

2019-20

Academic Catalog



Wittenberg University

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General Information

PROFILE, HISTORY AND ACADEMIC MISSION OF WITTENBERG

ACCREDITATION

The University is accredited 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. Wittenberg is also accredited by the American Association of University Women. The Department of Education is accredited by the National Council for Accreditation of Teacher Education (both initial and advanced preparation levels), the Department of Chemistry is accredited by the American Chemical Society, and the Department of Music is an accredited member of the National Association of Schools of Music.

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 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, composed of 24 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. 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 also holds membership in several study abroad consortia including the Institute for the International Education of Students, the International Student Exchange Program, the Council of International Educational Exchange, and Denmark's International Study Program.

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 140,000 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 transcontinental bus line.

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.

ACADEMIC ADVANTAGES OF WITTENBERG'S LOCATION

- Students can gain internship experience with local businesses, law firms, service organizations, and local governments.
- A hospital, where students interested in the health field or in public relations can opt for an internship, is just a few blocks from campus.
- Students volunteer in organizations ranging from the Springfield Museum of Art, the Head Start program and Habitat for Humanity, to the YMCA, Clark County Historical Society and the Public Library.
- Education majors can student teach in private/public, urban, suburban, and rural schools.
- Parks and a reservoir are living laboratories for research and field experience in environmental studies or the sciences.

SOCIAL ADVANTAGES OF WITTENBERG'S LOCATION

- Springfield offers a wide variety of places to go for shopping, dining and recreation.
- Whether you like to listen to an orchestra or watch a ballet troupe pirouette across the stage, you will find cultural activities such as the Springfield Symphony, the Great Entertainment Series and the Summer Arts Festival.
- Students can hop on the interstate for easy access to the metropolitan areas of Dayton (25 miles), Columbus (45 miles), and Cincinnati (72 miles).

- Nature enthusiasts can hike in Springfield's parks or in nearby Clifton Gorge or Glen Helen. The city and state park systems also give students the great outdoors to camp, canoe, swim, sail, windsurf, cycle and play golf.

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.

ACADEMIC SPACES

- [Barbara Deer Kuss Science Center](#)
- [Blair Hall](#)
- [Chakeres Theatre](#)
- [Hollenbeck Hall](#)
- [Koch Hall](#)
- [Krieg Hall](#)
- [Shouvlin Center](#)
- [Synod Hall](#)
- [Thomas Library](#)
- [Zimmerman Hall](#)

LIBRARY FACILITIES AND SERVICES

COMPUTER FACILITIES

Admissions

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 necessary for admission to Wittenberg University must include 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.

DEPARTMENT OF MUSIC

In addition to the application process, an audition is required for all students planning to pursue a major in music. Please follow these steps:

1. Submit an Audition Request and arrange to have two Music Recommendation Forms completed and sent to the Department of Music.
2. Perform an audition.

ADVANCED PLACEMENT AND/OR CREDIT

Students may receive advanced placement or credit by means of 1) Advanced Placement, Scholastic Aptitude and/or Achievement Tests of the College entrance Examination Board, 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 PSEOP, 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 grade of 4 or 5 on any Advanced Placement Examination of the College Entrance Examination Board (CEEB). Based on departmental recommendations, advanced placement and/or credit is granted for a grade of 3. Neither placement nor credit is granted for a grade of 2 or 1.

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 examinations on which they earn scores of five, six, or seven. 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. In recognition of the writing, rhetorical, and research skills necessary for the successful completion of the Extended Essay and Theory of Knowledge course required to earn the diploma, IB diploma students will receive 4 credits for ENGL 101 if they receive a grade of "B" or higher on the Extended Essay.

FRENCH BACCALAUREATE

The French Baccalaureate (FB) is an internationally recognized curriculum that qualifies students for university studies. Students may earn advanced placement for FB subject examinations in which a coefficient of 4 or greater and a score of 14 or higher has been obtained. To receive credit, students should submit FB transcripts to the Admissions Office. Notification of placement and/or credit is made soon after a student's arrival on campus.

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 department 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 chair of the department 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 Assistant Provost for Academic Services. After all approvals are granted, the student must then pay the appropriate fee (cost of one overload credit) before taking the exam. The grade for the examination 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 in 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 2.0 on a 4.0 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 while in residence at Wittenberg. Secondary transcripts and aptitude test scores are not normally required if a student has finished a year or more of college work. 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 Chair of the Department 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 Department Chair determines how, or whether, transfer credits may satisfy requirements in the department's 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.

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 Department Chair.

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 Module and have been awarded an A.A. or A.S degree 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 the General Education program at

Wittenberg; students who have completed less than the equivalent of one year of foreign language at their home institution will be required to complete the Wittenberg General Education Language requirement. In addition, students will be required to complete the Community Service requirement and four writing-intensive courses at Wittenberg 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 the [Test of English as a Foreign Language](#) (TOEFL) or the Scholastic Aptitude Test (SAT) administered by the [Educational Testing Service](#).

LIFELONG LEARNERS PROGRAM

Wittenberg has always believed that a love of learning should last a lifetime and opportunities for lifelong learning should be available to all. Whether it be attending a free Wittenberg Series-sponsored lecture or performance, taking the astronomy or photography class your inner child once craved, or adding an entirely new degree to your portfolio, Wittenberg's School of Graduate & Professional Studies can help make it happen.

LIFELONG LEARNING RATE

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 of \$160 per semester (on a space available basis).

Note: This benefit does not extend to such special forms as Applied Music, independent study, or summer field studies. For non-credit-bearing courses or CMD music lessons, students must pay the published fees.

APPLICATION DEADLINES

EARLY DECISION

Those students who have decided that Wittenberg University is their first choice, present strong academic credentials, and intend to enroll if accepted, are encouraged to apply under the Early Decision Plan. The application must be filed by Nov. 1, with notification by Jan. 1. The students, who are accepted under the Early Decision Plan, must withdraw all previously filed applications to other schools. Within two weeks, the student must confirm acceptance to Wittenberg with a non-refundable enrollment deposit of \$500.

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 \$500 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 \$500 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 deferred admission.

Degrees & Requirements

DEGREES

Wittenberg offers the following five undergraduate degrees:

- Bachelor of Arts (B.A.)
- Bachelor of Music Education (B.M.E.)
- 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 Music Education 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 (2.0) and at least a C (2.0) 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 (2.0) 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
- Computer Science
- Criminology and Criminal Justice (GPS only – degree completion program)
- Dance
- Data Science
- Earth Science
- East Asian Studies
- Economics
- Education
- Educational Studies
- English
- Entrepreneurship
- Environmental Science
- Exercise Science
- French
- Finance
- Financial Economics

- Geology
- German
- History
- Information Systems
- International Studies
- Liberal Studies (GPS only)
- Management
- Marketing
- Mathematics
- Music
- Organizational Leadership
- Nursing – 4-Year BSN
- Nursing – RN to BSN degree completion (GPS only)
- Philosophy
- Physics
- Political Science
- Psychology
- Religion
- Russian and Central Eurasian Studies
- Sociology
- Spanish
- Sports Management
- Theatre

Additional Minors:

- African and Diaspora Studies
- Archaeology
- Business
- Chinese
- Cinema Studies
- Creative Writing
- Environmental Studies
- Health Science
- Journalism
- Justice, Law and Public Policy
- Marine Science
- Neuroscience
- Pre-Modern and Ancient World Studies
- Russian
- Statistics
- Technical Theatre
- 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 departments, 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.

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 Chair of the department 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 courses that allow the student to address the component of the writing goal within the major (i.e., two of the classes counted toward the interdepartmental major must be writing intensive - W), the Speaking goal, the Research goal, the Computing goal, and the Diversity of Human Experience goal.

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 are meeting 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. Departments 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. Cognate requirements are not included in the 50 percent minimum. 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 and study-abroad programs must petition for part of the residency requirement to be waived.

Rules regarding the number of credits required at Wittenberg or in the major department do not apply to degree completion programs offered in nursing and criminal justice.

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 School of Graduate and Professional Studies. Most courses that meet during the day meet daily, Monday through Friday; most evening courses meet two or three times weekly. Additional information is available from the School of Graduate and Professional Studies.

School of Graduate and Professional Studies

The School of Graduate and Professional Studies (GPS) 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 School of Graduate & Professional Studies markets to, admits and advises all undergraduate students over the age of 23. 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 Executive Director of the School of Graduate & Professional Studies.

The School of Graduate & Professional Studies oversees the Organizational Leadership major, a multidisciplinary, applied-learning major designed to provide highly motivated adult students with a broad perspective on the best

practices for managing complex social, cultural, and professional issues that they are likely to encounter in positions of leadership in today's society. This major is limited to adult/non-traditional students only.

Additional programs offered through the School of Graduate & Professional Studies include:

- [Major in Liberal Studies](#)
- [RN to BSN program](#)
- [Major in Criminology and Criminal Justice](#)

THE SUMMER SESSION

The School of Graduate & Professional Studies 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

The School of Graduate & Professional Studies currently offers three graduate programs:

- [Master of Science in Analytics](#)
- [Master of Arts in Athletic Coaching](#)
- [Master of Arts in Education](#)

CENTER FOR MUSICAL DEVELOPMENT (CMD)

The Center for Musical Development offers a variety of musical engagement opportunities for the Springfield community, including private lessons and group instruction for all levels of experience.

Seasonal music opportunities can be found on the [CMD website](#).

COLLEGE CREDIT PLUS PROGRAM

The School of Graduate & Professional Studies 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 high school GPA, standardized test scores, and counselor recommendation.

FURTHER INFORMATION

The administrative office of the School of Graduate and Professional Studies is located in the Joseph C. Shouplin Center for Lifelong Learning, Room 101. Anyone desiring further information should inquire there, or review the [GPS website](#).

General Education

General Education provides the foundation of liberal learning upon which Wittenberg realizes its primary purpose, as emphasized in its mission statement, of imparting knowledge, inspiring inquiry, and encouraging independent thought. General education informs the more specialized study of the major and the minor and provides the basis for both lifelong learning and participation in Wittenberg's learning community. In addition, the Wittenberg student has the opportunity to develop, assess, and clarify spiritual beliefs and ethical values, gain an appreciation of human diversity, and define the role of the educated citizen in the world community and in the individual's particular society.

By achieving the specific goals of general education, a student acquires a basis for understanding varied domains of knowledge and experience and for appreciating the power and limitations of the ways of knowing that characterize each domain. A student develops the analytic and expressive skills necessary to engage creatively in exchanging ideas and assimilating information and gains an awareness of the interconnectedness of academic disciplines and the relation between various areas of inquiry and specialized courses of study.

The university offers a variety of courses especially designed to ensure that a student has sufficient opportunity to develop these skills and achieve these understandings. A minimum number of these courses are required for a bachelor's degree. Courses that may be applied to the general education program requirements have been designated with an appropriate letter code. There are also a number of topics courses offered each semester by various departments, which have been approved to satisfy a general education requirement. Students should consult the open course listing for a list of approved topics courses.

While some courses may be designated to meet two different requirements, students may use such courses to fulfill only ONE of these designations, NOT both. The only exceptions to this policy are writing-intensive and mathematical-reasoning courses, which may be used to meet other general education requirements.

To complement and support this academic program, the university provides a wide range of co-curricular activities and events that address particular components of Wittenberg's mission. These include lectures, performances, religious events, counseling, athletics, and recreational activities.

The general education learning goals and requirements are divided into three groups: Foundations, Arts and Sciences, and Co-Curricular Activities.

FOUNDATIONS

This category contains those goals and requirements that provide an essential foundation for successful college study. They include writing, mathematics, languages, speaking, and research.

FIRST YEAR SEMINARS

The student will gain the necessary understandings of self and of the institution to make a successful transition to college life.

REQUIREMENT:

Registration and completion of the Wittenberg First Year Seminars, FYS 101 (fall) and FYS 102 (spring), one credit each, paired with a fall freshmen-only advising section of four to five credits that counts for general education credit. Transfer students are exempt from this requirement.

WRITING

The student should achieve a level of competence in writing that provides the necessary foundation for subsequent college work and further learning and should also strengthen writing with continued practice.

REQUIREMENTS:

1. Demonstrate competence in writing. Competence may be demonstrated in two ways: (1) by completing ENGL 101 during the first two semesters, with a minimum grade of C- or S or by transferring in a comparable course from an accredited institution; (2) by earning a score of 4 or higher on the Advanced Placement Exam in English Language and Composition or Literature and Composition, or earning an International Baccalaureate Diploma and by receiving a grade of "B" or higher on the Extended Essay.
2. Demonstrate continuing proficiency in writing: All students are required to earn a grade of satisfactory (S) for their writing proficiency in six courses designated as "writing intensive," at least two of which must be taken as part of the student's major. Failure to demonstrate such proficiency will result in no credit (NC) for writing proficiency in that course. A student may earn graduation credit for the course even if the grade for writing proficiency is NC, but the student may not graduate until an S has been earned in six writing-intensive courses. Transfer students will have one writing intensive course waived if 16 or more credits are transferred; two writing intensive course will be waived for 32 or more credits transferred.

MATHEMATICS

The student should achieve a level of competence in mathematics that provides the necessary foundation for subsequent college learning and should also strengthen problem-solving and reasoning skills through continued use.

REQUIREMENTS:

1. Demonstrate competence in mathematics. Competence may be demonstrated by completing one course (four credits) in mathematics, statistics, or computer science that meets the foundational mathematics goal with a minimum grade of C- or S; or by earning a sufficiently high score on an examination administered on campus by the Department of Mathematics and Computer Science. Quantitative courses are designated with a "Q".
2. Complete one additional mathematical-reasoning-intensive course. Mathematical-reasoning-intensive courses may be used to meet other general education learning goals. Mathematical-reasoning courses are designated with a "M" or "Z" in the section number throughout the Master Schedule of Classes published each semester by the Registrar's Office.

Students are strongly encouraged to meet this requirement by the end of the sophomore year.

FOREIGN LANGUAGE

The student should achieve the degree of competence in a foreign language necessary to encounter another culture on its own terms and to enhance understanding of the structure of the language itself.

REQUIREMENT:

Demonstrate competence in a foreign language. Competence may be demonstrated by completing a foreign language "F" course at Wittenberg and earning a minimum grade of C- or S; or by earning a sufficiently high score on an examination administered on campus by the Foreign Languages and Literatures Department. Language courses from outside Wittenberg may be used to meet this requirement only after the Foreign Languages and Literatures Department has determined their equivalence to Wittenberg's standard of competence. The Registrar maintains a list of such determinations.

Students are strongly encouraged to meet this requirement by the end of the sophomore year. Courses are designated with an "F".

SPEAKING

The student should be able to speak effectively within and before groups.

REQUIREMENT:

No specific course is required. The student meets this goal through some general education courses and through the major.

The student should learn to speak within groups in a manner that conveys ideas clearly to others and that equitably and respectfully involves others in discussion/conversation.

The student should learn to speak before groups in a manner that conveys a clear message (thesis), demonstrates clear structure and organization, shows an awareness of audience and genre, uses language and terminology appropriate to the language and discipline, effectively utilizes visual/audio aids, uses the body and voice appropriately and effectively, and incorporates, credits and cites appropriate evidence.

RESEARCH

The student should be able to use the library to acquire information and to explore ideas and should understand the role of technology in the collection, analysis, and dissemination of information.

REQUIREMENT:

No specific course is required. The student meets this goal through some general education courses and through the major.

ARTS AND SCIENCES

This category moves beyond foundations toward an understanding of how different academic disciplines contribute to our growing body of knowledge.

Students are required to complete courses from five areas of learning that are defined by their methods or approaches: The Natural World; Social Institutions, Processes, and Behavior; Fine, Performing, and Literary Arts; Religious and Philosophical Inquiry; and Western Historical Perspectives. Most students take eight courses of four or five credits each to meet these requirements. In doing so, students must choose courses from eight different departments. In instances in which students take course work in more than two departments to fulfill an eight-credit requirement (as is possible in the Arts), they must take courses from six other departments for the remaining six courses.

Students are required to complete one course from a sixth area of learning, Non-Western Cultures, which is defined by subject matter rather than by method or approach.

In addition, the Arts and Sciences requirements introduce students to the diversity of human experience and to the inter- and trans-disciplinary nature of knowledge. These learning goals transcend the disciplinary and methodological limits of the areas and subject matters in this category.

THE DIVERSITY OF HUMAN EXPERIENCE

Arts and Sciences courses introduce students to the role of human diversity in contemporary culture.

REQUIREMENT:

No specific course is required. Students are introduced to the role of human diversity through the Arts and Sciences courses (excluding courses covering The Natural World) and through the majors.

THE NATURAL WORLD (N/B)

Natural World courses introduce students to the study of the natural world through scientific inquiry and the relationship between science and contemporary culture.

REQUIREMENT:

At least eight credits in Natural World courses, one of which must include laboratory experience. Non-laboratory courses are designated with an "N," laboratory courses are designated with a "B".

SOCIAL INSTITUTIONS, PROCESSES AND BEHAVIOR (S)

Social Institutions, Processes, and Behavior courses introduce students to the study of human behavior and society through the use of empirical or social scientific methods.

REQUIREMENT:

Eight credits in Social Institutions, Processes, and Behavior courses. Courses are designated with an “S”.

FINE, PERFORMING, AND LITERARY ARTS (A)

Fine, Performing, and Literary Arts courses introduce students to aesthetic experience and how the arts enrich and express the human spirit.

REQUIREMENT:

Eight credits in the creation, study, or performance of dance, literature, music, theatre, and/or the visual arts. Courses are designated with an “A”.

RELIGIOUS AND PHILOSOPHICAL INQUIRY (R)

Religious and Philosophical Inquiry courses introduce students to how central questions of reality, knowledge, and value are pursued in religious and/or philosophical traditions.

REQUIREMENT:

Four credits in Religious and Philosophical Inquiry courses. Courses are designated with an “R”.

WESTERN HISTORICAL PERSPECTIVES (H)

Western Historical Perspectives courses introduce students to the histories of the peoples and cultures of Europe and/or the post-Columbian Americas.

REQUIREMENT:

Four credits in Western Historical Perspectives courses. Courses are designated with an “H”.

NON-WESTERN CULTURES (C)

Non-Western Cultures courses introduce students to the history, institutions, or traditions of one or more of these cultures.

REQUIREMENT:

Four credits of Non-Western Cultures courses. Courses are designated with a “C”.

CO-CURRICULAR ACTIVITY

This goal supports the university’s purpose to develop qualities that characterize “wholeness of person.” By practicing service to the community, students can discover connections between academic studies and responsible membership in a community.

COMMUNITY SERVICE

Students should gain an understanding of the role, responsibility and challenge of service in community life through participation, experience and reflection.

REQUIREMENT:

Successful completion of [CMSV 100](#) (0 credits): Twenty-seven credits of direct service and three credits of reflection on the service experience. The [Community Service Office](#) coordinates the community service requirement and serves as a liaison between students and community sites.

Students are strongly encouraged to meet this requirement by the end of the junior year.

First Year Seminars (FYS)

First Year Seminar I and First Year Seminar II are required of all traditional incoming students, preparing them for a successful transition to the University; the seminars meet at a common time each week across the first year with a common syllabus and are led by a seminar team including a faculty advisor, a peer mentor, and to the extent available, a professional staff member. First Year Seminar I is connected in the fall to an advising section of a first-year only course with 25 or fewer students. First Year Seminars will meet Tuesdays, 12:00-12:50, throughout the academic year, will be graded (not taken for pass/fail credit), and will not be eligible for the 'Freshmen Forgiveness' policy.

COURSES

FYS 101. FYS Seminar I. 1 credit.

FYS 102. FYS Seminar II. 1 credit.

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 students of the highest academic rank are granted conditional membership of up to two semesters in the University Honors Program. Conditional members achieving a cumulative GPA of at least 3.50 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 3.50 or above will not be invited to continue in the Honors Program. Upon achievement of a 3.5 cumulative GPA in a subsequent semester, students may reapply to the Honors Program in the annual Spring semester Honors admissions process.

All other full-time students who earn a cumulative 3.50 GPA or above in their first semester of full-time coursework and/or in subsequent coursework will be invited to apply for admittance to the program in January of their first or second years at Wittenberg. 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 3.50 cumulative GPA later in their careers may also apply for admission to the program on a case-by-case basis.

The program brings students together in special and sometimes interdisciplinary seminars during their sophomore and junior years and affords mutual support as each student undertakes independent work culminating in a senior honors thesis or project within the major. The senior honors thesis/project allows the student 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 he or she 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 3.50
- 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

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 3.50 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 (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 3.50 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 3.50 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.

@WITT/@HOME

The School of Graduate and Professional Studies offers courses through the *@witt/@home* course format, combining limited campus meetings and interactive web-supported activities. Courses structured in this mode bring to working adults the best of both the classroom encounter and the convenience of individualized on-line work.

Even if students live some distance from Springfield and have the hyper-busy and "irregular" schedule that typifies the contemporary working man or woman, *@witt/@home* makes the Wittenberg experience a very real choice - without the sacrifice in learning quality that can occur in on-line programs. The *@witt/@home* courses have the same enrollment limits as our traditional campus courses. Classes typically meet four to eight times over a semester, with variances reflecting credit value, and incorporate guided readings and asynchronous interactive activities with instructors and classmates at home or at work.

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 or the Bachelor of Music Education 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.

GRADUATING WITH A SELF-DESIGNED MAJOR

A student may graduate with a self-designed major only in the Bachelor of Arts degree program. Wittenberg's intensive degree programs (i.e., B.S., B.F.A., and B.M.E.) are chartered by the Board of Regents according to the curricular plan of each.

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.”

COMMUNITY SERVICE

Believing students should gain an understanding of the role, responsibility, and challenge of service in community life, Wittenberg requires completion of thirty credits of community service for graduation.

In one semester before their senior year, students must register and complete all service requirements for CMSV 100, a non-credit class. CMSV 100 provides students with the opportunity to serve others, to connect the Wittenberg and Springfield communities, and to reflect on the service experience.

The [Community Service Office](#) coordinates the service requirement at Wittenberg and serves as a liaison between the students and community sites.

Community Service Course Descriptions are on [page 189](#) of the catalog.

INTERSHIPS

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 departments offer credit-bearing internships that are supervised by a faculty member in the department. 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. There is also an [internship website](#).

Local internship sites for Wittenberg students have included Springfield Small Business Development Center, Oesterlen Services for Youth, Speedway (Corporate Offices), Springfield Regional Medical Center, Cox Media-Dayton Daily News, the Clark County Prosecuting Attorney’s Office and Victim Advocate Office, Wright-Paterson Air Force Base, the Springfield Museum of Art, and the Dayton Dragons and Champion City Kings Minor League Baseball teams.

Longer distance internship opportunities have included the Disney College Program in Orlando, FL, Thurber House Museum and Thurber Center in Columbus, OH, JP Morgan Chase in Chicago, IL, participation in the Wittenberg University Washington Semester program offering opportunities in federal offices as well as institutes and consulates, and in a program that is unique among undergraduate, liberal arts and sciences colleges, a study abroad semester in Wittenberg, Germany offering internship experiences in a wide variety of fields including science, education, arts, business, and social sciences. For more information on requirements and process, [visit the website](#).

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. Housing is provided in 13 fully-furnished penthouse condominiums (owned and operated by the Consortium) in Rosslyn, Virginia, directly across the Potomac River from Georgetown, in the District of Columbia. Access to internships and other activities is convenient; the metro is only a five minute walk from the condominiums.

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

LOCAL GOVERNMENT MANAGEMENT INTERN PROGRAM

FIELD BIOLOGY AND GEOLOGY

OFFICE OF INTERNATIONAL EDUCATION

Wittenberg maintains a full-time office of [International Education](#) to assist students with study and travel plans, and to counsel them with integrating international dimensions with educational life goals. A minimum 2.5 grade-point average and junior status is required for study abroad programs.

Wittenberg is affiliated with programs operated by American consortia such as the [Institute for the International Education of Students](#), and [Council on International Education Exchange](#). The university directly enrolls students in these programs. Other programs, including ones in Wittenberg, Germany and South Africa, are available to Wittenberg students.

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 are shown on the transcript but not calculated in the GPA.

EXCHANGE PROGRAMS

Wittenberg participates in study programs in which students here and abroad exchange places while enrolled in their home institutions.

DIRECT EXCHANGES

While participating in a direct exchange, a student pays Wittenberg tuition and fees, including room and board, and also retains all scholarships. Direct exchanges require a high level of independence and superior linguistic skills. If selected by the university and linguistically qualified, the student may enroll directly in:

INTERNATIONAL STUDENT EXCHANGE PROGRAM

Through Wittenberg's membership in [ISEP](#), students can enroll directly in more than 200 institutions in 20 different countries around the world. Direct enrollment requires a high level of independence and superior linguistic skills.

WITTENBERG RUN PROGRAMS

SEMESTER ABROAD IN WITTENBERG GERMANY

WITTENBERG FACULTY-LED SUMMER PROGRAMS:

Wittenberg offers many of its own summer programs that are directed/taught by Wittenberg faculty. These programs vary in length from 3-6 weeks. Most programs are offered on a biannual basis. Recent sites include

- Wittenberg, Germany
- Lesotho
- Bahamas
- Poland

OTHER STUDY ABROAD

In addition to programs which the university operates or with which it affiliates, other programs administered by U.S. colleges and universities are available to Wittenberg students depending on approval by the Faculty Committee on International Education.

General Prizes and Awards

ALMA MATER

This is the highest honor bestowed upon a woman at Wittenberg. Students, faculty or staff members may nominate a junior woman. 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.

ALMA LUX

This is the highest honor bestowed upon a male at Wittenberg. Students, faculty members, and staff may nominate a junior male. A special screening committee selects five nominations for final consideration. A campus-wide election determines which nominee is selected to represent Wittenberg. The Alma Lux must possess depth of character and show consistent leadership, service, and concern for the college community. This award was instituted in 2003.

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.

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.

DEPARTMENTAL HONOR SOCIETIES

- Biology – Beta Beta Beta
- Business – Tau Pi Phi
- Communication – Lambda Pi Eta
- East Asian Studies – Epsilon Alpha Sigma

- Economics – Omicron Delta Epsilon
- Education – Kappa Delta Pi
- English – Sigma Tau Delta
- Foreign Languages – Sigma Delta Epsilon
- French – Phi Sigma Iota
- German – Delta Phi Alpha
- History – Phi Alpha Theta
- Philosophy – Phi Sigma Tau
- Political Science – Pi Sigma Alpha
- Psychology – Psi Chi
- Sociology – Alpha Kappa Delta
- Spanish – Sigma Delta Pi

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES 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 GPS students at this credit level. Induction is held annually.

EXCELLENCE IN LIBERAL STUDIES AWARD

Eligibility requires a major in liberal studies and completion of at least 44 Wittenberg credits, preferably over the most recent three calendar years. The Graduate and Professional Studies Committee bestows the award on the student who, in its judgment, most fully embodies high academic achievement and realization of the principles of the liberal studies program. The person selected receives a plaque and a gift that celebrates the student's connection to the University.

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.

DEPARTMENTAL ORGANIZATIONS

Each academic department at the university has 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 of 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.

MUSIC, THEATRE, ART AND DANCE

Wittenberg has a very active music program, with classes, events, and activities that are available to all students. Courses cover a wide variety of music — Western classical music (both old and new), world music, and popular music; the study of music from an analytical or historical perspective; and the study of music education itself. Music lessons (in voice, piano, and the various orchestral and band instruments) are open to all students, as is participation in music ensembles, including the Brass Ensemble, Chamber Singers, Flute Choir, Handbell Choir, Chamber Orchestra, Wittenberg Choir, Wittenberg Singers, and Wittenberg Symphonic Band. Concerts and recitals are presented on campus throughout each semester.

Dedicated to the study, development, and practice of theatre and dance, Wittenberg's Chakeres Memorial Theatre serves as a center of theatre and dance activity for all interested students. Each year it presents a series of main stage theatre and dance performances designed and directed by faculty members and guest artists in addition to another series of plays designed and directed by students. The Department of Theatre and Dance also presents a fall dance concert and a faculty and seniors spring concert. Besides these, there are both a student improvisation theatre group

called Pocket Lint and a student dance club. For students interested in the study of theatre and/or dance, the university offers both theatre and dance majors, a technical theatre minor, a theatre performance minor, and a dance 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.

ATHLETIC FACILITIES

CLUB SPORTS

WITTENBERG ATHLETIC ELIGIBILITY POLICY

Participating in athletics at Wittenberg University is a privilege all students must earn. Maintaining good academic standing and making satisfactory progress towards a degree are two essential academic goals each student must achieve to graduate.

In order to compete in intercollegiate athletics at Wittenberg University all students must adhere to the following standards: To conform to NCAA Bylaw 14.01.2.1, athletic eligibility is determined by the Board of Academic Standards (BAS). Athletes on academic probation (AP) are considered to be eligible to participate in athletics unless otherwise determined by the BAS.

Academic Policies and Procedures

ACADEMIC ADVISING

A faculty advisor is assigned to each entering student. This faculty member is also the instructor in one of the student's first semester courses. 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 requests an advisor in the department in which the major is declared. Each department assists its junior and senior advisees in planning their programs of study.

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.

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 department or 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 Registrar's Office. Declaration of the major is made through the Department Chair and by filing with the Registrar.

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.

TRANSFERRING CREDIT FOR CURRENT STUDENTS

Transfer credit is not accepted for courses in which the content has already been included in previous credit on the record. Transfer credit is also not accepted for a course taken at an institution affiliated with the Southwestern Ohio Council for Higher Education if the course is available at Wittenberg.

Also, 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 adds require permission of the instructor. In addition to the instructor, first-year students are required to have advisor permission.
- Drops without record are permitted through the fifth week of the semester. All drops require permission of the instructor. First-year students also require advisor permission.
- Withdrawals with a grade of "W" are permitted through the 11th week of the semester. All withdrawals require permission of the instructor. First-year students also require 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. 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.

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 in the Registrar's Office. 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 101 and FYS 102 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 the sophomore year 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 signatures and submit the form by the semester deadline for adding courses. Independent Study forms are taken to the Registrar's office for final approval. Internship agreement proposals are approved in the Director of Career Services. 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 of credit through a combination of internships, independent study, and/or senior thesis is permitted. A maximum of 10 credits of internship credit is possible.

THE CLASS DAY

A typical four-credit class meets three hours per week, normally in one of three patterns: three 65-minute (MWF), two 95-minute (TTh), or one three-hour period. A few classes may be held on a daily basis. Some schedule additional laboratory periods.

ATTENDANCE

Each Wittenberg student is expected to attend class except for reasons of ill health, of travel mishaps, or of illness or death in the family. From time to time legitimate educational activities or participation in university-sponsored co-curricular activities may result in student absences. In such cases, the faculty or staff members planning these activities should weigh carefully their educational benefits.

A student's absence from class due to any of these circumstances is considered excused. Nonetheless, each student is expected to meet the academic responsibilities for each course, even though excused from class. Faculty members are expected to cooperate in helping the student to meet these responsibilities.

The Health and Counseling Center provides written verification of illness only when the university physician orders hospitalization or strict bed rest for a specific affliction.

THE FOLLOWING PROCEDURES ARE TO BE FOLLOWED FOR EXCUSED ABSENCES:

- In each case, the student should tell the appropriate faculty members the circumstances of the absence and should request assistance in meeting academic responsibilities. This should be done before the absence, if possible.
- Faculty or staff members sponsoring group activities should submit the names of the participating students to the Assistant Provost for Academic Services, 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.
- A student or faculty member may ask either the Dean of Students or the Assistant Provost for Academic Services to clarify the circumstances of an absence and to verify that the absence is excused.

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 or in FYS 101 or FYS 102.
- 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 mark of I must be removed no later than the end of the eighth week of the next semester or it automatically becomes an F or NC (No Credit).

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 other than FYS 101 and receive the mark of W for that course, through the last official day of classes. FYS 101 and FYS 102 may not be dropped. 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 or can be requested from the Registrar.

TRANSCRIPTS

A permanent academic record is maintained by the Registrar's Office for each student who registers at Wittenberg. Wittenberg student records are administered in accordance with the Family Privacy Act of 1974. For information on obtaining an official transcript of the academic record Contact the Registrar's office. Normally, a transcript request is filled within three to five working days after receipt. An official transcript can be released only if the student's account is clear of outstanding balances and university holds.

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. See below for criteria applying to adult / non-traditional students.

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 4.00 *summa cum laude*.

STANDARDS OF ACADEMIC PROGRESS

Students are advised to complete 25 percent (32 to 33 credits) of the requirements in academic courses for the degree during each academic year. To meet acceptable academic standards, the student regularly enrolled as a degree candidate must accomplish the following:

- Achieve a minimum cumulative grade-point average of:
 - 1.667 at the end of the first semester,
 - 1.750 at the end of the second semester,
 - 1.850 at the end of the third semester, and
 - 2.000 at the end of the fourth semester and thereafter.

Note: The Board of Academic Standards may send informal letters of warning or concern to students when the grade-point average or status shows signs of falling below acceptable levels.
- At the end of the fourth semester and each semester thereafter, maintain a grade-point average of 2.000 or better.
- Earn at least:
 - 24 credits by the end of the second semester,
 - 52 credits by the end of the fourth semester,
 - 80 credits by the end of the sixth semester.

Note: This rate of accumulating successfully completed credits is a minimum standard and, if followed, requires nine to 10 semesters of acceptable academic work to meet the expectations for graduation.

ACADEMIC PROBATION

A student is placed on academic probation when judged to be making less than satisfactory progress toward graduation:

- When the semester grade-point average or the cumulative grade point average falls below stated minimums.
- When the rate of course completion falls below stated minimums.

A student is removed from academic probation when the semester and cumulative grade-point averages and the rate of course completion reach stated minimums. A student on academic probation may not receive a letter of good academic standing from the university.

Any student on academic probation must have the academic advisor's approval prior to adding, changing, or withdrawing from a class. Further, the student is to meet at least twice (in addition to the pre-registration conference) with the academic advisor during the semester to discuss current academic work and related matters. The advisor reports the nature of the discussion and recommendations considered to the Board of Academic Standards using the appropriate form. The forms are initially sent to the student, who is to take them to the advisor.

ACADEMIC SUSPENSION

Academic suspension occurs at the end of an academic year (except in the case of gross disregard of academic standards and responsibilities) and involves the involuntary and immediate withdrawal of the student from Wittenberg University for at least one full semester. A student is suspended as a result of any one of the following circumstances:

- A student fails to make sufficient progress toward meeting graduation requirements after being on probation for two or more consecutive semesters.
- Grave academic difficulty during the first year may not be known until the end of the second semester. In such cases, the Board of Academic Standards may decide to suspend a student when the extent of academic deficiency warrants this action.
- Failing to meet stipulations set by the Board. A suspension for a failure to meet stipulations may occur at the end of any semester.
- For gross disregard of academic standards and responsibilities, defined here as earning a grade-point average below 1.000 for any semester, 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. A suspension for gross academic disregard may occur at the end of any semester.

APPEAL OF ACADEMIC SUSPENSION

The Board of Academic Standards does consider a timely letter of appeal from the academically suspended student but reverses its decision only when presented with new evidence of significant mitigating circumstances. The letter of appeal is to be typewritten and no more than two pages in length; it may include additional supportive information or give a corrective devised by the student. The Assistant Provost for Academic Services provides information regarding the appeal process. 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 it be denied, the student may appeal further, but only in writing, to the Provost.

The communication to the Provost must demonstrate that the appeal did not receive a fair and an impartial hearing.

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 semester) by filing an application for re-admission with the Director of Admission. A student on academic suspension may not receive a letter of good standing. It is the responsibility of the student to determine the 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 with minimal expectation of completing at least 12 credits with a semester grade-point average of 2.0.

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 may transfer in a maximum of 8 credits taken during the suspension period. 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.

Academic Dismissal

If an academically suspended student is readmitted, continues to remain on academic probation and subsequently becomes liable for suspension a second time, academic dismissal results. 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 the School of Graduate and Professional Studies Handbook for Adult/Non-Traditional Students.

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 at the Registrar's Office. 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:

- 1-5 weeks: Without Grade or Credit
- 6-10 weeks: W(Withdrawn)
- 11-15 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 Assistant Dean of Students/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.

FINANCIAL AID REFUNDS & RETURN OF TITLE IV (R2T4) PROCESS

All financial aid funds are returned to the funding entity when students withdraw from Wittenberg University prior to the first day of each semester.

Students who withdraw during the first five weeks of the semester have part of their financial aid returned to the appropriate funding entities:

- Wittenberg and State financial aid is returned at the same percentage rate as tuition is refunded. For example, if a student receives a 20% refund of tuition, 20% of institutional aid will be returned to the institutional funds and Ohio state aid will be returned to the Ohio Board of Regents.
- Federal financial aid funds are subject to the R2T4 Refund Process. Federal aid includes Federal grants, parent and student loans, and work-study. All federal aid funds are earned on a per diem basis. For example, if there are 100 days in a semester, each day attended allows the student to keep 1% of the federal aid total for that semester. A student who stayed 30 days would be able to keep approximately 30% (30 days/100 days) of his or her federal aid and approximately 70% (the remainder) would be returned to the US Department of Education.
- Federal financial aid that is to be returned is credited first towards student loans, then towards parent loans, and finally towards grant programs. For example, if a student receives \$1000 in loans and \$500 in grants and we are required to return \$900, the full \$900 is credited towards the loan – i.e. the student would withdraw with a \$100 loan and a \$500 grant.

For students who withdraw after the first five weeks of the semester but before 60% of the semester is over, no Wittenberg or State financial aid is returned. This means that the student has earned all Wittenberg and State of Ohio financial aid resources.

- Federal financial aid must go through the R2T4 Return Process.
- It is possible for a student to withdraw and owe more money to the University than if they were to finish the semester.
- Students who withdraw after 60% of the semester is past, all financial aid has been earned. This means the Office of Student Financial Services will not adjust your financial aid. The 60% mark of the semester is on the Friday of the 9th week of the semester. The 60% mark for summer semester is dependent on the part of summer term that the student is enrolled.

The R2T4 process must be completed within 45 days of the student's notification that he/she has withdrawn to comply with federal regulations. The official withdrawal date is determined by the Student Development Office and is 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 to any 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 the staff in the Office of Student Financial Services prior to withdrawing to understand the R2T4 Refund Process. For more

information on the R2T4 Process, please go to 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 at the Registrar's Office. An exit interview with a member of the Student Development staff is required. The student who is interrupting attendance to study abroad or to participate in a special program may request a leave of absence.

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.

An adult/non-traditional student who is absent from Wittenberg for two calendar years or longer must apply for re-admission. The student is 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 (credit hours earned), and Maximum Timeframe. To maintain financial aid SAP, undergraduate students and graduate students must meet all academic requirements. All students enrolled in courses will be evaluated for financial aid SAP; this includes courses taken while not receiving Title IV financial aid.

The Director of Financial Aid will evaluate your academic history annually, at the end of the full summer term, to ensure you are meeting financial aid SAP requirements. This evaluation includes courses taken during the entire academic year. You may contact Student Financial Services at any time to request your record be evaluated. If you fail financial aid SAP requirements, you will be notified via an email sent to your Wittenberg University email account, and a letter sent to the address that 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 2.0 or higher.
- Graduate students must maintain a minimum cumulative GPA of 3.0 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 during the next formal review of SAP.

- Your overall cumulative GPA is used when reviewing SAP, regardless if you have a change in major or are pursuing a second degree. However, you can appeal to receive financial aid based on a change of major or pursuing a second degree.

2. Completion Rate (67% Rule)

- Undergraduate and graduate students must earn 67% of their cumulative attempted credit hours during the full academic year.
- The percentage is calculated by dividing your total number of earned credit hours by your total number of attempted credit hours during the full academic year.

PLEASE NOTE:

- Attempted credit hours are those credit hours for which you have received a grade of A, B, C, D, F, I, L, NC, S, W, NR, X, and XF.
- Transfer credit hours and repeated coursework are included in your total attempted credit hours.
- Incomplete coursework is included in hours attempted, however they are not considered hours earned until the grade is finalized.
- Your overall cumulative hours attempted and hours earned are used when reviewing SAP, regardless if you have a change in major or are pursuing a second degree. However, you can appeal to receive financial aid based on a change of major or pursuing 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.
- The maximum timeframe is 150% of the typical number of hours needed to complete degree requirements.

Student Level and/or Degree Program

Undergraduate/Bachelor's Degree Programs

Graduate/Master of Science in Analytics

Graduate/Master of Arts Coaching

Graduate/Master of Arts Education

Maximum Number of Total Attempted Credit Hours

189 semester hours

44 semester hours

48 semester hours

54 semester hours

PLEASE NOTE:

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

SAP Status

You can check your SAP status by calling or emailing the Student Financial Services Office.

SAP STATUSES

Financial Aid Satisfactory: You have met SAP requirements for federal student aid purposes. You have continued eligibility for federal financial aid.

Financial Aid Unsatisfactory: You have not met SAP requirements and you are ineligible for federal student aid. You will remain ineligible for federal student aid 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 have been assigned an Unsatisfactory SAP status.

Financial Aid Probation: You have successfully appealed an Unsatisfactory SAP status and you are eligible for federal student aid for one term only. After the end of the term, you must meet academic progress plan requirements in order to qualify federal student aid for subsequent terms. You are not eligible to receive federal student aid for those terms for which you are assigned an Unsatisfactory SAP status.

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

COMMON SAP APPEAL POLICY

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

SAP 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 is denied, you may submit a new appeal with updated information and documentation. You only have two chances to submit an appeal for review during any given semester.
- Appeals must be submitted prior to the semester appeal deadline to be considered.
- All appeals are reviewed by the Director of Financial Aid and all appeal decisions are final.
- Incomplete appeals will be denied.

You must check your Wittenberg University email for updates to the status of your financial aid, including your SAP appeal.

SAP APPEAL CRITERION

The SAP appeal process will require you to submit the SAP Appeal Form. When completing this form you will be required to supply the following information:

- A statement that explains the circumstance or reason you failed to meet SAP requirements.
- A statement that explains what has changed in your situation that will now enable you to meet SAP requirements.
- Documentation that supports your written statement(s). The documentation must accompany your appeal form. A statement of support such as a letter from an academic advisor must be signed by the person providing

the support and must be printed on university letterhead or sent directly to the Director of Financial Aid via Wittenberg Email.

- If you had a mitigating circumstance (e.g., illness, injury, bereavement, etc.) that prevented you from meeting SAP requirements, you are encouraged to document the circumstance. Examples of acceptable documentation include: a statement of support from a physician, counselor, or clergy; court documents; obituaries; etc.
- If you had a non-mitigating circumstances (e.g., return to school after extended leave, change of major, additional degree or teacher certification, transfer hours, etc.), you are required to document what has changed in your situation that will now enable you to meet SAP requirements. Examples of acceptable documentation include: a statement of support from an academic advisor, faculty member, or tutor; academic transcripts from a transfer college; etc.
- In addition, if you failed to meet the Maximum Timeframe SAP requirement (150% Rule), you are required to meet with your academic advisor to complete the SAP Appeal Maximum Timeframe Form.

If you successfully appeal, 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 academic progress plan deadline in order to receive federal student aid for that one term. If you do not agree to an academic plan and/or complete financial awareness counseling by the applicable deadline date, your Financial Aid Probation SAP status will be revoked and you will be reassigned to a Financial Aid Unsatisfactory SAP status.

SAP APPEAL DEADLINES

The Student Financial Services Office will accept SAP appeals by term based on the following schedule. Though we check your SAP status one time per academic year, you may choose to submit an appeal for a particular term if you plan to sit out a term, or not return to Wittenberg University immediately after your SAP status is calculated as unsatisfactory. In addition, if you are on financial aid probation, you may be required to submit a new appeal by the deadlines below to gain an additional financial aid probationary term.

<u>Term</u>	<u>Start Date for Appeals</u>	<u>Deadline to Submit Appeals</u>
Fall 2019	August 1, 2019	September 1, 2019
Spring 2020	October 1, 2019	February 1, 2020
Summer 2020	March 1, 2020	May 1, 2020

FINANCIAL AID PROBATION

If you successfully appeal, you must complete financial awareness counseling and agree to an academic progress plan by the appeal term's academic progress plan deadline. You are required to submit an academic progress plan every term you are on financial aid probation; however, you only need to complete financial awareness counseling once per academic year, regardless of the number of terms you are granted probation.

<u>Term</u>	<u>Counseling and Academic Progress Plan Deadline</u>
Fall 2019	Sept. 15, 2019
Spring 2020	February 15, 2020
Summer 2020	May 15, 2020

While on financial aid probation, you will only be eligible to receive federal student aid during your one probationary term and you must agree to the following academic progress plan.

Undergraduate Students

- Earn at least a 2.0 term GPA during the probationary term

- Earn 67% of their attempted hours during the probationary term
- Must maintain compliance with stipulations outlined by the Board of Academic Standards.

Graduate Students

- Earn at least a 3.0 term GPA during the probationary term
- Earn 67% of their attempted hours during the probationary term
- Must maintain compliance with stipulations outlined by the Board of Academic Standards.

The Student Financial Services Office will determine if you have adhered to your academic progress plan once your grades have posted for your probationary term. If you adhered to your academic progress plan, you will have your federal student aid reinstated for subsequent terms. If you did not adhere to your academic progress plan, you will be assigned an Unsatisfactory SAP status and will be ineligible to receive federal student aid at Wittenberg University. Your cumulative academic history will be evaluated for SAP requirements at the next annual evaluation.

If you have been assigned a Financial Aid Unsatisfactory SAP status, be it your SAP appeal was denied or you chose not to appeal, you may re-establish your federal student aid eligibility on your own. If you are ineligible for federal student aid due to a Financial Aid Unsatisfactory SAP status, you may wish to consider applying for other types of financial aid, such as alternative loans.

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.

Wittenberg University Code of Academic Integrity

APPROVED APRIL 24, 2015

Approved by the faculty April 7, 2015

Approved by the student body April 24, 2105

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 contributions of each individual 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 five (5) faculty, two (2) administrators, and ten (10) students. Every year the faculty will elect one or two of its members to serve three-year terms. The Provost and the Dean of Students will each appoint an administrator to serve a three-year term. The students will be selected by a committee consisting of the chair and vice-chair of the Honor Council, two (2) additional volunteer members of the Honor Council, and three (3) students appointed by Student Senate.

This committee will strive to make the Honor Council representative of the diverse nature of the Wittenberg community. 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 Assistant Provost for Academic Services) from four sources: (a) the involved faculty member; (b) the involved student; (c) a student having knowledge of academic dishonesty; (d) the Assistant Provost for Academic Services (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 copies of the report to the student and to the Office of the Assistant Provost for Academic Services 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 Assistant Provost for Academic Services, who will refer it to the Honor Council. The case will then be reviewed by a Hearing Board

STUDENT REQUEST FOR HEARING

If the student does not admit 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 are submitted to the Assistant Provost for Academic Services.

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 Assistant Provost for Academic Services 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 Assistant Provost for Academic Services 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 Assistant Provost for Academic Services 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 Assistant Provost for Academic Services 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 seven (7) persons, six (6) of whom will be voting members. Hearing Boards are made up of three (3) students, two (2) faculty members, and one (1) administrator selected by the Honor Council chair from the membership of the Honor Council. Determinations of the board will be by a majority vote (four votes or more). The chair or vice-chair of the Honor Council will serve as the Hearing Board chair and will vote only in the event of a tie. 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.

HEARING: PRELIMINARY PROCEDURES

The initial report of an allegation of academic dishonesty will be reviewed by the Honor Council Chair and the Honor Council Faculty Advisor, who will then appoint a Hearing Board and designate a chair of the Hearing Board. The Honor Council chair will inform the student of the allegation in writing, including the faculty member's report. The Honor Council chair 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 chair will select the date, time, and place for the hearing and notify both the referring faculty member and the student a minimum of seventy two (72) hours prior to the hearing. The Honor Council Faculty Advisor 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, he/she will meet with the Honor Council vice-chair as long as the vice-chair is not presiding over the hearing. Lastly, if the student is unwilling or unable to meet with the vice-chair, he/she must meet with the Director of Student Conduct. Whoever meets with the student will serve as the Honor Council Process Advisor during the hearing and will also meet with the student following the hearing 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.

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.

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 Assistant Provost for Academic Services 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 choosing for emotional support only, provided that the support person is not a parent, an attorney, a member of the Wittenberg faculty or staff, a party to the case, or a person having any matter pending before the Honor Council.
- b. Hearings will be recorded for the purposes of the Hearing Board's deliberations and/or any Student Appellate 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, and witnessed by a university employee. 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 evidence will 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, two students and one faculty will be appointed as an ad hoc Hearing Board. Members of ad hoc Hearing Boards shall be current or former members of the Honor Council. A non-voting Hearing Board chair will also be appointed.

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 Assistant Provost for Academic Services certifies that no reports have been
- d. received indicating that the student has been found responsible for any other act of academic dishonesty at the university or at another institution; and,
- e. the majority of a quorum of the council votes to approve the petition. (A quorum for the Honor Council is five (5) students and three (3) 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 Student Appellate Board. Appeals must be received by the Student Appellate Board at the Student Development office 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 Student Appellate 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 Student Appellate 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 Student Appellate 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 Center for Academic Integrity for key ideas found within this Code of Academic Integrity. Please refer to their web site 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

Departments & 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 department or 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.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** Accounting

COURSE LISTING

Accounting Course Descriptions begin on [page 161](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Accounting – 40 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

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.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **Minor:** African and Diaspora Studies

COURSE LISTING

African and Diaspora Studies Course Descriptions begin on [page 163](#) 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 Non-Western Culture (when AFDS topic) – 4 credits
- ENGL 360 Studies in the Novel (when AFDS focus) – 4 credits
- ENGL 363 Major Author (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 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

SPANISH

- SPAN 130 Hispanic Literature (when AFDS topic) – 4 credits

THEATRE & DANCE

- THDN 112 Dance in Popular Culture – 4 credits
- THDN 210 Dance Ethnology – 4 credits

ARCHAEOLOGY

Students in the interdisciplinary archaeology minor embrace history through hands-on learning, including Nearby Wittenberg, an on-campus dig.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **Minor:** Archaeology

COURSE LISTING

Archaeology Course Descriptions begin on [page 164](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Minor in Archaeology – 20 credits

- ARCH 103 Introduction to Archaeology – 4 credits
- HIST 305 Archaeological Field Methods – 2-4 credits
- 12 additional credits, 8 of which are from two different departments and the final 4 credits at the upper level for a select department

The following courses are approved for consideration to fulfill the optional classes in the ARCH minor:

ART

- ART 110 Art History I – 4 credits
- ART 101 Studio Foundations – 4 credits
- ART 130 Non-Western Art Survey – 4 credits
- ART 145 Intro to Computer Imaging – 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 Topic: Art of Pre-Columbian Mesoamerica – 4 credits
- ART 292 Ceramics I – 4 credits

EAST ASIAN STUDIES

- EAST 100 Introduction to East Asian Studies – 4 credits

GEOLOGY

- GEOL 116 Time Earth – 4 credits
- GEOL 150 Physical Geology – 5 credits
- GEOL 170 Geology of the Critical Zone – 5 credits
- GEOL 240 Process Geomorphology – 5 credits

GREEK

- GREE 111 Introduction to Greek I – 4 credits
- GREE 112 Introduction to Greek II – 4 credits

HISTORY

100/200 Courses (as appropriate to student's interest in regional focus) Examples:

- HIST 110 Ancient Mediterranean Worlds – 2-4 credits
- HIST 111 Medieval Europe – 4 credits
- HIST 210 Topics in the Ancient World: Monuments, Myths and Mummies of Ancient Egypt – 4 credits
- HIST 240 Topics in Pre-modern Europe – 2-4 credits
- HIST 251 Medieval Russia – 4 credits

300 Courses (as appropriate) History Dept. has offerings for students interested in either Old or New World archaeology topics. Examples:

- HIST 302 Topics in Ancient History and Archaeology – 2-4 credits
- HIST 303 Ancient and Pre-Modern Historians – 2-4 credits
- HIST 304 Topics in Late Antiquity – 2-4 credits
- HIST 306 Byzantium: The Mediterranean Empire – 2-4 credits
- HIST 380 Topics in Public History – 4 credits

LATIN

- LATN 111 Introduction to Latin I – 4 credits
- LATN 112 Introduction to Latin II – 4 credits

SOCIOLOGY

- SOCI 110 Cultural Anthropology – 4 credits (strongly encouraged for all ARCH minors)
- SOCI 201 Topics: Culture in the Classroom – 4 credits
- SOCI 201 Topics: Language and Culture – 4 credits
- SOCI 245 Gender and Society – 4 credits
- SOCI 301 Special Topics: Ethnography – 4 credits

RELIGION

- RELI 100 Topics – 4 credits
- RELI 121 Art of Biblical Literature – 4 credits
- RELI 134 Chinese and Japanese Religious Traditions – 4 credits
- RELI 200 Topics – 4 credits
- RELI 221 Understanding the Old Testament – 4 credits
- RELI 321 Biblical and Modern Prophets – 4 credits
- RELI 324 Apocalyptic Vision in Ancient and Modern Literature – 4 credits
- RELI 333 Buddhist Thought and Scriptures – 4 credits

In addition to the possible courses above, a student may elect to include the following in consultation with Archaeology Minor:

Modern Foreign Languages:

4 credits of a Modern Foreign Language (CHIN, FREN, GERM, JAPN, SPAN or RUSS) beyond 112 would also count as one course of the “Breaking the Surface” foundational courses.

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.

FACULTY INFORMATION

DEPARTMENT 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 165](#) 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 496 Senior Thesis Media Concentration – 2 credits (1 credit during fall & spring semester of senior year)
- ART 498 Senior Thesis Seminar – 2 credits (during fall semester of senior year)

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 3.00 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 496 Senior Thesis Media Concentration – 2 credits (1 credit during fall & spring semester of senior year)
- ART 498 Senior Thesis Seminar – 2 credits (during fall semester of senior year)

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.

FACULTY INFORMATION

DEPARTMENT 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 178](#) 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 200 Mechanics – 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 Molecular Neurobiology – 5 credits
 - BIOL 215 Genetics – 5 credits
 - BIOL 227 Microbiology – 5 credits
 - BIOL 316 Molecular Genetics and Bioinformatics – 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 200 Mechanics – 5 credits
- One additional course from:
 - PHYS 205 Topics in Classical and Modern Physics – 5 credits
 - PHYS 218 Introductory Electromagnetism – 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 Molecular Neurobiology – 5 credits
 - BIOL 212 Cell Biology – 5 credits
 - BIOL 215 Genetics – 5 credits
 - BIOL 227 Microbiology – 5 credits
 - BIOL 316 Molecular Genetics and Bioinformatics – 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 3.5 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.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** Biology
- **B.S.:** Biology
- **Minors:** [Biology](#), [Biochemistry/Molecular Biology](#), [Environmental Science](#), [Health Science](#), [Marine Science](#), [Neuroscience](#)

COURSE LISTING

Biology Course Descriptions begin on [page 170](#) 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.

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: Biological Literacy – 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: Molecular Neurobiology – 5 credits
- BIOL 212: Cell Biology – 5 credits
- BIOL 214: Developmental Biology – 5 credits
- BIOL 215: Genetics – 5 credits
- BIOL 219: Immunology – 4 credits
- BIOL 310: Molecular Biology – 5 credits
- BIOL 316: Molecular Genetics and Bioinformatics – 5 credits

Group 2: Physiology

- BIOL 220: Neurobiology – 5 credits
- BIOL 221: Pharmacology – 4 credits
- BIOL 223: Human Pathophysiology – 4 credits
- BIOL 226: Vertebrate Zoology – 5 credits
- BIOL 227: Microbiology – 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/Evolutionary/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 238: Entomology – 5 credits
- BIOL 239: Marine Invertebrates – 5 credits
- BIOL 241: Freshwater Ecology – 5 credits
- BIOL 242: Behavioral Ecology – 5 credits
- BIOL 244: Conservation Biology – 5 credits
- BIOL 245: Wildlife Managements – 5 credits
- BIOL 247: Marine Ecology – 5 credits
- BIOL 248: Comparative Communities-Bahamas – 5 credits
- BIOL 346: Ecology – 5 credits
- BIOL 347: Evolution – 4 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 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*

*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: A minimum of eight credits from Chemistry (201 or higher), Mathematics (127 or higher), Geology (150 or higher), Computer Science (150 or higher), Physics (107 or higher), Environmental Science (101 or higher), Marine Science (200 or higher). It is not required that all the credits be taken from the same department.

The following courses also satisfy the requirements in supporting sciences:

- BUSN 210: Statistics
- HFS 170: Introduction to Exercise Science
- HFS 250: Nutrition
- HFS 275: Biomechanics
- HFS 370: Exercise Physiology
- MATH 120: Elementary Functions (BA only)
- PSYC 201: Statistics
- PSYC 202: Experimental Design
- PSYC 311: Behavioral Neuroscience

Bachelor of Science: 4 credits of statistics (DATA 227, PSYC 201, or BUSN 210) plus 14 additional credits from the above departments or courses.

Requirements for Minor in Biology

A minor in biology requires 23 credits, including BIOL 170 and BIOL 180, plus 13 additional credits in biology courses beyond BIOL 180, including courses from at least two of the groups in Area II of the Biology major.

RELATED PROGRAMS

- [Biochemistry/Molecular Biology](#)
- [Environmental Science](#)
- [Health Science](#)
- [Marine Science](#)
- [Neuroscience](#)
- [Pre-Health](#)

BUSINESS (ENTREPRENEURSHIP, 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. In addition to at least one required internship experience, every student has numerous opportunities for high-impact experiences.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** [Entrepreneurship](#), [Finance](#), [Management](#), [Marketing](#)
- **Minors:** [Business](#), [Entrepreneurship](#), [Finance](#), [Management](#), [Marketing](#)

COURSE LISTING

Business Course Descriptions begin on [page 179](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Entrepreneurship (ENTR) – 56 credits

Required in Business – 34 credits

- BUSN 210 – 4
- BUSN 211* – 2
- BUSN 200 – 4
- BUSN 300 – 4
- BUSN 330 – 4
- BUSN 340 – 4
- BUSN 365 – 4
- BUSN 460 – 4
- Required professional experience: BUSN 381 or approved internship

Required in Related Departments – 14 credits

- ACCT 225 – 4
- ACCT 226 – 4
- ECON 190 – 4
- ECON 205 – 2

Electives – 8 credits

Two courses chosen from the following:

- | | |
|------------|------------|
| • BUSN 202 | • BUSN 370 |
| • BUSN 206 | • BUSN 381 |
| • BUSN 250 | • BUSN 465 |
| • BUSN 270 | • BUSN 481 |
| • BUSN 315 | • BUSN 498 |
| • BUSN 321 | • BUSN 499 |
| • BUSN 343 | • ECON 280 |

Requirements for Bachelor of Arts Degree in Finance (FIN) – 56 credits

Required in Business – 30 credits

- BUSN 210 – 4
- BUSN 211* – 2
- BUSN 330 – 4
- BUSN 340 – 4
- BUSN 365 – 4
- BUSN 430 – 4
- BUSN 460 – 4
- Required professional experience: BUSN 381 or approved internship

Required in Related Departments – 18 credits

- ACCT 225 – 4
- ACCT 226 – 4
- ECON 190 – 4
- ECON 205 – 2
- One course from:
 - DATA 327
 - MATH 131
 - MATH 201

Electives – 8 credits

Two courses chosen from the following:

- ACCT 325
- BUSN 270
- BUSN 315
- BUSN 335
- BUSN 381
- BUSN 498
- BUSN 499
- ECON 280
- ECON 300
- ECON 301
- ECON 330
- ECON 340

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

Required in Business – 34 credits

- BUSN 210 – 4
- BUSN 211* – 2
- BUSN 250 – 4
- BUSN 321 – 4
- BUSN 330 – 4
- BUSN 340 – 4
- BUSN 365 – 4
- BUSN 460 – 4
- Required professional experience: BUSN 381 or approved internship

Required in Related Departments – 14 credits

- ACCT 225 – 4
- ACCT 226 – 4
- ECON 190 – 4
- ECON 205 – 2

Electives – 8 credits

Two courses chosen from the following:

- BUSN 200
- BUSN 206
- BUSN 270
- BUSN 315
- BUSN 370
- BUSN 381
- BUSN 465
- BUSN 495
- BUSN 498
- BUSN 499
- ECON 280
- ECON 300
- ECON 315
- ECON 360
- PSYC 120**
- PSYC 140**
- PSYC 160**

**Must take at least 2 of the 3 PSYC courses

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

Required in Business – 34 credits

- BUSN 210 – 4
- BUSN 211* – 2
- BUSN 330 – 4
- BUSN 340 – 4
- BUSN 345 – 4
- BUSN 365 – 4
- BUSN 442 – 4
- BUSN 460 – 4
- Required professional experience: BUSN 381 or approved internship

Required in Related Departments – 14 credits

- ACCT 225 – 4
- ACCT 226 – 4
- ECON 190 – 4
- ECON 205 – 2

Electives – 8 credits

Two courses chosen from the following:

- BUSN 200
- BUSN 250
- BUSN 270
- BUSN 315
- BUSN 343
- BUSN 381
- BUSN 495
- BUSN 498
- BUSN 499
- ART 280 (Graphic Design)
- ART 242
- COMM 280
- HFS 222

*NOTE: Acceptable substitute courses for BUSN 211 include COMM 300 Social Scientific Methods, PSYC 207 Experimental Design, and POLI 260 Methodology

Requirements for Minor in Business – 26 credits:

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

- ACCT 225 – 4 credits
- ECON 190 – 4 credits
- BUSN 210 – 4 credits
- BUSN 211* – 2 credits
- Two courses (8 credits) from:
 - BUSN 330
 - BUSN 340
 - BUSN 365
- Any one additional BUSN or ACCT elective – 4 credits

Requirements for Minor in Entrepreneurship – 20 credits:

Available only to students majoring in FIN, MGMT or MKTG

Five courses not already used to meet major requirements or electives chosen from the following:

- BUSN 200 – 4 credits
- BUSN 202 – 4 credits
- BUSN 250 – 4 credits
- BUSN 270 – 4 credits
- BUSN 300 – 4 credits
- BUSN 321 – 4 credits
- BUSN 370 – 4 credits
- BUSN 481 – 4 credits (requires prior approval)

Requirements for Minor in Finance – 20 credits:

Available only to students majoring in ENTR, MGMT or MKTG

Five courses not already used to meet major requirements or electives chosen from the following:

- ACCT 325 – 4 credits
- BUSN 270 – 4 credits
- BUSN 335 – 4 credits
- BUSN 430 – 4 credits
- ECON 300 – 4 credits
- ECON 301 – 4 credits
- ECON 330 – 4 credits
- ECON 340 – 4 credits
- MATH 131 or MATH 201 or DATA 327 – 4 credits

Requirements for Minor in Management – 20 credits:

Available only to students majoring in ENTR, FIN, or MKTG

Courses not already used to meet major requirements or electives chosen from the following:

- BUSN 200 – 4 credits
- BUSN 250 – 4 credits
- BUSN 270 – 4 credits
- BUSN 321 – 4 credits
- BUSN 370 – 4 credits
- BUSN 465 – 4 credits
- PSYC 120** – 2 credits
- PSYC 140** – 2 credits
- PSYC 160** – 2 credits

**Must take at least 2 of the 3 PSYC courses

Requirements for Minor in Marketing – 20 credits:

Available only to students majoring in ENTR, FIN, or MGMT

Five courses not already used to meet major requirements or electives chosen from the following:

- ART 280 – 4 credits
- ART 242 – 4 credits
- BUSN 200 – 4 credits
- BUSN 250 – 4 credits
- BUSN 270 – 4 credits
- BUSN 345 – 4 credits
- BUSN 442 – 4 credits
- COMM 280 – 4 credits
- HFS 222 – 4 credits

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.

FACULTY INFORMATION

DEPARTMENT 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 183](#) 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 200
- PHYS 205 or 218

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 – 78 credits (55 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 200
- PHYS 218

Requirements for Minor in Chemistry – 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 3.50
- have a GPA of 3.50 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 – 5 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](#)

CINEMA STUDIES

The interdisciplinary Cinema Studies program examines film and television as art forms, training students to think and write critically. Cinema Studies offers advanced study of theory, genre, national and international film, film history and other topics relevant to filmmaking as an art form and an industry.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **Minor:** Cinema Studies

COURSE LISTING

Cinema Studies Course Descriptions begin on [page 188](#) of the Catalog

DEGREE REQUIREMENTS

The program includes study of:

- 1) *the expressive elements of film such as cinematography, sound, and editing*
- 2) *an introduction to the history of film with a focus on narrative film*
- 3) *a survey of film genres*
- 4) *an introduction to film theory*

Cinema Studies offers some advanced study of theory, genre, national and international film, film history, and other topics relevant to filmmaking as an art form and as an industry. The program also trains students to think and write critically about film as an art form. Cinema Studies provides opportunity for study of television as a medium with its own types and genres, history, and theory. A Cinema Studies minor prepares students for further advanced study in film and related fields.

Requirements for Minor in Cinema Studies – 20 credits

- **CINE 200** Introduction to Cinema Studies – 4 credits
- **16 credits in at least two different departments.** At least two of the courses must be numbered 200 or above. At least one course (4 credits) must emphasize the historical development of cinema and at least one (4 credits) must emphasize aesthetic analysis of cinema.

Historical Development Courses:

- COMM 220 Topics: American Television History
- ENGL 180 Film Noir
- ENGL 180 Women in Classical Hollywood Cinema
- HIST 129 American Film
- HONR 300 Hitchcock's Cinema
- SPAN 130 Hispanic Literature: Introduction to Spanish and Latin American Film
- Other approved courses

Aesthetic Analysis Courses:

- COMM 301 Critical Methods: Television Criticism
- ENGL 180 Film Noir
- ENGL 180 19th Century Literature into Film
- ENGL 180 Jane Goes to the Movies
- ENGL 180 Women in Classical Hollywood Cinema
- ENGL 380 Screening Fiction
- HONR 300 Hitchcock's Cinema
- SPAN 427 The Silver Screen
- Other approved courses

The following courses are approved for the Cinema Studies minor:

ART

- ART 241 Introduction to Photography – 4 credits
- ART 341 Advanced Photography – 4 credits

CHINESE

- CHIN 151 Modern Chinese Film and Fiction – 4 credits

COMMUNICATION

- COMM 220 Topics: American Television History – 4 credits
- COMM 301 Critical Methods: Television Criticism – 4 credits

ENGLISH

- ENGL 180 Film Noir – 4 credits
- ENGL 180 19th-Century Literature into Film – 4 credits
- ENGL 180 Jane Goes to the Movies – 4 credits
- ENGL 180 Shakespeare on Film – 4 credits
- ENGL 180 Women in Classical Hollywood Cinema – 4 credits
- ENGL 343 Advanced Screenwriting – 4 credits
- ENGL 344 Summer Screenwriting Institute – 4-6 credits
- ENGL 380 Screening Fiction – 4 credits

HISTORY

- HIST 129 American Film – 4 credits
- HIST 225 Topics: Religion and Film – 4 credits

HONORS

- HONR 300 Hitchcock's Cinema – 4 credits

SPANISH

- SPAN 130 Hispanic Literature: Introduction to Spanish and Latin American Film – 4 credits
- SPAN 263 El Cine y el Cambio Social (Film and Social Change) – 2 credits
- SPAN 427 The Silver Screen – 4 credits

In addition, topics courses in many departments such as Communication, English, History, Languages, and Music may be approved to meet Cinema Studies minor requirements as the chosen topics warrant. Other types of courses may also be offered with a film studies emphasis and be approved for Cinema Studies credit. Current Cinema Studies courses will be listed in the master schedule each semester.

COMMUNICATION

Communication 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 challenges students to become ethical leaders in reasoning and action by adopting a broad perspective in the study of how people make meaning.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** Communication
- **Minor:** Communication

COURSE LISTING

Communication Course Descriptions begin on [page 190](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Communication – 36 credits

- COMM 200 Introduction to Communication Studies
- Two courses of intermediate study from:
 - COMM 270 Interpersonal Communication
 - COMM 280 Reasoning and Communication
 - COMM 290 Media Literacy
- COMM 300 Social Scientific Methods
- COMM 301 Critical Methods
- Two courses of advanced seminars from:
 - COMM 320 Topics in Communication and Culture (may be repeated for credit)
 - COMM 322 Interpersonal Conflict
 - COMM 323 Interpersonal Influence
 - COMM 324 Family Communication
 - COMM 325 Relational Communication
 - COMM 327 Health Communication
 - COMM 328 Intercultural Communication
 - COMM 329 Nonverbal Communication
 - COMM 330 Analysis of Persuasion
 - COMM 350 Topics in Media (may be repeated for credit)
 - COMM 351 Media Law
 - COMM 360 Topics in Rhetoric (may be repeated for credit)
 - COMM 361 Gender and Communication
 - COMM 362 Political Rhetoric
 - COMM 363 Environmental Communication
- Four elective credits from any additional COMM course at the 100-, 200-, or 300-level
- COMM 403 Communication Senior Seminar
- Attendance at departmental colloquia

Requirements for Minor in Communication – 20 credits

- COMM 200 Introduction to Communication Studies
- One course from:
 - COMM 270 Interpersonal Communication
 - COMM 280 Reasoning and Communication
 - COMM 290 Media Literacy
- Four credits in COMM at the 300-level
- Eight credits of COMM electives or other approved courses (except COMM 491)
- Attendance at departmental colloquia

Recommended Courses

The Communication 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 a Communication internship through COMM 491. While these credits do not apply to the major, they do count towards the degree.

Related Areas of Study

Students interested in Communication may wish to take course offerings from other departments on campus. For example, students interested in Journalism may pursue the Journalism 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). 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 pursue a minor or second major in Management.

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.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

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

COURSE LISTING

Computer Science Course Descriptions begin on [page 194](#) of the Catalog

DEGREE REQUIREMENTS

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

Required in Computer Science – 40 credits:

- COMP 150
- COMP 171
- COMP 250
- COMP 255
- COMP 265
- COMP 275
- COMP 285
- COMP 353
- Electives – 6 additional credits in courses numbered above COMP 255
- At least two credits of Senior Capstone Experience from:
 - COMP 460
 - COMP 490
 - COMP 499

Required in Mathematics – 4 credits:

- MATH 131 or MATH 202

Requirements for B.A. in Computer Science with a Concentration in Cybersecurity – 46 credits

Required in Computer Science – 42 credits:

- COMP 150
- COMP 171
- COMP 250
- COMP 255
- COMP 265
- COMP 275
- COMP 295
- Successful participation in the ATIC CYBER program

Required in Mathematics – 4 credits:

- MATH 131 or MATH 202

Requirements for Minor in Computer Science – 22 credits

- COMP 150
- COMP 250
- COMP 255
- Eight additional credits in courses numbered above COMP 150

RELATED PROGRAMS

- [Data Science](#)
- [Engineering](#)
- [Information Systems](#)
- [Mathematics](#)

CRIMINOLOGY AND CRIMINAL JUSTICE

Degree completion program for GPS students

The Criminology & Criminal Justice degree completion program enables a student who has completed a two-year degree in Criminal Justice to complete a major in the field and to earn a BA at Wittenberg. The program may be completed entirely in evening courses or in a combination of evening and day courses.

Most CRCJ courses are cross-listed in other departments and can be taken either during the day or in the evening. The evening program is managed administratively by the School of Graduate and Professional Studies, in coordination with the Department of Sociology.

PROGRAM OFFERINGS

- **B.A.:** Criminology and Criminal Justice

COURSE LISTING

Criminology and Criminal Justice Course Descriptions begin on [page 197](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for a Bachelor of Arts degree in Criminology and Criminal Justice

Beyond the CJ two-year degree, the student must earn at Wittenberg:

Twenty or twenty-one credits in CRCJ courses:

- CRCJ/SOCI 370 Criminology and Criminological Theory
- CRCJ/SOCI 307 Research Methods or SOCI 301 GIS in Criminology;
- CRCJ 492 A capstone internship or thesis
- In addition, two elective courses in CRCJ that are selected from the approved list below complete the courses for the major:

Elective Courses:

CRCJ 201 / PHIL 107 The Art of Living Ethically

CRCJ/SOCI 212 Topics in Criminology and Criminal Justice

CRCJ/SOCI 214 Penology and Social Control

CRCJ/SOCI 250 Sociology of Deviance

CRCJ/SOCI 301 GIS for Criminology

CRCJ/SOCI 312 Special Topics in Criminology and Criminal Justice

CRCJ/SOCI 376 Law and Society

CRCJ/SOCI 380 Identity, Self and Society

NOTE: Students who have not completed an introductory course in Sociology also will need to complete SOCI 101: Introduction to Sociology.

Criminal Justice Students must meet all other degree requirements to earn a B.A. at Wittenberg.

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.

FACULTY INFORMATION

PROGRAM OFFERINGS

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

COURSE LISTING

Data Science Course Descriptions begin on [page 198](#) 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 ○ PSYC 201
 - DATA 227
- DATA 229
- DATA 327
- COMP 150
- COMP 290
- One calculus experience chosen from:
 - MATH 131 ○ MATH 202
- At least two credits of capstone experience from:
 - DATA 460 ○ DATA 499

Electives – 16 credits chosen from:

- BUSN 390 • COMP 350 • MATH 261
- COMP 250 • COMP 353 • MATH 328
- COMP 265 • DATA 337
- COMP 275 • MATH 228
- Other courses upon departmental approval

Requirements for Minor in Data Science – 21 credits

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

RELATED PROGRAMS

- [Computer Science](#)
- [Engineering](#)
- [Mathematics](#)

EAST ASIAN STUDIES

The breadth and depth of the curriculum set East Asian Studies at Wittenberg apart from programs at other colleges and universities. Wittenberg's East Asian Studies (EAS) program offers a wide range of courses in Chinese and Japanese language, literature, history, political science, religion, anthropology, business, psychology, dance, and communication.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **B.A.:** East Asian Studies
- **Minor:** East Asian Studies

COURSE LISTING

East Asian Studies Course Descriptions begin on [page 200](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in East Asian Studies – 34-36 credits

- 34-36 credits must include:
 - Senior Capstone: EAST 400 Senior Seminar – 4 credits *OR* EAST 492 Senior Capstone 2-4 credits
 - 8 credits of language-learning above CHIN 112 or JAPN 112 (or equivalent)
 - 8 credits at the 300-level or higher (not including the capstone course)
 - 24 elective credits which must include:
 - 4 credits each from at least 3 different academic departments
 - 4 credits focusing on Japan
 - 4 credits focusing on China
- Attendance at 7 East Asian Studies Colloquia (may be fewer for students who declare as seniors)

Requirements for Minor in East Asian Studies – 20 credits

- 20 credits must include:
 - CHIN 112 or JAPN 112 (or East Asian language competency)
 - 8 credits of content courses (not focused on language-learning)
 - 4 credits each from at least 2 different academic departments
 - 8 credits at the 200-level or higher
- 12 credits must be taken at Wittenberg
- No more than 8 credits from a declared Chinese minor may count toward the EAST minor
- Attendance at 4 East Asian Studies Colloquia (may be fewer for students who declare as seniors)

The following courses are approved for the East Asian Studies major or minor:

CHINESE

- CHIN 111 Beginning Chinese I – 4 credits
- CHIN 112 Beginning Chinese II – 4 credits
- CHIN 130 Chinese Topics – 4 credits
- CHIN 151 Modern Chinese Film and Fiction – 4 credits
- CHIN 211 Intermediate Chinese I – 4 credits
- CHIN 212 Intermediate Chinese II – 4 credits
- CHIN 230 Chinese Topics – 1-6 credits
- CHIN 311 Directed Reading of Chinese Newspapers – 4 credits
- CHIN 312 Directed Readings of Chinese Literature – 4 credits
- CHIN 330 Chinese Topics – 4 credits
- CHIN 490 Independent Study – 4 credits

EAST ASIAN STUDIES

- EAST 100 Introduction to East Asia – 4 credits
- EAST 190 Topics in East Asian Studies – 1-8 credits
- EAST 290 Topics in East Asian Studies – 1-8 credits
- EAST 400 Senior Seminar – 4 credits
- EAST 490 Independent Study – 1-4 credits
- EAST 491 Internship – 1-4 credits
- EAST 492 Senior Capstone – 2-4 credits
- EAST 499 Honors Thesis – 1-4 credits

HISTORY

- HIST 161 Pre-Modern East Asia – 4 credits
- HIST 162 Modern East Asia – 4 credits

JAPANESE

- JAPN 111 Beginning Japanese I – 4 credits
- JAPN 112 Beginning Japanese II – 4 credits
- JAPN 130 Japanese Topics – 4 credits
- JAPN 211 Intermediate Japanese I – 4 credits
- JAPN 212 Intermediate Japanese II – 4 credits
- JAPN 230 Japanese Topics – 1-6 credits
- JAPN 311 Advanced Japanese I – 4 credits
- JAPN 312 Advanced Japanese II – 4 credits
- JAPN 430 Topics in Japanese Language and Literature – 1-4 credits
- JAPN 490 Independent Study – 1-4 credits

POLITICAL SCIENCE

- POLI 205 Chinese Politics – 4 credits
- POLI 210 East Asian Politics – 4 credits
- POLI 354 Chinese Foreign Policy – 4 credits
- POLI 355 East Asian Foreign Relations – 4 credits

PSYCHOLOGY

- PSYC 271 Psychology and Culture – 4 credits

RELIGION

- RELI 134 Chinese and Japanese Religious Traditions – 4 credits
- RELI 333 Buddhist Thought and Scriptures – 4 credits
- RELI 335 Confucianism and Its Critics – 4 credits
- RELI 336 Religious Daoism and Chinese Popular Religion – 4 credits
- RELI 339 Monkeys, Samurai, and Gods – 4 credits

SOCIOLOGY

- SOCI 301 Special Topics (when EAST topic) – 4 credits

THEATRE & DANCE

- THDN 013 Chinese Folk Dance – 1 credit

ECONOMICS (FINANCIAL ECONOMICS)

Students develop critical reasoning, problem-solving and analytical skills in a program that combines economic theory with courses in all significant fields of economics. Wittenberg's economics department teaches analytical thinking as a way to investigate the use of scarce resources to satisfy human aspirations.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** Economics
- **B.A.:** Financial Economics
- **Minor:** Economics

COURSE LISTING

Economics Course Descriptions begin on [page 201](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Economics – 46 credits

Required in Economics – 38 credits

- ECON 190 – 4 credits
- ECON 205 – 2 credits
- ECON 300 – 4 credits
- ECON 310 – 4 credits
- ECON 311 – 4 credits
- ECON 400 – 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 or its equivalent
- MATH 131 or MATH 201 or their equivalent

Requirements for Bachelor of Arts Degree in Financial Economics – 50 credits

Required in Economics – 22 credits

- ECON 190 – 4 credits
- ECON 205 – 2 credits
- ECON 300 – 4 credits
- One course from:
 - ECON 280 – 4 credits
 - ECON 310 – 4 credits
- ECON 301 – 4 credits
- ECON 400 – 4 credits

Required in Business/Accounting – 16 credits

- BUSN 210 Business and Economic Statistics or its equivalent – 4 credits
- ACCT 225 Financial Accounting – 4 credits
- BUSN 330 Financial Management – 4 credits
- One course from:
 - BUSN 430 Investments Analysis – 4 credits
 - ACCT 325 Intermediate Accounting I – 4 credits

Required Electives – 8 credits

- Two courses from:
 - ECON elective – 4 credits
 - BUSN elective – 4 credits
 - ECON 491 Internship – 4 credits

Required in Math – 4 credits

- MATH 131 Essentials of Calculus or MATH 201 Calculus I or their equivalent

Students majoring in Financial Economics cannot also major in Economics or Finance and cannot minor in Economics or Business.

Recommended for graduate study in Economics:

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

- MATH 201
- MATH 202
- MATH 210
- MATH 212
- MATH 261

Requirements for Minor in Economics – 22 credits:

- ECON 190 – 4 credits
- ECON 205 – 2 credits
- Four upper-level ECON courses, at least two of which must be at the 300-level or higher

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.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** Education - Early Childhood Education Licensure (P-3)
- **B.A.:** Education - Intervention Specialist / Special Education (K-12)
- **Minor:** Education, Education with AYA license (7-12), Education with Multi-Age license (P-12)
- **Master of Arts:** Education

Middle childhood licensure major is no longer being offered for new majors. Current Middle childhood majors will be able to complete the program.

COURSE LISTING

Education Course Descriptions begin on [page 205](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Education – 62-78 credits

Required for all Education majors: Early Childhood Education Licensure (P-3) – 62 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 203** Early Childhood Development and Education – 4 credits
- **EDUC 253** Phonics for Reading and Writing – 4 credits
- **EDUC 321** Early Childhood Math Methods – 4 credits
- **EDUC 323** Early Childhood Language Arts Methods – 4 credits
- **EDUC 328** Early Childhood Science Methods – 2 credits
- **EDUC 329** Early Childhood Social Studies Methods – 2 credits
- **EDUC 332** Assessment and Inclusion – 4 credits
- **EDUC 405** Addressing Reading Difficulties – 4 credits
- **EDUC 475** Integrating the Arts – 2 credits
- **EDUC 485** Senior Practicum – 2 credits
- **EDUC 495** Student Teaching – 10 credits
- **EDUC 496** Senior Seminar – 2 credits
- **MATH 118** Mathematics for Elementary Teachers I – 4 credits
- **MATH 119** Mathematics for Elementary Teachers II – 2 credits
- Four credits from ART/MUSI/THDN

Additional Courses Required for Intervention Specialist/Special Education (K-12) – 16 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

Requirements for Minor in Education – 36 credits

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
 - Equivalent as approved by the education department

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, drama/theatre, and foreign language (French, German or Spanish); AYA licenses are available in earth sciences (geology), chemistry, physics, life sciences (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.

Requirement for the Early Childhood Generalist Endorsements:

An earned Early Childhood license that is endorsed with the generalist program allows an Early Childhood Educator to teach grades 4 & 5. To add the Generalist Endorsement to an Early Childhood license, the following courses are required:

- **EDUC 441** English/Language Arts in the Upper Elementary Grades – 2 credits
- **EDUC 442** Math in the Upper Elementary Grades – 2 credits
- **EDUC 443** Science in the Upper Elementary Grades – 2 credits
- **EDUC 444** Social Studies in the Upper Elementary Grades – 2 credits
- **EDUC 445** Principles, Practices and Learning in Grades 4-6 – 2 credits

Requirements for Endorsement in Reading:

The Reading Endorsement enhances teachers' knowledge and instructional skill in reading and writing beyond the foundation required of beginning teachers. To have an earned endorsement for reading, the student must have met the requirements of the Ohio Reading Core and complete the following graduate courses:

- **EDUC 525** Reading Development and Strategies across the Content Areas – 4 credits
- **EDUC 535** Assessment and Strategies for Students with Literacy Difficulties – 3 credits
- **EDUC 585** Research and Advanced Study of Language Arts and Reading – 4 credits
- **EDUC 605** Practicum in Reading – 4 credits

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 Early Childhood Education, Intervention Specialist: Mild to Moderate, Adolescent Young Adult (AYA) Education (most secondary areas of teaching) and Multi Age education for Art, Drama/Theater, and Foreign Language (French, German, or Spanish). Multi-Age Ohio licensure can be earned in Music by completing the Bachelor of Music Education program through Wittenberg's Department of Music. 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 2.50 at the time of application;
2. Demonstrate writing proficiency by earning a grade of C- or higher in ENGL 101 or by placing out of the course;
3. Demonstrate mathematics competency by earning a grade of C- or higher in MATH 118 or by earning a grade of C- or higher in a four-credit course that fulfills the general education math requirement, course designated by a "Q" (see specific licensure program requirements). Note: In special circumstances, the Department will accept petitions to the math requirement for minors, using a passing score of 175 on the Praxis I test as an alternative;
4. Earn grades of C- or higher in EDUC 103 or 104, 105, 120, 203, 253, (for students pursuing Early Childhood Education); 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 on 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. 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 2.50 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 2.50 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.

Non-traditional internships and opportunities for student teaching abroad are available on a limited basis. Planning for such experiences should begin early. Acceptance is selective.

EDUCATIONAL STUDIES

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

FACULTY INFORMATION

DEPARTMENT OFFERINGS

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

COURSE LISTING

Educational Studies Course Descriptions begin on [page 205](#) 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 222** Children’s Literature – 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 222** Children’s Literature – 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

An engineering degree can be pursued at Wittenberg 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 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 to these schools is guaranteed for students meeting the requirements of the program.

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

- Courses required for a major concentration
- Wittenberg’s general education requirements
- Additional science and mathematics courses that are needed to form the core of the engineering curriculum.

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

In addition to the binary 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

Courses required by the schools of engineering include:

- Integral and differential calculus
- Differential equations
- Calculus-based introductory physics courses
- Introductory chemistry courses
- Introductory computer science

Certain areas of engineering have additional requirements that may be satisfied by courses offered at Wittenberg.

Additional information about this program may be obtained from the [Office of Admission](#).

ENGLISH

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.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** English
- **B.A.:** English with AYA Integrated Language Arts Education Licensure
- **Minors:** English, Creative Writing, Journalism

COURSE LISTING

English Course Descriptions begin on [page 211](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in English – 37 credits

- ENGL 270 Literary Form and Interpretation – 4 credits
- ENGL 280 British Literary Genealogies – 4 credits
- ENGL 290 American Literary Genealogies – 4 credits
- Three 300-level seminar courses – 12 credits
- Eight additional credits from any of the following categories of courses:
 - [Seminars](#)
 - [Words at Work](#)
 - [Topics in Literary Immersion](#)
- ENGL 404 Senior Thesis Tutorial (or ENGL 499 independent honors thesis) – 4 credits
- ENGL 405 Senior Exercises – 1 credit

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).

English Major with Honors

A student who has completed five English courses (including ENGL 270, ENGL 280, ENGL 290) and who maintains a GPA of at least 3.50 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 Minor in English – 20 credits

- ENGL 270 Literary Form and Interpretation – 4 credits
- ENGL 280 British Literary Genealogies – 4 credits
- ENGL 290 American Literary Genealogies – 4 credits
- Eight ENGL credits at the 300-level

Declaration must be made by the end of spring semester of the junior year.

Requirements for Minor in Journalism – 20 credits

Required courses – 12 credits:

- ENGL 241 Beginning Journalism – 4 credits
- COMM 290 Media Literacy – 4 credits
- One course from:
 - ENGL 320 Advanced News Writing
 - ENGL 321 Advanced Feature Writing

Elective courses – 8 credits:

- ENGL 244 Opinion Writing
- ENGL 320 or ENGL 321 (the course not chosen as a required course)
- ENGL 324 Summer Journalism Institute
- ART 241 Introduction to Photography
- COMM 351 Media Law
- ENGL 492 or COMM 491 Internship
- Other approved courses

At least two courses should be numbered 300 or higher. Senior journalism minors will also submit a portfolio of their journalistic work with a brief reflective essay.

Requirements for Minor in Creative Writing– 21 credits

Required courses – 5 credits:

- ENGL 240 Introduction to Creative Writing – 4 credits
- ENGL 405 Capstone in Creative Writing – 1 credit

Elective courses – 16 credits:

- 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
- THDN 240 Playwriting

All of the above sixteen credits cannot be in the same genre of creative writing; students must take four credits each in at least two different genres.

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.

ENGLISH COURSE CATEGORY LISTS:

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 362 Studies in Drama
- ENGL 363 Major Author
- 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 seminar courses

Words at Work Courses

- ENGL 240 Introduction to Creative Writing
- ENGL 241 Beginning Journalism
- ENGL 242 Writing Center Theory and Practice
- ENGL 243 Business Writing
- ENGL 244 Opinion Writing
- ENGL 245 Writing for Teachers
- ENGL 320 Advanced News Writing
- ENGL 321 Advanced Feature Writing
- ENGL 324 Summer Journalism Institute
- ENGL 327 Advanced Rhetoric and Grammar
- 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 406 Capstone in Creative Writing

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.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **B.A.:** Environmental Science
- **B.S.:** Environmental Science
- **Minor:** Environmental Studies

COURSE LISTING

Environmental Science Course Descriptions begin on [page 217](#) 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 250 Environmental Science Research Methods – 5 credits
- ESCI 290 Introduction to GIS – 2 credits
- ESCI 494 Senior Seminar – 2 credits

Required in Social Sciences or Humanities – 8 credits from:

- COMM 363 Environmental Communication – 4 credits
- ECON 350 Environmental and Natural Resource Economics – 4 credits
- PHIL 207 Science in Social Context – 4 credits
- POLI 103 International Relations – 4 credits
- POLI 221 State and Local Government – 4 credits
- POLI 320 Public Administration – 4 credits
- POLI 321 Public Policy – 4 credits
- POLI 332 Political Parties and Interest Groups – 4 credits
- RELI 177 Religious Perspectives on Contemporary Moral Issues – 4 credits
- RELI 378 Bioethics – 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
- PSYC 201 Statistics – 4 credits

Foundational Courses – at least 14 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
- CHEM 121 Models of Chemical Systems – 5 credits
- CHEM 162 Chemical Structure and Analysis – 5 credits
- ESCI 100 Climate Change – 4 credits
- ESCI 291 Spatial Analysis in the Natural Sciences – 2 credits
- ESCI 292 Remote Sensing – 2 credits

- ESCI 293 Applied Problems in GIS – 2 credits
- ESCI 294 GIS Applications – 2 credits
- GEOL 150 Physical Geology – 5 credits
- GEOL 160 Environmental Geology – 5 credits
- GEOL 170 Geology of the Critical Zone – 5 credits
- PHYS 200 Mechanics and Waves – 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 233 Ornithology – 5 credits
- BIOL 235 Morphology of Vascular Plants – 5 credits
- BIOL 241 Freshwater Ecology – 5 credits
- BIOL 242 Behavioral Ecology – 5 credits
- BIOL 245 Introductory Wildlife Management – 5 credits
- BIOL 250 Topics: Conservation Biology – 5 credits
- BIOL 316 Molecular Genetics and Bioinformatics – 5 credits
- BIOL 346 Ecology – 5 credits
- BIOL 347 Evolution – 4 credits
- CHEM 201 Introduction to Organic Chemistry – 5 credits
- CHEM 281 Analytical Chemistry – 5 credits
- ESCI 350 Biogeochemistry (cross-listed as GEOL 350) – 5 credits
- GEOL 240 Process Geomorphology – 5 credits
- GEOL 315 Watershed Hydrology – 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, stream resources, water resources, and wildlife management.

Required in Environmental Science – 15 credits

- ESCI 101 Introduction to Environmental Science – 5 credits
- ESCI 250 Environmental Science Research Methods – 5 credits
- ESCI 290 Introduction to GIS – 2 credits
- ESCI 494 Senior Seminar – 2 credits
- At least one additional credit from:
 - 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:

- COMM 363 Environmental Communication – 4 credits
- ECON 350 Environmental and Natural Resource Economics – 4 credits
- PHIL 207 Science in Social Context – 4 credits
- POLI 103 International Relations – 4 credits
- POLI 221 State and Local Government – 4 credits
- POLI 320 Public Administration – 4 credits
- POLI 321 Public Policy – 4 credits
- POLI 332 Political Parties and Interest Groups – 4 credits

- RELI 177 Religious Perspectives on Contemporary Moral Issues – 4 credits
- RELI 378 Bioethics – 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
- PSYC 201 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 Computer Programming I – 5 credits

Foundational Courses – at least 22 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
- CHEM 121 Models of Chemical Systems – 5 credits
- CHEM 162 Chemical Structure and Analysis – 5 credits
- ESCI 100 Climate Change – 4 credits
- ESCI 291 Spatial Analysis in the Natural Sciences – 2 credits
- ESCI 292 Remote Sensing – 2 credits
- ESCI 293 Applied Problems in GIS – 2 credits
- ESCI 294 GIS Applications – 2 credits
- GEOL 150 Physical Geology – 5 credits
- GEOL 160 Environmental Geology – 5 credits
- GEOL 170 Geology of the Critical Zone – 5 credits
- PHYS 200 Mechanics and Waves – 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 233 Ornithology – 5 credits
- BIOL 235 Morphology of Vascular Plants – 5 credits
- BIOL 241 Freshwater Ecology – 5 credits
- BIOL 242 Behavioral Ecology – 5 credits
- BIOL 245 Introductory Wildlife Management – 5 credits
- BIOL 250 Topics: Conservation Biology – 5 credits
- BIOL 316 Molecular Genetics and Bioinformatics – 5 credits
- BIOL 346 Ecology – 5 credits
- BIOL 347 Evolution – 4 credits
- CHEM 201 Introduction to Organic Chemistry – 5 credits
- CHEM 281 Analytical Chemistry – 5 credits
- ESCI 350 Biogeochemistry (cross-listed as GEOL 350) – 5 credits
- GEOL 240 Process Geomorphology – 5 credits
- GEOL 315 Watershed Hydrology – 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.

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 insure 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 or ESCI 101 – 4 credits
- Level 2: Introductory topical course from the list of approved courses – 4 credits
- Level 3: Advanced topical or methods course from ESCI 250 or the list of approved courses – 4 credits
- Level 4: Four credits in GIS from:
 - ESCI 290 Introduction to GIS – 2 credits
 - ESCI 291 Spatial Analysis in the Natural Sciences – 2 credits
 - ESCI 292 Remote Sensing – 2 credits
 - ESCI 293 Applied Problems in GIS – 2 credits
 - ESCI 294 GIS Applications – 2 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 insure breadth of study, at least 16 credits of coursework beyond the core course will be from outside the student's major department.

APPROVED COURSES

Level 2: One course from: BIOL 230, BIOL 233, BIOL 239, BIOL 241, BIOL 242, BIOL 245, BIOL 247, BIOL 248, GEOL 240, MRSC 200, POLI 221, or POLI 223

Level 3: One course from: BIOL 346, BIOL 347, COMM 363, ECON 350, GEOL 315, PHIL 305, POLI 320, or POLI 321

GEOLOGY

Geology students dig deep below the surface of problems to find solutions in order to apply geologic understanding to ethical, societal and environmental issues. Geologists work in diverse sectors of the economy, including industry and business as exploration geologists and environmental consultants, academics as teachers and research scientists, and government as natural resource or natural hazard specialists.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** Geology
- **B.A.:** Earth Science (for teaching certification)
- **B.S.:** Geology
- **Minor:** Geology

COURSE LISTING

Geology Course Descriptions begin on [page 222](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Geology – 38-39 credits (33-34 GEOL credits)

Required in Geology – 33-34 credits:

- One course from:
 - GEOL 150 Physical Geology – 5 credits
 - GEOL 160 Environmental Geology – 5 credits
 - GEOL 170 Geography of the Critical Zone – 5 credits
 - GEOL 110 Series (GEOL 110 – GEOL 115) – 4 credits
- GEOL 231 Earth Materials – 5 credits
- GEOL 240 Process Geomorphology – 5 credits
- GEOL 260 Sedimentology – 5 credits
- GEOL 340 Earth History – 5 credits
- GEOL 392 Junior Seminar – 1 credit
- GEOL 492 Senior Seminar – 2 credits
- 6 additional GEOL credits at the 200-level or above and/or ESCI 290, ESCI 291, ESCI 292, ESCI 293, ESCI 294, and ESCI 350, of which 3 credits may be GEOL 270, 5 credits may be from a summer field course, or 4 credits may be from an internship or independent study.

It is strongly recommended that students regularly seek the advice of their faculty advisor concerning course selection and program planning.

Required in Related Departments – 5 credits:

- CHEM 121 Models of Chemical Systems I

Requirements for Bachelor of Science Degree in Geology – 65-66 credits (33-34 GEOL credits)

Required in Geology – 33-34 credits:

- One course from:
 - GEOL 150 Physical Geology – 5 credits
 - GEOL 160 Environmental Geology – 5 credits
 - GEOL 170 Geography of the Critical Zone – 5 credits
 - GEOL 110 Series (GEOL 110 – GEOL 115) – 4 credits
- GEOL 231 Earth Materials – 5 credits
- GEOL 240 Process Geomorphology – 5 credits
- GEOL 260 Sedimentology – 5 credits
- GEOL 322 Tectonics – 4 credits
- GEOL 340 Earth History – 5 credits
- GEOL 392 Junior Seminar – 1 credit

- GEOL 492 Senior Seminar – 2 credits
- Two additional GEOL credits at the 200-level or above, or ESCI 290, ESCI 291, ESCI 292, ESCI 293, ESCI 294, or ESCI 350.

Required in Related Departments – 32 credits:

- CHEM 121 Models of Chemical Systems I – 5 credits
- CHEM 162 Models of Chemical Systems II – 5 credits
- ESCI 290 Intro to GIS – 2 credits
- ESCI 291 Spatial Analysis in the Natural Sciences *OR* ESCI 292 Remote Sensing – 2 credits
- MATH 201 Calculus I – 4 credits
- MATH 202 Calculus II – 4 credits
- PHYS 200 Mechanics – 5 credits
- PHYS 205 Topics in Classical and Modern Physics *OR* PHYS 216 Optics, Thermodynamics, & Relativity – 5 credits

It is strongly recommended that students regularly seek the advice of their faculty advisor concerning course selection and program planning.

Recommended Courses (either B.A. or B.S.):

Recommended in Geology: Additional courses in the department. A summer field course conducted by one of many universities is strongly recommended. Credit so gained may count toward the Wittenberg degree, and three to five credits may count toward the geology major.

Recommended in Other Departments: Courses in computer programming, statistics, technical writing, and foreign language are recommended strongly. For interdisciplinary fields such as geophysics, geochemistry, hydrogeology, oceanography, and the environmental sciences, additional courses in the Departments of Mathematics and Computer Science, Physics, or Chemistry or the Environmental Studies and Marine Science programs.

Certification for Teaching in Earth Science

Students interested in pursuing a course of study leading to a license to teach earth science should contact their advisor or the [Education Department](#) for specific requirements.

Requirements for Minor in Geology – 19-20 credits

- One course from:
 - GEOL 150 Physical Geology – 5 credits
 - GEOL 160 Environmental Geology – 5 credits
 - GEOL 170 Geography of the Critical Zone – 5 credits
 - GEOL 110 Series (GEOL 110 – GEOL 115) – 4 credits
- Minimum of 15 additional GEOL credits, and/or ESCI 290, ESCI 291, ESCI 292, ESCI 293, ESCI 294, and ESCI 350, chosen in consultation with and approved by a Geology faculty advisor. The student must demonstrate the relevance of the courses selected to the design of the overall curricular program.

Suggestions for Environmental Focus

A student who plans to pursue a career in environmental studies should take:

- GEOL 150 Physical Geology or GEOL 160 Environmental Geology
- GEOL 315 Watershed Hydrology

A student seeking a more scientific program in environmental studies should consult with the Geology Department Chair or other Geology faculty about additional courses and a possible major or minor in geology with an environmental focus.

RELATED PROGRAMS

- [Computer Science](#)
- [Environmental Science](#)
- [Marine Science](#)
- [Biology](#)

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.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **Minor:** Health Science

COURSE LISTING

Health Science Course Descriptions begin on [page 229](#) 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 125 Basic Human Physiology – 4 credits
- BIOL 129 The Science Behind Addiction – 4 credits
- BIOL 215 Genetics – 5 credits
- BIOL 220 Neurobiology – 5 credits
- BIOL 221 Pharmacology – 4 credits
- BIOL 223 Survey of Human Disease – 4 credits
- BIOL 229 The Science Behind Addiction – 4 credits
- BIOL 237 Microbiology – 5 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
- HFS 250 Nutrition – 4 credits
- HFS 204 Applied Anatomy – 4 credits
- HFS 270 Care and Prevention of Sport Injuries – 2 credits
- PSYC 280 Topic: 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):

- COMM 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
- 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 Abnormal Psychology – 4 credits
- PSYC 252 Child Abnormal Psychology – 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
- RELI 378 Bioethics – 4 credits
- SPAN 430 Intensive Spanish Conversation (Medical Spanish) – 2 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, FITNESS & SPORT (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 Athletic Coaching.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** [Exercise Science](#), [Sport Management](#)
- **Minor:** [Exercise Science](#), [Sport Management](#)
- **M.A.:** Athletic Coaching

COURSE LISTING

Health, Fitness & Sport Course Descriptions begin on [page 230](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Exercise Science – 46 credits

Required Courses in Health, Fitness & Sport – 34 credits

- HFS 170 Introduction to Exercise Science – 4 credits
- HFS 204 Applied Anatomy – 4 credits
- HFS 250 Nutrition – 4 credits
- HFS 270 Care and Prevention of Sport Injuries (w/CPR & First Aid) – 2 credits
- HFS 370 Exercise Physiology – 4 credits
- HFS 373 Exercise Testing and Prescription – 4 credits
- HFS 375 Exercise for Special Populations – 4 credits
- HFS 377 Principles of Strength and Conditioning – 4 credits
- HFS 470 Senior Capstone – 2 credits
- HFS 491 Internship – 2 credits

Required Courses in Other Departments – 4 credits

- BIOL 125 Human Physiology – 4 credits

Elective Courses for Major – 8 credits

- HFS 220 Event and Facility Management – 4 credits
- HFS 224 Sport Law – 4 credits
- HFS 230 Contemporary Issues in Sport Sociology and Psychology – 4 credits
- HFS 273 Motor Learning – 2 credits
- HFS 275 Biomechanics – 2 credits
- PSYC 201 Statistics (or equivalent) – 4 credits
- PSYC 202 Experimental Design – 4 credits

Note: For students intending to pursue graduate school in an allied-health field (e.g. medical school, physical or occupational therapy school, etc.), Applied Anatomy (HFS 204) and Human Physiology (BIOL 125) may be substituted with Human Anatomy and Physiology I (BIOL 325) and Human Anatomy and Physiology II (BIOL 326/327)

Requirements for Minor in Exercise Science – 20 credits

Required Courses in Health, Fitness & Sport – 12 credits

- HFS 170 Introduction to Exercise Science – 4 credits
- HFS 204 Applied Anatomy – 4 credits
- HFS 370 Exercise Physiology – 4 credits

Elective Courses for Minor – 8 credits

- HFS 230 Contemporary Issues in Sport Sociology and Psychology – 4 credits
- HFS 250 Nutrition – 4 credits

- HFS 273 Motor Learning – 2 credits
- HFS 275 Biomechanics – 2 credits
- HFS 373 Exercise Testing and Prescription – 4 credits
- PSYC 201 Statistics (or equivalent) – 4 credits
- PSYC 202 Experimental Design – 4 credits

Requirements for Bachelor of Arts Degree in Sport Management – 42 credits

Required Courses in Health, Fitness & Sport – 20 credits

- HFS 150 Introduction to Sport Management – 4 credits
- HFS 222 Sport Marketing – 4 credits
- HFS 301 Ethics in Sport Management – 4 credits
- HFS 380 Applied Projects in Sport Management/Approved Internship – 4 credits
- HFS 401 Sport Management Policy - senior capstone course – 4 credits

Required Courses in Other Departments – 14 credits

- ACCT 225 Financial Accounting – 4 credits
- BUSN 210 Business and Economic Statistics (or other statistics course) – 4 credits
- BUSN 211 Business Research Methods – 2 credits
- BUSN 365 Leading and Managing Effective Organizations – 4 credits

Elective Courses for Major – 8 credits

Choose at least one from each category:

Sport & the Market

- HFS 220 Event and Facility Management – 4 credits
- HFS 221 International Sport Management – 4 credits
- HFS 224 Sport Law – 4 credits

Sport & Society

- HFS 225 Coaching Young Athletes – 4 credits
- HFS 230 Contemporary Issues in Sport Sociology and Psychology – 4 credits
- HFS 240 Sport in Culture – 4 credits
- HFS 245 History of Women in Sport – 4 credits

Depending on the topic, the following could fulfill either category:

- HFS 490 Independent Study in Sport Management – 1-4 credits
- HFS 491 Internship in Sport Management – 1-4 credits

Requirements for Minor in Sport Management – 22 credits

Required Courses – 14 credits

- HFS 150 Introduction to Sport Management – 4 credits
- BUSN 211 Business Research Methods – 2 credits
- 8 credits from the following:
 - HFS 220 Event and Facility Management – 4 courses
 - HFS 221 International Sport Management – 4 courses
 - HFS 222 Sport Marketing – 4 credits
 - HFS 301 Ethics in Sport Management – 4 credits

Elective Courses for Minor – 8 credits

- BUSN 365 Leading and Managing Effective Organizations – 4 credits
- HFS 230 Contemporary Issues in Sport Sociology and Psychology *OR* HFS 240 Sport in Culture – 4 credits
- HFS 490 Independent Study in Sport Management *OR* HFS 491 Internship in Sport Management – 1-4 credits
- Any other HFS Sport Management course (HFS 220 – HFS 224)

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.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

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

COURSE LISTING

History Course Descriptions begin on [page 234](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in History – 40 credits

- Eight credits in 100-level HIST courses
- Eight credits in 200-level HIST courses
- HIST 204 Topics in Historical Methods – 4 credits
- Twelve credits in 300-level HIST courses
- HIST 411 Senior Seminar: the Study of History – 4 credits
- Foreign Language Cognate – 4 credits beyond general education competency level not taken pass/fail chosen from the following course options:
 - Chinese:
 - CHIN 211 or higher – 4 credits
 - French: 4 credits chosen from the following 2-credit courses
 - FREN 260 ▪ FREN 263
 - FREN 261 ▪ FREN 264
 - FREN 262 ▪ FREN 265
 - German: 4 credits chosen from the following 2-credit courses
 - GERM 260 ▪ GERM 263
 - GERM 261 ▪ GERM 264
 - GERM 262 ▪ GERM 265
 - Japanese:
 - JAPN 211 or higher – 4 credits
 - Russian: 4 credits chosen from the following 2-credit courses
 - RUSS 260 ▪ RUSS 263
 - RUSS 261 ▪ RUSS 266
 - RUSS 262
 - SPAN 150 or higher – 4 credits

Note that students studying Latin, Greek, or languages not offered at Wittenberg may take an English-language culture or literature course in the Languages department to fulfill the requirement.

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) should contact their advisor or the [Education Department](#) for specific requirements.

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](#)
- [Archaeology](#)
- [Pre-modern and Ancient Studies](#)
- [Russian and Central Eurasian 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.

FACULTY INFORMATION

PROGRAM OFFERINGS

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

COURSE LISTING

Links to Information Systems Course Descriptions are on [page 160](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Information Systems – 47 credits

Required in Business – 18 credits:

- ACCT 225 Financial Accounting – 4 credits
- ACCT 226 Managerial Accounting – 4 credits
- BUSN 211 Business Research Methods – 2 credits
- BUSN 321 Strategic Logistics and Operations Management – 4 credits
- BUSN 365 Managing Effective Organizations – 4 credits

Required in Computer Science – 15 credits:

- COMP 150 Programming I – 5 credits
- COMP 250 Programming II – 4 credits
- COMP 295 Introduction to Networking – 2 credits
- COMP 353 Software Engineering – 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
 - BUSN 390 Lean Six Sigma
 - BUSN 390 Project Management

One elective in Computer/Data Science – 4 credits:

- Choose one course from:
 - COMP 255 Computer Organization – 5 credits
 - COMP 351 Operating Systems
 - COMP 275 Sequential and Parallel Algorithms
 - DATA 229 Introduction to Data Science
 - COMP 290 Databases

One Capstone Internship Project – 2 credits:

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

RELATED PROGRAMS

- [Computer Science](#)
- [Business](#)

INTERNATIONAL STUDIES

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.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **B.A.:** International Studies
- **Minor:** [International Studies](#)

COURSE LISTING

International Studies Course Descriptions begin on [page 240](#) 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 190 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 foreign language study (**16 credits beyond 112, university requirement**). 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 Non-Western Culture (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)

SPANISH

- SPAN 130 Hispanic Literature (when AFDS topic)

THEATRE & DANCE

- THDN 112 Dance in Popular Culture
- THDN 210 Dance 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 Education requirements:

- One course from:
 - ECON 110 Economic Issues – 4 credits (only when offered as Global Economics)
 - ECON 190 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 Non-Western Culture (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 212 History of Early Islam
- 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 301 Topics: Cultural Travel Writing

- SPAN 351 Latin American Culture
- THDN 210 Dance 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 Computer Programming I
- COMP 171 Discrete Mathematics
- COMP 250 Computer Programming II
- COMP 255 Principles of Computer Organization
- COMP 265 Principles of Programming Languages
- COMM 290 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 200 Mechanics
- SOCI 201 Topics: Culture in the Classroom
- SPAN 380 Methods for Teaching World Language

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 125 Basic Human Physiology
- BIOL 221 Pharmacology
- BIOL 223 Survey of Human Diseases
- CHEM 111 Introductory Chemistry for Health Sciences
- COMM 327 Health Communication
- HIST 370 Topics in African History: HIV/AIDS in Southern Africa
- HFS 204 Applied Anatomy
- HFS 250 Nutrition
- HFS 265 AIDS and Other Sexually Transmitted Diseases
- HFS 375 Exercise for Special Populations
- HFS 377 Principles of Strength and Conditioning
- NUR 300 Foundations and Contemporary Issues for RNs
- NUR 301 Cultural Competence in Health Care
- NUR 400 Health Assessment

ENVIRONMENT

- BIOL 123 How Animals Work
- BIOL 130 The Botanical World
- 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 241 Freshwater Ecology
- BIOL 245 Introductory Wildlife Management
- BIOL 247 Marine Ecology
- BIOL 346 Ecology
- COMM 363 Environmental Communication
- GEOL 150 Physical Geology
- GEOL 160 Environmental Geology
- GEOL 170 Geology of the Critical Zone
- GEOL 315 Watershed Hydrology

YOUTH IN DEVELOPMENT

- AFDS 270 Topic: Lesotho Nutrition Initiative
- AFDS 270 Topic: Month Long Service Learning Trip to Lesotho
- ART 245 Digital Imaging I
- ART 271 Graphic Design
- COMM 224 Group Dynamics
- COMM 270 Interpersonal Communication
- COMM 290 Media Literacy
- COMM 322 Interpersonal Conflict
- COMM 324 Family Communication
- COMM 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 245 Digital Imaging I
- ART 271 Graphic Design
- BUSN 200 Entrepreneurship
- 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
- COMM 190 Public Speaking
- COMM 290 Media Literacy
- COMM 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 190 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 foreign 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.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **Minor:** Justice, Law & Public Policy

COURSE LISTING

Justice, Law & Public Policy Course Descriptions begin on [page 243](#) 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
 - COMM 280 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

- COMM 190 Public Speaking – 4 credits
- COMM 224 Group Dynamics – 4 credits
- COMM 327 Health Communication – 4 credits
- COMM 351 Media Law – 4 credits
- COMM 362 Political Rhetoric – 4 credits
- COMM 363 Environmental Communication – 4 credits

ECONOMICS

- ECON 190 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

HEALTH, FITNESS & SPORT

- HFS 224 Sport Law – 4 credits

HISTORY

- HIST 173 History of South Africa – 4 credits
- HIST 231 American Constitutional Foundations – 4 credits
- HIST 232 Modern American Constitutional Law – 4 credits
- HIST 281 Modern Middle East – 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 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
- RELI 378 Bioethics – 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

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.

LANGUAGES

The innovative Department of World Languages and Cultures immerses students in a multicultural, student-centered environment. Wittenberg's world languages program is one of the most distinctive and innovative in the country. In addition to major programs in French, German and Spanish, Wittenberg offers minors in Chinese and Russian and courses in Japanese.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** [French](#), [German](#), and [Spanish](#)
- **Minors:** [Chinese](#), [French](#), [German](#), [Russian](#), and [Spanish](#)

COURSE LISTING

Chinese Course Descriptions begin on [page 186](#) of the Catalog
French Course Descriptions begin on [page 219](#) of the Catalog
German Course Descriptions begin on [page 225](#) of the Catalog
Greek Course Descriptions begin on [page 228](#) of the Catalog
Japanese Course Descriptions begin on [page 241](#) of the Catalog
Latin Course Descriptions begin on [page 244](#) of the Catalog
Russian Course Descriptions begin on [page 281](#) of the Catalog
Spanish Course Descriptions begin on [page 287](#) of the Catalog

DEGREE REQUIREMENTS

All incoming first-year students are required to take the language placement examinations, which may be taken either over the summer or during New Student Days.

CHINESE

Chinese Minor: The minor in Chinese is for students who want to attain a solid foundation in the Chinese language and culture and to be able to thrive in a Chinese language environment. This goal is achieved through study at Wittenberg supported when possible by study abroad in China.

Requirements for Chinese Minor – 20 credits

Completion of CHIN 112 (Elementary Chinese II), or placement, is a prerequisite for entering the minor. A total of at least 20 additional credits is required for completion of the minor, 16 of them from Chinese language study and 4 of them from other areas of Chinese studies. Two full years of Chinese language study are required beyond CHIN 112 (Elementary Chinese II). Students are encouraged to study abroad in China, and up to two language classes taken in China may be accepted for the minor.

Language Study (16 credits):

- CHIN 211 Intermediate Chinese I – 4 credits
- CHIN 212 Intermediate Chinese II – 4 credits
- CHIN 311 Directed Readings: Newspapers – 4 credits
- CHIN 312 Directed Readings: Literature – 4 credits

Chinese Area Studies (4 credits):

In addition to language study, students are required to take one 4 credit course from the disciplinary areas of Literature, Theatre and Dance, History, Political Science, Religion or Sociology that is solely focused on the study of China. East Asian Studies courses in another discipline may be substituted upon consultation with the Chinese minor faculty.

FRENCH

Requirements for Bachelor of Arts Degree in French – 36 credits

- FREN 260 – 2 credits
- FREN 261 – 2 credits
- FREN 262 – 2 credits
- FREN 263 – 2 credits
- FREN 264 – 2 credits
- FREN 265 – 2 credits
- Three 300-level FREN courses – 12 credits
- Two 400-level FREN courses – 8 credits
- One additional 300- or 400-level FREN course OR four 1-credit modules of FREN 270/370 in the Cultures and Languages Across the Curriculum (CLAC) program – 4 credits

Requirements for French Minor – 20 credits

- Four 200-level FREN courses (2 credits each) – 8 credits
- Two 300-level FREN courses – 8 credits
- One 400-level FREN course (not the senior seminar) – 4 credits

Licensure for Teaching in French

Students interested in pursuing a course of study leading to a license to teach French should contact their advisor or the [Education Department](#) for specific requirements.

The [Cultures and Languages Across the Curriculum \(CLAC\)](#) option: Selected courses in several disciplines present students the opportunity to do additional research in a foreign language and earn a credit for that work. Students will work with a faculty member in the Language Department to design and complete a project that supports learning in the course offering the Cultures and Languages Across the Curriculum (CLAC) option. Students must register both for a course offering the CLAC option and for the CLAC module. CLAC modules allow students the opportunity to enrich their learning by acquiring cross-cultural perspectives on the acquisition of knowledge in various disciplines. Students also acquire practice in using their language skills to explore different disciplines. Students assessed at the intermediate level of language competency may register for a 270 module; students with advanced skills may register for a 370 module. Prerequisite: A language course numbered 150 or above and concurrent enrollment in a non-language course offering the Cultures and Languages Across the Curriculum option.

GERMAN

Requirements for Bachelor of Arts Degree in German

- 34 GERM credits beyond GERM 112, including:
 - 200-level GERM courses – at least 8 credits
 - 300-level GERM courses – at least 8 credits
 - GERM 410 – 4 credits

Recommended in the Department of Foreign Languages and Literatures:

At least eight credits in another language. Whenever possible, these should be above the 112 level.

Recommended in Other Departments:

Related courses in Art, English, History, International Studies, Music, Philosophy, Political Science, Religion, and Theatre.

Requirements for German Minor

- Design the German minor in consultation with the department
- At least 20 GERM credits beyond GERM 112

Licensure for Teaching in German

Students interested in pursuing a course of study leading to a license to teach German should contact their advisor or the [Education Department](#) for specific requirements.

RUSSIAN

Russian Minor: The minor will consist of 20 credits chosen from the following courses. RUSS 112-Beginning Russian II is the prerequisite for courses on the 200-level, or by placement exam.

Requirements for Russian Minor – 20 credits

I. Ten credits from the following two-credit courses:

- RUSS 260 Contemporary Issues (offered yearly)
- RUSS 263 Culture and Film (offered yearly)
- RUSS 264 Voices from the Past (offered alternate spring semesters)
- RUSS 266 Russian Speech Etiquette (offered alternate years)
- RUSS 262 Art of Translation (offered yearly)
- RUSS 230 Topics in Russian language – 1-4 credits

II. Four credits of courses on the 300-level or above (four of which may be taken by Study Abroad):

- RUSS 316 Cultural Traditions – 2 credits
- RUSS 317 National Identity – 2 credits
- RUSS 330 Topics in Russian Language – 4 credits
- RUSS 490 Independent Study – 1-4 credits

III. Two credits of RUSS CLAC (Culture and Language across the Curriculum):

- RUSS 270 – 1 credit
- RUSS 370 – 1 credit

IV. Four credits chosen from:

- RUSS 130 Topics in Translation – 4 credits
- HIST 251 Medieval Russia – 4 credits
- HIST 252 Imperial Russia – 4 credits
- POLI 352 Russian Foreign Policy – 4 credits
- ECON 231 European Economic History – 4 credits
- ECON 275 Economies in Transition – 4 credits

SPANISH

Requirements for Bachelor of Arts Degree in Spanish – 36 credits

- 12 credits of 200-level SPAN courses, including SPAN 264 and SPAN 265
- 12 credits of 300-level SPAN courses, including SPAN 301 or SPAN 302
- 12 credits of 400-level SPAN courses

Spanish 301 or 302, and at least one 400-level course must be completed at Wittenberg. All coursework for the major must be taught in Spanish. To successfully complete the Spanish major, students turn in a final portfolio by the end of their spring semester, senior year.

Requirements for Spanish Minor – 20 credits

- 12 credits of 200-level SPAN courses, including SPAN 264 and SPAN 265
- 8 credits of 300-level or higher SPAN courses

All coursework for the minor must be taught in Spanish. Students may only take classes for the minor using the pass-fail option with the instructor's permission.

Licensure for Teaching in Spanish

Students interested in pursuing a course of study leading to a license to teach Spanish should contact their advisor or the [Education Department](#) for specific requirements.

LIBERAL STUDIES

Program only for GPS students

Intended strictly for adult/non-traditional students, this interdisciplinary degree program is supervised by the Executive Director of the School of Graduate and Professional Studies.

PROGRAM OFFERINGS

- **B.A.:** Liberal Studies

COURSE LISTING

ORLE Course Descriptions begin on [page 260](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for a Bachelor of Arts degree in Liberal Studies – 36 credits

The major requires 36 credits of coursework, organized around a plan developed by the student and approved by the Executive Director. The coursework must include:

- ORLE 200 Readings in Leadership
- at least three courses at the 300 level or above, including:
 - ORLE 400 Senior Leadership Seminar
 - OR
 - ORLE 499 Liberal Studies Honors Thesis Project and ORLE 400 Senior Leadership Seminar.

Courses may be drawn from ORLE designated courses or from other departments' courses.

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.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **Minor:** Marine Science

COURSE LISTING

Marine Science Course Descriptions begin on [page 248](#) 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
- One course from:
 - GEOL 150 Physical Geology – 5 credits
 - GEOL 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 COURSES

BIOLOGY

- BIOL 239 Biology of Marine Invertebrates – 5 credits
- BIOL 241 Freshwater Ecology – 5 credits
- BIOL 247 Marine Ecology – 5 credits
- BIOL 248 Comparative Communities - Bahamas – 5 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

GEOLOGY

- GEOL 150 Physical Geology – 5 credits
- GEOL 160 Environmental Geology – 5 credits
- GEOL 260 Sedimentology – 5 credits
- GEOL 340 Earth History – 5 credits

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

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.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** Mathematics
- **B.A.:** Mathematics with a Concentration in Statistics
- **B.S.:** Mathematics
- **Minors:** Mathematics, Statistics

COURSE LISTING

Mathematics Course Descriptions begin on [page 245](#) 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
- MATH 202
- MATH 210
- MATH 261
- Electives: 16 credits selected from one of the two tracks below:
 - Mathematics:
 - MATH 212 or MATH 215
 - MATH 365 or MATH 370
 - Eight additional MATH credits which must include at least one 300+ level course and may include COMP 250
 - Mathematical Science with a Concentration in Statistics:
 - MATH 228
 - Any two courses from:
 - DATA 327
 - MATH 328
 - DATA 337
 - Four additional MATH credits which may include COMP 250
- Senior Capstone Experience – two or more credits from the following:
 - MATH 460
 - MATH 490
 - MATH 499

Required in Computer Science – 5 credits:

- COMP 150

Required in Data Science – 4 credits:

- DATA 227

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
 - MATH 490
 - MATH 499

Note: majors considering graduate school in math are strongly encouraged to complete a senior independent study (MATH 490) or a research project/honors thesis (MATH 499).

Required in Computer Science – 9 credits:

- COMP 150
- One additional COMP course numbered 250 or above

Required in Data Science – 4 credits:

- DATA 227

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
- MATH 202
- MATH 210
- One course from:
 - DATA 227
 - MATH 215
 - MATH 228
 - MATH 260
 - MATH 261
- One additional MATH course (at least four credits) at 200-level or above

Required in Computer Science – 5 credits

- COMP 150

Requirements for a Minor in Statistics – 20 or 24 credits

Required in Mathematics / Data Science

- MATH 131 or MATH 201/202
- DATA 227
- MATH 228
- Any two courses selected from:
 - DATA 327
 - DATA 337
 - MATH 328

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.

SPECIAL PROGRAMS IN MATHEMATICS

- [Computer Science](#)
- [Engineering](#)
- [Statistics](#)
- [Data Science](#)

MUSIC

Wittenberg's music program prepares students for careers in music education, performance, church music, composition, arts administration and other fields.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** Music
- **Bachelor of Music Education (B.M.E.)**
- **Minor:** Music

COURSE LISTING

Music Course Descriptions begin on [page 249](#) of the Catalog

DEGREE REQUIREMENTS

NOTE: To declare one of the majors in music, it is necessary to assess proficiency in music fundamentals and musical literacy either by taking the Music Placement Examination and achieving placement in MUSI 155 Intermediate Music Theory I or by successfully completing MUSI 102 Basic Music Theory & Skills. For acceptance into the BME or BA, a satisfactory audition is required.

Preliminary to Curricula: Both Degree Programs:

- MUSI 102 Basic Music Theory & Skills – 4 credits
- MUSI 120 Functional Keyboard Skills – 2 credits

Requirements for Bachelor of Arts Degree in Music – 40 credits

- MUSI 155 Intermediate Music Theory I – 2 credits
- MUSI 156 Intermediate Music Skills I – 2 credits
- MUSI 257 Intermediate Music Theory II – 2 credits
- MUSI 258 Intermediate Music Skills II – 2 credits
- MUSI 259 Analysis of Music after 1900 – 2 credits
- MUSI 221 Advanced Keyboard Skills & Improvisation – 2 credits
- MUSI 304 History of Western Music to 1750 – 4 credits
- MUSI 305 History of Western Music, 1750-Present – 4 credits
- Applied Music Lessons – 4 credits
- Music Ensemble – 4 credits
 - Participation in music ensemble/ensembles is required of all music majors every semester on campus in accord with the expectations published in the Music Student Handbook.
- Electives in Music, selected from two of the following groups – 10 credits:
 - Music theory courses (3-7): MUSI 355, MUSI 357, MUSI 450, or appropriate topics courses (MUSI 212 or MUSI 380)
 - Music history courses (4-8): MUSI 203, MUSI 205, MUSI 208, MUSI 216, MUSI 220, or appropriate topics courses (MUSI 212, MUSI 380 or MUSI 214)
 - Additional applied music lessons or MUSI 350 Introduction to Conducting & MUSI 351 Choral & Instrumental Conducting
- MUSI 495 Senior Recital and Paper *OR* MUSI 498 Senior Project – 2 credits
- For non-credit:
 - MUSI 199 Music Practicum
 - Proficiency examinations

Requirements for Bachelor of Music Education – 87 credits (74 MUSI credits)

Required in Music – 74 credits

- MUSI 155 Intermediate Music Theory I – 2 credits
- MUSI 156 Intermediate Music Skills I – 2 credits
- MUSI 257 Intermediate Music Theory II – 2 credits
- MUSI 258 Intermediate Music Skills II – 2 credits
- MUSI 259 Analysis of Music after 1900 – 2 credits
- MUSI 221 Advanced Keyboard Skills & Improvisation – 2 credits
- MUSI 250 Technology for Music Educators – 2 credits
- MUSI 304 History of Western Music to 1750 – 4 credits
- MUSI 305 History of Western Music, 1750-Present – 4 credits
- MUSI 216 Music of the World – 4 credits
- Applied Music Lessons, primary area – 7 credits
- Applied Music Lessons, keyboard area – 2 credits
- Music Ensemble – 4 credits

Participation in music ensemble/ensembles is required of all music majors every semester on campus in accord with the expectations published in the Music Student Handbook.

- MUSI 350 Introduction to Conducting – 2 credits
- MUSI 351 Choral & Instrumental Conducting – 2 credits
- MUSI 231-234 Instrumental methods & techniques – 4 credits:
 - MUSI 231 Woodwind Instruments – 1 credit
 - MUSI 232 Brass Instruments – 1 credit
 - MUSI 233 Percussion Instruments – 1 credit
 - MUSI 234 String Instruments – 1 credit
- MUSI 235 Introduction to Vocal Pedagogy & Diction – 2 credits
- MUSI 165 Introduction to Music Education – 3 credits
- MUSI 463 General Music Methods – 4 credits
- MUSI 464 Choral Music in the Schools – 3 credits
- MUSI 465 Instrumental Music in the Schools – 3 credits
- MUSI 494 Student Teaching – 12 credits
- For non-credit:
 - MUSI 199 Music Practicum
 - MUSI 497 Senior Portfolio Review
 - Proficiency examinations and applied music examination for advanced standing
 - Recital or studio class performance annually

Required in Education – 13 credits

- One course from:
 - EDUC 103 Sociological Perspectives in Education – 4 credits
 - EDUC 104 Philosophical Perspectives in Education – 4 credits
- One course from:
 - EDUC 203 Early Childhood Development and Education – 4 credits
 - EDUC 213 Adolescent Development and Education – 4 credits
- EDUC 120 Introduction to Students with Special Needs – 2 credits
- EDUC 312 Reading and Writing in Content Areas – 3 credits
- For non-credit: Successful completion of the State Board of Education Examinations

Requirements for Minor in Music – 20 credits

- MUSI 102 Basic Music Theory & Skills – 4 credits
- MUSI 110 Understanding Music – 4 credits
- Eight credits selected from courses in the range of MUSI 201-MUSI 220 and/or MUSI 301-MUSI 320
- Applied music lessons and/or music ensemble – 4 credits

NEUROSCIENCE

A multidisciplinary science that studies the nervous system, neuroscience at Wittenberg includes courses in biology and psychology, as well as hands-on learning opportunities.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **Minor:** Neuroscience

COURSE LISTING

Neuroscience Course Descriptions begin on [page 256](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Minor in Neuroscience – 20 credits

Because of the number of prerequisites for the required courses, this minor is primarily intended for biology and psychology majors and minors.

- At least three of the following four courses:
 - BIOL 210 Molecular Neurobiology – 5 credits
 - BIOL 220 Neurobiology – 5 credits
 - PSYC 311 Behavioral Neuroscience
 - PSYC 321 Learning, Memory and Cognition
- An additional one to two courses from Neuroscience minor electives
Note: The core courses may not be double counted as electives. In addition, elective courses taken for the Neuroscience minor may not count toward the student's major
- A significant neuroscience internship or research experience during junior year from:
 - NEUR 492 Neuroscience Research
 - NEUR 493 InternshipNote: Other significant professional experience deemed sufficient by the Neuroscience Committee may also fulfill this requirement
- NEUR 495 Capstone Seminar

ELECTIVE COURSES

- BIOL 210 Molecular Neurobiology – 5 credits
- BIOL 220 Neurobiology – 5 credits
- BIOL 221 Pharmacology – 4 credits
- BIOL 324 Animal Physiology – 5 credits
- BIOL 325 Human Anatomy & Physiology I – 5 credits
- CHEM 271 Principles of Biochemistry – 4 credits
- COMP 350 Artificial Intelligence – 4 credits
- DATA 327 Statistical Modeling OR DATA 337 Statistical Design OR MATH 261 Linear Algebra (all 4 credits)
- PHIL 203 Mysteries of Self and Soul – 4 credits
- PSYC 202 Experimental Design – 4 credits
- PSYC 211 Sensation and Perception – 4 credits
- PSYC 311 Behavioral Neuroscience – 5 credits
- PSYC 321 Learning, Memory and Cognition – 5 credits

Core courses taken from the required courses list may NOT double count as electives

Elective courses taken for the neuroscience minor may NOT count towards the student's major

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.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **B.S.N.:** Nursing

COURSE LISTING

Nursing Course Descriptions begin on [page 257](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Science Degree in Nursing – 92 credits

Required in Nursing – 62 credits

- NUR 210 Informatics – 2 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 450 Precepted Capstone – 6 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 100 Understanding Psychology – 4 credits
- PSYC 130 Proseminar III – Developmental – 2 credits
- SOCI 101 Introduction to Sociology – 4 credits

NURSING: RN TO BSN DEGREE COMPLETION

Program only for GPS 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 2.0 GPA in their major courses, and must receive at least a C in a NUR course to count it toward the major and degree.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **B.S.N.:** Nursing

COURSE LISTING

Nursing Course Descriptions begin on [page 257](#) 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-four credits in Nursing courses:

- NUR 300 Foundations and Contemporary Issues for RNs – 2 credits
- NUR 301 Cultural Competence in Health Care – 2 credits
- NUR 400 Health Assessment – 4 credits
- NUR 401 Evolving Concepts in Leadership and Management – 4 credits
- NUR 402 Practicum in Nursing Leadership and Management – 2 credits
- NUR 403 Research and Evidence-Based Practice – 4 credits
- NUR 404 Concepts in Community Health Nursing (Clinical course) – 4 credits
- NUR 405 Health Care Informatics – 2 credits

All of the Nursing courses are taught in Wittenberg's hybrid, @witt@home format.

Courses are open only to students enrolled in the RN/BSN or Nursing Pathway program.

NURSING PATHWAY

ENROLLMENT IN THE NURSING PATHWAY PROGRAM HAS BEEN SUSPENDED.

The Pathway Program is a joint program leading to the BSN degree offered by Wittenberg and Clark State Community College, in conjunction with Springfield Regional Medical Group. The student is enrolled at Wittenberg for all four years of the program. During Year 1, the student takes general education courses and courses related to the nursing program; during Years 2 and 3 the student takes Nursing courses at Clark State Community, completing an AA at Clark State and qualifying to take the RN licensure after the junior year; and in Year 4 the student completes the remaining requirements in Nursing and general education to complete the BSN. Through this program, the student meets the same requirements as those completing the RN program at Clark State and the RN to BSN completion program at Wittenberg.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **B.S.N.:** Nursing

COURSE LISTING

Nursing Course Descriptions begin on [page 257](#) of the Catalog

DEGREE REQUIREMENTS

The CSCC Nursing program requires as background:

- High school Algebra (or college level math/stats at Wittenberg)
- Biology
- Chemistry (or Chemistry for nurses at Wittenberg)
- STNA (taken at Clark State)
- Medical Terminology (taken at Clark State)

Students must pass the nursing licensure exam prior to the second semester of their 4th year.

SAMPLE SCHEDULE

YEAR 1: FALL & SPRING (courses on the Wittenberg campus)

- Introductory courses in Psychology and Sociology – 8 credits
- ENGL 101 – 4 credits
- LANG 111 (if needed) and LANG 112 (may be taken later) – 4-8 credits
- A general education course – 4 credits
- Statistics (DATA 227, BUSN 210 or PSYC 201) – 4 credits
- One course in CHEM – 4 credits

YEAR 1: MAY (courses on the Clark State campus)

- STNA
- Medical Terminology
- CSCC Orientation

YEAR 2: FALL & SPRING (on the Clark State campus)

- Anatomy and Physiology I and II
- Pharmacology and Drug Calculations
- Lifespan Human Growth & Development
- Basic Nursing Concepts
- Adult Nursing I
- Behavioral Health Nursing

YEAR 2: SUMMER

The student may choose to take summer courses at Wittenberg or at Clark State toward remaining general education requirements.

YEAR 3: FALL & SPRING (on the Clark State campus)

- Microbiology
- Adult Nursing II and III
- Children-Family Nursing
- Nursing Directed Practice/Seminar
- Maternal-Newborn Nursing
- Nursing Review

YEAR 4: FALL & SPRING (on the Wittenberg campus)

- NUR 300 Foundations and Contemporary Issues for RNs – 2 credits
- NUR 301 Cultural Competence in Health Care – 2 credits
- NUR 400 Assessment – 4 credits
- NUR 401 Leadership & Management—4 credits
- NUR 402 Practicum in Nursing Leadership and Management – 2 credits
- NUR 403 Research and Evidence-Based Practice – 4 credits
- NUR 404 Concepts in Community Health Nursing (Clinical course) – 4 credits
- NUR 405 Health Care Informatics – 2 credits

Any remaining general education courses may be taken in the summers following the 2nd and 3rd years or during the 4th year.

ORGANIZATIONAL LEADERSHIP

Organizational Leadership is a multidisciplinary, applied-learning program designed for students who want a broad academic background to prepare them for supervisory and management careers.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **B.A.:** Organizational Leadership

COURSE LISTING

Organizational Leadership Course Descriptions begin on [page 260](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Organizational Leadership – 36 credits

Required core courses – 24 credits:

- ORLE 200 Readings in Leadership – 4 credits
- BUSN 200 Entrepreneurship – 4 credits
- BUSN 270 Business Ethics & Leadership – 4 credits
- BUSN 370 Business Law – 4 credits
- BUSN 465 Human Resource Management – 4 credits
- ORLE 400 Senior Leadership Seminar – 4 credits

Areas of Concentration – Complete 12 credits from ONE of the following areas:

COMMUNICATION & MARKETING

- COMM 200 Introduction to Communication Studies – 4 credits
- COMM 270 Interpersonal Communication – 4 credits
- COMM 290 Media Literacy – 4 credits
- BUSN 315 Business Analytics – 4 credits
- BUSN 343 Digital Marketing – 4 credits
- BUSN 442 Creative Promotion Strategy – 4 credits
- ORLE 491 Internship, including a pre-approved project – 4 credits

OPERATIONS

- ACCT 226 Managerial Accounting – 4 credits
- BUSN 300 Cases in Entrepreneurship – 4 credits
- BUSN 315 Business Analytics – 4 credits
- BUSN 321 Strategic Logistics and Operations – 4 credits
- BUSN 390 Lean Six Sigma – 4 credits
- BUSN 390 Project Management – 4 credits
- ORLE 491 Internship, including a pre-approved project – 4 credits

HUMAN RESOURCE MANAGEMENT

- COMM 224 Group Dynamics – 4 credits
- BUSN 315 Business Analytics – 4 credits
- BUSN 390 Project Management – 4 credits
- PSYC 100 Understanding Psychology – 4 credits
- PSYC 242 Industrial/Organizational Psychology – 4 credits
- ORLE 491 Internship, including a pre-approved project – 4 credits

Recommended Courses:

- ACCT 225 Financial Accounting – 4 credits
- BUSN 210 Business and Economic Statistics – 4 credits
- BUSN 211 Business Research Methods – 2 credits
- ECON 190 Principles of Economics – 4 credits

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.

FACULTY INFORMATION

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 Genealogies – 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 363 Major Author (when topic appropriate) – 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 110 Ancient Mediterranean Worlds – 2-4 credits
- HIST 111 Medieval Europe – 4 credits
- HIST 161 Pre-Modern East Asia – 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 204 Topics in Historical Methods (when topic appropriate) – 4 credits
- HIST 205 Topics in World History (when topic appropriate) – 2-4 credits
- HIST 210 Topics in the Ancient World – 2-4 credits
- HIST 211 History of Early Christianity – 2-4 credits
- HIST 212 History of Early Islam – 2-4 credits
- HIST 240 Topics in Premodern Europe – 2-4 credits
- HIST 251 Medieval Russia – 4 credits
- HIST 301 Topics in History (when topic appropriate) – 2-4 credits
- HIST 302 Topics in Ancient History and Archaeology – 2-4 credits
- HIST 303 Ancient and Pre-Modern Historians – 2-4 credits
- HIST 304 Topics in Late Antiquity – 2-4 credits
- HIST 306 Byzantium: The Mediterranean Empire – 2-4 credits
- HIST 309 Eurasian Nomads in the Ancient and Medieval World – 4 credits
- HIST 310 Topics in Pre Modern European History – 2-4 credits
- HIST 311 The Viking World – 4 credits
- HIST 314 Topics in Renaissance and Reformation – 4 credits

LANGUAGES

CHINESE

- CHIN 130 Chinese Topics (when topic appropriate) – 4 credits

FRENCH

- FREN 140 Themes of Francophone Literature (when topic appropriate) – 2-4 credits
- FREN 264 Moments de l'histoire francophone – 2 credits

SPANISH

- SPAN 301 Introduction to Hispanic Literature – 4 credits

MUSIC

- MUSI 220 Introduction to Church Music – 4 credits
- MUSI 304 History of Western Music to 1750 – 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 121 Art of Biblical Literature – 4 credits
- 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 321 Biblical and Modern Prophets – 4 credits
- RELI 324 Apocalyptic Vision in Ancient and Modern Literature – 4 credits
- RELI 333 Buddhist Thought and Scriptures – 4 credits
- RELI 339 Monkeys, Samurai, and Gods – 4 credits

THEATRE

- THDN 260 History of European Theatre – 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.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** Philosophy
- **Minor:** Philosophy

COURSE LISTING

Philosophy Course Descriptions begin on [page 261](#) 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.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** Physics
- **B.S.:** Physics
- **Minor:** Physics

COURSE LISTING

Physics Course Descriptions begin on [page 264](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Physics – 54 credits

Required in Physics – 37 credits:

- PHYS 200
- PHYS 216
- PHYS 218
- PHYS 220
- PHYS 311
- PHYS 313
- 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:
 - COMP 150
 - CHEM course at 121-level or above, CHEM 162 suggested

Requirements for Bachelor of Science Degree in Physics – 78 credits

Required in Physics – 47 credits:

- PHYS 200
- PHYS 216
- PHYS 218
- PHYS 220
- PHYS 311
- PHYS 313
- 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 – 31 credits:

- CHEM 121
- CHEM 162
- COMP 150
- MATH 201
- MATH 202
- MATH 212
- MATH 215

Recommended Courses:

- COMP 250
- MATH 261

Requirements for Minor in Physics – 27 credits

Required in Physics – 19 credits:

- PHYS 200
- 14 credits taken at the 200-level or above (only one of PHYS 205 and PHYS 216 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.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

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

COURSE LISTING

Political Science Descriptions begin on [page 267](#) 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

- **103:** International Relations
- **202:** Comparative Political Economy & Public Policy
- **205:** Chinese Politics
- **209:** Topics in Comparative Politics
- **210:** East Asian Politics
- **302:** North American Politics
- **305:** European Politics
- **309:** Advanced Topics in Comparative Politics
- **253:** International Political Economy
- **259:** Topics in International Relations
- **350:** American Foreign Policy
- **354:** Chinese Foreign Policy
- **355:** East Asian Foreign Relations
- **359:** Advanced Topics in International Relations

AREA II: POLITICAL THEORY & LAW

- **211:** Ancient & Medieval Political Philosophy
- **212:** Modern Political Philosophy
- **215:** American Political Thought
- **216:** Family Values: The Politics of Virtue, Care, and Equality
- **217:** Ideology and Identity in Polish Culture (field study)
- **219:** Topics in Political Theory
- **315:** Feminist & Postmodern Political Thought
- **319:** Advanced Topics in Political Theory
- **322:** American Constitutional Law

AREA III: AMERICAN POLITICS

- **221:** State and Local Government
- **222:** Urban Politics
- **223:** Introduction to Local Government Administration
- **224:** Presidency
- **229:** Topics in American Politics
- **230:** Campaigns and Elections
- **232:** Public Opinion
- **234:** Black Politics
- **236:** Media and Politics
- **320:** Public Administration
- **321:** Public Policy
- **323:** U.S. Congress
- **329:** Advanced Topics in American Politics
- **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 core general education curriculum and demanding writing requirements ensure 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.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** Psychology
- **B.S.:** Psychology
- **Minor:** Psychology

COURSE LISTING

Psychology Course Descriptions begin on [page 272](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Psychology – 43 credits

Required courses in Psychology – 39 credits:

- Proseminars – 12 credits:
 - **PSYC 110** Proseminar I – Physiological
 - **PSYC 120** Proseminar II – Learning
 - **PSYC 130** Proseminar III – Developmental
 - **PSYC 140** Proseminar IV – Differential
 - **PSYC 150** Proseminar V – Abnormal
 - **PSYC 160** Proseminar VI – Social
- **PSYC 202** Experimental Design – 5 credits
- Eight 200-level PSYC credits beyond PSYC 202
- Ten 300-level PSYC credits
- **PSYC 390** Junior Seminar – 0 credits
- Four 400-level PSYC credits from:
 - **PSYC 400** Research Seminar – 4 credits
 - **PSYC 410** Senior Thesis – 4-8 credits
 - **PSYC 499** Senior Honors Thesis – 4-8 credits

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 MATH 202 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 – 71 credits

Required courses in Psychology – 43 credits:

- Proseminars – 12 credits:
 - **PSYC 110** Proseminar I – Physiological
 - **PSYC 120** Proseminar II – Learning
 - **PSYC 130** Proseminar III – Developmental
 - **PSYC 140** Proseminar IV – Differential
 - **PSYC 150** Proseminar V – Abnormal
 - **PSYC 160** Proseminar VI – Social
- **PSYC 202** Experimental Design – 5 credits
- Eight 200-level PSYC credits beyond PSYC 202
- Ten 300-level PSYC credits
- **PSYC 390** Junior Seminar – 0 credits
- Eight 400-level PSYC credits from:
 - **PSYC 400** Research Seminar – 4 credits
 - **PSYC 410** Senior Thesis – 4-8 credits
 - **PSYC 499** Senior Honors Thesis – 4-8 credits

Statistics requirement – 4 credits:

- One 4-credit statistics course from the following:
 - **PSYC 201** Statistics
 - **BUSN 210** Business and Economic Statistics
 - **DATA 127** Introductory Statistics

Required courses in Other Departments – 24 credits:

- Eight credits from **MATH 201** or above
- Sixteen credits from any of the following:
 - **BIOL 170, BIOL 180** or above
 - **CHEM 121** or above
 - **COMP 150** or above
 - **ECON 190** or above
 - **GEOL 150** or above
 - **MATH 202** or above
 - **PHYS 101** or above

Requirements for Minor in Psychology – 24 credits

- Proseminars – 8 credits from:
 - **PSYC 110** Proseminar I – Physiological
 - **PSYC 120** Proseminar II – Learning
 - **PSYC 130** Proseminar III – Developmental
 - **PSYC 140** Proseminar IV – Differential
 - **PSYC 150** Proseminar V – Abnormal
 - **PSYC 160** Proseminar VI – Social
- Twelve PSYC credits beyond PSYC 201
- 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. PSYC 100 cannot be used to satisfy the requirements for a minor or major in psychology.

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.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** Religion
- **Minor:** Religion

COURSE LISTING

Religion Course Descriptions begin on [page 278](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Religion – 33 credits

Eight 4-credit courses, at least three at the 300-level, plus a 1-credit senior capstone:

Required courses:

- **RELI 112** Introduction to Buddhism *OR* **RELI 114** World Religions and Pilgrimage *OR* **RELI 134** Chinese and Japanese Religious Traditions
- **RELI 221** Understanding the Old Testament *OR* **RELI 222** Understanding the New Testament
- **RELI 241** Christian Tradition
- One course from **TWO** of the following three groups – 8 credits:
 - **GROUP I (History of Religions)**
 - RELI 333
 - RELI 335
 - RELI 336
 - RELI 339
 - **GROUP II (Biblical Studies)**
 - RELI 321
 - RELI 324
 - RELI 326
 - RELI 327
 - **GROUP III (Religious Ethics)**
 - RELI 342
 - RELI 378
- **RELI 498** Senior Capstone – 1 credit
- Three additional 4-credit RELI courses, at least one at the 300-level

NOTE: With the advance permission of the chair, one related course in another department may be counted toward the major.

Requirements for Minor in Religion – 20 credits

Five 4-credit courses, at least one at the 300-level, including one course from each of the following three groups:

GROUP I (History of Religions)	GROUP II (Biblical Studies)	GROUP III (Religious Ethics & Christian Thought)
• RELI 112	• RELI 121	• RELI 177
• RELI 114	• RELI 221	• RELI 241
• RELI 134	• RELI 222	• RELI 342
• RELI 213	• RELI 321	• RELI 378
• RELI 333	• RELI 324	
• RELI 335	• RELI 326	
• RELI 336	• RELI 327	
• RELI 339		

RUSSIAN AND CENTRAL EURASIAN STUDIES

Through the study of history, art, language, literature, music, economics, sociology and politics, Russian and Central Eurasian Studies Program (RCEP) students gain important knowledge about Russia and Central Eurasia today. The RCEP offers students the opportunity to study the complicated fabric of these societies through an interdisciplinary approach.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **B.A.:** Russian and Central Eurasian Studies
- **Minor:** Russian and Central Eurasian Studies

COURSE LISTING

Russian and Central Eurasian Studies Course Descriptions begin on [page 277](#) of the Catalog

DEGREE REQUIREMENTS

In addition to the required courses, each major and minor is required to attend an RCEP Colloquium at least once each term. Classes with Central Eurasian content are listed with an asterisk.

Requirements for Bachelor of Arts degree in Russian and Central Eurasian Studies – 38 credits

Overall, majors must take at least 10 credits of coursework at the 300-level or above.

Required Courses – 6 credits

- HIST 253 Soviet Russia – 4 credits
- RCEP 495 Senior Capstone – 2 credits

Russian Language – 8 credits

Eight credits in language above RUSS 112 or equivalent, chosen from the following:

- RUSS 230 Topics in Russian Language – 2 credits
- RUSS 260 Contemporary Issues – 2 credits
- RUSS 262 Art of Translation – 2 credits
- RUSS 263 Culture and Film – 2 credits
- RUSS 264 Voices from the Past – 2 credits
- RUSS 266 Speech Etiquette – 2 credits
- RUSS 316 Cultural Tradition – 2 credits
- RUSS 317 National Identity – 2 credits
- RUSS 330 Topics in Advanced Language – 4 credits
- RUSS 490 Independent Study – 1-4 credits

Humanities and Social Sciences – 20 credits

At least one course must be at the 300-level or above

Four credits in Russian literature in translation courses chosen from the following:

- RUSS 130 Russian Topics – 4 credits
- RUSS 151 Russian War on Film – 4 credits
- RUSS 152 Journey into the Fantastic – 4 credits
- RUSS 153 Myth and Soul of St. Petersburg – 4 credits
- RUSS 154 The Modern Hero – 4 credits
- RUSS 230 Russian Topics – 1-6 credits

Four credits in history courses chosen from the following:

- HIST 251 Medieval Russia – 4 credits
- HIST 252 Imperial Russia – 4 credits
- HIST 101/HIST 201/HIST 301 Topics (when appropriate) – 2-4 credits
- HIST 309 Eurasian Nomads

Twelve credits in social science, chosen from at least three different departments, from the following:

- POLI 352* Russian Foreign Policy – 4 credits
- POLI 359 Topics: Russian-Chinese-US Trilateral Politik – 4 credits

- ECON 231* European Economic History – 4 credits
- ECON 275* Economies in Transition – 4 credits
- RUSS 230 Topics: Russian Society Today – 4 credits
- SOCI 301 Topics (when appropriate) – 2-4 credits
- SOCI 490 Independent Study – 2-4 credits

Elective – 4 credits

Four credits chosen from among the courses in RCEP, including advanced language. Elective must be at 300-level or above. This elective allows the student to pursue a special emphasis.

Language across the Curriculum

The Russian and Central Eurasian Area Studies Program heartily encourages the concept of “languages across the disciplines.” The student with sufficient language background may do a portion of his or her course work in the Russian language. This allows the student not only to practice the language but also to apply it to an area of interest. Prior approval of a text will be given by the Russian language instructor to ensure the appropriate level for the student. Participation is voluntary, but highly recommended.

Requirements for Minor in Russian and Central Eurasian Studies – 20 credits

The minor in Russian and Central Eurasian Studies should complete at least one class that has non-Russian, Central Eurasian content, chosen in consultation in his or her advisor. Those classes are marked with an asterisk. In all, twenty credits of coursework are required and should be distributed in the following manner:

Russian Language – 8 credits from the following (or the equivalent):

- RUSS 111 Beginning Russian I – 4 credits
- RUSS 112 Beginning Russian II – 4 credits

Humanities – 4 credits from the following:

- RUSS 130 Russian Topics – 4 credits
- RUSS 151 Russian War on Film – 4 credits
- RUSS 152 Journey into the Fantastic – 4 credits
- RUSS 153 Myth and Soul of St. Petersburg – 4 credits
- RUSS 154 The Modern Hero – 4 credits
- RUSS 260 Contemporary Issues – 2 credits
- HIST 251 Medieval Russia – 4 credits
- HIST 252 Imperial Russia – 4 credits
- HIST 253 Soviet Russia – 4 credits
- HIST 101/HIST 201/HIST 301 Topics (when appropriate) – 2-4 credits
- HIST 309 Eurasian Nomads – 4 credits

Social Sciences – 4 credits from the following:

- POLI 352* Russian Foreign Policy – 4 credits
- ECON 231* European Economic History – 4 credits
- ECON 275* Economies in Transition – 4 credits
- SOCI 301 Topics (when appropriate) – 2-4 credits
- SOCI 490 Independent Study – 2-4 credits

Elective – 4 credits chosen from languages, humanities, or social sciences.

THE FOLLOWING COURSES ARE APPROVED FOR THE RCEP MINOR:

ECONOMICS

- ECON 231* European Economic History – 4 credits
- ECON 275* Economies in Transition – 4 credits
- ECON 490 Independent Study – 1-4 credits

HISTORY

- HIST 251 Medieval Russia – 4 credits
- HIST 252 Imperial Russia – 4 credits
- HIST 101/HIST 201/HIST 301 Topics (when appropriate) – 2-4 credits
- HIST 490 Independent Study – 1-4 credits

RUSSIAN LANGUAGE AND LITERATURE

- RUSS 111 Beginning Russian I – 4 credits
- RUSS 112 Beginning Russian II – 4 credits
- RUSS 130 Russian Topics – 4 credits
- RUSS 230 Russian Topics – 1-6 credits
- RUSS 260 Understanding Contemporary Russian Social Issues – 2 credits
- RUSS 316 Cultural Tradition – 2 credits
- RUSS 317 Russian National Identity – 2 credits
- RUSS 330 Russian Topics – 4 credits
- RUSS 490 Independent Study – 1-4 credits

POLITICAL SCIENCE

- POLI 352* Russian Foreign Policy – 4 credits
- POLI 359 Topics: Russian-Chinese-US Trilateral Politik – 4 credits
- POLI 490 Independent Study – 1-4 credits

RUSSIAN AND CENTRAL EURASIAN STUDIES

- RCEP 490 Independent Study – 1-4 credits
- RCEP 495* Senior Capstone Seminar – 2 credits
- RCEP 499 Honors Thesis/Project. Prerequisites: 3.50 GPA and permission of the Director – 1-6 credits

SOCIOLOGY

- SOCI 301 Topics (when appropriate) – 2-4 credits
- SOCI 490 Independent Study – 2-4 credits

SERVICE LEARNING

Service learning integrates a service experience that meets a community need with an academic course. Service learning involves reflection activities to assist students in thinking about the relation between course content and the service experience as well as to foster social responsibility.

SERVICE LEARNING 100 (SVLN 100)

This course provides students an opportunity to link a service experience to a particular course for one credit. The precise nature of the service activity and its appropriate connection to course content are determined in consultation with the faculty member teaching the course to which Service Learning 100 is to be linked.

SERVICE LEARNING 100 GUIDELINES

- Students will provide unpaid service to non-profit organizations, schools, or other entities in the community.
- Students will complete at least 15 hours of service for one credit of Service Learning 100 credit.
- One credit per course is allowed. No more than four credits of Service Learning 100 will be credited to a student's transcript. (Note: students may receive no more than sixteen credits total in the four categories of internships, independent studies, senior thesis, and Service Learning 100).
- Credit is given for the learning and its relation to the course, not for the service alone.
- SVLN 100 is graded Satisfactory/No Credit.

SERVICE LEARNING 100 PROCESS

1. Student talks with faculty member about linking service to a particular course.
2. Student and faculty member review the Service Learning 100 guidelines.
3. Student works with faculty member and community organization to determine the type of service the student will provide and to establish learning objectives, assignments/reflection activities, and a method for assessment.
4. Student submits four copies of the completed proposal to the Assistant Provost for Academic Services by the end of the second week of the semester that he/she wants to register for Service Learning 100.
5. Once approved, the proposal will serve as registration for Service Learning 100.

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.

FACULTY INFORMATION

DEPARTMENT 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 283](#) 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 2.0 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 Quantitative Reasoning or “Math Intensive” (Q, M, or Z) courses outside the department (all 4-credit courses unless otherwise specified):

- BUSN 210
- COMP 150 (5 cr.)
- MATH 112
- PSYC 201
- COMM 300
- DATA 227
- PHIL 110
- COMP 121
- ECON 190
- POLI 260

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 dance productions.

FACULTY INFORMATION

DEPARTMENT OFFERINGS

- **B.A.:** Theatre
- **B.A.:** Dance
- **Minors:** Technical Theatre, Theatre Performance, Dance

COURSE LISTING

Theatre and Dance Course Descriptions begin on [page 292](#) of the Catalog

DEGREE REQUIREMENTS

Requirements for Bachelor of Arts Degree in Theatre – 36 credits

- THDN 222 Acting – 4 credits
- THDN 226 Improvisation – 4 credits
- THDN 230 Stagecraft – 4 credits
- THDN 260 History of European Theatre – 4 credits
- THDN 270 Contemporary American Drama – 4 credits
- THDN 300 Directing – 4 credits
- THDN 401 Senior Seminar – 4 credits
- Two courses chosen from:
 - THDN 232 Scene Design – 2 credits
 - THDN 233 Lighting and Sound Design – 2 credits
 - THDN 234 Costume and Make-up Design – 2 credits
 - THDN 235 Stage Management – 2 credits
- One course chosen from:
 - THDN 240 Playwriting – 4 credits
 - THDN 250 Child Drama – 4 credits
 - THDN 322 Advanced Acting – 4 credits
 - THDN 331 Advanced Stage Design – 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
- Two dance technique classes
- Fulfillment of production requirements
- Completion of an integrated learning unit
- Pass a two-part senior comprehensive examination

Requirements for Bachelor of Arts Degree in Dance – 38 credits

- THDN 102 Dance Production – 2 credits
- THDN 211 Dance Composition – 4 credits
- THDN 215 Dance Kinesiology – 4 credits
- THDN 311 Advanced Dance Composition – 4 credits
- THDN 313 Dance in the 20th Century – 4 credits
- THDN 401 Senior Seminar – 4 credits
- Eight credits chosen from (must include either THDN 032, THDN 042, or THDN 052):
 - THDN 030 Modern Dance – 1 credit
 - THDN 031 Intermediate Modern Dance – 1 credit

- THDN 032 Advanced Modern Dance – 1 credit
- THDN 040 Ballet – 1 credit
- THDN 041 Intermediate Ballet – 1 credit
- THDN 042 Advanced Ballet – 1 credit
- THDN 050 Jazz – 1 credit
- THDN 051 Intermediate Jazz – 1 credit
- THDN 052 Advanced Jazz – 1 credit
- One course chosen from:
 - THDN 112 Dance in Popular Culture – 4 credits
 - THDN 210 Dance Ethnology – 4 credits
 - THDN 200 Topics in Dance Culture – 1-4 credits
- Four credits chosen from:
 - THDN 180 Elements of Dance – 2 credits
 - THDN 181 Motif Description – 2 credits
 - THDN 182 Dance Notation – 2 credits
 - THDN 233 Lighting and Sound Design – 2 credits
 - THDN 234 Costume and Make-up Design – 2 credits
 - THDN 235 Stage Management – 2 credits
 - THDN 226 Improvisation – 4 credits
- Must serve on one technical production crew
- Completion of an integrated learning unit
- Pass a two-part senior comprehensive examination

Requirements for Minor in Technical Theatre – 20 credits

- THDN 120 Art of the Theatre – 4 credits
- THDN 230 Stagecraft – 4 credits
- THDN 260 History of European Theatre – 4 credits
- Two courses from the following:
 - THDN 232 Scene Design – 2 credits
 - THDN 233 Lighting and Sound Design – 2 credits
 - THDN 234 Costume and Make-up Design – 2 credits
 - THDN 235 Stage Management – 2 credits
- Four credits from:
 - THDN 331 Advanced Stage Design – 4 credits
 - Two courses not taken for above requirement from THDN 232, THDN 233, THDN 234 or THDN 235
- Fulfillment of two production requirements

Requirements for Minor in Theatre Performance – 20 credits

- THDN 120 Art of the Theatre – 4 credits
- THDN 222 Acting – 4 credits
- THDN 226 Improvisation – 4 credits
- THDN 260 History of European Theatre – 4 credits
- Four credits from:
 - THDN 300 Directing – 4 credits
 - THDN 322 Advanced Acting – 4 credits
 - THDN 400 Topics in Theatre Performance – 1-4 credits
- Two dance technique classes
- Fulfillment of a production requirement

Requirements for Minor in Dance – 22 credits

- THDN 102 Dance Production – 2 credits
- THDN 211 Dance Composition – 4 credits

- One course chosen from:
 - THDN 313 Dance in the 20th Century – 4 credits
 - THDN 200 Topics in Dance History – 4 credits
- One course chosen from:
 - THDN 112 Dance in Popular Culture – 4 credits
 - THDN 210 Dance Ethnology – 4 credits
 - THDN 200 Topics in Dance Culture – 4 credits
- One course chosen from:
 - THDN 226 Improvisation – 4 credits
 - THDN 230 Stagecraft – 4 credits
- Four credits of dance technique courses chosen from THDN 010 – THDN 070
- Participation in the senior dance concert

All four credits of dance technique courses and the two credits of THDN 102 may count toward the total credits needed for graduation.

Licensure for Teaching in Drama/Theatre

Students interested in pursuing a course of study leading to a license to teach drama/theatre should contact the Chairperson of the Department of Theatre and Dance or the [Education Department](#) for specific requirements.

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.

FACULTY INFORMATION

PROGRAM OFFERINGS

- **Minor:** Women's Studies

COURSE LISTING

Women's Studies Course Descriptions begin on [page 295](#) 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:

CHINESE

- CHIN 130 Topics: Chinese Women Writers: Ancient and Modern – 4 credits
- CHIN 130 Topics: Cutting Sleeve and Sharing Peach: Literature and Film of Homosexuality in China – 4 credits

COMMUNICATION

- COMM 324 Family Communication – 4 credits
- COMM 361 Gender and Communication – 4 credits

ENGLISH

- ENGL 180 Gender Trouble – 4 credits
- ENGL 180 Making Romance – 4 credits
- ENGL 180 Women in Classical Hollywood Cinema – 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

HEALTH, FITNESS AND SPORT

- HFS 245 History of Women in Sport – 4 credits

HISTORY

- HIST 210 Topics in the Ancient World: Dangerous Beauty: Cleopatra – 4 credits

MUSIC

- MUSI 187 Wittenberg Singers – 0-1 credit
- MUSI 205 Women in Music – 4 credits

PHILOSOPHY

- PHIL 204 Philosophy of Women's Lives – 4 credits
- PHIL 304 Knowing Bodies – 4 credits

POLITICAL SCIENCE

- POLI 216 Family Values: The Politics of Care, Virtue and Equality – 4 credits
- POLI 319 Advanced Topic: Feminist and Postmodern Political Thought – 4 credits
- POLI 319 Advanced Topic: Men, Politics and Popular Culture – 4 credits

PSYCHOLOGY

- PSYC 190 Psychology of Women – 4 credits
- PSYC 280 Topic: Psychology of Gender – 4 credits

RELIGION

- RELI 327 Manhood and Womanhood in the Bible – 4 credits

SOCIOLOGY

- SOCI 210 Sociology of Family – 4 credits
- SOCI 245 Gender and Society – 4 credits
- SOCI 301 Topics: Sociology of Sexuality – 4 credits
- SOCI 301 Topics: Women in Poverty – 4 credits
- SOCI 314 Women and Crime – 4 credits
- SOCI 380 Identity, Self and Society (identified sections) – 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 (such as ENGL 363: Major Authors). 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 departmental and interdepartmental 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 that may be applied to general education learning goals have been designated with an appropriate letter code in parentheses following the number of credits indicated for each course. 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.

ORDER OF COURSE DESCRIPTIONS

(Alphabetical by prefix – click prefix to jump to corresponding course descriptions)

- [ACCT](#) – Accounting
- [AFDS](#) – African and Diaspora Studies
- [ARCH](#) – Archaeology
- [ART](#) – Art and Art History
- [BIOL](#) – Biology
- [BMB](#) – Biochemistry/Molecular Biology
- [BUSN](#) – Business (Entrepreneurship, Finance, Management, Marketing)
- [CHEM](#) – Chemistry
- [CHIN](#) – Chinese
- [CINE](#) – Cinema Studies
- [CMSV](#) – Community Service
- [COMM](#) – Communication
- [COMP](#) – Computer Science
- [CRJ](#) – Criminology and Criminal Justice (GPS only – degree completion program)
- [DATA](#) – Data Science
- [EAST](#) – East Asian Studies
- [ECON](#) – Economics and Financial Economics
- [EDUC](#) – Education and Educational Studies
- [ENGL](#) – English
- [ENVS](#) – Environmental Studies
- [ESCI](#) – Environmental Science
- [FREN](#) – French
- [GEOL](#) – Geology
- [GERM](#) – German
- [GREE](#) – Greek
- [HEAL](#) – Health Science
- [HFS](#) – Health, Fitness and Sport (Exercise Science and Sports Management)
- [HIST](#) – History
- [INTL](#) – International Studies
- [JAPN](#) – Japanese
- [JLPP](#) – Justice, Law and Public Policy
- [LATN](#) – Latin
- [MATH](#) – Mathematics
- [MRSC](#) – Marine Science
- [MUSI](#) – Music
- [NEUR](#) – Neuroscience
- [NUR](#) – Nursing
- [ORLE](#) – Organizational Leadership and Liberal Studies (GPS only)
- [PHIL](#) – Philosophy
- [PHYS](#) – Physics
- [POLI](#) – Political Science
- [PSYC](#) – Psychology
- [RCEP](#) – Russian and Central Eurasian Program
- [RELI](#) – Religion
- [RUSS](#) – Russian
- [SOCL](#) – Sociology
- [SPAN](#) – Spanish
- [SVLN](#) – Service Learning
- [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.

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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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 2.7 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.

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. Offered: Every year. May be writing intensive.

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. (C/H)

Introduction to the discipline of Africana Studies. Focus on the history (political, economic, psychological, artistic, and cultural) of people of African descent. Every year. No prerequisite.

AFDS 270. Topics in African and Diaspora Studies. 2-4 credits.

Topical approach to specific themes in African, African-American, and African Diasporic studies. Some sections may be writing intensive. May be repeated for credit.

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.

ARCHAEOLOGY

ARCH 103. Introduction to Archaeology. 4 credits. (N)

This course provides an introduction to the history, methods, theory, and broader social context of modern archaeological practice. As a field dedicated to the study of the human past through the examination of material remains, the course examines a variety of methods such as scientific excavation, satellite imaging, materials analysis, paleopathology, ethnography, underwater archaeology, and landscape archaeology. In this class, we will explore some of the major questions that interest archeologists now, how these questions compare to archaeological work in previous generations, and the sources of evidence used to investigate the questions. ARCH 103 introduces minors to the field of archaeology and provides a foundation for advanced classes in anthropology, archaeology, geology, history, and religion. Two field excavation days, or laboratory days, are part of the course requirements. Every year.

ART

ART 101. Studio Foundations: Two-Dimensional Design. 4 credits. (A)

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.

ART 103. Studio Foundations: Three-Dimensional Design. 4 credits. (A)

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.

ART 105. Fundamentals of Art. 4 credits. (A)

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. No prerequisites.

ART 110. Art History I. 4 credits. (H)

Selective chronological survey of architecture, painting, sculpture and decorative arts from the birth of art in the Prehistoric period through its development in the Middle Ages, with an emphasis on the Western tradition. Although this course focuses on art created in Western Europe, the survey will also include the art of the Ancient Near East and the Byzantine Empire. Every year.

ART 120. Art History II. 4 credits. (H)

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.

ART 121. Basic Drawing. 4 credits. (A)

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.

ART 130. Non-Western Art Survey. 4 credits. (C)

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. No prerequisites. May be writing intensive.

ART 131. Introduction to Painting. 4 credits. (A)

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.

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. (H)

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. (H)

Surveys the art, architecture and sculpture produced during the Baroque and Rococo periods (ca. 1600-1800) in Western Europe. Art objects and monuments will be discussed in the context of individual artists, patrons and religious and historical events. Every third semester.

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. (H)

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. (A)

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.

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. Prerequisites: None: Offered every year.

ART 243. Western Medieval Art. 4 credits. (H)

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 245. Digital Imaging I. 4 credits. (A)

Photoshop has changed the world of visual imaging and indeed photography as we know it. This course is intended as an intensive introduction to the broad range of functions in the program, and how they can be applied to design,

advertising, fashion and especially fine art. Some functions explored in detail are: creative uses of tools, layer management, filter exploration, useful workflow and printing management. Prerequisites: ART 101 and ART 121 or permission of instructor. Every year.

ART 251. Printmaking I. 4 credits. (A)

Introduction to the processes and techniques of intaglio or lithographic printmaking. Alternate years.

ART 261. Sculpture I. 4 credits. (A)

Introduction to three-dimensional concepts. Exploration in wood construction, plaster and clay emphasized. Every year.

ART 265. Silver Jewelry. 4 credits. (A)

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. Prerequisite: ART 101 or ART 145 or permission of instructor.

ART 275. Greek and Roman Art. 4 credits. (H)

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.

ART 285. Handbuilt Ceramics. 4 credits. (A)

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.

ART 292. Ceramics I. 4 credits. (A)

Introduction to wheel throwing and handbuilding methods of clay construction, and basic decoration and firing techniques. Every year.

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. 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 345. Digital Imaging II. 4 credits.

An advanced studio course in which students hone their skills using Photoshop and related software for the creation of design and fine artwork.

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 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 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.

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.

(available for repeatable credit, one credit taken each semester during senior year) 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. Pre-requisites: ART 101, ART 103, ART 121, 2 of the following (ART 110, ART 120, or 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.

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 Seminar - Studio Art. 2-4 credits.

The ART 498 Senior Thesis course is to prepare each student graduating from college with professionally relevant skills that will enable him/her to matriculate into a graduate or professional venue that is related to their own major. The course serves to expose students to contemporary perspectives in the visual art field through critical dialogue and written reviews connected to the field.

ART 499. Senior Honors Thesis. 1-4 credits.

Must have a 3.5 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. (N)

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. (N)

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.

BIOL 120. Human Health and Pathology. 4 credits. (B)

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. (B)

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.

BIOL 124. Biomedicine, Germ Theory and Health Care Systems. 4 credits. (N)

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. No prerequisites.

BIOL 125. Basic Human Physiology. 4 credits. (B)

The study of the human body is fascinating and understanding how our bodies function can help students make better decisions about their own long term health. In this course, students will be exposed to some of the fundamental physiological aspects of their body systems including the skeletal, muscular, cardiovascular, respiratory, nervous, sensory, endocrine, and reproductive systems. This course will include a laboratory portion that apply what we explore

in the lecture and will be conducted during normal class hours. Students will record and analyze muscle electromyographs (EMG), electrocardiograms (EKG), and reaction time in addition to other activities. No prerequisites.

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. No prerequisites. Every summer.

BIOL 130. The Botanical World. 4 credits. (B)

This course focuses on the natural world as related to higher plants. The primary goal is to give the students the necessary framework to understand the botanical world around them by covering the basic aspects of the science of botany, general plant structure, chemistry, heredity, growth, and development and reproduction as related to plants. Where appropriate, the importance to society of the various topics will be discussed. Open to all students but counts toward a major in biology only with department approval.

BIOL 131. Woody Plants of the Natural and Urban Environments. 4 credits. (N)

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.

BIOL 132. Introduction to Herpetology. 5 credits. (B)

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 133. Introduction to Ornithology. 5 credits.

This course focuses on the biology, ecology, and identification of birds and their habitats. The semester will follow a lecture-laboratory format with several field trips exploring the anatomy and physiology of birds, their ecological interactions within specific environments, and identification skills to understand the common birds of Ohio. Evaluation is based on quizzes, a project, two lecture exams, and a final exam. There are no required prerequisites.

BIOL 140. Understanding Organic Evolution. 4 credits. (N)

This course explores organic evolution. Using discussion, lecture, selected videos and movies, and numerous articles to allow students to understand organic, physical and cultural evolution. Open to all students but counts toward a major in biology only with department approval.

BIOL 145. Introductory Wildlife Management. 4 credits. (N)

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 publically-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. (N)

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. (N)

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 162. Human Anatomy & Physiology I for Health Sciences. 4 credits. (B)

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. (B)

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. (B)

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. There are no prerequisites for this course. It may be taken before or after BIOL 180. Every year.

BIOL 180. Concepts of Biology: Energy and Resources in Biology. 5 credits. (B)

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. There are no prerequisites for this course. It may be taken before or after BIOL 170. Every year.

BIOL 201. Biological Literacy. 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. May be writing intensive. 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 210. Molecular Neurobiology. 5 credits.

Neurobiology is a vast area of study which includes the study of the proteins and molecules within neurons to how the brain functions to elicit a particular behavior. This course will cover basic molecular and cellular biology in the context of the nervous system, specifically the neuron. During the semester, the course will discuss neurotransmitters, synapses, receptors, neural development, and the molecular basis of neurodegenerative diseases. The laboratory component of the course will consist of a semester long project to identify genes expressed in the nervous system. Prerequisites: BIOL 170 and BIOL 180.

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. May be writing intensive. 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 219. Immunology. 4 credits.

Study of the reactions by a host to foreign substances, including both antibody- and cell-mediated responses to those substances. Includes areas of interaction between the immune response, genetics, endocrinology, embryological development and aging. Prerequisites: BIOL 170 and BIOL 180. Offered occasionally.

BIOL 220. Neurobiology. 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 110. 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. Survey of Human Disease. 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 229. 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? 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 231. Vertebrate Zoology. 5 credits.

Review of organogenesis and of the general vertebrate body plan followed by a study of comparative aspects of adult structure. Includes an introduction to both the pathways by which the higher vertebrates have evolved and the nomenclature, taxonomy and zoogeography of the vertebrate group. 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.

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. Morphology of Vascular Plants. 5 credits.

Structure, reproduction, identification, and evolutionary relationships of vascular plants. Prerequisites: BIOL 170 and BIOL 180. Every year.

BIOL 237. Microbiology. 5 credits.

Basic principles of bacteriology and virology, stressing structure, metabolism, classification and application. Prerequisites: BIOL 170 and BIOL 180. Every year.

BIOL 238. Entomology. 5 credits.

Morphology, taxonomy and behavior of insects. Includes collection, preservation and study of specimens representing many orders. Field and laboratory identification of insects. Prerequisites: BIOL 170 and BIOL 180. Every year.

BIOL 239. Biology of 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 241. Freshwater Ecology. 5 credits.

This course will focus on the characteristics, processes, and community interactions within freshwater ecosystems including ponds, lakes, and wetlands. Students will gain an understanding of the physical, chemical, and biological

importance of freshwater ecosystems. This course will place a heavy emphasis on threats to freshwater habitats, strategies for mitigation, conservation, and management, and current and proposed policies which govern aquatic habitats. Laboratory sessions will include excursions to nearby wetlands and lakes and will include a semester long research project. May be writing intensive. This course fulfills Group 4 and Botanical requirements for biology majors. Prerequisites: BIOL 170 and BIOL 180. Alternate years.

BIOL 242. Behavioral Ecology. 5 credits.

This course will explore how the behavior of organisms contributes to survival and reproductive success of individuals. We will examine the evolution and significance of a wide variety of animal behaviors including life history strategies, foraging decisions, sexual selection and mate choice, cooperation and altruism, parental care, and predator-prey dynamics. This course will draw heavily from primary literature and empirical research of animal behaviors, with an emphasis on current methodology and experimental design. The course will combine weekly discussions, lectures, and labs to provide an overview of the past, present and future of the field of behavioral ecology. A semester-long project will require student groups to design and conduct an observational or manipulative experiment on some aspect of behavioral ecology and present these results in the form of a manuscript and a 15 minute conference style presentation. This course fulfills Group 4 and Zoological requirements for biology majors. Prerequisites: BIOL 170 and BIOL 180.

BIOL 244. Conservation Biology. 5 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 fall, alternate years.

BIOL 245. Introductory Wildlife Management*. 5 credits.

**Includes required field trip-laboratory experience (BIOL 258)*

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 publically-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 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. (B)

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. May be writing intensive. 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. (B/N)

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.

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. May be writing intensive. Every year.

BIOL 316. Molecular Genetics and Bioinformatics. 5 credits.

This course will focus on the molecular basis of heredity, beginning with an introduction to DNA structure, replication, and transcription, then move to a consideration of the entire genetic makeup of an organism: the genome. Students will investigate the components of a gene, the arrangement of genes on the chromosome, and the regulation of gene expression. They will also learn the computational and laboratory methods used in chromosome mapping and genome sequencing. Emphasis will be placed on sequence comparison as a means to learn more about gene structure and prediction, protein structure and function, and evolutionary relationships between species. We will take advantage of the extensive data available through on-line databases of the human genome and other gene sequences. Prerequisites: BIOL 170 and BIOL 180 and CHEM 121 and CHEM 162.

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 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 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 347. Evolution. 4 credits.

Critical examination of the evidence for biological evolution with particular emphasis upon the historical development of the concept; evolutionary mechanisms; species diversity, both past and present; and the geographical distribution of living organisms. No laboratory. Prerequisite: Two biology courses in addition to BIOL 170 and BIOL 180. May be writing intensive. 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: senior status and BIOL 170 and BIOL 180. May be writing intensive. Every year.

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. May be writing intensive. Every semester. This course may be repeated for credit.

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. May be writing intensive. Every semester. This course may be repeated for credit.

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: 3.50 GPA, permission of the Department Chair. Prerequisites: BIOL 170 and BIOL 180. May be writing intensive.

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 200. Entrepreneurship. 4 credits. (S)

This introductory, available for all majors, will provide a theoretical and practical framework of the entrepreneurship discipline and a basis for further study and practical experience. This course will primarily address entrepreneurship in a wide variety of areas including for-profit and not-for-profit ventures, education, government, etc. Students will be expected to explore current and potential applications of entrepreneurship in their chosen field of study. Every year.

BUSN 202. Leading the Family Enterprise. 4 credits. (S)

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 206. Global Social Entrepreneurship. 4 credits.

Fundamentals of global social entrepreneurship, highly interdisciplinary field. Focus on strategies of social change, social enterprise opportunity recognition, legal format, portfolio project, case studies of global social enterprises, social enterprise business model development. Prerequisite: None. Offered: Every year.

BUSN 210. Business and Economic Statistics. 4 credits. (Q)

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.)

BUSN 211. Business Research Methods. 2 credits.

This course explores the theory that supports and the practices for collecting and for analyzing both primary and secondary data. A data collection project to solve a business problem or capitalize on a business opportunity, and its analysis, are the core of this course. Prerequisite: Any statistics course. Every year.

BUSN 250. International Business. 4 credits. (C)

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. Prerequisite: None. Every year.

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. May be writing intensive. Alternate years.

BUSN 290. Topics in Business. 1-4 credits.

Seminar of selected topics. Open to all students. Offered as required. Some sections May be writing intensive.

BUSN 300. Cases in Entrepreneurial Leadership. 4 credits.

This course is designed to study and apply the principles of entrepreneurship at an advanced level following students' completion of BUSN 200 Entrepreneurship. Case studies, readings and student-selected needs will be explored across a broad spectrum of contexts in a manner that expands upon the foundation provided in BUSN 200. Prerequisite: BUSN 200. Alternate years.

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 190. 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 211. 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. May be writing intensive. Every year.

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 190 and any statistics course. Every year.

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 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 211. 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 211 and BUSN 340. Every year.

BUSN 352. Contemporary Issues in Business. 4 credits. (S)

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 211 and two 300+ Business courses or permission of the instructor. Offered as required.

BUSN 365. Managing Effective Organizations. 4 credits. (S)

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: BUSN 211. 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. May be writing intensive. 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. May be writing intensive. 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. Some sections may be writing intensive. 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. May be writing intensive. Every year.

BUSN 460. Business Strategy. 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. May be writing intensive. Every year.

BUSN 465. Human Resource Management. 4 credits. (S)

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. May be writing intensive. Every year.

BUSN 490. Independent Study. 1-4 credits.

Offered as required.

BUSN 491. Internship. 1-4 credits.

Offered as required.

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.

CHEMISTRY

CHEM 100. Chemistry and Society. 4 credits. (N)

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. (N)

This course is intended for students pursuing a degree in Nursing, or who are seeking to satisfy the Natural World (N) requirement of the Arts and Sciences component of the General Education program. 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. Prerequisite: None. Every year.

CHEM 121. Models of Chemical Systems I. 5 credits. (B)

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.

CHEM 162. Models of Chemical Systems II. 5 credits. (B)

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

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.

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. May be writing intensive. Prerequisites: CHEM 281, MATH 202, and Pre- or Co-requisite: PHYS 218 or PHYS 205. Every year.

CHEM 321. Inorganic Chemistry. 5 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 chemical biographies and history. Weekly laboratory required, which includes computational chemistry, the synthesis and analysis of inorganic compounds, and applications of green chemistry in experimental design. Prerequisites: CHEM 201, CHEM 281, and either PHYS 218 or PHYS 205. Alternate year.

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. May be writing intensive. Prerequisites: CHEM 281, MATH 202, PHYS 218. 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 200. 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. May be writing intensive. Prerequisites: CHEM 281, MATH 202. Pre- or Co-requisite: PHYS 218 or PHYS 205.

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. May be writing intensive. 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.

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.

CHEM 499. Honors Thesis/Project. 0-8 credits.

Prerequisite: 3.50 GPA, permission of the Department Chair.

CHINESE

CHIN 100. Introduction to Chinese Culture. 4 credits. (A/C)

Introduction to Chinese culture from ancient to modern times, aiming at providing students with fundamental knowledge of this Asian civilization. Students will learn aspects of Chinese history, literature, art, philosophy, religion and government by reading primary sources in English translations. Taught in English. No prerequisites. Every year.

CHIN 111. Beginning Chinese I. 4 credits.

Introduction to spoken Putonghua and the Chinese writing system. Mastery of 250 characters and compounds expected. Every year.

CHIN 112. Beginning Chinese II. 4 credits. (F)

Continuation of CHIN 111. Mastery of another 300 characters and compounds expected. Prerequisite: CHIN 111 or its equivalent. Every year.

CHIN 130. Chinese Topics. 4 credits.

Topics, chosen by the instructor, designed to be of interest to the entire campus community. Taught in English, reading in English. Some sections may be writing intensive. This course may be repeated for credit.

CHIN 151. Modern Chinese Film and Fiction. 4 credits. (A/C)

Survey of film and fiction in 20th century China. Intended for students with no previous knowledge of the subject matter. Taught in English. Every year.

CHIN 211. Intermediate Chinese I. 4 credits. (F)

Emphasis on vocabulary acquisition and grammatical competency. Classes are conducted in spoken Putonghua. 90 minutes of independent work in the Foreign Language Learning Center are required. Prerequisite: CHIN 112. Every year.

CHIN 212. Intermediate Chinese II. 4 credits.

Continuation of 211. 90 minutes of independent work in the Foreign Language Learning Center are required. Prerequisite: CHIN 211. Every year.

CHIN 230. Chinese Topics. 1-6 credits.

Topics, chosen by the instructor, designed to be of interest to the entire campus community. Taught in English or Chinese as designed by the instructor. Some sections may be writing intensive. Offered as need arises. This course may be repeated for credit. Students may be awarded 5 or 6 credits for study abroad only.

CHIN 270. Cultures and Languages Across the Curriculum Module. 1 credit.

Selected courses in several disciplines present students the opportunity to do additional research in a foreign language and earn a credit for that work. Students will work with a faculty member in the Language Department to design and complete a project that supports learning in the course offering the Cultures and Languages Across the Curriculum (CLAC) option. Students must register both for a course offering the CLAC option and for the CLAC module. CLAC modules allow students the opportunity to enrich their learning by acquiring cross-cultural perspectives on the acquisition of knowledge in various disciplines. Students also acquire practice in using their language skills to explore different disciplines. Students assessed at the intermediate level of language competency may register for a 270 module; students with advanced skills may register for a 370 module. Prerequisite: A language course numbered 150 or above and concurrent enrollment in a non-language course offering the Cultures and Languages Across the Curriculum option.

CHIN 311. Directed Reading of Chinese Newspapers. 4 credits.

Emphasis on tactics and skills of reading Chinese newspapers. Class work is conducted in Chinese. Prerequisite: CHIN 212 or permission of instructor. Every year.

CHIN 312. Directed Readings of Chinese Literature. 4 credits.

Intensive study of pieces representative of Republican and Communist style literature. Focus primarily on modern fiction. Prerequisite: CHIN 311 or permission of instructor. Every year.

CHIN 330. Chinese Topics. 4 credits.

Topics, chosen by the instructor, designed to be of interest to the entire campus community. Taught in English, readings in English. May be writing intensive. Offered as need arises. This course may be repeated for credit.

CHIN 370. Cultures and Languages Across the Curriculum Module. 1 credit.

Selected courses in several disciplines present students the opportunity to do additional research in a foreign language and earn a credit for that work. Students will work with a faculty member in the Language Department to design and complete a project that supports learning in the course offering the Cultures and Languages Across the Curriculum (CLAC) option. Students must register both for a course offering the CLAC option and for the CLAC module. CLAC modules allow students the opportunity to enrich their learning by acquiring cross-cultural perspectives on the acquisition of knowledge in various disciplines. Students also acquire practice in using their language skills to explore different disciplines. Students assessed at the intermediate level of language competency may register for a 270 module; students with advanced skills may register for a 370 module. Prerequisite: A language course numbered 150 or above and concurrent enrollment in a non-language course offering the Cultures and Languages Across the Curriculum option.

CHIN 380. Methods for Teaching and Tutoring World Language. 2 credits.

Introduction to the history and methodology of world language instruction and its relationship to theories of second language acquisition. Students learn to plan, implement, and evaluate language instruction and tutoring with world language education-based strategies for youth, adolescent, and adult learners, and to enrich language curricular content to promote appreciation of the products, practices, and perspectives of other cultures. Taught in English. Required for world language teacher candidates and for new tutors working in the Language Learning Center. Prerequisite: 8 credits at the 200-level taught in the target language or permission of the instructor.

CHIN 430. Chinese Topics. 1-6 credits.

Topics, chosen by the instructor, designed to be of interest to the entire campus community. Taught in Chinese, readings in Chinese; English may be used for translation. May be writing intensive. Prerequisite: CHIN 311/CHIN 312 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.

CHIN 490. Independent Study. 4 credits.

Tutorials for the student who has excelled in previous study of putonghua. Thematic content chosen according to student's intellectual interests. Conducted entirely in putonghua. Every year. This course may be repeated for credit.

CHIN 491. Internship. 1-4 credits.

CINEMA STUDIES

CINE 200. Introduction to Cinema Studies. 4 credits. (A)

CINE 200 introduces students to cinema as an art form and as an industry. The course introduces students to a technical vocabulary for the expressive elements of film, including mise-en-scene, cinematography, editing, and sound, among others. CINE 200 also provides an overview of how cinema has developed as a medium and as an industry and provides an overview of genres and types of film, including narrative, documentary, animated, short films, etc. Moreover, the course traces major trends and movements in international film, focusing, as time allows, on sample national cinemas. This course also briefly introduces major concepts in film theory. In general, CINE 200 approaches film in its capacity to shape and reflect our values and beliefs, as an art form deeply embedded in its culture. The course also introduces students to analytical approaches to film and to effective strategies for writing about cinema in a number of genres, including the film review, shot by shot analysis, and researched essays on cinema. The course will also briefly introduce students to the study of television and select other digital media. Finally, CINE 200 prepares students for more advanced study in cinema and media studies. Prerequisites: ENGL 101. Every year.

CINE 270. Film Literacy in the Curriculum. 1 credit.

FLIC modules accompany selected courses in several disciplines presenting students with the opportunity to do additional research in Cinema Studies and earn credit for that work. Students will work with a faculty member from the Cinema Studies minor to design and complete a project that expands on a course topic, working in conjunction with a professor who has agreed to work with the FLIC module. Students must register both for a course offering the FLIC option and for the FLIC module. FLIC modules allow students the opportunity to enrich their learning by acquiring interdisciplinary perspectives on film and television. This course may be repeated for credit, but no more than four credits may be counted for the minor. Prerequisite: CINE 200. Every semester.

CINE 490. Independent Study. 1-4 credits.

Independent research project designed in consultation with the supervising professor. Prerequisite: CINE 200, declaration of the Cinema Studies minor and permission of the instructor. This course may be repeated for credit, but no more than four credits may be counted for the minor. Every semester.

CINE 492. Internship. 1-4 credits.

Supervised work experience in some area related to cinema or television. Prerequisite: CINE 200, declaration of the Cinema Studies minor and permission of the instructor. This course may be repeated for credit, but no more than four credits may be counted for the minor. Every semester.

COMMUNITY SERVICE

CMSV 100. Community Service. 0 credits.

To complete this class, students must: (1) Attend Community Service Orientation; (2) Complete 27 hours of direct service (20 hour minimum at one site); (3) Participate in a mid-semester reflection session; and (4) Submit completed paperwork: service log, site mentor evaluation, self-evaluation, and reflection essay by the assigned deadline. Students should register for CMSV 100 and complete it prior to their senior year. The Community Service Office coordinates the service requirement at Wittenberg and serves as a liaison between the students and community sites.

CMSV 105. Community Service in Costa Rica. 0 credits.

CMSV 105 provides students with a 30-hour cross-cultural service experience in Costa Rica with emphasis on the development of global citizenship. Prerequisites: Completion of CMSV 100 and acceptance into the Costa Rica program.

COMMUNICATION

COMM 120. Topics in Communication. 1-4 credits.

Includes courses exploring communication processes and/or applications in a variety of contexts. Some courses may be May be writing intensive. Prerequisites: None.

COMM 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.

COMM 200. Introduction to Communication Studies. 4 credits.

An introduction to communication theory in practical and relevant contexts (e.g., public speaking, relational communication, organizational communication, small-group communication). May be writing intensive. Prerequisite: ENGL 101. Every year.

COMM 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.

COMM 222. Graphic Storytelling. 4 credits. (A)

Introduces how meaning is constructed through graphic storytelling, the combination of words and pictures to communicate ideas, with attention to the medium's history, aesthetics, production, and reception. Alternate years. Prerequisites: None.

COMM 224. Group Dynamics. 4 credits.

Explores the theory and practice of effective communication behaviors in group discussions. Structured group activities allow for application of scholarly theories of successful group interaction. Every three years.

COMM 225. Field Study in Communication. 1-6 credits.

Explores issues in communication studies in off campus settings. May be repeated for credit. Alternate years. Prerequisites: None.

COMM 251. American Television History. 4 credits.

This course explores the development of television as a medium of communication and its transformative effects on American institutions. May Term only. Every other year.

COMM 270. Interpersonal Communication. 4 credits. (S)

Introduces message production and interpretation in a face-to-face context. 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.

COMM 280. 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. Prerequisite: ENGL 101 or COMM 190. Every year.

COMM 290. Media Literacy. 4 credits. (S)

Introduces students to media studies with special emphasis placed on developing critical interpretations of mass 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.

COMM 300. Social Scientific Methods. 4 credits. (M)

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. May be writing intensive. Mathematical reasoning intensive. Prerequisites: COMM 200 and either COMM 270, COMM 280, or COMM 290; math placement score 2. Every year.

COMM 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). May be writing intensive. Prerequisites: COMM 200 and either COMM 280 or COMM 290. Every year.

COMM 320. Topics in Communication and Culture. 4 credits.

Includes courses a) analyzing the relationship between one's culture and one's communication practices and b) exploring communication processes in a variety of cultural contexts and across cultural differences (e.g., Intercultural Communication). Some courses may be writing intensive. May be repeated for credit. Prerequisites: COMM 200 and either COMM 270, COMM 280, or COMM 290; or permission of instructor. Alternate years.

COMM 322. Interpersonal Conflict. 4 credits.

An advanced service-learning course in interpersonal communication that focuses on the communication behaviors that occur when individuals are in conflict. Requires the student to perform 30 hours of community service as part of a course project. Prerequisites: COMM 200 and either COMM 270, COMM 280, or COMM 290; or permission of instructor. Alternate years.

COMM 323. Interpersonal Influence. 4 credits.

An advanced course in interpersonal communication that adopts a language-action perspective as it focuses on the interaction processes apparent when people attempt to directly influence the behaviors of other people. The personal ethics of interpersonal influence attempts are emphasized. Prerequisites: COMM 200 and either COMM 270, COMM 280, or COMM 290; or permission of instructor. Alternate years.

COMM 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: COMM 200 and COMM 270 or permission.

COMM 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: COMM 200 and COMM 270. Every three years.

COMM 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: COMM 200 or permission of instructor. Alternate years.

COMM 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: COMM 200 or permission of instructor. Alternate years.

COMM 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: COMM 200 or permission of instructor.

COMM 330. Analysis of Persuasion. 4 credits.

Explores theories of persuasion with the goal of helping students become critical receivers of persuasion in contexts such as political rhetoric, print and electronic advertising, visual persuasion, and social movements. Prerequisites: COMM 200 and COMM 270, COMM 280, or COMM 290; or permission of instructor. Alternate years.

COMM 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. Some courses may be writing intensive. May be repeated for credit. Prerequisites: COMM 200 and COMM 290. Alternate years.

COMM 351. Media Law. 4 credits.

Examines 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 mass communication. Prerequisites: COMM 290 or permission of instructor. Alternate years.

COMM 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). Some courses may be writing intensive. May be repeated for credit. Prerequisites: COMM 200 and COMM 280. Alternate years.

COMM 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: COMM 200 and either COMM 270, COMM 280, or COMM 290; or permission of instructor. Alternate years.

COMM 362. Political Rhetoric. 4 credits.

An advanced course in which students utilize rhetorical theory to analyze political messages. Analytical focus is on contemporary political discourse in the United States. Prerequisites: COMM 200 and either COMM 280 or COMM 290, or permission. Alternate years.

COMM 363. Environmental Communication. 4 credits.

An advanced course 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: COMM 200 and either COMM 280 or COMM 290, or permission. Alternate years.

COMM 403. Communication Senior Seminar. 4 credits.

Capstone experience. Through their work in small-group projects, students will practice research, writing and critical thinking skills that are part of the process of conducting communication research, culminating in a public presentation of their results. Prerequisites: COMM 200, COMM 300, and COMM 301; senior standing. Every year.

COMM 490. Independent Study. 1-4 credits.

No more than four credits may be counted for the major. Prerequisite: Permission of instructor. Every year.

COMM 491. Internship. 1-4 credits.

Prerequisite: Permission of instructor. Every year.

COMM 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.

COMM 499. Senior Honors Thesis/Project. 1-4 credits.

Prerequisite: 3.50 GPA and permission of the Department Chair.

COMPUTER SCIENCE

COMP 121. Computing in the Arts and Sciences. 4 credits. (Q)

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.

COMP 150. Computer Programming I. 5 credits. (Q)

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.

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 250. Computer Programming II. 4 credits.

Continuation of COMP 150. Disciplined programming using one or two high-level languages with specific emphasis on program design, style, efficiency and documentation. Includes the theory and application of abstract data types using arrays, lists, stacks, queues, trees and networks. Also provides an overview of computer science. Prerequisite: COMP 150 or equivalent. May be writing intensive. Every year.

COMP 255. Principles of Computer Organization. 5 credits.

Considers the organization and architecture of the computer from the digital logical level to the conventional machine level to the operating system level. Programming assignments in Assembly language are used to demonstrate and reinforce the various architectural structures and techniques studied. Laboratory required. Prerequisite: COMP 150. Every year.

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 250. Every year.

COMP 275. Sequential and Parallel Algorithms. 4 credits.

Systematic study of algorithms and of their complexity. A number of symbolic and numeric algorithms from the areas of searching and sorting, string and pattern matching, matrix and vector processing, and graph and tree algorithms are studied. Sequential and parallel algorithms are compared. The issues of intractable problems, P and NP algorithms, and NP completeness are studied. Prerequisite: COMP 171 and COMP 250. 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 250. 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 295. Introduction to Networking. 2 credits.

The principles and practices of computer networking. Topics include network terminology, topology, local- and wide-area networks, the OSI model, routing, TCP/IP and other protocols, congestion, and quality of service. Prerequisites: COMP 150, and a co-requisite of COMP 250.

COMP 331. Introduction to Computer Hardware. 4 credits.

This course covers the design of digital electronic circuits including both combinatorial logic and synchronous sequential logic. FPGA based circuit boards programmed using VHDL are used. Prerequisite: COMP 255. Usually offered in alternate years.

COMP 350. Artificial Intelligence. 4 credits.

Introduction to the major areas of artificial intelligence and the use of computer language with both symbolic and numeric processing capabilities such as Common Lisp. The AI areas include knowledge representation, language understanding vision, expert systems, neural networks and robotics. Programs to implement techniques associated with these areas are written primarily in this language. Social, ethical and philosophical viewpoints related to AI are addressed. Prerequisite: COMP 250, and either MATH 210 or COMP 171 or permission of instructor. Usually offered in alternate years.

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 255. May be writing intensive. 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 250, Senior standing.

COMP 370. Computer Graphics. 4 credits.

Explores computer graphics. Emphasis is on the techniques used and mathematics behind the standard graphics algorithms. Graphics software is developed based on a small number of primitive graphics operations. Co-requisite: COMP 275. Usually offered in alternate years.

COMP 380. Topics in Computer Science. 1-5 credits.

(See course description for COMP 280). This course may be repeated for credit.

COMP 460. Seminar/Colloquium. 2 credits.

Combined individual and group research presentations involving advanced computer science material. Required of all computer science majors. May be writing intensive. Every year. 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.

CRIMINOLOGY AND CRIMINAL JUSTICE

CRCJ 201. Topics in Criminology. 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.

CRCJ 212. Topics in Criminology. 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.

CRCJ 214. Penology and Social Control. 4 credits. (S)

This course will examine topics related to penology, social control, and the use of imprisonment in modern societies. In the first half of the course, the role of prisons and other punishments are reviewed in historical context, while the remainder of the material will pertain to issues in modern corrections. Inmate prison population growth, incapacitation, recidivism, rehabilitation, and prison program evaluation will be prevalent topics, as well as trends in sentencing, alternative sanctions, prison violence, and inmate subculture. No prerequisites.

CRCJ 301. Topics in Criminal Justice. 2-4 credits.

Courses in criminology and criminal justice that cover material different from that of regular offerings. Alternate years. This course may be repeated for credit.

CRCJ 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 CJ system.

CRCJ 370. Criminology. 4 credits.

Theories of the nature and extent of crime, factors conditioning criminal behavior, methods of punishment and rehabilitation, and programs of crime prevention. Some sections may be writing intensive. Every year.

CRCJ 376. Law and Society. 2-4 credits. (S)

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. May be writing intensive. Alternate years.

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.)

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.)

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. 1-10 credits.

Open to junior or senior Data Science majors by departmental permission only.

DATA 499. Honors Thesis/Project. 0-8 credits.

Prerequisite: 3.5 GPA and permission of department chair.

EAST ASIAN STUDIES

EAST 100. Introduction to East Asia: Continuity and Change. 4 credits. (C)

Introductory survey of the societies of China, Japan and Korea. Primarily designed for the student with no background knowledge of East Asia, this course examines the broad themes that shape these countries. Every year. May be writing intensive. No prerequisites.

EAST 190. Topics in East Asian Studies. 2-4 credits (1-8 credits for study abroad).

Study of selected topics in East Asian Studies. Topics vary by instructor. This course, designed to be of interest to the entire campus community, counts as an elective toward a major or minor in East Asian Studies, and may be repeated for credit. Taught in English, readings in English. Prerequisite: None

EAST 290. Topics in East Asian Studies. 2-4 credits (1-8 credits for study abroad).

Study of selected topics in East Asian Studies. Topics vary by instructor. This course counts as an elective toward a major or minor in East Asian Studies, and may be repeated for credit.

EAST 400. Senior Seminar. 4 credits.

Capstone course in which the senior East Asian Studies major integrates the major strands of East Asian history and society around a specified theme and writes an extensive research paper. Every year. May be writing intensive. Prerequisite: Must be a senior East Asian Studies major.

EAST 490. Independent Study. 1-4 credits.

Course allows the advanced student the chance to do a directed independent research project. May be writing intensive. Every year.

EAST 491. Internship. 1-4 credits.

At least one semester of work in some capacity related to East Asia in either the private sector or government. Student must write a paper related to the work experience. Every year. This course may be repeated for credit.

EAST 492. Senior Capstone. 2-4 credits.

Capstone independent study in which the senior East Asian Studies major integrates the major strands of East Asian history and society around a specified theme and writes an extensive research paper. May be writing intensive. Prerequisites: Senior East Asian Studies major, and instructor approval.

EAST 499. Honors Thesis/Project. 1-4 credits.

Prerequisite: 3.50 GPA, permission of the Department Chair.

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 190 may take ECON 110 only with permission of the instructor.

ECON 190. Principles of Economics. 4 credits. (S)

Introduction to basic principles of economics. Topics covered include supply and demand, marginal analysis, perfect competition, profit maximization, aggregate demand and supply, the level of employment, inflation, fiscal policy, monetary policy, and international trade. Prerequisite: none. Every year.

ECON 205. Macroeconomic Stabilization Policy. 2 credits.

Macroeconomic Stabilization Policy is a two credit course building on the fundamentals learned in ECON 190. The course is intended to elevate the understanding of economics, financial economics, and Business majors to a level that allows them to understand the macroeconomic environment in which institutions operate and to easily transition to upper level economics courses that employ macroeconomic analysis. ECON 205 also covers the relationship between foreign exchange rate systems and the domestic economy. The course will be of interest to any student desiring further study of how central banks and governments respond to the problems of inflation and unemployment using monetary and fiscal policy. Prerequisite: ECON 190. Every year.

ECON 220. Economics of Developing Areas. 4 credits. (C)

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 190, explores the inter-relationships between human development and economic growth, and allows each student to investigate the development experience of a particular nation. May be writing intensive. Prerequisite: ECON 190. Alternate years.

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. May be writing intensive. Prerequisite: ECON 190. 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. May be writing intensive. Prerequisite: ECON 190. Alternate years.

ECON 260. East Asian Economies. 4 credits. (C)

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 190. May be writing intensive. 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 190. Some sections may be writing intensive. 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 190. 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. May be writing intensive. Prerequisite: ECON 190. 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 190; 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. Some sections may be writing intensive. Prerequisite: ECON 190. 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. May be writing intensive. ECON 190, BUSN 210 or its equivalent; math placement 3 recommended. Every year.

ECON 301. Financial Markets and Institutions. 4 credits.

Provides a basic understanding of money and financial institutions and their impact on the economy. The following are examined: the role of financial intermediaries, the role of government in financial markets, central banking, money creation, monetary policy, pricing of financial assets, interest rate determination, mortgage markets, option markets and futures markets. Prerequisites: ECON 190 and MATH 120 and any statistics course. 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 190 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 190 and MATH 120 or its equivalent. Every 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 190. 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 190. May be writing intensive. Alternate years.

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 190 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 190. May be writing intensive. 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 190 and MATH 120 or its equivalent. May be writing intensive. 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 190 required. ECON 280 or ECON 310 recommended. May be writing intensive. 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 190 and permission of instructor. Some sections may be writing intensive. 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. May be writing intensive. Prerequisites: ECON 280 or ECON 310, ECON 301 or ECON 311, ECON 300, MATH 131 or MATH 201, and senior standing. Every year.

ECON 490. Independent Study. 1-4 credits.

Some sections may be writing intensive. 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 190, ECON 310 and ECON 311. May be writing intensive. Every year. This course may be repeated for credit.

ECON 499. Honors Thesis/Project. 1-5 credits.

Prerequisite: 3.50 GPA, permission of the Department Chair.

EDUCATION

EDUC 103. Sociological Perspectives in Education. 4 credits. (S)

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. Prerequisite: None. Every Semester. May be writing intensive.

EDUC 104. Philosophical Perspectives in Education. 4 credits. (R)

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. Prerequisite: None. Every Semester. May be writing intensive.

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. Prerequisite: None. 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. Prerequisite: None. Every Semester.

EDUC 203. Early Childhood Development and Education. 4 credits.

This course focuses on the physical, social, emotional, and cognitive development of children from birth through eight years of age. The course also explores the historical, philosophical, psychological and social foundations of early childhood education as they relate to present day practice, pedagogy, assessment, family roles, involvement and diversity. A minimum of 12 hours of field experience is required. Prerequisite: EDUC 105 (concurrent enrollment is allowed). Every Semester. May be writing intensive.

EDUC 206. Survey of Urban Education and Schooling. 2 credits. (S)

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. Prerequisite: None. 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. Prerequisite: None. 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. May be writing intensive.

EDUC 220. History of Women in Education. 2 credits. (H)

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. Prerequisite: None. 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. Prerequisite: None. Every Other Year.

EDUC 222. Children's Literature. 2 credits. (A)

This course will survey literature for students in grades K – 8. Learners will become familiar with the elements of high-quality children's fiction and nonfiction, multicultural and international literature, and trade books that connect to a wide range of content areas. Prerequisite: None. Every Other Year.

EDUC 223. Adolescent Literature. 2 credits. (A)

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. Prerequisite: None. 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. Prerequisite: None. 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. Prerequisite: None. Every Other Year.

EDUC 253. Phonics for Reading and Writing. 4 credits.

This course introduces students to the developmental nature of reading and writing with an emphasis on how to teach phonics and spelling in the elementary school. Students will learn the stages of spelling development. Students will learn how to develop and teach phonics lesson plans appropriate for elementary school students. A minimum of 12 hours of field experience is required. Prerequisite: EDUC 105 (concurrent enrollment is allowed). 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. Every Year. May be 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: Concurrent registration in EDUC 312. Every Year.

EDUC 321. Early Childhood Math Methods. 4 credits.

This course is designed for education majors seeking licensure in early childhood 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 early childhood classroom. Cognitively guided instruction of young learners will be used to consider children's invented strategies to problem solving across mathematical topics. A minimum of 20 field experience hours is required. Prerequisite: Admission to the Teacher Education Program. Every Semester.

EDUC 323. Early Childhood Language Art Methods. 4 credits.

This course introduces students to children's reading and writing development in the early childhood classroom. Students will learn how to integrate instruction in reading, writing and other language arts. Students will learn how to develop an integrated curriculum unit of study which is developmentally appropriate for elementary school students. A minimum of 20 field experience hours is required. Prerequisite: Admission to the Teacher Education Program. Every Semester. May be writing intensive.

EDUC 328. Early Childhood Science Methods. 2 credits.

An examination of the nature of science learning for young children, including the nature of science, addressing scientific misconceptions, scientific inquiry and the role of technology and engineering. Course builds on the curricular design and methodology components of prerequisite education methods courses. Prerequisite: Concurrent registration with EDUC 485. Every Year.

EDUC 329. Early Childhood Social Studies Methods. 2 credits.

An examination of the nature of social studies and 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-3 students. Prerequisite: Concurrent registration with EDUC 485. Every Year.

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 372. Critical Pedagogy and Social Change. 4 credits. (R)

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. (S)

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. May be writing intensive.

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 405. Addressing Reading Difficulties. 4 credits.

This course examines theories and literacy research addressing reading and writing instruction and assessment. Topics

include concepts of print, phonological and phonemic awareness, phonics, fluency, comprehension, writing, spelling and working with students with diverse needs. Students will learn how to teach literacy to small groups of students in the elementary school classroom. A minimum of 12 field experience hours is required. Prerequisite: EDUC 323 or Instructor Permission. Every Semester. May be writing intensive.

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. May be writing intensive.

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.

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 and Concurrent Registration in EDUC 328 and EDUC 329. Every Year.

EDUC 490. Independent Study. 1-4 credits.

EDUC 492. Internship. 1-4 credits.

EDUC 495. Student Teaching. 10 credits.

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. May be writing intensive.

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 Expository Writing and the Culture of the United States for Non-native Speakers of English. 4 credits. Preparation to take ENGL 101 and to enter into academic life at the college level in the United States. May be writing intensive. Every year.

ENGL 101. College Writing and Research. 4 credits. (E)

ENGL 101 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. A prerequisite to all other English courses, except ENGL 100. To meet the general education writing goal, each student must complete this course with a grade of C- or above. Should be taken in the first year of college. Every semester.

ENGL 180. Themes and Traditions in Literature. 4 credits. (A)

This introductory course designed to fulfill the general education goal in the arts is devoted to the study of literary works connected by a common aesthetic or cultural theme, e.g., Medicine and Literature, Women in Literature. Intended primarily for the first- or second-year student, the course is to help students reflect on the nature of literary experience and the methods of literary analysis. Writing and discussion devoted to the close analysis of texts are central parts of the course. Prerequisite: ENGL 101. Most sections are writing intensive. Every year. This course may be repeated for credit, if the section is on a different theme or tradition.

ENGL 190. Topics in Non-Western Culture. 4 credits. (A/C)

Study of significant books and other art forms from non-Western societies, e.g., Afro-Caribbean literature. Prerequisite: ENGL 101. Most sections are writing intensive. The course may be repeated for credit, if the section is on a different theme or tradition.

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: ENGL 101. This course is a prerequisite to all advanced creative writing courses. May be writing intensive. Every year. Falls within the Words at Work category.

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 freedom of the press, rights and responsibilities, and the post-Watergate press, and are expected to write for the weekly student newspaper. Prerequisite: ENGL 101. May be writing intensive. Every year. Falls within the Words at Work category.

ENGL 242. Writing Center Theory and Practice. 4 credits. (S)

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. Prerequisite: ENGL 101. May be writing intensive. Every year. Falls within the Words at Work category.

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: ENGL 101. May be writing intensive. Alternate years. Falls within the Word at Work category.

ENGL 244. Opinion Writing. 4 credits.

Intermediate course with emphasis on journalistic opinion writing such as editorials, commentaries, columns, and reviews. Reading will include examples of such writing; students will practice writing, critiquing, revising, and editing skills. Prerequisite: ENGL 101 and ENGL 241. May be writing intensive. Falls with the Words at Work Category.

ENGL 245. Writing for Teachers. 4 credits.

An intermediate course in composition for prospective teachers. Students will review the history of writing instruction, study key issues in composition and assessment theory, and develop their own writing. The course will also examine the day-to-day work of a writing class: from designing assignments to responding to drafts and finished products. May be writing intensive. Fall semester odd-numbered years. Falls within the Words at Work Category.

ENGL 270. Literary Form and Interpretation. 4 credits.

This course will provide an in-depth exploration of two literary genres and introduce students to reading and writing practices in the field. The course will focus on close reading and analytical skills, and will introduce students to the materials or methods of research in the field. This course will also introduce students to critical approaches to literature. This class can be taken concurrently with a literary genealogy course (ENGL 280, ENGL 290) if the student has already taken ENGL 180 or ENGL 190. May be writing intensive. Every semester.

ENGL 280. British Literary Genealogies. 4 credits. (A)

A thematic study of British and World Anglophone literature covering at least three literary periods, including study of pre-1800 literature. Prerequisite: ENGL 180, ENGL 190 or ENGL 270. May be writing intensive. Every year.

ENGL 290. American Literary Genealogies. 4 credits. (A)

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: either ENGL 180/ENGL 190, or ENGL 270. May be writing intensive. Every year.

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. May be writing intensive. Alternate years. Falls within the 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. May be writing intensive. Alternate years. Falls within the 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. Prerequisites: Permission of the department. Falls within the Words at Work category.

ENGL 327. Advanced Rhetoric and Grammar. 4 credits.

This course focuses on grammatical terminology and structure, and offers an overview of rhetorical theory. The course will also examine the manner in which language changes as a result of social, political, and cultural influences. Fall semester even-numbered years. Falls within the Words at Work category.

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.) May be writing intensive. Every year. Prerequisite: ENGL 101. Other prerequisites may vary by section. This course may be repeated for credit if the focus is different. Falls within the Words at Work Category.

ENGL 340. Topics in Advanced Fiction Writing. 2-4 credits.

Repeatable course consisting of rotating subjects of interest to the developing fiction writer seeking to extend skills from ENGL 240. Topics may include adapting fiction for other media, literary schools and their movements, 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 as well as extensive workshop critiques of students' own work. Emphasis on dramatic structure and conflict, dialogue, and other important matters of craft. May be repeated once for

credit if the focus is different. Prerequisite: ENGL 240. May be writing intensive. Every year. Falls within the Words at Work Category.

ENGL 341. Topics in Advanced Poetry Writing. 2-4 credits.

Repeatable course consisting of rotating subjects that may be of interest to the developing poet seeking to extend skills from ENGL 240. Topics may include poets and mentorship, poetic forms, perennial themes in poetry, poetic schools and movements, among others. Class activities will include reading and discussing the strategies and techniques of contemporary poetry as well as extensive workshop critiques of students' own poems. Emphasis on language, lineation, figural speech, and other important matters of craft. May be repeated once for credit if the focus is different.

Prerequisite: ENGL 240. May be writing intensive. Every year. Falls within the Words at Work Category.

ENGL 342. Topics in Advanced Creative Nonfiction Writing. 2-4 credits.

Repeatable course consisting of rotating subjects of interest to the developing creative nonfiction writer seeking to extend skills from ENGL 240. 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. Emphasis on defining subject and point of view, narrative technique, and other important matters of craft. May be repeated for credit once if the focus is different. Prerequisite: ENGL 240. May be writing intensive. Every year. Falls within the Words at Work Category.

ENGL 343. Topics in Advanced Screenwriting. 2-4 credits.

Repeatable course consisting of rotating subjects of interest to the developing screenwriter seeking to extend skills from ENGL 240. 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. Emphasis on dramatic structure, dialogue, visual narrative, and other important matters of craft. May be repeated for credit once if the focus is different. Prerequisite: ENGL 240; THDN 240 strongly recommended. May be writing intensive. Alternate years. Falls within the Words at Work Category.

ENGL 344. Summer Screenwriting Institute. 4 or 6 credits.

This course combines work shopping and individual conferences with instruction by professional screenwriters and producers in writing with an understanding of production considerations. Prerequisites: Permission of the department. Falls within the 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. May be writing intensive. Prerequisites: ENGL 270 and ENGL 280.

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. May be writing intensive. Prerequisites: ENGL 270 and ENGL 280. Alternate years.

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. May be writing intensive. Prerequisites: ENGL 270 and ENGL 280. Alternate years.

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. May be writing intensive. Prerequisites: ENGL 270 and ENGL 280. Alternate years.

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. May be writing intensive. Prerequisites: ENGL 270 and ENGL 280. Alternate years.

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. May be writing intensive. Prerequisites: ENGL 270 and either ENGL 280 or ENGL 290. Alternate years.

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. May be writing intensive. Prerequisites: ENGL 270 and ENGL 290. Alternate years.

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. May be writing intensive. Prerequisites: ENGL 270 and either ENGL 280 or ENGL 290. This course may be repeated for credit, if the theme or historical period is different.

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. May be writing intensive. Prerequisites: ENGL 270 and either ENGL 280 or ENGL 290. This course may be repeated for credit, if the theme or historical period is different.

ENGL 362. Studies in Drama. 4 credits.

Seminar in various themes and periods of British, American, or world drama, e.g., Tragedy, Development of American Drama, Early Modern Drama. May be writing intensive. Prerequisites: ENGL 270 and either ENGL 280 or ENGL 290. This course can be repeated for credit if the theme or period is different.

ENGL 363. Major Author. 4 credits.

Seminar providing broad coverage of the work of a major author from the Anglo-American tradition, e.g., Chaucer, George Eliot, Hemingway. Emphasizes the scope and diversity of the canon and illustrates the author's change, growth and development seen in representative works. May be writing intensive. Prerequisites: ENGL 270 and either ENGL 280 or ENGL 290.

ENGL 364. Shakespeare. 4 credits. (A)

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. May be writing intensive. Prerequisites: For majors, ENGL 270 and ENGL 280. For non-majors, one introductory literature course and junior standing.

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 101. Can be repeated for credit if the topic is different.

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. May be writing intensive. Prerequisites: For majors, ENGL 270 and ENGL 290. For non-majors, one introductory literature course and junior standing. Alternate years.

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. May be writing intensive. Prerequisites: ENGL 270 and either ENGL 280 or ENGL 290. Alternate years.

ENGL 372. Women in Literature I. 4 credits. (A)

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. May be writing intensive. Prerequisites: for majors, ENGL 270 and ENGL 280 or ENGL 290. For non-majors, one introductory literature course and junior standing. Alternate years.

ENGL 373. Women in Literature II. 4 credits. (A)

Seminar in writing by women from 1816 to the contemporary period. May include works by Mary Shelley, Harriot Jacobs, the Brontës, Emily Dickinson, Elizabeth Barrett Browning, George Eliot, Virginia Woolf, Sylvia Plath and Toni Morrison. Women's Studies credit. May be writing intensive. Prerequisites: For majors, ENGL 270 and either ENGL 280 or ENGL 290. For non-majors, one introductory literature course and junior standing. Alternate years.

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., The Beat Generation, The Literature of Madness or Orphans in American Literature. May be writing intensive. Prerequisites: ENGL 270 and either ENGL 280 or ENGL 290. This course may be repeated for credit if the topic is different.

ENGL 404. Senior Tutorial. 2-4 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 270, ENGL 280, ENGL 290, at least 12 credits of 300 level literature seminars, and English major. May be writing intensive. Every year. *Note: Only Education licensure students are eligible to take the course for two credits.*

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.

ENGL 406. Capstone in Creative Writing. 1 credit.

Revision of major work or collection of shorter works from previous creative writing course and participation in a public reading. Includes preparation of a portfolio of writing within a single genre, multiple genres, or blended genres (fiction, poetry, scriptwriting, and/or creative nonfiction). Students will work individually with creative writing faculty to develop and polish their writing for publication submission and movement toward further study and/or career options. Required of and open to senior creative writing minors only.

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 492 may count toward the English major. May be writing intensive. 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. May be writing intensive. Every year. This course may be repeated for credit.

ENGL 499. Honors Thesis/Project. 1-4 credits.

Prerequisite: 3.50 GPA and permission of the Department Chair.

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.

ENVIRONMENTAL SCIENCE

ESCI 100. Global Climate Change. 4 credits. (N)

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.

ESCI 101. Introduction to Environmental Science. 5 credits. (B)

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.

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. May be writing intensive.

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 290. Introduction to GIS. 2 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, and typical applications of GIS to problems in the natural and social sciences.

ESCI 291. Spatial Analysis in the Natural Sciences. 2 credits.

A raster-based approach to problem solving in GIS, this course introduces the student to the utility and availability of raster data and the methods for incorporating and analyzing it relative to interdisciplinary problems, particularly in the natural sciences. Prerequisite: ESCI 290 and an introductory course in biology, environmental science, or geology.

ESCI 292. Remote Sensing. 2 credits.

The application of remote sensing, including fundamental principles and processes, technology, and various remote sensing systems, to understanding and analyzing natural and built environments. Prerequisite: ESCI 290 and an introductory course in biology, environmental science, or geology.

ESCI 293. GPS and GIS. 2 credits.

Incorporating data collected from a Global Positioning System (GPS) into a Geographic Information System (GIS) is a critical skill required in environmental science and other field-based disciplines. GPS concepts and tools, data collection and processing, applications, and incorporation into GIS are covered. Prerequisite: ESCI 290 and an introductory course in biology, environmental science, or geology.

ESCI 294. GIS Applications. 2 credits.

Problem modules in this course address applications of GIS to problems in the natural and social sciences. Prerequisite: ESCI 290.

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 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.

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.

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.

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. May be writing intensive. Prerequisite: Environmental Science major with senior standing and permission of the instructor. Every year.

ESCI 499. Honors Thesis/Project. 1-4 credits.

Prerequisite: 3.50 GPA and permission of the Program Director.

FRENCH

FREN 111. Beginning French I. 4 credits.

Emphasis on elementary grammar, vocabulary building, reading, writing, speaking, listening comprehension, and francophone cultures. Open only to beginners except by permission. Offered at least every other year. 90 minutes attendance required weekly in the Foreign Language Learning Center.

FREN 112. Beginning French II. 4 credits. (F)

A continuation of FREN 111. Emphasis on elementary grammar, vocabulary building, reading, writing, speaking, listening comprehension, and francophone cultures. Prerequisite: FREN 111 or placement. Offered every semester. 90 minutes attendance required weekly in the Foreign Language Learning Center. This course satisfies the university's general education requirement for Foreign Language.

FREN 140. Themes of Francophone Literature. 2-4 credits. (F)

The course introduces students to francophone literary traditions. Representative works are studied and discussed. Lectures, readings and discussions are in English. Some sections are writing intensive. Every year.

FREN 230. French Topics. 1-6 credits.

Topics, chosen by the instructor, designed to be of interest to the entire campus community. Taught in English or in French, as designated by the instructor. Some sections may be writing intensive. Offered as need arises. This course may be repeated for credit. *Students may be awarded 5 or 6 credits for study abroad only.*

FREN 260. La Vie contemporaine des francophones (Contemporary Francophone Culture). 2 credits. (A)

Consideration of topics in contemporary life in francophone cultures with a focus on conversation, including study of practical vocabulary of daily life, and grammar review. Taught in French. Prerequisite: FREN 112 or placement. Offered alternate years.

FREN 261. L'Environnement naturel du monde francophone (The Natural Environment of the Francophone World). 2 credits. (F)

This is a content-based reading and conversation course that focuses on the role of the natural environment in the lives of Francophones; it explores some of the distinctive ways in which French-speaking people around the world express their regard and concern for the natural world. Prerequisite: successful completion of FREN 112 or placement. Offered alternate years.

FREN 262. La Traduction: théorie et pratique (Translation: Theory & Practice). 2 credits. (A)

This course will examine the theory behind the approaches to translation as well as offering students practical experience in translating from English to French and from French to English. Prerequisite: FREN 112 or placement. Offered alternate years.

FREN 263. La Culture et le film francophones (Francophone culture and film). 2 credits. (F)

This is a content-based conversation course that uses the medium of film to explore various aspects of French culture and history. Prerequisite: successful completion of FREN 112 or placement. Offered alternate years.

FREN 264. Moments de l'histoire francophone (Highlights of francophone history). 2 credits. (H)

This is a content-based course that offers a general overview of French history from the Roman conquest to the Fifth Republic and the end of the colonial empire. Prerequisite: successful completion of FREN 112 or placement. Offered alternate years.

FREN 265. Qui sont les Québécois? Histoire et identité nationale (Who are the Québécois? Western Historical Perspectives and National Identity). 2 credits. (H)

Introduction to the history and culture of Québec. Lectures, coursework, and discussions entirely in French. Prerequisite: FREN 112, placement, or instructor permission.

FREN 270. Cultures and Languages Across the Curriculum Module. 1 credit.

Selected courses in several disciplines present students the opportunity to do additional research in a foreign language and earn a credit for that work. Students will work with a faculty member in the Language Department to design and complete a project that supports learning in the course offering the Cultures and Languages Across the Curriculum (CLAC) option. Students must register both for a course offering the CLAC option and for the CLAC module. CLAC modules allow students the opportunity to enrich their learning by acquiring cross-cultural perspectives on the acquisition of knowledge in various disciplines. Students also acquire practice in using their language skills to explore different disciplines. Students assessed at the intermediate level of language competency may register for a 270 module; students with advanced skills may register for a 370 module. Prerequisite: A language course numbered 150 or above and concurrent enrollment in a non-language course offering the Cultures and Languages Across the Curriculum option.

FREN 304. Histoire française/philosophie européenne. 4 credits. (H)

This is a content-based course that explores the relationship between European philosophy and continental French history. Prerequisite: 4 credits at the 200- level. Offered every third semester.

FREN 305. Traduction et stylistique. 4 credits. (A)

This course focuses mainly on literary translation as a mechanism for examining principles of grammar and style in French and English. Prerequisite: 4 credits at the 200-level. Offered every third semester.

FREN 330. French Topics. 4 credits.

Study of special subjects, chosen by the instructor and described in the course schedule each term. Some sections writing intensive. Offered as need arises. This course may be repeated for credit.

FREN 370. Cultures and Languages Across the Curriculum Module. 1 credits.

Selected courses in several disciplines present students the opportunity to do additional research in a foreign language and earn a credit for that work. Students will work with a faculty member in the Language Department to design and complete a project that supports learning in the course offering the Cultures and Languages Across the Curriculum (CLAC) option. Students must register both for a course offering the CLAC option and for the CLAC module. CLAC modules allow students the opportunity to enrich their learning by acquiring cross-cultural perspectives on the acquisition of knowledge in various disciplines. Students also acquire practice in using their language skills to explore different disciplines. Students assessed at the intermediate level of language competency may register for a 270 module; students with advanced skills may register for a 370 module. Prerequisite: A language course numbered 150 or above and concurrent enrollment in a non-language course offering the Cultures and Languages Across the Curriculum option.

FREN 380. Methods for Teaching and Tutoring World Language. 2 credits.

Introduction to the history and methodology of world language instruction and its relationship to theories of second language acquisition. Students learn to plan, implement, and evaluate language instruction and tutoring with world language education-based strategies for youth, adolescent, and adult learners, and to enrich language curricular content to promote appreciation of the products, practices, and perspectives of other cultures. Taught in English. Required for world language teacher candidates and for new tutors working in the Language Learning Center. Prerequisite: 8 credits at the 200-level taught in the target language or permission of the instructor.

FREN 401. Thèmes dans la littérature française. 4 credits.

Study of special subjects, chosen by the instructor and described in the course schedule each semester. Taught in French. Offered every other year. Prerequisite: 4 credits at the 300-level or permission of instructor.

FREN 402. Thèmes de la culture francophone. 4 credits.

Themes in French culture. This course addresses various aspects of francophone culture using materials deriving from political science, geography, sociology and anthropology. Actual themes will vary from year to year, and will range from globalization to political wrangling, French style. Taught in French. Prerequisite: 4 credits at the 300- level. Offered alternate years.

FREN 403. Thèmes dans l'histoire intellectuelle française. 4 credits. (R)

This is a content-based course that addresses various aspects of French intellectual history using materials drawn from a number of academic disciplines. Actual topics will vary from year to year, and can range from "Literature and the Plastic Arts in Nineteenth-Century France" to "Existentialism and Twentieth Century French Film." Prerequisite: 4 credits at the 300-level. Offered alternate years.

FREN 490. Independent Study. 1-4 credits.

This course may be repeated for credit.

FREN 491. Internship. 1-4 credits.

This course may be repeated for credit.

FREN 495. Field experience in World Language Education. 2 credits.

A half-semester field experience of observation and supervised teaching of Spanish at the high school level. Open to French, German, and Spanish majors accepted in a teaching licensure program. Prerequisites: 8 credits in coursework taught in the target language at the 200-level. Must be taken concurrently with FREN 380. Offered as needed.

FREN 499. Honors Thesis/Project. 1-4 credits.

Prerequisite: 3.50 GPA and permission of the Department Chair.

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. (B)

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. (B)

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. (B)

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. (B)

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. (N)

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. No prerequisites.

GEOL 150. Physical Geology. 5 credits. (B)

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 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.

NOTE: Students may not enroll in more than one of the following introductory geology courses: GEOL 110-GEOL 115, GEOL 150, or GEOL 160. Any one of these courses may serve as an introductory course for the major or as a prerequisite for upper-level courses.

GEOL 170. Geology of the Critical Zone. 5 credits. (B)

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.

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.

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. May be writing intensive. 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.

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: 3.50 GPA and permission of the Department Chair.

GERMAN

GERM 105. German for Professionals I. 4 credits.

The foundation course of the two-course series designed to meet the needs of professional learners by allowing them to demonstrate competency in German while incorporating their professional interests into their language learning. The course and classroom experience are designed to accommodate the lifestyle of students in the School of Graduate and Professional Studies. Enrollment is limited to students in the School of Graduate and Professional Studies.

GERM 106. German for Professions II. 4 credits. (F)

Continuation of GERM 105. Instruction in GERM 106 is more highly individualized. Students work both independently and in groups to complete portfolio projects designed by individuals in consultation with the instructor. The portfolio reflects the individual students' personal and professional goals and serves to meet the competency requirement. Enrollment limited to students in the School of Graduate and Professional Studies.

GERM 107. Elementary German I in Lutherstadt Wittenberg. 4 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. There are no prerequisites for this course.

GERM 108. Elementary German II in Lutherstadt Wittenberg. 2 credits. (F)

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.

GERM 111. Beginning German I. 4 credits.

Fundamentals of grammar, pronunciation, oral practice and laboratory work. Also a basic introduction to German culture. Open to only the beginner, except by permission of instructor. Every year.

GERM 112. Beginning German II. 4 credits. (F)

Explication of grammar, continued oral practice, reading of literary and/or cultural texts and related explication of grammar and laboratory work. Prerequisite: GERM 111 or equivalent. Every year.

GERM 140. Traditions in German Literature. 4 credits. (A)

The course introduces students to the literary traditions of German speaking Europe. Representative works are studied and discussed. Lectures, readings and discussions are in English. The course serves to acquaint students with the aesthetic and cultural dimensions of the literary work of art.

GERM 230. German Topics. 1-6 credits.

Topics, chosen by the instructor, designed to be of interest to the entire campus community. Taught in English or in German, as designated by the instructor. Some sections may be writing intensive. Offered as need arises. This course may be repeated for credit. *Students may be awarded 5 or 6 credits for study abroad only*

GERM 260. Aktuelle Fragen der Kultur und Politik (Contemporary Cultural and Political Issues). 2 credits. (F)

This is a content-based reading and composition course that explores a number of social issues central to the lives of contemporary Germans; it aims to focus on those issues that are distinctively German as well as those more universal concerns that are approached in a distinctively German manner. Prerequisite: successful completion of GERM 112 or placement. Alternate years.

GERM 261. Umwelt: Natur und Kultur (Environment: Nature and Culture). 2 credits. (F)

This is a content-based reading and conversation course that focuses on the role of the natural environment in the lives of contemporary Germans; it explores some of the distinctive ways in which those Germans express their regard and concern for the natural world. Prerequisite: successful completion of GERM 112 or placement. Alternate years.

GERM 262. Einführung in die Kunst des Übersetzens (Introduction to the Art of Translation). 2 credits. (F)

An introduction to the theory and practice of good translation, including a consideration of the demands of translating different types of texts and a consideration of the broader cultural issues inherent in the practice of translation. Review of advanced grammar topics as well. Alternate years. Prerequisite: GERM 112 or placement at the 200-level.

GERM 263. Film und Kultur (Film and Culture). 2 credits. (F)

This is a content-based composition and conversation course that uses the medium of film to explore German culture at various points in its evolution over the past one hundred years. In so far as the setting for each of the movies highlighted below is Berlin, the current manifestation of the course provides historical and contemporary portraits of the German capital in particular. Prerequisite: successful completion of GERM 112 or placement. Alternate years.

GERM 264. Deutsche Geschichte und historische Quellen (German History and Historical Sources). 2 credits. (F)

Through the study of German, students will read and discuss texts and films that narrate German history and become conversant with major historical events in German-speaking Europe. The course will also help students work on language skills necessary for narrating past events. Alternate years. Prerequisite: GERM 112 or placement at the 200-level

GERM 265. Nationale Identität und kulturelle Vielfalt (National Identity and Cultural Diversity). 2 credits. (F)

Through readings, film, and discussion, students study the histories that have shaped German identity in the twentieth and twenty-first century and which shape contemporary discussions of pluralism in German-speaking Europe. The course also focuses on developing the language skills necessary to engage in basic research and discussion of these issues. Alternate years. Prerequisite: GERM 112 or placement at the 200-level.

GERM 270. Cultures and Languages Across the Curriculum Module. 1 credit.

Selected courses in several disciplines present students the opportunity to do additional research in a foreign language and earn a credit for that work. Students will work with a faculty member in the Language Department to design and complete a project that supports learning in the course offering the Cultures and Languages Across the Curriculum (CLAC) option. Students must register both for a course offering the CLAC option and for the CLAC module. CLAC modules allow students the opportunity to enrich their learning by acquiring cross-cultural perspectives on the acquisition of knowledge in various disciplines. Students also acquire practice in using their language skills to explore different disciplines. Students assessed at the intermediate level of language competency may register for a 270 module; students with advanced skills may register for a 370 module. Prerequisite: A language course numbered 150 or above and concurrent enrollment in a non-language course offering the Cultures and Languages Across the Curriculum option.

GERM 275. Germans and Jews: Culture, Identity and Difference. 4 credits. (A)

Study of the issues that have characterized the history of German Jewry in its relationship to German Christendom, focusing on the period from the Enlightenment to the aftermath of the Holocaust. Consideration of the problems of cultural difference, assimilation, European identity and discrimination as reflected in the cultural imagination. May be writing intensive. Alternate years.

GERM 330. Special Topics in German. 1-6 credits.

Study of special subjects, chosen by the instructor and described in the course schedule each semester. May be writing intensive. Offered as need arises. This course may be repeated for credit.

GERM 360. Vom Stasiland zur Ostalgie (From Stasiland to Ostalgia). 4 credits.

With a focus on the new German states (i.e., those of the former German Democratic Republic), this course examines some of the major cultural responses to the social and political realities of life in Germany since the fall of the Berlin Wall. It explores issues of "cultural memory" as well as some of the consequences of so-called "reunification" for contemporary Germany. May be writing intensive. Prerequisite: At least eight credits in German at the 200-level or permission of instructor.

GERM 362. Naturwissenschaften und Mythos: die Nachtseite der Naturwissenschaften (Natural Sciences & Mythos – Science & Imagination). 4 credits. (R)

The course explores the connections between natural sciences and culture, emphasizing ways in which scientific

advances both influence and reflect cultural developments. Students will explore connections between the arts and the sciences and between inspiration, creativity and theories of nature as they examine ways in which the scientific and cultural imagination intersect to frame our understanding of our place in the world. May be writing intensive. Prerequisite: At least eight credits in German at the 200-level or permission of instructor.

GERM 364. Nationalbewusstsein und kulturelles Gedächtnis (National Identity and Cultural Memory). 4 credits. (H)

The course highlights major historical developments that shape the contemporary sense of German identity and examines how these events contribute to the cultural narrative of what it means to be German. Students will also examine how these narratives change over time to reflect the ways in which different eras look to the past to construct a contemporary sense of community and cultural authenticity. May be writing intensive. Prerequisite: At least eight credits in German at the 200-level or permission of instructor.

GERM 365. Bunte Republik Deutschland (Motley Republic of Germany). 4 credits. (A)

This course examines a number of literary, socio-historical and film texts to trace the evolution of Germany as a land of immigration, from the mid-1950s into the new century. It also provides a measure of the contributions by ethnic and linguistic minorities to the contemporary German cultural scene. May be writing intensive. Prerequisite: At least eight credits in German at the 200-level or permission of instructor.

GERM 370. Cultures and Languages Across the Curriculum Module. 1 credit.

Selected courses in several disciplines present students the opportunity to do additional research in a foreign language and earn a credit for that work. Students will work with a faculty member in the Language Department to design and complete a project that supports learning in the course offering the Cultures and Languages Across the Curriculum (CLAC) option. Students must register both for a course offering the CLAC option and for the CLAC module. CLAC modules allow students the opportunity to enrich their learning by acquiring cross-cultural perspectives on the acquisition of knowledge in various disciplines. Students also acquire practice in using their language skills to explore different disciplines. Students assessed at the intermediate level of language competency may register for a 270 module; students with advanced skills may register for a 370 module. Prerequisite: A language course numbered 150 or above and concurrent enrollment in a non-language course offering the Cultures and Languages Across the Curriculum option.

GERM 380. Methods for Teaching and Tutoring World Language. 2 credits.

Introduction to the history and methodology of world language instruction and its relationship to theories of second language acquisition. Students learn to plan, implement, and evaluate language instruction and tutoring with world language education-based strategies for youth, adolescent, and adult learners, and to enrich language curricular content to promote appreciation of the products, practices, and perspectives of other cultures. Taught in English. Required for world language teacher candidates and for new tutors working in the Language Learning Center. Prerequisite: 8 credits at the 200-level taught in the target language or permission of the instructor.

GERM 410. Period Seminar. 4 credits.

In-depth study of a literary movement or period; topic chosen by the instructor. May be writing intensive. Prerequisite: One course at 300 level or permission of instructor. Every third year. This course may be repeated for credit.

GERM 490. Independent Study. 1-4 credits.

This course may be repeated for credit.

GERM 491. Internship. 1-4 credits.

This course may be repeated for credit.

GERM 495. Field experience in World Language Education. 2 credits.

A half-semester field experience of observation and supervised teaching of Spanish at the high school level. Open to French, German, and Spanish majors accepted in a teaching licensure program. Prerequisites: 8 credits in coursework taught in the target language at the 200-level. Must be taken concurrently with GERM 380. Offered as needed.

GERM 499. Honors Thesis/Project. 0-4 credits.

Prerequisite: 3.50 GPA and permission of the Department Chair

GREEK

GREE 111. Elementary Classical Greek. 4 credits.

Emphasis on grammar, exercises and selected readings. Intended for the beginner. Every third year, depending on interest.

GREE 112. Intermediate Classical Greek. 4 credits. (F)

Continuation of grammar, exercises and selected readings in Attic Greek. Prerequisite: GREE 111. Every third year, depending on interest.

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 Community Service requirement, and permission of the Clinical Internship Director.

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.

HEALTH, FITNESS AND SPORT

HFS 120. Lifeguard Training. 2 credits.

This course is designed to certify a student to guard at a pool and/or a non-surf waterfront facility. The student is also certified in Professional CPR (adult, child, infant) and First Aid. Entry requirements include (1) swim 20 lengths of the pool non-stop using the front crawl and breaststroke, (2) retrieve a brick from a depth of 12 feet and carry it 20 yards, and (3) dive to a minimum depth of 5 feet and swim underwater a minimum of 15 yards. For certification, the student is required to pass the American Red Cross written test with a minimum score of 80% and satisfactorily perform 3 rescue scenarios. The grade for this class is based on 20 quizzes. To receive a pass grade in this course, the student must (1) complete 20 lengths of the pool in a minimum of 10 minutes; (2) swim 20 yards, get a brick, and carry it back in 1:30; and (3) swim 8 lengths of the pool in 3:30 or less.

HFS 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. Prerequisites – none.

HFS 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. No prerequisites.

HFS 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. No prerequisites.

HFS 210. Your Body: Your Health and Fitness. 4 credits. (N)

Course content includes an introduction to health and fitness, body structure and movement, muscular strength/endurance and flexibility, posture, anthropometry and somatotyping, body composition, nutrition, fat (weight) control, cardiorespiratory function, cardiovascular risk analysis, health-related fitness regimes, and sport and recreational activities for health and fitness. Students participate in laboratory sessions where they are measured and tested to determine body type, percent body fat (instructor will take skinfold measurements at selected body sites), strength/endurance, flexibility, aerobic ability and cardiorespiratory function. In addition to laboratories on these topics, there are assignments related to posture (students will be photographed in bathing suits standing behind a posture grid), nutrition, stress, cardiovascular risk and lifestyle assessments. Scientific methodologies utilized in the study of the human body will be reviewed and employed in required laboratories and assignments. Every third year.

HFS 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.

HFS 221. International Sport Management. 4 credits. (C)

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.

HFS 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.

HFS 224. Sport Law. 4 credits.

A basic understanding of the law is essential to anyone involved in the sport industry. This course provides an introduction to common legal concepts as they apply to sport managers and organizations. Students are expected to identify and analyze legal issues, as well as the ramifications of those issues. Students will also be expected to identify and analyze strategies to apply the law and limit liability of sport organizations. This class discusses and analyzes the applicable law governing the sport industry. Contracts, personal injury, risk management, labor law, intellectual property, employment, discrimination, and antitrust are major areas covered in this class.

HFS 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.

HFS 230. Contemporary Issues in Sport Sociology and Sport Psychology. 4 credits. (S)

Sport Sociology covers the following areas: the nature of sport, sport and social values, cultural variations in sport, socialization into sport, sport within educational institutions, social stratification and sport, the female athlete, race in sport, violence in sport, sport and the mass media, and the political economy of sport. Sport Psychology covers the following areas: motivation and achievement in sport, aggression in sport, social facilitation, anxiety in sport, children in sport, sport personology, arousal and activation levels and attention in sport. May be writing intensive. Alternate years.

HFS 240. Sport in Culture. 4 credits.

At a time of major political and economic change in the world, this course will examine the nature and role of international sport in the emerging global village. Students will seek to uncover the unique elements of sport in the United States and to explain its appearance in terms of the nation's dominant system of cultural values. Sport will be placed against the broader, sometimes contradictory, backdrop of American culture. As well as the United States, sport will be analyzed in the following cultures: Japan, China, the "New Europe" (e.g., former Eastern Bloc), South Africa, New Zealand and the United Kingdom. A background in sociology and cultural studies would be beneficial, although not a requirement. Alternate years.

HFS 245. History of Women in Sport. 4 credits. (H)

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, politics, 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.

HFS 250. Nutrition. 4 credits. (N)

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. Every year.

HFS 265. AIDS and Other Sexually Transmitted Diseases. 2 credits.

This course examines issues surrounding AIDS and other sexually transmitted diseases. It studies these diseases and their effects on the individual and society. Course content includes causes, symptoms, modes of transmission, social concerns, testing, counseling, legal issues, and support groups. Emphasis is placed on prevention strategies and healthy behaviors. Assessment for the course is by written tests, oral reports, specific article assignments, and class participation. Every third year.

HFS 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. No prerequisites.

HFS 273. Motor Learning. 2 credits.

Students will learn the major principles underlying the acquisition of motor skill 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. Prerequisite: HFS 170.

HFS 275. Biomechanics. 2 credits.

The purpose of this course is to introduce students to concepts of mechanics as they apply to human movement, particularly those pertaining to exercise, sport, and physical activity. The student should gain an understanding of the mechanical and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective. Prerequisite: HFS 170.

HFS 280. Topics. 1-4 credits.

Topics of particular interest, such as alcohol and drugs, exercise physiology, sport in society, 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.

HFS 301. Ethics in Sport Management. 4 credits.

Our complex and rapidly changing environment imposes new demands on managers of sport organizations. Increased pressure to address ethical issues is one of the new demands. While there is no simple prescription describing how ethical issues should be dealt with, the purpose of this course is to explore how managers can more effectively address them. The course provides some essential components of the student's management tool kit – theories, concepts, models and techniques to use in managing ethical dilemmas. May be writing intensive.

HFS 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: HFS 170 and HFS 204; BIOL 125.

HFS 373. 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. Prerequisite: HFS 370.

HFS 375. Exercise for Special Populations. 4 credits.

This course examines basic epidemiology, ecology and pathophysiology of common disease 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 specific diseases and disabilities. May be writing intensive. Prerequisite: HFS 373.

HFS 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: HFS 370.

HFS 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.

HFS 401. Sport Management Policy. 4 credits.

This is the capstone course in the sport management major. Students will examine the strategic direction of sport organizations, and how such strategic policies can be most effectively implemented. To make these decisions, managers must accurately assess threats and opportunities in the organization's environment and the organization's strengths and weaknesses. Students will examine business principles and practices within the context of professional leagues and collegiate sport, and address issues such as management, labor relations, marketing, communications, diversity and ethics. The course builds on knowledge that has been acquired throughout the major and challenges students to think about how critical issues affect sport organizations. The models and perspectives to be reviewed are particularly relevant to the rapidly changing environment in which sport organizations currently find themselves. Prerequisites: HFS 150 Intro to Sport Management, HFS 222 Sport Marketing, HFS 301 Ethics in Sport Management, BUSN 365 Managing Effective Organizations, ACCT 225 Financial Accounting.

HFS 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. May be writing intensive.

HFS 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. A HFS faculty member must work closely with each student. This course may be repeated for credit.

HFS 491. Senior Internship. 1-4 credits.

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. (C/H)

Investigation of significant ideas, people, events and problems in the pre-modern world. Every year.

HIST 106. Modern World History. 4 credits. (C/H)

Investigation of significant ideas, people, events and problems in the modern world. Every year.

HIST 110. Ancient Mediterranean Worlds. 2-4 credits. (C/H)

Course examines religious and philosophical thought, the evolution of language, the archaeology of urban and nomadic communities, and the political events that defined the empires of the ancient Mediterranean world. Alternate years.

HIST 111. Medieval Europe. 4 credits. (H)

Survey of important historical events, developments and people of medieval Europe from the end of the ancient world to 1500. Every year.

HIST 112. Modern Europe. 4 credits. (H)

Survey of significant ideas, people, events and problems in European history from the 1500s to the present. Every year.

HIST 113. Reformations and Revolutions. 4 credits.

Introduction to the history of early modern Europe, with emphasis on the religious reformations of the sixteenth century and the political and scientific revolutions of the seventeenth and eighteenth centuries. Some sections may be writing intensive. Alternating years.

HIST 121. United States History I. 4 credits. (H)

Study of the United States from colonial times through Reconstruction. Every year.

HIST 122. United States History II. 4 credits. (H)

Study of the United States from Reconstruction to the present. Every year.

HIST 127. U.S. History since 1945. 4 credits. (H)

Study of the United States from World War II to the present. Every year.

HIST 129. American Film. 4 credits. (A)

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. (H)

Historical study of the African-American struggle for racial equality. Every year.

HIST 161. Pre-Modern East Asia. 4 credits. (C)

Survey of the history of East Asia's three major countries – China, Japan and Korea – from earliest times until the beginning of the 17th century. The focus is on culture and thought, as well as major political developments. Alternate years.

HIST 162. Modern East Asia. 4 credits. (C)

Survey of the history of East Asia's three major countries – China, Japan, and Korea – from the 17th century to the

present. The focus is on the response of these countries to the challenges of an increasingly global world. Alternate years.

HIST 170. Topics in African History. 4 credits. (C)

Exploration of various dimensions of African history. May be repeated for credit. Every year

HIST 172. African Societies Since 1500. 4 credits. (C)

Course explores African political, cultural, religious, and economic institutions since 1500. Alternate years.

HIST 173. History of South Africa. 4 credits. (C)

Course considers the struggle for equality in South Africa from a historical perspective. Alternate years.

HIST 175. 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.

HIST 176. Lesotho and the Shadow of Apartheid. 4 credits. (C)

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.

HIST 201. Topics in History. 2-4 credits.

Topical approach to history. Some sections are writing intensive. May be repeated for credit.

HIST 204. Topics in Historical Methods. 4 credits.

This topics course examines the historical discipline through the introduction to historical writing, historiography, and writing historical research papers. The course is required of all majors. Prerequisite: ENGL 101, Sophomore standing and History major. May be retaken for credit. May be writing intensive. Offered every semester.

HIST 205. Topics in World History. 2-4 credits. (C/H)

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.

HIST 210. Topics in the Ancient World. 2-4 credits. (H)

Exploration of themes and regions in ancient and pre- modern history. Some sections are writing intensive. Recent topics include: Archaeology of the Near East; Monuments, Myths and Mummies of Ancient Egypt; Alexander the Great; The Persian and Greeks. Alternate years.

HIST 211. History of Early Christianity. 2-4 credits. (H/R)

This course explores major events and themes in the early history of Christianity in the Mediterranean world. May be writing intensive. Alternate years.

HIST 212. History of Early Islam. 2-4 credits. (C/R)

This course explores major events and themes in the development of Islam within the Arabian Peninsula and it establishment of an empire throughout Afro-Eurasia from 550-1000 CE. May be writing intensive. Alternate years.

HIST 213. Luther Seminar. 4 credits. (H)

An introduction to the life and work of Martin Luther and to interpretative issues in modern studies of Luther and the reformations of the sixteenth century. May be writing intensive. Alternate years.

HIST 225. Topics in Religious History. 2-4 credits. (H/R)

Historical study of the interaction between religion and some other aspect of American Western culture, such as law, film or science. Some sections are writing intensive. May be repeated for credit. Alternate years.

HIST 226. Wittenberg History Project. 1-4 credits.

Hands-on archival research and writing projects contributing to an ongoing history of Wittenberg College and University, including a biographical dictionary of Wittenberg graduates. Some sections may be writing intensive. Permission of instructor required. Every year.

HIST 231. American Constitutional Foundations. 4 credits. (S)

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 232. Modern American Constitutional Law. 4 credits. (S)

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. May be writing intensive. Prerequisite: Sophomore standing or permission of instructor. Alternate years.

HIST 233. The Negro Leagues: History of Black Baseball in America. 4 credits. (H)

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.

HIST 240. Topics in Pre-Modern Europe. 2-4 credits. (H)

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. (H)

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. Some sections may be writing intensive. May be repeated for credit. Alternate years.

HIST 251. Medieval Russia. 4 credits. (H/C)

This course examines the birth of the eastern European state of Rus' and its transformation into Russia, as well as its interactions with the medieval world around it including Western Europe, the Mediterranean, and Central Asia. Alternate years.

HIST 252. Imperial Russia. 4 credits. (H/C)

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.

HIST 253. Soviet Russia. 4 credits. (H/C)

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.

HIST 270. Topics in African History. 4 credits. (C)

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. (C/H)

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 281. Modern Middle East. 4 credits. (C/R)

This course is a survey of the history of the Modern Middle East from the Ottoman and Safavid empires to the present. May be writing intensive. Alternate years.

HIST 301. Topics in History. 2-4 credits.

Topical approach, focusing on a specific theme. Prerequisites vary by section. May be writing intensive. Prerequisites: Junior Standing and one course in history; or permission of instructor. May be repeated for credit. Alternate years.

HIST 302. Topics in Ancient History and Archaeology. 2-4 credits.

Examination of physical and textual evidence for the history of ancient communities in Afro-Eurasia from prehistory to Late Antiquity. Topics include: Nomadic Archaeology, New Kingdom Egypt, Homer and the Greeks, The Persian Wars, Alexander the Great. May be writing intensive. Prerequisites: Junior Standing and one course in history; or permission of instructor. May be repeated for credit. Alternate years.

HIST 303. Ancient and Pre-Modern Historians. 2-4 credits.

Textual analysis of ancient and pre-modern history through the examination of select ancient historians. May be writing intensive. Prerequisites: Junior Standing and one course in history; or permission of instructor. May be repeated for credit. Alternate years.

HIST 304. Topics in Late Antiquity. 2-4 credits.

Exploration of selected topics in Late Antiquity in Afro-Eurasia. May be writing intensive. Prerequisites: Junior Standing and one course in history; or permission of instructor. May be repeated for credit. Alternate years.

HIST 305. Archaeological Field Methods. 2-4 credits.

Introduction to theoretical and practical application of archaeological field methods with daily fieldwork at an excavation site. Some sections may be writing intensive. Prerequisites: One course in history or ARCH 103; or permission of instructor. Every year.

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. May be writing intensive. Alternate years.

HIST 309. Eurasian Nomads in the Ancient and Medieval World. 4 credits.

Eurasian nomads are part of a variety of histories and historiographies in China, Russia, India, the Middle East, and Europe. But in every one of those cases they primarily exist as an "other," the "outsider" who raids the settled empire, the "barbarian" who ravages civilization. This class will attempt to change that perspective and focus on the nomads themselves as the actors. Over the course of the semester the class will acquire an understanding of nomadic society and traditions, as well as the various cultures involved in the regions and periods under consideration. In class, we will cover four separate nomadic groups (Xiongnu, Huns, Turks, and Mongols), and in groups students will do in-depth research on one particular steppe culture or people and present that material to the class, with the goal of helping to

understand who these Eurasian nomad are, why they acted the way they did, and why history and historians traditionally portray them negatively. Prerequisites: Junior Standing; and one class in History; or permission of instructor. May be writing intensive. Alternate years.

HIST 310. Topics in Pre Modern European History. 2-4 credits.

In depth analysis of themes and regions in European History up to 1500. Possible topics include: The Crusades, The Carolingians, Medieval Women, and The Medieval Family. May be repeated for credit. Prerequisites: Prerequisites: Junior Standing; and one class in History; or permission of instructor. May be repeated for credit. May be writing intensive. 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. May be writing intensive. Alternate years.

HIST 314. Topics in Renaissance and Reformation. 4 credits.

Examination of various themes and debates in Renaissance and/or Reformation history. May be writing intensive. 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. May be writing intensive. Alternate years.

HIST 323. The Civil War. 4 credits.

An advanced course on the origins, course and consequences of the American Civil War, from the various sectional compromises over slavery in the 1800s through the Reconstruction period. Includes student research and writing projects. May be writing intensive. Prerequisite: HIST 121 or equivalent.

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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. Alternate years.

HIST 411. Senior Seminar: the Study of History. 4 credits.

As the capstone to the major, HIST 411 requires students to undertake a major research project based upon work undertaken likely in a 300-level history course, along with presentation of the research to the history faculty. Prerequisites: HIST 204 at least 8 credits of 300-level history courses and history major. May be writing intensive. Every year.

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.

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: 3.50 GPA and permission of the Department Chair.

INTERNATIONAL STUDIES

INTL 300. Topics in Global Issues. 4 credits.

INTL 490. Independent Study. 0-4 credits.

INTL 491. Internship. 0-4 credits.

INTL 495. Senior Capstone. 4 credits.

JAPANESE

JAPN 111. Beginning Japanese I. 4 credits.

Introduces the fundamental communication skills of listening, speaking, reading and writing, as well as sociolinguistic information necessary for effective communication with Japanese natives. Every year.

JAPN 112. Beginning Japanese II. 4 credits. (F)

Continued introduction of fundamental listening, speaking, reading and writing skills, together with the relevant sociolinguistic information. Prerequisite: JAPN 111 or placement. Every year.

JAPN 130. Japanese Topics. 4 credits.

Topics, chosen by the instructor, designed to be of interest to the entire campus community. Taught in English, readings in English. Some sections may be writing intensive. Offered as need arises. This course may be repeated for credit.

JAPN 150. Survey of Japanese Literature. 4 credits. (A/C)

Introduction to major literary works written in Japan between the year 900 and the present. Designed to be of interest to the entire campus community. Taught in English, readings in English. Every year.

JAPN 211. Intermediate Japanese I. 4 credits. (F)

Further development of the fundamental communication skills of listening, speaking, reading and writing, as well as the sociolinguistic information necessary for effective communication with Japanese natives. 90 minutes of independent work in the Foreign Language Learning Center required. Prerequisite: JAPN 112 or placement. Every year.

JAPN 212. Intermediate Japanese II. 4 credits.

Continued development of the fundamental communication skills of listening, speaking, reading and writing, as well as the sociolinguistic information necessary for effective communication with Japanese natives. 90 minutes of independent work in the Foreign Language Learning Center required. Prerequisite: JAPN 211 or placement. Every year.

JAPN 230. Japanese Topics. 1-6 credits.

Topics, chosen by the instructor, designed to be of interest to the entire campus community. Taught in English or in Japanese, as designated by the instructor. Some sections may be writing intensive. Offered as need arises. This course may be repeated for credit. Students may be awarded 5 or 6 credits for study abroad only

JAPN 250. Japanese Literature and Aesthetics. 4 credits. (A/C)

Interdisciplinary study of contemporary and pre-modern literature, visual and performing arts in Japan. Discussions of the intellectual, emotional and aesthetic conflicts arising from the encounter of the traditional Japanese world view with modern industrial civilization. Taught in English, texts in English. Alternate years.

JAPN 270. Cultures and Languages Across the Curriculum Module. 1 credit.

Selected courses in several disciplines present students the opportunity to do additional research in a foreign language and earn a credit for that work. Students will work with a faculty member in the Language Department to design and complete a project that supports learning in the course offering the Cultures and Languages Across the Curriculum (CLAC) option. Students must register both for a course offering the CLAC option and for the CLAC module. CLAC modules allow students the opportunity to enrich their learning by acquiring cross-cultural perspectives on the acquisition of knowledge in various disciplines. Students also acquire practice in using their language skills to explore different disciplines. Students assessed at the intermediate level of language competency may register for a 270 module; students with advanced skills may register for a 370 module. Prerequisite: A language course numbered 150 or above and concurrent enrollment in a non-language course offering the Cultures and Languages Across the Curriculum option.

JAPN 311. Advanced Japanese I. 4 credits.

The goal of the course is to develop culturally and socially appropriate proficiency in the four language skills: reading, writing, listening and speaking. Prerequisite: JAPN 212 or placement. Every year.

JAPN 312. Advanced Japanese II. 4 credits.

A continuation of JAPN 311, the goal of the course is to develop culturally and socially appropriate proficiency in the four language skills: reading, writing, listening and speaking. Prerequisite: JAPN 311 or placement. Every year.

JAPN 330. Japanese Topics. 4 credits.

Topics, chosen by the instructor, designed to be of interest to the entire campus community. Taught in English, readings in English. May be writing intensive. Offered as need arises. This course may be repeated for credit.

JAPN 370. Cultures and Languages Across the Curriculum Module. 1 credit.

Selected courses in several disciplines present students the opportunity to do additional research in a foreign language and earn a credit for that work. Students will work with a faculty member in the Language Department to design and complete a project that supports learning in the course offering the Cultures and Languages Across the Curriculum (CLAC) option. Students must register both for a course offering the CLAC option and for the CLAC module. CLAC modules allow students the opportunity to enrich their learning by acquiring cross-cultural perspectives on the acquisition of knowledge in various disciplines. Students also acquire practice in using their language skills to explore different disciplines. Students assessed at the intermediate level of language competency may register for a 270 module; students with advanced skills may register for a 370 module. Prerequisite: A language course numbered 150 or above and concurrent enrollment in a non-language course offering the Cultures and Languages Across the Curriculum option.

JAPN 380. Methods for Teaching and Tutoring World Language. 2 credits.

Introduction to the history and methodology of world language instruction and its relationship to theories of second language acquisition. Students learn to plan, implement, and evaluate language instruction and tutoring with world language education-based strategies for youth, adolescent, and adult learners, and to enrich language curricular content to promote appreciation of the products, practices, and perspectives of other cultures. Taught in English. Required for world language teacher candidates and for new tutors working in the Language Learning Center. Prerequisite: 8 credits at the 200-level taught in the target language or permission of the instructor.

JAPN 430. Topics in Japanese Language and Literature. 4 credits.

This course is designed to meet the needs of Japanese language students who have surpassed the highest levels of Japanese language study available in existing courses at the university. Course design will vary in accordance with student need, and may include select readings and conversation activities. Prerequisite: JAPN 312 or permission of the instructor.

JAPN 490. Independent Study. 1-4 credits.

This course may be repeated for credit.

JAPN 491. Internship. 1-4 credits.

JUSTICE, LAW AND PUBLIC POLICY

JLPP 490. Independent Study. 1-4 credits.

Independent research project designed in consultation with the supervising professor 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.

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.

LATIN

LATN 111. Elementary Latin. 4 credits.

Concentration on grammar, exercises and selected readings. Intended for the beginner and for the student with some high school background in Latin. Every third year, depending on interest.

LATN 112. Intermediate Latin. 4 credits.

Continuation of grammar, exercises and selected readings in classical Latin and discussion of Roman culture.

Prerequisite: LATN 111 or equivalent. Every third year, depending on interest.

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, solving and graphing linear equations, algebraic fractions, fractional equations, and exponential and logarithmic functions, as well as other more advanced topics which will prepare students for statistics or pre-calculus if desired. This course is taught using a web-based, artificially intelligent assessment and learning system called ALEKS which individualizes the curriculum to the students' needs. A grade of 80% or higher in the respective ALEKS course (Math Placement Level 2 or 3) constitutes a passing grade in MATH 090. This course only serves to help students raise the second digit of their math placement score. Enrollment requires approval of the Math Workshop Director.

MATH 112. The Language of Mathematics. 4 credits. (Q)

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.

MATH 118. Mathematics for Elementary Teachers I. 4 credits. (Q)

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.

MATH 119. Mathematics for Elementary Teachers II. 2 credits. (M)

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. (Q)

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 201 but whose high school preparation is insufficient for entering calculus directly. Prerequisite: appropriate level on the Math Placement Exam. Every year.

MATH 131. Essentials of Calculus. 4 credits. (Q)

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 appropriate level on the Math Placement Exam. Every year.

MATH 171. Discrete Mathematical Structures. 4 credits. (Q)

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 25 or MATH 120.

MATH 201. Calculus I. 4 credits. (Q)

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 appropriate level on the Math Placement Exam. Every year.

MATH 202. Calculus II. 4 credits. (Q)

Continuation of MATH 201. Prerequisite: MATH 201. Every year.

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. May be writing intensive. 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 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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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. 4-10 credits.

Open to the junior or senior mathematics major by departmental permission only.

MATH 499. Honors Thesis/Project. 0-8 credits.

Prerequisite: 3.50 GPA and permission of the department chair.

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. (N)

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.

MRSC 200. Oceanography. 4 credits. (N)

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; GEOL 150 or GEOL 160; PHYS 200; 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.

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.

MUSIC

I. MUSIC ENSEMBLES

All Wittenberg students may participate in a variety of choral and instrumental music ensembles, initial placement in which is determined by an interview or audition with the ensemble conductor. A total of four credits may be earned for successful participation in music ensemble and other production experience courses. Music majors and minors must fulfill their ensemble requirement in their designated programs. Chamber ensembles are formed when sufficient interest warrants. Participation in music ensemble/ensembles is required of all music majors every semester on campus in accord with the expectations published in the *Music Student Handbook*.

Instrumental Ensembles (0 to 1 credit)

- MUSI 173 Handbell Choir (A)
- MUSI 175 Jazz Ensemble (A)
- MUSI 177 Chamber Orchestra (A)
- MUSI 179 Symphonic Band (A)

Choral and Vocal Ensembles (0 to 1 credit)

- MUSI 183 Opera Studio
- MUSI 185 Wittenberg Choir (A)
- MUSI 187 Wittenberg Singers (A)

Chamber Ensembles (0 to 1 credit)

- MUSI 191 Flute Ensemble

II. GENERAL CLASSES IN MUSIC

Most of the following courses meet general education learning goals. The courses are arranged in accord with the guidelines given below, which serve as prerequisites self-assessed by the student.

Courses at the 100 level: Such courses, generally open to all students, assume no particular familiarity with music and tend to emphasize a substantial number of listening experiences.

Courses at the 200 level: The ability to read music is recommended. Some experience in listening to music is recommended. Further, successful completion of ENGL 101 is recommended.

Courses at the 300 level: Because standard college-level music texts may be used, the ability to read music is required. The student should have the ability to read critically from musical scores and literary sources of the period. Junior standing is recommended.

MUSI 100. Fundamentals of Music, Studio. 4 credits. (A)

Practical approach to the fundamentals of music, meaning the student gains understanding of how music works through playing it on electronic pianos in a laboratory situation. Virtually no reading — all information is presented in class, demonstrated and then rehearsed by the student. The successful student is able to read music and improvise/harmonize melodies on the keyboard, adding suitable, if simple, accompaniments in several styles. This course is not for the student unwilling to maintain a regular practice schedule. Because the material is cumulative, the learning cannot be delayed. No prerequisite skills. Every year.

MUSI 101. Elementary Music Theory. 4 credits. (A)

Introductory course designed to give the student a fundamental understanding of how to compose music and how to analyze music using Western conventions developed over the past 1,000 years. The ability to read music is helpful, but not required; music reading will be learned early in the course. Grading is based on several short exams and a term project. By the end of the semester, the student will be able to compose a short musical composition and create an elementary analysis of a major work of music. Both classical and popular music styles will be studied. Every year.

MUSI 102. Basic Music Theory and Skills. 4 credits. (A)

This is an introductory course designed to give students a fundamental understanding of the basics of music theory. It is intended for the music major/minor who needs to review the basics and intends to continue the study of music at the advanced level. The course is open to non-music majors, the prerequisite being the ability to read music. The course begins with a study of the materials of music — intervals, triads, scales, key signatures, meter, and melodic structure. By

the end of the semester, the student has been introduced to the basics of four-part writing with chords in root position. Grading is based upon daily assignments consisting of exercises in each of the areas studied and supplemented with analytical work provided by the instructor.

MUSI 110. Understanding Music. 4 credits. (A)

Basic introductory course designed to enable the student to appreciate some of the great works of musical art. A practical knowledge of music is achieved through a variety of guided listening experiences illustrating the various forms and styles of music. May be writing intensive. Every year.

MUSI 112. Topics. 2-4 credits.

Study of subjects, chosen by the instructor, designed to develop perceptive listening and musical literacy. May be writing intensive. This course may be repeated for credit.

MUSI 203. The Beatles and Their Predecessors: Musical Style and Social Context. 4 credits. (A)

A study of the evolution of American and British popular music from the mid-1950s to about 1970 with a focus on classic rock. Includes a study of the musical styles and social context of Elvis, the Beach Boys, the Beatles, and their immediate predecessors: Little Richard, Fats Domino, Chuck Berry, Jerry Lee Lewis and Buddy Holly. Course includes an analysis of numerous songs in terms of melody, rhythm, harmony and formal structure. In-class lecture, listening and discussion. Out of class listening, reading and writing (journals, short papers and major project). Ability to read music is highly recommended. Alternate years.

MUSI 205. Women in Music. 4 credits. (A)

Study of women composers and performers who have contributed significantly to the music of Western civilization. Selected readings show the shifting attitudes throughout history toward women in music and the struggles of these women for recognition and survival. Emphasis is placed on perceptive listening skills as well as on an understanding of historical periods and musical styles through recordings and readings. May be writing intensive. Every third year.

MUSI 212. Topics. 2-4 credits.

Courses, chosen by the instructor, designed to develop an understanding of significant musical elements through an examination of the interrelations between musical creativity and cultural environment. May be writing intensive. This course may be repeated for credit.

MUSI 214. Electronic Music Production. 4 credits. (A)

Students will learn to compose and perform electronic music in the manner of many professional pop musicians using Ableton Live and companion software applications. Styles of music explored include Ambient, House, Chiptune, Breakbeat, and Hip-Hop. Basic recording and mixing techniques will also be covered. No prior composition experience or ability to read music is necessary. Examples of artists will be presented and made available for outside of class reference and listening.

MUSI 216. Music of the World. 4 credits. (A/C)

The world's music are as diverse as its lands, peoples, cultures, and languages. In this course, the student studies the music and culture of several disparate societies, seeking answers to the following questions: What technical aspects create a music's unique sound? What role does music play in the lives of its composers, performers and listeners, and what other elements of culture (language, art, literature, society, etc.) are relevant to the study of a society's music? Primarily the study of the musics and cultures of Africa, India, Indonesia and Latin America. Serves as an introduction to research methods in "ethnomusicology" (the study of music in culture). Grading is based on exams, a major paper and class participation. May be writing intensive. Every year.

MUSI 220. Introduction to Church Music. 4 credits.

Study of areas of concern common to all Christian denominations regarding the practice of sacred music in the context of worship. Deals with historical background of worship of the Judeo-Christian tradition, liturgies, theology of worship and the place of music in worship. Also included is a synopsis of hymnic materials as they have developed from the early Christian Church through the 20th century. Required for church music majors; however, it is open to any student interested in the study of worship and its music. Of particular interest to religion majors. Every third year.

MUSI 304. History of Western Music to 1750. 4 credits. (H)

Study of the important musical developments from ancient Greek and early Christian music through the Medieval, Renaissance and Baroque eras and of the composers whose creativity brought new musical ideas to fruition. Styles and forms and the dynamics of change are researched through listening, reading and analysis. Required for music majors. May be writing intensive. Every year.

MUSI 305. History of Western Music 1750-Present. 4 credits. (H)

Survey of music history and literature from the beginnings of the Classic style to the present. May be writing intensive. Prerequisite: Must be able to read music.

III. APPLIED MUSIC LESSONS

All students at Wittenberg may take private lessons in Applied Music, the initial enrollment for which requires the permission of the Chair of the Department of Music. There is an applied lessons fee for non-music majors. A meeting with the applied lessons professor is also required prior to enrollment. Students may register for one half-hour lesson per week in Applied Music and earn one credit. Should program or desire permit, a student may register for a one-hour lesson per week and earn two credits. If Applied Music registration satisfies a requirement of a declared music major or minor program, the additional fee is normally waived.

Two levels of applied instruction are available, with initial enrollment at the 100 level. Students may enroll in Advanced Applied Music at the 300 level after successfully completing an applied examination, usually given at the end of the second year of study, to determine competency. Applied Music Lessons are graded with letter grades unless a student chooses a Pass/Fail option.

- MUSI 121/MUSI 321 Applied Organ
- MUSI 122/MUSI 322 Applied Piano
- MUSI 123/MUSI 323 Applied Harpsichord
- MUSI 124/MUSI 324 Applied Voice
- MUSI 125/MUSI 325 Applied Violin
- MUSI 126/MUSI 326 Applied Viola
- MUSI 127/MUSI 327 Applied Violoncello
- MUSI 128/MUSI 328 Applied Bass
- MUSI 129/MUSI 329 Applied Classic Guitar
- MUSI 130/MUSI 330 Applied Harp
- MUSI 131/MUSI 331 Applied Flute
- MUSI 132/MUSI 332 Applied Oboe
- MUSI 133/MUSI 333 Applied Clarinet
- MUSI 134/MUSI 334 Applied Saxophone
- MUSI 135/MUSI 335 Applied Bassoon
- MUSI 136/MUSI 336 Applied Horn
- MUSI 137/MUSI 337 Applied Trumpet
- MUSI 138/MUSI 338 Applied Trombone
- MUSI 139/MUSI 339 Applied Euphonium
- MUSI 140/MUSI 340 Applied Tuba
- MUSI 141/MUSI 341 Applied Percussion
- MUSI 145/MUSI 345 Applied Composition

IV. INTENSIVE MUSIC CLASSES

The course MUSI 102 serves as prerequisite for courses in music theory and music skills taught as two pairs of offerings, MUSI 155/MUSI 156 and MUSI 257/MUSI 258. The courses in each pair should be taken concurrently and each pair should be taken consecutively.

MUSI 120. Functional Keyboard Skills. 2 credits.

A course designed to develop basic keyboard skills needed by non-keyboard music majors. Rudiments of theory, keyboard technique and harmonization will be covered. Taught in the electronic keyboard lab. Every year.

MUSI 155. Intermediate Music Theory I. 2 credits.

Begins with a review of the materials of music-scales, intervals and triads during the first two weeks of the semester. The course proceeds into harmonic progressions, first with the major mode and then the minor mode, along with the principles of voice leading, open and close positions, and rules of motion as set forth in the Common Practice Period (1600-1825). Chords of inversion, nonharmonic tones, cadence, dominant seventh chords and secondary dominants (borrowed chords) complete the course. Exercises in each of these areas are provided in the text and supplemented with analytical work provided by the instructor. Grading is based on daily assignments. It is recommended that MUSI 155 be taken concurrently with MUSI 156. Prerequisite: MUSI 102 or equivalent skill level. Every year.

MUSI 156. Intermediate Music Skills I. 2 credits.

(1) Sight Singing: Primary goal is to learn to perform at sight any pattern of pitches or rhythms in order to facilitate the student's playing, singing, conducting, composing and studying music. Grading is based on performance exams given daily. Significant and regular outside practice is required. In this, the first semester of Sight Singing, the following material is covered: Pitch, diatonic melodies using conjunct motion and disjunct motion within the tonic and dominant chords; C clefs; diatonic melodies using disjunct motion within the subdominant, supertonic and dominant seventh chords; and Rhythm: fundamental rhythm patterns in common simple and compound meters: irregular division of the beat. (2) Ear Training: The student learns to understand and notate pitch patterns and rhythm patterns presented aurally. Grading is based on dictation exams given approximately every other week. In this first semester of Ear Training, material covered will match that included in Sight Singing. In addition, harmonic dictation in major keys will be included. It is recommended that MUSI 156 be taken concurrently with MUSI 155. Prerequisite: MUSI 101 or equivalent or placement by examination. Every year.

MUSI 199. Music Practicum. 0 credit.

Non-credit course required of all music majors every term on campus. Monitors attendance and participation by the music major at concert and recital events, special workshops and clinics. Every year.

MUSI 221. Advanced Keyboard Skills and Improvisation. 2 credits.

A course designed to develop more advanced skills needed by non-keyboard music majors and assist them to pass their respective keyboard proficiencies. Prerequisite: MUSI 120 or equivalent skills. Taught in the electronic keyboard lab. Every year.

MUSI 235. Introduction to Vocal Pedagogy & Diction. 2 credits.

Applied class instruction in vocal techniques, emphasizing voice pedagogy, teaching procedures and materials, and lyric diction. The course includes a basic study in the pronunciation and application of the English language as it relates to singing through the use of the international Phonetic Alphabet. Applicable to all students of voice and required of all voice performance and music education majors.

MUSI 236. Foreign Language Lyric Dictions. 2 credits.

Presents a basic study in the pronunciation and the application of the Italian, German, and French languages as these relate to singing through the use of the International Phonetic Alphabet. Materials for the class include David Adams' *A Handbook of Diction for Singers*; Joan Wall's *International Phonetic Alphabet for Singers*; and examples of repertoire, primarily art songs, from a variety of periods and styles. Recommended for all voice students.

MUSI 257. Intermediate Music Theory II. 2 credits.

Since this course resumes study after a three-month recess, the first week is spent reviewing all four-part writing principles of the Common Practice Period, beginning with secondary dominants, the last area studied in MUSI 155. The course proceeds with studies in musical texture, diminished seventh chords, non-dominant sevenths, dominant ninths, 11ths, 13ths, chromatically altered chords, the Neapolitan sixth, augmented sixths, and other chromatic chords. A final project consists of an original composition based upon a text selected by the student, an original melody and four-part harmonization incorporating as much of the harmonic vocabulary available to the student following completion of this course. Daily exercises in each of the areas studied are provided in the text supplemented with analytical work provided by the instructor. Grading is based on results of daily assignments. It is recommended that MUSI 257 be taken concurrently with MUSI 258. Prerequisite: MUSI 155. Every year.

MUSI 258. Intermediate Music Skills II. 2 credits.

The following material is covered: Pitch: chromatic melodies in major and minor, medieval modes, highly chromatic melodies, modulation and extended melodies; rhythm: syncopation, complex syncopation and musical excerpts (Medieval through Modern). Ear Training: The student learns to understand and notate pitch patterns and rhythm patterns presented aurally. Grading is based on dictation exams, given approximately every other week. Material covered will match the work being done in Sight Singing. In addition, harmonic dictation in major and minor keys will be included. It is recommended that MUSI 258 be taken concurrently with MUSI 257. Prerequisite: MUSI 156. Every year.

MUSI 259. Analysis of Music After 1900. 2 credits. (A)

An introduction to the basic theoretical concepts for post-tonal music of the 20th century. Students will also review the latest theoretical tools in analyzing and creating post-tonal music. The student's grade will be based on homework assignments and tests. Prerequisite: MUSI 257 or permission of the instructor.

MUSI 350. Introduction to Conducting. 2 credits.

Introduces and develops the skills necessary for a musician to conduct an ensemble. The style and mechanics of the physical art of conducting are discussed each class period. The student applies this knowledge by conducting an ensemble consisting of members of the class. A daily grade will be given for individual preparation and class participation. There will be discussions and written exams covering musical terminology and instrumental transposition as found in scores. Each week exercises that develop coordination and rhythm will be performed and graded. The course will conclude with a discussion of various methods of score study and score preparation. Prerequisites: MUSI 257, MUSI 258, or permission of instructor. Alternate years.

MUSI 351. Choral and Instrumental Conducting. 2 credits.

Continuation of MUSI 350. Prerequisite: MUSI 350.

MUSI 355. Studies in Counterpoint. 3 credits.

Designed to develop an awareness and understanding of contrapuntal writing and techniques through reading, analysis of musical examples, workbook exercises and original composition. Prerequisites: MUSI 257 and MUSI 258. Alternate years.

MUSI 357. Orchestration. 3 credits.

The student learns to write for each instrument found in a concert band and an orchestra and to write for these instruments in various combinations. The course also deals with the principles of scoring for a concert band and an orchestra as well as solutions to problems one encounters in making a score. The course uses a lecture/discussion format. The student's grade will be based on a combination of assignments, quizzes, a written midterm exam and a final orchestration project. Prerequisites: MUSI 257 and MUSI 258. Alternate years.

MUSI 380. Topics in Music. 2-4 credits.

Designed for the major in music, this course may explore intensively such topics as score reading, advanced conducting, composition and the art of accompaniment, when student interest and faculty availability warrant. Prerequisite: Permission of instructor. May be writing intensive. Course may be repeated for credit.

MUSI 450. Form and Analysis. 4 credits.

Comprehensive study of analytical techniques designed to give the student the tools for understanding the compositional processes of a wide spectrum in music. Prerequisite: MUSI 257 or permission of instructor. Alternate years.

MUSI 470. Problems in Pedagogy and Literature. 4 credits.

Course in group and private teaching of a specific applied instrument or of the voice and its literature. Includes aims, objectives, and procedures of applied teaching and principles of learning. Prerequisite: Permission of instructor. Offered as needed.

MUSI 490. Independent Study. 2-4 credits.

Individual project as arranged by the student with the supervising professor and the department chair. May be writing intensive. Every year. This course may be repeated for credit.

MUSI 491. Internship. 2-4 credits.

Supervised learning-work experience at an on-or off-campus site. Generally pursued during the senior year. Usually involves a written report, a journal, or other assignments. Every year. This course may be repeated for credit.

MUSI 495. Senior Recital and Paper. 2 credits.

Presentation of a full-length recital in the primary area of applied music study. A challenging program to be determined in consultation with the applied music teacher. Designed as a culmination of preceding studies. A written paper of moderate length and relating to some aspect of the program is also required. Required of Bachelor of Music degree students. An oral examination, reviewing and assessing the student's previous work in all areas of the music major, concludes the course. Prerequisite: At least three terms of advanced study in the primary area of applied music, senior standing and concurrent registration in the area of advanced applied study. Every year.

MUSI 496. Senior Recital and Paper with Honors. 2 credits.

Prerequisite: 3.50 GPA, applied lessons at the 300-level, and permission of the Department Chair.

MUSI 497. Senior Portfolio Review. No credit.

Presentation of selected class work and related materials and resources, and the demonstration of musical skills and competencies in an oral examination format before a committee of three faculty members. Required of the major in music education. The review and examination should occur at the beginning of the senior year and at least one full semester prior to the student taking MUSI 494 Student Teaching. Every year

MUSI 498. Senior Project. 2 credits.

Full-scale investigation of a selected topic or a production of a creative project. Usually presented in a written form. The project is juried by a committee of three faculty members. Both the project and the committee are determined by the end of the student's junior year and in consultation with the academic advisor and the Department Chair. An oral examination, reviewing and assessing the student's previous work in all areas of the music major, concludes the course. May be writing intensive. Every year.

MUSI 499. Honors Thesis/Project. 2 credits.

Prerequisite: 3.50 GPA and permission of the Department Chair.

V. MUSIC EDUCATION CLASSES**MUSI 165. Introduction to Music Education. 3 credits.**

Comprehensive survey of the problems and the scope of music education in the school. Includes the development of fundamental, instrumental, and vocal skills and teaching techniques. Also developed is the ability to use effectively a fretted instrument as a pedagogical tool. Includes field-based experience. Alternate years.

MUSI 231, MUSI 232, MUSI 233, MUSI 234, MUSI 235: Vocal and Instrumental Teaching Methods/Classes.

Applied class instruction in various groups of instruments and in vocal techniques with emphasis on teaching techniques and procedures. Teaching materials are surveyed. At least two courses each year.

- MUSI 231: Woodwind Instruments. 1 credit
- MUSI 232: Brass Instruments. 1 credit
- MUSI 233: Percussion Instruments. 1 credit
- MUSI 234: String Instruments. 1 credit
- MUSI 235: Introduction to Vocal Pedagogy and Diction. 2 credits

MUSI 250. Technology for Music Educators. 2 credits.

A course that will introduce the student to the basics of technology as it relates to teaching music in the schools. The student will gain general skills and knowledge of current technology in the following areas: the Internet, computer-assisted instruction, desktop publishing, music notation, music sequencing, digital audio and multimedia. The student's grade will be based on quizzes and the completion of six projects. Prerequisite: MUSI 102 and MUSI 155, or permission of the instructor.

MUSI 463. General Music Methods. 4 credits.

Intensive study of materials and methods used in teaching music pre-K through Grade 12 by a music-teaching specialist, including classroom courses such as general music and music appreciation. Also includes exploratory teaching in the schools. Prerequisites: MUSI 165 and EDUC 103 or EDUC 104 or permission of instructor. Alternate years.

MUSI 464. Choral Music in the School. 3 credits.

Study of materials and methods for teaching music in junior, middle and senior high schools with emphasis upon classroom courses such as music history, music theory, etc., as well as the study of vocal problems and techniques of the changing voice and its application to junior and senior high school choral groups. Includes exploratory teaching in the public school. This course satisfies requirements for a teaching licensure in the area of music. Prerequisite: MUSI 165 and EDUC 103 or EDUC 104. Alternate years.

MUSI 465. Instrumental Music in the School. 3 credits.

Integrated course including the problems involved in the organization and administration of an instrumental music program also dealing with the organization, planning and design requisite for performances given by the marching band. Laboratory experience in the care and repair of instruments and the purchase of supplies and equipment. Include exploratory teaching. Prerequisites: MUSI 165, MUSI 231, MUSI 232, MUSI 233, and MUSI 234 and EDUC 103 and EDUC 104. Alternate years.

MUSI 494. Student Teaching. 12 credits.

Culminating experience for Bachelor of Music Education majors encompassing placement with a cooperating teacher in the public schools.

NEUROSCIENCE

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.

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.

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.

NURSING

NUR 210. Informatics. 2 credits.

Examines informatics in health care emphasizing information systems and the use of the information technology (IT) applications to support health. *Cross-listed as NUR 405.*

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 230. Research & Evidence-Based Practice. 4 credits. (Z)

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.*

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.

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 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 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 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 400. Health Assessment. 4 credits.

Students expand their knowledge and skills in health assessment, synthesize health assessment data in planning and providing care, and explore variations in health among clients of different age groups and cultures. *Course open only to students enrolled in the RN/BSN program.*

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.*

NUR 402. Practicum in Nursing Leadership and Management. 2 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.*

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.*

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.*

NUR 405. Health Care Informatics. 2 credits.

This course examines informatics in health care emphasizing information systems and the use of the information technology (IT) applications to support health. *Course open only to students enrolled in the RN/BSN program.*

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 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 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.

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 450. Precepted Capstone. 6 credits.

Synthesizes concepts of nursing from NUR 420, 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 2.5 credits.

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.

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 hour; 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 hour; 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 credit hours and completion of all Wittenberg general education requirements. There will be 14 courses (62 credits) in the Nursing Major.

ORGANIZATIONAL LEADERSHIP

ORLE 190/ORLE 290/ORLE 390. Topic. 2-4 credits.

Within the Organizational Leadership program or such related programs as may develop, topics of special interest or need that are not readily encompassed by other designations in the curriculum. The ORLE 190 courses are at the beginning level, dealing with basic skills, techniques, or concepts. The ORLE 290 courses assume some level of college experience – to be designated for each particular course. The ORLE 390 courses are at an advanced level, require some experience in one or more disciplines, and are appropriate for students beyond the sophomore level.

ORLE 200. Reading in Leadership. 4 credits.

The objective of the course is to develop in the Learner an understanding of the ways in which leaders operate within organizations and the ways the Leader influences the organization's ability to fulfill its purpose and adapt to changing environments. The course will also provide the opportunity for Learners to understand and further develop their own leadership skills and abilities and apply those to their personal situations and environments.

ORLE 400. Senior Leadership Seminar. 4 credits.

A synthesis of learning from previous study and experience developed into a major report in which the student identifies a problem or process in an organizational setting, provides analysis, and proposes appropriate action. The inquiry process, developed in conjunction with the instructor and through activities with the group, addresses the dimensions of both management and leadership. Students present their report in writing to the instructor and orally to the seminar group. Prerequisite: Senior standing and completion of at least four major courses. May be writing intensive.

ORLE 490. Independent Study. 1-4 credits.

Individual study that requires approval of the faculty member directing the study and the Executive Director of the School of Graduate & Professional Studies.

ORLE 491. Internship. 1-4 credits.

Individual study centering on a supervised work site or community project. Requires approval from the faculty member directing the study, the work site supervisor, and the Executive Director of the School of Graduate & Professional Studies.

ORLE 499. Honors Thesis. 0-8 credits.

Prerequisite: 3.50 GPA and permission of the Executive Director of the School of Graduate & Professional Studies.

PHILOSOPHY

PHIL 102. Introduction to Philosophy. 4 credits. (R)

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.

PHIL 103. Ethics and Identity. 4 credits. (R)

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. (R)

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.

PHIL 110. Logic and Critical Reasoning. 4 credits. (R)

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.

PHIL 200. Introductory Topics. 0-4 credits. (R)

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. (R)

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. (R)

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.

PHIL 207. Science in Social Context. 4 credits. (R)

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. (A)

The primary aim of the course is to provide students with the ability to recognize and evaluate theater 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. No prerequisites.

PHIL 209. Philosophy of Hip Hop Culture. 4 credits. (A)

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. No prerequisites.

PHIL 240. Law: Near and Far. 4 credits. (R)

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.

PHIL 499. Honors Thesis/Project. 1-4 credits.

Prerequisite: 3.50 GPA and permission of the Department Chair.

PHYSICS

PHYS 100. Concepts in Physics. 4 credits. (N)

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.

PHYS 102. Physics through Experimentation. 4 credits. (B)

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. (N)

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.

PHYS 200. Mechanics. 5 credits. (B)

Introduction to physics through the study of classical mechanics. Topics include kinematics, statics, dynamics, work and energy, impulse and momentum, rotational motion and oscillations. One three-hour lab per week. Prerequisite: Placement into MATH 201, which is suggested as a co-requisite. Every year.

PHYS 205. Topics in Classical and Modern Physics. 5 credits.

Continuation of PHYS 200. Topics include thermodynamics, electricity, magnetism, light and modern physics. One three-hour lab per week. Prerequisite: PHYS 200. Every year.

PHYS 216. Optics, Thermodynamics, and Relativity. 5 credits.

Introduction to wave phenomena, optics, thermodynamics, and special relativity. Among the topics included are interference and diffraction, refraction and optical systems, the thermodynamic properties of matter, and the kinematics and dynamics of rapidly moving objects. Prerequisite: PHYS 200; MATH 202 is suggested as a co-requisite. Every year.

PHYS 218. Introductory Electromagnetism. 5 credits.

Introduction to electric fields, magnetic fields, and DC and AC circuits. The laboratory will emphasize electric circuits and such instruments as oscilloscopes, digital multimeters and signal generators. One three-hour lab per week. Prerequisite: PHYS 200; MATH 202 is required as a co-requisite. Every year.

PHYS 220. Modern Physics. 5 credits.

An introduction to quantum mechanics with applications from atomic, molecular, condensed matter, nuclear, and elementary particle physics. One three-hour lab per week. Prerequisite: PHYS 218. Co-requisite: PHYS 216. May be writing intensive. Every year.

PHYS 280. Topics. 1-4 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 220. MATH 212 and/or MATH 215 recommended. Every year.

PHYS 313. Electronics. 2 credits.

Practical course in electronics. Topics include the use of solid state devices in analog circuits. The laboratory will involve the use of standard electronic instrumentation. Prerequisite: PHYS 218. Every year.

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 313. Alternate years.

PHYS 320. Computational Physics. 2 credits.

Introduction to numerical methods in physics. Prerequisites: PHYS 220 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 218. 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 220 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 credit.

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. May be writing intensive. Prerequisite: PHYS 220. 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.

PHYS 491. Internship. 1-4 credits.

Reserved for supervised research during summers or while off campus. This course may be repeated for credit.

PHYS 498. Senior Thesis. 1-4 credits.

May be writing intensive. Offered on demand. This course may be repeated for credit.

PHYS 499. Honors Thesis/Project. 1-4 credits.

Prerequisite: 3.50 GPA and permission of the Department Chair.

POLITICAL SCIENCE

POLI 101. Intro to Political Science: American Politics. 4 credits. (S)

Study of the basic concepts, background, constitutional basis, organization, functions, and political processes of the United States government. Every year.

POLI 102. Intro to Political Science: Comparative Politics. 4 credits. (S)

Examination of the principal features of democratic, communist, post-communist and Third World political systems. Every year.

POLI 103. International Relations. 4 credits. (S)

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. (Area I)

POLI 202. Comparative Political Economy and Public Policy. 4 credits. (S)

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 205. Chinese Politics. 4 credits. (C)

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. (C/S)

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. (R)

An examination of the history of political philosophy from ancient Greek drama to medieval thought through a combination of primary textual 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. (R)

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)

POLI 215. American Political Thought. 4 credits. (R)

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. (R)

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)

POLI 217. Ideology and Identity in Polish Culture (field study). 2-4 credits. (R)

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. (S)

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)

POLI 222. Urban Politics. 4 credits. (S)

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)

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. No prerequisites. (Area III)

POLI 224. The American Presidency. 4 credits. (S)

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. No prerequisites. (Area III)

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. (S)

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)

POLI 232. Public Opinion. 4 credits. (S)

Study of the formation, development and role of public opinion in American politics. Every year. (Area III)

POLI 234. Black Politics. 4 credits. (S)

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)

POLI 236. Media and Politics. 4 credits. (S)

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)

POLI 252. International Organizations. 4 credits. (S)

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. (S)

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)

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. May be writing intensive. Every year.

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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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, Elstain, and Irigaray, among others.

Prerequisites: junior class standing and either POLI 211, POLI 212, POLI 219, or permission of instructor. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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. May be writing intensive. 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.

May be writing intensive. 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. May be writing intensive. 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.

POLI 499. Honors Thesis/Project. 1-6 credits.

Prerequisite: 3.50 GPA and permission of the Department Chair. Submission of proposal required.

PSYCHOLOGY

PSYC 100. Understanding Psychology. 4 credits. (S)

An introductory-level survey course in psychology with a focus on how psychology can be applied to other fields of study and life in general. Covers topics in biological foundations of behavior, learning and memory, developmental psychology, motivation and emotion, abnormal psychology and psychotherapy, personality, and social psychology. This course is designed for individuals that are not planning to major or minor in Psychology and is not to be taken in conjunction with or in addition to courses PSYC 110 – PSYC 160. Every year.

PSYC 110. Proseminar I – Physiological. 2 credits. (N)

Introduction to the study of the biological bases of behavior, including the structure and function of neurons, brain organization, and sensation and perception. Every year.

PSYC 120. Proseminar II – Learning. 2 credits. (B)

Introduction to the scientific bases, methods, theories, and findings in the study of learning and memory in humans and animals. Includes laboratory exercises. Every year.

PSYC 130. Proseminar III – Developmental. 2 credits. (S)

Exploration of developmental changes that occur across the life span. Physical, cognitive, social, emotional and personality development are emphasized. Every year.

PSYC 140. Proseminar IV – Differential. 2 credits. (S)

Introduction to psychological tests and their applications, and a survey of the structure and dynamics of personality. Every year.

PSYC 150. Proseminar V – Abnormal. 2 credits. (S)

This course covers the symptoms and causes of common mental illnesses along with various treatment options for them. Motivation and emotion are included in the course content as well.. Every year.

PSYC 160. Proseminar VI – Social. 2 credits. (S)

Social psychology is the scientific study of how others influence our beliefs, emotions and behavior. Topics examined include conformity, persuasion, social cognition, attribution, attitudes, prejudice, aggression and nonverbal communication. Every year.

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 190. Psychology of Women. 4 credits. (S)

Introduction to emerging theories and research concerning women and their behavior, emphasizing uniquely female experiences throughout the life cycle and influences on women in contemporary society. Every year.

PSYC 201. Statistics. 4 credits. (Q)

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. Prerequisites: To register for PSYC 201, a student must have a 2 (or 22, 23, 12, 13) or higher Mathematics Placement Level. Contact the Math Workshop for details regarding this prerequisite. A student may not receive credit for more than one statistics course. (e.g., DATA 227, BUSN 210, PSYC 201)

PSYC 202. Experimental Design. 4 credits. (M)

This laboratory course gives you 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. We will cover a variety of methodologies, emphasizing how you can use each of them yourself. As part of this course, you will design and implement a number of studies that involve collecting, analyzing, interpreting, and reporting on original data. Each study will illustrate a different type of analytic tool or procedure, but the specific questions to be addressed in these studies will be determined by you. Prerequisite: PSYC 201 or another statistics course.

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 110. Alternate years.

PSYC 212. Health Psychology. 4 credits. (N)

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 201 or another statistics course. Alternate years.

PSYC 217. The Psychology of the Holocaust. 2-4 credits.

We will learn about Polish history, in an attempt to understand the country as it once was; strikingly multicultural if segregated. A major part of this Field Studies trip entails visiting important religious sites for the history of Jews, Catholics, and Tatar Muslims in Poland. We feel this experiential knowledge is essential for the bulk of the academic content. 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. We will read research about obedience to authority and conformity and apply this knowledge of the personal and situational variables that affect behavior to these different groups of people. We also will see the "living" Poland, in which small minority or disenfranchised groups attempt to revitalize themselves (Jews, Muslims, gays). In this way we connect research in social psychology aimed at understanding prior events and will search for evidence that these basic psychological principles are still in effect and seen in Polish societal attitudes toward minority groups. No prerequisites.

PSYC 221. Psychology of Language. 4 credits.

People use language day in and day out, so effortlessly that it often may seem automatic. Yet language use is a complicated phenomenon that plays an important role in almost every aspect of high-level human functioning. In this course, language will be examined from a variety of perspectives, including acquisition, production, comprehension, human biology, cultural variation, and more. By the end of the course, students will have gained a heightened awareness of just how complex language use really is, and will have a richer appreciation of the far-reaching impact that it has on their everyday lives. Course requirements include exams, projects, written reports, and class participation. Prerequisites: Any Language course at the 112-level or higher or any PSYC course at the 100-level.

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 such as the effects of daycare and divorce are examined. Prerequisite: PSYC 130.

PSYC 232. Psychology of Adolescence. 4 credits.

The study of youth from puberty to adulthood. Changes in cognition, morality, sexuality and identity, and how they influence adolescent behavior are examined. Prerequisite: PSYC 130. May be writing intensive. Every year.

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 140. May be writing intensive.

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 201 or another statistics course, e.g., BUSN 210 or DATA 227.

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 201 or another statistics course. Alternate years.

PSYC 251. Abnormal Psychology. 4 credits.

This course examines the etiology (causes), consequences, diagnosis, and, to a lesser extent, treatment of psychological disorders. Various theories, models, and diagnostic and therapeutic procedures are investigated and case studies and current research are read and discussed. This course helps students develop both their research and clinical writing skills through: 1) summaries and critiques of research articles, and 2) clinical summaries of mock diagnostic interviews students conduct during class. Other assessments include exams and a project involving real life applications of course material (e.g., service-learning, watching documentaries about mental illness, visiting treatment facilities). Prerequisite: PSYC 150.

PSYC 252. Child Abnormal Psychology. 4 credits.

This course examines the causes, symptoms, diagnosis, and treatment of psychological disorders in children and adolescents. Various theories, models, and diagnostic and therapeutic procedures are investigated in the context of research, case studies, and service learning. This course primarily serves students interested in working with youth in the fields of clinical psychology, social work, counseling, and special education. Prerequisite: PSYC 130 or PSYC 150.

PSYC 271. Psychology and Culture. 4 credits. (C)

People cannot speak without having an accent from somewhere. In much the same way, people's psychological functioning is not accent-free. This course highlights the extent to which all levels of psychological functioning, even "basic" ones, are grounded in culture-specific assumptions about what matters, what is "good" and how the world works. Students are expected to emerge from this class with a sharpened ability to critique generalizations made about human psychology, a greater appreciation of interpersonal diversity, and a richer understanding of how their own ways of thinking and being derive from culture-bound experiences. Course requirements include exams, research projects, and class participation. This course contains substantial East Asian content and counts toward the East Asian Studies major/minor. This course also includes an optional "Cultures and Languages across the Curriculum" (CLAC) component. Prerequisite: Sophomore standing (or higher)

PSYC 280. Topics in Psychology. 4 credits.

In-depth 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, psychology and gender and psychopharmacology. This course may be repeated for credit.

PSYC 311. Behavioral Neuroscience. 5 credits. (B)

Laboratory course examining the biological bases of behavior, including the functioning of the nervous system, motivational and attentional processes, and clinical syndromes. Prerequisites: PSYC 110 and PSYC 202. Every year.

PSYC 321. Learning, Memory, and Cognition. 5 credits. (B)

This is a course in which we study major operations of the human mind; perceiving, remembering, acting, and thinking. Specific areas of coverage include attention, visual search and object recognition, visual memory, general memory mechanisms (working and long-term), language, imagery, reasoning, and judgment. We will discuss learning and memory in other species as well, and attempt to draw parallels that inform our understanding of human cognition. Specific proposals about how the mind accomplishes particular tasks (models) have been advanced in the short, 50-year history of modern cognitive psychology. We will see how these models have been tested, in part by participating in replications of classic cognitive psychology experiments. Data, including the data we generate ourselves, will be

discussed in detail. We will write APA-style papers describing the nature of these tasks, the methods used, and the results obtained in the tasks. Finally, we will plan and execute group experiments. Prerequisites: PSYC 120 and PSYC 202. May be writing intensive. Every year.

PSYC 341. Psychological Testing. 5 credits. (B)

Laboratory course examining principles of test construction, validation, and interpretation with emphasis on measures of cognitive ability, personality characteristics and vocational interests. Prerequisites: PSYC 140 and PSYC 202. Every year.

PSYC 351. Introduction to Mental Health. 5 credits. (B)

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 150S and PSYC 201. Every other year.

PSYC 361. Experimental Social Psychology. 5 credits. (B)

This course in experimental social psychology provides students with a scientifically based understanding of human social behavior. Topics include social perception, attitudes, conformity, group processes, aggression, and prejudice. The course emphasizes the experimental method and the particular challenges of applying it to study people in a social context. Given the complexity of social behavior, social psychology relies heavily on experiments that employ factorial designs which allow investigators to examine the independent and combined effects of several factors (variables) simultaneously. This course will include more than 30 hours of laboratory experience. Prerequisites: PSYC 201 (e.g., DATA 227, BUSN 210), PSYC 160, and PSYC 202. May be writing intensive. Every year.

PSYC 390. Junior Seminar. 0 credit.

This seminar meets one hour per week and is designed to help students understand their various options as psychology majors. This includes topics such as senior research projects and internships, senior comprehensive and GRE exams, possible career paths, graduate school applications, and graduate school and job interviews. This class may include guest speakers and field trips based on students' interests. Psychology majors are required to take this no-credit seminar for one semester during their junior year.

PSYC 400. Research. 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.

PSYC 410. Senior Thesis. 2-4 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. May be writing intensive. Every year.

PSYC 490. Independent Study. 2-4 credits.

Intensive research under close faculty supervision. Reserved for the advanced student. Permission of the Chair required. May be writing intensive. Every year. This course maybe 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. May be writing intensive. Every year. This course may be repeated for credit.

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.

PSYC 496. Urban Term. 1-4 credits.

Open to the junior and senior psychology major by Departmental permission only. See advisor or Department Chair for details. Every year.

PSYC 499. Honors Thesis/Project. 2-4 credits.

Prerequisite: 3.50 GPA and permission of the Department Chair.

RUSSIAN AND CENTRAL EURASIAN PROGRAM

RCEP 490. Independent Study. 1-4 credits.

RCEP 495. Senior Capstone Seminar. 2 credits.

RCEP 499. Honors Thesis/Project. 1-4 credits.

Prerequisites: 3.50 GPA and permission of the Director.

RELIGION

RELI 100. Topics. 4 credits.

This course may be repeated for credit.

RELI 112. Introduction to Buddhism. 4 credits. (C/R)

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. No prerequisites. Offered each year. (Group I)

RELI 114. World Religion and Pilgrimage. 4 credits. (C/R)

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, Hinduism, and some tribal religions, and then look to see where the meaning and goals of these religions is manifest in pilgrimage practices. Students will meet pilgrims who share their experiences; we will also view videos, read diaries, and go to websites describe "how to" in order to understand this phenomenon. Assessments will include tests, response and reaction to pilgrims, and projects on pilgrimages of interest. (Group I)

RELI 121. Art of Biblical Literature. 4 credits. (R)

Designed to help readers understand the content and appreciate the artistry of literature from the Old Testament, New Testament and Apocrypha by paying close attention to creative aspects of the texts. Also considers the reinterpretation of biblical literature in the music, stories and movies of contemporary culture. May be writing intensive. Every year. (Group II)

RELI 134. Chinese and Japanese Religious Traditions. 4 credits. (C/R)

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. (Group I)

RELI 171. Urban Life and Social Ethics. 4 credits. (S)

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. May be writing intensive.

RELI 176. Racism and Social Ethics. 4 credits. (R)

Consideration of basic understandings of racism in the United States in terms of their basic views of American values. May be writing intensive.

RELI 177. Religious Perspectives on Contemporary Moral Issues. 4 credits. (R)

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 May be writing intensive. Every year. (Group III)

RELI 200. Topics. 4 credits.

This course may be repeated for credit.

RELI 213. Religion and Medicine. 4 credits. (C/R)

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. No prerequisite. (Group I)

RELI 221. Understanding the Old Testament. 4 credits. (R)

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. May be writing intensive. Every year. (Group II)

RELI 222. Understanding the New Testament. 4 credits. (R)

Comprehensive survey emphasizing the historical context, and religious and cultural perspectives of the New Testament books. May be writing intensive. Every year. (Group II)

RELI 241. Christian Tradition. 4 credits. (R)

Historical survey of major theologians and the development of Christian doctrine in the West. Topics include perennial tensions between reason and revelation, the humanity and divinity of Christ, nature and grace, justification and sanctification, spirit and structure, and differences between Roman Catholic and Protestant doctrine. Some sections may be writing intensive. Every year. (Group III)

RELI 300. Topics. 4 credits.

This course may be repeated for credit.

RELI 321. Biblical and Modern Prophets. 4 credits.

Investigation of the historical settings, rhetorical techniques and messages of prophets from Amos of Tekoa to John of Patmos. The student also considers the possibility of prophetic voices in contemporary society. May be writing intensive. Alternate years. (Group II)

RELI 324. Apocalyptic Vision in Ancient and Modern Literature. 4 credits. (R)

Study of religious views, historical context, literary style, and imagery of ancient Jewish and Christian apocalyptic texts, followed by an analysis of the way in which selected modern films and literature use apocalyptic themes and images. May be writing intensive. Alternate years. (Group II)

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. May be writing intensive. (Group II)

RELI 327. Manhood and Womanhood in the Bible. 4 credits. (R)

Placing the biblical texts in their Ancient Near Eastern and Greco-Roman contexts, this seminar examines concepts of sexuality and gender roles in Jewish and Christian scripture. In addition to considering the historical context of the biblical literature, the course helps students develop skills in literary and rhetorical analysis of the ancient poetry, narrative, and epistles concerned with sexuality and gender roles. Students also examine how the Bible is used in discussions of contemporary issues such as same-sex relations, marriage and divorce, and women’s religious leadership. The course is conducted as a seminar with daily student presentations and responses to the readings, several short essays, and a research paper. (Group II)

RELI 333. Buddhist Thought and Scriptures. 4 credits. (C/R)

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. May be writing intensive. Every third year. (Group I)

RELI 335. Confucianism and Its Critics. 4 credits. (C/R)

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. May be writing intensive. Every year. (Group I)

RELI 336. Religious Daoism and Chinese Popular Religion. 4 credits. (C/R)

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. May be writing intensive. (Group I)

RELI 339. Monkeys, Samurai, and Gods. 4 credits. (C/R)

This seminar will look at religious meaning and message in some of the best loved literature of China and Japan, including *Journey to the West*, *Tale of Heike*, *Dream of the Red Chamber*, *Account of my Hut*, and others. Class will be a combination of lecture and discussion, with student presentations and a term paper. Videos and other media will be used when possible. May be writing intensive. Alternate years. (Group I)

RELI 342. Comparative Religious Ethics. 4 credits. (R)

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. May be writing intensive. Alternate years. (Group III)

RELI 378. Bioethics. 4 credits. (R)

Seminar on 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 and environmental ethics. May be writing intensive. Every year. (Group III)

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.

RELI 498. Senior Capstone. 1 credit.

RELI 499. Honors Thesis/Project. 1-4 credits.

Prerequisite: 3.50 GPA and permission of the Department Chair.

RUSSIAN

RUSS 105. Russian for Professionals I. 4 credits. (F)

Introduction to the study of Russian through speaking, reading and translation. Computer assisted instruction in speaking and in reading Russian Culture. Enrollment limited to students in the School of Graduate and Professional Studies.

RUSS 106. Russian for Professionals II. 4 credits. (F)

Continuation of RUSS 105; speaking, reading and translation. Russian culture through reading Russian texts. Computer-assisted instruction. Enrollment limited to students in the School of Graduate and Professional Studies.

RUSS 111. Beginning Russian I. 4 credits.

Introduction to the structure of Russian through oral and written practice. Every year.

RUSS 112. Beginning Russian II. 4 credits. (F)

Continuation of the structure of Russian through oral and written practice. Every year.

RUSS 130. Russian Topics. 4 credits.

Topics, chosen by the instructor, designed to be of interest to the entire campus community. Taught in English, readings in English. May be writing intensive. Offered as need arises. This course may be repeated for credit.

RUSS 151. Russian War on Film. 4 credits. (A/C)

An examination of Russia's wars of the Twentieth century through the use of film. Films will be shown in chronologic order with readings to accompany each film. Films are in Russian with English subtitles. No prerequisite.

RUSS 152. Journey into the Fantastic. 4 credits. (A/C)

An introduction to Russian literature through the genre of the fantastic. Readings will begin with Russian fairy tales and include major authors of the 19th and 20th centuries who used the fantastic in their works. Short stories and novels of authors include Pushkin, Dostoevsky, Zamjatin, Bulgakov, the Strugatsky Brothers and Pelevin. Taught in English. No prerequisites.

RUSS 153. Myth and Soul of St. Petersburg. 4 credits. (A/C)

An introduction to the history and cultural arts of St. Petersburg from its creation to the present day. Major authors of the nineteenth and twentieth century who lived in and wrote about St. Petersburg include Pushkin, Gogol, Dostoevsky, Akhmatova and others. Major artists include Chaikovsky, Stravinsky and Shostakovich. Topics about present-day St. Petersburg will also be discussed. Taught in English. No prerequisites.

RUSS 154. The Modern Hero. 4 credits. (A/C)

This course will study the impact of Russia's Modern Age on its literary hero/ines' evolution from the mid nineteenth century to the present. A study of how the hero portrays the events occurring in Russian society. This course is taught in English, has no prerequisites.

RUSS 230. Russian Topics. 1-6 credits.

Topics, chosen by the instructor, designed to be of interest to the entire campus community. Taught in English or in Russian, as designated by the instructor. Some sections may be writing intensive. Offered as need arises. This course may be repeated for credit. Students may be awarded 5 or 6 credits for study abroad only.

RUSS 260. Contemporary Issues. 2 credits. (F)

Introduction to reading skills in Russian by using authentic materials from the contemporary Russian press found on the World Wide Web. Discussion of social and cultural issues in Russian society such as the role of women, education, political movements and youth groups, immigration and relocation issues of the former Soviet Republics. Prerequisite: RUSS 112 or placement.

RUSS 262. Art of Translation. 2 credits. (F)

Introduction to the practice of good translation including more advanced topics in Russian grammar such as verbs of motion, verbal aspect and verb governance. Special attention to idiomatic expressions and formulaic speech patterns. Prerequisite: RUSS 112 or placement.

RUSS 263. Culture and Film. 2 credits. (F)

Through the study of Russian, students will watch and discuss films that acquaint students with contemporary Russian life. Students will learn the vocabulary necessary to discuss the portrayals of family, relationships, changing value systems and social questions as reflected in Russian film. This course will also help students gain additional language skills in speaking and aural comprehension. Prerequisite: RUSS 112 or placement at the 200-level (or permission of instructor). This course may be repeated for credit if the topic changes.

RUSS 264. Voices from the Past. 2 credits. (F)

Through readings, film and discussion in Russian, students study the main currents in Russian history and culture. This course also focuses on developing the language skills necessary to read primary texts, engage in basic research and narrate in the past. Prerequisite: RUSS 260 or permission of the instructor.

RUSS 266. Speech Etiquette. 2 credits. (F)

This course equips students with formulaic speech patterns that will help them conduct conversations on situational transactions such as telephone conversations, purchasing, transportation and expressing opinions. This course is particularly designed for those who will study abroad. Prerequisite: RUSS 263: Culture and Film or by permission or placement. Offered alternate years.

RUSS 316. Cultural Tradition. 2 credits.

An examination of the cultural heritage of Russia. Short prose works, poetry, cultural readings and films help students develop reading and conversational skills. Taught in Russian. Prerequisite: RUSS 260 and RUSS 262 or by permission Offered alternate years.

RUSS 317. National Identity. 2 credits.

With a focus on the New Russia as a result of the fall of the Soviet Union, this course examines some of the major cultural responses to the social and political changes in Post-Soviet life. It explores issues of how Russians define themselves as an individual as a result of the loss of the collective in Post-Soviet society. Taught in Russian. Prerequisite: RUSS 316 or by permission Offered alternate years.

RUSS 330. Russian Topics. 4 credits.

Study of special subjects, chosen by the instructor and described in the course schedule each semester. May be writing intensive. Offered as need arises. This course may be repeated for credit.

RUSS 380. Methods for Teaching and Tutoring World Language. 2 credits.

Introduction to the history and methodology of world language instruction and its relationship to theories of second language acquisition. Students learn to plan, implement, and evaluate language instruction and tutoring with world language education-based strategies for youth, adolescent, and adult learners, and to enrich language curricular content to promote appreciation of the products, practices, and perspectives of other cultures. Taught in English. Required for world language teacher candidates and for new tutors working in the Language Learning Center. Prerequisite: 8 credits at the 200-level taught in the target language or permission of the instructor.

RUSS 490. Independent Study. 1-4 credits.

This course may be repeated for credit.

RUSS 491. Internship. 1-4 credits.

This course may be repeated for credit.

SOCIOLOGY

SOCI 101. Introduction to Sociology. 4 credits. (S)

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.

SOCI 110. Cultural Anthropology. 4 credits. (C/S)

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.

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. (S)

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. May be writing intensive. 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. (S)

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. (C/S)

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. Alternate years.

SOCI 250. Sociology of Deviance. 4 credits. (S)

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.

SOCI 270. Sociology of Oppressed Groups. 4 credits. (S)

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.

SOCI 277. Islam and Islamic Societies. 4 credits. (C/R)

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. (S)

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.

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.

SOCI 290. Global Change. 4 credits. (C/S)

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.

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 CJ system.

SOCI 315. Cultural Travel Writing. 4 credits. (C)

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. May be writing intensive. 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. (S)

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. (R)

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. May be writing intensive. Alternate years.

SOCI 350. Race and Ethnicity. 4 credits. (S)

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. No prerequisites required.

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. May be writing intensive. 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 years.

SOCI 376. Law and Society. 4 credits. (S)

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.

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. May be writing intensive. 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. May be writing intensive. 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.

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. May be writing intensive. Every year.

SOCI 499. Honors Thesis/Project. 1-4 credits.

Prerequisite: 3.50 GPA and permission of the Department Chair.

SPANISH

SPAN 101. Spanish for High Beginners. 2 credits.

Designed for students who have had 2 years or less of previous instruction in Spanish but who are not yet ready to enter a 112 class. Course will review essential structures needed to prepare students for 112 classes, focusing upon the communicative structures of reading, writing, listening and speaking. Every year. Prerequisite: workshop placement or placement in 101 or permission of Spanish faculty.

SPAN 105. Spanish for Professionals I. 4 credits.

First course of a two-course sequence that follows a modified individualized instruction format, with students meeting to review grammar, to discuss, and to present assignments and projects. Assignments are keyed to students' professional and/or personal interests, including such areas as business, health care, and law enforcement. Limited to students in the School of Graduate and Professional Studies.

SPAN 106. Spanish for Professionals II. 4 credits.

The second course of the two-course series offered for students in the School of Graduate and Professional Studies. Spanish 106 follows a modified individualized instruction format, with students meeting to review grammar, discuss and present assignments and projects. Students will receive assignments based on professional and/or personal interests and needs. Areas of interests include Spanish for business professionals, health care professionals and law enforcement. Students who successfully complete all work and activities in 106 will complete the language requirement. Limited to students in the School of Graduate and Professional Studies.

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. Prerequisite: none.

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.

SPAN 111. Beginning Spanish I. 4 credits.

Emphasis on elementary grammar, oral practice and required laboratory. Every year.

SPAN 112. Beginning Spanish II. 4 credits. (F)

Grammar review, composition, oral practice, reading and required laboratory. Prerequisite: SPAN 111 or equivalent. Every year.

SPAN 130. Hispanic Literature. 4 credits. (A)

Topics, chosen by the instructor, designed to be of interest to the entire campus community. Taught in English, readings in English. Topics will focus on issues of race, gender, national and ethnic identity formation. Alternate years.

SPAN 150. Intermediate Spanish. 4 credits. (F)

This course is designed to offer students at the intermediate level an opportunity to acquire communicative skills, improve their formal knowledge of the language, and develop an awareness and appreciation of Hispanic cultures. Prerequisite: SPAN 112 or equivalent. Every year.

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. May be writing intensive. Offered as need arises. This course may be repeated for credit. Students may be awarded 5 or 6 credits for study abroad only.

SPAN 260. El mundo contemporáneo (Contemporary Issues of the Hispanic World) 2 credits. (F)

This course focuses on contemporary issues of the Hispanic world including topics such as immigration, politics, pop culture, economics, demography, religion, social class, and globalization. The course will help students develop conversational skills and strategies. Prerequisite: SPAN 112 or SPAN 150 or placement at the 200-level. Every year.

SPAN 261. El mundo físico (The Physical World) 2 credits. (F)

This course serves as an introduction to the Hispanic world by highlighting the diverse nature and cultures of Spanish-speaking people focusing on speech patterns, climate, geography and environmental issues. The course will also develop language skills that will enhance student's ability to express themselves in Spanish. Prerequisite: SPAN 112 or SPAN 150 or placement at the 200 level. Every year.

SPAN 262. Entre dos mundos: el arte de la traducción. 2 credits. (F)

This intermediate course will introduce students to the theory (theories) and practices of translation. Through translation practice from Spanish to English, and English to Spanish, students will focus on nuance, style and context of language/text. Students will read selected essays on translation, read selected texts in dual language versions, and create their own translations of short texts. Prerequisites: SPAN 112 or SPAN 150 or placement at the 200-level. Every year.

SPAN 263. El cine y el cambio social (Film and Social Change). 2 credits. (F)

This course introduces students to films from Spain and Latin America that intersect with social and historical transitions. Students will explore the cultural context of each film, analyze major themes, and discuss the role of film as a reflection of and catalyst for social change. The course will focus on aiding students in developing language skills for description and reporting. Prerequisites: SPAN 112 or SPAN 150 or placement at the 200-level. Every year.

SPAN 264. Voces del pasado (Voices of the Past). 2 credits. (F)

This course gives students the opportunity to gain an understanding of the Spanish-speaking world by examining its rich cultural heritage. Through reading and writing activities, student learners will explore the complexity of the Hispanic world and how historical events have influenced human contact. The course will help students develop language skills for description and narration in the past. Every year. Prerequisites: 4 credits of 200-level courses in Spanish.

SPAN 265. La diversidad en el mundo hispano (Diversity in the Spanish-speaking World). 2 credits. (F)

This intermediate course will provide students the opportunity to explore human diversity in the Spanish-speaking world, in both historical and contemporary contexts. Through reading, viewing and writing activities students will gain an understanding of the complexities of identity, ethnicity and multiculturalism across the Hispanic world, including the United States. The course will aid students in developing language skills to express and support opinion. Every year. Prerequisite: 4 credits of 200-level coursework in Spanish.

SPAN 270. Cultures and Languages Across the Curriculum Module. 1 credit.

Selected courses in several disciplines present students the opportunity to do additional research in a foreign language and earn a credit for that work. Students will work with a faculty member in the Language Department to design and complete a project that supports learning in the course offering the Cultures and Languages Across the Curriculum (CLAC) option. Students must register both for a course offering the CLAC option and for the CLAC module. CLAC modules allow students the opportunity to enrich their learning by acquiring cross-cultural perspectives on the acquisition of knowledge in various disciplines. Students also acquire practice in using their language skills to explore different disciplines. Students assessed at the intermediate level of language competency may register for a 270 module; students with advanced skills may register for a 370 module. Prerequisite: A language course numbered 150 or above and concurrent enrollment in a non-language course offering the Cultures and Languages Across the Curriculum option.

SPAN 301. Introduction to Hispanic Literature. 4 credits. (A)

Provides an introduction to the major periods and movements through which Hispanic literature has evolved, from its beginnings to the 19th century. Designed to provide the student with the opportunity to acquire the technical vocabulary of the Hispanic literary critic. Includes discussions of the artistic implications of literature and presentation of

the four basic genres: narrative, poetry, drama and essay. May be writing intensive. Prerequisite: 8 credits at the 200-level including SPAN 264 and SPAN 265. Alternate years.

SPAN 302. Introduction to Hispanic Literature II. 4 credits. (A)

Continuation of SPAN 301, provides the student with a survey of 19th and 20th centuries. Significant figures and literary currents of the Hispanic world are presented. May be writing intensive. Prerequisite: 8 credits at the 200-level including SPAN 264 and SPAN 265. Alternate years.

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 credits at the 200-level including SPAN 264 and SPAN 265 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.

SPAN 350. Spanish Peninsular Civilization. 4 credits. (H)

Cultural survey of Spain from its earliest history to the present with an emphasis on contemporary Peninsular culture. Lectures and discussions are supplemented by readings as well as presentations that reflect the history and development of Spanish civilization. Prerequisite: 8 credits at the 200-level including SPAN 264 and SPAN 265. Alternate years.

SPAN 351. Latin American Culture. 4 credits. (H)

Study of the development of Latin America focusing on the cause, meaning and effects of events, which have shaped its culture. The course objective is to show the unity of Latin American culture. Prerequisite: 8 credits at the 200-level including SPAN 264 and SPAN 265. Alternate years.

SPAN 370. Cultures and Languages Across the Curriculum Module. 1 credit.

Selected courses in several disciplines present students the opportunity to do additional research in a foreign language and earn a credit for that work. Students will work with a faculty member in the Language Department to design and complete a project that supports learning in the course offering the Cultures and Languages Across the Curriculum (CLAC) option. Students must register both for a course offering the CLAC option and for the CLAC module. CLAC modules allow students the opportunity to enrich their learning by acquiring cross-cultural perspectives on the acquisition of knowledge in various disciplines. Students also acquire practice in using their language skills to explore different disciplines. Students assessed at the intermediate level of language competency may register for a 270 module; students with advanced skills may register for a 370 module. Prerequisite: A language course numbered 150 or above and concurrent enrollment in a non-language course offering the Cultures and Languages Across the Curriculum option.

SPAN 380. Methods for Teaching and Tutoring World Language. 2 credits.

Introduction to the history and methodology of world language instruction and its relationship to theories of second language acquisition. Students learn to plan, implement, and evaluate language instruction and tutoring with world language education-based strategies for youth, adolescent, and adult learners, and to enrich language curricular content to promote appreciation of the products, practices, and perspectives of other cultures. Taught in English. Required for world language teacher candidates and for new tutors working in the Language Learning Center. Prerequisite: 8 credits at the 200-level taught in the target language or permission of the instructor.

SPAN 415. Advanced Studies in Spanish Language. 4 credits.

It is especially recommended for students who seek advanced work in grammar, with the goal of producing idiomatic Spanish. Students will acquire an understanding of more sophisticated grammar structures and their interrelations. Prerequisites: 8 credits at the 200-level and a 300-level course taught in Spanish. Alternate years.

SPAN 425. Advanced Studies in Hispanic Literature and Culture I. 4 credits.

In-depth study of topics and themes in Peninsular literature and culture. Course will include reading, analysis and discussion of selected literary and/or cultural works. Prerequisite: any 300-level course taught in Spanish. May be writing intensive. Alternate years.

SPAN 426. Advanced Studies in Hispanic Literature and Culture II. 4 credits.

In-depth study of topics and themes in Latin American literature and culture. Course will include reading, analysis and discussion of selected literary works and /or cultural. Prerequisite: any 300-level course taught in Spanish. May be writing intensive. Alternate years.

SPAN 427. The Silver Screen. 4 credits.

This course will familiarize students with the history of film in the Hispanic world. Students will view works by prominent directors from Spain and the Americas, as well as explore issues and trends in Hispanic films. Prerequisite: any 300-level course taught in Spanish. Every third year.

SPAN 430. Intensive Spanish Conversation. 1-6 credits.

Expansion of oral communication skills in different areas of concentration such as business, medicine, literature and politics. Emphasis on modes of expression and lexicon enhancement. Prerequisite: any 300-level course taught in Spanish. Every third year. Students may be awarded 5 or 6 credits for study abroad only.

SPAN 434. Spanish Pronunciation. 2 credits.

Introduction to Spanish phonology with particular attention to speech characteristics and to dialectal differences in Peninsular and Spanish American phonology. Oral drill to improve pronunciation and diction. Prerequisite: Any 300-level course taught in Spanish. Every third year.

SPAN 450. Temas del mundo hispano. 4 credits.

In-depth study of a literary or cultural movement, problem, approach, or author. Topic to be chosen by instructor. Prerequisites: any 300-level course taught in Spanish. May be writing intensive. Alternate years.

SPAN 490. Independent Study. 1-4 credits.

This course may be repeated for credit.

SPAN 491. Internship. 1-4 credits.

This course may be repeated for credit.

SPAN 494. Early Childhood Field Experience in Spanish Language Education. 2 credits.

A half-semester field experience of observation and supervised teaching of Spanish at the elementary school level. Open to Spanish majors and minors accepted in a teaching licensure program. Must be taken concurrently with SPAN 380. Prerequisites: 8 credits at the 200-level taught in the target language. Offered as needed.

SPAN 495. Field experience in World Language Education. 2 credits.

A half-semester field experience of observation and supervised teaching of Spanish at the high school level. Open to French, German, and Spanish majors accepted in a teaching licensure program. Prerequisites: 8 credits in coursework taught in the target language at the 200-level. Must be taken concurrently with SPAN 380. Offered as needed.

SPAN 499. Honors Thesis/Project. 1-4 credits.

Prerequisite: 3.50 GPA and permission of the Department Chair.

SERVICE LEARNING

SVLN 100. Service Learning. 1 credit.

This course provides students an opportunity to link a service experience to a particular course for one credit. The precise nature of the service activity and its appropriate connection to course content are determined in consultation with the faculty member teaching the course to which SVLN 100 is to be linked.

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 010. Aerobic Dance (A)
- THDN 011. Folk and Square Dance (A)
- THDN 012. Social Dance (A)
- THDN 013. Chinese Folk Dance (A)
- THDN 017. Tai Chi Quan and Sword Dance (A)
- THDN 020. Theatre Movement (A)
- THDN 021. Dance Technique for Theatre (A)
- THDN 030. Modern Dance (A)
- THDN 031. Intermediate Modern Dance (A)
- THDN 032. Advanced Modern Dance (A)
- THDN 040. Ballet (A)
- THDN 041. Intermediate Ballet (A)
- THDN 042. Advanced Ballet (A)
- THDN 050. Jazz (A)
- THDN 051. Intermediate Jazz (A)
- THDN 052. Advanced Jazz (A)
- THDN 060. Tap Dance (A)
- THDN 069. Topics: Dance Technique
- THDN 070. Dance Company Workshop (A)

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. (A)

For students who participate in main stage theatre productions as a member of the cast or crew or as a crew member of the annual dance concert. 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. (A)

For students who dance in the annual dance concert. Every year.

THDN 112. Dance in Popular Culture. 4 credits. (A)

Study of dance in Broadway shows, Hollywood musicals, MTV, etc. as an expression of American culture. May be writing intensive. Alternate years.

THDN 120. Art of the Theatre. 4 credits. (A)

Consideration of the aesthetics of theatre together with the theory and practical techniques of dramatic arts. Every year.

THDN 180. Elements of Dance. 2 credits. (A)

Study of the basic elements of dance that when combined in different ways create different dance styles. Alternate years.

THDN 181. Motif Description. 2 credits. (A)

Exploration of the creative potential of motif description-a way of recording movement by use of symbols derived from Laban's system of dance notation. Alternate years.

THDN 182. Dance Notation. 2 credits. (A)

An introduction to dance notation, recording movement by means of symbols. Alternate years.

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. Dance Ethnology. 4 credits. (C)

Consideration of the scope and function of dance as ritual, as social activity, and as entertainment in culture other than our own. Alternate years.

THDN 211. Dance Composition. 4 credits. (A)

Study of the elements of dance composition and how they are used in creating dance. Every year.

THDN 215. Dance Kinesiology. 4 credits. (N)

This course studies the skeleton and musculature of the human body as they relate to dance training and performance. The course develops in students an understanding and appreciation for moving efficiently, thereby preventing injuries. Dance experience is not required; however, the course is designed to address dancers' needs and concerns. Assessment is based on texts, class participation, and a research project.

THDN 222. Acting. 4 credits. (A)

Study and practice of the art and techniques of acting. Every year.

THDN 226. Improvisation. 4 credits. (A)

Study and practice of improvisational theatre techniques and theatre games. May be writing intensive. Every year.

THDN 230. Stagecraft. 4 credits. (A)

Study of the basic stage equipment and scenery construction with laboratory experience. Every year.

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 230 or permission of the instructor. Alternate years.

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. Prerequisite: THDN 230 or permission of instructor. Alternate years.

THDN 240. Playwriting. 4 credits. (A)

Study and practice of playwriting theories and techniques. May be writing intensive. Alternate years.

THDN 250. Child Drama. 4 credits. (A)

Study of dramatic activities with and for children. Alternate years.

THDN 260. History of European Theatre. 4 credits. (H)

Study of theories and techniques of theatre arts from ancient Greece to the present. Alternate years.

THDN 270. Contemporary American Drama. 4 credits. (A)

Study of the new dramatic literature produced by the American theatres since 1980. May be writing intensive. Alternate years.

THDN 300. Directing. 4 credits.

Study and the practice of the art and techniques of play directing. Prerequisite: THDN 222 and THDN 230. Every year.

THDN 311. Advanced Dance Composition. 4 credits. (A)

Further study of the elements of dance composition and how they are used in creating dance. Alternate years.

THDN 313. Dance in the 20th Century. 4 credits. (H)

Study of the significant developments in dance during the 20th century with an emphasis on ballet and modern dance. May be writing intensive. Alternate years.

THDN 322. Advanced Acting. 4 credits.

Further study and practice of acting theories. Prerequisite: THDN 222. 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 232, THDN 233, or THDN 234. 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.

THDN 401. Senior Seminar. 4 credits.

In-depth study of theatre or dance. Content may vary each year. Every year.

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. 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. Every year.

THDN 499. Honors Thesis/Project. 1-4 credits.

Prerequisites: 3.50 GPA and permission of the Department Chair.

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. No prerequisites. May be writing intensive. Every year.

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.