminar category.

ENGL 354. Studies in Victorian Literature and Culture. 4 credits.
Seminar in the literature and culture of the Victorian period. Particular sections may offer a general overview or may focus on a specific theme or genre within the period. Prerequisite: ENGL 180, 190, or ENGL 335 or junior standing. Alternate years. Literature Seminar category.

ENGL 355. Studies in Twentieth-Century Literature and Culture. 4 credits.
Seminar in the literature and culture of the twentieth century. Particular sections may offer a general overview or may focus on a specific theme or genre within the period. Prerequisite: ENGL 180 or ENGL 190. Alternate years. Literature Seminar category.

ENGL 356. Studies in American Renaissance. 4 credits.
Seminar covering representative works from the period of America's literary emergence, 1836-1865. Includes Emerson, Thoreau, Whitman, Douglass, Jacobs, Hawthorne, Poe, Melville and Dickinson. Prerequisite: ENGL 180 or ENGL 190. Dependent on instructor availability. Literature Seminar category.

ENGL 360. Studies in the Novel. 4 credits.
Seminar in the British, American, or World Anglophone novel. Individual sections of this course may focus on a theme or a historical period, e.g., The Rise of the Novel, The Contemporary American Novel, or Romance and Realism in the Novel. Prerequisite: ENGL 180 or ENGL 190. This course may be repeated for credit, if the theme or historical period is different. Literature Seminar category.

ENGL 361. Studies in Poetry. 4 credits.
Seminar in British, American, or World Anglophone poetry. Individual sections of this course may focus on a theme or a historical period, e.g., the epic, the sonnet, or pastoral poetry. Prerequisite: ENGL 180, 190, or ENGL 335. This course may be repeated for credit, if the theme or historical period is different. Dependent on instructor availability. Literature Seminar category.

ENGL 364. Shakespeare. 4 credits.
Seminar providing an overview of Shakespeare's canon and development by looking at his work in Renaissance and contemporary contexts, emphasizing both textual study and theatrical performance. Prerequisites: ENGL 180 or ENGL 190. Dependent on instructor availability. Literature Seminar category.

ENGL 365. Topics in Literary Immersion. 2 credits.
Focusing on depth rather than breadth, this course will emphasize close analysis of a single long work—e.g., novels of 600+ pages or other particularly complex literary works—or the corpus of a single author, or two to three closely related texts. With attention to narrowly focused discussions, this course emphasizes detailed, rigorous close textual analysis. Prerequisite: ENGL 180 or ENGL 190. Every year. Can be repeated for credit if the topic is different. Elective, not a literature seminar.

ENGL 370. Studies in African American Literature. 4 credits.
Seminar in the various traditions of African American writing. Individual sections may focus on the writing of African American women, the 20th-century novel, or other themes, forms, or historical developments. Prerequisites: For majors, ENGL 180, 190, or ENGL 335. For non-majors, ENGL 180 or ENGL 190 and junior standing. Dependent on instructor availability. Literature Seminar category.

ENGL 371. Studies in World Anglophone Literature. 4 credits.
Seminar in the various traditions of World Anglophone literature. Particular sections may offer a general overview or may focus on a specific theme or genre within the period. Prerequisite: ENGL 180, 190, or ENGL 335. Dependent on instructor availability. Literature Seminar category.

ENGL 372. Women in Literature I. 4 credits.
Seminar in writing by and about women, mostly in English, with some works in translation. Begins with the medieval period and extends to 1816. May include works by Marie de France, Margery Kempe, Christine de Pizan, Elizabeth I, Mary Wroth, Aphra Behn, Fanny Burney, Mary Wollstonecraft and Jane Austen. Women's Studies credit. Prerequisites: ENGL 180 or ENGL 190. Alternate years. Literature Seminar category.

ENGL 373. Women in Literature II. 4 credits.
Seminar in writing by women from 1816 to the contemporary period. May include works by Mary Shelley, Harriet Jacobs, the Brontës, Emily Dickinson, Elizabeth Barrett Browning, George Eliot, Virginia Woolf, Sylvia Plath and Toni Morrison. Women's Studies credit. Prerequisites: ENGL 180 or ENGL 190. Alternate years. Literature Seminar category.

ENGL 380. Topics in English. 4 credits.
Seminar in a topic in the field of literature or language as specified in the master schedule each term, e.g., Flames of Fierce Desire, Learning to Live, Orphans in American Literature. Prerequisite: ENGL 180 or ENGL 190. This course may be repeated for credit if the topic is different. Literature Seminar category.

ENGL 404. Directed Senior Thesis Workshop. 4 credits.
This capstone course requires students to undertake a major research project (20-25 pages) based upon knowledge gained in a previously-completed 300-level literature course. Prerequisites: ENGL 280, ENGL 290, at least 8 credits of 300-level literature seminars, and English major. Every year. Fulfills: LO1.

ENGL 405. Senior Exercises. 1 credit.
A suite of interconnected activities demonstrating understanding of and reflection on the learning goals of the English major. Includes oral presentation at the Senior Symposium and the preparation of an e-portfolio that includes a resume, reflective letter, and examples of student writing. Prerequisites: ENGL 280, ENGL 290, at least 8 credits of 300-level literature seminars, and English major.

ENGL 407. Writers' Studio. 4 credits.
Writer's Studio offers student time and space within the creative writing minor to work toward a major creative project of student's choice, with faculty guidance and workshop support. Course includes preparing a body of work within a single genre, publishing preparation, and instruction and practice presenting one's work to editors and the reading public. Students will work with peers and creative writing faculty to develop their project for publication submission and/or movement toward graduate study and career opportunities. Offered every fall. Course is repeatable if student focuses on new body of work. Prerequisite: ENGL 240 and ENGL 340, or ENGL 341, or ENGL 342.

ENGL 490. Independent Study. 1-4 credits.
Individual project in language or literature as arranged by the student with the supervising professor and the Chair. A maximum of four credits in ENGL 490 or ENGL 491 may count toward the English major. Every year.

ENGL 491. Internship. 2-4 credits.
Supervised learning-work experience at various on- or off-campus sites generally taken the senior year. Requires 35 hours of work contact per credit. Involves a written project, a journal, or other assignments. Every year. This course may be repeated for credit. Fulfills: LO1.

ENGL 499. Honors Thesis/Project. 1-8 credits.
Prerequisite: 3.500 GPA and permission of the department chair. Fulfills: LO1.

Environmental Studies

ENVS 490. Independent Study. 1-4 credits.
Individual research on a specialized topic or problem with an emphasis on the environment. Requires permission of the director of the Environmental Studies Program and the supervising faculty member. Open to only the Environmental Studies minor. This course may be repeated for credit.

ENVS 491. Internship. 1-4 credits.
Work-study opportunity to experience the multidisciplinary nature of practical environmental problems, to relate course material to these problems, and to observe decision-making processes associated with their solution. Requires permission of the director of the Environmental Studies Program and the supervising faculty member. Open to only Environmental Studies minors. This course may be repeated for credit. Fulfills: LO1.

Environmental Science

ESCI 100. Global Climate Change. 4 credits.
This course will examine the science of global climate change and human-introduced climate forcing. It will survey the environmental impacts of global climate change and what this means for the habitability of the earth for humans and other species. Topics will include global climate, stakeholder analysis related to energy use and global climate change, and examining the consequences of rapid climate change. Students will investigate a climate change issue of importance to them (locally, regionally, or globally). The course is designed primarily for non-science majors. Prerequisite: A minimum math placement score 2 is recommended. Fulfills: LO7.

ESCI 101. Introduction to Environmental Science. 5 credits.
An introduction to environmental science, including concepts used by environmental scientists to frame the study of environmental problems and human impacts on the natural environment and its resources, including climate, water, soils, vegetation, and wildlife. The laboratory experience focuses on the tools and methods used by environmental scientists to study the environment, natural resources, and human impacts associated with the extraction and use of resources. Fulfills: LO3 & LO7.

ESCI 104. Topic in Environmental Science. 1-4 credits.
Study of selected topics related to environmental science. Topics covered vary according to disciplinary interests of the instructor or current issues in environmental science. Offered subject to demand and availability of an instructor. Prerequisites: none.

ESCI 160. Environmental Geology. 5 credits.
Introduction to applied geology for science and non-science students. The geologic basis for natural processes that are hazardous to humans and cause environmental problems associated with use of the natural or modified environment is discussed. Topics include flooding, mass wasting, soil erosion, water supply use, and pollution and waste disposal. Every year. Fulfills: LO4A

ESCI 245. Wildlife Management. 5 credits.
Wildlife in the United States is a publicly-held resource and involves a myriad of constituents. Although the actual goals of wildlife management revolve around only three scenarios: we can increase, decrease, or maintain wildlife populations. Our ability to meet our management goals is rooted in the strength of our science and the ability to effectively communicate with policy makers and stakeholders. Effective management applies ecological principles to wildlife issues to balance the needs of humans with the needs of wildlife. Prerequisite: sophomore standing.

ESCI 250. Environmental Research Methods. 5 credits.
Study and application of the methods environmental scientists use to investigate environmental questions, including sampling strategies, tools, sample collection and analysis, and presentation. Prerequisites: ESCI 101 and one additional course from the foundational courses approved for the environmental sciences major. Fulfills: Civic Engagement (CE) when offered with CCUE-130 co-requisite.

ESCI 280. Topic in Environmental Science. 1-4 credits.
Study of selected topics related to environmental science. Topics covered vary according to disciplinary interests of the instructor or current issues in environmental science. Offered subject to demand and availability of an instructor. Prerequisites: ESCI 101 or permission of instructor.

ESCI 295. Introduction to GIS. 4 credits.
Introduction to Geographic Information Systems through hands-on exercises using desktop GIS software. Students will be introduced to geodatabases, their creation, manipulation, and use in map making, geo-referencing and map projections. Students will apply GIS to investigate problems in the natural and social sciences. No prerequisites.

ESCI 350. Biogeochemistry. 5 credits.
Biogeochemistry is designed to highlight the field, lab, and analytical methods used by environmental scientists, geologists, biologists, and chemists to evaluate controls on elemental cycling and fluxes. Prerequisite: CHEM 121.

ESCI 380. Topics in Environmental Science. 1-5 credits.
Selected topics of current interest or disciplinary expertise in environmental science. Prerequisite: ESCI 100 or ESCI 101 and at least one course from BIOL, ESCI, or GEOL at the 200-level or higher. This course may be repeated for credit.

ESCI 490. Independent Study. 1-4 credits.
Individual study of an environmental topic or problem not normally covered in the curriculum. Requires permission of the director of the Environmental Science Program and the supervising faculty member. Open only to environmental majors and minors. This course may be repeated for credit. Fulfills: LO1.

ESCI 491. Internship. 1-4 credits.
Work-study opportunity to experience the multidisciplinary nature of practical environmental problems, to relate course material to these problems, and to observe decision-making processes associated with their solution. Requires permission of the director of the Environmental Science Program and the supervising faculty member. Open only to environmental majors and minors. This course may be repeated for credit. Fulfills: LO1.

ESCI 492. Directed Research. 1-4 credits.
Investigation of an environmental issue or problem by laboratory or field observations, experimentation, data collection, and analysis. Requires permission of the director of the Environmental Science Program and the supervising faculty member. Open only to environmental majors and minors. This course may be repeated for credit. Fulfills: LO1.

ESCI 494. Senior Seminar. 2 credits.
Senior Seminar is required for all environmental science majors during their senior year. Students share their capstone experience, involving project work, independent research, or professional experience in environmental science, as part of a broader discussion of existing and emerging environmental issues and problems, methods of analysis, integration of interdisciplinary knowledge, and ethical issues associated with their study. Students will prepare and present posters pertaining to their capstone experience in a poster symposium. Prerequisite: Environmental Science major with senior standing and permission of the instructor. Every year.

ESCI 499. Honors Thesis/Project. 1-4 credits.
Prerequisite: 3.500 GPA and permission of the program director. Fulfills: LO1.

Experiential Learning

EXPR 100E. Expr Learning-Employment. 0 credits.
An approved experiential learning opportunity that allows a student to work closely with an employment supervisor toward completion of clearly defined objectives. Each section includes a reflective component that asks the student to consider how the experience connects with their classroom studies and future objectives. Fulfills: LO1.

EXPR 100L. Expr Learning-Leadership. 0 credits.
An approved experiential learning opportunity that allows a student to work closely with a supervisor toward completion of clearly defined objectives in a leadership capacity. Each section includes a reflective component that asks the student to consider how the experience connects with their classroom studies and future objectives. Fulfills: LO1.

EXPR 100P. Expr Learning- Professional Experience. 0 credits.
An approved experiential learning opportunity that allows a student to work closely with a supervisor toward completion of clearly defined objectives in a professional experience. Each section includes a reflective component that asks the student to consider how the experience connects with their classroom studies and future objectives. Fulfills: LO1.

EXPR 100R. Exp Learning-Research. 0 credits.
An approved experiential learning opportunity that allows a student to conduct research in collaboration with a mentor/supervisor. Each section includes a reflective component that asks the student to consider how the experience connects with their classroom studies and future objectives. Fulfills: LO1.

EXPR 100S. Expr Learning-Study Away. 0 credits.
An approved experiential learning opportunity outside of Wittenberg that allows a student to work closely with a supervisor toward completion of clearly defined objectives. Each section includes a reflective component that asks the student to consider how the experience connects with their classroom studies and future objectives. Fulfills: LO1.

EXPR 100X. Exp Learning-Fire Week. 0 credits.

An approved experiential learning opportunity during FIRE Week that allows a student to work closely with a supervisor toward completion of clearly defined objectives. Each section includes a reflective component that asks the student to consider how the experience connects with their classroom studies and future objectives. Fulfills: LO1.

EXPR 491. Internship. 0-8 credits.
Supervised learning-work experience at various on- or off-campus sites. Requires a minimum of 35 hours of work contact per credit and reflection work. Prerequisite: Good academic standing, at least 32 credits completed, and permission of instructor. Every semester. Fulfills: LO1.

Exercise Science

EXSC 170. Introduction to Exercise Science. 4 credits.
This course will investigate the nature, scope, and impact of Exercise Science. The course will provide the student a broad knowledge base of Kinesiology studies through a study of the concepts, theories, history, current status, and future directions of the disciplines. Additionally, this course will offer an overview of Exercise Science and related fields to develop an understanding of the range of career paths in the field.

EXSC 204. Applied Anatomy. 4 credits.
This course presents a detailed study of the structure and function of the bones, joints, and muscles of the human body. Emphasis is on the analysis and description of human movement. Kinesiology principles are used to understand anatomic structure and function and common athletic injuries are used to illustrate the practical application of anatomic knowledge.

EXSC 210. Introduction to Health and Wellness. 4 credits.
Course content includes an introduction to health and wellness, body structure and movement, muscular strength/endurance and flexibility, body composition, nutrition, cardiorespiratory function, and other diseased states. The goal of this course is to provide students with an understanding of how health and wellness can affect healthy and diseased states in various population groups. Fulfills: LO7.

EXSC 250. Nutrition. 4 credits.
This course will examine nutrition as a key to health. It will cover basic human body function and nutritional needs in relation to macronutrients (i.e. carbohydrates, proteins, and fats), micronutrients (e.g. vitamins and minerals) and water. In addition, it will provide guidelines for designing a healthy diet. Emphasis will be placed on analysis of food intake as it relates to healthy body function and the relationship between sound nutrition and the prevention of disease. In addition to its scientific content, the course will examine relationships between science, health, and contemporary culture. Prerequisite: CHEM 121. Every year. Fulfills: LO7.

EXSC 255. Resistance Training Methods. 2 credits.
This course introduces the basic principles of resistance training technique. The students will learn lifting technique, basic lift progressions, and safety considerations when lifting and/or in the weight area. This course emphasizes hands-on learning and practice in implementing various resistance training techniques to ensure effective and safety program design.

EXSC 270. Care and Prevention of Sport Injuries. 2 credits.
This course will cover the basic principles in the prevention, recognition, evaluation, and treatment of athletic injuries and illness. Students will also learn the techniques used in taping, bandaging, and strapping. Professional Rescuer CPR and Bloodborne and Airborne Pathogens certification will be included.

EXSC 280. Topics. 1-4 credits.
Topics of particular interest, such as alcohol and drugs, exercise physiology, women's health issues, etc. Offered subject to sufficient student interest and availability of faculty. This course number (different topic) may be repeated for credit.

EXSC 283. Motor Learning. 4 credits.
Students will learn the major principles underlying the acquisition of motor skills and how control of skilled movements is gained, maintained, and adapted. This course covers the various ways that individuals learn to move, learn skilled actions, and how the principles of motor performance and learning can be useful in teaching, coaching, and rehabilitation. Laboratory included. Prerequisite: EXSC 170. Every year.

EXSC 285. Biomechanics. 4 credits.
This course provides students with an in-depth understanding of how the components of the musculoskeletal system produce human movement. Using physics-based properties, students will also learn how the body deals with every day external forces placed on joints. Additionally, qualitative analysis of biomechanical principles will be used to understand human movement. Laboratory included. Prerequisite: EXSC 350. Every year.

EXSC 315. Application in Strength and Conditioning Methods. 2 credits.
This hands-on course is designed to develop students' confidence and competence in program design and execution of Olympic lifting, plyometrics, speed and agility drills, exercise demonstrations, peer coaching, proper exercise techniques, warm-up routines, stretching, and more in real-world strength and conditioning settings. Prerequisite: EXSC 255, Pre/Corequisite: EXSC 377.

EXSC 350. Gross Anatomy. 4 credits.
This course will provide a thorough systems-based study of gross human anatomy. This course provides students the opportunity to observe and dissect a human cadaver to further their knowledge of the human form. Laboratory included. Prerequisite: BIOL 170. Every year.

EXSC 351. Human Physiology. 4 credits.
This course will provide an examination of the major human physiological systems including the nervous, muscular, endocrine, circulatory, respiratory, renal, digestive, and reproductive systems. Laboratory included. Prerequisite: BIOL 170.

EXSC 370. Exercise Physiology. 4 credits.
This course includes the study of how the body (sub-cell, cell, tissue, organ, system) responds in function and structure to 1) acute exercise stress, and 2) chronic physical activity. Aspects of chemistry, biology, and physics are integrated to explain biological events and their sites of occurrence in the human body as they affect exercise and training. The course includes the energy systems, neuromuscular concepts as applied to sports, and functions of the cardiovascular and respiratory systems during rest, steady state and exhaustive physical activity. Prerequisites: EXSC 170 and EXSC 350 & EXSC 351 or BIOL-325, BIOL-326, and BIOL-327.

EXSC 377. Principles of Strength and Conditioning. 4 credits.
This course includes critical evaluation of strength and conditioning concepts and the biomechanical and physiological analyses of various sport movements as they apply to strength and power exercises for sport training. Students are prepared to attempt the National Strength and Conditioning Association’s certification exam. Prerequisite: EXSC 370.

EXSC 470. Senior Capstone. 2 credits.
Exercise Science students will perform a capstone experience in their senior year. The experience can take the form of independent research or a project, and will provide significant learning experiences in problem solving and written and oral communication.

EXSC 473. Exercise Testing and Prescription. 4 credits.
Application of exercise physiological concepts to exercise prescription and programming for individuals without disease or with controlled disease. Includes analysis of techniques used for health appraisal, risk stratification and fitness assessment, and evaluation of strategies used to promote physical activity. Laboratory included. Prerequisite: EXSC 370.

EXSC 475. Exercise for Special Populations. 4 credits.
This course examines basic epidemiology, ecology, and pathophysiology of common diseased states and provides recommendations for exercise and concerns for diseased and other special populations requiring alterations to exercise prescription for normal populations. This course provides practical information on exercise for persons with a wide range of diseases and disabilities. Laboratory included. Prerequisite: EXSC 473.

EXSC 490. Independent Study. 1-4 credits.
Individual research on a specialized topic or problem on some aspect of Exercise Science. Permission required from the Chair of HSS. The study must be an outgrowth of a course taken in the department. A HSS faculty member must work closely with each student. This course may be repeated for credit.

EXSC 491. Senior Internship. 1-4 credits.
Prerequisite: EXSC 170. Fulfills: LO1.

EXSC 499. Honors Thesis/Project. 1-4 credits.
By permission of professor, must be a senior major in exercise science. Fulfills: LO1.

First Year Seminar

XXX-FYS. First Year Seminar. 4 credits.
The First Year Seminar is a 4-credit class that provides an introduction to Wittenberg, to campus resources, and the foundational skills and expectations of college level courses. FYS also engages students in thinking about a problem facing society. Individual sections will be offered by a variety of departments each year that will have section-specific descriptions. Students will work with peers, faculty, and campus resources to engage meaningfully with the problem and society as a whole.

Geology

GEOLOGY 110 SERIES: *The Geology 110 series is a series of introductory courses in physical geology that address disciplinary or topical interests of the instructors teaching them or current issues of interest to faculty or students. These courses are intended for the non-science student. Any one of these courses will count as credit toward the major and serve as prerequisite for upper level courses.*

GEOL 110. Introductory Geology. 4 credits.
Intended for the non-science student. Emphasis on concepts and methodology of the science of geology and its application to problems of human concern about the earth. A score of 22 on the Math Placement Exam is strongly recommended. Every year.

GEOL 112. The Hydrologic Cycle. 4 credits.
Intended for the non-science student. Study of concepts and methodology related to the hydrologic cycle, the role of water in shaping Earth's surface and shallow subsurface, and its significance to humans and the environment. A minimum score of 22 on the Math Placement Exam is strongly recommended. Every year.

GEOL 114. Geology of the National Parks. 4 credits.
Intended for the non-science student. Focuses on understanding geologic processes and interpreting geologic history through case studies of several National Parks. Math Placement score of 22 or above strongly recommended. Offered subject to demand and availability of an instructor.

GEOL 115. Topics in Physical Geology. 4 credits.
Intended for the non-science student. Study of selected topics related to physical geology. Topics covered vary according to disciplinary interests of the instructor or current issues in physical geology. Offered subject to demand and availability of an instructor.

GEOL 116. Time Earth. 4 credits.
Intended for the non-science major. This course explores significant processes and events in Earth's history, including plate tectonics, the origins of the planet and life, mass extinctions, and glaciations. Every year.

GEOL 150. Physical Geology. 5 credits.
Treatment of geologic processes acting on and within the earth and the physical laws that govern them. Intended for science and geology students and anyone else interested in a more comprehensive treatment of the subject. A score of 22 on the Math Placement Exam is strongly recommended. Every year.

GEOL 151. Physical Geology Lab Practicum. 1 credit.
Laboratory portion of GEOL 150. Available for students who have completed a course in the Geology 110 series (GEOL 110-GEOL 115) and wish to take advanced geology courses or major in Geology or Earth Science. Students who have completed GEOL 160 and wish to major in Geology or Earth Science are also required to take this course. Prerequisites: GEOL 160 or one course from the Geology 110 Series, and permission of the department chair. A score of 22 on the Math Placement Exam is strongly recommended. Will meet for one 3-hour lab per week. Offered subject to demand and availability of an instructor.

GEOL 170. Geology of the Critical Zone. 5 credits.
A trans-disciplinary examination of Earth’s critical zone, the intersection between the geosphere, the biosphere, and the hydrosphere. Humans greatly alter processes in this zone of important biogeochemical interactions. This course will be of interest to students wanting to explore natural environmental processes as well as those altered by humans (e.g. pristine vs. polluted, short and long term controls of carbon-climate cycles). This course is for science majors and will include a laboratory component.

GEOL 231. Earth Materials. 5 credits.
Study of common rock-forming minerals and rocks in hand sample and thin section with emphasis on mineral identification in rock classification and interpretation of the origin of rocks. Prerequisite: Introductory course in geology. Alternate Fall semesters.

GEOL 240. Process Geomorphology. 5 credits.
Study of the origin and evolution of earth surface processes and their associated landforms. Topographic map and air photo interpretation and field trips illustrate process-form relationships as well as demonstrate techniques used by geomorphologists to analyze these relationships. Prerequisites: GEOL 150, GEOL 160 or any of the Geology 110 series, or permission of instructor. Alternate years. Fulfills: LO4A & LO7.

GEOL 260. Sedimentology. 5 credits.
The study of sediments and sedimentary rocks. Comprehensive treatment of sedimentary processes, modern environments where those processes operate, and application to the interpretation of ancient environments as preserved in the rock record. Required for geology majors and highly recommended for students interested in marine science. Prerequisites: GEOL 150, GEOL 160, or one course from the Geology 110 Series in combination with GEOL 151. Every year.

GEOL 270. Field Seminar. 1-3 credits.
Problem-based field study of a specific geologic province or region. Preliminary work on campus includes an introduction to general field tools and methods and background on the geology and geologic history of the province or region being visited. Field work may involve detailed descriptions of outcrops and field surveys using methods specific to the field problem being addressed. Prerequisite: GEOL 150 or one course from the Geology 110 Series. Every year. This course may be repeated for credit. Fulfills: LO1.

GEOL 280. Special Topics. 4 credits.
Special topics in geology chosen for their current or general interest. Open to any interested student. Some topics courses have prerequisites of GEOL 110 or GEOL 150; others have none. Offered periodically. This course may be repeated for credit.

GEOL 311. Sedimentary Petrography. 3 credits.
Detailed microscopic and hand sample study of sedimentary rocks. Emphasis on the identification and origin of features in siliciclastic and carbonate rocks. Prerequisite: GEOL 260 (or concurrent enrollment). Alternate years.

GEOL 315. Watershed Hydrology. 4 credits.
Study of surface and subsurface hydrology of small watersheds and the dual role of water as an agent of erosion, shaping the watershed and causing flooding, and as a resource. A minimum score of 22 on the Math Placement Exam is required. Prerequisite: GEOL 150, GEOL 160, or one course from the Geology 110 Series in combination with GEOL 151. Alternate years.

GEOL 322. Tectonics. 4 credits.
Study of the large-scale motion (tectonics) of Earth's segmented lithosphere (plates). Examination of the fundamentals of rock deformation, modern plate tectonic settings and resultant features, application to ancient plate tectonic settings, and the effects of tectonics on the Earth system. Prerequisite: Any 100-level Geology course. Every Other Year, Spring Semester.

GEOL 340. Earth History. 5 credits.
The objectives of the course are to (1) develop the skills, and learn to use the tools with which to decipher Earth's history, and (2) learn the general history of Earth and its life forms (as preserved in the fossil record) with emphasis on North America. Prerequisite: GEOL 150, GEOL 160 and GEOL 151, or one course from the Geology 110 Series and GEOL 151, and GEOL 260. Alternate years.

GEOL 392. Junior Seminar. 1 credit.
Required of all Geology majors during the spring semester of their junior year. The purpose of this course is to prepare students in the skills necessary for them to conduct their senior research and to produce a written proposal for that research. Prerequisite: Junior standing. Every year.

GEOL 412. Igneous and Metamorphic Petrography. 5 credits.
Introduction to phase diagrams and the study of igneous and metamorphic rocks emphasizing their origin, classification and identification. Megascopic and microscopic techniques emphasized. Prerequisite: CHEM 121. Alternate years.

GEOL 460. Geology Seminar. 1-5 credits.
Exploration of topics beyond the scope of regularly offered courses or collaborative research experience. Prerequisite: permission of supervising instructor. Offered as the need arises. This course may be repeated for credit.

GEOL 490. Independent Study. 1-6 credits.
Individual research on a specialized topic or problem pertaining to some aspect of geology of special interest to the student. Prerequisite: Permission of supervising instructor. This course may be repeated for credit.

GEOL 491. Internship. 1-4 credits.
Generally an off-campus work-study experience in a geological setting. Permission and approval must be granted by the Geology Department. This course may be repeated for credit. Fulfills: LO1.

GEOL 492. Senior Seminar. 1 credit fall semester, 1 credit spring semester.
Required of all Geology majors during their senior year. Each student works on a research project under the supervision of a faculty member. The project culminates in a written thesis, a public poster presentation, and a public oral presentation. Each student registers for this course during both semesters, 1 credit in the fall and 1 credit in the spring. Prerequisite: Senior standing and completion of GEOL 392 Junior Seminar. Every year. May be writing intensive.

GEOL 499. Honors Thesis/Project. 0-4 credits.
Prerequisite: 3.500 GPA and permission of the department chair. Fulfills: LO1.

German

GERM 107. Elementary German I in Lutherstadt Wittenberg. 3 credits.
Guided in large measure by the same set of learning outcomes that define GERM 111, GERM 107 is offered "on site" and employs specially targeted communicative strategies to provide students with the skills necessary for basic day-to-day linguistic survival in Germany. Fulfills: LO3 & LO5L.

GERM 108. Elementary German II in Lutherstadt Wittenberg. 3 credits.
Offered as a tutorial, GERM 108 employs similar communicative strategies to those defining GERM 107, but makes use of materials designed exclusively to prepare students for the Council of Europe A2 (or novice-high) competency exam. Prerequisite: Successful completion of GERM 107 or permission of the instructor. Fulfills: LO3 & LO5L.

GERM 492. Internship in Lutherstadt Wittenberg. 1-4 credits.
All students participating in the Wittenberg program will engage in an internship. The internship in Wittenberg is designed primarily as a shadowing experience rather than a traditional U. S.-style internship. The communication, problem solving, and social skills developed in the internship, regardless of the career field, make it a valuable opportunity for personal and professional growth. Fulfills: LO1.

Health Humanities and Equity

HHUM 401. Practicum in Health Humanities and Equity. 2 credits.
This capstone course requires students to apply research in health humanities through an independent research project, an independent creative project, and/or an internship or other experiential learning experience in a health care site or arts organization. In addition to this larger project, students will complete a reflection paper at the end of the course: Prerequisites: four credits in health and narrative medicine, four credits in health and equity, and eight credits from approved interdisciplinary courses for the minor. Every year.

Health Science

HEAL 490. Clinical internship. 0-4 credits.
Note: must receive final evaluation by at least one member of the Health Science Committee in order to satisfy this minor requirement. Prerequisites: junior or senior standing, completion of the Civic Engagement requirement, and permission of the Clinical Internship Director. Fulfills: LO1.

HEAL 492. Directed medical research. 0-4 credits.
Note: must receive final evaluation by at least one member of the Health Science Committee in order to satisfy this minor requirement. Fulfills: LO1.

History

HIST 101. Topics in History. 2 to 4 credits.
Topics in history. May be repeated for credit.

HIST 105. Pre-Modern World History. 4 credits.
Investigation of significant ideas, people, events and problems in the pre-modern world. Every year. Fulfills: LO10.

HIST 106. Modern World History. 4 credits.
Investigation of significant ideas, people, events and problems in the modern world. Every year. Fulfills: LO5G & LO10.

HIST 111. Medieval Europe. 4 credits.
Survey of important historical events, developments and people of medieval Europe from the end of the ancient world to 1500. Every year. Fulfills: LO10.

HIST 121. United States History I. 4 credits.
Study of the United States from colonial times through Reconstruction. Every year. Fulfills: LO9.

HIST 122. United States History II. 4 credits.
Study of the United States from Reconstruction to the present. Every year. Fulfills: LO6 & LO10.

HIST 127. U.S. History since 1945. 4 credits.
Study of the United States from World War II to the present. Every year. Fulfills: LO6 & LO10.

HIST 129. American Film. 4 credits.
Survey of American film and the film industry since the 1890s. Topics include the silent film era; the rise of the studio system and the Motion Picture Production Code; the end of the Code and the studio era; and contemporary American film. Some sections are writing intensive. Alternate years.

HIST 130. African American History. 4 credits.
Historical study of the African-American struggle for racial equality. Every year. Fulfills: LO2 & LO6.

HIST 131. American Constitutional Foundations. 4 credits.
Exploration of the ideas, issues and figures that formed and American constitutional law, with particular attention to the constitutional convention of 1787, the struggle over ratification of the constitution, the key precedents set by the Marshall Court, and the law of slavery. Prerequisite: Sophomore standing or permission of instructor. Alternate years.

HIST 170. Topics in African History. 4 credits.
Exploration of various dimensions of African history. May be repeated for credit. Every year.

HIST 171. Trade, Religion, and the Environment. 4 credits.
We will focus primarily on the roles of trade, environment, and religion in the process of state-formation in Ancient Africa. Our central focus will be to examine the often dialectical relationship between the environment, religion, and trade in fashioning distinct African societies. Alternate years. Fulfills: LO2 & LO5NW.

HIST 172. African Societies Since 1500. 4 credits.
Course explores African political, cultural, religious, and economic institutions since 1500. Alternate years.

HIST 173. History of South Africa. 4 credits.
Course considers the struggle for equality in South Africa from a historical perspective. Alternate years. Fulfills: LO5NW.

HIST 176. Lesotho and the Shadow of Apartheid. 4 credits.
This class will look at the consolidation of the Sotho speaking people under the leadership of Moshoeshoe. We will also look at the development of Basotho dependence on Migrant labor. Throughout the second half of the course we will discuss Lesotho's deepening dependency of migrant labor as well as the cultural and social impacts of that dependency. Every other year. Fulfills: LO5NW.

HIST 177. Apartheid and Film. 4 credits.
This class will use the medium of film to explore how the story of Apartheid has been told or explained through movies. This is both a class about Apartheid and about how films have sought to depict or deal with the subject of Apartheid, and whether films are a good source of historical information. Fulfills: LO5NW.

HIST 201. Topics in History. 2-4 credits.
Topical approach to history. Some sections are writing intensive. May be repeated for credit.

HIST 205. Topics in World History. 2-4 credits.
Topical studies in global history dedicated to specific interregional themes. Some sections are writing intensive. May be retaken for credit. Alternate years.

HIST 206. Global History of the Vietnam War. 4 credits.
International history of the 20th century wars in Vietnam War. Includes military, diplomatic, social, political and cultural history. Emphasis on American actions in Vietnam. Also includes Vietnamese perspectives as well as the roles of France, the Soviet Union and China. May be writing Intensive. Alternate years. Fulfills: LO2 & LO10.

HIST 207. Latin American Revolutions. 4 credits.
This course is an introduction to the region of Latin America through the theme of conquest and revolution from the 15th through the 20th centuries. Alternate years. Fulfills: LO2 & LO5G.

HIST 208. The Modern American Presidency. 4 credits.
The class will analyze the institution of the modern American presidency since the early 1930s, including significant events and themes faced by presidents, the expansion of presidential powers and the evolving role of First Ladies during this period. Alternate years. Fulfills: LO10.

HIST 209. History of Medicine and Health Care in the United States. 4 credits.
This course offers an introduction to the history of medicine in the United States from the colonial period to the present. It will address themes such as the emergence of a medical profession, the relationship between medicine, science and politics, the development of public health awareness and actions, and the evolution of health care in general. Students will explore these themes through historical documents, secondary sources, and case studies.

HIST 232. Modern American Constitutional Law. 4 credits.
Study of the key cases and critical issues that have shaped modern constitutional law, with particular attention to the creation and role of the Fourteenth Amendment, civil liberties and civil rights, federal regulatory power, and the law of war. Prerequisite: Sophomore standing or permission of instructor. Alternate years.

HIST 233. The Negro Leagues: History of Black Baseball in America. 4 credits.
We will explore the experience of black baseball players both before and after the period of segregation in the United States. Of particular interest will be the few successful Negro Leagues that operated from 1919 through the 1940s and the long process of breaking baseball's color barrier from 1946 through the 1960s. Every year. Fulfills: LO6.

HIST 240. Topics in Pre-Modern Europe. 2-4 credits.
Exploration of themes and regions in European History up to 1500. Possible topics include: The Crusades, Medieval Eastern Europe, England from Arthur to Henry VII. Some sections are writing intensive. May be repeated for credit. Alternate years.

HIST 241. Topics in Modern Europe. 2-4 credits.
Exploration of themes and regions in modern European History to the present. Possible topics include: Modern Britain, Modern Ireland, Modern France, Modern Germany, The Holocaust. May be repeated for credit. Alternate years.

HIST 251. Medieval Rus and its Neighbors. 4 credits.
This course examines the medieval polity of Rus, the progenitor of modern Ukraine, Russia, and Belarus, and its place in the wider medieval Eurasian world. Alternate years. Fulfills: LO2 & LO10.

HIST 252. Imperial Russia. 4 credits.
This course examines the Russian Empire of the Romanovs from the seventeenth to the twentieth century, as well as situating Russia in larger world affairs. Alternate years. Fulfills: LO2 & LO10.

HIST 253. Soviet Russia. 4 credits.
This course examines the birth, rise, and fall of Soviet Russia over the course of the twentieth century, including the causes for its creation and its dramatic impact on the entire world. Alternate years. Fulfills: LO2 & LO10.

HIST 270. Topics in African History. 4 credits.
Exploration of various dimensions of African history. Some sections are writing intensive. May be retaken for credit. Alternate years.

HIST 272. Ancient Kingdoms and Modern Crisis in the Horn and Sahel regions of Africa. 4 credits.
This class will introduce students to some of the most advanced and developed kingdoms that existed in the pre-modern period; of the Horn of Africa and the Sahel Region of West Africa. Despite the rich history of these regions, today they are associated with things like piracy, terrorism, poverty, and civil war. Every other year.
HIST 275. Genocide in Post-Colonial Africa. 4 credits.
This class will not seek to run from these events, but rather will endeavor to discover whether their causes are more complex than "tribalism." We will look deeper into the underlying issues of imposed borders, uneven distribution of wealth, political power and how the Zero-Sum outlook as influenced conflict. Every year. Fulfills: LO2 & LO5NW.

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HIST 301. Topics in History. 2-4 credits.
Topical approach, focusing on a specific theme. Prerequisites vary by section. Prerequisites: Junior Standing and one course in history; or permission of instructor. May be repeated for credit. Alternate years.

HIST 306. Byzantium: The Mediterranean Empire. 2-4 credits.
This course explores major events and themes in the history of the Byzantine Empire in the Mediterranean world. Themes will include examination of Christian thought, the role of women and minorities in the church, the evolution of the canon, the art and archaeology of Christian communities, and the major ecclesiastical events that defined the early church such as the age of martyrs, the adoption of Christianity by Constantine and the divergent Christian beliefs which challenged the authority of the church. Prerequisites: Junior Standing and one course in history; or permission of instructor. Alternate years.

HIST 311. The Viking World. 4 credits.
The Vikings occupy an important place in European, and indeed, Eurasian history. From their first recorded attack on Lindisfarne in 793, the Vikings roamed the Baltic and North Seas, continental Europe, the Mediterranean, the eastern European river systems, and even the Caspian and Black Seas. In their travels they met peoples of various faiths and origins, and traded with and raided them all equally. This course will explore the initial outburst of Viking expansion beginning in the late eighth century, look at the way Vikings lived at home and abroad, and will also examine the effect Vikings had on the various places they visited. We will also address the place of women in Viking society and study the Icelandic sagas that have survived to this day as a view to what they can tell us about Viking life and practices. The course will conclude with the creation of Scandinavian kingdoms and empires, such as those of King Cnut and Harald Hardrada. Prerequisites: Junior Standing; one class in History. Alternate years.

HIST 322. Revolutionary America. 4 credits.
Advanced study of the origins of the rebellion, the course of the war, the evolution of national and local governments, and the Revolution's impact on American society. Prerequisite: Junior standing and one course in history; or permission of instructor. Alternate years.

HIST 325. Topics in the History of U.S. Foreign Relations. 2-4 credits.
Exploration of selected topics in the U.S. diplomatic history and/or the history of U.S. diplomatic relationships with various regions of the world from the middle of the nineteenth century to the present. Topics include: Wars in Iraq and Afghanistan; The Cold War; U.S. Imperialism. Prerequisites: Junior standing; and one course in History; or permission of instructor. May be repeated for credit. Alternate years.

HIST 326. The Global War on Terror. 4 credits.
Analysis of major global events related to the ongoing "war on terror" and American foreign policy since 9/11. American wars in Iraq and Afghanistan and the challenge posed by ISIS. Foreign policies of presidents Bush and Obama. Prerequisite: Junior standing and at least one course in history.

HIST 327. Sports and International Diplomacy. 4 credits.
International history of competitive sport in the 20th-21st centuries. Explore themes of nationalism, imperialism, alliance-making, the role of culture in international relations, ideological conflict, American Foreign Policy and soft-power globally. Prerequisite: Junior standing and at least one course in history.

HIST 370. Topics in African History. 4 credits.
Exploration of various themes and debates in African history. Topics may include: Migrant Labor & HIV/AIDS; History of Western Development in Africa; and Labor, Liquor & Lust. Prerequisites: one course in history or permission of instructor. May be repeated for credit. Alternate years.

HIST 372. Race in the United States and South Africa. 4 credits.
This class will focus on the political, economic, and cultural reasons behind the construction of racially discriminatory systems in the United States and in South Africa. White settlers in both the United States and South Africa turned to the use of slaves; why did they do this and how did they justify it? After the abolition of slavery, each society developed new economic structures along with new forms of institutionalized segregation. By comparing the institutionalization of racism in both countries, students will gain a better understanding of why these systems emerge and how they function. Prerequisite: one course in history or permission of instructor. Alternate years.

HIST 380. Topics in Public History. 4 credits.
Topics in various aspects of public or applied history, such as archival management, historic preservation and museum studies. Prerequisite: Junior standing and one course in history; or permission of instructor. May be retaken for credit. Alternate years.

HIST 490. Independent Study. 1-4 credits.
Prerequisite: Instructor's permission. Every year. This course may be repeated for credit.

HIST 491. Internship. 1-4 credits.
Prerequisite: Instructor's permission. Every year. This course may be repeated for credit. Fulfills: LO1.

HIST 492. Directed Research. 1-4 credits.
Primary and/or secondary research done under the supervision of a member of the department. Prerequisites: HIST 202 and HIST 203 and permission of the instructor. May be repeated for credit.

HIST 499. Honors Thesis/Project. 0-4 credits.
Prerequisite: 3.500 GPA and permission of the department chair. Fulfills: LO1.

International Business

INBU 491. Internship. 0-4 credits.
Fulfills: LO1.

International Studies

INTL 300. Topics in Global Issues. 4 credits.

INTL 490. Independent Study. 0-4 credits.

INTL 491. Internship. 0-4 credits.
Fulfills: LO1.

INTL 495. Senior Capstone. 4 credits.

Justice, Law and Public Policy

JLPP 490. Independent Study. 1-4 credits.
Independent research project designed in consultation with the supervising profess or the director of Justice, Law and Public Policy minor. Prerequisites: Declaration of Justice, Law and Public Policy minor and Junior or Senior standing. Maybe repeated for credit unless 4 credits already have been earned.

JLPP 491. Internship. 1-8 credits.
Structured, experiential learning opportunity for a Justice, Law and Public Policy minor to apply learned skills in a work environment related to justice, law and/or public policy. The student must register and complete the required application before beginning the internship and must have both a departmental sponsor and an on-site sponsor. The internship requires a final synthetic paper that integrates and reflects upon student's curricular work in the minor with their internship. The internship is evaluated on a credit/no-credit basis, and it is the departmental sponsor's responsibility to review the internship upon completion and decide whether credit should be granted. Prerequisites: Declaration of Justice, Law and Public Policy minor and Junior or Senior standing. May be repeated for credit. A maximum of 2 credits JLPP 491 and JLPP 492 can be applied to the minor. Fulfills: LO1.

JLPP 492. Community Engagement. 1-8 credits.
Structured, experiential learning opportunity for the Justice, Law and Public Policy minor to apply learned skills working with a community agency in which the student directly engages and/or serves the community. The student must register and complete the required application before beginning the internship and must have both a departmental sponsor and an on-site sponsor. Community engagement requires a final synthetic paper that integrates and reflects upon student's curricular work in the minor with their community engagement experience. Community engagement is evaluated on a credit/no-credit basis, and it is the departmental sponsor's responsibility to review the community engagement activity upon completion and decide whether credit should be granted. Prerequisites: Declaration of Justice, Law and Public Policy minor and Junior or Senior standing. May be repeated for credit. A maximum of 2 credits total of JLPP 491 and JLPP 492 can be applied to the minor.

Journalism and Integrated Media

JRIM 491. Internship. 0-4 credits.
This course may be repeated for credit. Fulfills: LO1.

Mathematics

MATH 090. Introductory Algebra and Probability using ALEKS. 0 credits.
A credit/no credit course moving from elementary algebra through more complex concepts, with the objective of producing readiness for college-level work in mathematics and math-related courses. Topics include real numbers, simple operations on polynomials, algebraic fractions, fractional equations, as well as other more advanced topics which will prepare students for statistics and other math-related courses. This course is taught using a web-based, artificially intelligent assessment and learning system called ALEKS which individualizes the curriculum to the student's needs. A grade of 80% or higher in the respective ALEKS course (Math Placement Level 2) constitutes a passing grade in MATH 090. Enrollment requires approval of the Math Workshop Director. There is a course fee for use of ALEKS.

MATH 112. The Language of Mathematics. 4 credits.
College-level experience with the logic, language and methods of mathematics through the study of topics from a variety of areas of mathematics. Not intended as or suitable for preparation for other mathematics courses. Prerequisite: Appropriate level on the Math Placement Exam. Every year. Fulfills: LO4Q.

MATH 118. Mathematics for Elementary Teachers I. 4 credits.
Study of number systems, number theory, operations and algebraic thinking, proportional reasoning and statistics with a special emphasis on the processes of mathematics; problem-solving, reasoning, communicating mathematically, and making connections with mathematical ideas, real world situations, and children's mathematical thinking. Open only to students intending to major in education. Prerequisite: Math Placement Level 2 suggested. Every Semester. Fulfills: LO4Q & LO9.

MATH 119. Mathematics for Elementary Teachers II. 2 credits.
Study of geometric and spatial concepts including constructions, congruence and similarity mappings, and polygons with a special emphasis on the processes of mathematics; problem-solving, reasoning, communicating mathematically, and making connections with mathematical ideas, real world situations, and children's mathematical thinking. Open only to students intending to major in education. Prerequisite: MATH 118. Every Semester.

MATH 120. Elementary Functions. 4 credits.
Exploration of functions and their graphs and applications of functions in formulating and solving real-world problems. Examination of polynomial, rational, exponential, logarithmic, trigonometric and inverse trig functions. Discussion of limits and continuity. Intended for the student planning to take MATH 131 or MATH 201 but whose high school preparation is insufficient for entering calculus directly. Prerequisite: Math Placement 3. Every year. Fulfills: LO4Q.

MATH 131. Essentials of Calculus. 4 credits.
A one-semester study of the fundamental concepts and techniques of single-variable differential and integral calculus. The majority of applications are drawn from management and the biological and social sciences; in particular, no trigonometric applications are covered. This course is intended to be a terminal course and does not satisfy the prerequisite for MATH 202. A student who plans to take more than one calculus course should enroll in MATH 201 instead of this course. (Note: A student cannot receive credit for both MATH 131 and MATH 201.) Prerequisite: MATH 120 or Math Placement Level 4. Every year. Fulfills: LO4Q.

MATH 171. Discrete Mathematical Structures. 4 credits.
The mathematics of discrete sets, sets which are finite or at most countably infinite. Starting on the foundation of logic, set theory, the course will cover various topics dealing with relations and functions, counting arguments, discrete probability, number theory, and graph theory. Prerequisite: Math Placement Level 4 or MATH 120.

MATH 201. Calculus I. 4 credits.
First course in a detailed two-semester introduction to a graphical, numerical, and symbolic approach to differential and integral calculus of one variable. (Note: A student cannot receive credit for both MATH 201 and MATH 131.) Prerequisite: MATH 120 or Math Placement Level 4. Every year. Fulfills: LO4Q.

MATH 202. Calculus II. 4 credits.

Continuation of MATH 201. Prerequisite: MATH 201. Every year. Fulfills: LO4Q.

MATH 210. Introduction to Proofs. 4 credits.
This course is an introduction to mathematical proof with a focus on discrete mathematics. Intended to "bridge" understanding between computational and theoretical mathematics courses, students will progress in developing critical-reasoning, problem-solving and communication skills. Topics of study include techniques of mathematical proof, logic, set theory, mathematical induction, functions, relations, and countability. Prerequisite: MATH 202 or MATH 261. Every year.

MATH 212. Multivariable Calculus. 4 credits.
Calculus of functions of several variables and associated analytic geometry. Prerequisite: MATH 202. Every year.

MATH 215. Differential Equations. 4 credits.
Study of elementary ordinary differential equations, with particular emphasis on techniques and applications using algebraic, numerical and graphical approaches. Prerequisites: MATH 202. Every year.

MATH 218. Mathematics for Elementary Teachers II. 4 credits.
Study of teaching and learning mathematics using the Eight Mathematical Practices concentrated in the content domains of geometry, measurement and data. Geometric topics include constructions, congruence and similarity mappings, and classifying shapes by properties. Measurement topics include using units in length, area, and volume situations. Data topics include visualizing distributions, using probabilistic, statistical, and inferential ideas. Open only to students intending to major in education. Prerequisite: MATH 118. Every Semester. Fulfills: LO4Q.

MATH 221. Foundations of Geometry. 4 credits.
Rigorous study of Euclidean and non-Euclidean geometry from an axiomatic point of view. The mathematics is studied in an historical context. Prerequisite: MATH 210. Usually offered in alternate years.

MATH 228. Univariate Probability. 4 credits.
Axiomatic and applied introduction to probability as the mathematical study of random processes and building and assessing stochastic models. Prerequisite: MATH 131 or MATH 202. Usually offered in alternate years.

MATH 261. Linear Algebra. 4 credits.
This course is an elementary introduction to matrix theory and linear algebra. Topics of study include systems of linear equations, matrices, determinants, eigenvalues and eigenvectors, vector spaces, linear transformations, and orthogonality. Emphasis is placed on methods, calculations, and applications that are useful in other disciplines. Prerequisite: MATH 201.

MATH 280. Topics in Mathematics. Variable credit.
Study of special topics not included in other departmental offerings. Offered occasionally according to the needs and interests of students and/ or faculty. This course may be repeated for credit.

MATH 328. Mathematical Statistics. 4 credits.
Theoretical introduction to the concepts and methods of statistical inference and a development of the distribution theory underlying such methods. Prerequisites: MATH 228. Usually offered in alternate years.

MATH 365. Abstract Algebra. 4 credits.
Introduction to various algebraic structures with particular attention to groups. The axiomatic method is emphasized throughout the course. Prerequisites: MATH 261 and MATH 210. Every year.

MATH 370. Real Analysis. 4 credits.
Course in the basic theoretical concepts of single variable calculus: continuity, differentiation, integration and infinite series. Prerequisite: MATH 210. Every year.
MATH 380. Topics in Mathematics. 1-4 credits.

Study of special topics not included in other departmental offerings. Offered occasionally according to the needs and interests of students and/or faculty. This course may be repeated for credit.

MATH 460. Senior Seminar. 2 credits.
In this capstone experience for the math major, the student works individually and in groups to synthesize knowledge from and seek interrelationships among areas of mathematics previously encountered. Includes written and oral presentations, bibliographic research, and modeling and problem-solving projects. Prerequisite: Senior math major status or permission of instructor. Every year.

MATH 480. Topics in Mathematics. 2-4 credits.
Study of special topics not included in other departmental offerings. Offered occasionally according to the need and interests of students and/or faculty. This course may be repeated for credit.

MATH 490. Independent Study. 1-4 credits.
Individual study by the advanced student of a topic that is beyond the scope of regular courses. Prerequisite: Approval of the instructor directing the study. This course may be repeated for credit.

MATH 491. Internship. 0-8 credits.
Supervised internship experience at various on- or off-campus sites. Requires a minimum of 35 hours of work contact per credit and reflection work. Prerequisite: Good academic standing, at least 32 credits completed, and permission of instructor. Fulfills: LO1.

MATH 492. Directed Research. 1-4 credits.
This course provides junior and senior undergraduate students with the opportunity to engage in independent, faculty-supervised research within a specialized area of mathematics. Students must submit a comprehensive research report and give an oral presentation of their work by the end of the semester. Requires permission of instructor. Open only to math majors and minors.

MATH 499. Honors Thesis/Project. 0-8 credits.
Prerequisite: 3.500 GPA and permission of the department chair. Fulfills: LO1.

Marine Science

MRSC 104. Topics in Marine Science Seminar. 1-4 credits.
Study of selected topics relating the student to the marine environment and society and of the conflicts between people and their environment. Topics vary by instructor. Offered subject to demand and availability of faculty. Counts as an elective toward a minor in marine science if taken before the core courses, and can serve as an alternate prerequisite to MRSC 200 if taken for 4 credits.

MRSC 141. Introduction to Marine Science. 4 credits.
This course is an introduction to the physical characteristics of the world's oceans, the biology of the animals and plants that live there, and the ways in which humans interact with them. It includes elements of oceanography, fisheries biology and management, marine biology, and ways in which managers use the scientific method to learn about and protect marine resources. Fulfills: LO7.

MRSC 200. Oceanography. 4 credits.
Oceanography is one of the most integrative of all the sciences, and this fact will be reflected in this course. The course is an introduction to the major systems of the marine environment: physical, chemical, biological, and geological, with an emphasis on the interactions and interconnections of these four traditional disciplines of oceanography. Topics include origin of the oceans, plate tectonics, major ocean currents, the role of the ocean in atmospheric dynamics, life in the oceans, and cycling of energy, heat, and inorganic nutrients. The course will also focus on human impacts on ocean systems and the impacts that the oceans now have and can have in the future on human societies. Prerequisite: Math placement score of 22 and any of one of BIOL 170 or BIOL 180; BIOL 248; CHEM 121; ESCI 160; PHYS 201; MRSC 104; or MRSC 141 and permission of the instructor.

MRSC 250. Topics in Marine Science. 1-5 credits.
Study of selected topics in marine science. Topics vary with instructor. The course counts as an elective toward a minor in marine science. This course may be repeated for credit.

MRSC 490. Internship. 1-5 credits.
Fulfills: LO1.

MRSC 492. Directed Research. 1-5 credits.

MRSC 494. Seminar in Marine Science. 1-5 credits.
Topics of particular interest to students minoring in marine science. Counts as an elective toward a minor in marine science. Offered subject to sufficient demand by students and availability of faculty. This course may be repeated for credit.

Neuroscience

NEUR 200. Introduction to Neuroscience. 5 credits.
Basics of neuronal communication and organization of the nervous system (particularly the brain) into various systems. The visual, auditory and motor systems are discussed. Laboratories focus on the anatomy and current understanding of the mammalian brain. Prerequisites: BIOL 170 and BIOL 180; or PSYC 101.

NEUR 280. Topics in Neuroscience. 1-5 credits.
Study of selected topics related to neuroscience. Topics covered vary according to disciplinary interests of the instructor or current issues in neuroscience. Offered subject to demand and availability of an instructor.

NEUR 301. Neuroscience Foundations. 3 credits.§
This course introduces students to the field of neuroscience, explores the cellular and molecular basis of neural systems, and discusses the neural basis of cognition. Students are expected to leverage their understanding of biology and chemistry to build a working knowledge of neuroscience fundamentals. This online class features optional live sessions. This is an online only course through RIZE§. Prerequisites: NEUR 200 or BIOL 220.

NEUR 302. Biological Basis of Perception and Movement. 3 credits.§
Perception and Movement are fundamentally driven by biological processes. This course provides students with an understanding of the various systems and organs that play a role in the human ability to perceive the world and move through it. It builds upon Neuroscience Fundamentals to allow students to understand the impact of core neuroscience concepts. This is an online only course through RIZE§. Prerequisites: NEUR 200 or BIOL 220.

NEUR 303. Cognitive Neuroscience. 3 credits.§
Cognitive Neuroscience is the study of the biological process which underlie behavior, learning, thought and experience. This course builds on students' understanding of neuroscience and psychology to explore information processing, behavior, language, and more. Special attention is paid to the neurological factors which drive behavior and give rise to a range of disorders. This is an online only course through RIZE§. Prerequisites: NEUR 200 or BIOL 220.

NEUR 380. Advanced Topics in Neuroscience. 1-5 credits.
Study of selected topics related to neuroscience. Topics covered vary according to disciplinary interests of the instructor or current issues in neuroscience. Offered subject to demand and availability of an instructor.

NEUR 401. Clinical Neuropathology. 3 credits.§
This course captures foundational concepts in modern psychiatric care and neuroscience and makes them clear and accessible. It provides students with a broad knowledge base covering many of the latest developments in the field of neuroscience, including our most modern understanding of developmental disorders, various pathologies of neurological systems, the role of microbiology in neurological care and more. Upon completion, students will be well prepared to pursue graduate study or work in the sciences, armed with a strong understanding of the current state of both Neuroscience and Mental Health and the connections between both. This is an online only course through RIZE§. Prerequisites: BIOL 170/BIOL 180; CHEM 121/CHEM 162; NEUR 301 or BIOL 210; NEUR 302; PSYC 101.

NEUR 492. Neuroscience research. 0-5 credits.
Investigation of various neuroscience topics by laboratory or field observations, experimentation and data collection. Directed by a neuroscience faculty member although research experiences may occur off-campus. Course may be taken more than once for credit; however, only five credits count toward the minor requirements. Prerequisites: Junior or senior standing. Every semester. Fulfills: LO1.

NEUR 493. Internship. 0-5 credits.
The student develops, under the direction of a faculty member and job-site supervisor, a work/study program that provides practical neuroscience experience. Prerequisites: Junior or senior standing. Every semester. This course may be repeated for credit; however, only five credits count toward the minor requirements. Fulfills: LO1.

NEUR 495. Capstone seminar. 0 credit.
The purpose of this seminar is to encourage students to integrate their internship or research experiences with the courses taken from the minor curriculum. Students will be expected to present information/data from their internship or research experience for the neuroscience faculty. Prerequisite or co-requisite: NEUR 492 or NEUR 493. Offered each spring semester.

NEUR 496. Neuroscience Senior Capstone seminar. 1 credit.
The purpose of this capstone seminar is to encourage students to integrate their internship or research experiences with the primary literature. The focus of the course will be reading and analyzing primary literature in neuroscience. Students will be expected to present information/data from their internship or research experience. Prerequisite or co-requisite: NEUR 492 or NEUR 493. Offered each spring semester.

Nursing

NUR 205. Health, Culture, and Diversity. 2 credits.
This course focuses on culture, cultural diversity, and holistic culturally sensitive care as it relates to the universal properties of transition and health. Culture as it impacts health and magico-religious traditions are explored related to health-wellness-disease-illness and the psycho-physiology of body, mind and spirit. The student will begin to develop self-awareness and sensitivity toward others. Issues related to diversity and inclusion will be discussed. *Online course for ABSN students only.*

NUR 215. Survey of Professional Nursing. 2 credits.
This course introduces the student to nursing as a profession. Content includes the roles and values of the professional nurse, the scope of nursing practice, interprofessional collaboration, key issues in nursing history with emphasis on the holism philosophy, professional organizations, ethical/legal rights and responsibilities, introduction to QSEN competencies, and holistic nursing practice. *Online course for ABSN students only.*

NUR 220. Foundations. 6 credits.
Introduces foundational concepts of nursing, and Wittenberg's LIGHT (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care) baccalaureate nursing roles. Emphasis is placed on performance of a detailed health assessment, collaboration with members of the interprofessional team, interpretation of evidence-based clinical information, and application to design of a basic plan of care for patients seen in a variety of settings. Theory 2.5, Lab 2.5, Clinical 1.0 credits.

NUR 225. Fundamentals I. 6 credits.
Introduces foundational concepts of nursing, and Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care). Emphasis is placed on performance of a detailed health assessment, collaboration with members of the interprofessional team, interpretation of evidence-based clinical information, and application to design of a basic plan of care for patients seen in a variety of settings. *Online course for ABSN students only.*

NUR 230. Research & Evidence-Based Practice. 4 credits.
Introduces the basic elements of the research process and evidence-based practice. Emphasizes the critical appraisal of current evidence that guides professional nursing practice. *Cross-listed as NUR 403*. Fulfills: LO4A.

NUR 235. Research & Evidence-Based Practice. 3 credits.
Introduces the basic elements of the research process and evidence-based practice. Emphasizes the critical appraisal of current evidence that guides professional nursing practice including quantitative and qualitative research appraisal and evidence-based practice application to health promotion outcomes. *Online course for ABSN students only.*

NUR 240. Adult Health I: Adult Health and Wellness Continuum. 6 credits.
Introduces the basic elements of the research process and evidence-based practice. Emphasizes the critical appraisal of current evidence that guides professional nursing practice. Theory 2.5, Lab 1.5, Clinical 2.0 credits. Fulfills: LO3.

NUR 245. Fundamentals II. 6 credits.
Introduces concepts of adult health and wellness continuing throughout lifespan continuum, as students develop a comprehensive understanding of national initiatives and guidelines upon which professional, evidence-based nursing practice is anchored. Introduces simulation protocols and processes, while building upon health assessment skills. Focuses on the nurse's role as promoter of health and advocate for personal and patient healthy choices. *Online course for ABSN students only.*

NUR 255. Pharmacology. 3 credits.
This course provides an introduction to basic pharmacology and the role of the nurse on pharmacotherapeutics. Basic clinical application of drug therapy and concepts relating to the mechanisms of drug actions, interactions, and adverse

reactions, including immunologic-idiosyncratic-allergic drug responses will be explored. Emphasis is on pharmacotherapeutics and cultural/ethnic considerations. *Online course for ABSN students only.*

NUR 300. Foundation/Contemp Issues RN. 2 credits.
Introduction to socialization of the professional nurse with synthesis of concepts, theories, processes, issues of informatics, and models to facilitate transition into professional nursing. *Course open only to students enrolled in the RN/BSN program.*

NUR 301. Cultural Competency in Health. 2 credits.
An introduction to concepts and techniques for the provision of culturally competent care within the U.S. and across global contexts. *Course open only to students enrolled in the RN/BSN program.*

NUR 305. Family. 6 credits.
Expands upon Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care) as students provide care for the childbearing family in a variety of settings. Emphasis is placed on care of the maternal patient and newborn and child post newborn through 18 within the dynamic of variable and changing family processes. *Online course for ABSN students only.*

NUR 310. Adult Health II: Acute and Chronic Health Deviations. 6 credits.
Builds upon Adult Health I nursing concepts, and Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care). Principles of safe medication administration and dosage calculation are introduced. Emphasis is placed on utilization of a detailed health assessment to design an evolving plan of care for patients with pathophysiological variances, seen in a variety of settings. Theory 2.5, Lab 1.5, Clinical 2.0 credits.

NUR 315. Adult Health I. 6 credits.
Builds upon Fundamentals I & II nursing concepts, and Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care). Principles of safe medication administration and dosage calculation are introduced. Emphasis is placed on utilization of a detailed health assessment to design an evolving plan of care for patients with pathophysiological variances, seen in a variety of settings. *Online course for ABSN students only.*

NUR 320. Care of Patients with Psychiatric-Mental Health Needs. 4 credits.
Expands upon Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care) as students provide care for those with psychiatric-mental health needs in a variety of settings. Emphasis is placed on use of therapeutic communication and authentic presence in delivery of care. Theory 2.5, Lab 0.5, Clinical 1.0 credits.

NUR 325. Mental Health. 3 credits.
Expands upon Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care) as students provide care for those with psychiatric-mental health needs in a variety of settings. Emphasis is placed on use of therapeutic communication and authentic presence in delivery of care. *Online course for ABSN students only.*

NUR 330. Adult Health III: Advanced Acute and Complex Health Deviations. 6 credits.
Expands upon Adult Health II concepts of nursing, and Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care). Emphasis is placed on cohesion of a detailed health assessment, collaboration with members of the interprofessional team, analysis of evidence-based clinical information, and application to design of an evolving plan for care for patients with advanced pathophysiological variances seen in a variety of settings. Theory 2.5, Lab 1.5, Clinical 2.0 credits.

NUR 335. Adult Health II. 5 credits.
Builds upon Adult Health I concepts of nursing, and Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care). Emphasis is placed on cohesion of a detailed health assessment, collaboration with members of the interprofessional team, analysis of evidence-based clinical information, and application to design of an evolving plan for care for patients with advanced pathophysiological variances seen in a variety of settings. *Online course for ABSN students only*. Prerequisites: NUR 225, NUR 245; Corequisite: NUR 315

NUR 340. Care of Mothers, Newborns, and the Family. 4 credits.
Expands upon Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care) as students provide care for the childbearing family in a variety of settings. Emphasis is placed on care of the maternal patient and newborn within the dynamic of variable and changing family processes. Theory 2.0, Lab 0.5, Clinical 1.5 credits.

NUR 401. Evolving Concepts in Leadership and Management. 4 credits.
Examines theories and strategies of leadership and management for the practice of professional nursing in relation to safety and quality improvement initiatives, and quality patient outcomes. Includes application of leadership concepts, skills, and decision-making in the provision of nursing care, team coordination, and participation in evidence-based improvement/change projects. *Course open only to students enrolled in the RN/BSN program. Cross-listed as NUR 410.*

NUR 402. Practicum in Nursing Leadership and Management. 4 credits.
Examines managerial and leadership concepts, issues, and roles as applied to the role of the professional nurse in various healthcare settings. Facilitates students in the transition from student role to professional nurse role through concentrated clinical experience in selected clinical areas. *Course open only to students enrolled in the RN/BSN program.* Fulfills: LO1.

NUR 403. Research and Evidence-Based Practice. 4 credits.
Introduces the basic elements of the research process and evidence-based practice. Emphasizes the critical appraisal of current evidence that guides professional nursing practice. *Course open only to students enrolled in the RN/BSN program. Cross-listed as NUR 230.*

NUR 404. Concepts in Community Health Nursing. 4 credits.
Study of community health nursing theory and principle applied to the nursing care of individuals, families, groups, communities and populations. PRACTICE REQUIREMENTS: Clinical experiences will be structured to meet the learning needs of the student and the course objectives. *Course open only to students enrolled in the RN/BSN program. Cross-listed as NUR 440.*

NUR 410. Leadership in Nursing. 4 credits.
Examines theories and concepts of nursing leadership that take place in various systems-based practice environments. Healthcare policy, finance, and regulatory implications are explored. Emphasis is placed upon the role of the nurse as a transformational leader at various points within the continuum of care. *Cross-listed as NUR 401*.

NUR 411. Leadership Capstone. 4 credits.
Synthesizes concepts of nursing from all previous nursing courses, and Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care). Emphasis is placed on salience of a detailed health assessment, collaboration with members of the interprofessional team, choice of evidence-based clinical information, and application to design of a complete plan of care for patients seen in a variety of settings. Theory 1.0, Clinical 3.0 credits. Co-Reqs: NUR 401.
Pre-Reqs: NUR 300, NUR 301, NUR 403, NUR 330, NUR 404.

NUR 415. Leadership. 2 credits.
Examines theories and concepts of nursing leadership that take place in various systems-based practice environments. Healthcare policy, finance, and regulatory implications are explored. Emphasis is placed upon the role of the nurse as a transformational leader at various points within the continuum of care. *Online course for ABSN students only.*

NUR 420. Adult Health IV: Critical Health Deviations. 4 credits.
Expands upon Adult Health III concepts of nursing, and Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care). Emphasis is placed on analysis of a detailed health assessment, collaboration with members of the interprofessional team, selection of evidence-based clinical information, and application to design of a comprehensive plan of care for patients in a variety of critical care settings. Theory 2.0, Lab 0.5, Clinical 1.5 credits.

NUR 425. Critical Care. 4 credits.
Expands upon Adult Health II concepts of nursing, and Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care). Emphasis is placed on analysis of a detailed health assessment, collaboration with members of the interprofessional team, selection of evidence-based clinical information, and application to design of a comprehensive plan of care for patients in a variety of critical care settings. *Online course for ABSN students only*.

NUR 430. Care of Children and Families. 4 credits.
Expands upon Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care) as students provide care for children and families in a variety of settings. Emphasis is placed on care of the child post newborn through 18, within the dynamic of variable and changing family processes. Theory 2.0, Lab 0.5, Clinical 1.5 credits. Fulfills: LO1.

NUR 440. Global Populations Perspectives. 4 credits.
This course introduces concepts of community and population health as they contribute to, and underscore, global population health issues and initiatives. Determinants of health for local, state, national, and world populations are emphasized. Focuses on the nurse's roles as interpreter and user of data, and educator, to enhance population health. *Cross-listed as NUR 404*.

NUR 445. Global Populations. 2 credits.
This course introduces concepts of community and population health as they contribute to, and underscore, global population health issues and initiatives. Determinants of health for local, state, national, and world populations are emphasized. Focuses on the nurse's roles as interpreter and user of data, and educator, to enhance population health. *Online course for ABSN students only.*

NUR 451. Role Transition Capstone. 8 credits.
Synthesizes concepts of nursing from all previous nursing courses, and Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care). Emphasis is placed on salience of a detailed health assessment, collaboration with members of the interprofessional team, choice of evidence-based clinical information, and application to design of a complete plan of care for patients seen in a variety of settings. Theory 1.0, Lab 0.5, Clinical 6.5 credits. Co-Reqs: NUR 440, NUR 460. Pre-Reqs: NUR 220, NUR 240, NUR 310, NUR 320, NUR 330, NUR 340, NUR 410, NUR 420, NUR 430.

NUR 455. Capstone Role Transition. 7 credits.
Synthesizes concepts of nursing from NUR 425, and Wittenberg's LIGHT Baccalaureate nursing roles (Leader, Interpersonal and Interprofessional Communicator, Global Advocate, Health Promoter, Thoughtful Providers of Care). Emphasis is placed on salience of a detailed health assessment, collaboration with members of the interprofessional team, choice of evidence-based clinical information, and application to design of a complete plan of care for patients seen in a variety of settings. *Online course for ABSN students only.* Prerequisite: NUR 425

NUR 460. NCLEX-RN Senior Seminar. 2 credits.
This senior seminar course engages the student in a variety of preparatory activities to prepare for success in taking the NCLEX-RN® examination and obtaining licensure to practice as a Registered Nurse.

NUR 465. NCLEX Prep. 2 credits.
This senior seminar course engages the student in a variety of preparatory activities to prepare for success in taking the NCLEX-RN examination and obtaining licensure to practice as a Registered Nurse. *Online course for ABSN students only.*

NUR 499. Honors Thesis/Project. 0-4 credits.
Prerequisite: 3.500 GPA and permission of the department chair. Fulfills: LO1.

Ohio requires specific content for registered nursing education and requires that nursing programs list the number of credits of theory (didactic), lab, and clinical. Theory will be developed as 750 minutes per credit; e.g. 2.5 credits of theory x 750 min/credit = 1875 minutes/15weeks = 125 minutes weekly. Lab and clinical will be developed as 1500 minutes per credit; e.g. 2 credits of lab x 1500 minutes/credit = 3000 minutes/15 weeks = 200 minutes or 2.5 hours of lab weekly. The Wittenberg BSN degree requirements are already established as completion of at least 126 total credits and completion of all Wittenberg general education requirements. There will be 14 courses (62 credits) in the Nursing Major.

Philosophy

PHIL 102. Introduction to Philosophy. 4 credits.
This course is an introductory examination of the basic areas of philosophy, addressing questions like the following: How do we know if an action is right or wrong, and are any actions universally wrong? Is "beauty" really only in the eye of the beholder, or are there objective standards in the visual, musical, and literary arts? What sorts of things exist, for instance, do any non-physical things (such as minds, souls, or spirits) exist? Do we have free will, or are our behaviors and thoughts determined by chemical and physical events in our brains? Is knowledge possible and, if so, how do we know what we know? And is there a genuine difference between reasoning and coercion, between persuasion and manipulation, and how can we tell? Every year. Fulfills: LO2 & LO10.

PHIL 103. Ethics and Identity. 4 credits.
An introductory course in ethics and social identity, exploring the ways our moral principles and ethical ideals are related to our places and identities within concrete social systems. The goals of the course are to teach a method of moral decision-making, to enable students to understand how moral norms are in some sense relative and yet also in some sense objective, to explore ways that we are all to some extent selfish and yet to some extent always already in relations of interdependence and cooperation with others. Primary texts by theorists such as J.S. Mill, Kant, Hume, and Aristotle are studied.

PHIL 107. The Art of Living Ethically. 4 credits.
In The Art of Living Ethically we will read, analyze and critique a number of different views regarding what it means to live a good life on a personal and social level. We will be challenged to examine our assumptions about our self and others in order to think more fully about how we can craft lives that are meaningful, thoughtful and socially engaged. During this course you will develop your philosophical skills through speaking, reading and writing, as well as through developing, hopefully, a deep appreciation for the importance of asking yourself questions that trouble you and the value of seeking to answer these questions. Fulfills: LO6 & LO10.

PHIL 110. Logic and Critical Reasoning. 4 credits.
An introduction to traditional and symbolic logic that typically includes: (1) informal fallacies, (2) syllogistic logic, and (3) elementary sentential and predicate logic. Students are required to construct proofs using a variety of formal methods. Every semester. Fulfills: LO4A.

PHIL 200. Introductory Topics. 0-4 credits.
Introductory examination of the work of a philosopher or philosophical school or of an area of philosophical study such as feminism, race theory, or existentialism. This course may be repeated for credit. Every year.

PHIL 203. Mysteries of Self and Soul. 4 credits.
This is a course focusing on issues at the intersection of the philosophy of mind and psychology and the philosophy of religion. Problems discussed include the mind-brain/body problem, the problem of free will, the immortality of the soul, and the possibility of spirit-possession. The goal of the course is to bring students into an examination of their understandings of their own metaphysical, physical, and spiritual constitutions. Primary texts by theorists such as James, Freud, and Beauvoir are studied.

PHIL 204. Philosophy of Women's Lives. 4 credits.
A course in global feminism that begins with studying feminist epistemologies and feminist postmodernism, and moves between theoretical readings about women's lives and actual first person narratives by women about their lives. The course is based on the belief that studying actual women's lives and words leads to a better understanding of theories about women's experiences. Fulfills: LO2 & LO10.

PHIL 207. Science in Social Context. 4 credits.
In Science in Social Context students will critically analyze: 1. The role of race and gender in science and medicine; i.e. how these impact the doing of science and medicine. 2. How science and medicine have studied race and gender. 3. The interaction between science, medicine, and marginalized people. We will look at variety of views on these issues, assess the evidence and arguments that are presented to us through our texts and hopefully have energetic class discussions about the material. You will be assessed through quizzes, written assignments, exams and a final project.

PHIL 208. Philosophy and the Modern Drama. 4 credits.
The primary aim of the course is to provide students with the ability to recognize and evaluate theatre and dramatic arts through a philosophical lens. As a pragmatic endeavor, we will examine perspectives as they relate to economic, social, cultural, political, and technological globalization. More specifically, students will be working through plays and short stories that examine what it means to be human and wrestle with "social evils" of the day. By "evil" what we mean are enactments and experiences of unmerited suffering, undeserved harm, or unjustified pain that humans create amongst themselves and others. Fulfills: LO2 & LO10.

PHIL 209. Philosophy of Hip Hop Culture. 4 credits.
Philosophy and Art of Hip-Hop Culture will look at the content and forms of Hip Hop Expression as well as the assessment of performance, lyrics and images placed upon, and embodied by, its audience. This course will be taught thematically, focusing particularly to the fundamental human questions such as: the search for God, love and knowledge; the historical concerns of cultural authenticity, race and sexuality; the beauty and pain inherent in language, artistic expression and meaning; Chiefly we are looking at Hip Hop as a Cultural Socratic Art-Form, namely the historic look at Hip-Hop's ability to question, inform and engage in politics and the search for purpose within a democracy through its drama, music, and cultural forms. Fulfills: LO2 & LO8.

PHIL 210. Biomedical Ethics. 4 credits.
In this course, we will cover contemporary issues and debates in bioethics. Topics may include abortion, genetic engineering, reproductive technologies, euthanasia, autonomy, paternalism, use of human subjects in research, access to health care, allocation of scarce resources, public health ethics, and clinical ethics. To engage deeply with these contemporary issues raised by biotechnology, healthcare systems, and clinical practice, we will use class discussion and philosophical texts, as well as formal and informal writing.

PHIL 240. Law: Near and Far. 4 credits.
Law: Near and Far introduces key issues in philosophy of law with an emphasis on fundamental questions such as morality, human psychology, and democracy. It focuses predominantly on the US context but, in addition, we address some core features of international law and a plethora of general questions pertaining to the adequate design of legal institutions.

PHIL 303. Ethics and Psychology. 4 credits.
This is a course focusing on issues at the intersection between moral theory and psychology. The goal of the course is to explore theories of moral development, moral functioning, and moral education, especially as articulated by psychologists, sociologists, and anthropologists who base their empirical work on self-consciously philosophical concepts of morality and by philosophers in dialogue with them. Primary texts by such theorists as Dewey, Piaget, Durkheim, Kohlberg, and Gilligan are studied.

PHIL 304. Knowing Bodies. 4 credits.
An advanced philosophy of the body course. This course seeks to center the body within philosophy, arguing that philosophy can be meaningful only by recognizing the necessary relation between bodies and knowledge, bodies and ethics, and bodies and social change. Questions we will seek to answer are: What can I know? How can I know? How do I go about knowing? As we pursue these questions, we will find to answer them we must address the metaphysical questions of where knowledge takes place and what is the relation between the mind and knowing, the body and knowing, the body-mind and knowing, and the role of somatic experience in knowing.

PHIL 305. Applied Ethics. 4 credits.
Intensive study of one or more areas of applied ethics, e.g., medical, business, or environmental ethics. A background in the relevant field is helpful. Prerequisite: PHIL 103 or permission. This course may be repeated for credit. Offered in rotation with PHIL 303.

PHIL 308. Love, Death and Desire: Philosophy of Literature. 4 credits.
The aim of the course is to provide opportunities for students to engage in the deepest of all philosophical questions about love, lust and death. This course will examine a number of issues that arise once we begin to reflect on our mortality. Well we will also look at love through a two-fold classification--three objects of love (things, persons, and ideals) & three types of love (sexual, social, and religious); and ultimately raise the fundamental question, does love provide any exposure to how creative, powerful and mysteriously meaningful (or meaningless) and valuable (or valueless) your life is? Or is love an illusion sought to avoid the isolated, emptiness that life often provides, and death ultimately awaits. Prerequisites: One prior course in Philosophy.

PHIL 310. Ancient and Medieval Philosophy. 4 credits.
This course spans the period from the ancient Greek presocratics to 17th century European philosophy. The primary goal of the course is to introduce students to the historical method of philosophy, emphasizing the ways in which the philosophers of this period responded to perceived inadequacies in the solutions their predecessors offered to philosopher problems. Primary texts by Plato, Aristotle, Augustine, Thomas Aquinas, and Thomas Hobbes are studied.

PHIL 311. Modern Philosophy. 4 credits.
Modern philosophy (17th-19th centuries) is one of the most fascinating areas of philosophy. It is during the modern period that philosophy began to be concerned with the kinds of methods and ideas that we think of as philosophical today. Perhaps the most interesting thing about modern philosophy is that it is a period of intellectual change and social upheaval. The beliefs we have in democracy and the faith we have in scientific method, for example, developed during the modern period, as did navigation methods and optics. The modern period was one of the most hopeful times for social reform, but it also was a period of imperialism and colonialism, which did not have social reform for Others in mind. We will study Descartes, Princess Elizabeth, Locke, Hume, Mary Wollstonecraft, Hegel, Marx, and other thinkers. We also will study contemporary critiques of the modern period, seeking to understand why and how many of the modern ideas are still relevant today.

PHIL 312. Contemporary Philosophy. 4 credits.
While the focus of this class will not be all movements in the 20th century, the student will become acquainted with two traditions, namely "continental tradition" and the "pragmatist tradition." We will be asking questions related to but not limited to the following: How does Marx influence philosophy, most specifically the Frankfurt School, in the 20th century? What is the relation between philosophical positions and social change? Can we identify the ills of society? If so, how do we go about critiquing social movements and social institutions? Do human beings have the power to change the world or does the world exert so much power over human beings that we are the whim of social (and natural) forces? What constitutes a philosophical solution both to a philosophical problem and a social-political problem?

PHIL 380. Advanced Topics. 4 credits.
Examination of the works of a major philosophical thinker or school of philosophy, e.g., Whitehead, empiricism, pragmatism, etc. Prerequisites defined by instructor. Offered occasionally.

PHIL 400. Senior Capstone. 1 credit.
An advanced topics, research methods course, with the topics varying according to the associated 300-level elective. Co-requisite: Any 300-level Philosophy course excluding PHIL 310 and PHIL 311.

PHIL 490. Independent Study. 1-4 credits.
Philosophy Capstone serves as companion 1-credit course to one of our upper division courses PHIL 380, PHIL 303, PHIL 304, PHIL 306. Students will take PHIL 400 during their junior or senior year. Students fulfill PHIL 400, Senior Capstone, by completing a major research project through mentorship and supervision with the faculty member teaching the companion course, i.e., PHIL 380, PHIL 303, PHIL 304, PHIL 308. Prerequisites: Completion of PHIL 312 and at least junior standing. The course may be repeated for credit.

PHIL 491. Internship. 4-10 credits.
Work-study opportunities designed to enable students to apply ideas and skills developed in the study of philosophy, particularly analytical and writing skills, and knowledge of the principles of moral and political philosophy. Possibilities include work in an art museum, with a social services agency, or on a congressional staff. This course may be repeated for credit. Fulfills: LO1.

PHIL 499. Honors Thesis/Project. 1-4 credits.
Prerequisite: 3.500 GPA and permission of the department chair. Fulfills: LO1.

Physics

PHYS 100. Concepts in Physics. 4 credits.
Introduction to the principles of physics for non-science majors. Topics are selected from areas of classical and contemporary physics and technology such as Newtonian mechanics, digital and analog technology, astronomy, cosmology, modern physics and relativity. A score of 2 on the Math Placement Exam is strongly recommended. Fulfills: LO7.

PHYS 102. Physics through Experimentation. 4 credits.
Introduction to topics selected from classical and contemporary physics. Topics explored with both laboratory and lecture techniques, which are interwoven. A score of 2 on the Math Placement Exam is strongly recommended.

PHYS 107. Astronomy. 4 credits.
Concentration on the nature of sky observations, the methods for making them, and the physical bases for understanding them. Topics discussed are the solar system, stars and their evolution, galaxies, cosmology and instrumentation. Observing sessions are anticipated. A score of 2 on the Math Placement Exam is strongly recommended. Every year. Fulfills: LO4A & LO7.

PHYS 201. Physics I. 5 credits.
Introduction to physics through the study of classical mechanics and thermodynamics. Topics include kinematics, statics, dynamics, work and energy, impulse and momentum, rotational motion, oscillations and the thermodynamic properties of matter. One three-hour lab per week. Prerequisite: Placement into MATH 201, which is suggested as a co-requisite. Every year. Fulfills: LO4A & LO7.

PHYS 202. Algebra-Based Physics II. 5 credits.
Continuation of PHYS 201. Topics include wave phenomena, reflection and refraction, interference and diffraction, optical systems, electric fields, magnetic fields, and DC circuits. This algebra-based course is primarily designed for those interested in the pre-health professions. One three-hours lab per week. Prerequisite: PHYS 201. Every year. Fulfills: LO4A & LO7.

PHYS 203. Calculus-Based Physics II. 5 credits.
Continuation of PHYS-201. Topics include wave phenomena, reflection and refraction, interference and diffraction, optical systems, electric fields, magnetic fields, and DC circuits. Prerequisite: PHYS 201; MATH 202 is required as a co-requisite. Every year. Fulfills: LO4A & LO7.

PHYS 204. Modern Physics. 5 credits.
An introduction to special relativity and quantum mechanics with applications from atomic, molecular, condensed matter, nuclear, and elementary particle physics. One three-hour lab per week. Prerequisite: PHYS 203. Every year.

PHYS 207. Introduction to Electronics. 2 credits.
Practical introduction to analog electronics. Topics include review of DC circuit concepts, introduction to AC circuits, diodes, and basic operational amplifier circuits. This laboratory will involve the use of standard electronic instrumentation. Prerequisite: PHYS 203. Every year

PHYS 280. Topics. 1-5 credits.
Offered on demand.

PHYS 311. Classical Mechanics. 4 credits.
Analytical study of the dynamics of particles, rigid bodies and vibrating systems. Lagrangian and Hamiltonian techniques are included. Prerequisites: PHYS 203. MATH 212 and/or MATH 215 recommended. Every year.

PHYS 313. Electronics. 2 credits.
Practical course in analog electronics and its application to experimental physics. The laboratory will involve the use of standard electronic instrumentation. Prerequisite: PHYS 207. Alternate years.

PHYS 314. Digital Electronics. 2 credits.
Fundamentals of digital electronics, including Boolean logic, gates, flip-flops, clocks, counters, memory, and methods of digital-to-analog and analog-to-digital conversion. These concepts will be applied to a project involving a programmable microcontroller. Prerequisite: PHYS 213. Alternate years.

PHYS 320. Computational Physics. 2 credits.
Introduction to numerical methods in physics. Prerequisites: PHYS 204 and COMP 150. Alternate years.

PHYS 321. Signal Processing. 2 credits.
Study of Fourier methods, with emphasis on digital signal processing, digital data acquisition and digital analysis systems. Prerequisites: PHYS 203. Alternate years.

PHYS 325. Topics in Contemporary Physics. 2 credits.
Topics courses in astrophysics, atomic physics, condensed matter physics, elementary particle physics, nuclear physics, plasma physics, and biomedical physics are offered to provide breadth in contemporary physics. Each course addresses the current state of these fields. Courses may be taught from a research perspective with the possibility of either an experimental or theoretical component or both. A student desiring a specific topic should petition the Physics Department. Prerequisite: PHYS 204 or permission of the instructor. Every year. This course may be repeated for credit.

PHYS 330. Statistical and Thermal Physics. 4 credits.
Statistical mechanics approach to the study of many particle systems. Topics include the Maxwellian distribution, classical and quantum physics, entropy, heat and thermodynamics. Prerequisites: PHYS 311 and MATH 212. Alternate years.

PHYS 332. Electromagnetism. 4 credits.
Mathematical theory of electric and magnetic fields. Emphasizes three dimensional boundary value problems for evaluating the physical behavior of electric and magnetic fields. Maxwell's equations are developed in both the differential and the integral forms and are used in the analysis of electromagnetic phenomena. Prerequisites: PHYS 311 and MATH 212. Alternate years.

PHYS 350. Advanced Laboratory. 1-2 credits.
A laboratory course emphasizing experimental design, laboratory techniques, analysis and interpretation of data, and written reports of experiments. A variety of advanced physics experiments will be performed. Prerequisite: PHYS 204. Every year. This course may be repeated for credit.

PHYS 360. Junior Seminar. 0-1 credit.
Attendance at weekly seminars and discussions is required. Students research and deliver oral presentations on technical topics. Some sessions are devoted to discussion of ethical and professional topics relevant to physics and engineering. The student registers for the course during both semesters; 0 credits in the fall and 1 credit in the spring. Every year.

PHYS 380. Topics. 1-4 credits.
Offered on demand.

PHYS 411. Quantum Mechanics. 4 credits.
In-depth study of quantum mechanics with an emphasis on simple systems and the operator approach as applied to the harmonic oscillator and angular momentum. Applications such as perturbation theory are included. Prerequisite: PHYS 311. Alternate years.

PHYS 460. Senior Seminar. 0-1 credit.
Attendance at weekly seminars and discussions is required. Students carry out a senior project and deliver oral presentations on the project. Some sessions are devoted to discussion of ethical and professional topics relevant to physics and engineering. The student registers for the course during both semesters; 0 credits in the fall and 1 credit in the spring. Every year.

PHYS 490. Independent Study. 1-4 credits.
Offered on demand. This course may be repeated for credit. Fulfills: LO1.

PHYS 491. Internship. 1-4 credits.
Reserved for supervised research during summers or while off campus. This course may be repeated for credit. Fulfills: LO1.

PHYS 498. Senior Thesis. 1-4 credits.
Offered on demand. This course may be repeated for credit. Fulfills: LO1.

PHYS 499. Honors Thesis/Project. 0-4 credits.
Prerequisite: 3.500 GPA and permission of the department chair. Fulfills: LO1.

Political Science

POLI 101. Intro to Political Science: American Politics. 4 credits.
Study of the basic concepts, background, constitutional basis, organization, functions, and political processes of the United States government. Every year. Fulfills: LO9.

POLI 102. Intro to Political Science: Comparative Politics. 4 credits.
Examination of the principal features of democratic, communist, post-communist and Third World political systems. Every year. Fulfills: LO9.

POLI 103. International Relations. 4 credits.
Introduction to some key theoretical concepts and approaches to the study of international relations. Also an application of the concepts to historical case studies of war and peace, diplomacy, arms control, international political economy, international organizations and other issues. Every year. Fulfills: LO9.

POLI 202. Comparative Political Economy and Public Policy. 4 credits.
This course provides an introduction to understanding the relationship between politics and economics, or to put it another way, between "states and markets." What is the appropriate role for government in managing the economy? Should politics and economics be completely separate, or are the two inextricably linked? This course examines how great political economists such as Adam Smith, Karl Marx, and others have addressed these questions. It will also consider, from a comparative public policy perspective, the variety of ways in which governments and markets actually interact within advanced capitalist democracies through an examination of economic policy making. (Area I)

POLI 203. The Politics of Health Care. 4 credits.
A comparative introduction to the ways in which health care is funded, regulated and provided in rich democracies. Examines different "models" of health care policy, with a focus on Canada, Germany, the UK, and the USA, including approaches to public health. Alternate years. (Area I)

POLI 205. Chinese Politics. 4 credits.
Introduction to Chinese politics since 1949. Topics include a brief overview of modern Chinese history and a survey of contemporary analyses of the Chinese political process. Emphasis is given to Chinese political culture, major political institutions and current policy issues. Every third year. (Area I)

POLI 209. Topics in Comparative Politics. 4 credits.
Introductory course on a special topic, normally offered on a one-time basis only. This course may be repeated for credit. (Area I)

POLI 210. East Asian Politics. 4 credits.
The course introduces students to the political structure and dynamics of three major countries in East Asia: Japan, China (Mainland, Taiwan and Hong Kong), and Korea (South Korea and North Korea). The major objective is to make students familiar with their history, politics and economy, their relationships with each other and the impact of East Asia as a whole on global affairs. (Area I)

POLI 211. Ancient and Medieval Political Philosophy. 4 credits.
An examination of the history of political philosophy from ancient Greek drama to medieval thought through a combination of primary textural analysis and interpretive commentary. Questions considered include: What is the nature of human beings? What is nature itself? What is justice? How can we begin to understand power? What is the good life for human beings? What is the best form of political rule? What is the proper relationship of philosophy to politics? On what basis might we construct our ethical life? Are men and women different, and, if so, how might this impact the political? Readings include Thucydides, Plato, Aristotle, Cicero, Aquinas, Augustine, and de Pizan. (Area II)

POLI 212. Modern Political Philosophy. 4 credits. (LO10)
An exploration of the revolutionary challenge to ancient and medieval political philosophy posed by the development of liberal democratic thought, as well as various modern critiques of liberalism. Readings include Machiavelli, Hobbes, Locke, Wollstonecraft, Mill, Rawls, Rousseau, Marx, and Arendt. (Area II) Fulfills: LO10.

POLI 215. American Political Thought. 4 credits. (LO10)
An examination of a selection of key political-theoretical debates and controversies, from the points of view of dominant and marginalized groups, dating from the Founding to contemporary America. (Area II)

POLI 216. Family Values: The Politics of Virtue, Care, and Equality. 4 credits.
An examination of the theoretical underpinnings of the contemporary debate over family values, from the influential conceptions of the proper relationship between the family and public life offered by the canonical political philosophers to thoughtful analyses of the conflict of rights involved in contemporary debates over the family. (Area II) Fulfills: LO10.

POLI 217. Ideology and Identity in Polish Culture (field study). 2-4 credits.
Often referred to as "God's Playground" because of its persistent history of foreign invasion, occupation, violence and suffering, Poland occupies a unique place in European politics. Rarely an independent nation in modernity, Poles have lived under the sway of a variety of political ideologies, including imperialism, authoritarianism, totalitarianism, "communism," and democracy. Given this confusing reality, how have Poles retained a national identity? How have "Polishness" and Polish culture been shaped by occupation, resistance, and collaboration, and both the historical presence and current absence of religious and ethnic minorities? What is the role of Catholicism in Polish civil society? How does gender ideology play into present political discourse? Traversing the landscape from Krakow and Zakopane to Gdansk, exploring everything from traditional Folk culture to contemporary popular culture, Poland's ongoing political transition and ideological complexity will provide us with the ultimate political theory text, ripe for analysis. Field study. (Area II)

POLI 219. Topics in Political Philosophy. 4 credits.
Introductory course on a special topic, normally offered on a one-time basis only. This course may be repeated for credit. (Area II)

POLI 221. State and Local Government. 4 credits.
Consideration of the politics, organization, functions, and role of state and local government in the United States. Outside speakers are used when appropriate. Every year. (Area III) Fulfills: LO3 & LO9.

POLI 222. Urban Politics. 4 credits.
Examination of politics and government in American cities. Emphasis is on how changes over time in local political structures and processes have affected the delivery of services at this most basic level of the federal system. Every year. (Area III). Fulfills: LO3 & LO9.

POLI 223. Introduction to Local Government Administration. 4 credits.
An introduction to the politics and administration of city governments in America with particular emphasis on the power, role and responsibilities of administrators in the delivery of city services. The course is taught during designated summers only as a component of an off-campus city management internship program. (Area III)

POLI 224. The American Presidency. 4 credits.
The course will examine the powers of and constraints on the American Presidency with particular emphasis on the modern presidency. Students will look at the modern presidency and its relations with Congress, the media, the courts and the public. The course will also explore presidential campaign politics with particular attention to the role of party, interest groups, the media, and money. (Area III) Fulfills: LO9.

POLI 229. Topics in American Politics. 4 credits.
Introductory course on a special topic, normally offered on a one-time basis only. This course may be repeated for credit. (Area III)

POLI 230. Campaigns and Elections. 4 credits. (LO9)
Investigation of the nature of the campaign and election process in the United States from a theoretical and a practical perspective. As such, it provides a framework for analyzing electoral politics, both now and in the future. Examples of recent and past campaigns and elections are used in the course to highlight general principles. Every year. (Area III) Fulfills: LO9.

POLI 232. Public Opinion. 4 credits.
Study of the formation, development and role of public opinion in American politics. Every year. (Area III)

POLI 234. Black Politics. 4 credits.
Introductory course on the political dimensions of black life in the United States. It examines the role of individuals, institutions and the relative impact of protest versus electoral politics in addressing the status of blacks in the United States. Every year. (Area III) Fulfills: LO6.

POLI 236. Media and Politics. 4 credits.
Introductory course on the factors that shape media coverage of politics in the United States and the impact of that coverage. How politicians try to use various media and the rise of new communication technologies are also covered. Every year. (Area III) Fulfills: LO9.

POLI 252. International Organizations. 4 credits.
Study of the role of international organizations as they operate in the international political system. Particular emphasis is given to a study of the United Nations through an extended simulation of that body's activity. Alternate years. (Area I)

POLI 253. International Political Economy. 4 credits.
This course provides an introduction to the subfield of international political economy, which explores the linkages between politics and economics in the international system. We will first critically examine the dominant theories used to interpret and explain patterns of international economic relations. We will then examine institutions and features of the international political economy, relating to areas such as trade, foreign investment, foreign aid, and relations between "advanced industrial" and "less developed" countries. Evaluation will be based on two exams, two short analytical papers, class participation, and a project that uses computer forecasting software to assess major challenges to states in the international system. (Area I) Fulfills: LO9.

POLI 254. Global Environmental Politics. 4 credits.
This course uses an international relations framework to examine how national states and other actors in the international system have responded politically to environmental challenges, including climate change, pollution, and biodiversity loss. Alternate years. (Area I)

POLI 259. Topics in International Relations. 4 credits.
Introductory course on a special topic, normally offered on a one-time basis only. This course may be repeated for credit. (Area I)

POLI 260. Methodology. 4 credits.
Study of the approaches to the framing and investigation of political questions. Every year. Fulfills: LO2 & LO4A.

POLI 302. North American Politics. 4 credits.
This course is a comparative survey of the political systems of the North American continent: Canada, Mexico, and the United States (although more emphasis will be placed on Canada and Mexico). Topics covered in the course from a comparative perspective include political culture and values, political institutions, the practice of federalism, political parties and electoral systems, and public policies. A section of the course will also focus on the development and future of the North American Free Trade Agreement. Prerequisites: POLI 102 and junior standing. Every year. (Area I)

POLI 305. European Politics. 4 credits.
Comparative analysis of political systems and public policy issues in Europe. Prerequisite: POLI 102 and junior standing. Every year. (Area I)

POLI 309. Advanced Topics in Comparative Politics. 4 credits.
Advanced class on a special topic, normally offered on a one-time basis only. Prerequisite: Determined by the instructor. This course may be repeated for credit. (Area I)

POLI 315. Feminist and Postmodern Political Thought. 4 credits.
An exploration of the major figures, schools of thought, and concepts in Feminist and Postmodern political thought, culminating in an examination of the often uneasy relationship between feminism and postmodernism. Readings include Nietzsche, Heidegger, Derrida, Foucault, Wollstonecraft, Goldman, MacKinnon, Elshtain, and Irigaray, among others. Prerequisites: junior class standing and either POLI 211, POLI 212, POLI 219, or permission of instructor. Every year. (Area II)

POLI 319. Advanced Topics in Political Philosophy. 4 credits.
Advanced class on a special topic, normally offered on a one-time basis only. Prerequisite: Determined by the instructor. This course may be repeated for credit. (Area II)

POLI 320. Public Administration. 4 credits.
Exploration of the political dynamics of the federal bureaucracy. Particular emphasis is placed on the interactions of bureaucrats and agencies with each other and with other actors in the political system. Prerequisite: POLI 101 and junior standing. Every year. (Area III)

POLI 321. Public Policy. 4 credits.
Exploration of the politics of the national policy-making process. Special emphasis is placed upon the role of political institutions and the media in shaping the public agenda. Prerequisite: POLI 101 and junior standing. Every year. (Area III)

POLI 322. American Constitutional Law. 4 credits.
An examination of judicial review, judicial activism and restraint, and theories of Constitutional interpretation, as well as the Court's role in several policy areas, including property rights, the economy, separation of powers, federalism, presidential powers, and in interpreting the equal protection and due process clauses as they bear on race and gender equality. Prerequisites: POLI 101 and junior standing. Every year. (Area II)

POLI 323. U.S. Congress. 4 credits.
This course will examine the institution of Congress and the behavior of its members. Particular emphasis will be placed on how the motivations of members of Congress contribute to how the institution is organized and how it functions as well as how it relates to other key political actors and institutions. Prerequisites: POLI 101 and junior standing. (Area III)

POLI 329. Advanced Topics in American Government. 4 credits.
Advanced class on a special topic, normally offered on a one-time basis only. Prerequisite: Determined by the instructor. This course may be repeated for credit. (Area III)

POLI 332. Political Parties and Interest Groups. 4 credits.
Study of the organization, function, and operation of political parties and interest groups in the United States. An investigation of elections and the role of political action committees is included. Prerequisite: POLI 101 and junior standing. Every year. (Area III)

POLI 350. American Foreign Policy. 4 credits.
Analysis of U.S. foreign policy since 1945, with emphasis on policy processes and issues. Prerequisite: POLI 101 and junior standing. Every year. (Area I)

POLI 352. Russian Foreign Policy. 4 credits.
Analysis of the instruments and priorities of the foreign policy of the Russian Federation. Attention is given to the historical context of Soviet foreign policy from 1917 to 1991. Prerequisite: POLI 102 or POLI 204 and junior standing. Alternate years. (Area I)

POLI 354. Chinese Foreign Policy. 4 credits.
Analysis of the evolution and workings of Chinese foreign policy behavior in terms of historical patterns, the role of ideology, military and strategic factors, economics, domestic politics and the decision-making process. Chinese relations with the United States, Russia, Japan and other nations are discussed. Prerequisite: POLI 102 or POLI 205 and junior standing. Alternate years. (Area I)

POLI 355. East Asian Foreign Relations. 4 credits.
The course introduces students to the dynamic interactions between major powers in East Asian (Japan, China, the United States, Russia and Korea). The objective is to make students understand and be able to critically analyze diplomatic process, patterns of external behavior of major powers, and transnational forces at work in the region. Prerequisite: POLI 102, POLI 103, or POLI 210. (Area I)

POLI 359. Advanced Topics in International Relations. 4 credits.
Advanced class on a special topic, normally offered on a one-time basis only. Prerequisite: Determined by the instructor. This course may be repeated for credit. (Area I)

POLI 460. Political Science Seminar. 4 credits.
Advanced study and research of a particular area or problem. Results are presented in written and oral reports. Prerequisite: Determined by the instructor. May be writing intensive.

POLI 490. Independent Study. 1-4 credits.
Concentration on research projects reflecting the student's interest completed under the direction of a professor. Prerequisite: Determined by the instructor; proposals must be submitted and approved. Every year. This course may be repeated for credit.

POLI 491. Internship. 2-4 credits.
Work-study course opportunity enabling the student to observe decision making processes and relate course material to practical political problems. Prerequisite: Determined by the instructor. Every year. This course may be repeated for credit. Fulfills: LO1.

POLI 499. Honors Thesis/Project. 1-6 credits.
Prerequisite: 3.500 GPA and permission of the department chair. Submission of proposal required. Fulfills: LO1.

Psychology

PSYC 101. Introduction to Psychological Science. 4 credits.
An introductory-level laboratory-based course in psychology with a focus on the scientific basis of the field as well as how psychology can be applied to other fields of study and life in general. Every year. Fulfills: LO7.

PSYC 180. Introductory Topics. 2-4 credits.
Examination of special topics not included under other course descriptions. Offered occasionally according to student and faculty interest. Such topics may include, but are not limited to, violence, impact of television and racism. Courses at this level do not count toward the psychology major or minor. This course may be repeated for credit.

PSYC 201. Statistics. 4 credits.
This is a course in applied statistics. Its emphasis is on the mechanics of summarizing and analyzing data, with examples from the behavioral sciences. The purpose of the course is to prepare students for other courses in Psychology and related disciplines and to help them conduct and interpret statistical analyses. Prerequisite: Math Placement Level-2 or higher. Note: a student may not receive credit for more than one of the following: DATA 227, PSYC 201 or BUSN 210.

PSYC 202. Experimental Design. 5 credits.
A laboratory course emphasizing hands-on experience with the basic principles of research in psychology: the logic and methodologies of collecting data in a scientific manner, and the concepts and practical techniques involved in applying statistics to data in order to draw psychological conclusions. Prerequisite: PSYC 201 or another statistics course. Every year. Fulfills: LO4A.

PSYC 211. Sensation and Perception. 4 credits.
Study of the sensory systems and human perception from physiological, sensory, psychophysical, information-processing and cultural perspectives. Prerequisite: PSYC 101. Alternate years.

PSYC 212. Health Psychology. 4 credits.
Introduction to theory, research and practice in health psychology, emphasizing the promotion and maintenance of health, the identification of causes of particular illnesses, and behavioral prevention and treatment of illness. Prerequisite: PSYC 101. Alternate years.

PSYC 213. Psychopharmacology. 4 credits.
Study of how psychoactive drugs influence brain activity and behavior. Course is divided into three main parts. Part I provides an introduction to psychopharmacology. Part II examines recreational drug use. Part III examines psychotherapeutics. Prerequisite: PSYC 101, BIOL 210, NEUR 200, PSYC 311 or PSYC 321. Alternate years.

PSYC 217. The Psychology of the Holocaust. 3 credits.
A major part of this Field Studies course is that takes place in Poland and entails visiting important religious sites for the history of Jews, Catholics, and Tatar Muslims in Poland. Students will gain an understanding of key social psychological phenomena and then come to understand the social psychology of the Holocaust – of the perpetrators, the bystanders and the heroic helpers.

PSYC 221. Psychology of Language. 4 credits.
Language will be examined from a variety of perspectives, including acquisition, production, comprehension, human biology, cultural variation, and more. Prerequisites: PSYC 101 or any language course at the 112-level or higher. Alternate years. Fulfills: LO7.

PSYC 230. Lifespan Development. 2-3 credits.
Examination of developmental changes that occur across the life span. Physical, cognitive, social, emotional, and personality development are emphasized. If taken for three credits, applications in healthcare settings and practicum

experience are required. Prerequisite: PSYC 101. Every year. Fulfills: Civic Engagement (CE) when offered with CCUE-130 co-requisite.

PSYC 231. Child Development. 4 credits.
The study of children from prenatal development to preadolescence, with emphasis on motor, cognitive, language, social and personality development. Theoretical issues such as nature versus nurture, critical periods and cultural differences, as well as more current topics in the field. Prerequisite: PSYC 101 or PSYC 230. Every year.

PSYC 232. Psychology of Adolescence. 4 credits.
Study of youth from puberty to adulthood. Changes in cognition, morality, sexuality and identity, and how they influence adolescent behavior are examined. Prerequisite: PSYC 101 or PSYC 230. Alternate years.

PSYC 241. Psychology of Personality. 4 credits.
Study of the structure and dynamics of personality, emphasizing psychoanalytic, interpersonal, cognitive, behavioral and existential/ humanistic theories. Prerequisite: PSYC 101.

PSYC 242. Industrial/Organizational Psychology. 4 credits.
Introduction to the study of work-related behavior. Topics covered include job analysis, personnel selection and training, performance appraisal, motivation, job satisfaction, leadership and human factors engineering. Prerequisite: PSYC 101.

PSYC 243. Community Psychology. 4 credits.
Introduction to theory, research and practice in community psychology, emphasizing the prevention of psychological, social and health-related problems, e.g., psychopathology, child abuse and AIDS. Prerequisite: PSYC 101. Alternate years.

PSYC 251. Psychopathology. 4 credits.
Study of the etiology (causes), symptoms, diagnosis, and treatment of psychological disorders with a focus on adult psychopathology. Prerequisite: PSYC 101. Alternate years. Fulfills: Civic Engagement (CE) when offered with CCUE-130 co-requisite.

PSYC 252. Developmental Psychopathology. 4 credits.
Study of the etiology (causes), symptoms, diagnosis, and treatment of psychological disorders in children and adolescents. May require service learning. Prerequisite: PSYC 101. Alternate years. Fulfills: Civic Engagement (CE) when offered with CCUE-130 co-requisite.

PSYC 271. Psychology and Culture. 4 credits.
Introduction to key theories and research findings of cultural and cross-cultural psychology. Students will learn how one's cultural background impacts their psychological functioning at every level: personality, cognition, mental health, and more. The focus is on comparing American-style thinking, feeling, and behaving to that of people in other countries around the world. PSYC 101 is recommended prior to taking this course, but is not required. Fulfills: LO5NW & LO9.

PSYC 272. Psychology of Gender. 4 credits.
Study of the influence of gender on psychological functioning. Specific areas of coverage include different conceptions of sex and gender, gender differences in the body, brain and behavior, cross-cultural differences in ideas about gender, gender roles and attitudes, achievement and communication differences, the role of gender in physical health, and in various kinds of relationships. Every year. Fulfills: LO9.

PSYC 275. Psychology of U.S. Cultural Diversity. 4 credits.
Introduction to theory, research, and practice of multicultural psychology. The emphasis is on racial/ethnic diversity within the U.S., but other types of cultural diversity are addressed. Students will gain knowledge, awareness, and skills to interact with greater cultural competence toward people from various backgrounds in personal and professional settings. Alternate years.

PSYC 280. Topics in Psychology. 2-4 credits.
In-depth examination of special topics not included under other course descriptions. Offered occasionally according to student and faculty interest. This course may be repeated for credit. Prerequisite: Varies by topic.

PSYC 311. Behavioral Neuroscience. 5 credits.
Laboratory course examining the biological bases of behavior, including the functioning of the nervous system, motivational and attentional processes, and clinical syndromes. Prerequisites: PSYC 101 and a statistics course (BUSN 210, DATA 227, MATH 127 or PSYC 201); OR BIOL 210 or NEUR 200, or PSYC 321. Every year.

PSYC 321. Learning, Memory, and Cognition. 5 credits.
Laboratory course examining the biological bases of behavior, including the functioning of the nervous system, motivational and attentional processes, and clinical syndromes. Prerequisites: PSYC 101 or BIOL 210 or NEUR 200; and PSYC 202. Every year.

PSYC 341. Psychological Testing. 5 credits.
Laboratory course examining principles of test construction, validation, and interpretation with emphasis on measures of cognitive ability, personality characteristics and vocational interests. Prerequisites: PSYC 101 and PSYC 201.

PSYC 351. Mental Health Practice. 5 credits.
A laboratory course examining the scientific basis and application of assessment (e.g., cognitive ability, personality) and intervention techniques (e.g., behavioral, cognitive) within the mental health field. Prerequisites: PSYC 101 and PSYC 201. Every year.

PSYC 361. Experimental Social Psychology. 5 credits.
Laboratory course in experimental social psychology examining the scientifically-based understanding of human social behavior. Prerequisites: PSYC 101 and PSYC 201. Every year.

PSYC 390. Junior Seminar. 0 credit.
Seminar designed to help students understand their various options as psychology majors. Topics include: senior research projects and internships, senior comprehensive and GRE exams, possible career paths, graduate school applications, and graduate school and job interviews. Psychology majors are required to take this no-credit seminar for one semester during their junior year. Prerequisite: Junior standing. Every year.

PSYC 400. Research Seminar. 4 credits.
Advanced seminar in which the participants, under the guidance of the instructor, perform all phases of actual, i.e. not simulated, research in an area consistent with the skills and research interest of the instructor. Prerequisites include appropriate content and methods courses as specified by the instructor and permission of the instructor. The course may be taken repeatedly but only with different instructors. Every year. Fulfills: LO1.

PSYC 410. Senior Thesis. 1-4 credits.
Intensive research project, extending over one or two semesters. Requirements include a written thesis. See advisor or Departmental Chair for further information and prerequisites. Every year.

PSYC 490. Independent Study. 1-4 credits.
Intensive research under close faculty supervision. Reserved for the advanced student. Permission of the Chair required. Every year. This course may be repeated for credit.

PSYC 492. Research Internship. 1-4 credits.
Open to the junior and senior psychology major by Departmental permission only. See advisor or Chair for details. Every year. This course may be repeated for credit. Fulfills: LO1.

PSYC 493. Clinical Internship. 1-4 credits.
Students must submit an Internship proposal to Career Services for final approval. After final approval, the student will be officially registered for the credits. Fulfills: LO1.

PSYC 499. Honors Thesis/Project. 1-4 credits.
Prerequisite: 3.500 GPA and permission of the department chair. Fulfills: LO1.

Public Health

PUBH 102. History of Public Health. 4 credits.
Public Health includes many critical issues, including mental health, obesity, and gun violence. From the first quarantines to the modern movement towards universal health care, public health has fundamentally shaped societies. In this course, you'll learn the role of the state in public health, the importance of public health, and how it's provided and practiced.

PUBH 201. Epidemiology. 3 credits.§
Epidemiology is the branch of medicine which deals with the incidence, distribution, and control of a disease. In this course, you will learn and apply key concepts of epidemiology to multiple domains of public health. By the end of this course, you'll be able to use epidemiology to better understand, characterize, and promote health at a population level. This online class through RIZE§ has optional live sessions. Prerequisite: Statistics course (DATA 227, PSYC 201, or BUSN 210). Every spring semester.

PUBH 302. Health Services. 4 credits.
Health Services – the means by which healthcare is provided – is a critical concept in Public Health that impacts all of us. This course will introduce you to the modern history of healthcare in high, middle, and low income countries and explore the evolution of health services. Students will evaluate the strengths and weaknesses of particular systems and policies and examine their ideal version of a health service in the context of current events. Fulfills: LO5NW.

PUBH 491. Internship. 1-3 credits.
Fulfills: LO1.

PUBH 495. Senior Capstone. 1 credit.
The purpose of this capstone seminar is to encourage students to integrate their internship experiences with peer reviewed literature. The focus of the course will be reading and analyzing peer reviewed literature in public health. Students will be expected to present information/data from their internship experience demonstrating achievement of course outcomes. Prerequisites: PUBH 102, PUBH 201, PUBH 302, ECON 200, ESCI 295, PUBH 491; co-req PUBH 491. Every spring semester.

Religion

RELI 100. Topics. 4 credits.
This course may be repeated for credit.

RELI 110. Judaism, Christianity, and Islam. 4 credits.
This course provides a comparative, academic introduction to the histories, beliefs, and practices of Judaism, Christianity and Islam. The course will explore these traditions in comparison to each other, in order to understand their similarities and differences, while gaining a basic understanding of their origins, development, and contemporary significance. Fulfills: LO5NW & LO10.

RELI 112. Introduction to Buddhism. 4 credits.
Buddhism, one of the great world religions, has numerous manifestations through time and a variety of cultures. In this course we will examine the Buddhist tradition beginning with its founder, Siddhartha Gautama. We will then focus on key Buddhist teachings in the Theravada and Mahayana traditions, including the Vajrayana school. A significant amount of the course will look at contemporary manifestations of Buddhism, including recent growth outside of Asia. In this course we will look not only at ideas of Buddhism, but also Buddhism in practice. Offered each year. Fulfills: LO2 & LO5NW.

RELI 114. World Religions and Pilgrimage. 4 credits.
This course is an introductory course in world religions through looking at the experience and meaning of pilgrimage. Pilgrimage is universal in the history of religion, and there are many lively and colorful examples throughout the world that are still practiced today. The course will cover basics of Christianity, Judaism, Buddhism, Islam and Hinduism and then look to see where the meaning and goals of these religions is manifest in pilgrimage practices. The course will look specifically at contested sacred spaces to understand how sacred spaces are made and reified and how those same spaces are simultaneously sites of violence, sacrality and mundane life.

RELI 116. Fake News, Forgeries, and Frauds. 4 credits.
In this course, we will explore historical debates over forgeries, fraudulent artifacts, and “fake news” in order to develop skills in media analysis and interpretation that are increasingly useful for navigating today’s ever-more-complex media landscape. We will place special focus on the acquisition of both historical perspective on fraudulent media and practical skills on distinguishing “fake” from “authentic” sources. Offered annually in spring semester. Fulfills: LO3 & LO10.

RELI 120. Demons, Angels, and Ghosts. 4 credits.
This course provides an introduction to the diverse myths, rituals, and beliefs surrounding demons, angels, and ghosts, across cultures and time periods. Emphasis will be placed on contextualizing these beliefs and practices within their historical and cultural contexts. The course will include tales and mythologies from a diverse array of religious traditions, including Jewish, Christian, Islamic, Native American, East Asian, and Greco-Roman cultures. Every year. Fulfills: LO5G & LO10.

RELI 134. Chinese and Japanese Religious Traditions. 4 credits.
This course examines several religious traditions that have shaped East Asian civilizations. We will study the formal traditions of Taoism, Confucianism, Buddhism, Shinto, and the New Religions; we will also consider the popular religious traditions of China and Japan. Classes include both lecture and discussion; students will be evaluated through essay exams, short papers, and analysis of scripture and other texts. Every year.

RELI 171. Urban Life and Social Ethics. 4 credits.
Examination of representative challenges facing contemporary cities using Springfield as an example. Background readings inform practical issues facing city government with emphasis upon the ethical dimension of the issues throughout.

RELI 176. Racism and Social Ethics. 4 credits.
Consideration of basic understandings of racism in the United States in terms of their basic views of American values. Fulfills: LO6 & LO10.

RELI 177. Religious Perspectives on Contemporary Moral Issues. 4 credits.
Introduction to basic moral concepts in Judaism and Christianity and their application to issues such as lying; sexuality and procreation; abortion; euthanasia; genetic engineering; human rights; war, terrorism and nuclear deterrence; equality and gender; justice in access to health care; and environmental ethics. Some sections are Every year. Fulfills: LO2 & LO10.

RELI 200. Topics. 4 credits.
This course may be repeated for credit.

RELI 210. Robot Monks and AI Gods: Technology and Religion. 4 credits.
This course examines the relationship between religion and technology, with specific attention to new developments in generative artificial intelligence. Students will explore topics such as sentience, consciousness, affect and devotion to consider how new AI technologies are changing the global religious landscape. What is sentience? Can machines develop consciousness? Do gods have sentience or consciousness? Can technology be an object of devotion? Students will examine specific technologies, perform research on their development and deployment and engage with generative AI tools on topics of theological importance. Fulfills: LO3 & LO10.

RELI 213. Religion and Medicine. 4 credits.
This course will look at health, medicine and disease through the lens of religious belief, developing a method to compare and understand differences between places, times and cultures. This will include how diseases are identified and mapped; the effect disease has on culture and society; the meanings of disease and health for individuals and societies; how diseases have been understood and through history; and ideas and methods developed to cure, heal, and understand what it means to be sick and healthy. Disease may be viewed as a problem to be fixed, as retribution for wrongdoing, and as part of the human experience. Healing and wellness may be viewed as technological “repair” or as divine grace. Moreover, religions may change from the experience of disease and attempts to understand that experience, especially in time of plague or epidemic. Fulfills: LO3 & LO6.

RELI 221. Understanding the Old Testament. 4 credits.
Comprehensive survey that attempts to place Old Testament texts in their historical context, understand the religious and cultural perspectives, which shape the texts, and develop the student’s skills in biblical interpretation and assessment of secondary literature. Every year. Fulfills: LO2 & LO10.

RELI 222. Understanding the New Testament. 4 credits.
Comprehensive survey emphasizing the historical context, and religious and cultural perspectives of the New Testament books. Every year. Fulfills: LO2 & LO5NW.

RELI 241. Christian Tradition. 4 credits.
This course explores the diversity of Christian cultures, from their origins to today. The course begins by exploring what we can know about the “historical” Jesus and his earliest followers, before moving through early Christianity, the medieval Period, Reformation, and contemporary global varieties of Christianity. Special consideration will be given to Christianity’s influence on issues of contemporary significance, including gender/sexuality, science, religious violence, the environment, religious freedom, politics, and race. Every year. Fulfills: LO2 & LO3.

RELI 300. Topics. 4 credits.
This course may be repeated for credit.

RELI 310. Religion, Nature, and the Environment. 4 credits.
This course provides an in-depth exploration of the complex interactions between religion and “nature,” including nature-based religions and spirituality, religious understanding of nature, the role of nature in religious practice, and the impact of religious traditions on treatment of the environment. The course considers these issues alongside many topics of contemporary import, including global warming, conservation, indigenous rights, human-animal relations, and environmental justice. Offered biennially in spring semester. Fulfills: LO2 & LO6.

RELI 320. Mindfulness & Meditation. 4 credits.
This course examines the contemporary mindfulness movement and helps students to contextualize popular meditation practices in their historical and religious roots. We will begin the course looking at the philosophical roots of various mindfulness meditation practices. We will then look historically at how mindfulness was exported from specific religious traditions into the global market economy. Finally, we will explore how mindfulness appears in hospitals, clinics, prisons, schools, corporations and courthouses around the world. Fulfills: LO2 & LO5NW.

RELI 326. Word and Sword. 4 credits.
This seminar confronts some of the disturbing passages in the Bible: traditions of holy war and conquest, narratives of rape and murder, cries for vengeance, violent images of God, sharp prophetic invective, responses to political oppression, theological reflections on Jesus' crucifixion, stories of martyrs, and apocalyptic visions of wrath. Biblical texts are examined in their ancient literary and historical context, and consideration is given to how modern individuals and groups have responded to these texts, whether as justification for violence, critiques of violence, or challenges to the relevance and authority of the Bible. Prerequisite: One previous biblical course.

RELI 327. Sex, Gender, and the Bible. 4 credits.
This course explores sex, gender, and sexuality as they are embedded in and informed by Jewish and Christian scriptures. Students will explore key historical contexts for the understanding and practice of sex, gender, and sexuality within biblical and related writings, as well as examine how the bible is used in discussion of contemporary issues such as same-sex relations, LGBTQ+ identities, masculinity and femininity, gender-based violence, and women's religious leadership. No prerequisites. Offered biennially.

RELI 333. Buddhist Thought and Scriptures. 4 credits.
Seminar studying the teachings and practices of schools of the Buddhist tradition through pivotal scriptures. Sutras and other texts from Theravada and Mahayana Buddhism will be considered in their historical and cultural contexts, and within the framework of central themes of Buddhism. Requirements include class discussion and presentations, two exams, one short paper, and a term paper. Every third year. Fulfills: LO3 & LO5NW.

RELI 335. Confucianism and Its Critics. 4 credits.
Seminar on the history, central teachings, and institutions of the Confucian and Neo-Confucian traditions and Confucianism as manifest in the modern world. We will read pivotal works of Confucians including the *Analects*, *Mencius*, the writings of Zhu Xi, Wang Yangming and Tu Wei-ming. These will be assessed in part in contrast to critics of Confucianism ranging from classical philosophers to twentieth century Marxists. Every year.

RELI 336. Religious Daoism and Chinese Popular Religion. 4 credits.
Religious Daoism has been a way of self-cultivation, influential in Chinese imperial politics and history. This course will examine the tradition of Religious Daoism in historical context and through the study of practices, including ritual, meditation, and yoga. We will also look at Religious Daoism from the vantage point of Chinese Popular Religion, the practices that have been the basis of the religion of the people to the present. Class will be a combination of lecture and discussion, with student presentations and a term paper.

RELI 340. Religion, Gender, and Sexuality. 4 credits.
This course gives students the space to explore various religious groups through the lens of gender and sexuality. Through group work, student-led presentations, reflective writing and case studies, students will be asked to expand their understanding of what qualifies as religion. They will also be challenged to think critically about what the categories of gender and sexuality are, how they are constructed, how they are upheld and how they are creatively adapted within religious communities. Fulfills: LO2 & LO6.

RELI 342. Comparative Religious Ethics. 4 credits.
Seminar analyzing and comparing ethical systems of several religious traditions including Confucianism and Buddhism in East and South Asia, and Judaism and Christianity in the West. Examines their assumptions, norms, characteristic patterns of moral reasoning, and conceptions of virtue and vice. Attention is given to the relations between religion, morality and

law in each tradition; the question of whether there are any common features of religious moral reasoning that are universal; and the status of appeals to universal human rights. Alternate years.

RELI 490. Independent Study. 1-4 credits.
This course may be repeated for credit.

RELI 491. Internship. 1-4 credits.
May be taken for credit/no credit only. This course may be repeated for credit. Fulfills: LO1.

RELI 498. Senior Capstone. 1 credit.
Fulfills: LO1.

RELI 499. Honors Thesis/Project. 1-4 credits.
Prerequisite: 3.500 GPA and permission of the department chair. Fulfills: LO1.

Sociology

SOCI 101. Introduction to Sociology. 4 credits.
Analysis of human interaction. Focus upon social structure, culture, socialization, and the nature of basic institutions and social processes. Sections may be writing intensive. Every semester. Fulfills: LO6 & LO9.

SOCI 110. Cultural Anthropology. 4 credits.
Introduction to cultural anthropology, paying particular attention to the concept of culture and to the cultural patterns around the world. Topics include fieldwork method, institutions of society, and symbols and meaning. The student reads descriptions of societies from different ethnographic areas, including the United States. Sections may be writing intensive. Every year. Fulfills: LO5NW.

SOCI 201. Topics in Sociology/Anthropology. 2-4 credits.
Courses in areas of special interest not covered in regular course offerings. Alternate years. This course may be repeated for credit.

SOCI 210. Sociology of Family. 4 credits.
Sociocultural study of marriage and the family with emphasis on variations in organization, function and value orientation arising from status, ethnic and religious differences. Implications for family life in American society. Every year.

SOCI 212. Topics in Criminology and Criminal Justice. 2-4 credits.
Courses in areas of criminology and criminal justice not covered in regular course offerings. Every year. This course may be repeated for credit.

SOCI 213. Serial Murder: Sociological and Criminological Perspectives. 4 credits.
This course critically explores the social construction of serial murder in contemporary society. Students will examine the facts versus the myths of serial murder to understand these crimes from a sociological and criminological framework. Offered every Maymester.

SOCI 214. Penology and Social Control. 4 credits.
A critical examination of topics related to penology, social control, and the use of imprisonment in modern societies. Every third year.

SOCI 215. Crime and the Media. 4 credits.
From *The Godfather* to *Cops* to *The New York Times*, somewhere between fact and fiction lies a wide spectrum that spans from romance to structural violence. This course examines the wider messages the media sends about crime and looks more closely at prison life, experience and the prison system.

SOCI 220. Culture in the Classroom. 4 credits.
Examines school systems around the world to explore how they embody culture and institutionalize societal values and perspectives. Further examines the culture of young people, including the voices and identities they exhibit and embody. Reflects on the structure and everyday realities of American schools regarding cultural issues. Particular focus on East Asia.

SOCI 245. Gender and Society. 4 credits.
Gender is a key component of all human groups. Topics to be covered include gender roles, division of labor by gender, gender inequalities, gender relations in production and reproduction, and symbolic expression of gender differences. May be taught from either an anthropological or a sociological perspective.

SOCI 250. Sociology of Deviance. 4 credits.
Analysis of deviance as an interactive process with emphasis on the social context of deviance and the process by which deviants are socially defined. Every year. Fulfills: LO3.

SOCI 270. Sociology of Oppressed Groups. 4 credits.
Meaning and nature of oppressed groups, theories and patterns of interaction, and current trends and problems. Every year.

SOCI 271. *Anime* and Japanese Youth Culture. 4 credits.
Studies on minors demonstrate that far from being passive receptors of socialization, young people are active agents, shaping and creating their worlds. Course examines the experiences of Japanese youth, including the worlds adults create for them and the worlds they create for themselves. Topics include fashion, music, lifestyle, pop culture and anime. Fulfills: LO5NW.

SOCI 277. Islam and Islamic Societies. 4 credits.
A sociocultural introduction to the beliefs and practices of Islam, including a review of its development from its origins in the Middle East to its spread around the globe; evaluation of the place of Islam in shaping modern Islamic societies and cultures, with special attention to Muslim family relations; assessment of the experience of Muslims in societies where they form a minority population, including the United States; and consideration of the role of Islam in contemporary world affairs. Alternate years.

SOCI 280. Animals and Society. 4 credits.
Increasingly, social scientists are focusing on the ethical, environmental and social consequences of human treatment of other animals. This course will examine how human societies have viewed and treated other animals and how the interactions and the structure of the relationship between humans and other animals affect both those animals and human social organization. For example, some scholars argue that cultural practices that define and use nonhuman animals as food contribute significantly to various forms of environmental devastation. Human health research indicates that high rates of heart disease and cancer in many cultures can be attributed to the consumption of animals. Others suggest that human perception and treatment of nonhuman animals are related in significant ways to such enduring problems as racism, sexism and violence against vulnerable groups of people. This course will examine the causes of human exploitation of other animals and the issues that frame the animal rights debate. Fulfills: LO6 & LO9.

SOCI 285. Food Justice. 4 credits.
This course we will explore the social construction and engineering of contemporary food preferences and the numerous harmful consequences of today's global food system. By placing food production and distribution in social, historical, political, economic and ideological context, sociological analysis will be brought to bear on issues of equity, power, environmental sustainability, exploitation and justice. Offered in alternate years. Fulfills: LO6 & LO9.

SOCI 290. Global Change. 4 credits.
Critical examination of the major theories of social change with respect to the emergence of global political and economic systems. Topics include the industrial revolution and colonialism as well as modernization, socioeconomic development, with a particular focus on understanding issues significant to the Third World. Every year. Fulfills: LO6 & LO9.

SOCI 301. Special Topics in Sociology/Anthropology. 2-4 credits.
Courses in special areas of the discipline, e.g., sociology of education, contemporary social problems, collective behavior, etc. Prerequisite: One sociology course of at least three credits. Alternate years. This course may be repeated for credit.

SOCI 307. Research Methods. 5 credits.
Overview of the fundamental concepts and methods of sociological research providing experience with all phases of research from conceptualization and design through data-gathering, analysis, and the reporting of results. Descriptive and inferential statistics are used in the course. Includes both field and laboratory components. To be taken by all majors during their junior year before Senior Thesis. Prerequisites: SOCI 101 and minimum math placement 23. May be writing and math intensive. Every year.

SOCI 312. Special Topics in Criminology and Criminal Justice. 2-4 credits.
Courses in criminology and criminal justice that cover material different from that of regular offerings. Prerequisite: One sociology course of at least three credits. Alternate years. This course may be repeated for credit.

SOCI 314. Women and Crime. 4 credits.
This course considers historical and contemporary issues of girls and women involved in crime. We will examine such topics as the gender difference in offending, theoretical explanations for female offending, the social construction of offending women, the social construction of masculinities leading to violence against women, and the sexualization and criminalization of women's bodies. We will also explore the challenges for women working in the Criminal Justice system.

SOCI 315. Cultural Travel Writing. 4 credits.
Explore your cross-cultural experience through the art of travel writing and anthropological analysis. Learn what these genres of nonfiction each contribute to our understanding of a place and produce your own. Course offers the chance to reflect more critically on, as well as creatively about, your experience. Cross-cultural experience necessary. Prerequisite: Permission of instructor.

SOCI 322. The Sociology of Sexuality: Purity, Perverts, and Pornography. 4 credits.
In this class, students will survey the social construction of sexuality and its regulation throughout history. How sexuality intersects with other aspects of social experience including gender, social class, race/ethnicity including other social relationships of power will also be explored. Prerequisite: SOCI 101. Offered every third year.

SOCI 330. Wealth, Power, and Poverty. 4 credits.
Theoretical aspects and empirical studies of social classes, their origins, and characteristics with specific reference to the United States. Prerequisites: One sociology course of at least three credits. Alternate years.

SOCI 340. Sociology of Religion. 4 credits.
Examination of the structure and functioning of religious organizations and institutions, their relationships to the social structure and their role in social change. Prerequisite: One sociology course of at least three credits. Alternate years.

SOCI 350. Race and Ethnicity. 4 credits.
Race and ethnicity continue to be important markers of identity, stratification, and political action. This course will expose students to concepts and theories that can promote an understanding of the roles of race and ethnicity in contemporary society and guide new ways of thinking about these issues. Specifically, the course will introduce students to the sociological analysis of race and ethnic group membership in its various historical and geographical contexts, especially that of the contemporary United States. Why has racial/ethnic group membership remained a salient factor in social life? What factors perpetuate racial/ethnic stratification in our society? When does racial/ethnic group membership form the basis of social and political mobilization? Key concepts will be critically evaluated, with attention drawn to their ideological basis, explanatory power, and policy implications. Students will be encouraged to think critically about the social issues under study and their relevance to their own lives as members of a multi-ethnic society.

SOCI 355. Juvenile Delinquency. 4 credits.
This course will examine the history and legal framework of the juvenile justice system in America. We explore the influence that gender, race, and social class have on deviant behavior and justice. Students will visit and interact with youth maintained at the Clark County Juvenile Detention Center. Prerequisite: SOCI 101. Offered every third year.

SOCI 360. Sociological Theory. 4 credits.
Fundamental concepts of the discipline and their interrelationships in general theories of society. The relationships between theory and research, theory and philosophical presuppositions, and theory and social structure. To be taken by each major, preferably in the junior year. Prerequisite: One sociology course of at least three credits. Every year.

SOCI 370. Criminology and Criminological Theory. 4 credits.
Theories of the nature and extent of crime, factors conditioning criminal behavior, methods of punishment and rehabilitation, and programs of crime prevention. Prerequisite: One sociology course of at least three credits. Occasional writing intensive sections. Every year.

SOCI 376. Law and Society. 4 credits.
Study of the functioning of both the formal structure and informal mechanisms of the legal domain within a society. Topics include the use of law as social control, the conflict-resolution function of the law and the structure of legal organizations. May be taught from either a sociological or anthropological perspective. Prerequisites: One sociology course of at least three credits. Alternate years. Fulfills: LO6 & LO9.

SOCI 380. Identity, Self and Society. 4 credits.
Examination of the concepts of identity and identity formation to construct a more integrated view of self and society and to assess the value of these concepts for understanding human behavior. Draws upon various behavioral science materials. Prerequisite: One sociology course of at least three credits. Alternate years.

SOCI 430. Seminar. 4 credits.
Exploration of areas such as social theory, research methods, human ecology and population, social psychology, social organization and anthropology. Prerequisite: One sociology course of at least three credits. Every third year. This course may be repeated for credit.

SOCI 490. Independent Study. 2-4 credits.
Individual research elected by the student in consultation with the department faculty. Prerequisite: One sociology course of at least three credits. This course may be repeated for credit but only four credits can be counted toward the major in Sociology. Can be used for the minor in Sociology only with departmental approval.

SOCI 491. Internship. 2-4 credits.
Work-study course that provides opportunity to observe decision-making processes, relate course materials to practical problems and participate appropriately in a work environment. Prerequisite: One sociology course of at least three credits. This course may be repeated for credit but only four credits can be counted toward the major in Sociology. Can be used for the minor in Sociology only with departmental approval. Fulfills: LO1.

SOCI 498. Senior Thesis. 4 credits.
Comprehensive written project and an oral defense. The thesis is a requirement of each major. For further details on the structure of the senior thesis requirement, please consult the department's designated senior advisor. Prerequisites: SOCI 307 and completion of an approved statistics course (PSYC 201, DATA 227, or BUSN 210). SOCI 360 must be completed or taken concurrently with SOCI 498. Every year. Fulfills: LO1.

SOCI 499. Honors Thesis/Project. 1-4 credits.
Prerequisite: 3.500 GPA and permission of the department chair. Fulfills: LO1.

Spanish

SPAN 107. Introductory Spanish I in Costa Rica. 6 credits.
This course is an introduction to Spanish for beginners with little or no previous knowledge of the language. Students will develop the basic linguistic skills necessary to communicate in everyday situations. The course covers basic grammatical structures, vocabulary, communicative expressions and frequent situations in settings such as restaurants, stores, buses, etc. Emphasis is on understanding, speaking, reading and cross-cultural perspectives. Fulfills: LO3 & LO5L.

SPAN 108. Introductory Spanish II in Costa Rica. 6 credits.
This course is for introductory-level students with prior experience studying Spanish. Students will build on their previous knowledge and further develop their oral, reading, writing and listening skills. They will expand their vocabulary and language usage in order to better interact with the Costa Rican environment and will be able to express themselves in the past tense. Prerequisite: SPAN 111 or placement at the SPAN 101 or SPAN 112 level. Fulfills: LO3 & LO5L.

SPAN 230. Spanish, Latin American, and Latino Topics. 1-6 credits.
Topics, chosen by instructor, designed to be of interest to the entire campus community. Taught in English, readings in English. Offered as need arises. This course may be repeated for credit. Students may be awarded 5 or 6 credits for study abroad only.

SPAN 330. Topics in Advanced Hispanic Literature and Culture. 1-6 credits.
This topics course is designed for the student in the 300-level or 400-level in Spanish. With topics chosen by the instructor, SPAN 330 complements the topics courses at the 100- and 200-level, providing additional learning opportunities for students in the Spanish Language. Prerequisite: 8 SPAN credits at the 200-level or permission of instructor. Offered as need arises. This course may be repeated for credit. Students may be awarded 5 or 6 credits for study abroad only.

Sport Management

SPMG 150. Introduction to Sport Management. 4 credits.
This is a team taught course and each member will lecture and provide course materials in their respective area of expertise. The course will cover the foundations of sport business as an occupation and industry, the sport management function and best practices, sport finance, sport economics, sport sponsorship, sport marketing, sport law, event management, sport ethics, and social issues in sport. The course will also provide a discussion of the many segments of the sport industry, including youth sport, interscholastic athletics, intercollegiate athletics, professional sport, and international sport.

SPMG 180. Special Topics. 4 credits.
Topics of particular interest within Sport Management. Offered subject to sufficient student interest and availability of faculty. This course number (different topic) may be repeated for credit.

SPMG 220. Event Planning and Facility Management. 4 credits.
Event Planning and Facility Management are two critical components of the sport industry. This course provides the student with an in-depth look at the practices, procedures and operations of major event and facility management, including planning, funding, and managing these events. The main focus of these principles will be on sporting events and facilities, but can be applied to many different areas, including various corporate and social events.

SPMG 221. International Sport Management. 4 credits.
This course is an examination of several transformational forces in the world today: the global economy, the electronic village, international politics, and their impact on management within the sport industry. The course explores the positive and negative effects that globalization has had on sport and, in turn, the positive and negative effects that the sport industry has had on the global community and how sport management professionals address these issues. Fulfills: LO5G.

SPMG 222. Sport Marketing. 4 credits.
Sport Marketing is an essential element of the sport industry. It includes aspects of promotions, marketing research, sponsorships, and fundraising. This course provides the student with an in-depth look at the marketing practices, procedures and operations of professional, college and recreational sport organizations and enterprises, and the theories behind these activities.

SPMG 225. Coaching Young Athletes. 4 credits.
Prepares the student to become a competent youth sport coach. Identifies differences between a corporate model and educational model of athletics, “process vs. product” coaching philosophies and humanistic vs. autocratic coaching styles. Alternative athletic program models are examined. The student surveys recent coaching effectiveness research and develops a sound basic philosophy of coaching, including a professional code of ethics. Various coaching principles and techniques are studied: communication and motivation, talent identification, injury prevention and care, legal responsibilities of coaches and moral imperatives in the coaching of children. Class practicum, introspective written assignments and small group discussions are interspersed with brief lectures, videos and guest coach speakers. Addresses coaching certification requirements. Every year.

SPMG 235. Psychology of Sport and Exercise. 4 credits.
This course covers psychological principles and theories that influence human behavior in sport and physical activity contexts. The main emphasis includes helping athletes or clients use psychological principles to achieve optimal performance while understanding how participation in sport, exercise, and physical activity affects psychological development, health, and well-being.

SPMG 245. History of Women in Sport. 4 credits.
This course studies the development of sport from early religious ritual to a modern corporate model in western society. The genesis and development of recreation, sport, and exercise for women has been influenced by religion, medicine, economics, polities, and ideology. The intersection of gender, race, and socioeconomic class for women of color is examined, as is the struggle by women for admission in the Olympics. Sport has served as a historical site for

feminist transformation and the development of alternative western sport forms. Women have "dared to compete." The struggle of women to gain entry into sport is both sad and inspirational. Students write a sport autobiography, conduct cross-generation sport interviews, and research Wittenberg women's sport history. Every year. Fulfills: LO10.

SPMG 280. Topics. 1-4 credits.
Topics of particular interest, such as Intercollegiate athletic administration, current issues in sport, race and ethnicity in sport, gambling and gaming in sport, etc. Offered subject to sufficient student interest and availability of faculty. This course number (different topic) may be repeated for credit.

SPMG 301. Ethical and Social Issues in Sport. 4 credits.
This course provides an examination of ethical and social issues related to sport in its dimensions as play, competition, leisure, and work. Students apply philosophical, historical and sociological foundations to practical issues in sport and physical activity. The discussion of current ethical issues is a central component of this course. Prerequisite: SPMG 150.

SPMG 320. Legal Aspects of Sport. 4 credits.
This class introduces and analyzes the laws governing the sport industry with special focus on competitive athletics and recreation. Tort law, professional regulations, risk management, liability, negligence, contract law, constitutional law, trademark law, Title IX, Title VII, and anti-trust exemptions are major areas covered in this course.

SPMG 380. Applied Projects in Sport Management. 1-6 credits.
Applied sport management credits are earned when a student participates in a faculty-guided, skills-based project. Although specific projects differ based on the needs of the client, each program has an experiential as well as an academic component. Courses may be taken for 1-6 credits; 4 credits are required for completion of the sport management major. The student is expected to budget a minimum of three hours per week for each credit earned. Each project has its own specific academic output. Some projects are group efforts; others require participation by individuals. The student may enroll for a maximum of six credits of Applied Projects in Sport Management during the Wittenberg career. Prerequisites for Applied Projects in Sport Management projects vary according to the project. Instructor is not responsible for securing the projects for students. If students do not present a project proposal, they will choose from a selection of instructor provided case studies/sport management projects to complete. This course may be repeated.

SPMG 390. Sport Finance and Sales. 4 credits.
This course provides an analysis of financial and economic concepts applied to sport environments. Sport enterprises will be viewed as economic systems which much respond to changes in supply, demand, and market trends. Sales and fundraising for various constituencies will also be explored. Prerequisites: ACCT 225 and Math Placement level 2 recommended prior to taking this course.

SPMG 401. Sport Management Leadership and Policy. 4 credits.
This course provides an integration of all preceding sport management courses. Students will examine the strategic direction of sport organizations and how leadership and policy development can be most effectively implemented. Students will synthesize theories, concepts, and practices in ethics, law, leadership, and financial and human resources in sport organizations. Prerequisites: SPMG 150, SPMG 222, SPMG 301, BUSN 365, ACCT 225.

SPMG 490. Independent Study. 1-4 credits.
Individual research on a specialized topic or problem on some aspect of Health, Fitness or Sport. Permission required from the Chair. The study must be an outgrowth of a course taken in the department. An HSS faculty member must work closely with each student. This course may be repeated for credit.

SPMG 491. Senior Internship. 1-4 credits.
Prerequisite: SPMG 150. Fulfills: LO1.

SPMG 499. Honors Thesis/Project. 1-4 credits.
By permission of professor, must be a senior major in sport management. Fulfills: LO1.

Theatre and Dance

THDN 010-THDN 070. Courses in Dance Technique. 1 credit.
Designated to provide learning, knowledge and performance components in various types and levels of dance technique. Every year. These courses may be repeated for credit. Courses taught include:

- THDN 020. Theatre Movement
- THDN 021. Dance Technique for Theatre
- THDN 030. Contemporary Dance Styles. Fulfills: LO8.
- THDN 040. Ballet for Every Body. Fulfills: LO8.
- THDN 050. Jazz
- THDN 060. Tap Dance
- THDN 069. Topics: Dance Technique
- THDN 070. Dance Company Workshop

Special Note: THDN 070 Dance Company Workshop is a year-long course. The student must register for the class each semester of the academic year. At the end of spring semester, one credit is awarded. Prerequisite: Permission of the instructor. Every year.

THDN 101. Theatre Production. 1 credit.
For students who participate in main stage theatre productions as a member of the cast or crew or as a crew member of a dance concert led by a faculty or professional guest artist. Every year. A total of four credits may be earned for successful participation in music ensemble and other production experience courses.

THDN 102. Dance Production. 1 credit.
For students who dance in the annual dance concert. Every year.

THDN 120. Art of the Theatre. 4 credits.
An introduction to the history, methods, and practice of theatre and theatrical productions. Fulfills: LO8.

THDN 122. Acting. 4 credits.
Explores and practices stage performances through tools designed to free and hone the body, voice, intellect and spirit. Through laboratory exercise, character analysis, and scene study students will develop greater expertise in utilizing their selves in performance. Every year. Fulfills: LO8.

THDN 200. Topics in Theatre or Dance. 1-4 credits.
Courses in areas of special interest not covered in regular course offerings. Open to all students. This course may be repeated for credit.

THDN 210. Performance Ethnology. 4 credits.
Consideration of the scope and function of dance as ritual, as social activity, and as entertainment in culture other than our own. Alternate years. Fulfills: LO5G.

THDN 211. Dance History. 4 credits.
Study of the elements of dance composition and how they are used in creating dance. Every year. Fulfills: LO8.

THDN 212. Dance in Popular Culture. 4 credits.
Study of dance in Broadway shows, Hollywood musicals, MTV, etc. as an expression of American culture. Alternate years. Fulfills: LO5G.

THDN 215. Dance Kinesiology. 4 credits.
Studies the skeleton and musculature of the human body as they relate to performance. Develops in students an understanding and appreciation for moving efficiently, thereby preventing injuries. Assessment is based on texts, class participation, and a research project. Alternate years.

THDN 226. Improvisation. 4 credits.
Study and practice of improvisational theatre techniques and theatre games. Every other year.

THDN 230. Stagecraft. 4 credits.
Study of the basic stage equipment and scenery construction with laboratory experience. Every year. Fulfills: LO8.

THDN 231. Stage Design. 4 credits.
Study in the theory and creation of design for the stage. This course will cover scenic, lighting, costume, and sound design. Appropriate for all interested in architecture, fine arts, and design. Every year, fall semester. Fulfills: LO8.

THDN 232. Scene Design. 2 credits.
Study of the principles and process of scenery design with an emphasis on methods that communicate the design idea. Prerequisite: THDN 231. Every year.

THDN 233. Lighting and Sound Design. 2 credits.
Examination of the theories, techniques, and equipment involved in the design and execution of production lighting and stage sound. Prerequisite: THDN 230 or permission of instructor. Alternate years.

THDN 234. Costume and Make-up Design. 2 credits.
Study of the design process in the areas of costume and make-up with focus on the various ways of communicating the design idea. Prerequisite: THDN 230 or permission of instructor. Alternate years.

THDN 235. Stage Management. 2 credits.
Study and practice of stage management focusing on the organizational, leadership, and management skills needed in contemporary theatre and production. Alternate years.

THDN 240. Playwriting. 4 credits.
Study and practice of playwriting theories and techniques. Alternate years.

THDN 250. Child Drama. 4 credits.
Study of dramatic activities with and for children. Alternate years.

THDN 265. History of Western Theatre. 4 credits.
Survey of the history of theatre in Europe and the United States culture from ancient Greece to the present day. Special attention paid to staging, dramatic literature, design, and performance style. Fall term of even years.

THDN 270. Contemporary American Drama. 4 credits.
Study of the new dramatic literature produced by the American theatres since 1980. Alternate years. Fulfills: LO2 & LO6.

THDN 300. Directing. 4 credits.
Study and the practice of the art and techniques of play directing. Every year.

THDN 301. Junior Seminar. 1 credit.
Junior Seminar is the first of a two-course sequence that prepares students for a career in theatre. THDN 301 focuses on the exploration of theatres and theatre centers, and preparation to enter the job market.

THDN 310. Devised Performance. 4 credits.
Focuses on the creation of original theatrical works through the collaboration of actors, dancers, designers, artists, and writers. Students will learn methods of storytelling, staging and presentation, culminating in a showcase of original work. Alternate years.

THDN 313. Dance History. 4 credits.
Study of the significant developments in dance during the 20th and 21st centuries with an emphasis on ballet and modern dance. Alternate years.

THDN 322. Advanced Acting. 4 credits.
Further study and practice of acting theories. Prerequisite: THDN 122. Alternate years.

THDN 331. Advanced Stage Design. 4 credits.
Further study and practice of stage design focusing on the student's individual area of interest resulting in a design portfolio. Prerequisite: THDN 231. Alternate years.

THDN 400. Topics in Theatre or Dance. 1-4 credits.
Specified study of a field of theatre or dance as described in the course schedule each term. Prerequisite: Permission of instructor.

THDN 401. Senior Seminar. 1 credit.
Senior Seminar is the second of a two-course sequence that prepares students for a career in theatre. THDN 401 focuses on the navigation of the job market, professional resources, and continued exploration of theatres and theatre centers. Prerequisite: THDN 301 or Permission of Instructor. Every Fall.

THDN 450. Theatre Practicum. 1 credit.
Theatre Practicum is a practical component of the Theatre Major. Students majoring in theatre have a variety of options for completing this requirement, specific to either the Performance Track or the Design/Tech Track. Practicum projects will be mentored by Theatre faculty and staff. Prerequisite: Senior Theatre Majors (or Juniors with permission of department chair).

THDN 490. Independent study. 1-4 credits.
Individual project in theatre or dance, arranged by the student with a supervising instructor and the department chair. Prerequisite: Permission of instructor. Every year.

THDN 492. Internship. 1-4 credits.
Supervised learning-work experience during the senior year at on- or off-campus sites. Involves a written project, journal or other assignments. Prerequisite: Permission of supervising instructor. Every year. Fulfills: LO1.

THDN 498. Senior Capstone. 1 credit.
THDN 498 is the capstone for the Theatre Major. Students will complete a practical and written component around a field in the theatre arts, and defend the project to a faculty committee. Prerequisite: Senior Theatre Majors (by permission of department chair). Fulfills: LO1.

THDN 499. Honors Thesis/Project. 1-4 credits.
Prerequisites: 3.500 GPA and permission of the department chair. Fulfills: LO1.

Women's Studies

WMST 100. Women, Culture, Politics and Society. 4 credits.
Introductory survey of major issues in women's studies, including feminist theory, literature and history of women, and lived experiences of women in the United States and globally. Every year. Fulfills: LO2.

WMST 490. Independent Study. 1-4 credits.
Independent research project designed in consultation with the supervising professor. Prerequisite: Declaration of the Women's Studies minor and permission of the instructor and the Women's Studies Committee. Every year.

WMST 492. Internship. 2-4 credits.
Supervised work experience in some area related to women's studies. Prerequisite: Declaration of Women's Studies minor and permission of the instructor. Every year. Fulfills: LO1.