



2015-2016 CATALOG

Table of Contents

Wheaton in Profile.....	1
Undergraduate Student Life	15
Undergraduate Admissions	27
Undergraduate Academic Policies and Information	34
Special Programs.....	57
Arts and Sciences Programs	67
Conservatory of Music.....	211
Graduate Academic Policies and Information	252
Graduate Programs.....	276
Financial Information	328
Directory	354
College Calendar	385
Index	389

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The information in the electronic edition of the catalog is accurate as of the revision date noted on the bottom of each page and supersedes previous editions of the catalog.

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Wheaton in Profile

College Mission

Wheaton College serves Jesus Christ and advances His Kingdom through excellence in liberal arts and graduate programs that educate the whole person to build the church and benefit society worldwide.

The institutional mission statement expresses the stable and enduring identity of Wheaton College. All the purposes, goals, and activities of the College are guided by this mission.

Educational Purpose

Committed to the principle that truth is revealed by God through Christ "in Whom are hid all the treasures of wisdom and knowledge," Wheaton College seeks to relate Christian liberal arts education to the needs of contemporary society. The curricular approach is designed to combine faith and learning in order to produce a biblical perspective needed to relate Christian experience to the demands of those needs.

The founders of the College and their successors have consistently maintained that academic excellence and evangelical Christian faith and practice are essential to that purpose.

Educational Objectives

Undergraduate Program

The undergraduate program at Wheaton is intended:

- ▶ To enable students to apprehend truth in their study of Scripture, of nature, and of humanity; to appreciate beauty and order in God's creation and human creativity in the arts and sciences, and to apply those insights to the pursuit of righteousness in the life of both the individual and society;
- ▶ To provide a liberal arts education that acquaints students with the organized fields of learning in the context of a Christian view of nature, of humanity, and of culture through the study of both biblical and general revelation;
- ▶ To assist students to respect, understand, and evaluate the thoughts of others, to express their thoughts clearly and effectively, and to cultivate the lifelong habit of learning;
- ▶ To make available opportunity for concentration and research in one field of learning and to lay foundations for career, graduate, and professional training;
- ▶ To help students understand the meaning of life and their service to society, family, and the church, and to prepare them for the responsible use of their freedom and ability by virtue of their commitment to Jesus Christ as Savior and Lord;
- ▶ To encourage students to develop priorities and practices that will contribute to their well-being and effectiveness physically, psychologically, socially, and spiritually.

These objectives are implemented through carefully planned programs and activities. Because the Scriptures are the integrating core for a Christian liberal arts education, all students take courses in biblical studies, so that they may understand more fully the bearing of Christian faith on life and thought.

But that objective of a fully Christian understanding of all of life and thought is not limited to course work in biblical studies. Christian perspectives are brought to bear in all subjects and disciplines. Indeed, the very purpose of a Wheaton College education is to prepare students and alumni to engage the world redemptively for Christ and His Kingdom. This redemptive engagement will take many forms. It involves proclaiming the gospel to a world that does not know or acknowledge Jesus Christ as Savior and Lord. It also includes learning from, critiquing, and challenging the major traditions of human learning.

Wheaton College does not exist to shelter students from a world hostile to faith in Jesus Christ. On the contrary, the goal is to prepare students to think and behave redemptively as Christians within that world. Thus, the faculty of Wheaton College aspire to be faithful mentors and guides to students as they engage together the full breadth of human thought, including those topics and areas which challenge their faith. The goal in this process is always to help students think as Christians about what they are studying.

The College endeavors to maintain high academic standards by encouraging faculty excellence both in teaching and in other scholarly activity, and by encouraging students in independent study, analytic thinking, and the quest for excellence.

Although primarily a liberal arts college, Wheaton provides pre-professional study in education, engineering dual degree program, and liberal arts-nursing. The Conservatory of Music offers both a liberal arts degree and several professional degrees (see the [Conservatory of Music section](#)).

Both secular and religious leaders recognize the importance of a Christian liberal arts education as a preparation for careers in such fields as business and government. When integrated with a committed Christian faith, the broadly based knowledge and the training in analysis and in communication skills of such an undergraduate education prepare the individual for lifelong learning and service, as well as for a variety of careers.

Graduate School

The graduate programs of Wheaton College focus on areas of strategic importance to church and society where our historic strengths enable us to make distinctive contributions to the world of Christian higher education. These strengths include clear commitments to the supreme and final authority of the Scriptures, a tradition of excellence in academic pursuits rooted in the liberal arts, and a commitment to bringing Christian faith and learning together in the context of a dynamic community of faith.

These carefully planned graduate programs seek to bring Christian belief and perspectives to bear on the needs of contemporary society. Students have the opportunity to work closely with accomplished teacher-scholar-practitioners and, where possible, with accomplished scholar-practitioners outside of Wheaton. We provide academic and professional preparation that will enable the committed Christian student to articulate a biblical and global worldview and to apply it to service for Christ and His Kingdom.

The graduate programs are designed to enable our graduate students:

- ▶ To develop an appropriate graduate-level mastery of an academic discipline and of its methods of scholarly inquiry and professional application;
- ▶ To develop a biblical framework for understanding their discipline in order to integrate faith, learning, and practice effectively;
- ▶ To develop interdisciplinary breadth and inquiry through our required study of biblical and theological studies by all students, and through exposure to the broader liberal arts emphases of our academic community;
- ▶ To pursue their own holistic development in the context of this dynamic community of faith in order to better be prepared to serve Christ and His Kingdom throughout the world;
- ▶ To serve effectively in improving society and building the church—locally, nationally, and globally—in their chosen vocations by using critical thinking skills in the disciplines.

Since the integrating core of all of our graduate programs is our institutional commitment to grounding academic study in Christian truth (i.e., “integrating faith and learning”), foundational knowledge of the Scriptures is a prerequisite to successful study here. Many students bring rich experience from domestic and global Christian ministry to their graduate studies at Wheaton College, and many Wheaton College graduate alumni have in turn made distinctive contributions to church and society around the world.

Graduate studies at the master’s degree level are available in Biblical Archaeology, Biblical Exegesis, Biblical Studies, History of Christianity, Theology, Clinical Mental Health Counseling, Counseling Ministries, Marriage and Family Therapy, Education, Christian Formation and Ministry, Intercultural Studies, Missional Church Movements, Evangelism and Leadership, and Intercultural Studies and

TESOL. A Doctor of Philosophy (Ph.D.) in Biblical and Theological Studies and a Doctor of Psychology (Psy.D.) degree in Clinical Psychology are also offered.

One non-degree graduate-level certificate program is also available: Certificate in Teaching English to Speakers of Other Languages (TESOL) for students interested in teaching ESL/EFL in a variety of settings in the U.S. and overseas.

Statement of Faith

The doctrinal statement of Wheaton College, reaffirmed annually by its Board of Trustees, faculty, and staff, provides a summary of biblical doctrine that is consonant with evangelical Christianity. The statement accordingly reaffirms salient features of the historic Christian creeds, thereby identifying the College not only with the Scriptures but also with the Reformers and the evangelical movement of recent years.

The statement also defines the biblical perspective which informs a Wheaton education. These doctrines of the church cast light on the study of nature and man, as well as on man's culture.

- ▶ WE BELIEVE in one sovereign God, eternally existing in three persons: the everlasting Father, His only begotten Son, Jesus Christ our Lord, and the Holy Spirit, the giver of life; and we believe that God created the heavens and the earth out of nothing by His spoken word, and for His own glory.
- ▶ WE BELIEVE that God has revealed Himself and His truth in the created order, in the Scriptures, and supremely in Jesus Christ; and that the Scriptures of the Old and New Testaments are verbally inspired by God and inerrant in the original writing, so that they are fully trustworthy and of supreme and final authority in all they say.
- ▶ WE BELIEVE that Jesus Christ was conceived by the Holy Spirit, born of the Virgin Mary, was true God and true man, existing in one person and without sin; and we believe in the resurrection of the crucified body of our Lord, in His ascension into heaven, and in His present life there for us as Lord of all, High Priest, and Advocate.
- ▶ WE BELIEVE that God directly created Adam and Eve, the historical parents of the entire human race; and that they were created in His own image, distinct from all other living creatures, and in a state of original righteousness.
- ▶ WE BELIEVE that our first parents sinned by rebelling against God's revealed will and thereby incurred both physical and spiritual death, and that as a result all human beings are born with a sinful nature that leads them to sin in thought, word, and deed.
- ▶ WE BELIEVE in the existence of Satan, sin, and evil powers, and that all these have been defeated by God in the cross of Christ.
- ▶ WE BELIEVE that the Lord Jesus Christ died for our sins, according to the Scriptures, as a representative and substitutionary sacrifice, triumphing over all evil; and that all who believe in Him are justified by His shed blood and forgiven of all their sins.
- ▶ WE BELIEVE that all who receive the Lord Jesus Christ by faith are born again of the Holy Spirit and thereby become children of God and are enabled to offer spiritual worship acceptable to God.
- ▶ WE BELIEVE that the Holy Spirit indwells and gives life to believers, enables them to understand the Scriptures, empowers them for godly living, and equips them for service and witness.
- ▶ WE BELIEVE that the one, holy, universal Church is the body of Christ and is composed of the communities of Christ's people. The task of Christ's people in this world is to be God's redeemed community, embodying His love by worshipping God with confession, prayer, and praise; by proclaiming the gospel of God's redemptive love through our Lord Jesus Christ to the ends of the earth by word and deed; by caring for all of God's creation and actively seeking the good of everyone, especially the poor and needy.
- ▶ WE BELIEVE in the blessed hope that Jesus Christ will soon return to this earth, personally, visibly, and unexpectedly, in power and great glory, to gather His elect, to raise the dead, to judge the nations, and to bring his Kingdom to fulfillment.
- ▶ WE BELIEVE in the bodily resurrection of the just and unjust, the everlasting punishment of the lost, and the everlasting blessedness of the saved.

Community Covenant

<http://www.wheaton.edu/about-wheaton/community-covenant>

Preface

Wheaton College is an institution of higher learning, a rigorous academic community that takes seriously the life of the mind. But this description does not exhaust the College's understanding of itself. Wheaton College is also a largely residential community made up of Christians who, according to the College motto, are dedicated to the service of "Christ and His Kingdom."

These features in combination mean that Wheaton College is a complex Christian community of living, learning, and serving that cannot be reduced to a simple model. For example, while the College is not a church, it is yet a community of Christians who seek to live according to biblical standards laid down by Jesus Christ for his body, the church. Or again, while the College is not a religious order, it yet demonstrates some features that are similar to religious orders, communities wherein, for the sake of fulfilling the community's purposes, its members voluntarily enter into a social compact. At Wheaton we call this social compact our community covenant.

For Wheaton's community covenant to serve its stated purpose, it is crucial that each member of the College family understand it clearly and embrace it sincerely. In joining this covenant we are, before the Lord, joining in a compact with other members of the Wheaton College community. If we do not wish to live under the provisions of this compact, we should not agree to it. But if we do agree to it, it should be with the full intention of living with integrity under its provisions.

Our Community Covenant

The goal of campus life at Wheaton College is to live, work, serve, and worship together as an educational community centered around the Lord Jesus Christ. Our mission as an academic community is not merely the transmission of information; it is the development of whole and effective Christians who will impact the church and society worldwide "For Christ and His Kingdom." Along with the privileges and blessings of membership in such a community come responsibilities. The members of the Wheaton College campus community take these responsibilities seriously.

"All Scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness." — 2 Timothy 3:16

The biblical foundation of Christian community is expressed in Jesus' two great commandments: "Love the Lord your God with all your heart and with all your soul and with all your mind," and, "Love your neighbor as yourself" (Matt. 22:37-40). Jesus himself perfectly demonstrated the pattern: love for God, acted out in love for others, in obedience to God's Word. Acknowledging our dependence on the power and grace of God, the members of the Wheaton College campus community humbly covenant to live according to this ideal.

The purposes of this community covenant are as follows:

- ▶ to cultivate a campus atmosphere that encourages spiritual, moral, and intellectual growth.
- ▶ to integrate our lives around Christian principles and devotion to Jesus Christ.
- ▶ to remove whatever may hinder us from our calling as a Christ-centered academic community.
- ▶ to encourage one another to see that living for Christ involves dependence on God's Spirit and obedience to his Word, rather than a passive acceptance of prevailing practices.

Affirming Biblical Standards

We desire to build this covenant on basic biblical standards for godly Christian character and behavior. We understand that our calling includes the following:

- ▶ The call to acknowledge the Lordship of Christ over all of life and thought. This involves a wholehearted obedience to Jesus and careful stewardship in all dimensions of life: our time, our possessions, our God-given capacities, our opportunities (Deut. 6:5-6; 1 Cor. 10:31; Col. 1:18; 3:17);
- ▶ The call to love God with our whole being, including our minds, and to love our neighbor as ourselves. Christlike love should be the motive in all decisions, actions, and relationships (Matt. 22:37-40; Rom. 13:8-10; 1 John 4:7-12);
- ▶ The call to pursue holiness in every aspect of our thought and behavior (2 Cor. 7:1; 1 Thess. 4:7; Heb. 12:14; 1 Pet. 1:15-16);
- ▶ The call to exercise our Christian freedom responsibly within the framework of God's Word, humbly submitting ourselves to one another (1 Pet. 5:5; Eph. 5:21) with loving regard for the needs of others (Phil. 2:3-11; Rom. 14:1-23; 1 Thess. 4:9);
- ▶ The call to treat our own bodies, and those of others, with the honor due the very temple of the Holy Spirit (1 Cor. 6:17-20);
- ▶ The call to participate in the worship and activities of the local church, which forms the basic biblically mandated context for Christian living (Acts 2:42-47; Heb. 10:25; 1 Tim. 3:14-15).

Living the Christian Life

We believe these biblical standards will show themselves in a distinctly Christian way of life, an approach to living we expect of ourselves and of one another. This lifestyle involves practicing those attitudes and actions the Bible portrays as virtues and avoiding those the Bible portrays as sinful.

According to the Scriptures, followers of Jesus Christ will:

- ▶ show evidence of the Holy Spirit who lives within them, such as "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control" (Gal. 5:22);
- ▶ "put on" compassion, kindness, humility, gentleness, patience, forgiveness, and supremely, love (Col. 3:12-14);
- ▶ seek righteousness, mercy and justice, particularly for the helpless and oppressed (Prov. 21:3; 31:8-9; Micah 6:8; Matt. 23:23; Gal. 6:10);
- ▶ love and side with what is good in God's eyes, and abhor what is evil in God's eyes (Amos 5:15; Rom. 12:9, 16:19);
- ▶ uphold the God-given worth of human beings, from conception to death, as the unique image-bearers of God (Gen. 1:27; Psalm 8:3-8; 139:13-16);
- ▶ pursue unity and embrace ethnic diversity as part of God's design for humanity and practice racial reconciliation as one of his redemptive purposes in Christ (Isa. 56:6-7; John 17:20-23; Acts 17:26; Eph. 2:11-18; Col. 3:11; Rev. 7:9-10);
- ▶ uphold chastity among the unmarried (1 Cor. 6:18) and the sanctity of marriage between a man and woman (Heb. 13:4);
- ▶ be people of integrity whose word can be fully trusted (Psalm 15:4; Matt. 5:33-37);
- ▶ give faithful witness to the Gospel (Acts 1:8; 1 Pet. 3:15), practice good works toward all (Gal. 6:10; Eph. 2:10; Heb. 10:24; 1 Pet. 2:11), and live lives of prayer and thanksgiving (1 Thess. 5:17-18; James 5:16; Titus 2:8).

By contrast, Scripture condemns the following:

- ▶ pride, dishonesty (such as stealing and lying, of which plagiarism is one form), injustice, prejudice, immodesty in dress or behavior, slander, gossip, vulgar or obscene language, blasphemy, greed and materialism (which may manifest themselves in gambling), covetousness, the taking of innocent life, and illegal activities (Prov. 16:18; 1 Cor. 6:10; Exod. 20:7; Rom. 13:9; Col. 3:8-9; James 2:1-13; Gal. 3:26-29; Rom. 13:1-2; 1 Tim. 2:8-10; Heb. 13:5-6);

- ▶ hypocrisy, self-righteousness, and legalism, understood as the imposition of extra-biblical standards of godliness by one person or group upon another (Acts 15:5-11; Matt. 16:6; 23:13-36);
- ▶ sinful attitudes and behaviors such as "impurity and debauchery; idolatry and witchcraft; hatred, discord, jealousy, fits of rage, selfish ambition, dissensions, factions and envy; drunkenness, orgies, and the like" (Gal. 5:19-21);
- ▶ sexual immorality, such as the use of pornography (Matt. 5:27-28), pre-marital sex, adultery, homosexual behavior, and all other sexual relations outside the bounds of marriage between a man and woman (Rom. 1:21-27; 1 Cor. 6:9; Gen. 2:24; Eph. 5:31).

Exercising Responsible Freedom

Beyond these explicit biblical issues, the Wheaton College community seeks to foster the practice of responsible Christian freedom (Gal. 5:13-14; 1 Pet. 2:16-17). This requires a wise stewardship of mind, body, time, abilities, and resources on the part of every member of the community. Responsible freedom also requires thoughtful, biblically guided choices in matters of behavior, entertainment, interpersonal relationships, and observance of the Lord's Day.

"You are not your own. You were bought at a price.
Therefore honor God with your body." — I Corinthians 6:20

Of particular concern in a collegiate environment are those issues related to alcohol, illegal drugs, and tobacco. While the use of illegal drugs or the abuse of legal drugs is by definition illicit, and the use of tobacco in any form has been shown to be injurious to health, the situation regarding beverage alcohol is more complex. The Bible requires moderation in the use of alcohol, not abstinence. Yet the fact that alcohol is addictive to many, coupled with the biblical warnings against its dangers, also suggests the need for caution. The abuse of alcohol constitutes by far our society's greatest substance abuse problem, not to mention the fact that many Christians avoid it as a matter of conscience. Thus, the question of alcohol consumption represents a prime opportunity for Christians to exercise their freedom responsibly, carefully, and in Christlike love.

The Wheaton College community also encourages responsible freedom in matters of entertainment, including the places where members of the College community may seek it, such as television, movies, video, theater, concerts, dances, and the Internet. The College assumes its members will be guided in their entertainment choices by the godly wisdom of Philippians 4:8: "Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable, if anything is excellent or praiseworthy, think about such things."

Embracing College Standards

To foster the kind of campus atmosphere most conducive to becoming the Christian community of living, learning, and serving that Wheaton College aspires to be, the College has adopted the following institutional standards. These standards embody such foundational principles as self-control, avoidance of harmful practices, the responsible use of freedom, sensitivity to the heritage and practices of other Christians, and honoring the name of Jesus Christ in all we do.

- ▶ Wheaton College and all Wheaton College-related functions will be alcohol-free and tobacco-free. This means that the possession or consumption of alcohol or the use of tobacco in any form will be prohibited in, on, or around all campus properties, owned or leased. The same prohibition applies to all Wheaton College vehicles, whether on or off campus, and to all Wheaton College events or programs, wherever they may be held.
 - ▶ While enrolled in Wheaton College, undergraduate members of the community will refrain from the consumption of alcohol or the use of tobacco in all settings.
 - ▶ Other adult members of the College community will use careful and loving discretion in any use of alcohol. They will avoid the serving or consumption of alcohol in any situation in which undergraduate members of the Wheaton College family are or are likely to be present.

- ▶ On-campus dances will take place only with official College sponsorship. All members of the Wheaton College community will take care to avoid any entertainment or behavior, on or off campus, which may be immodest, sinfully erotic, or harmfully violent (Eph. 4:1-2, 17-24; I Tim. 5:2; Gal. 5:22-23).

Conclusion

We the Wheaton College community, desire to be a covenant community of Christians marked by integrity, responsible freedom, and dynamic, Christlike love, a place where the name of Jesus Christ is honored in all we do. This requires that each of us keeps his or her word by taking the commitment to this covenant seriously as covenant *keepers*, whatever pressures we may face to do otherwise.

The issue of keeping one's word is for a Christian an important one. Being faithful to one's word is a matter of simple integrity and godliness. "Lord, who may live on your holy hill?" asks the Psalmist. "He who keeps his oath, even when it hurts" (15:4), comes the reply. Christian integrity dictates that if we have voluntarily placed ourselves under Wheaton's community covenant, we must make every effort to fulfill our commitment by living accordingly.

Keeping our covenant may also on occasion require that we take steps to hold one another accountable, confronting one another in love as we work together to live in faithfulness both to God's Word and to our own word. Such loving acts of confrontation are at times difficult, but when performed in the right spirit (Gal. 6:1), they serve to build godly character for both the individuals involved and the community as a whole (Matt. 18:15-17). Only in this way, as we are willing to speak the truth in love, will we "grow up into him who is the Head, that is, Christ" (Eph. 4:15).

Let the word of Christ dwell in you richly as you teach and admonish one another with all wisdom, . . . And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through Him. — Colossians 3:16-17

(Scripture quotations taken from the New International Version)

Heritage

Wheaton College - History

The forerunner of Wheaton College was Illinois Institute, a preparatory school established in 1852 on the present campus site by the Wesleyan Methodists. Assets were transferred to a new board of trustees who appointed educator and abolitionist Jonathan Blanchard to begin a new Christian liberal arts college, which opened on January 9, 1860. The school was renamed Wheaton College in recognition of a gift of land from Warren L. Wheaton, a pioneer of the city. Blanchard, a spokesman for Christian higher education and a crusader for social reform, brought twelve years of administrative experience as head of Knox College to his position as first president of Wheaton.

Charles Albert Blanchard succeeded his father in 1882, serving 43 years until his death in 1925. He insisted on a distinctively Christian emphasis in the face of rising rationalism and modernism. James Oliver Buswell, Jr., served from 1926 to 1940, a period which saw significant growth in enrollment and assets. V. Raymond Edman, president from 1940 to 1965, extended Wheaton's influence worldwide as an educator, author, and traveler. He served as chancellor until his death in 1967.

Hudson T. Armerding served as the fifth president from 1965 to 1982. His administration was characterized by growth and a commitment to both academic excellence and continued fidelity to the historic truths of the Christian faith. During his tenure there emerged the emphasis on the integration of the Christian faith with learning. J. Richard Chase served as president from 1982 to 1993, overseeing a period of significant growth for the College in terms of endowment, renovation of historic buildings, and expansion of academic programs. During his tenure the College laid plans to guide Wheaton into the next century, and renewed its commitment to its essential biblical foundations.

Duane Litfin led the College as its seventh president from 1993 to mid 2010. His tenure saw the strengthening of Wheaton's identity, its faculty, library, and technological resources, as well as the construction or renovation of many College buildings for use in the twenty-first century, and the

expansion of scholarships for students. Wheaton's excellent student body became more diverse than ever, positioning Wheaton to maintain its leadership role in Christian higher education.

Philip Graham Ryken became Wheaton's eighth president in 2010 during its Sesquicentennial year. The third Wheaton president to graduate from the College, Dr. Ryken previously served as senior Minister of Philadelphia's historic Tenth Presbyterian Church and as a College Trustee from October 2006.

President Ryken's commitment to strengthen Wheaton's focus as a teaching and mentoring institution while encouraging Christian scholarship has been informed by a lifetime of learning and a love for the liberal arts. With his Senior Administrative Cabinet and Wheaton's academic deans he is leading the campus to focus attention and resources on four Strategic Priorities that will strengthen Wheaton's mission: Globalize a Wheaton Education, Deepen Ethnic Diversity, Promote Liberal Arts Excellence, and Enhance Music and the Performing Arts.

In 2014 the College rededicated the original grave marker for James Burr, an abolitionist who was incarcerated for his work prior to the Civil War to help slaves escaping from the South to the free state of Illinois. The Burr memorial, lost for decades, then found over a number of years in sections and refurbished, now stands in the lobby of Blanchard Hall, which was the chapel area of the original building from 1853 and the location where fugitive slaves were given aid--a station on the Underground Railroad.

Status and Accreditation

A residential, coeducational, Christian liberal arts college, Wheaton is owned and operated by a self-perpetuating board incorporated in the state of Illinois as "The Trustees of Wheaton College."

Nondenominational in constituency, the student body of more than 2,400 undergraduates and 450 graduate students annually represents all of the 50 states, some 50 countries, and more than 30 church denominations. Nearly eighty percent of undergraduate students come from outside Illinois.

The Wheaton faculty of approximately 200 full-time members, about 95 percent with earned doctorates, comes from a variety of colleges and universities both in the United States and abroad. As active Christians, they are personally interested in the spiritual and intellectual development of their students.

Wheaton offers undergraduate programs leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Music Education degrees. Graduate degree programs are offered leading to Master of Arts, Master of Arts in Clinical Psychology, Master of Arts in Teaching, Doctor of Philosophy (Ph.D.), and Doctor of Psychology (Psy.D.). The College is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools, 30 N. LaSalle, Suite 2400, Chicago, IL 60602, phone 312.263.0456, as well as by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036; phone 202.466.7496; the Doctor of Psychology program is accredited by the Committee on Accreditation of the American Psychological Association, 750 First Street, NE, Washington, DC, 20002; phone 202.336.5979. Wheaton College is also a member of the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; phone 703.437.0700.

Printed financial statements are available to the public and may be obtained from the Director of Accounting, Wheaton College, 501 College Avenue, Wheaton, IL 60187. Financial statements also are available on the College's Web site at <http://www.wheaton.edu/Disclosures/Financial-Audit-Information>.

Location

Wheaton's 80-acre campus is located in a residential suburb with a population over 50,000, 25 miles west of Chicago.

The educational and cultural features of the Chicago metropolitan area are readily available to students. The performing arts, large museums, libraries, other educational institutions, and government activities are among the opportunities for observation and research. In science, Argonne National Laboratory in

Argonne, the Fermi National Accelerator Laboratory in Batavia, and Morton Arboretum in Lisle are among facilities close to Wheaton.

Other college-owned campuses include the 50-acre Black Hills Science Station near Rapid City, South Dakota, for field studies in geology, environmental science, and biology; and HoneyRock, a youth counseling and leadership development laboratory in northern Wisconsin.

Overseas programs are scheduled during the summer in England, Latin America, Europe, the Far East, and Middle East for studies in the social sciences, languages, literature, music, archaeology, and Bible.

Facilities

Blanchard Hall, Wheaton's "Old Main," is a four-story structure of native Batavia limestone distinguished by its tower, the center of campus traditions and named in honor of Wheaton's first two presidents, Jonathan and Charles Blanchard. For more than 40 years Blanchard Hall was the only building on campus and housed the entirety of Wheaton College: classrooms, chapel, cafeteria, library and sleeping quarters. Today it houses administrative offices, faculty offices, and classrooms. It was built over a period of 74 years in seven additions in the Romanesque style of buildings Blanchard saw at Oxford University. This historic building was totally renovated in 1990 to maintain the iconic, trademark exterior appearance with an updated traditional interior style. In 1979 Blanchard Hall was added to the National Register of Historical Places.

The Meyer Science Center, built in 2010, is a blend of traditional Wheaton architectural materials and shapes with some contemporary elements of glass and metal in a theme of transparency to energize the science community. This L-shaped building creates a new quad courtyard adjacent to the Beamer Student Center. There are 10 science disciplines housed in these new facilities with an emphasis on first rate research labs for collaborative learning and mentoring. The lobby is a threshold of science, displaying a vertical exhibit space and central stair that climbs from geology to physics and their rooftop observatory; from "the rocks to the stars" with Perry mastodon as the center piece of the exhibits.

The Memorial Student Center is a three story Georgian styled building built in 1951 in honor of 39 Wheaton men who died during World War II. The student center was well known for housing the Stupe and Campus Post Office until 2004 when the new Todd M. Beamer Student Center was built. The historic building was renovated in 2007 to house the Politics and International Relations and the Business and Economics departments as well as the Wheaton College Center for Economics, Government and Public Policy.

Buswell Memorial Library was built in 1975 and remodeled in 2006 and contains nearly one million items on three floors. The 80-seat learning commons provides access to catalogs, e-journals, and research databases. Various types of study areas are located throughout the building for individuals and groups. The Wheaton College Archives and Special Collections, a department of Buswell Library, is located on the third floor of the Billy Graham Center.

Edman Memorial Chapel, with seating capacity of 2,400, was built in 1960 in the Georgian style and is the center for chapel services, concerts, and other cultural events. A 70-rank Casavant tracker pipe organ was installed in 2001. Also included are classrooms, lounge facilities, the Wurdack Chapel seating 100, the 2009 John and Anita Nelson Instrumental Rehearsal Room, as well as numerous studios, practice rooms, and rehearsal rooms.

McAlister Conservatory of Music Building was built in 1962 in the Georgian style and provides offices, studios, classrooms, a rehearsal hall, and practice rooms for the Conservatory of Music.

Orlinda Childs Pierce Memorial Chapel was built in 1924 in the Federal style and has a 500 seat recital hall with a two-manual tracker pipe organ installed in 2012, classrooms, organ practice facilities for the Conservatory of Music, and houses the Wheaton College Community School of the Arts, serving more than 1400 students.

Armerding Hall, built in 1971, and Breyer Chemistry Building, built in 1955, previously provided classrooms, laboratories, and faculty offices for the natural science departments until they relocated to the

Meyer Science Center. Future use of these facilities is under consideration with temporary use of the first floor by Counseling, Global and Experiential Learning and the Conservatory of Music

The Student Services Building, built in 1952 and added to in 1964, houses the campus bookstore and the offices of Admissions, Financial Aid, Housing, Student Development, Registrar, Student Accounts, Career Services, the Faculty Lounge and the Ticket/Information Office.

The Sports and Recreation Complex was built in 2000 and houses King Arena (basketball and volleyball performance arena), Chrouser Pool (a 35 meter swimming pool), and Eckert Recreation Center (an 8,000 square foot fitness area), a walking/jogging track, a one-court wooden floor practice gym, and a two-court synthetic rubber recreational gym with a climbing wall. This facility also includes faculty offices and an open leisure area where students, faculty, and staff can relax before or after a workout.

The Todd M. Beamer Student Center, dedicated in the Fall of 2004, is home to Anderson Commons, Sam's Coffee Shop, the Stupe Grill, College Post Office, Coray Alumni Gymnasium, and the offices of numerous student organizations as well as Chaplain, Christian Outreach, Multicultural Development and Student Activities. Anderson Commons is a modern dining facility seating 900 for student dining and up to 150 for staff/faculty dining; it also offers other private dining areas for special meetings. Sam's is the campus snack bar and coffee shop and provides an alternative dining area for the campus community. Coray Alumni Gymnasium provides a performance stage and seating for up to 1,000 for student events and other associated campus events.

Schell Hall was built in 1898 in a classical style as one of our first group of buildings that for many years housed the Wheaton Academy and now contains classrooms and general administrative offices.

Adams Hall, originally built in 1899 and remodeled and expanded in 2009, provides classrooms, studios, three galleries, two computer labs, and administrative space for the Art Department. This building served as Wheaton's gymnasium for many years and is now listed in the National Register of Historical Places.

Jenks Hall, built in 1894 as an elementary school and acquired in 1984, houses classrooms, Military Science offices, Computing Services offices and facilities for the Communication Department's Arena Theater program with a 150 seat black box theater.

The Billy Graham Center was built by the Billy Graham Evangelistic Association and dedicated in 1980 to promote world evangelism. In addition to the programs of the Billy Graham Center Division, the facility houses several undergraduate departments, the Graduate School, the College Archives and Special Collections, the College Advancement offices, Marketing Communications, Academic and Media Technology, and the College radio station (WETN). Barrows Auditorium, a 470 seat venue, is used for conferences, recitals, lectures, and other events. The Billy Graham Center Museum attracts over 24,000 visitors each year and hosts several temporary exhibits alongside their permanent exhibits on the history of North American Protestant evangelism and the ministry of alumnus, Dr. Billy Graham.

The Billy Graham Center for Evangelism

www.wheaton.edu/BGCE

The Billy Graham Center for Evangelism (BGCE) exists to train, resource, and mobilize followers of Jesus to share their faith.

The Center opened in 1980 through the collaboration of Wheaton College and the Billy Graham Evangelistic Association. Rev. Billy Graham's goal was to develop a center to fuel the evangelistic mission of the Church in the world. Wheaton College shared Mr. Graham's vision and together they launched the Billy Graham Center (now called the Billy Graham Center for Evangelism).

BGCE ministries play a vital role in Wheaton College's mission to promote the development of whole and effective Christians by directing the Evangelism Initiative which encourages an evangelism lifestyle, offering Masters level programs in evangelism, mentoring students, and providing evangelism training for student ministry groups. The scope of the BGCE's evangelism training ministries extends beyond campus and into the global Church, as well.

The fusion of BGCE staff and programs with the excellent scholarship and ministry intelligence of the Wheaton College and Graduate School forms a strategic alliance for promoting global evangelization.

The Center for Applied Christian Ethics

www.wheaton.edu/cace

The Center for Applied Christian Ethics (CACE) supports the mission of Wheaton College by promoting and encouraging the formation of moral character and the application of biblical ethics to contemporary moral decisions.

The Center functions primarily to support and strengthen the applied ethical dimension of the Wheaton curriculum. In addition, it extends Wheaton's educational and research resources of applied Christian living to alumni and to local communities. Thus, CACE serves as a bridge between the College and community, seeking a mutually enriching engagement between a Christian education and the moral practices of everyday life.

Through campus programs and training seminars, CACE relates theory to practice by addressing contemporary issues in the light of biblical principles, theological and philosophical ethics, and character and moral development theory. CACE sponsors cocurricular events focused on an annual theme of practical significance and promotes interdisciplinary discussions to cultivate moral insight and ethical reasoning. Guest lectures, campus forums, public debates, the Christian Moral Formation Lectureship each fall, and the annual Spring conference will prepare students to think more deeply and ethically about the interrelationship of these topics. CACE also sponsors an annual faculty summer workshop to assist in curriculum development on the annual theme.

The Center publishes a monthly electronic journal that highlights the major ethical challenges of our day and faculty research on contemporary moral issues. The eJournal, along with lectures and many other free resources on a variety of ethical topics, can be found at www.wheaton.edu/CACE/eJournal.

Buswell Memorial Library

<https://library.wheaton.edu/>

Buswell Memorial Library, named for J. Oliver Buswell, Jr., third president of the College, provides essential support for the College's programs of instruction and offers a quiet, comfortable study center for the campus community.

Collections include books, periodicals, electronic resources, video and sound recordings, maps, scores, and educational curriculum materials. The library's holdings comprise nearly one million items, making it one of the largest liberal arts college libraries in the state of Illinois. Materials not owned by the library may be borrowed through local consortial arrangements or through the library's participation in an international interlibrary loan network. In addition, Wheaton students may borrow materials directly at several dozen colleges and universities in Chicago and the surrounding area, upon presentation of their College ID card.

The library offers several types of study areas to meet student needs or inclinations: traditional study carrels, larger tables, reading areas, and group study rooms equipped with audio-visual equipment. Students are able to draw upon print and electronic resources together at computer workstations throughout the library. Students may also bring personal laptop computers into the library and connect them to the campus network using ports provided throughout the building, or by using wireless connection.

Students identify suitable resources for their assignments by using the online catalog and the many print and online indexes to periodical literature that the library provides. The library subscribes to approximately 1,500 periodicals in paper format and several thousand more are supplied in full text online. The library's catalog is available on the Internet, and online materials are available to students on any computer connected to the campus network or by proxy server off campus. Instruction in library research methods is provided in classes or may be arranged individually with a librarian. The information desk is staffed with professional librarians 70 hours a week.

Each year the library acquires new resources in subjects studied at the College. Library faculty work closely with the academic departments to ensure that the collection grows in focused ways to meet student and faculty needs. The growth of the College's advanced degree programs has intensified collection development over the last several years. Generous support from friends of the College is enabling Buswell Library to increase substantially the depth and quality of its holdings particularly in the fields of biblical and theological studies.

In addition to its main collections, Buswell Library provides extensive resources in support of the Conservatory of Music: recordings, scores, and music reference books and periodicals. There are listening stations and a conducting practice room available. Buswell Library also serves as a selective depository for federal government publications, a status it has held since 1964.

The library is especially proud of its archival and special collections, which include the Evangelism and Missions Collection; the personal papers of writers Madeleine L'Engle, Frederick Buechner, Malcolm Muggeridge, and many others; the institutional papers of evangelical societies; materials from the College's history; rare book collections; and the E. Beatrice Batson Shakespeare Collection. In addition to supporting focused research, professors regularly draw upon these special collections for undergraduate course enrichment. More information regarding the Archives and Special Collections may be viewed at <https://library.wheaton.edu/casc>.

The Marion E. Wade Center

www.wheaton.edu/wadecenter

The Marion E. Wade Center is a special research collection of the books and papers of seven British authors: Owen Barfield, G. K. Chesterton, C. S. Lewis, George MacDonald, Dorothy L. Sayers, J. R. R. Tolkien, and Charles Williams. These writers are well-known for their impact on contemporary literature and Christian thought; together they produced over four hundred books. Housed in its own building on the northwest edge of campus, the Center has more than 18,400 books including first editions and critical works, and more than 2,400 volumes from C.S. Lewis' personal library. Other holdings include letters, manuscripts, audio-visual media, artwork, dissertations, periodicals, photographs, and related materials. Any of these resources may be studied in the quiet surroundings of the Kilby Reading Room.

In addition, the Wade Center has a museum where such pieces as C.S. Lewis' wardrobe and writing desk, Charles Williams' bookcases, J.R.R. Tolkien's desk, Pauline Baynes' original map of Narnia, and a tapestry from Dorothy L. Sayers' home can be seen. Photographs, rare books and manuscripts, and other small items of memorabilia round out the displays, along with an A-V kiosk that enables visitors to enjoy select access to Wade Center media holdings. The Wade Center offers regular book discussion groups and lectures; current information on these programs can be found on the Wade Center website. A new Wade Center blog, *Off the Shelf*, offers a behind the scenes look at Wade collections, history, and events.

An international study center, the Wade Center was established in 1965 by Dr. Clyde S. Kilby, and later named after Marion E. Wade, founder of The ServiceMaster Company, L.P. In 2015, the Wade Center will celebrate its 50th anniversary with a variety of special activities including the fall dedication of the Bakke Auditorium, a new addition to its building, as well as the launch of the Hansen Lectureship series with President Philip G. Ryken as the inaugural speaker.

SEVEN: An Anglo-American Literary Review has been published by the Wade Center since 1980. As a forum for both the general and the specialized reader, *SEVEN* prints articles and reviews relating to all of the Wade Center authors. For further information on subscriptions, back issues and submission of articles, see <http://www.wheaton.edu/wadecenter/Journal-VII>.

Laboratories

The natural sciences and mathematics at Wheaton College are housed in the Meyer Science Center on the Wheaton College campus. Six academic departments, offering ten majors, and the Pre-Health Professions office are all located in one facility housing state-of-the-art laboratories, classrooms, and offices. Thirty-five well credentialed faculty are engaged collaboratively in research with students, and are excellent teachers of science and mathematics. The frontiers of natural science and mathematics are explored by students and faculty in superb teaching spaces outfitted with the latest smart classroom technology, and

the laboratories are equipped with outstanding equipment with which students and faculty expand the frontiers in their traditional disciplines. As a result of gifts from donors, foundations, and government agencies, the scientists utilize excellent technology and equipment to conduct scientific exploration.

Each of the natural science departments has teaching laboratories for general and advanced work, as well as research laboratories for each faculty member. Each department has specialized facilities and modern equipment, including:

Applied Health Science: State-of-the-art cadaver anatomy lab, a treadmill, a cycle ergometer, a metabolic cart, a BODPOD instrument, BioPac systems, a 12-lead electrocardiogram recorder, a KinCom device, a force plate and software, a cholestech instrument, HbA1c analysis, prothrombin time analysis, urine analysis instruments.

Biology: Greenhouse, controlled environment chambers, incubators for microorganisms and tissue culture, deep freezers, animal quarters, BioPac systems, refrigerated centrifuges and ultracentrifuges, PCR thermal cyclers, Real-Time-PCR system, electrophoretic gel imaging system, microplate readers, a DNA sequencer, biological safety cabinets, laminar flow hoods, research microscopes with film and video cameras, dissecting microscopes with video cameras, inverted microscopes, an immunofluorescence microscope.

Chemistry: Infrared and VIS-UV scanning spectrophotometers, diode array spectrometers, a spectrofluorometer, two atomic absorption spectrophotometers, an ellipsometer, a 300MHz FT-NMR spectrometer, FT-IR spectrometers, a MALDI-TOF mass spectrometer, an x-ray diffractometer, gas chromatographs, a titanium-sapphire pulsed laser, a five-watt argon ion laser, an Immersion cooler, two scanning confocal microscopes, an optical trapping apparatus, a CO₂ laser micro pipette puller, three pneumatic micro injectors, a graphite furnace atomic absorption spectrometer, an Ar-ion laser (5 mW), vibration isolation optical benches (2), single molecule fluorescence detection facilities, an ion channel electrophysiology apparatus, an intensified CCD camera, a power E-chem suite, a capillary electrophoresis apparatus, high performance liquid chromatographs, an atomic force microscope.

Computer Science maintains a dedicated lab of 25 Linux workstations, each with at least 2GB of RAM and a 22-inch display; this hardware is updated every three to four years. In addition, these systems are supported by a variety of servers providing additional computational resources as well as ample shared file storage. The latest addition to the CS lab facilities is a small collection of student-managed systems dedicated to student projects.

Geology and Environmental Science: Binocular petrographic microscopes, monocular petrographic microscopes, digital camera for microscopy, cathodoluminescence petrographic stage, rock cutting saws and polishers, Raman spectrometer, Rigaku Miniflex X-ray diffractometer, multi-wavelength scintillometer-Gamma-ray spectrometer. Donath rock deformation apparatus, 12-channel exploration seismograph, teleseismic seismograph, digital storage oscilloscope, proton magnetometer, groundwater resistivity instruments, GIS computer lab for instruction and research (20 workstations), ESRI software for Advanced GIS, Trimble and Magellan Research GPS units for GIS, Student GPS units for field mapping and orienteering, large format, color HP inkjet printer, photogrammetric stereoscopes, Alidade, sedimentation flume, EmRiver stream table, groundwater (sandbox) models, sediment sieves and vibration sieve shaker, mud rotary drill rig (LS-100), Vibracore rig, stream flow-meters.

Physics: An observatory dome with a fourteen-inch reflecting telescope, eight-inch "go to" telescope, 360 MHz solid state NMR magnet, a 3-K low temperature helium flow cryostat, turbomolecular vacuum pump, two-axis goniometer probe, 1200 fps high speed video camera, twelve 60 fps video cameras, chaotic double pendulum, campus MATLAB license, Brewster's Angle apparatus, Reuben's tube, precision spectrometer, low friction air table, magnetic torque probe, Van de Graf generator, Tesla coil, optical tweezers, ELVIS (educational laboratory virtual instrumentation suite), Fourier optics system, saturated absorption spectrometer, Michelson interferometer, open cavity He-Ne laser, WIRX (Wheaton Impulsive Reconnection Experiment) plasma vessel, twelve Vernier educational suites (Lab Pro, motion detector, magnetic field sensor, rotational apparatus, sound level meter, current/voltage probe, force plate, 3-axis accelerometer, force sensor, light sensor, temperature probe, photogate, rotary motion sensor, digital radiation monitor)

The Perry Mastodon exhibit and additional exhibits displaying relevant discoveries in the natural sciences are located in the Meyer Science Center. Reference collections of rocks, minerals and fossils are housed in the Geology Department.

Outdoor observational and experimental work can be taken in summer courses in astronomy, biology, chemistry, and geology offered at the Wheaton College Science Station located on an attractive 50-acre campus in the Black Hills, near Rapid City, South Dakota.

Other laboratory facilities are provided for education, foreign languages, and psychology.

Academic & Institutional Technology

www.wheaton.edu/AIT

The Academic & Institutional Technology (AIT) department enables the College's teaching, learning and research, its business functions, and its students' residential experience through leadership and support of appropriate information technology solutions and services.

Major systems include a high-speed wired network consisting of 14,500 network ports in offices, labs, classrooms, and student residences, a wireless network providing 802.11 a/g/n/ac service throughout the campus, a one gigabit per second Internet connection, installed audio-visual and presentation systems in classrooms and auditoriums, academic and administrative computing servers, and a cable television distribution system. Services include facilitation of a web-based learning management system, development and management of enterprise applications utilized across all divisions, networked printing from computers and mobile devices, a range of audio-visual event support and media production services, and a lending collection of computers, projectors, sound systems and other portable equipment, support for computer hardware, software, telephone, printer, network, and account permissions. The department's facilities include 34 academic computing labs located in major academic buildings and residence halls, music production and recording studios, and a video production studio.

The Academic & Institutional Technology department provides support for an ever changing 350+ applications utilized in labs, classrooms, and on college-owned computers. There are 2400 college-owned Windows & Apple laptops, desktops, and tablets being supported by the AIT department. In addition to computers, AIT provides support for 1000 Voice over IP (VoIP) phones and 600 local and network printers. Each year accounts and permissions are prepared for incoming students, and throughout the year accounts and permissions are adjusted as needed for faculty, students, and staff. Email accounts are kept by students in perpetuity, as well as access to their Banner student records. This allows students to return to campus and access the Internet through the campus wireless network.

The AIT department provides technical support to all faculty, students, and staff in the areas of network access, printing, anti-virus, enterprise software (Blackboard, Banner, Email, etc.), VoIP telephones, and account permissions. For students, AIT provides this support to their personal computers as part of the residential experience. For college-owned computers, AIT provides support for all approved software and hardware.

Behind the scenes, AIT provides enterprise application, infrastructure, and security support and management for all network and enterprise applications utilized by the college. This management allows for Internet and network access as well as management for all college related data.

The department also operates a radio station (WETN FM 88.1) and a cable television station which carry live sporting events, concerts, chapel services and other Wheaton College programming. Live event online streaming is available at <http://www.wheaton.edu/WETN>. Video of select events is available on the [Wheaton College YouTube Channel](#).

Visit www.wheaton.edu/AIT for more information and resources. Email AIT.Service.Desk@wheaton.edu or call **xHELP** (630.752.4357) for personalized assistance.

Undergraduate Student Life

Student Development

www.wheaton.edu/studentlife

Student Development exists to support, challenge and influence students' learning in a diverse Christ-centered community. Our vision is that students will be involved, be in relationship, and grow in their love for Jesus.

Student Development serves the campus through the efforts of four teams, Student Care and Services (Academic and Disability Services, Counseling Center, Graduate Student Care, and Student Health Services), Student Engagement (International Student Programs, Office of Christian Outreach, Office of Multicultural Development, and Student Activities Office), Athletics, and Residence Life.

Student Development collaborates with the Office of the Chaplain and Auxiliary Services to assist students; however, those departments do not report to Student Development.

Student Handbook

The student handbook provides important information on institutional policies, people, campus activities, tradition and organizations. Every effort is made to provide current and accurate information in this publication; however, the administration reserves the right to alter, amend, or abolish its rules, regulations, or policies at any time. The student handbook is published on the intranet (authentication required) and the [college website](#).

Publications

The College, through the efforts of the student body, produces three major publications: [the Wheaton Record](#), the weekly college newspaper; [Kodon](#), the literary magazine; and [Tower](#), the yearbook. Staff positions for these publications are open to all students.

Athletics

www.wheaton.edu/athletics

Intercollegiate Sports

Wheaton College athletics exists to foster the development of faith, character, and leadership through competitive sports programs. Wheaton sponsors 21 NCAA Division III sports programs, and is a member of the College Conference of Illinois and Wisconsin (CCIW).

Intercollegiate competition for men includes baseball, basketball, cross-country, football, golf, indoor track, outdoor track, soccer, swimming, tennis, and wrestling.

Intercollegiate competition for women includes basketball, cross-country, golf, indoor track, outdoor track, soccer, softball, swimming, tennis, and volleyball.

Athletic facilities include: King Arena (basketball, volleyball and wrestling), Chrouser Aquatics Center (swimming), Leedy Field (softball), McCully Stadium (football and track), Joe Bean Stadium (soccer), Lee Pfund Stadium at Legion Field (baseball) and Eckert Recreation Complex.

Athletics Insurance

Student-athletes listed on Wheaton College's official team roster have access to the College's athletic insurance policy for athletic injuries that occur during the official NCAA playing and practice season. The athletic insurance policy acts as a secondary policy to the student-athlete's primary insurance policy. If the

primary insurance is the Wheaton College student health insurance plan, then the secondary policy acts as primary insurance for any athletic injury that occurs during the official practice and playing season. A \$500 dollar deductible is applied to the secondary policy per injury. All treatments of athletic injuries must be coordinated through the athletic training office. Failure to report injuries or seek medical services without notifying the athletic training staff may result in a decrease or denial of benefits. The maximum coverage of \$90,000 per incident, is subject to usual and customary rate and contract exclusions, up to 104 weeks from the date of injury.

Final Semester Student-Athletes and Part-time Enrollment

NCAA rules allow for student-athletes to be part-time in their final semester only if the institution can certify that they are taking all courses they need to graduate in that term. Student-athletes in their last semester are not permitted to take courses needed for graduation at another school while maintaining only part-time hours at Wheaton. To participate in intercollegiate athletics while enrolled in less than full time hours, the student-athlete needs to be completing their requirements at Wheaton College.

See the student **handbook** for information on the intercollegiate athletics appeal process, summary of NCAA regulations (Division III) and other policies.

Club Sports

www.wheaton.edu/Athletics/Clubs

Club sports are student-initiated and student-led athletic groups. Current teams include cheerleading, men's and women's crew, ice hockey, men's and women's lacrosse, men's soccer, tae kwon do, and men's volleyball. Most club sports compete intercollegiately through organized club leagues. All teams are self-funded and have access to Wheaton College athletic facilities. To be eligible for Club Sport participation students must comply with all guidelines outlined in the Club Sport policy handbook, including signing a waiver prior to any participation.

Intramural Sports

<http://www.wheaton.edu/Athletics/Intramurals>

Intramural sports offer a variety of recreational team activities to the College community. Sport offerings change every quad and range from traditional sports (basketball, soccer and volleyball) to competitive recreational sports (dodge ball, sand volleyball, and ultimate frisbee.) Each year, over 900 undergraduate students participate in at least one intramural sport. IM's are offered Monday-Thursday during the afternoon and evenings hours. To be eligible for intramural participation students must comply with all guidelines outlined in the Intramural policy handbook, including signing a waiver prior to any participation.

Sports and Recreation Complex (SRC)

www.wheaton.edu/src

The Sports and Recreation Complex (SRC) is home to Wheaton Thunder Athletics and is available to all current students and employees, as well as spouses and dependents Facilities include strength and conditioning room, pool, indoor track, gymnasiums, dance studio, and climbing wall. SRC Facility hours are located at www.wheaton.edu/src. SRC Facility hours are located at www.wheaton.edu/src. Students must show current student I.D. when entering SRC.

Athletic equipment (basketball, volleyball, indoor soccer, badminton, etc.) may be checked out at the SRC Front Desk with current student I.D.

Recreational fitness and wellness opportunities are also offered free of charge to students. Offerings include Pilates, yoga, Zumba and climbing wall.

Residence Life

www.wheaton.edu/reslife

Wheaton College exists to educate the whole person. We believe we can best do this in an environment where students live in community on campus. This development occurs because of the Holy Spirit's work in students' lives through relationships with other people. A guiding and fundamentally important component of Christian student development is the touching of life-to-life. We believe it is necessary for students to be immersed in community living for key life-to-life encounters to be possible. In community, students give and receive, are shaped by and contribute to the shaping of campus life, and are challenged to integrate their classroom learning with their life experiences. As a condition of attending Wheaton College, *Wheaton College undergraduate students are required to live on campus in college-owned residence halls, apartments, or houses.* Limited amount of off-campus spaces are available only through the spring housing selection process. Exceptions to the off-campus policy are granted for married students, students who choose to live with their parent(s) and commute, fifth year students, part-time students, and students participating in the Human Needs and Global Resources (HNGR) Program.

Student housing is administered through the Housing Services Office. College residence halls include McManis Hall and Evans Hall, with accommodations for 288 men and women, Williston Hall for 61 men and women, Fischer Hall for 592 men and women, Traber Hall for 240 men, and Smith Hall for 167 women. Upperclass students may also apply to live in either one of 186 college apartments which house 2-5 students each or one of 19 houses that house 5-10 undergrad students each. A limited number of one-bedroom apartments are available for undergraduate married students, single/married international students and Colson Scholars. Family houses are available on a limited basis for both married international students with children and married Colson Scholars with children.

College housing opens in the fall to continuing students at 2 p.m. the Sunday prior to the first day of classes. New students move in based on the Orientation schedule. College housing closes to student residents at the end of fall and spring semesters, beginning 24 hours after the last scheduled exam. Housing reopens for spring semester at 3 p.m. the Saturday before classes begin. College housing also closes for spring break, at 10 a.m. the day after classes end and reopens at 3 p.m. the Saturday before classes resume. Graduating students living in campus housing may remain until 5 p.m. the day following commencement.

A charge of \$250 will be assessed to students who cancel their housing less than five weeks before classes begin for both fall and spring semesters.

Standard double, triple, and quad rooms are furnished with bunk beds, dressers, shelving, desks, mini-blinds, and closet space. A limited number of single rooms are available at McManis-Evans Hall. Students must supply their own linens and lamps. Students may also access the campus computer network from their rooms, given their personal computers meet the required specifications. Campus cable television access is available in each residence hall lobby and in the living rooms of campus apartments and houses.

Every residence hall is equipped with a computer lab and a kitchen. Most residence halls have a study lounge, a prayer chapel, as well as study rooms on each floor.

There is limited storage space in college housing, and though the College makes provision for some storage while the student is registered and during vacation periods, it cannot accept responsibility for damage or theft. Students are strongly encouraged to purchase insurance to cover their personal property, which can be done on the Residence Life webpage.

Housing Services can provide a list of off-campus options, including apartments and rooms for rent from their online database.

Housing Services

www.wheaton.edu/reslife

Student housing is administered through the Housing Services Office. College residence halls include McManis Hall and Evans Hall, with accommodations for 288 men and women, Williston Hall for 65 men and women, Fischer Hall for 601 men and women, Traber Hall for 240 men, and Smith Hall for 168 women. Upperclass students may also apply to live in either one of 182 college apartments which house 2-5 students each or one of 21 houses that house 5-10 undergrad students each. A limited number of one-bedroom apartments are available for married international students and Colson Scholars. Family houses are available on a limited basis for both married international students with children and married Colson Scholars with children.

A charge of \$250 will be assessed if a student cancels housing less than five weeks before classes begin. This applies to both the fall and spring semesters.

With the exception of a few available apartments on-campus, undergraduate married students live off-campus and are responsible for making their own housing arrangements. Graduate Student Services can provide a list of off-campus options, including apartments and rooms for rent from their online database.

Student Care and Services

Student Care and Services exists to enhance students' capacity to become whole and engaged learners able to service the church and society worldwide. Our vision is to partner with students, equipping them with the tools and resources needed to achieve whole and effective living. Student Care and Services comprises the Academic and Disability Services Office, Counseling Center, Graduate Student Care and Student Health Services.

Academic and Disability Services (ADS)

<http://www.wheaton.edu/Student-Life/Student-Care/Academic-and-Disability-Services>

Academic and Disability Services Office exists to enrich and support student learning, promote equal access and cultivate an attitude of welcome and inclusiveness for students with disabilities. The ADS Office provides assistance for students needing accommodations for specific learning, physical and mental health conditions and is a campus-wide resource for any student wishing to develop his or her overall academic skill set. Through academic counseling and workshops, students are offered the opportunity to improve existing skills, develop new strategies, and access resources that will help enhance their learning experience. Individual meetings with the Director of Academic and Disability Services are available by appointment.

ADA and Section 504

For students with learning, physical and/or mental health conditions that meet the criteria of disability as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, Wheaton College takes an individual, holistic approach to providing accommodation. A student must formally notify the College of his/her disability, either at the time of admission or before the accommodation is requested. Requirements may include a formal medical or educational evaluation by a physician, psychologist, psychiatrist or licensed learning specialist, a description of what specific accommodations have been offered in the past, and a list of needs and services that will be requested from Wheaton College. The Director of Academic and Disability Services is available to assist students with any concerns/questions they may have with regard to their individual condition(s). Contact the Office of Academic and Disability Services for further information (630/752-5674).

Counseling Center

www.wheaton.edu/Counseling

During the years of college, students are in the process of developing healthy social, spiritual, and sexual identities, cultivating meaningful relationship, and building accurate self-images. When difficulties arise in these areas, we would like to provide a comfortable, non-judgmental, and honest atmosphere in which self-exploration can take place.

The Counseling Center at Wheaton College functions within a broad model that includes preventive and supportive interventions. For full-time, registered, degree seeking undergraduate students, we provide short-term individual, group, pre-marital, and marital therapy. We also provide off-campus psychotherapy, medical, psychiatric, and psychological testing referrals for various needs. Additionally, we provide outreach and consultation services to the greater campus community.

Problem areas we can assist you with: depression, eating disorders, effects of sexual abuse, effects of trauma or crisis, family conflicts, fear and anxiety, feelings of inadequacy or failure, grief, guilt, loneliness, low self-esteem, management of chronic illness, management of stress, marriage and parenting issues, perfectionism, planning for future decisions, premarital issues, sexual concerns, step-family adjustments, substance abuse, and mental health crises.

On-campus counseling services are free of charge. Testing services may have a nominal fee. For more information and details, please visit our website.

Student Health Services (SHS)

www.wheaton.edu/healthsvcs

Student Health Services (SHS) provides comprehensive primary health care to all enrolled students and their spouses. These services include: lab tests, medications, wellness exams, routine immunizations, free STD testing, and care for acute and chronic illness. Within SHS there is an International Travel Clinic which provides travel consults for students traveling overseas with a Wheaton College sponsored trip or personal trips. Destination appropriate immunizations, medications, and products are available.

While college is in session, Registered Nurses are on duty Monday through Friday from 7:30 am–5:00 pm, and Saturday from 10:00 am–12:00 pm. Medical providers (MD, NP) may be seen by appointment after a nurse assessment. During the summer term, services are available on a modified basis.

In most circumstances, each entering student is required to have the following: health history, a physical examination, including laboratory testing (per physician discretion), as well as documentation of immunizations and a tuberculosis (TB) skin test which is required by Wheaton College and Illinois State Law. A registration hold and a non-refundable late fee will be assessed if these items are not completed prior to the designated deadline. SHS will notify students of their medical requirements via their my.wheaton.edu email account only. Students may consult the website for more information and forms at www.wheaton.edu/healthsvcs.

Privacy Statement: All health information is treated confidentially. Nothing is released without written consent unless a life is in danger or a community risk exists. Each student will sign a confidentiality statement upon their first visit to Student Health Services.

Student Health Insurance

<http://www.wheaton.edu/Student-Life/Student-Care/Student-Health-Insurance>.

All undergraduate and graduate students are strongly recommended to have medical insurance coverage. Students should be covered for routine and emergency care as they study at different locations, programs or abroad.

Student Engagement

The Student Engagement team exists to collaborate with faculty and staff to help new students transition into the College and then to provide opportunities for active learning through engagement in organizations and programs that equip them to thrive beyond the classroom. Student Engagement comprises the Office of Christian Outreach, International Student Programs, the Office of Multicultural Development, and the Student Activities Office.

Office of Christian Outreach (OCO)

www.wheaton.edu/OCO

The Office of Christian Outreach (OCO) exists to influence, develop, and mobilize student leaders and participants through experiential learning, worship, and service opportunities that actively involve Kingdom words (evangelism, prayer, testimony) and Kingdom works (mercy, justice, hospitality, compassion). We are located on the lower level of the Todd M. Beamer Student Center.

To fulfill our mission, the OCO offers opportunities for engagement through six student led ministries. Each of these ministries promotes the OCO's dedication to learning through service, expanding on the learning that is taking place in the classroom in unique ways.

BreakAway Ministry

Creates opportunities for personal transformation by having Wheaton staff, faculty, and students serve together during Spring Break. BreakAway offers trips to both international and domestic sites in urban and rural contexts.

Christian Service Council

Mobilizes students to serve and share the Gospel in the Chicagoland area through weekly and one-time ministry opportunities.

Global Urban Perspectives

Seeks to raise students' awareness of urban issues and mobilizes them to live out the incarnational Gospel in cities around the world through summer immersion programs and campus-wide events.

Student Ministry Partners

Mobilizes and equips students to partner with the global church and to make known the Kingdom of God among the nations through summer immersion programs.

World Christian Fellowship

Strives to increase student's awareness of the global church and how they can participate in both international and local contexts. This awareness is developed through the avenues of celebration, intercession, and mobilization.

Youth Hostel Ministry

Mobilizes and equips students to minister to the traveling communities of Europe through living in community, offering friendship, evangelism and hospitality during their summer immersion experiences.

International Student Programs (ISP)

<http://www.wheaton.edu/intlstudents/>

International students are an important part of the Wheaton College community. Located on the lower level of the Todd M. Beamer Student Center, the purpose of the International Student Programs Office is to meet the unique needs and concerns of all international, missionary and third-culture students by

providing services, programs, and guidance leading to personal success and meaningful engagement with the broader campus community. All U.S. Federal Immigration issues are managed through this office, from issuing of I-20 immigration documents to advising students on their post graduation options. Applicants having any questions on legal issues such as on and off campus employment for international students, federal and tax issues are encouraged to correspond with the Director of International Student Programs, who maintains correspondence with each confirmed student. Additional information from International Student Programs can be found at <http://www.wheaton.edu/intlstudents/>

TCK and Mu Kappa

TCK stands for Third Culture Kid, defined as someone who has spent a significant part of his or her developmental years outside the parents' culture. Some TCKs are missionary kids; others are children of diplomats, international business people, military personnel, or others who have lived outside the United States. Since Wheaton College has a rich history of sending graduates to the mission field, a number of our students come to Wheaton having grown up in other cultures. These students make a very positive contribution to our community, and we seek to provide special attention and assistance for their needs. Mu Kappa is a student club that exists to provide TCKs an opportunity to connect with others of similar experience.

Office of Multicultural Development (OMD)

www.wheaton.edu/omd

The Office of Multicultural Development exists to promote a greater understanding of Christ-centered diversity and to develop a sense of home for those who are culturally diverse.

The vision is to influence students' understanding of Christ-centered Diversity, to challenge Wheaton College's progress in becoming more culturally diverse as well as to support students of color and multicultural students (MK/TCK/Int'l) in their engagement of academic and student life.

The office seeks to bring issues of faith and cultural identity to the foreground of the campus including academic conversation. OMD seeks to create a collaborative partnership between people of differing ethnic origins that fosters unity, celebrates diversity, and encourages community. Academic, cultural, personal, and spiritual support is provided to students on an individual basis.

We recognize that with diversity come relational challenges. Wheaton is committed to addressing diversity from multiple disciplines and resources throughout the college as a whole. Though OMD spearheads efforts, the diversity of the College is a shared institutional concern that is reflected in the evaluation and continual development of all programs.

Multicultural Development facilitates support for multicultural scholars through the Summit Scholars program, leadership development for six student organizations and a living learning opportunity called the Shalom Community, which provides upperclassmen with an intentionally diverse community tied to the class Sociology of Racial and Ethnic Relations and multiple campus programs. The six student organizations are the 1-2-1 Peer Program, Koinonia (the Asian Fellowship), Mu Kappa (the MK/TCK support organization), Unidad Cristiana (the Latino club), The Wheaton College Gospel Choir, and William Osborne Society (the African American student union). Each organization plans opportunities for learning, experiencing cultural diversity and student support in conjunction with OMD.

Student Activities Office (SAO)

www.wheaton.edu/sao

The Student Activities Office, located on the ground floor of the Todd M. Beamer Student Center, is a focal point of campus life with opportunities for student engagement and learning. Whether coordinating a '70s roller-disco, digging trenches for an irrigation project in Honduras, facilitating a pivotal business meeting, or raising awareness about systemic racism, Wheaton students are engaged in a variety of experiences that contribute to both their growth as Christians and the Wheaton community. The SAO strongly believes that being a Wheaton student is about more than attending class.

The SAO has 5 student organizations and an evolving variety of more than 55 special interest clubs. Each of these student-coordinated groups, through quality programs and services, is committed to building Christian community on campus.

The Mission of the Student Activities Office is to equip students through intentional relationships and educational leadership experiences to cultivate and create a Christ-centered campus community. The vision of the Student Activities Office is to be an effective greenhouse for current and emerging student leaders that cultivates personal growth, collaborative relationships, applied learning, program development, and cultural interpretation.

College Union

www.wheaton.edu/sao/cu

The mission of College Union as a student organization is to create fun and meaningful community-building activities that bring a variety of students together to share in an experience of fellowship. College Union promotes healthy recreational events as well as campus involvement and community investment for all Wheaton College students. Their programming includes events such as concerts, Class Films, Talent show, on-campus dances, coffeehouse concerts, The President's Ball, Air Jam and more.

Solidarity Cabinet

www.wheaton.edu/Student-Life/Activities/Solidarity-Cabinet

Solidarity Cabinet believes that racial reconciliation is a necessary outworking and responsibility of our Christian faith. More specifically, the Solidarity Cabinet exists to convey this conviction and to foster commitment to living out this responsibility within the Wheaton College community. Their programming includes campus forums, faculty student discussions and student mentoring opportunities.

Student Government

www.wheaton.edu/sao/sg

Student Government (SG) exists to further the educational, spiritual, and relational development of the Wheaton College community as elected officials represent their constituencies' concerns and issues. SG ensures a student voice in the college at large and provides significant leadership opportunities for students. SG serves as a student forum where each member can practice Christian community by debating and discussing campus issues and seeking solutions that will effect positive change in our community. SG also serves the College administration, faculty committees, and the board of Trustees by representing student views in a thoughtful and articulate manner and, in turn, listens to College administration and faculty to offer accurate information back to students. Finally, SG provides tangible services to the student body such as a subsidized lunch program for students to eat with faculty, academic grant scholarships for student research, and funding for special interest clubs.

Special Interest Groups

Auxiliary clubs on the campus include departmental organizations; pre-professional study groups; hobby groups; regional, international, and denominational fellowships; mission groups; and prayer fellowships.

Student Clubs

www.wheaton.edu/Student-Life/Activities/Clubs

The great variety of student clubs on Wheaton's campus offer many opportunities for students to collaborate with their peers around a shared interest, hobby, and/or passion. With genres of clubs ranging from academic honor societies, performance, publication, social justice, and special interest groups, there is something for everyone. Each year more than 55 student clubs drive an array of programming including lectures, plays, political debates, prayer vigils, multi-cultural festivals, service trips, business competitions, and much more. These student-initiated and managed clubs truly enrich the atmosphere of Wheaton College, providing avenues for students to develop leadership and management skills, express their passions and interests within the boundaries established by the Community Covenant, and have a ton of fun!

Center for Vocation and Career (CVC)

<http://www.wheaton.edu/cvc>

The mission of the Center for Vocation and Career is to guide students and alumni in developing career decision-making skills to use during college and throughout their life. This process includes developing a strong self-awareness, identifying possible careers and strategies for exploring them, preparing the materials necessary to tell your story to prospective employers or graduate schools, and creating a network to advise and point students toward possible opportunities.

Students are encouraged to visit our offices as early as freshman year by utilizing one of our recommended strengths and skills assessment tools. Professional career advisors provide career counseling, plan career-related workshops and events, and sponsor on-campus and off-campus recruiting events. The Center for Vocation and Career also maintains a considerable directory of internship opportunities and employment opportunities through our on-line job site, **ThunderLink**. In addition, we provide tools for connecting with alumni, including **Wheaton in Network**, where nearly 4,000 alumni are available to connect with students for mentoring and advising. All resources are available on our **website**, including our **Resume Guide**, ways to **explore careers by major**, and interviewing and networking tips.

Services and programs are designed to assist students as they focus their interests, build their experience, and broaden their exposure to career opportunities. God has a special calling for each student—a unique purpose. The Center for Vocation and Career wants to help each student understand their unique gifts and interests and explore how those can be used to make an impact for the Kingdom of God – in all sorts of industries and positions

Student Employment

The Career Development Center regularly posts both full and part-time jobs on the ThunderLink page of the website: <http://www.wheaton.edu/career>. At the start of each school year, we host a Part-time Job Fair in conjunction with the Financial Aid office. Many on-campus and off-campus positions are made available at that venue.

Office of the Chaplain

www.wheaton.edu/chaplain

The chapel program seeks to nurture the spiritual life of students in the context of an academic environment. Three times a week (Mondays, Wednesdays, and Fridays) at 10:35 a.m. the entire undergraduate student body gathers in community in Edman Chapel for the purpose of worship. Chapel attendance is required for all undergraduate students. Chapel programs reflect the interdenominational nature of the College and include guests known for their Christian leadership and message to the church and culture. Variety in worship forms, traditions, and music enriches the educational and experiential dimension of the chapel program. Student and faculty participation encourages the development of Christian faith through peer and mentor relationships. An educational component of chapel includes the consideration of theological, social, ethical, psychological, and political issues from a distinctively Christian and biblical perspective. A chapel program for Graduate School students provides weekly (Wednesdays at 10:30 a.m.) worship in the Chatlos TV Studio, BGC.

The Chaplain of the College oversees the spiritual life of the community through the chapel program along with a small group ministry and pastoral care for undergraduate and graduate students, faculty, and staff. DSG (Discipleship Small Groups) is a ministry that facilitates student-led small groups on campus. These groups meet to study Scripture, pray, and encourage each other to grow spiritually. The Chaplain's pastoral responsibilities include coordinating on-campus worship and networking the spiritual life resources of the community.

Students are encouraged to participate in the worship, life, and ministry of a local church. The benefit is mutual as students gain from the fellowship of a church, and churches appreciate the involvement of students. A directory of local churches is available on-line through the [Student Activities Office](#).

Campus Services

For the convenience of students, the College operates a post office, a copy service, a locker service, and transportation for field trips and Christian service. The College Bookstore offers fax service to students for a nominal fee.

Broadcasting

<http://www.wheaton.edu/WETN>

WETN serves a global audience with Wheaton College sports, concerts, lectures, chapel services, and special events. It also serves Wheaton College's surrounding communities with FM radio and cable television broadcasts.

Campus Stores

The Bookstore, Convenience Store, and Copy Center are owned and operated by Wheaton College with all revenue being returned to the college general fund. The Bookstore is the official supplier of college course materials; providing the correct edition, used books and rental as available, and in stock for the start of classes. The Bookstore also sells course supplies, software, general books, and college apparel. The Copy Center offers all copy services including color copies and binding options for your academic projects. The Convenience Store is located in lower Beamer and is open late for course supplies, snacks, dorm needs and more! Information about ordering your textbooks, our return policy, textbook buyback, and store hours are available at www.wheatonbooks.com or by calling 630.752.5119.

College Post Office (CPO)

The College Post Office (CPO) is located in the Todd Beamer Center. All student addresses must show CPO box numbers with names. All student box assignments and combinations are issued at the post office window. A forwarding address form must be completed and returned to CPO when a student leaves for a period of three weeks or more. The student is responsible to advise organizations/companies of a change of address for magazines, newspapers, and bulk mail. Only first class mail and parcels will be forwarded. Please note: UPS, FedEx, Airborne, DHL, etc., are not forwarded. Instead, these packages are returned to the sender.

To ensure mail delivery, following is an example of a proper student address:

Student Name
CPO #
501 College Ave
Wheaton IL 60187

Food Service

<http://www.wheaton.edu/Student-Life/Living-at-Wheaton/Campus-Dining>

Anderson Commons provides cafe-style food service. Well-balanced meals from our food-service partner, Bon Appétit, offer menu variety for individual tastes. Eighteen meals a week are served. Students living in college residence halls are required to purchase at least a 10-meal plan. Several meal plan options are available to upperclassmen and graduate students. Freshmen are required to purchase a 10, 14- or 18-meal plan, or a 160 or 210 block plan. Meal plan start dates for students coincide with the residence hall openings for each semester. The last meal on the plan each semester is dinner on the Thursday of finals week. Meal plan additions or changes must be completed online at <http://www.wheaton.edu/studentlife/reslife/meal-plans>, by the end of the first week of classes each semester.

ThunderBucks are for use in Anderson Commons, Sam's, and The Stupe, which are located in the Beamer Student Center.

ThunderBucks are flex dollars that are a part of the 10, 14 and 18 meal plans, as well as the 160 and 210 block plans. Unused ThunderBucks at the end of the fall semester can be rolled to the spring semester; unused ThunderBucks at the end of the school year will be forfeited.

ThunderBucks PLUS are additional dollars that may be added on to the student ID Card for extra spending options. ThunderBucks PLUS may be added to the card at any Bon Appétit cash register by using the following methods of payments: cash, check, or credit card. They are also available at www.wheatonbooks.com under the Gift Ideas tab. ThunderBucks PLUS may be used in all three food service venues provided by Bon Appétit, as well as in the C-store, and at concessions stands at home sporting events.

Academic and Institutional Technology

www.wheaton.edu/AIT

Residence halls and apartments are equipped with both wired and wireless networking. Students who comply with the College's requirements for connection to the campus network may do so by using the network jacks or wireless coverage in their rooms or apartments.

Undergraduate students who desire to connect personal computers to the campus network must complete the new student orientation experience referenced during the account setup. This is visible within the myWheaton Portal at <http://my.wheaton.edu>. In addition, they must install and maintain protection software on their computers as required by the College network access control system. Details concerning the current technical requirements for connection to the college network are published in the latest version of the College's Guide for Residential Computing.

The Academic & Institutional Technology Department provides technology support information and resources for students at www.wheaton.edu/AIT as well as personalized assistance by contacting AIT.Service.Desk@wheaton.edu or calling 630.752.4357 (xHELP).

Public Safety

The Wheaton College Department of Public Safety is dedicated to the protection of life and property and to the prevention of crime, fire and accidents. Uniformed officers are on duty 24 hours a day patrolling campus buildings, streets and parking lots. Through preventative patrol, emergency response, and educational programs, Wheaton College Public Safety strives to promote an awareness of safety among students, employees, and visitors. Public Safety also provides a variety of services to the campus community, striving to meet the needs of students, employees, and campus visitors alike.

Family Rights and Privacy Act

Wheaton College is in compliance with the Family Educational Rights and Privacy Act which is designed to protect the privacy of educational records, to establish the right of students to inspect and review their records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by Wheaton College to comply with provisions of the Act. Such complaints should be sent to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5920.

Wheaton College has adopted a policy which explains in detail the procedures used for compliance with provisions of the Act. Copies of the policy are available in the Registrar's Office.

Undergraduate Admissions

Entrance Requirements

Wheaton College selects candidates for admission from applicants who evidence a vital Christian experience, high academic ability, moral character, personal integrity, concern for others, and the desire to pursue a liberal arts education as defined in the aims and objectives of the College.

The College seeks to enroll, from its many applicants, a well-rounded freshman class—a class composed of about 590 dynamic individuals with a wide variety of attributes, accomplishments, backgrounds, and interests.

These qualities are evaluated by considering each applicant's academic record, autobiographical statements, test scores, recommendations, participation in extracurricular activities, and an interview (should the applicant choose to have one). An audition is required for Conservatory applicants. Art students are encouraged to submit a portfolio.

Secondary School Record

Wheaton College requires a certificate of graduation from a school providing secondary education or the recognized equivalent of such a certificate (GED) for admission as a degree seeking student. We allow an exception for students who have completed a secondary school education in a home school setting that is treated as a home school or private school under State law.

Therefore, students who do not have a high school diploma or a recognized equivalent (e.g. GED), or do not meet the home school requirements, and who first enroll in a program of study on or after July 1, 2012, will not be eligible to receive Title IV student aid. Ability to benefit alternatives to a high school diploma or its equivalent are no longer accepted.

A student's final high school transcript including all completed high school coursework and date of graduation serves as proof of a high school diploma. With the exception of homeschools, final high school transcripts must be signed and sent directly from the high school in a sealed envelope or through an approved electronic transcript transfer. If we are unable to validate a student's high school diploma, the student will not be eligible for federal financial aid. There is no appeal process should this situation occur.

Applicants should have followed a challenging college preparatory curriculum and meet the unit requirements listed below.

A minimum of 18 units should be earned in high school. (A unit is one full year of a subject). Only courses taken in grades 9-12 are counted. An applicant should plan to complete at least 14 units by the end of the junior year.

Of the 18 units, 15 must be earned in the academic areas of English, social studies, mathematics, science, and foreign language. Applicants will be expected to have completed at least two years of one foreign language.

Courses that meet the Unit Requirements:

English

Examples: grammar, literature, composition, speech, debate, forensics, writing

4 units recommended

Mathematics

Examples: algebra, geometry, algebra II, trigonometry, analytic geometry, precalculus, calculus, math analysis

3-4 units recommended

Science

Examples: biology, chemistry, physics, earth science, physical science, geology, astronomy

3-4 units recommended

Social Studies**3-4 units recommended**

Examples: world history, global studies, U.S. history, western/world civilization, European/African/Asian history, geography, psychology, economics, political science, government, sociology, philosophy

Foreign Language**2-3 units recommended**

Examples: French, German, Spanish, Chinese, Japanese, Russian, Italian, Latin

Other

Examples: accounting, art history/survey/appreciation, Bible/religion, business, child development, communications, computer science, consumer education, drama, ESL, family living, general math, journalism, marketing, music history/theory/appreciation, pre-algebra.

No units are granted for health and activity courses such as physical education, driver education, or vocational courses. A maximum of one unit of computer science may be counted toward the 18 units.

Homeschooled applicants are required to submit additional curricular information, by completing the **Homeschool Information Form**.

Students who are in an accelerated program in high school and who can complete all requirements for a diploma and Wheaton entrance requirements in three years may be considered for admission. They must satisfy all Wheaton's requirements for admission, including the 18 units of coursework and assurance that a diploma will be granted before enrollment at Wheaton. They must also demonstrate exceptional academic ability as evidenced by grades and test scores and display sufficient maturity to perform at the college level.

In recent years, the average unweighted grade point average of students accepted for admission has been 3.7 on a 4.0 scale. Over 50% of these applicants graduated in the top 10% in their class. These figures are not minimums, but are provided to give a general profile of the freshman class.

Entrance Tests

Satisfactory scores on the Scholastic Assessment Test of the College Entrance Examination Board (SAT) or the American College Testing Assessment Program (ACT) are required of all applicants to the freshman class and transfers who, at the time of application, have not completed 60 semester hours of college credit post high school graduation. Wheaton's code number is 1905 for the SAT; 1160 for the ACT. All test scores must be sent directly from the testing service. All entering freshmen are required to take the SAT or ACT with the writing section. Freshmen applying for Early Action must take the ACT no later than the October test date, or take the SAT no later than the November test date. Freshmen applying for Regular Action must take the SAT or ACT no later than the December test date.

Recommendations

The following are required:

- ▶ Recommendation by an academic teacher (English, social science, science, math, or foreign language).
- ▶ Recommendation by a pastor, youth pastor, former pastor, Bible study leader, church official, or other mature Christian. This person should be a mature Christian adult who has had the opportunity to observe the student's spiritual life, and should not be a relative.
- ▶ Conservatory applicants must also request a recommendation from one of their music teachers.

Please refer to the **academic**, **pastoral**, and **music teacher** recommendation forms for specific instructions.

Community Covenant

www.wheaton.edu/About-Wheaton/Community-Covenant

The Community Covenant is designed to express the Christian convictions, aspirations, commitments, and responsibilities shared by the members of the Wheaton College campus family. All students enrolling in Wheaton College will be required to sign the Community Covenant published in this catalog and in the admissions application.

Interview

An admission interview is optional. Interviews will be conducted while time slots are available, up to November 1 for Early Action Freshman applicants and through February 1 for Regular Action Freshman applicants. Transfer interviews will be held through the appropriate transfer **application deadline**. To facilitate Early Action admissions decisions, no interviews will be conducted during the month of November. Please keep in mind that interview appointments are limited and often fill up a few weeks before the application deadline.

Application Procedures

Freshmen

Decisions are made two times during the year. Students who apply for Early Action, which is non-binding, receive their decision letters by December 31. Students who apply for Regular Action receive their decision letters by April 1. For information on deadline dates for Early Action and Regular Action, as well as for applying to the Conservatory, consult the current year's application at www.wheaton.edu/Admissions-and-Aid/Undergrad/Apply. Applications submitted after the deadline dates cannot be guaranteed equal consideration with those submitted on time.

All students admitted for fall semester have until **May 1** to submit an enrollment confirmation and \$300 advance deposit. May 1 is the nationally recognized candidate reply date.

A student must complete the following steps to be considered for admission to Wheaton as a freshman:

- ▶ Submit a completed **application form** along with a nonrefundable application fee.
- ▶ Request that their secondary school send an official transcript of credits, including grade point average and the rank in class at the end of the junior year. The transcript must include work through the junior year and contain the freshman year record. If you have attended more than one high school, you must request a transcript from each school. **Transcripts must be sent directly from the school or in a signed and sealed school envelope.**
- ▶ Have the **Academic Recommendation** completed by an academic teacher.
- ▶ Arrange for a pastor, youth pastor, former pastor, Bible study leader, church official, or other mature Christian to complete the **Pastoral Recommendation**.
- ▶ Take the SAT or the ACT and have the score reports sent to the Admissions Office directly from the testing agency. The application for admission may be submitted before taking the tests. Please note that if you are applying for Early Action, you must take the ACT test no later than the October test date of your senior year, or take the SAT test no later than the November test date of your senior year. If you are applying for Regular Action, you must take the SAT or ACT test no later than the December test date of your senior year.

If admitted, students are required to send an advance deposit of \$300 by the date stated in the admission letter. (See section on **advance deposit**.)

Enrolling students must request a final official transcript from their school as soon as possible, reflecting senior year credits, grades, final class rank, and date of graduation. **Final transcripts must come directly from the school.** Students are expected to satisfactorily complete all coursework in which they are enrolled at the time of acceptance.

Admitted students will be sent a medical history form, which must be completed and submitted to Student Health Services before enrollment.

Conservatory of Music

The **Conservatory of Music** is a department of the Division of Conservatory, Art and Communication at Wheaton College. Those wishing to pursue a Bachelor of Music or Bachelor of Music Education degree should use the Conservatory of Music application available [online](#). Those wishing to pursue a Bachelor of Arts degree in music should complete the online application to the **Liberal Arts College**. The deadline for applications is January 10 for the following academic year. A student must apply either to the Conservatory of Music or to the Arts and Sciences division of the College, but not both. Applicants to the Conservatory should refer to the section in this catalog for the **Conservatory of Music**. Additional requirements for admission and the procedure for applying to the Conservatory will be found in that section.

Transfer Students

Transfers should apply the previous spring for fall semester and the previous fall for spring semester. For information on deadline dates, consult the [transfer student](#) portion of our website. Typically Wheaton has about 70-90 openings for the fall semester and 20-30 for the spring. Admission is offered on a rolling basis beginning in March (for fall) and November (for spring). Applications submitted after the deadline dates cannot be guaranteed equal consideration.

A transfer is defined as any student who has previously enrolled in a college or university after graduating high school. In order to apply as a transfer student, an applicant should have first graduated from high school and enrolled at an accredited postsecondary institution. The student should have at least a B average and be in good standing at the school last attended. Credit is granted for work of satisfactory grade (C-) taken in accredited schools, provided courses apply toward the Wheaton program. Junior college students may transfer up to two years (62 semester hours) of credit. A maximum of 30 semester hours of accredited work earned by correspondence or extension may be applied toward Wheaton requirements.

Students applying for transfer to Wheaton must complete the following steps:

- ▶ Submit a completed [application form](#) along with a nonrefundable application fee.
- ▶ Request that the secondary school send a transcript of credits, including a statement of graduation. **Transcripts must come directly from the school.**
- ▶ Request transcripts from all postsecondary institutions attended, whether or not credit was earned. **Transcripts must be sent directly from the school or in a signed and sealed school envelope.**
- ▶ Have the [Academic Recommendation](#) completed by a professor or faculty advisor at the previous college.
- ▶ Arrange for a pastor, youth pastor, former pastor, Bible study leader, church official, or other mature Christian to complete the [Pastoral Recommendation](#).
- ▶ Have the SAT or ACT scores sent to Wheaton directly from the testing agency. Students who have earned at least 60 semester hours of credit at the time of application are not required to submit test scores.

If admitted, students are required to send an advance deposit of \$300 by the date stated in the admission letter. (See section on [advance deposit](#).)

Enrolling students must also submit final transcripts of college work as soon as it is completed. **Final transcripts must come directly from the school.** Students are expected to satisfactorily complete all course work in which they are enrolled at the time of acceptance.

In addition, a medical history form must be completed and submitted to Student Health Services before enrollment.

Readmission

When a matriculated student withdraws from Wheaton and desires to return, a Returning Student Application must be submitted to the Admissions Office. Application deadlines for students applying for re-admission are the previous spring for fall and summer, and the previous fall for spring. For information on deadline dates, consult the current year's application. Readmission is not guaranteed; however, preference is given to returning students based on the number of openings in a given semester. Students are advised to submit the application and supporting documents well in advance of their desired date of reenrollment.

If the student has attended another college since leaving Wheaton, an official transcript of all courses taken must be sent to the Admissions Office. Upon acceptance, readmitted students are required to submit a \$300 advance deposit. Housing requests will not be processed until the advance deposit has been received by the Admissions Office.

If a student has not been enrolled for ten years or more and is readmitted into a degree program ten years from initial enrollment, the requirements listed in the catalog for the year of readmission must be met for graduation. Such students may file an Academic Petition with the Petitions Subcommittee of the Educational Policies and Curriculum Committee to extend degree completion beyond the ten-year limit. Students also may petition departments to be allowed to use credits more than ten years old to meet requirements of the newer catalog.

International Students

Qualified international students (non-citizens without a U.S. permanent resident visa) of high scholastic standing are invited to apply for admission to the College. Applications will be accepted from international students for fall semester only. The application deadline for undergraduate international applicants is **January 10** for Freshmen and **March 1** for Transfers.

English Proficiency Requirements for International Applicants

International applicants from non-English speaking countries must submit a TOEFL or IELTS score. Generally, admitted students have an Internet-based TOEFL score of 95-105 or higher (587-620 or higher on the paper-based test) or an IELTS Academic score of 6.5-7.5 or higher.

Applicants who fulfill all of the following criteria, may **submit SAT or ACT scores** to fulfill the English proficiency requirement instead of TOEFL or IELTS scores. However, the Admissions Office strongly encourages all international applicants whose native language is not English to take the TOEFL exam or IELTS Academic exam. The required criteria for the SAT or ACT exception is as follows:

- ▶ Applicant has studied as a full-time student in the United States, the United Kingdom, the Republic of Ireland, Australia, Canada, New Zealand, or the British West Indies within the last two years, OR you have studied at an international school where English language is the language of classroom instruction within the last two years.
- ▶ AND applicant has taken at least one English class with a grade of B or better.
- ▶ AND applicant has a good academic record at the school attended.

An applicant who is a native speakers of English and is a citizen of the United Kingdom, the Republic of Ireland, Australia, Canada, New Zealand, or the British West Indies is not required to take the TOEFL exam or IELTS Academic test but instead is required to submit SAT or ACT scores.

NOTE: We must receive *official* score reports directly from the testing service.

Scores must be no more than two years old. If a student took the exam more than two years ago, it must be taken again. ***Students who do not meet the minimum English proficiency requirements will not be admitted.***

Financial Documentation for International Applicants

International undergraduate applicants requesting an F1 student visa must show sufficient funds to cover expenses while attending Wheaton College. To verify adequate financial support, all international applicants (including citizens of Canada) must complete the [International Financial Verification Form](#) and submit it along with required financial documentation.

Wheaton College will not make an admissions decision until all required financial forms and documents are received

Selection Process

Admission Decisions

The selection of candidates for admission to Wheaton College is made by an Admissions Committee. Notification dates are listed in the application, or in the above section pertaining to your application type. For fall admission, all applicants with completed files should have received a decision letter by early April.

Waiting List

In April, some candidates will be notified that they have been placed on a waiting list. In the event that cancellations from those offered admission create openings in the class, those openings will be offered to candidates on the waiting list.

Advance Deposit

An advance deposit of **\$300 must be submitted with the Enrollment Confirmation Form to accept admission** to the College or Conservatory of Music. The deposit is not refundable after the deadline and is forfeited if the student does not enroll. Upon enrollment, the deposit is credited toward tuition.

Deadlines for submitting the advance deposit are as follows: **May 1** for the fall semester and **December 1** for the spring semester (or the deadline listed on your letter of admission). If the deposit is not received by the above deadline, the student's spot in the class may be forfeited to a candidate on the waiting list.

Test Information and Credit

Competency and SAT Subject Tests

Competency in the areas of foreign language, mathematics, speech, and writing should be demonstrated through the testing programs listed below. If competency is not demonstrated, the course or courses become part of the general education requirement. (See [General Education Requirements](#) for specific competency requirements.)

- ▶ Foreign Language - Competency exam administered on campus if a student does not demonstrate competency through SAT Subject Tests, AP, or IB exams. For languages not taught at Wheaton, exam availability may vary;
- ▶ Mathematics - Competency exam administered on campus;
- ▶ Oral Communication - Test administered on campus;
- ▶ Writing - See Writing under the [English section](#) of this catalog.

The SAT Subject Tests are not used in the admissions process but may be useful for the possibility of waiving some general education requirements. Students should arrange with their guidance counselors to take the tests sometime during their senior year, preferably no later than May. For further information on competency, see the [General Education Requirements](#) section of this catalog.

Note: If an Advanced Placement or International Baccalaureate course and exam are taken, the SAT Subject Test is not necessary.

Additional information will be sent to admitted freshmen.

Advanced Standing - Dual or Concurrent Enrollment Credits

A maximum of 40 credit hours earned prior to high school graduation may be applied to the undergraduate degree. Use of courses taken prior to college matriculation for major requirements will be at the discretion of the Academic Department.

Advanced Standing — Credit by Examination

A student may be granted advanced standing or college credit on the basis of examination. The amount of credit and level of placement will be determined by the Registrar and the department chair in which the course is taught. Credit for advanced standing can be acquired by the following means:

- ▶ Advanced Placement Program of the College Board with scores of 3, 4, or 5. AP credit will be forfeited if an equivalent college course is taken for credit;
- ▶ International Baccalaureate courses with grades of 5 or higher;
- ▶ Certain foreign credentials;
- ▶ Department examinations which are administered by several of the academic departments at Wheaton College.

Additional information will be sent to admitted students.

Acceptance of Degrees and Credits

The College reserves the right to decide the acceptability and relevance of degrees and credits earned at other institutions. The Registrar is responsible for specifying the criteria and condition for the acceptance of such degrees and credits. College credit taken before the freshman year in high school will not be considered for transfer to Wheaton College.

Graduation Rate Information

As prospective students consider which college to attend, they often question what graduates do after graduation and how many students who start a degree program actually complete it. Of the 597 freshmen who enrolled at Wheaton for the fall 2013 semester, 93% returned to Wheaton for the fall 2014 semester. Of the 580 freshmen who enrolled for the fall 2008 semester, 80% graduated from Wheaton in four years, 88% within five years, and 89% within six years.

Within five years of graduation, approx. 60% of Wheaton graduates have gone on to some form of graduate study.

This information is being provided as a service to students and in compliance with the Federal Student Right-to-Know Act.

Undergraduate Academic Policies & Information

Academic Requirements

Upon satisfactory completion of the requirements for graduation, Wheaton College confers upon the student one of four degrees—Bachelor of Arts, Bachelor of Science, Bachelor of Music, or Bachelor of Music Education. A majority of majors within the Arts and Sciences award the Bachelor of Arts. Selected majors (chiefly in the sciences) award the Bachelor of Science, and the Conservatory offers the Bachelor of Music and the Bachelor of Music Education. See the description of each major for the specific degree awarded. A student can earn a second baccalaureate degree provided that the degree (i.e., BA, BS, BM or BME) is a different type from the first, all requirements for each degree are satisfied, and at least 30 hours beyond those required for the first degree (minimum of 154 semester hours) have been completed. Contact the Registrar's Office for further details.

A student is subject to the requirements listed in the catalog for the year in which the first enrollment occurred or to the requirements of a subsequent catalog under which the student is enrolled. Transfer students are allowed to use the catalog one year prior to entry at Wheaton, if they so choose. All requirements must be met, however, under the same catalog. The College reserves the right to change academic policies and procedures during a student's time of enrollment.

Students are expected to complete the general education, major, minor, and/or certificate programs with the listed catalog courses. Course substitutions can be made by departmental recommendation (see department); exceptions to policy, procedure, or general academic requirements are handled with the [academic petition](#) process (form available in the Registrar's Office).

A student who completes degree requirements in December, May, or August may participate in the annual May commencement and will receive the diploma when all requirements are finished. Criteria to determine commencement participation include: 1) completion of all general education requirements, 2) completion of all requirements for one major, and 3) completion of the required total hours for graduation. Students who will be completing degree requirements during the summer must be registered for appropriate courses *prior to the May commencement ceremony* with full intention of completing the courses as scheduled in order to participate.

Graduation Requirements

The following requirements must be met for graduation:

- ▶ Students must satisfactorily complete 124 semester hours. No more than six hours of Applied Health Science or Dance (physical education activity) courses ([AHS 108-174](#), or [DANC 122, 123, 124](#)) can be included in the 124 hours. The course requirements for some majors exceed 124 hours.
- ▶ A cumulative grade point average of 2.00 must be maintained. A 2.00 average is also required for a major with a maximum of four hours of D grades allowed toward a major (maximum of eight hours of D grades in major courses for the B.M. and the B.M.E. degrees).
- ▶ A total of 36 semester hours must be earned in upper division courses—those numbered 300 and above.
- ▶ At least 48 semester hours must be satisfactorily completed from Wheaton College. Irrespective of the total number of hours taken from Wheaton College, at least 30 of the last 60 and at least 12 of the last 21 hours earned toward the degree must be taken from Wheaton.
- ▶ The requirements for one major must be satisfactorily completed. Specific requirements for majors are stated in the [Arts and Sciences](#) and [Conservatory of Music](#) sections of this catalog. The 124 hours required for graduation may contain no more than 52 hours within a student's major prefix, (e.g. BIOL) and no fewer than 72 hours outside the major prefix. Students must complete a minimum of 15 semester hours plus the capstone course in their major from Wheaton College, except in the case of Foreign Language majors who complete their study-abroad requirement in an accepted non-Wheaton College program; these students must complete a minimum of 12 semester hours plus the capstone course in their major from Wheaton College.

- ▶ Students must satisfactorily meet all general education requirements in the areas of competency, Applied Health Science, and five learning clusters that include Studies in Faith and Reason, Nature, Society, Diversity, and Literature and the Arts; as well as a senior capstone course in the major.
- ▶ Some departments require that students in their major or general education take comprehensive examinations as a part of their graduation requirements. Other assessment measurements may be required by individual departments or the college administration.
- ▶ An **Application for Degree** must be filed with the Registrar's Office by the beginning of the student's senior year.
- ▶ Completion of the Bachelor's degree must be within ten years of initial enrollment.

General Education Statement of Purpose

The purpose of General Education at Wheaton College is to introduce men and women to an understanding and appreciation of God, His creation and grace, and to our place of privilege and responsibility in the world He has made. To this end, the curriculum encourages students to ground all aspects of life in the Word of God, leading to a firm commitment to Christ and His Kingdom.

General Education exposes students to the fundamental ideas of their shared theological, cultural, intellectual, and scientific traditions, and also to concepts and issues outside the framework of their own cultural background. It engages students in various disciplines with their means of discovery, helps students grasp relationships between different fields of knowledge, and encourages them to appreciate and experience the unity of God's truth.

The teaching of General Education is designed to develop the student's ability to be creative, to think critically, and to reason analytically and quantitatively. It enables students to develop proficiencies in research methodologies, in oral and written expression, and in aesthetic appreciation. General Education encourages independent thought and action, nurturing the desire and capacity for informed moral choices and lifetime learning. It supports the general goal of the College to prepare students—intellectually, emotionally, physically, spiritually, and socially—for life in church and society, for involvement in Christ's redemptive work in creation, and for lives of joy and service to the glory of God.

General Education Requirements: Essentials of a Christian Worldview

These general education requirements apply to students in the Bachelor of Arts and Bachelor of Science degree programs. Requirements for Music degrees are listed in the **Conservatory of Music** section of this catalog. The credit hours listed for each requirement are based on Wheaton College course offerings. Variations may occur when requirements are met through testing and/or with transfer credit.

Competency Requirements

Competencies are essential academic skills indispensable to advanced study in the liberal arts. The Departments of Biblical and Theological Studies, Communication, English, Foreign Languages, and Mathematics have identified specific basic skills and literacies that should be characteristic of the Christian educated in the liberal arts. All students will demonstrate competency in these skills areas, whether by testing in lieu of course work or by completing appropriate courses whose final evaluation will be a version of the competency test in that area. *All competencies should be completed by the end of the sophomore year, unless otherwise noted. To be met as follows:*

Biblical Content - (4 hours)

See requirements listed under **Studies in Faith and Reason**.

Foreign Language - (variable hours)

The student will demonstrate competency to perform basic functional survival/scholarly activities. In ancient languages these skills include reading, and grammar analysis and general knowledge of the ancient world relevant to the texts studied. In modern languages these skills include listening, speaking, reading, and writing. In addition to the languages taught at Wheaton (Chinese, French, German, Koine)

Greek, Hebrew, Latin, and Spanish) competency examinations are currently available in many world languages. Test availability may change without notice; thus, the Foreign Languages Department offers competency examinations in languages only when an acceptable examination and a qualified examiner are available. *This competency must be begun by the beginning of the sophomore year or earlier and finished by the end of the junior year.*

Students may not take any classes for the purpose of preparing for the Competency exam as a pass/fail course, nor as an audit. Students who withdraw from a 201 Intermediate language class after the beginning of A Quad will not be eligible to take the Competency exam that same semester.

To fulfill the competency requirement the student must either:

- ▶ Pass a foreign language competency exam offered by the Foreign Language Department, (*a qualifying pre-test may be required*)
- OR
- ▶ Pass the final exam in a Wheaton College 201 modern or ancient language course [401 for Hebrew].

Students who have completed fewer than two years of a high school language or who choose to begin a new language should take one of the following course sequences (passing the final exam in the 201 course meets the competency requirement):

Chinese 101, 102, 201	Greek 101, 102, 201
French 101, 102, 201	Hebrew 301, 302, 401
German 101, 102, 201	Latin 101, 102, 201
Spanish 101, 102, 201	

Students who have completed two years (through level 2) of French, German, Spanish, or Latin in high school should take one of the following course sequences (passing the final exam in the 201 course meets the competency requirement):

French 103, 201; Spanish 103, 201; German 103; 201. Latin 102, 201 OR 201 with department's permission.

Students participating in Wheaton's overseas programs in French or German may substitute the 209 intermediate course for 201.

Students who have taken more than two years of high school language or have acquired language ability without taking formal courses must take a language placement test to determine the appropriate course to be taken or whether the competency requirement has been met. Students who have a qualifying score on the SAT Subject Test or an AP score of 3 or above are not required to take the language placement test. Students with prior course work in Chinese should consult the Foreign Languages Department regarding placement procedures.

Students with language SAT Subject test scores or AP scores determine appropriate course work as follows:

SAT Subject Test:

Take 103, 201 in the same language (passing the final exam in the 201 course [Hebrew 401] meets the competency requirement) if score was below:

French below 450	Hebrew below 440 (take 302, 401)
German below 450	Latin below 440 (take 102, 201)
Spanish below 450	Chinese below 440 (take 102, 201)

Take 201 in the same language (passing the final exam in the 201 course [Hebrew 401] meets the competency requirement) if score is in the following ranges:

French 450-570	Hebrew 440-490
German 450-570	Latin 440-570
Spanish 450-570	Chinese 440-490

The competency requirement is met if score was as follows:

French 580+	Hebrew 500+
German 580+	Latin 580+
Spanish 580+	Chinese 500+
(Consult with Department for other languages)	

Note: SAT II Subject Test scores will be accepted in fulfillment of the competency requirement only for incoming freshmen and transfer students; SAT II scores for continuing students will be accepted in fulfillment of the competency requirement only if the exams were taken prior to enrollment at Wheaton.

AP Language or Literature Test:

- Score of 3, 4, or 5 meets the competency requirement.
- Score of 1 or 2: take the placement test.

Quantitative Skills - (0-2 hours)

The student will be able to demonstrate an appropriate skill level in the following areas: 1) basic statistics, 2) simple algebra, 3) calculator usage, 4) areas and volumes, 5) ratio and proportion, 6) exponential growth and decay, 7) spreadsheets, 8) counting, 9) dimensions and units, 10) function and basic calculus concepts. *This requirement must be completed by the end of the sophomore year.*

- ▶ Pass QUANTITATIVE SKILLS TEST offered by the Mathematics Department during Orientation and during the A Quad of each semester (waives requirement; no credit)
- OR
- ▶ Pass **MATH 101 Quantitative Skills (2)**
- OR
- ▶ Pass one of the following courses at Wheaton or transfer in credit for one of the following:
 - MATH 221 Applied Calculus (4)**
 - MATH 231 Calculus I (4)**
 - MATH 232 Calculus II (4)**
 - MATH 233 Calculus I (2)**
 - MATH 263 Introduction to Statistics (4)**

Students with AP Calculus AB score of 3, 4, or 5, or AP Calculus BC score of 2, 3, 4, or 5 or IB Mathematics HL score of 5 or greater meet competency requirement.

Oral Communication - (0-2 hours)

The student will be able to demonstrate competency in 1) intentional speaking, 2) the effective organization of messages, 3) audience analysis and ethical adaptation, and 4) confident, extemporaneous delivery before an audience. *This requirement must be completed by the end of the sophomore year.*

- ▶ Pass oral competency exam offered by the Communication Department (offered every A quad), which consists of presenting a persuasive speech to a jury composed of one or more members of the Communication faculty (waive requirement; no credit)
- OR
- ▶ Pass one of the following courses:
 - COMM 101 Public Speaking (2)
 - COMM 201 Fundamentals of Oral Communication (4) (For Communication majors and minors only)
 - COMM 252 Argumentation and Debate (4)

Writing – (0-4 hours)

Writing helps to develop thoughtful reading, sound reasoning, and clear communication; therefore, it is an essential aspect for liberal arts education and life-long learning. Composition and Research promotes strong thinkers and resourceful writers who can construct convincing arguments written in effective prose for a variety of audiences. The general education requirement in writing seeks to help students learn how to write persuasively, clearly, and concisely; engage in critical thinking and reading; organize material with regard to audiences; undertake research using library resources and computers; and demonstrate competency in foundational editing skills.

Students should fulfill this requirement in their first year so that they will be introduced to ideas and skills that will be crucial for their progress through their liberal arts education. All students must complete the writing requirement by the end of their sophomore year and before enrolling in any upper division writing course. Since writing is a life-long skill, students are encouraged to take additional writing courses beyond Composition and Research.

Meeting the Writing Requirement:

- ▶ You may satisfy the writing requirement by taking **ENGW 103 Composition and Research (4)** and earning a grade of C or higher.
- ▶ You may satisfy the writing requirement by taking **ENGW 104 Composition and Research (2)** and earning a grade of C or higher if:
 1. You score a 3 on the LANGUAGE/Composition Advanced Placement.
 2. You score a 10, 11, or 12 on the SAT Essay or ACT Writing Test subscore.

Options to Waive the Requirement with Academic Credit:

- ▶ If you score a 4 or 5 on the LANGUAGE/Composition Advanced Placement exam, you earn 4 semester hours of writing credit and have completed the writing requirement.
- ▶ If you score a 3 on the LANGUAGE/Composition Advanced Placement exam, you earn 2 semester hours of writing credit. You may complete the 4-hour requirement by taking **ENGW 104 Composition and Research (2)** or passing the Writing Competency Exam (\$30 charge for the exam) that is given each semester to freshmen or transfers only during their first year at Wheaton. No academic credit is given for passing the exam.

Option to Waive the Requirement without Academic Credit:

- ▶ The Writing Competency Exam is given each semester (on a date to be announced in the *Broadcaster* in the my.wheaton.edu portal or via campus email). The exam is open only to

freshmen and to transfer students. Students have one opportunity to take the exam in the fall or spring of their first year at Wheaton.

Students must pass the first part of the exam (Library Research Skills) to qualify to take the second part of the exam (Research Essay). Students must pass both parts of the exam to fulfill the writing requirement. The total cost of the exam is \$30.

If students do not qualify to waive the requirement, they will be placed in **ENGW 103** or **ENGW 104** based on their score. Students who have not taken the exam during their first year at Wheaton **MUST** take either **ENGW 103** or **ENGW 104** also based on their score. No advanced standing credit will be awarded to students taking **ENGW 104**.

Applied Health Science - 2 hours total

AHS 101 Wellness (2) is required during the first or second semester of matriculation or may be offered at HoneyRock during the summer. It is normally to be completed before other Applied Health Science courses are taken.

Learning Cluster Requirements: 44-50 hours total

Studies in Faith and Reason - 14-18 hours total

To be met as follows: 10-14 hours in Biblical and Theological Studies and 4 hours in Philosophy

Biblical and Theological Studies

1. **BITH 111 Gospel, Church and Culture (2)** – (waived for junior/senior transfer students)
2. Old Testament - 2 or 4 hours
 - a. If student passes Old Testament competency test (see note #1), take 2 hours from **BITH 331-349, or 433-449.**
 - b. If student chooses not to take competency test, or takes test and does not pass, take
 - (1) **BITH 211 Old Testament Literature and Interpretation (4), OR**
 - (2) **BITH 221 Old Testament Literature in Three Traditions (4) OR**
 - (3) **ARCH 211 Old Testament Archaeology (4), OR**
 - (4) **BITH 212 Old Testament Literature and Interpretation (2) plus 2 hours from BITH 331-349, or 433-449.**
3. New Testament - 2 or 4 hours:
 - a. If student passes New Testament competency test (see note #1), take 2 hours from **BITH 351-368, or 454-469.**
 - b. If student chooses not to take competency test, or takes test and does not pass, take
 - (1) **BITH 213 New Testament Literature and Interpretation (4), OR**
 - (2) **ARCH 213 New Testament Archaeology (4) OR**
 - (3) **BITH 214 New Testament Literature and Interpretation (2) plus 2 hours from BITH 351-368, or 454-469.**
4. Christian Thought - 4 hours:
 - a. **BITH 315 Christian Thought (4)** is recommended, OR
 - b. **BITH 316 Christian Thought (2)** plus 2 hours from **BITH 372-396 or 483-489 OR**
 - c. **BITH 376 Theologies of Transformation (4)** (Wheaton in Chicago only)

NOTES:

- 1) *Biblical Content Competency*- The student will demonstrate an appropriate level of familiarity with the people and events, as well as the primary story line in the Bible, some of the principal theological themes in the Bible, and the culture, history, and geography of the biblical world as it enhances the meaning of the Bible. Competency tests are offered by the Biblical and Theological Studies Department.

2) *Students must take 200-level courses before enrolling in 300- and 400-level courses.*

3) *BITH 317-318 Studies in Biblical Lands (4)* may satisfy part of Bible general education requirements. See [Biblical and Theological Studies Department](#).

Philosophy – 4 hours

PHIL 101 Introduction to Philosophy (4) OR
6 hours of other philosophy courses approved by the department.

Studies in Society - 12 hours total

To be met as follows: 4 hours in history plus 8 hours in two social science disciplines. Society Cluster general education requirements must be met by selecting from the following courses:

1. History courses - 4 hours in world or multinational history

HIST 101 Exploring the Past (4), OR
HIST 105 World History (4), OR
HIST 111 World History: Ancient to Modern (4), OR
HIST 115 World History to 1600 (4) meet the requirement.

NOTE: AP or transfer credit in U.S. History does not satisfy the requirement.

2. Social Science courses - 8 hours required in at least two disciplines from only the following approved list:

ANTH 116 Introduction to Anthropology (4)
ANTH 319 Colonialism and Redemption: Native American Culture and Theology from 1492 to Wounded Knee (2)
ANTH 353 Biculturalism (4)
ANTH 354 Culture in the Contemporary World (4)
ECON 211 Principles of Microeconomics (4)
HNGR 112 Third World Issues (2)
HNGR 113 Transforming Poverty in the Majority World (2)
+ IR 155 Comparative Politics (4)
+ IR 175 International Politics (4)
+ PSCI 135 American Politics and Government (4)
+ PSCI 145 Political Philosophy (4)
PSYC 101 Introduction to Psychology (4)
PSYC 241 Social Psychology (counts only for psychology discipline) (4)
PSYC 317 Developmental Psychology (4)
SOC 115 Introduction to Sociology (4)
SOC 251 Culture, Media, & Society (4)
SOC 356 The Family (4)
SOC 385 Social Change (for HNGR students only) (4)
URBN 112 Social Life of Cities (2)
URBN 231 Chicago (2)

NOTES:

1) *HNGR students meet Society Cluster requirements with HNGR courses plus 4 hours of history.*

2) *Students may not take both PSCI and IR (noted above with a +) in fulfillment of the eight-hour social science requirement.*

Studies in Diversity - 2 Courses (4 - 8 hours)

Diversity courses substantively interact with one or more of the following: races, genders, ethnicities, religions, and cultures other than Anglo-American and white majority European as their major content or subject matter.

Student will grow in their ability to a) Identify the role of plural races, genders, ethnicities, religions, and cultures in shaping human knowledge; b) gain an understanding of their perspectives and attempt to “see” the world through another’s eyes; and c) experience engagement with, concern for and commitment to the worth and welfare of those from diverse ethnic, racial, religious and cultural heritages.

Select two courses from the following approved list:

Anthropology: ANTH 116, 262, 319, 324, 353, 354, 361, 362, 381, 435, 478, 482

Applied Health Science: AHS 391

Art: ART 329, 354

Astronomy: ASTR 303

Biology: BIOL 317x, 381

Bible: BITH 221, 317, 318, 354, 355, 357, 383

Business Economics: ECON 365

Communication: COMM 223, 253

Education: EDUC 136, 515

English: ENGL 105, 285, 342, 343, 375, 379

French: FREN 334, 439

Gender: GEND 494

German: GERM 431, 432

History: HIST 105, 111, 131, 292, 331, 334, 355, 361, 362, 363, 364, 365 461, 463

HNGR: HNGR 112, 113

International Relations: IR 155, 354, 412

Music: MUCS 103, 264, 335, 336, 356

Philosophy: PHIL 226, 251, 317, 347

Political Science: PSCI 337, 355, 385

Religion: RELI 212, 214

Sociology: SOC 115, 251, 337, 355, 341, 356, 359, 371, 376

Spanish: SPAN 331, 335, 337, 338, 439

Urban Studies: URBN 231, 385x, 451

NOTES:

1) Careful selection of two courses will result in *no additional hours* for the degree.

2) Diversity courses may also be counted for general education, major, minor or elective credit.

Studies in Nature - 8 hours total

To be met as follows:

- ▶ At least one 4-hour lab course plus 2 hours at *300-level to be selected from the lists below.
- ▶ A minimum of 2 hours must be in biology, environmental studies, or geology.
- ▶ A minimum of 2 hours must be in astronomy, chemistry, or physics.

Any general education laboratory course is prerequisite for any 300-level course in this listing. Exceptions must be approved by the Science Coordinator. Nature Cluster general education requirements must be met by selecting from the following courses:

1. Laboratory courses - 4 hours required

BIOL 201	CHEM 201	ENVR 221	PHYS 221
BIOL 241	CHEM 221	GEOL 201	PHYS 222
BIOL 242	CHEM 222	GEOL 211	PHYS 228
	CHEM 236		PHYS 229
			PHYS 231
			PHYS 232

2. Non-laboratory courses

- *ASTR 301 Planetary Astronomy (2)
- *ASTR 302 Stellar Astronomy (2)
- *ASTR 303 History of Cosmology (2)
- *BIOL 303 Contemporary Issues in Biology (2)
- *BIOL 314 Issues in Environmental Science (2)
- *BIOL 315 Special Topics for General Education (2)
- *BIOL 319 Introduction to Environmental Ethics (2)
- *BIOL 381 Public Health and Nutrition (2)
- CHEM 203 Drugs and Society (2)
- CSCI 231 Introduction to Computer Science Concepts (2) (does not count for either Biology/Environmental Studies/Geology or Astronomy/Chemistry/Physics area distribution requirement, but does count toward Nature Cluster requirement)
- *ENVR 319 Environmental Ethics
- GEOL 208 General Oceanography (2)
- GEOL 215 Environmental Geology in the Field (2)
- *GEOL 305 Natural Disasters (2)
- *GEOL 306 Earth Resources and Environment (2)
- *GEOL 311 Geology of National Parks (2)
- *GEOL 322 Geoarchaeology (2)
- *GEOL 381 Global Warming: Science
- PHYS 205 Physics of Music (2)
- *PHYS 301 Origins of Science (2)
- *PHYS 302 Ideas of Science (2)
- *PHYS 315 Meteorology (2)
- SCI 211 Natural Systems of the Northwoods (2) (only for students seeking teacher certification)
Taught summers at HoneyRock.
- *SCI 301 Natural Science: Foundations, Methods, Challenges (4) (meets both area distribution requirements)
- *SCI 311 Theories of Origins (4) (meets both area distribution requirements)

*Course meets 300-level science requirement.

NOTES:

- 1) *The entire Nature Cluster requirement may be completed in one 8-week summer session at the Black Hills Science Station in South Dakota. One 4-hour course and two 2-hour courses should be taken from the general education offerings.*
- 2) *Students who have at least twelve hours of courses (with the appropriate cluster distribution of courses described above) from among the following are exempt from the required 300-level course described above: BIOL 241, 242, CHEM 221, 222, 236, 237, ENVR 221, GEOL 201, 211, 221, PHYS 221, 222, 231, 232. Credit earned through Advanced Placement tests, or via transfer from other institutions does not apply to this general exemption.*

Literature and the Arts Cluster - 8 hours total

To be met as follows: 4 hours of literature and 4 hours of fine arts.

1. Literature courses- 4 hours. Recommended English courses are

ENGL 101 Classics of Western Literature (4), OR
ENGL 105 Modern Global Literature (4)

The requirement may also be met by other English Department literature courses (except for ENGL 225, 226, 326, 327, 485 and 486) or by these foreign language literature courses:

FREN 346 or 347 Masterpieces of French Literature (4)
GERM 351 Topics in German Literature and Culture (4)
SPAN 336 Survey of Spanish Literature (4)
SPAN 337 Survey of Spanish-American Literature (4)

2. Fine Arts courses- 4 hours total, in TWO disciplines (Art, Music or Communication), from the following courses:

ART 101 Art Survey (2) OR
ART 102 Issues in Art (2) OR
ART 211 Painting I (3) OR
ART 221 Taking Pictures (3) OR
ART 231 Sculpture I (3) OR
ART 251 History of Art & Architecture I (Ancient - 1700) (4) (ART Majors only)
MUCS 101 Intro to Music: Historical Survey (2) OR
MUCS 102 Intro to Music: Interdisciplinary Emphasis (2) OR
MUCS 103 Intro to Music: Twentieth Century and World Music (2)
MUTC 101 Intro to Music: Reading and Analysis (2)
COMM 171 Intro to Acting (2)

Senior Capstone Requirement - 2-4 hours total

To be met as follows: Students will complete a 494 course in their major, as designated by that department.

Double majors require a capstone in each major.

Competency, Advanced Placement/Credit

All prospective students are required to submit either ACT or SAT scores as a part of the admissions process. The writing subscores from ACT and SAT may be used to meet part of the competency requirements for writing.

Students commonly use the College Board SAT Subject Tests to waive college requirements although in most cases no college credit is given for them. Normally, students sign up for these examinations through their high school guidance counselors.

SAT II Subject Test scores will be accepted in fulfillment of the general education foreign language competency requirement only for incoming freshmen and transfer students; SAT II scores for continuing students will be accepted in fulfillment of the competency requirement only if the exams were taken prior to enrollment at Wheaton.

The Advanced Placement (AP) tests may be used to earn college credit. They are typically taken by students after taking an AP course in high school.

Courses taken as a part of the International Baccalaureate program can be used for college credit if a grade of 5 or higher was earned.

More specific information concerning the tests accepted and scores that are needed to waive a course or receive credit is available from the Registrar or the Director of Freshman Advising at Wheaton College.

Transfer Credit

Wheaton College welcomes students who wish to transfer from another college. Most credits earned at another accredited college will transfer to Wheaton if the courses are applicable to a liberal arts program. Courses of a vocational or technical nature or courses in which a grade below C- was earned are not transferable. College courses taken prior to high school enrollment are not transferable. Courses taken at an unaccredited college may receive some credit with the approval of the Registrar. The College reserves the right to decide the acceptability and applicability of degrees and credits earned at other institutions. Grades for credits accepted for transfer courses are not included when determining a student's cumulative grade point average at Wheaton.

A maximum of 40 credit hours earned prior to high school graduation may be applied to the undergraduate degree. Use of courses taken prior to college matriculation for major requirements will be at the discretion of the Academic Department.

Students who transfer from a community college can transfer a maximum of 62 semester hours of credit. Courses taken at two-year colleges may not be used to satisfy Wheaton's upper division course requirement.

A maximum of 30 semester hours of credit earned by distance learning may be applied toward a degree. Such work should be taken only from well-recognized programs through accredited institutions. Students interested in taking distance learning courses should receive approval from the Registrar's Office before registering for the courses.

Accepting courses for transfer and applying them toward degree requirements are separate considerations. Courses may transfer as elective credits but not be applicable to specific requirements. Transfer students are expected to meet all graduation requirements and general education requirements as listed in the appropriate sections of the catalog. Students may be requested to supply specific course information for a department in order to receive transfer credit. In some cases, students may be requested to take additional courses if the department determines that the necessary areas of study were not included.

General education graduation requirements include passing a foreign language competency exam. If some foreign language has been taken at another college, students may continue that language at a level recommended by the department. Passing the final exam in an intermediate foreign language course at Wheaton will meet the competency requirement. Students who have completed one semester of intermediate language at another college must verify competency by taking Wheaton's competency exam. Transfer students who, before enrolling at Wheaton, completed at least one year at the intermediate level will be considered to have met the competency requirement. Once initial enrollment at Wheaton occurs, the competency exam must be passed even if the student takes an advanced level language course at another college. Transfer credit will not be granted for online modern language courses.

Freshman and sophomore transfer students must meet the general education requirement of 14 credits in Bible as described under Studies in Faith and Reason above. Junior and senior transfer students may exclude the BITH 111 course making their requirement 12 hours. Transferred courses which are equivalent to Wheaton's required Bible and Theology courses may be used to meet the requirement.

Transfer students seeking Illinois teacher certification are expected to take all required 300- and 400-level education courses at Wheaton. Exceptions may be granted with departmental approval.

Courses that have been taken more than eight years prior to transferring to Wheaton are subject to department approval for transfer if they are to be used to meet any general education, major, minor, or teacher education requirements.

Official Communication

Wheaton College uses Banner Self Service, a component of the College's administration database system, and College-administered student email accounts for official communication between students and administrative offices.

Banner Self Service

Banner Self Service provides online registration for classes, and communication of class schedules, grades, student account balances, and financial aid information. Data encryption and user authentication protect students' personal information.

Electronic Mail

Students are given College email accounts upon enrollment. Official notifications will be sent to these accounts. ***Students are responsible for reading their College email, and must use their College email accounts in official correspondence to ensure proper identification.***

Academic Information

Academic Majors

Some students are definite in their choice of a major when entering college although most students choose in the spring semester of the freshman year when registering for the sophomore year. Majors are available in a wide variety of disciplines. Refer to the **Conservatory of Music** section of this catalog for the Music majors. Refer to the **Education** section for information related to obtaining secondary education certification.

Ancient Languages (Greek, Hebrew, Latin)
Anthropology
Applied Health Science
Art
Biblical Archaeology
Biblical and Theological Studies
Biology
Business/Economics
Chemistry
Christian Education and Ministry
Communication
Computer Science
Economics
Elementary Education
Engineering Dual Degree Program
English
Environmental Science

French
Geology
German
History
History/Social Science
Interdisciplinary Studies
International Relations
Liberal Arts-Nursing
Mathematics
Music (seven majors)
Philosophy
Physics
Political Science
Psychology
Secondary Education (second major only)
Sociology
Spanish
Urban Studies

Within several of these majors, various specializations are available. For example, the art major includes *concentrations* (16 hrs) in art history, community art and missions, and studio art. For advising purposes, a department might suggest a special *emphasis* (8-15 hrs) of designated courses beyond the core courses for all majors. Those concentrations and emphases that are noted in the catalog will be noted on the student's transcript.

Students must complete a minimum of 15 semester hours plus the capstone course in their major from Wheaton College, except in the case of Foreign Language majors who complete their study-abroad requirement in an accepted non-Wheaton College program; these students must complete a minimum of 12 semester hours plus the capstone course in their major from Wheaton College.

Any baccalaureate degree requires the completion of at least one major. Within a single degree* (BA, BS, or BM), a student may complete more than one major, provided that the areas are sufficiently distinct. At most, twelve hours of major coursework (not including supporting courses) may be counted toward any pair of majors. Combinations of majors that are not allowed include: Math and Applied Math; Environmental Science/Biology and Biology; Environmental Science/Geology and Geology; English with Literature Concentration and English with Writing Concentration; Biblical & Theological Studies and Biblical Archaeology; Political Science and International Relations; Business/Economics and Economics; Interdisciplinary Studies and a discipline represented in the Interdisciplinary Studies major. (This list is not exhaustive; please contact the Registrar's Office for questions on other combinations that may have strong overlap.) The requirement for credit hours completed at Wheaton College must be met for each major.

*For information about double majors with the Conservatory, please refer to the **Degree Requirement** segment in the Conservatory section of the catalog."

There are programs designed to prepare students for medicine, dentistry, nursing, and other health professions. There also is a program available through the Military Science Department leading to a

commission in the United States Army at graduation. Refer to [Science Area Programs](#) or the [Military Science](#) section for specific information about the programs.

Academic Minors

While not required for graduation, many departments offer academic minors which give students an opportunity to receive a concentration of course work in an area outside their major. A minor will be awarded only in an area that is distinctly separate from a student's major. A minor will not be awarded in an academic area that is part of an interdisciplinary or integrative major. Up to eight hours of applicable course work can be counted for both a student's major and minor. Supporting courses are not counted as part of these eight hours. Students must complete a minimum of eight semester hours in the minor at Wheaton. The minor GPA must be at least 2.00. Refer to the [Arts and Sciences](#) and [Conservatory of Music](#) sections of this catalog for specific requirements for minors.

Certificates

Wheaton allows undergraduate students to pursue vocational or multidisciplinary certificates which will be granted only upon the completion of a Wheaton College baccalaureate degree. Typically, such a certificate involves approximately 24 hours of coursework. Certificate coursework can count towards general education requirements (if applicable), a major, minor, and certificate. At least one-half of the hours for a certificate must be completed in residence at Wheaton. In order for a certificate to be awarded, a student needs a minimum gpa of 2.00 in the certificate courses and a minimum overall gpa of 2.00.

Each certificate program has a faculty or staff coordinator. A student interested in pursuing a certificate needs to complete a declaration of certificate form and file it with the registrar's office; this will result in the certificate coordinator being assigned as the student's certificate advisor. Students should declare their interest in pursuing a certificate at least one year prior to their planned graduation date.

The following multidisciplinary certificates are available:

- ▶ Christian Spirituality (see [Christian Formation and Ministry](#))
- ▶ Early Christian Studies (see [Biblical and Theological Studies](#))
- ▶ Gender Studies (see [Sociology/Anthropology](#))
- ▶ Human Needs and Global Resources (see [HNGR](#))
- ▶ Peace and Conflict Studies (see [Politics and International Relations](#))
- ▶ Pre-law (see [Pre-law](#) section)

The following vocational certificates are available:

- ▶ Adventure Ministry Leadership (See [Christian Formation and Ministry](#))
- ▶ Journalism (see [Communication](#))
- ▶ Military Science (see [ROTC](#))
- ▶ Youth Ministry (see [Christian Formation and Ministry](#))

Faculty Advisors

Each freshman is assigned to a faculty advisor who helps in orientation to campus life and in personal or academic concerns, including the choice of a major field. After deciding on a major field of study, which can be as early as the first semester of the freshman year, but no later than the end of the first semester of the sophomore year, the student is assigned to a departmental advisor, who offers assistance in academic and personal matters.

Orientation

An orientation program is arranged at the beginning of each semester to acquaint new students with campus and with college life. It is imperative that incoming freshmen and transfer students be present for

orientation which includes sessions with faculty advisors and student leaders, testing, and informative programs.

Freshman Registration

During the summer, each incoming freshman receives through the mail a “Course Guide for Freshman Registration” with instructions for making an appropriate selection of fall semester courses. Schedules are prepared in advance of the student's arrival on campus. Freshman advisors are available during the time of orientation to assist students in making any needed revisions to their schedules.

Advance Registration

Students who expect to enroll in the following semester must complete advance registration during the scheduled time. Financial accounts must be paid before students may advance register. Any student who, in the judgment of the administration of the College, does not recognize his/her responsibilities in the academic community will not be allowed to enroll in the following semester. If a student fails to meet academic qualifications for the current semester, the Registrar may cancel the advance registration after grades are reviewed.

Student Course Load

All regular resident students are expected to register for the full semester with a minimum of 12 credit hours. A student must be registered for at least 12 hours to be considered a full-time student.

A normal load is 4 full semester courses (or 3 full courses and 1 quad course in each half of the semester).

Generally no more than 4 quad courses (2 in each half of the semester) should be taken in a 16-hour schedule. No more than 5 quad courses (3 in one half of the semester, 2 in the other half) may be taken without permission of the advisor and Registrar.

A student may enroll in an 18-hour schedule without special permission. However, students wishing to take over 18 hours must have their advisor's and the Registrar's approval. Students with less than a 3.0 cumulative grade point average should not seek such approval.

Adding and Dropping Courses

All schedule changes must be made through the Registrar's Office or using Banner Self Service (through first two weeks of semester only). No schedule change is complete until it has been submitted to the Registrar's Office (or confirmed on Banner Self Service) by the prescribed deadline date. (See [Registrar's Calendar](#) in this catalog.)

Full semester courses may be added only during the first two weeks of the semester; quad courses may be added only during the first week of that quad. Courses may be dropped during the first two weeks of the semester or quad with no transcript notation. **After the second week, all courses dropped will be recorded as W (withdrawal).**

Full semester courses may not be dropped after the twelfth week. Quad courses may not be dropped after the fifth week of the course.

A full refund is allowed for any difference in tuition charges due to reduced load when such a drop takes place during the first week or second week of the term. No refund is allowed thereafter.

An advisor's signature is required for all undergraduate students on drop or add forms after the second week of the semester for full semester or A quad courses and after the second week of B quad for B quad courses.

Pass/Fail Privilege

Juniors and seniors may enroll in elective courses on a pass/fail grading basis. Such work may not include courses in one's major, minor, general education, certificate, or teacher certification requirements. Only 4 hours in any one term may be taken pass/fail (excluding those courses taught on a pass/fail basis only) and the total number of elective pass/fail courses may not exceed 16 hours. In order to receive a pass "P" grade, a student must receive a regular grade of C- or better. Therefore, the possible grades for a pass/fail course are P, D, or F.

A pass/fail request form may be filed at the Registrar's Office prior to the end of the 12th week for a semester course or the 5th week of a quad course. (See [Registrar's Calendar](#) for specific dates.) Once the 12th week (or 5th week) is past, the pass/fail option cannot be changed back to a regular letter grade option.

Repeating Courses

Students may repeat courses in which a D or F grade is received. Only one course in which a C- or above is received may be repeated. No course shall be repeated after a subsequent course is taken (i.e. one for which the first is a prerequisite). Any appeal from this limit should be requested through the Academic Petition process. With repeated courses, only the second grade will count in the grade point average, but the original grade and course will remain on the student's academic record. The Notification of a Repeated Course form is available in the Registrar's Office.

Audit

Any student may audit up to two courses a semester by filing an approved [audit application](#) at the Registrar's Office by the second week of the course. A \$50 audit fee is charged per course. An audit does not meet any Wheaton requirement. No credit is given for courses audited. To have the audit recorded on a student's transcript, the student is required to complete certain course requirements. In addition to the audit fee, any course fees will also be charged. Private lessons and independent studies cannot be audited. Students may not take any class for the purpose of preparing for the foreign language competency exam as an audit.

Academic Petition

Any student desiring an exception to academic requirements, published deadlines, or procedural policies may submit a written academic petition to the Registrar. [Academic Petition](#) forms are available in the Registrar's Office. A petition should contain corroborating evidence of the extenuating circumstances that would warrant an exception to policy being granted. Petitions may be granted or denied.

Withdrawal

Any student finding it necessary to withdraw from the College must complete the withdrawal process. The withdrawal form is available at the Student Development Office and must be signed by the indicated college officials. The completed, signed withdrawal form should be returned to the Registrar's Office. Students withdrawing after the second week will have W (withdrawal) grades recorded for their courses.

A student who leaves the College during the semester without completion of the withdrawal process as described above will receive grades of "F" for incomplete courses and may forfeit all fees or deposits paid to the College.

If a student is asked to withdraw or is dismissed for disciplinary reasons, grades of "W" will be recorded on the transcript for courses in which the student is enrolled. The regular refund policy applies for a student who is dismissed for disciplinary reasons.

Leave of Absence (LOA)

The purpose of a Leave of Absence (LOA) is to provide students time away from Wheaton College for treatment of a physical or mental health condition that impairs a student's ability to function successfully or safely as a member of the Wheaton College community. Students on LOA remain accountable to the Community Covenant as they retain their status as a Wheaton College student. Wheaton College has designed this policy to ensure that students are given the individualized consideration and support necessary to address their particular circumstances. Please see the Student Development office (SSB 218) for the details of this policy.

Approved Off-Campus Enrollment

Any student who will not be housed or enrolled in classes on campus for one or two semesters may make application for approved off-campus enrollment for a professional internship or practicum, study abroad program, Council for Christian Colleges & Universities program, or Christian College Consortium enrollment. Students desiring off-campus approval should work with the Global and Experiential Office and apply for this status via the [Go Global](#) website. When such approval is given, the student's enrollment status is maintained for that term, and the student may return after the deferred enrollment semester without reapplying to the Admissions Office. If not qualified for deferred enrollment, a student must complete the not returning form with Student Development and file a returning student application for readmission through the Admissions Office.

Class Attendance

Regular class attendance is expected of all students. A professor may excuse legitimate absences. It is the student's responsibility to report such excuses to the professor in writing. Verification of legitimate excuses may be sought by a professor from appropriate sources. Excused absences may count toward the total number of absences allowed.

Classroom Demeanor

Appropriate classroom demeanor is expected of all students. A faculty member may remove any student from a class if the student exhibits uncivil conduct, which includes behavior that is disinterested, disengaged, disrespectful, disruptive, defiant, or disturbing.

Final Examinations

Final examinations must be taken as scheduled. No student is required, however, to take more than two examinations a day unless carrying five courses. Arrangements for any change of examination in such cases must be made in writing to the appropriate department chair with a copy to the instructor of the course no later than the Friday before examinations begin. Evening and late afternoon classes have examinations at their last regular class session unless otherwise announced. The specific final exam schedule is printed in the course schedule and is available on the Web at www.wheaton.edu/Academics/Services/Registrar/Schedules.

Classification of Students

Freshman -	1-29 credits earned
Sophomore -	30-59 credits earned
Junior -	60-89 credits earned
Senior -	90 plus credits earned
Special -	Students who have not been accepted for a regular degree program.

Grading System

Ten grades are given for passing work, with significance as follows: A, distinctive; A-, B+, B, superior; B-, C+, C acceptable; C- and D, inadequate; P, satisfactory, no grade assigned.

Grade points are granted on the following basis:

A	....	4 grade points per hour
A-	....	3.7 grade points per hour
B+	....	3.3 grade points per hour
B	....	3 grade points per hour
B-	....	2.7 grade points per hour
C+	....	2.3 grade points per hour
C	....	2 grade points per hour
C-	....	1.7 grade points per hour
D	....	1 grade point per hour
F	....	0 grade points per hour
P	....	Pass, (C- or better); not computed in grade point average

The grade of F is given for unacceptable work. No credit is earned except by repeating the course. The failure remains on the permanent record of the student.

Courses officially dropped during the first two weeks of the term are not recorded. After that time the student will receive a W (withdrawal) grade for all courses which are dropped by the drop deadline. The W grade does not affect the student's grade point average.

A student should resolve any questions about grades as soon as possible after grades have been received. A student has four months from the day grades are issued to question the grade earned. After that date grades will be considered final. Within the four-month period, a grievance by the student should be resolved with the instructor of the course. See the Student Handbook for the grievance procedure. Under no circumstances may a student's grade be raised by doing additional work or correcting work already done after a grade has been reported.

Incomplete Grades

An **incomplete grade (INC)** may be assigned only for deficiencies as the result of illness or situations beyond the control of the student and not because of neglect on the part of the student. The **Incomplete Grade application** is available in the Registrar's Office and requires instructor's and Registrar's approvals. The filing deadline for the form is the last day of finals (or last day of quad for A quad courses). An incomplete grade must be made up by the end of the sixth week from the end of the course. **If the course is not completed within the six-week time limit, a grade of F will be assigned.** The six-week time limit may be extended only by special permission of the Registrar and approval of the instructor. Students must submit an academic petition for an extension before the six-week time limit is up. In no case may an incomplete be extended beyond six months from the end of the semester. An incomplete (INC) grade will not affect the student's grade point average. However, when the course is completed and a grade assigned, that grade will be included in the student's grade point average. An INC grade makes an undergraduate student ineligible for the Dean's List. Once the drop deadline has passed, a class cannot be dropped after an incomplete has been entered.

In-Progress (IP) grades will be given when work cannot be completed by the end of a semester for course work such as an Independent Study (495), Internship or Practicum (496-499). The completion deadline for finishing the work in order to receive a grade will lie with the professor. The IP grade will not affect the student's grade point average. However, when the course is completed and a grade assigned, that grade will be included in the student's grade point average.

Integrity of Scholarship

By affirmation of the Wheaton College Community Covenant, all students, faculty, and staff are expected to understand and subscribe to the ideal of academic integrity and to take personal responsibility and

accountability for their work. Academic dishonesty is a serious offense against an academic community and against the standards of excellence, integrity, and behavior expected of its members. Academic dishonesty degrades the educational and research mission of the College. Truth and honesty are to be followed in all academic endeavors, including the taking of examinations and in the preparation of class reports and papers. Areas of concern related to academic integrity include plagiarism, cheating, fabrication of information or data, unauthorized collaboration, lying, defrauding, misrepresentation, or deception related to assigned or voluntary academic work. The definition of academic dishonesty, the method for reporting violations, and the procedures of the disciplinary process are stated in the “Policy on Academic Honesty” in the Student Handbook, available in the Student Development Office.

Gender Inclusive Language

For academic discourse, spoken and written, the faculty expects students to use gender inclusive language for human beings.

The policy is both theological and missional.

Evangelical Christians continue to have differences about how to interpret scripture in reference to many questions about what it means to be male and female, but we are united in the affirmation that both men and women are fully human, created in the image of God (Genesis 1:27).

The college seeks to equip students for service in the world for Christ. Students need to be ready to communicate in that world. We want our students to succeed in graduate school, in the corporate world, and in public communication, all settings in which gender inclusive language for human beings is expected and where the inability to use such language may well be harmful to the Christian witness.

Evangelical Christians are not separatists. Missionally, we have long been committed to being in the world and in the broader culture, following the example of Christ our Lord who does not “belong to the world” but who was sent into the world by the Father and so sends us (John 17:14, 18). We are commanded to be in the world for the sake of the gospel. Paul counsels Christians in Corinth to attend to the consciences of others giving “no offense to Jews or Greeks” (1 Cor 10:32). Paul also draws on the doctrine of the goodness of creation (1 Cor 10:26), reminding the church in Corinth that it will not be polluted by engagement in the world because the world is God’s.

Language remains fluid, and professors should discuss specific guidelines for practice with students.

Helpful resources for practice include:

National Council of Teachers of English
guidelines, <http://www.ncte.org/positions/statements/genderfairuseoflang>.
Publication Manual of the American Psychological Association (6th Edition) 61-76.
MLA Handbook for Writers of Research Papers (7th Edition) 49-50; 259-260.
The Chicago Manual of Style (16th Edition) 301-304.

The policy does not apply to language used for God nor does it require any rephrasing of quotations. The policy does not imply answers to contested questions about the best standards for biblical translation.

Scholastic Honors

To encourage scholarship and culture, the following scholastic honors are recognized at Wheaton College:

DEAN'S LIST HONORS. Awarded each semester to students carrying 12 or more hours and making a semester grade point average of 3.5 or higher.

GRADUATION HONORS. Academically outstanding seniors receive graduation honors. To graduate cum laude, a student must have earned at least a 3.5 cumulative grade point average at Wheaton; magna cum laude, at least a 3.7 average; and summa cum laude, a grade point average of 3.85 or higher.

Departmental Honors Programs

Most departments offer honors courses for their advanced students. A student seeking Departmental Honors must apply to the department of his or her major. If accepted, the student will take one course for honors credit, write an honors thesis, and defend that thesis before a faculty committee. A student who completes all the requirements will, upon graduation, receive a special certificate indicating the honors designation. Buswell Library will keep a copy of each completed thesis on file. For more information and for application forms, please contact the appropriate department. Departments offering Honors Programs include Biblical and Theological Studies, Biology, Business and Economics, Chemistry, Communication, English, History, Philosophy, Physics, Politics and International Relations, and Psychology.

Honor Societies

WHEATON COLLEGE SCHOLASTIC HONOR SOCIETY. The faculty each year selects a limited number of students for membership in the Scholastic Honor Society. Selection is made on the basis of high scholarship, Christian maturity, and general promise.

ALPHA KAPPA DELTA, the national sociology honor society is open to students of sociology (majors and minors) in recognition of high achievement. The name of the honorary denotes its purpose: social research for the purpose of service. AK Δ sponsors meetings and activities for interested students.

ETA BETA RHO is a national honor society for the recognition of outstanding ability and attainment in the Hebrew language and literature.

LAMBDA ALPHA, Illinois Beta Chapter, is a national honor society for the recognition and promotion of excellence in the study of anthropology. It is open to sociology/anthropology majors and minors.

LAMBDA PI ETA, established by the National Communication Association, is an honor society in communication. Junior and senior students with at least 12 credit hours in communication courses and high academic standing are eligible.

OMICRON DELTA EPSILON is a national honor society for the recognition and promotion of excellence in the study of economics.

PHI ALPHA THETA is the international honor society in history. Students of high academic standing and with honor grades in 12 or more hours of history are eligible.

PHI SIGMA TAU, Illinois Beta Chapter, is open to students who have a live interest in philosophy and who have done superior work in at least two philosophy courses. Its varied program includes off-campus speakers, as well as the discussion of papers prepared by members.

PI GAMMA MU, the Illinois Eta Chapter, is open to students having high standings in subjects in the social science field.

PI KAPPA DELTA is a national honor society in forensics to provide recognition for individual achievement in oral communication. Individuals with experience in intercollegiate competition in debate, public speaking, and the performance of literature are eligible for membership.

PI SIGMA ALPHA, the national political science honor society, is affiliated with the American Political Science Association. High academic achievement and the completion of ten or more hours of political science are required for membership consideration. The Wheaton chapter promotes dialogue on issues related to the study and practice of politics.

PSI CHI is the national honor society in psychology. An affiliate of the American Psychological Association, its purpose is to encourage, stimulate, and maintain scholarship in the science of psychology.

SIGMA PI SIGMA is a national honorary physics society. The standards for membership in the local chapter are high scholarship, a life consistent with the ideals of Wheaton College, and a genuine interest in physics. Any student taking a second upper-division physics course may be considered for membership.

THETA ALPHA KAPPA is a national honor society that recognizes academic excellence in baccalaureate and post-baccalaureate students and in scholars in the fields of Religious Studies & Theology. Students who have completed three semesters and who have earned a 3.5 GPA in Biblical Studies and/or Theology and a 3.0 GPA overall are welcome to join.

Academic Probation/Dismissal

Students are expected to pass enough hours and maintain a grade point average sufficient to be considered as making satisfactory academic progress. A student's academic status will be checked at the end of each semester and at the end of summer school. The following policy will be used to determine academic status.

Academic Warning — When a student's grade point average for a semester is below 2.00 but the cumulative average is above the academic status scale requirement, the student will be placed on academic warning for the following semester.

Academic Probation — When a student's cumulative grade point average falls below the appropriate level of good standing on the academic status scale, the student will be placed on academic probation for the following semester. Any full-time student who does not pass 12 semester hours or fails to make a 1.25 average in any semester is subject to being placed on academic probation. Any part-time student (enrolled for less than 12 credits during a semester) who does not pass three-fourths (3/4) of the credits in which s/he was enrolled or fails to make a 1.25 average in any semester is subject to being placed on academic probation. Students on academic probation cannot participate in intercollegiate athletics. Participation in leadership positions in extracurricular activities will be subject to the approval of the Student Development Office.

Academic Status Scale

Hours Attempted*	Good Standing
1-19	1.70
20-39	1.80
40-59	1.90
60-above	2.00

*Including transfer credits

Continuation of Academic Probation — If for the probationary semester the student's grade point average is above the academic status scale but the cumulative average is still below the academic status scale, the student will be continued on academic probation.

Removal from Academic Probation — A student will be removed from academic probation at the end of the semester when the cumulative grade point average meets the academic status scale.

Academic Dismissal — A student on academic probation whose grade point average for the probationary semester is below the academic status scale is subject to academic dismissal. Full-time students whose cumulative grade point average meets the academic status scale but who do not pass 12 hours for two consecutive semesters are also subject to academic dismissal. Part-time students who do not pass three-fourths (3/4) of the total credits attempted at Wheaton College are also subject to academic dismissal. Students dismissed may apply for readmission after one year has elapsed. When applying for readmission, the student will be asked to present evidence of potential academic success. This action is recorded on the student's academic record.

Appealing Academic Dismissal — A student who wishes to request an exception to dismissal status must do so within three days from the time the dismissal notification (written or verbal) is received. The student must file a written petition with the Registrar's Office stating the reasons for the appeal. The appeal will be acted on by the Educational Policies and Curriculum Committee of the College. Students who also wish to appeal their financial aid status should do so with the instructions provided below.

Financial Aid Status

Students must maintain satisfactory academic progress in order to receive financial aid. Satisfactory academic progress is reviewed at the end of each semester, including summer. When a student is placed on academic probation status, financial aid will still be awarded for one additional semester, and the student will be placed on financial aid warning. When a student qualifies for academic dismissal, financial aid will not be awarded. If, therefore, a student appeals a dismissal status and the appeal is granted, the student will also be allowed to petition to be placed on financial aid probation for one semester. Such a petition may be granted or denied, and the student must demonstrate extenuating circumstances and propose actions to remediate the probation status. Such extenuating circumstances that will be considered include events such as death of a relative, injury or illness of the student, or other extraordinary circumstances that have significantly affected the student's ability to achieve academic success.

Students who appeal an academic dismissal (see Appealing Academic Dismissal) and who also want to petition for Financial Aid probation should include the financial aid petition in their academic dismissal appeal.

If a student who has been dismissed applies at a later date for readmission and the application is granted, the student will enroll on a probation status but will not be eligible for financial aid until the dismissal conditions have been remedied or unless a petition to be placed on financial aid probation is granted. Such a petition may be granted or denied, and the student must demonstrate extenuating circumstances (as cited above) and propose actions to remediate the probation status. The normal expectation is that the dismissal conditions would be remedied at another acceptable college by repeating courses in which low grades were received at Wheaton.

In addition to meeting the College's satisfactory academic progress scale for GPA and hours passed in a semester, full-time enrolled students must meet the following credit hour progress scale to continue to receive financial aid:

Credit Hour Completion Scale

Semesters Completed	Hours Earned
2	24
4	48
6	72
8	96
10	124

Involuntary Leave Policy

It is the policy of Wheaton College to foster a campus environment that is conducive to learning, promotes the College's educational purposes, maintains reasonable order, and protects the rights and safety of all members of the College community. In extraordinary circumstances, the College may place a student on an involuntary leave of absence or take other appropriate action for reasons of personal or community safety. Examples of such situations might include, but are not limited to: suicidal threats or ideation; self-starvation, severe purging, or dangerously low body weight; and serious threats of harm to others. The procedure will be initiated (i) only after reasonable attempts to secure a student's voluntary cooperation for a medical or psychological evaluation or leave of absence have been exhausted; or (ii) if a student refuses to agree to, or does not adhere to reasonable conditions established for, the student's return or readmission to the College, continued presence on campus, or continued presence in College housing. The Involuntary Leave Policy applies to both undergraduate and graduate students of the College and to all College locations, programs, and activities. A full description of the policy is available from the Dean of Student Care and Services' office (Student Development).

Academic Transcripts

All **requests for academic transcripts** must be made in writing to the Office of the Registrar. Transcripts will not be released to currently enrolled students and former students who have not paid their college bills in full or who are delinquent in loan repayments. Students have four months from the end of a term to question their transcript entries for that term.

Special Programs

The Speech Center

<http://www.wheaton.edu/Academics/Departments/Communication/Activities/Speech-Center>

The Speech Center provides online tutorials in all aspects of public speaking to students who wish to improve their oral skills for any course across the disciplines. Video-based learning modules will help students narrow their topic focus, develop a more engaging speaking style, clarify their organization, craft strong introductions and conclusions, and identify compelling supporting materials.

The Writing Center

www.wheaton.edu/learnres/writectr

Located on the first floor of Buswell Library, the Writing Center offers an important free service to all students who want to improve their writing for any course across the disciplines. The trained writing consultants who work at the Center provide patient, supportive help in all aspects of the composing process. The consultants do not act as proofreaders or editors, however; instead, they ask probing questions to help students develop confidence and skill in their own writing. The Writing Center is open Monday-Saturday throughout the school year; please check the Writing Center webpage at www.wheaton.edu/learnres/writectr for hours of operation.

Pre-Professional Programs Assistance

Health Professions

www.wheaton.edu/prehealth

The Director of the Health Professions works closely with students who are interested in any of the health fields. Career information and counseling are provided to assist students in selecting courses, preparing for required national admissions exams, and applying for admission to professional schools. Each student is also given the opportunity for an internship experience within the context of the Health Professions Seminar/Internship course. The Health Professions Committee, comprised of faculty members from the sciences and humanities, contributes to the student's decision-making process and preparation by conducting mock interviews, feedback sessions, and critiques of personal statements. All students interested in a health profession should visit the Health Professions Office early in their studies. See the [Science Area Programs](#) section of this catalog for additional information

Prelaw

www.wheaton.edu/prelaw

The Prelaw Program at Wheaton is designed to assist students in exploring or confirming a calling to service in the legal profession. The Prelaw Program provides students with access to a variety of resources, activities, and events that focus on mastering the law school admissions process, preparing for a legal education, and understanding the legal profession. Further information on the Prelaw Program is available at www.wheaton.edu/prelaw.

Wheaton offers a broad liberal arts education that provides students with a solid foundation for law school. In addition to providing several law-oriented courses, Wheaton offers a Prelaw Studies Certificate Program, an interdisciplinary program that provides a concentration of course work to support the future study and practice of law. This program is designed to develop a student's cognitive faculties for analysis, reading comprehension, and written and oral expression, and includes a law-related internship. This program is described in detail in the Prelaw Studies Certificate Program section of this catalog.

The Prelaw Advisor is available to counsel and mentor students individually on the law school application process and legal careers. Through the Prelaw Program, students can enhance their pre-professional development by attending activities and events, such as proctored LSAT practice tests, law school fairs and smaller workshops on law school applications, and forums with speakers who represent a variety of career paths in the legal profession. The Prelaw Program also maintains a prelaw library with LSAT preparation materials and practice tests, and books on law school and the legal profession. In addition, students can participate in the Mock Trial Team, a student-led organization focused on developing trial advocacy skills by participating in American Mock Trial Association competitions.

Accelerated M.A. Program

Wheaton College offers Accelerated M.A. programs in the following departments: Biblical Archaeology, Biblical and Theological Studies, Christian Formation and Ministry, Education, Evangelism and Leadership, and Intercultural Studies. A student can earn a graduate degree as early as the fifth college year by taking graduate credit courses during the senior year. Application should be made and approved early in the junior year. No more than 50 percent of the credit hours required for the master's degree can be taken before the student completes the bachelor's degree. Some departments may further limit this policy. (During the senior year, a student may take up to eight hours of graduate credit each semester.) The student will be given a graduate advisor, but will retain the undergraduate advisor and be classified as an undergraduate until the bachelor's degree is earned. Earning a graduate degree by this method can have a financial advantage. Courses taken toward this accelerated master's degree program **cannot** also be counted toward the student's bachelor's degree requirements.

Interdisciplinary Studies

Across the country, many colleges and universities increasingly offer students the opportunity to create their own unique approach to learning, combining coursework from two or three traditional majors. Interdisciplinary Studies promotes a breadth of knowledge from a variety of upper-level courses with a depth of expertise from completing a significant final research project. The ultimate aim of this major is the integration of different academic areas that represent a student's program of study, reflecting creative skill, critical thinking, and problem solving at its best. This program is only open to students who have already completed thirty hours of credit, and it requires an application, review, and acceptance by the Interdisciplinary Studies Faculty Committee.

Internships

As early as the sophomore year, students are encouraged to consider the possibility of completing an internship for academic credit towards their selected major; however, they may not take the internship until they have junior status. An internship is a work-related learning experience which is incorporated into a student's academic program. It gives the student an opportunity to integrate theoretical learning in a major area of study with actual work experience. It is intended to enhance educational goals, expand job skills, and guide career decisions. The internship may be completed for 2-8 credit hours (0 hours for Christian Education and Ministry) under the direction of a faculty advisor and an employer supervisor.

The Internship Coordinator in Career Services is available as an additional resource for information and placement opportunities. Involvement in an internship begins with attendance at an Internship Information Seminar, offered early in the fall and spring semesters. This seminar introduces students to the internship process at the College and assists students in planning for an internship. Students should plan to attend one of these seminars one to two semesters prior to enrollment in an academic internship. Support for identification and selection of internship sites is provided by the Internship Coordinator and the individual academic departments. It is important to consult the department to determine specific requirements for completing an internship.

An internship experience should be a new, educationally rewarding one rather than a continuation or repeat of a current or previous work experience. It is a short-term position. The work experience should involve challenging tasks with educational value rather than tasks which would be considered as "busy work." A work experience can be designated as an internship for credit only if approval is obtained from an academic department *in advance* of the work experience. Students registering for internship credit must complete an Application for Internship and file it with the Registrar's Office.

Registration for an internship must occur during the semester or summer in which at least 50 percent of the internship will be completed.

Students must have reached junior status and have completed at least 16 hours in their major (or minor or certificate program) before requesting an internship.

To earn credit, the internship must be in the major (or minor or certificate program). No more than 12 hours of internship credit can be taken toward a degree, and no more than eight hours can be counted toward a major. No more than eight hours can be earned for the *same* internship experience. Billing for internship credit is at normal tuition rates.

A *minimum* of 40 clock hours of work experience is required for one academic credit (e.g. a 4-hour internship would require a minimum of 160 clock hours of work experience). Depending on the nature of the internship, a department might expect or require more than the minimum required hours.

The internship experience will receive a final evaluation from the supervising faculty member and will be graded on a pass/fail basis, unless the department has received approval from the Educational Policies and Curriculum Committee to give regular letter grades. Students will be expected to keep a written daily journal of the experience (or other appropriate record of tasks accomplished) and to write a final paper which summarizes and evaluates the experience. Individual departments may establish additional internship requirements.

Students will be expected to complete the internship in accordance with the dates provided on their internship application. Any changes to these dates need to be communicated to the Wheaton College faculty supervisor and the registrar's office in writing as soon as practicable after the date change is known to the intern. Students may drop or withdraw from an internship as follows:

Prior to 20% of the internship clock hours being complete, the student may withdraw completely and receive a 100% refund.

Once 20-70% of the internship clock hours are complete, the student may withdraw from the internship with a W grade; no refund will be generated.

Once more than 70% of the internship clock hours are complete, the student will no longer be allowed to withdraw from the internship.

Termination by the employer for cause or knowingly materially misrepresenting the internship to the College will result in a failing grade, regardless of the percentage of the internship completed. Application for Internship forms and additional internship guidelines are available from the [Registrar's Office](#).

Army Reserve Officer Training Corps (ROTC)

www.wheaton.edu/rotc

Service in the United States Army is a worthy calling. Wheaton College considers the Army ROTC program a valuable supplement to the curriculum. The Army ROTC program is fully supportive of the aims of the College. ROTC instruction is on campus and at local training areas. A student incurs no military obligation by taking one or more courses in Military Science during the freshman or sophomore years prior to signing an ROTC contract. Wheaton College grants academic credit for all ROTC courses and offers a certificate in Military Science to cadets who meet all requirements. For additional information see the Military Science and the Special Scholarships sections of this catalog. Undergraduate and Graduate students are eligible for this program.

Wheaton College Science Station

www.wheaton.edu/BlackHills

Situated in a park-like 50 acres in the Black Hills of South Dakota, the Wheaton College Science Station offers the College's longest running off-campus program. The summer program offers courses to meet the entire general education requirement in the nature cluster (Introductory Geology in the Field, Stellar

Astronomy, Issues in Environmental Science, and Diversity of Life: an Introduction to Zoology and Botany), and introductory and upper division courses for majors in biology and environmental science (Diversity of Life: an Introduction to Zoology and Botany, Processes of Life: Ecology and Evolution) and geology (field geology and regional geology).

Global and Experiential Learning (GEL)

www.wheaton.edu/Academics/GEL

In addition to the on-campus course work available, the College has several off-campus programs that allow students to extend their learning beyond the classroom and the campus community. They include internships, research opportunities, and study abroad programs among many options. Some of these are in international locations. Others are in the United States and are also able to broaden one's global and cross-cultural perspective. Whether in a domestic or international context, both types of experiences integrate the classroom and daily life in unique ways that create a rich learning environment with exposure to environments, peoples, and resources not available on campus. Each program maintains the standards of excellence in the College's liberal arts curriculum. Most programs involve on-campus preparation for field experiences prior to entering the actual field site. Students interested in these programs are encouraged to inquire about them early in their academic planning to ensure timely involvement and appropriate academic credit. Current listings of study abroad and other off-campus programs can be found at: www.wheaton.edu/academics/gel/Study-abroad-and-off-campus-study. Refer to departmental course listings to identify internship, practicum, and other field experience courses.

HoneyRock: Northwoods Campus and Camp

www.wheaton.edu/HoneyRock

The mission of HoneyRock is to build Christ's church and improve society worldwide by developing whole and effective people through transformational outdoor experiences. This mission expresses the commitment to equip steadfast disciples who transform the world through Christ which is accomplished through the integration of excellence in academic programming with Christian camp experiences. The theoretical principles and practical skills learned will be applicable to a broad range of ministry and educational settings. Individuals leave HoneyRock with an expanded view of God, themselves, and their role in serving others. The educational approach is interdisciplinary and distinguished by direct application of learning to real ministry and leadership experiences. Students will engage in outdoor-oriented activities that involve problem-solving tasks, disciplined reflection, and service.

Although the content of the programs varies, the learning outcomes of students at the Northwoods Campus usually include the following: increased mastery of content due to direct application, enhancement of critical thinking and problem-solving skills, increased confidence and ability to perform in leadership roles, and a deepened relationship with others and with God. Students experience these outcomes because they are given responsibilities that challenge them.

Located 360 miles north of the Wheaton campus on 800 acres of beautiful forests and a chain of 28 lakes, the Northwoods Campus has year-round opportunities for students.

Wheaton Passage: A transition program for incoming students

[Visit Wheaton Passage website](#)

Wheaton Passage is designed to introduce incoming first year and transfer students to spiritual formation and to ignite the Wheaton College experience for them. Students will experience eight to eighteen days--depending on the chosen track--filled with adventure, challenge, and new friendships. They will also be part of a mentoring relationship with Wheaton College faculty from various academic departments while enjoying the beautiful setting of [HoneyRock, Wheaton's Northwoods campus](#).

Students choose either the wilderness track (a 12-day wilderness trip), the urban track (7 days living and doing ministry in downtown Chicago) or the camp track (4 days at HoneyRock utilizing team building and challenge courses.) All tracks culminate with 5 days at HoneyRock during which time a faculty member

will join each of the established small groups and lead them through a curriculum based on the themes of foundations of a worldview, community, spiritual formation, and service.

In addition to the program at HoneyRock, students will gather for two sessions over the fall semester with their faculty member. This time is designed to help students transfer their learning into the context of life at Wheaton. Faculty members will help students process through transitional issues that often arise during the first semester. Through this experience, students earn 2 hours of elective academic credit (CE 131).

Summer Leadership School: Summer Semester

[Visit Summer Leadership School website](#)

Summer Leadership School is designed for students who have completed their first year, sophomores, and juniors who have limited camp, ministry, or leadership experience. This program helps participants develop guiding principles for lives in ministry, service, and growth while deeply impacting their character, worldview, and relationship with Christ. During this 11-week program, students receive training and experience in leadership and ministry. It is through modeling the Christian life and discipleship of young people that students develop and refine their abilities and life goals. Up to 8 hours of general education, elective or major credit can be earned through: Biblical and Theological Studies and Christian Formation and Ministry. Students will apply their course work as camp counselors for 6 weekends of Advance Camp (for 9th grade students) or seven weeks of Residential Camp (for 3rd-8th grade students.)

Wheaton in the Northwoods

[Visit Wheaton in the Northwoods website](#)

Each year HoneyRock offers a wide spectrum of courses that meet general education requirements in a creative, modular fashion. Courses are two weeks in length. The courses are unique from the main campus because professors use the outdoors and an experiential process that provides for a collaborative, engaging, and relationally-based learning experience. Students in these short-term courses enjoy the beautiful HoneyRock environment and participate in fun activities. Dorm-style housing with attached bathrooms and a computer lab with wireless internet are available. Each summer multiple Bible, social science, literature, and philosophy general education courses are available during the months of May and June at reduced summer tuition pricing. Information is available at the HoneyRock office in Schell Hall.

Graduate Apprenticeship

[Visit Graduate Apprenticeship website](#)

This is a nine-month program conducted entirely at the Northwoods campus of Wheaton College. Graduate Apprentices register for one graduate course (CFM 662) in April and are engaged in ministry at HoneyRock. Salary is provided for summer and winter seasons. Students will experience excellent immersion in all aspects of outdoor adventure ministry while studying, being mentored, and living in a cohort-based community that learns and serves together. This program also includes a process in which participants can clarify calling and next steps for ministry preparation. Graduate Apprentices have the option to be full-time graduate students and take all four Outdoor & Adventure Leadership courses required for the MA in Christian Formation & Ministry concentration over the nine months. This option offers less involvement in the hands-on ministry due to the course load, and salary is only provided in the summer.

Certificate in Adventure Ministry Leadership

The purpose of the Adventure Ministry Leadership Certificate is to equip and empower college students for leadership in adventure challenge ministry. This certificate involves 24 hours of course work in the Christian Formation and Ministry Department, 12 of which are taken during one summer semester at [HoneyRock, Wheaton's Northwoods campus](#).

Equipping and empowering for leadership must involve practice. As a result, students will have direct responsibility and interaction with campers in a variety of adventure challenge programs during the summer at HoneyRock.

Visit [Adventure Ministry Leadership Certificate website at HoneyRock](#)

Human Needs and Global Resources

www.wheaton.edu/HNGR

The Human Needs and Global Resources (HNGR) Program equips students to be whole and effective Christians by confronting the challenges of poverty, hunger, and justice in the Majority World (often referred to as the Third World or the Global South) from an interdisciplinary perspective and a biblical framework. The program's curriculum weaves together multi-disciplinary course work on campus and a six-month off-campus internship in Africa, Asia, Eastern Europe, or Latin America with an organization involved in holistic transformational development. Students study the theory, principles, and practices of development in the context of cross-cultural research and service, thereby formulating a Christian response to global issues through personal experience. For additional information see the [Human Needs and Global Resources](#) section of this catalog.

Urban Studies

www.wheaton.edu/urbanstudies

Wheaton in Chicago

www.wheaton.edu/Academics/Departments/Special/Urban-Studies/Wheaton-in-Chicago

Wheaton in Chicago is a semester-long, residential, experiential program of study open to all Wheaton College students. During the Wheaton in Chicago semester, students examine the origins and implications of urban issues through coursework, internships, and service opportunities. Since the program's inception, more than 200 students—representing every division and more than 20 majors—have studied in the city. Through interdisciplinary study and experiential learning, Wheaton in Chicago prepares these students for a lifetime of engagement with the presence and influence of the city in an increasingly urban world.

Students live in apartments located in Uptown—one of Chicago's most diverse neighborhoods—along Chicago's north lakefront. Renovated to Wheaton College specifications for student life and instruction, the building and its location permit robust instructional and experiential opportunities.

The program is overseen by the Director of the Center for Urban Engagement. Courses are taught both by Wheaton faculty and practitioners from the city, while drawing on a rich array of guest speakers. Students will have opportunities to earn general education and major credit. The Wheaton in Chicago program also emphasizes leadership, mentoring, and vocational discernment and includes student life and spiritual formation programming.

The Wheaton in Chicago program is offered every fall semester. [URBN 112 The Social Life of Cities](#) is a prerequisite for the program. [URBN 399 Pre-Field Preparation](#) is completed remotely by correspondence in the summer before residence.

Wheaton "In" Summer Off Campus/Study Abroad Programs

Note: All program offerings are based on sufficient student enrollment and safety of travel location.

Authority, Action, Ethic: Ethiopia (AAE:E)

www.wheaton.edu/Academics/GEL/Study-Abroad-and-Off-Campus-Study/Summer-Programs/AAE-Ethiopia

The primary purpose of the Authority, Action, Ethics: Ethiopia (AAE:E) program is to observe, listen, and learn from individuals and organizations that are doing work in leadership across various sectors of Ethiopian society (e.g., faith, education, politics, health, social service, art, etc). Through the practice of listening and presence, the program builds participants' capacity to be leaders who can cross historical, cultural, geographical, religious, and economic boundaries. The program begins with a semester-long, 2 credit hour interdisciplinary course which introduces students to Ethiopia and includes an emphasis on ethics and theology. It concludes with an intensive seventeen-day visit to a variety of locations and organizations such as the African Union, Orthodox churches, historical sites among many others.

China

www.wheaton.edu/Academics/GEL/Study-Abroad-and-Off-Campus-Study/Summer-Programs/Wheaton-in-China

Wheaton in China features intensive language and culture with related lectures, field trips and guided travel. The first week of the program is an orientation week on the Wheaton campus or on site in China, devoted to cross-cultural workshops and training. The program offers courses in all levels of Chinese for all majors. Language and cultural courses and electives are taught both by Wheaton faculty and by local experts. Wheaton in China includes visits to cultural and historical sites in various cities. Students have the opportunity to worship in local Chinese churches and participate in service-oriented activities. The program is offered bi-annually May-June.

England

www.wheaton.edu/Academics/GEL/Study-Abroad-and-Off-Campus-Study/Summer-Programs/Wheaton-in-England

Wheaton in England is an eight-week summer program offering 8-10 hours of credit in English literature. Although the program varies somewhat from year to year, depending on the particular interests of each director, the basic program includes one to two weeks of classes on Wheaton's campus prior to departure and at least 6 weeks in the UK where students will have the opportunity to stay in a variety of locations and experience the cultural heritage in many different ways. Each trip will also include a number of visits to literary sites so that students will be able to link what they are reading to the places they are visiting. This program is offered biannually.

France

<http://www.wheaton.edu/Academics/GEL/Study-Abroad-and-Off-Campus-Study/Summer-Programs>

Summer study in France is sponsored by the Department of Foreign Languages. Courses are offered in French language and civilization for both language majors and non-majors. Language courses are taught by native French instructors. Civilization courses are taught by both native French instructors and Wheaton faculty. Students live with French families for a large portion of the program. In addition, the program typically includes a one-week stay in Paris.

Germany

www.wheaton.edu/Academics/GEL/Study-Abroad-and-Off-Campus-Study/Summer-Programs/Wheaton-in-Germany

Students may pursue summer study via the four-week *Wheaton in Germany I* program, which is required for all majors and minors and open to students of any major who have met the German competency requirement or its equivalent. *Wheaton in Germany I* features on-site study of German cultural history and national identity in a language immersion setting. Offered annually in May-June, it is usually based in Munich, Berlin, and environs. Qualified students may also complete a subsequent practicum or internship.

Holy Lands

www.wheaton.edu/Academics/GEL/Study-Abroad-and-Off-Campus-Study/Summer-Programs/Wheaton-in-the-Holy-Lands

The Wheaton in the Holy Lands Program is conducted by the Department of Biblical and Theological Studies. This program is a study of cultural, historical, geographical, and theological dimensions of the Old Testament, New Testament, and the early Church through classroom lecture and travel to locations such as Israel, Greece, Turkey, and Rome. In addition, through contact with leaders and communities of non-western churches, Wheaton in the-Holy Lands engages students with the development of the Church through the centuries.

Latin America

www.wheaton.edu/Academics/GEL/Study-Abroad-and-Off-Campus-Study/Summer-Programs

Summer study in Latin America (during odd-numbered years) is sponsored by the Department of Foreign Languages. This program offers courses in Spanish language and Latin American cultures and civilizations for both language majors and non-majors. Language courses are taught by native local instructors; civilization courses are team taught by Wheaton faculty and on-site instructors. Students live with national families and participate in local churches. Service projects with national Christians are included. In past years sites have included Mexico City, Buenos Aires, Argentina and Heredia, Costa Rica and Managua, Nicaragua.

Printing, Propaganda, and Progress

www.wheaton.edu/Academics/GEL/Study-Abroad-and-Off-Campus-Study/Summer-Programs/Printing-Propaganda-and-Progress

Printing, Propaganda, and Progress is a five-week summer program offering academic credit in communication and history. The program includes one week of on-campus work followed by two weeks in Germany and two weeks in Switzerland where students study the Protestant Reformation through the lens of the effects of media and of the rise of Nazi propaganda. Major sites and museums associated with Luther, Gutenberg, Calvin and Zwingli are visited, as are a variety of locations related to the history of communication and WWII. The program is offered biannually.

Spain

www.wheaton.edu/Academics/GEL/Study-Abroad-and-Off-Campus-Study/Summer-Programs

Summer study in Salamanca, Spain (during even-numbered years), is sponsored by the Department of Foreign Languages. This program offers courses in advanced Spanish language and civilization for both language majors and non-majors. Language courses are taught by native Spanish instructors; civilization courses are taught by Wheaton faculty. Students live in Spanish homes for one month. The program includes visits to various sites, usually including Madrid, El Escorial, Toledo, Granada, Córdoba, Sevilla, Mérida, Segovia, Avila, León, Santiago de Compostela, and/or other locations of interest. Typically, the final week concludes in Barcelona with a service project.

Washington, D.C.

www.wheaton.edu/Academics/GEL/Study-Abroad-and-Off-Campus-Study/Summer-Programs

Wheaton in Washington D.C. is a summer program sponsored by the Department of Politics and International Relations. The program offers a combination of on-campus study at Wheaton and living in the nation's capital. The Washington experience includes briefings with leaders on Capitol Hill, with interest groups, members of the D.C. press corps, and government agencies. There is a close integration of classroom and field experience.

Cooperative, Council, and Consortium Programs

Cooperative programs are available through 12 semester/summer programs sponsored by the **Council for Christian Colleges & Universities (CCCU)**. (See www.bestsemester.com for detailed information and application.) Other cooperative programs are also available at American University, Au Sable Institute of Environmental Studies, the Creation Care Study Program, International Sustainable Development Studies Institute, Jerusalem University College, Illinois Institute of Technology, and Daystar University College (currently on hold). The Director of Study Abroad Programs in the Center for Global and Experiential Learning has information about each of the following programs, unless otherwise noted.

The **American Studies Program** is sponsored by the Council for Christian Colleges & Universities in the nation's capital. This work/study opportunity is based upon the principle of integrating faith, learning, and living while participating in an academic seminar program. A wide variety of internship opportunities exists in the Washington area through this program.

The **Australia Studies Centre** began in January 2004 in partnership with Christian Heritage College (a CCCU international affiliate member) in Brisbane, Australia. This semester program offers a primary curriculum in Australian history, culture, and society. Visual arts, music, drama, dance, theology, biblical studies, and psychology are offered as elective courses.

The **China Studies Program**, offered by the Council for Christian Colleges & Universities, is held at Xiamen University in Fujian Province, China. The program includes travel to significant sites, as well as language study, service opportunities, internship options, international business coursework, and the exploration of China's past, present, and future.

The Council for Christian Colleges & Universities also offers the **Contemporary Music Center**, which provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMP offers three tracks: the Artist Track, Business Track and the Technical Track. Each track includes course work, labs, directed study, and a practicum.

The **India Studies Program** offers a unique opportunity to encounter one of today's most fascinating and diverse cultures. This diversity, as well as the call to be an obedient witness for Christ throughout the world, provides a rich and engaging setting to equip students to be servant-leaders in a pluralistic world of beliefs, cultures and needs. The India Studies Program is located at Bishop Appasamy College of Arts and Sciences, which is in the city of Coimbatore in the state of Tamil Nadu.

The **Latin American Studies Program** is a Council for Christian Colleges & Universities sponsored semester of study in Costa Rica. This program is committed to deepening a student's understanding of the lordship of Christ in an international context. There are four different academic track options: Latin American Studies, Advanced Language and Literature, International Business and Environmental Science. Housing is provided with a Costa Rican family to enrich this unique cross-cultural experience.

The **Los Angeles Film Studies Program** of the Council for Christian Colleges & Universities is designed to integrate a Christian worldview with an introductory exploration of the work and workings of mainstream Hollywood entertainment. Students complete coursework as well as a 6 credit professional internship.

The **Middle East Studies Program**, based in Amman, Jordan, and sponsored by the Council for Christian Colleges & Universities, helps students understand the history, peoples, and cultures of this fascinating and complex region. Students also gain an appreciation of the Middle Eastern church and an understanding of the economic and political realities which influence the quest for peace in the Middle East.

The **Oxford Summer Programme** allows students to spend a summer term studying at Wycliffe Hall at Oxford University, England. The program is designed to enable students to gain a more comprehensive understanding of the relationship between Christianity and culture and to do specialized work under Oxford academics.

The Council for Christian Colleges & Universities sponsors the **Scholars' Semester in Oxford**. Junior and senior students have the opportunity to study in England by participating in an interdisciplinary semester

at Oxford through a partnership program with Wycliffe Hall, affiliated with the University of Oxford. This program allows students to complete intensive scholarship with academic tutors to hone skills and delve into the areas that most interest them. Applicants must have a 3.5 GPA or higher.

The **Uganda Studies Program** is a CCCU partnership with Uganda Christian University in Mokono, Uganda. African culture, history, and religion are the curricular focus with diverse cross-cultural experiences inside and outside of the classroom.

American University provides an opportunity for a semester in Washington, D.C. with access to substantive internships and seminars with professionals involved in local, national, and international levels of the city.

Au Sable is an institute for Christian environmental stewardship with five campuses in the United States, Kenya, and India, including one located in the north woods near the tip of Michigan's Lower Peninsula. Summer classes are offered in environmental studies, natural history, field biology, environmental ethics, restoration ecology, ground water stewardship, and global development and ecological stewardship. Information is available in the **Department of Geology** and **Environmental Studies**. Wheaton students may qualify to receive grants, scholarships, and fellowships from the Institute to support their studies at Au Sable campuses.

The **International Sustainable Development Studies Institute (ISDSI)** provides expeditions into the diverse cultures and ecologies of Thailand. The semester-long program includes Thai language study as well as a synthesis of academic study and experiential learning.

Jerusalem University College offers programs with courses in biblical studies as well as the historical, geographical, and cultural aspects of the area. See the **Biblical and Theological Studies Department** for more information.

The **Creation Care Study Program** is based at environmental centers in Belize, Central America and New Zealand and Samoa. Students take courses in ecology, community development, and environmental stewardship.

An agreement in place with **Illinois Institute of Technology (IIT)** allows students in the Dual Degree Engineering Program to take courses at IIT in Chicago during the first three years of the five year engineering program. See the **Physics and Engineering** section of this catalog for more information.

Wheaton is one of thirteen members of the **Christian College Consortium**. The purpose of the Consortium program is to provide for helpful sharing among the member colleges and is designed to reinforce the unique purposes of member institutions, with primary consideration given to the implications and imperatives of the Christian world and life view in higher education. This program provides the opportunity for students to enroll with ease for one semester as a visiting student at another Consortium college. The **Registrar's Office** has information and Consortium Visitor Applications.

Other Semester Study Abroad Options

<http://www.wheaton.edu/Academics/GEL/Study-Abroad-and-Off-Campus-Study/Semester-Programs>

In addition to the programs listed above under "Cooperative, Council and Consortium Programs," Wheaton students have additional options for semester study abroad. Please contact the Director of Study Abroad and visit the Global and Experiential Learning website for more information.

Arts and Sciences Programs

Course Information

Numbering

100- and 200-level courses are primarily for freshmen and sophomores. 300-level courses are for juniors and are not open to freshmen without specific approval. 400-level courses are for seniors and are not open to freshmen. Courses numbered 300 and above are considered to be upper division courses. Graduate courses are numbered from 500-899. A limited number of suitably enriched undergraduate courses (300-499), with approval of the graduate student's advisor and the instructor of the course, can be applied toward a master's degree.

Courses ending in 1-9 are regularly offered courses; 494 courses are senior seminar/capstone courses; 495 courses are independent study; and 496 courses are internships. Courses ending in "0" are experimental courses and their descriptions are not in this catalog, but these are described in the course schedule booklet.

Credit and Term

All courses are four semester hours unless otherwise designated. Half-courses (Quads) usually meet for only half of the semester and carry two hours credit. Some half-courses are offered for the full semester and are designated as linear (lin), with no quad designation in the course schedule.

The letter "x" indicates that a course is also offered in another department and carries credit in either department. Courses offered only in a particular semester are designated F (fall), S (spring), or Su (summer). Courses offered in alternate years are also so indicated.

Applied Health Science

Chair, Professor Richard Baybutt

Professor Peter Walters

Associate Professors, Brian Hunt, Dana Townsend

Fanning the Gifts of Students into Flames (2 Tim 1:6)

In support of the Mission of Wheaton College, the Department of Applied Health Science seeks to: “fan into flame the gift[s]” of each student (2 Tim 1:6) and to teach them so they “will also be qualified to teach others” (2 Tim 2:2) accurately about the sciences of human health so as to “honor God with their bodies” – the “temple of the Holy Spirit” (1 Cor. 6:19, 20) and to “enjoy good health...even as [their] souls are getting along well” (3 John 2).

Our Educational Objectives are:

- ▶ To mentor and teach students so they will further develop their full God-given potential to become whole and effective Christians;
- ▶ To provide students with the theoretical and empirical understanding of the disciplines of applied health science through the core curriculum;
- ▶ To mentor students in research and discovery projects as part of their education in further discovering God’s creation and to advance their understanding in this discipline;
- ▶ To assist and guide students in clarifying their career direction according to their gifts and God’s “calling” on their lives and then help to launch them into the next stage of their journey as they go out from Wheaton College;
- ▶ To provide students with the academic foundation and critical thought processes for them to continue on their journey of lifelong learning in the different areas of the health professions;
- ▶ To help students develop a healthy lifestyle so they can enjoy and help others enjoy to the fullest one of God’s principal creations—the human body.

Applied Health Science Major

This major provides students with a core curriculum and electives in the applied human health sciences.

- ▶ **Core Courses:** Human function is presented and studied in Human Anatomy, Integrative Human Physiology, Research Methods and Statistics, Clinical Kinesiology, Applied Physiology, Concepts in Epidemiology, Concepts in Nutrition, Lifestyle Management, and Integrative Seminar;
- ▶ **Elective courses:** Orthopedic and Athletic Injury, Cardiovascular Evaluation & Prescription, Public Health: Physical Activity Promotion, Advanced Human Anatomy, and Advanced Nutrition: Vitamins;
- ▶ Research and discovery is emphasized in the upper-division courses and in independent research projects in which experimentally based research projects and case studies are accomplished.
- ▶ An internship in the area of the student’s interest is required. Areas include: physical therapy, occupational therapy, cardiovascular rehabilitation, various clinical experiences, sports medicine, nutrition, basic research in physiology at other selected universities, and fitness training.

The curriculum is established to prepare students for: (1) professional schools in medicine and allied health fields, (2) graduate studies in areas of the health sciences and basic research, and (3) careers in areas of fitness and wellness.

Students who complete an Applied Health Science major are granted a Bachelor of Science degree unless they request a Bachelor of Arts degree.

The Applied Health Science major consists of 38 hours of core courses: **AHS 271 Research Methods (2), AHS 273 Behavioral Medicine (2), AHS 281 Biostatistics (4), AHS 351 Human Anatomy (4), AHS 361 Integrative Human Physiology (4), AHS 368 Concepts in Nutrition (4), AHS 371 Clinical Kinesiology (4),**

AHS 381 Concepts in Epidemiology (4), AHS 452 Applied Physiology (4), AHS 494 Integrative Seminar (2), and AHS 496 Internship (4-8).

All Applied Health Science students must take BIOL 241, CHEM 221 and 222.

Applied Health Science pre-med students must take BIOL 241, 242, CHEM 236, 237, 341, 342, PHYS 221 and 222.

Allied Health students (e.g., pre-physical therapy and pre-nursing) must take BIOL 241, 242, CHEM 221, 222 and CHEM 241.

Pre-physical therapy must also take PHYS 221 and 222.

The Applied Health Science major with the Urban Public Health concentration consists of 40 hours of AHS courses, 6 hours of URBN courses and 4-8 hours of electives. The Urban Public Health concentration requires students to participate in a semester of study at “Wheaton in Chicago” (see Urban Studies for further information). AHS courses include: AHS 271 Research Methods (2), AHS 273 Behavioral Medicine (2), AHS 281 Biostatistics (4), AHS 351 Human Anatomy (4), AHS 361 Integrative Human Physiology (4), AHS 368 Concepts in Nutrition (4), AHS 378 Community Health and the Urban Environment (4), AHS 381 Concepts in Epidemiology (4), AHS 384 Public Health: Physical Activity Promotion (2), AHS 391 Community-Based Research in Urban Public Health (4), AHS 494 Integrative Seminar (2), AHS 496 Internship in Public Health (4-8); plus URBN 231 Chicago (2), URBN 351 Chicago II: Contemporary Issues and Controversies (4); and two elective courses (4-8 hr) from ANTH 361, BIOL 381, PSCI/URBN 385, or PSCI 373.

Applied Health Science Major Courses (AHS)

AHS 231. Laboratory Techniques in Applied Health Science. This course is the study and application of research techniques utilized within the health sciences. Students will learn to appropriately select and adequately perform valid and reliable measures of human health and performance. Thus, hands-on learning will be the primary mode of instruction within this course. The learned techniques will be applied in various upper division AHS courses and will also solidly equip students for careers and/or graduate school in the health care sector. These techniques will include spectrophotometry and electrophoresis, body composition analysis, goniometry, etc. (2)

AHS 271. Research Methods. This course is a study and application of research methods and statistics within the applied health sciences. Course objectives include: describe the purposes of research and how they relate to one's role as a producer and consumer of research; properly perform the process of research writing as it relates to the applied health sciences; develop an understanding and application for statistical concepts; and appropriately select and adequately perform valid and reliable measures to evaluate research findings. (2)

AHS 273. Behavioral Medicine. This course examines the evolution and development of many of the “best practices” used by allied health professionals to positively change health behavior. Specific attention will be given to how groups and systems either enhance or inhibit the behavioral change process. Students are expected to not only master academic content but to experientially participate in laboratory assignments that apply theoretical principles. (2)

AHS 281. Biostatistics. The purpose of this course is to train students to become intimately familiar with the basics of research design and statistical modeling techniques commonly used in the health sciences. Knowledge will be gained as students learn how to go from hypothesis generation, to appropriate research design, to the implementation of a statistical model, to the interpretation of results.

AHS 292. Leadership Practicum. Experiences in teaching and leadership in areas of specialization. Prerequisite: department permission. May be repeated. Graded pass/fail. (1)

AHS 351. Human Anatomy. This course covers the basic concepts of human anatomy, with emphasis on both the gross and cellular characteristics of each system. It includes discussion on how structure affects function while examining different clinical scenarios. Laboratory sessions will include human cadaver and specimen dissection, along with histological slides to reinforce concepts discussed in lectures. This course is intended to serve students interested in the health professions. Prerequisite: BIOL 241 or department permission. \$150 lab fee.

AHS 361. Integrative Human Physiology. This course presents the integrative physiology of the respiratory, cardiovascular, muscular, nervous, renal, digestive, endocrine, immune, and reproductive systems. Cellular and metabolic regulation will be integrated into organ/systems regulation. Normal and disease conditions (e.g., heart disease, diabetes) will be used as illustrations. The information in this course will be integrated into specific upper division courses and is directly applicable to those in the health sciences. Pre or Corequisites: **CHEM 221/ 222** or **CHEM 236/ 237**; Prerequisites: **BIOL 241** and **AHS 351** or department permission. \$75 lab fee.

AHS 362. Orthopedic and Athletic Injury. A study of the mechanism, treatment, rehabilitation, and prevention of musculoskeletal injury. The course begins with the study of the injury process from a physiological and biomechanical perspective. The course then progresses into the study of specific injuries to the various areas of the body. The course concludes with the study of various treatment modalities utilized in the health care arena. Departmental adjunct faculty and health professionals from the community serve to expand the course content within their area of expertise. Prerequisites or corequisites: **AHS 351, 361** or department permission. \$10 course fee. (2)

AHS 368. Concepts in Nutrition. This course includes the theory and techniques of nutrition, dieting, and proper weight control. Digestion and absorption of foodstuffs will be presented at the biochemical and applied physiological levels. Experimentally based research projects and case studies will be accomplished in small groups. Pre/Corequisite: **AHS 361**; prerequisites: **AHS 271, 351**, or department permission.

AHS 369. Cardiovascular Evaluation & Prescription. This course includes the study of the cardiovascular system from an applied/clinical exercise perspective. It will include hands-on exercise diagnostic testing and prescription, interpretation of responses to graded exercise (i.e., maximal oxygen uptake, heart response, blood pressure response, interpretation of ECG waveforms, and clinical symptoms). Edward Hospital Cardiac Rehabilitation unit will offer a clinical experience. This course is directed towards those in the health professions and those who may want to work in cardiac rehabilitation. Prerequisites: **AHS 361** and/or corequisite **AHS 452**. (2)

AHS 371. Clinical Kinesiology. This course will study the biomechanical forces involved in human movement. Applications will include the study of normal human movement, abnormal/pathological movement (e.g. abnormal gait analysis, rehabilitation aspects of movement), as well as sport and exercise biomechanics. Attention will be given to both the quantitative and qualitative analysis of movement. Prerequisites: **AHS 271, 351, 361**, and **452**.

AHS 378. Community Health and the Urban Environment. This course provides a basic introduction to the history, structure, and function of the public health system as it applies to the urban environment. Aspects of the economic, social, physical and built environments that impact the health of urban populations will be examined in the context of community organizing, program planning, health promotion and disease prevention throughout the lifespan, minority health, mental health, environmental and workplace safety and the delivery of adequate and equitable healthcare services. Prerequisites: **BIOL 201** or **241** or **242**.

AHS 381. Concepts in Epidemiology. An introductory course of the basic science of disease prevention. Overview of epidemiologic methods and research designs to explore the variation of disease occurrence among individuals and populations and how that variation is studied to understand the causes of disease. Discussion of the biologic, behavioral, social and environmental determinants of health and disease. Description of how epidemiologic findings are applied to health maintenance and disease prevention. Prerequisite: **AHS 271**.

AHS 384. Public Health: Physical Activity Promotion. This course addresses public health concepts and issues related to physical inactivity and attempts to prepare the student to work alongside of public agencies and communities to understand the link between physical activity and chronic diseases and how to strategize appropriate interventions. Students will have the opportunity to connect theory and practice through dialogue with public health practitioners and community leaders. (2)

AHS 387. Prevention of Obesity and Eating Disorders. This course will examine the causes of eating disorders and obesity from a multidisciplinary perspective. Personal, environmental, and socio-cultural factors driving eating disturbances that disrupt biological regulatory mechanisms of food intake and the maintenance of healthy body weight will be explored. A public health strategy that focuses on health rather than strict control of body weight will be presented as an effective and comprehensive approach for prevention of obesity and eating disorders. Prerequisites: **AHS 101** and **BIOL 201** or **241** or **242** or **CHEM 221** or **236**. (2)

AHS 391. Community-Based Research in Urban Public Health. Theory and practice of public health program planning and evaluation in partnership with community public health organizations in urban Chicago. Students will integrate principles of community building and organizing to address community-identified health issues in the context of social change. Emphasis will be placed upon the development of faith-based cultural humility for the recognition and empowerment of existing healthy community assets for the improvement of urban health and quality of life. Quantitative and qualitative research methods will be utilized and integrated throughout all phases of

health planning and program evaluation. Prerequisites: **AHS 378** and **AHS 381**. \$50 course fee. Diversity designation.

AHS 394. Topics in Applied Health Science. Specific topics in Applied Health Science not normally included in the curriculum. (2-4)

AHS 401. Nutrition and Disease. The content of the course will cover common chronic diseases, their characteristics, their etiology and treatment. The students should be able to explain how a particular disease develops or at least what we know of its development and how nutrients may protect against its development. Prerequisite: **AHS 368**. (2)

AHS 434. Readings in Health Related Leadership. This will be a seminar course on leadership from a Christian perspective. Specific readings will include: the job description of a leader in the health professions, traits and habits of successful leaders, spiritually healthy leaders, qualities and skills of leaders, developing of leaders, mentoring others to be leaders, different leadership styles, leaders as change agents, developing a mission statement, casting a vision, developing an action plan, leader's role in conflict management and pitfalls of leaders. Persons serving in leadership roles in the health professions (e.g., hospital administrator, physician managing a multi-staffed clinic, director of student health center) will be invited as guest speakers. (2)

AHS 451. Advanced Human Anatomy. This course covers advanced concepts of human cadaver anatomy. A thorough general dissection of the entire body with various in-depth dissections throughout the course will be the focus. This course is intended to serve students interested in the health professions. Prerequisite: **AHS 351**. (2)

AHS 452. Applied Physiology. This course will present the applied physiology of the following conditions: heart disease, obesity, type-2 diabetes mellitus, lower limb amputations, pregnancy, and aging and the role of prescribed exercise in the management and rehabilitation of these conditions. The physiological and biochemical adjustments and adaptations to acute and chronic exercise will be presented. Experimentally based research projects will be accomplished in small groups. Prerequisites: **AHS 271, 351** and **361** or departmental permission. \$75 lab fee.

AHS 461. Advanced Anatomy II. Advanced subject material in human anatomy cadaver dissection. Dissections will be completely different than those covered in **AHS 451**. Examples include the spinal cord with brachial and sacral plexus, intricacies of the hand, foot, shoulder or knee, nerves of the abdominal pelvic cavity. Prerequisite: **AHS 351**. (2)

AHS 468. Advanced Nutrition: Vitamins. This course includes the in-depth study of fat- and water-soluble vitamins. The material will include their metabolism and their important role in optimal health. In addition, this course addresses their functions, bioavailability, hormonal regulation, requirements, deficiency and toxicity signs, and interrelation with other nutrients. Also, there will be reading and discussion on recent published articles involving these vitamins. Prerequisite: **AHS 368**. (2)

AHS 471. Sport and Wellness Ministry. A study of methods, procedures, and problems related to the use and integration of sport and wellness in Christian ministry. (2)

AHS 494. Integrative Seminar. A capstone course examining philosophical, theological, research, ethical, pedagogical, and sociological issues related to the health sciences. In addition to providing an integrative conclusion to the major, this course reconnects a specific discipline with the broader purposes and principles of the general education curriculum, with the intent of refocusing the major within the liberal arts context and providing closure to the general education experience. (2)

AHS 495. Problems in Applied Health Science. Special projects and independent research study. These projects must offer a unique learning experience for the student and will usually be an experimentally based research project with the purpose of developing critical thinking and with the intent of being published. (1-4)

AHS 496. Internship. Practical experience under supervision in an approved program. Prerequisite: junior or senior standing as Applied Health Science major. (4-8)

General Education Mission Statement

The Department of Applied Health Science provides an academic program in which the human body serves as the window through which other dimensions of life are viewed. The department prepares students to be good stewards of the physical dimension and promotes understanding of the whole person in relation to God's redemptive work. Through these courses within the general education curriculum, each student should learn wellness principles and celebrate the Christian life through responsible

recreational activities, through understanding and performing human movement, and through incorporating biblical standards of conduct in regard to leisure activities.

The General Education Program

Wheaton students are required to complete **Wellness (AHS 101)** to fulfill the two hour general education requirement in Applied Health Science during the first or second semester of matriculation at Wheaton College or at HoneyRock during the summer

AHS 101. Wellness. Required introductory course. Students will be guided in a critical reflection of their health and wellness within the context of a Christian worldview. Special emphasis will be given to the development and maintenance of lifestyle habits that optimize well being. (2)

Applied Health Science Physical Activity Courses (AHS)

AHS 108. Rock Climbing. Basic skills in single-pitch top roping, sport climbing, and rappelling with an emphasis on proper technique and safety. Designed for beginner to intermediate climber. (\$10) (1)

AHS 111. Beginning Swimming. Beginning skills and knowledge in swimming and basic water safety. (1)

AHS 112. Intermediate Swimming. Students will learn the six American Red Cross swimming strokes, competitive swimming techniques, and training strategies. (1)

AHS 113. Lifeguarding. Prerequisite: Swimming test. Leads to Red Cross certification in life-guarding with a waterfront lifeguard certificate. First aid, AED use, oxygen use, and CPR for the professional rescuer are also included in this course. (\$20 course fee.). (2)

AHS 115. Canoeing-Kayaking. The fundamentals of canoeing or kayaking are introduced with an emphasis on safety, refining skills, and using these skills as a means for pursuing physical fitness and wellness throughout a lifetime. Offered at **HoneyRock** over fall break and during the summer semester. (1)

AHS 122x. International Folk Dance. (1) See **DANC 122**

AHS 123x. Modern Dance. (1) See **DANC 123**

AHS 124x. Social Dance. (1) See **DANC 124**

AHS 134. Equestrian Skills. An introduction to horseback riding using the western-style of riding to develop a balanced seat, with an emphasis on therapeutic applications. (Cost TBA). (1)

AHS 136. Mountain Biking The fundamentals of mountain biking and safe trail riding are introduced with an emphasis on refining skills and using this skill as a means for pursuing physical fitness and wellness throughout a lifetime. (Cost TBA). (1)

AHS 138. Self-Defense. A course for women and men which involves theory and practice of self-defense techniques based on several of the martial arts. Special emphasis on prevention and defense from sexual assaults. (2)

AHS 141. Skiing—Cross-Country. Introduction to flat, uphill, and downhill cross-country classic skills such as diagonal striding and double-poling and freestyle skating. Equipment, waxing, conditioning, and winter safety will be addressed. Course is held Martin Luther King weekend at **HoneyRock** and at Wheaton the 1st and 3rd Monday evening classes in January. Cost is \$230, including nonrefundable transportation cost of \$110. (1)

AHS 142. Skiing—Downhill. Basic through intermediate skills related to parallel skiing including PSIA ski instruction and videotaping. (Cost TBA). (1)

AHS 144. Snowboarding. Beginner through intermediate skills and knowledge in snowboarding. (Cost TBA). (1)

AHS 148 Backpacking & Orienteering. The principles of backpacking and orienteering are introduced with an emphasis on using these outdoor skills as a means of pursuing physical fitness and wellness throughout a lifetime. (Cost TBA). (1)

AHS 153. Table Tennis. Beginning and intermediate skill and knowledge in singles and doubles play. (1)

AHS 156. Tennis. Beginning skills and knowledge in singles and doubles play. (1)

AHS 158. Intermediate Tennis. Intermediate skills and knowledge in singles and doubles play. (1)

AHS 166. Triathlon. Course provides proper training and coaching related to the triathlon activities of swimming, cycling, and running. (1)

AHS 168. Running for Life. This course is for persons who will use running as a way to maintain fitness and physical health. The course will include training methods, appropriate footwear, correct clothing during inclement weather, prevention of injuries, and nutrition. (1)

AHS 174. Volleyball. Presentation and practice of basic and/or intermediate knowledge and skills of volleyball. Attention is given to both individual skill and team play. (1)

Art

Chair, Associate Professor David Hooker
Professor Joel Sheesley
Associate Professors Greg Schreck, Joonhee Park
Assistant Professors Jeremy Botts, Matthew Milliner
Visiting Professor Leah Samuelson

The Art Department, through its concentrations in Studio Art, Art History, and Community Art and Missions, presents art as an integral part of the Christian liberal arts mission at Wheaton College. We contribute to the development of whole and effective Christians by nurturing creativity and artistic expression as gifts from God to the individual, the church, and society at large. The Art Department provides education in visual perception, visual literacy, appreciation, and artistic process. We encourage students to make art that is culturally relevant, while seeking out beauty and significance, celebrating individual uniqueness, and participating in community.

The department provides access to artistic heritages of diverse cultural traditions, and explores these traditions through varied interpretative lenses. Such scrutiny employs critical perspectives informed by the best available Christian wisdom. We present historical and contemporary art theory and practice in both the fine and applied arts. The Art Department challenges students to evaluate and question received paradigms, and nurtures a constructive approach to the creation of redemptive visual metaphors rooted in a Christian vision of life. Through this training, we extend students' capacity for critical thinking, analysis, and ethical choice into the visual and artistic realm, inspiring confidence, courage, and passion for what they do, based on being new creatures in Christ

The department offers three concentration options for a major: *studio art*, *art history*, and *community art and missions*. **The studio art concentration** aims to prepare visual artists in a variety of media, culminating with a focused concentration in one of these areas: ceramics, drawing, graphic design, new media, painting, photography, printmaking or sculpture. Studio majors also receive a background in art history and criticism considered from a Christian point of view. **The art history concentration** provides a critical analysis, particularly of the western artistic heritage, and more generally of various traditions of world art, from a perspective informed by Christian values. It provides an opportunity for students to exercise basic skills of viewing, reading, research, analysis, critical thinking, and writing about art. **The community art and missions concentration** is an interdisciplinary program that merges the production of art, public spaces, and collaborative practices. The term community art has been used broadly to describe arts programs where an artist facilitates projects within a community setting. Examples include after-school programs for youth, community centers that offer intergenerational programming, site-specific mural projects, and public installations or performances. The community artist is one that enters into the lives of others to activate creativity, story-telling, discipleship, and worship.

Graduates of the Art Department have a sophisticated understanding of the visual arts developed in a liberal arts context. Art provides an introduction to many ways of knowing, problem solving, analyzing, and doing. These skills find application in a variety of work settings. A liberally educated artist is a desirable employee. Our students go on to find employment in a wide variety of art related fields, are accepted into graduate schools around the country, become professional artists and art historians, and also apply their artistic sensibilities in non-art entrepreneurial and service oriented vocations.

Requirements for a major in Art with a Studio Art Concentration are 41 hours including **Studio:** ART 232, 233, 234, 241, 494-3 (2), 497, and 6 Elective Studio Courses; **Art History:** ART 251 (Gen Ed), ART 351.

Studio electives should be chosen with two objectives in mind: a) to develop expressive competency in one medium (or set of closely related media), and b) to learn the artistic possibilities found in a variety of other media.

Other requirements include:

Participation in annual student exhibitions and art events scheduled for majors.

Participation and passing score in Sophomore Portfolio Review, and Junior Critique. Prerequisite or corequisite for participation in Sophomore Portfolio Review: [ART 232](#), [233](#), [234](#), and [251](#).

Students are advised that [ART 241](#) (2 hrs) Sophomore Cornerstone is offered in the B Quad of Fall semester. Prerequisites or corequisites for Sophomore Cornerstone are: two of [ART 232](#), [233](#) and [234](#).

A passing score in Junior Critique is required prior to approval for Senior Exhibition.

[ART 497](#) Exhibition Practicum: This course must be taken as preparation for the Senior Exhibition. Students are required to take this course with the Art professor who will advise them for the student's Senior Exhibition. Students must obtain professor approval prior to registering for Exhibition Practicum. A passing grade for the Senior Exhibition is required for graduation with a Studio Concentration, Art Major.

Students are advised that [ART 494-3](#) (2 hours for Studio Art majors) is typically taken in the senior year and is offered in the Fall. [ART 497](#) is typically taken in the senior year in either the Fall or Spring semester. Sophomore portfolio reviews and Junior critiques take place in the Spring semester. Schedules should be planned accordingly.

Requirements for a major in Art with a Community Art and Missions Concentration are 40 hours including **Studio Art:** [ART 232](#), [233](#), [234](#) or [319](#), [329](#), [429](#), [494](#) (4), [496](#), plus 1 Elective Studio Course **Art History:** [ART 101](#) (Gen Ed) or [ART 251](#) (Gen Ed), [ART 351](#), [ART 354](#).
Urban/International Interdisciplinary: [HNGR 112](#) or [URBN 231](#), [PSCI 362X](#), [BITH 376](#), [ANTH 353](#) (Gen Ed).

Students are advised that [ART 429](#) and [ART 494](#) are typically taken in the senior year. The Community Art Concentration culminates in a Senior Presentation documenting the development of a Community Art project.

Requirements for a major in Art with an Art History Concentration are 35 hours including [ART 216X](#), [251](#), [345x](#), [351](#); 12 hours chosen from [ART 352](#), [353](#), [354](#), [471](#); [ART 494](#) (2), 6 hours from [ART 495](#) and/or [496](#) or supporting course or study abroad; one Studio Art course; and attendance at art events scheduled for art majors .

Students are advised that [ART 494](#) (2 hours for Art History major) is offered alternate years in the Fall so should be taken in the junior or senior year.

A reading knowledge of two foreign languages is recommended for students who anticipate graduate study

An Alternate Art History Concentration requires [ART 216X](#), [251](#), [351](#); 12 hours chosen from [ART 352](#), [353](#), [354](#), [471](#); [ART 494](#) (2); 16 hours of supporting courses from other departments (see Art Department Prospectus for acceptable supporting courses); attendance at seminars scheduled for art majors. Art history supporting courses can apply to both an Art major and the major of the course's native department, making the alternate Art History concentration especially conducive to double majors.

Students are advised that [ART 494](#) (2 hours for Art History major) is offered alternate years in the Fall so should be taken in the junior or senior year.

A reading knowledge of two foreign languages is recommended for students who anticipate graduate study.

Art History courses [ART 352](#), [353](#), [354](#), and [471](#) may be taken at any time, but they are taught sequentially, spanning four semesters. Thus, each course is offered every other year. Art majors should ideally follow the sequence chronologically.

The art survey, aesthetics, and history courses do not require drawing ability or active participation in studio work. Courses with no prerequisite are open to all students regardless of ability or previous training.

Requirements for a minor in Art are 17-19 hours as defined in the department's Prospectus for Minors, which must be followed. It defines the following set of alternative course groupings: Art History; Painting/Drawing; Ceramics/Sculpture; Graphic Design/Photography; Printmaking/Photography; Photography/Film; Drawing/Printmaking; and other specific combinations subject to prior departmental approval.

Suggested Computer Equipment: Art students are encouraged to choose a Macintosh computer since all software and instruction in relevant areas occurs on a Macintosh platform. Adobe CS6 and related software is available at the Wheaton College Bookstore for a discounted price.

Art Courses (ART)

ART 101. Art Survey. Cultural survey of the visual arts. Only one section of ART 101, 102, or 302 may be taken for credit towards graduation requirements. (2)

ART 102. Issues in Art. An introduction to the visual arts approached thematically. Only one section of ART 101, 102, or 302 may be taken for credit towards graduation requirements. (2)

ART 211. Painting I. Introduction to Painting: concepts and techniques. Can be used for Gen Ed credit (3)

ART 213. Printmaking I. Studio in making prints: relief printing, intaglio, and lithography. Study of skills and techniques, and appreciation of the aesthetic qualities of the print. (3)

ART 216x. Philosophy of Art. See **PHIL 216**. (2)

ART 221. Taking Pictures. A basic introduction to photography using simple digital cameras. Students will make pictures in response to visual images and art objects from art history and different cultural contexts. Can be used for Gen Ed credit (3)

ART 231. Sculpture I. An extension of the principles of design into three-dimensional issues of structure and space, emphasizing introduction to materials and equipment. Historic and contemporary approaches to sculpture are considered as means to develop a personal approach to issues of space, form and object. Can be used for Gen Ed credit (3)

ART 232. Drawing I. Exercises in basic drawing techniques using various media. (3)

ART 233. Creativity & Design. An exploration of the creative process and basic principles of visual organization. (3)

ART 234. Digital Studio. An introduction to the language and technology of digital media that combines history, theory, and practice to explore the intersection of art and technology (3)

ART 241. Sophomore Cornerstone. A discussion of art and artists, theological views of artistry, and art theory in the 20th and 21st centuries. These are examined in light of various traditional Christian views of the relationship of the Christian person to culture. We explore how theological and cultural attitudes, along with artistic theories and methods, can shape the form and direction of artistic work. Each student is encouraged to evaluate and develop his/her own method or response to God, the created world, and cultural realities, through artistic means. (2)

ART 251. History of Art & Architecture I (Ancient – 1700). Introduction to select periods of art and architecture from cave paintings to the cusp of the modern era (c. 1700), including Ziggurats, Pyramids, Israelite visual culture, Greek and Roman art, Byzantine icons and Gothic Cathedrals, the art of the Renaissance, Reformation and Baroque. Enrollment priority will be given to Art Majors. Taking ART 351 immediately after this course is recommended (but not required). Offered every Fall semester. (4)

ART 293. Mentoring Seminar. Faculty and student collaboration on a project of mutual interest. Limited enrollment – faculty approval. May be repeated. (1-4)

ART 302. The Understanding of Art. The origin and development of the fine arts; the functional and aesthetic qualities of art. Only one section of 101, 102, or 302 may be taken for credit towards graduation

requirements. For transfer and upper division students. Meets art portion of the Literature and the Arts cluster general education requirement. (2)

ART 312. Film and Darkroom Photography. Basic studies in design and composition, camera operation, technical mastery of black and white film and paper, darkroom procedures. Emphasis on aesthetic and perceptual awareness, visual literacy, proficiency in the use of analog photographic materials and processes. Study of major works and significant photographers. Cameras and basic equipment available for check-out. (3)

ART 313. Printmaking II. Advanced study developing skills and techniques in one printing medium.

Prerequisite: **ART 213.** (3)

ART 316. Ceramics I. A general introduction to ceramics through hand-building techniques with an emphasis on the vessel as a vehicle to explore issues in contemporary art. Introduction to the technical skills, history, and thought process of working with clay. Historic and contemporary approaches to ceramics are considered as means to develop a personal approach to the material (3)

ART 318. Graphic Design I. Typography; Students will engage the fundamental principles of design in structured and experimental ways. There will be primary focus on typography: its history, organization, and the relationship between the expressive quality of form and the communication of meaning. We will work both with our hands and also in the digital environment; exploring the basic type and layout capabilities the computer affords (Adobe Illustrator and InDesign). (3)

ART 319. Documentary Photography. Foundation course using photography as a creative tool for field work and cross-cultural applications. Exploration of contemporary theory and practices. (3)

ART 323. Figure Drawing. Life drawing. Prerequisite: **ART 232.** (3)

ART 324. Digital Photography II. Continuation of **ART 383.** Photography explored creatively, informed by contemporary artistic concepts and methods. Students may explore documentary, artistic, and/or commercial practices, studio portrait lighting, animated 'moving' images, entrepreneurial possibilities. Prerequisite: **ART 319** or **383** or consent of instructor. (3)

ART 325. Cinema. A study of the cinematic arts from its inception to current times. The focus will be on the critical film theory and aesthetic, technological, historical progression of the world cinema. (4)

ART 326. Digital Filmmaking I. Digital Filmmaking shows the trace of motion picture history as well as the trajectory of future cinema. Students confront issues of style and meaning while working on visual expression of radical imagination. (3)

ART 327. Painting II. An introduction to historical resources and theoretical underpinnings for the development of abstract paintings. Prerequisite: **ART 211** or consent of instructor. (3)

ART 328. Advanced Digital Studio. (Formerly Web Site Design); Students will create and design content for the digital and web environment. Projects will be at times linear/narrative, but also interactive and engaging new and open source applications. Prerequisite: **ART 318** or consent of instructor (3)

ART 329. Community Art. History and theories of community-based public art. Practical experience researching and initiating a community-based public art project. Diversity designation (3)

ART 332. Graphic Design II. Visual Systems; Students will integrate typography and imagery in more complex systems and programs, with additional focus on Information design, publication design, and an introduction to motion sequences. We will also read and discuss writings of historical significance to the field. Prerequisite: **ART 318.** (3)

ART 336. Ceramics II. Continuation of skills and issues introduced in Ceramics I, with emphasis placed on the potter's wheel. Introduction to glaze chemistry, with the goal of developing a personal palette of glazes. Prerequisite: **ART 316.** (3)

ART 339. Sculpture II. Continuation of ART 317. Exploration of more contemporary issues in sculpture. Prerequisite: **ART 231.** (3)

ART 345x. Archaeology of the Classical World. See **ARCH 345.** (2)

ART 351. History of Art & Architecture II (Modern and Contemporary). Introduction to art and architecture from the eighteenth to the twenty-first centuries in Europe and North America, with special attention given to the city of Chicago. Movements explored include Rococo, Neo-Classicism, Romanticism, Realism, medieval revivals, Impressionism, Modernism, Pop, and Contemporary art. Consideration is also given to the influence of non-Western art. Enrollment priority will be given to Art majors. Taking **ART 251** immediately before this course is recommended (but not required). Offered every Spring semester. (4)

ART 352. Medieval and Byzantine Art. Exploration of the visual theology of Early Christian art and architecture, following its development in Constantinople alongside the Celtic and Carolingian culture of the medieval West, and concluding in the artistic maturity of both these civilizations: Romanesque and Gothic in the West and Byzantine art in the East. Alternate years in Fall semester. (4)

ART 353. Renaissance Art. Exploration of art and architecture from the fourteenth to the sixteenth centuries, in both Italian and Northern European contexts, including the impact of Protestantism. Artists examined include Giotto, Duccio, Masaccio, Fra Angelico, Raphael, Michelangelo, Bellini, Dürer, Van Eyck, Van der Weyden, Bruegel, Holbein, and many others. Special attention is given to a critical examination of influential Renaissance art historians such as Giorgio Vasari. Alternate years in Spring semester. (4)

ART 354. Non-Western Art. Introduction to the indigenous visual cultures of Africa, Asia and the Americas. Special attention is given to the theology of non-Christian religions and to the art and architectural expression of Christianity in non-European forms. Alternate years in Fall semester. (2)

ART 375. Studies in Studio Art. Selected specialized areas of studio art as announced. (2, 3)

ART 381. New Media Art and Criticism. A workshop exploring the aesthetics of new screen media and digital interfaces. Assignments and projects will explore digital convergence, digital interactivity, digital spaces, digital temporalities, and digital narratives. Prerequisite: **ART 318** or **326** or **382** or **383**. Also by consent of instructor. (3)

ART 382. Art and Technology. A workshop exploring some of the issues at the interface between the creative process and the possibilities offered by technological efficiencies. The course will engage a variety of theoretical models while students complete projects with digital video. (3)

ART 383. Digital Photography I. Basic studies in design and composition, camera operation, applicable technologies, visual literacy. Introduction to Adobe Lightroom, Photoshop, and related software. Emphasis on developing creative personal practices informed by art history and contemporary visual culture. Study of relevant works and significant artists. Cameras and basic equipment available for check-out. (3)

ART 423. Advanced Drawing. Advanced studies in drawing. Prerequisite: **ART 323**. (3)

ART 425. Advanced Studio III. Advanced students (level #3 studios) in all media and studio disciplines meet together to define, evaluate, and encourage personal artistic development. Class sessions center on discussion of student projects. Discussion is organized around seminal readings that challenge status quo assumptions, provoke creative art-making, and inspire commitment to ongoing artistic explorations.

ART 426. Digital Filmmaking II. Advanced studies in digital filmmaking. Prerequisite: **ART 326** or consent of instructor. (3)

ART 429. Community Art II. A course on the streets of Chicago in which we survey twenty community arts organizations across the city. Site visits and case studies are the sole contents of the course. Intended for Art majors with a concentration in Community Art in the spring semester of their junior year. Prerequisite: **ART 329** (3)

ART 471. Studies in Art History. In-depth study of some aspect of art history or art historical methodology. Not offered at this time. Alternate years. (4)

ART 493. Mentoring Seminar. Faculty and student collaboration on a project of mutual interest. Limited enrollment – faculty approval needed. May be repeated. Junior or Senior standing required. (1-4)

ART 494-1. Senior Capstone for Art History. Exploration of the methodology of art history and the development of the discipline, including Classical precedents, Byzantine icon theology, Renaissance Neo-Platonism, German developments, Hegel, Marx, Feminism, Deconstruction and the “religious turn.” Alternate years in the Fall only. (2)

ART 494-2. Senior Capstone for Community Art & Missions. Typically offered in the Fall only. (4)

ART 494-3. Senior Capstone for Studio Art concentration. Typically offered in the Fall only. In this course, students recollect who they are as artists and what they are making. They develop a personal and artistic mission and goals, design and construct a physical portfolio object, and create other appropriate presences including resume, business card, website, e-book, etc. In addition, there will be discussions of select readings, technical workshops, and guest presenters. (2)

ART 495. Independent Projects. Independent work in a selected field of art. Prerequisite: Consent of instructor. (1-4)

ART 496. Internship. Art Department approval. Graded pass/fail. Prerequisite: junior or senior standing with Art major. (2, 4, 8)

ART 497. Exhibition Practicum. Group practicum focused on the meaning, development, preparation, and production of senior show exhibitions. To be taken during spring semester of senior year. Prerequisite: successful participation in the Junior Critique process (2)

Biblical and Theological Studies

Associate Dean, D. Jeffrey Bingham

Gunther M. Knoedler Professor of Old Testament, Daniel Block

Armerding Professor of Biblical Studies, Michael Graves

Carolyn and Fred McManis Professor of Christian Thought, Timothy Larsen

Kenneth T. Wessner Professor of Biblical Studies, Douglas Moo

Franklin S. Dyrness Professor of Biblical Studies, Nicholas Perrin

Blanchard Professor of Biblical Studies, Richard Schultz

Blanchard Professor of Theology, Daniel Treier

Professors Gary Burge, Lynn Cohick, Gene Green, Andrew Hill, George Kalantzis, Daniel Master, Sandra Richter, John Walton

Associate Professors Vincent Bacote, Jeffrey Barbeau, Marc Cortez, Keith Johnson, Beth Felker Jones

Jon Laansma, David Lauber, Jennifer McNutt, Adam Miglio, Amy Peeler

Assistant Professors Andrew Abernethy, Gregory Lee

The mission of the Department of Biblical and Theological Studies is to help cultivate Christians who are biblically rooted and theologically formed.

Since biblical truth stands at the center of the Christian tradition, and the Scriptures are the integrating core of a Christian liberal arts education, our programs are designed to foster Christian thinking nurtured by biblical and theological study.

We assist students to think biblically through understanding the content of Old and New Testaments as the Word of God, grasping the principal theological themes of the Bible, and interpreting the Scriptures in light of the culture, history, and geography of the ancient world.

We assist students to think theologically through comprehending classic Christian doctrine, paying special attention to its historic development and its evangelical expressions, with a view toward enabling obedient witness to Christ in our contemporary context.

Our approach to the study of Scripture and theology aims both at equipping students to interpret the Bible with a capacity for mature theological judgment, and to connect biblical teaching with the church's responsibilities related to ethics, spirituality, and mission.

In light of this mission, we aim to foster student formation in three interrelated areas: biblical and theological knowledge; academic skills and critical reflection; and Christian life and service.

Therefore, we offer undergraduate and graduate programs that foster biblical and theological knowledge informed by rigorous, critical, and Christian engagement with classic and contemporary scholarship. We promote the development of academic skills necessary for advanced study and service in the church and society worldwide. We are committed to stimulating learning that bears fruit in lives of faithful thinking and witness for Christ and His kingdom.

The Bible and the Liberal Arts

Courses are offered in the context of a liberal arts education and seek to embrace the entire spectrum of human knowledge, culture, and experience, affirming the value of every discipline that contributes to that end. "Christian" liberal arts is distinguished by the recognition it gives to the lordship of Jesus Christ and to the Bible in its depiction of the world and the human condition, and by its commitment to glorify God and accomplish His purpose in the world.

Historically, Wheaton College affirms that the truth of Scripture is absolute and has unique authority. Furthermore, the College understands its mission as being "For Christ and His Kingdom." These commitments form its major distinctives as a Christian liberal arts college. In light of our commitment to the Bible's authority, we seek to help students evaluate the presuppositions, theories, goals, and methods of each discipline, and indeed all of life's activities, by the revelation of God's truth as found in Scripture.

Academic majors are available in Biblical Archaeology, and Biblical and Theological Studies. All Wheaton College undergraduates are required to take some course work in Biblical and Theological Studies. Master of Arts and Doctor of Philosophy degrees are also available (see [Graduate Programs](#) in this catalog).

Biblical Archaeology

Coordinator, [Adam Miglio](#)

Other instructors: [Dean Arnold](#), [Andrew Hill](#), [Daniel Master](#), [Douglas Penney](#), [John Walton](#)

Biblical Archaeology is an integrative discipline that lies at the intersection of biblical studies, ancient languages, and the social sciences. Students in this major are trained to study the Bible within its long-term geographic, historical, cultural, and social contexts. In addition to core courses in archaeology, history, and ancient languages (including biblical languages), the major requires participation in an approved archaeological excavation and an interdisciplinary emphasis.

The combination of these disciplines provides a strong liberal arts foundation for a variety of vocations as students will be equipped to think historically, linguistically, and archaeologically. Of particular importance for the Christian is the way in which biblical archaeology provides a foundation for biblical study. Today as never before the cultural setting of the biblical text is accessible through archaeological and linguistic discoveries in the Near East. By mooring Scripture in ancient lifeways it is possible to clarify and enliven its message while exploring its contemporary relevance.

Requirements for a major in Biblical Archaeology are 36 hours beyond the 12 hours from general education requirements ([ARCH 211](#) or [ARCH 213](#), [BITH 315](#) OR [BITH 374](#)) and Greek or Hebrew language competency; 20 hours of core requirements, including [ARCH 325](#), [345](#), [365](#), [366](#), six hours of biblical studies in New Testament ([BITH 451](#) and [452](#)) **OR** Old Testament ([BITH 431](#) and [443](#) or [BITH 635](#)); six hours of electives (either [ARCH 317](#) with [333x](#), or [ARCH 334x](#) with [367](#) or [369](#)), four hours of capstone to include [ARCH 412](#) (Prerequisite: [ARCH 211](#) or [213](#), and [ARCH 365](#), [366](#)) and [ARCH 494](#) (Prerequisite: [ARCH 412](#)), and six hours in a single interdisciplinary emphasis (300-level courses from either Anthropology/Sociology, Geology, Ancient Languages, or Theological Studies).

Requirements for a minor in Biblical Archaeology are 20 hours, including four hours from general education requirements ([BITH 211](#) or [213](#)), ten hours of core requirements ([ARCH 365](#), [366](#), [412](#)), and six hours of electives (selected from [ARCH 317](#), [325](#), [345](#), [367](#), [369](#)).

Biblical and Theological Studies

Associate Dean, [D. Jeffrey Bingham](#)

The purpose of Biblical Studies is to familiarize students with the content and concepts of the Bible, the appropriate methodologies for the interpretation and the application of biblical teaching, and the research tools and resources necessary to pursue independent study of biblical texts and topics. For career purposes, the major may be used as a terminal degree, preparing students for employment in church and parachurch agencies by achieving a level of biblical literacy that will enable them to be active in lay church leadership and teaching ministries. As an initial degree, it prepares students for seminary training or for graduate work in theology and related disciplines.

In both required and elective courses, students are trained in basic biblical and theological knowledge. They are encouraged to develop skills that enable them to take into account the original linguistic, literary, historical, and cultural contexts of the Bible. Students are thereby enabled to consider critically religious traditions, beliefs, and practice in order to bring them into conformity with biblical revelation and to evaluate all of life and thought from the perspective of biblical principles.

The ultimate goal of Theological Studies is to ensure that the church's proclamation and the individual's life are faithful to God's revelation of Himself in Scripture. Students with good theological training will know how to evaluate critically their own personal theological leaning, be aware and respectful of other theological positions, and be able to distinguish those values that are distinctly Christian from those that the secular world espouses. Because of the diverse denominational and theological traditions that enrich

our faculty and make up our student body, we bring a variety of approaches to the question of the church's role in society.

These objectives are attained through the academic processes that enable students to formulate a constructive, personal stance of Christian faith, to become aware of how culture affected biblical revelation which in turn dynamically affected culture, and to act upon a personal Christian worldview in daily life.

The Biblical and Theological Studies major meets the undergraduate requirements for seminary study suggested by the Association of Theological Schools in the United States and Canada (ATS). Students contemplating graduate studies should consult with the institution in which they are interested to be informed of any particular undergraduate courses needed. Students interested in an accelerated curriculum leading to the bachelor's and master's degrees should consult with their advisors regarding the prerequisites for the Wheaton graduate program.

Requirements for a major in Biblical and Theological Studies are 32 hours beyond the general education requirement in Biblical and Theological Studies. The general education requirement (14 hours) includes Gospel Church and Culture **BITH 111**; Old Testament Literature **BITH 211** or **BITH 221** or **ARCH 211** or **BITH 212** plus two additional Old Testament hours from **BITH 331-349** or **433-449**, or OT Competency Examination plus two additional OT hours from **BITH 331-349** or **433-449**; New Testament Literature **BITH 213** or **ARCH 213** or **BITH 214** plus two additional NT hours from **351-368**, **454-469**; or NT Competency Examination plus two additional NT hours from **351-368**, **454-469**; and Systematic Theology, **BITH 374**. Major core requirements (12 hours) include **BITH 325** or **564** (8 hours of Greek prerequisite), **372**, **375**, and **494**. The additional 20 hours of the major are to be taken in one of the following three concentrations:

- ▶ **Biblical Studies** – 2 to 4 hours in Contextual Studies (**BITH 317/318**, **333/334**, **343**, **353**, **367x** or **369x**); 2 to 4 hours in Study of the Discipline (**BITH 431** and/or **BITH 452**); 10 to 12 hours in Textual Studies with Hebrew competency: Hebrew Exegesis, (**BITH 443**); New Testament courses, (**BITH 323**, **351**, **352**, **354-365**, **368**, **451**, **454-469**). With Greek competency: Greek Exegesis, (**BITH 451** or **GREK 451**); Old Testament courses (**BITH 323**, **338-342**, **344-345**, **433-438**, **443**, **449**). 4 hours of additional Theological Studies from Figures (**BITH 483-488**); Doctrines (**BITH 382**, **385**, **387-389**, **391-393**); Topics (**BITH 373**, **377**, **383**, **384**, **386**, **394-399**). This concentration requires that the general education language requirement be met by taking Greek or Hebrew. (**GREK 101**, **102**, and **201**) or (**HEBR 301**, **302**, and **401**).
- ▶ **Theological Studies** – 6 hours of Figures: Choose at least two from **BITH 483-488**; 6 hours of Doctrines: Choose at least two from **BITH 382**, **385**, **387-389**, **391-393**; 2 hours of Topics: Choose at least one from **BITH 373**, **377**, **383**, **384**, **386**, **394-399**; Choose 2 elective hours from BITH or RELI; Choose 4 hours of Biblical Studies from BITH (*Old Testament course chosen from BITH 323*, **338-345**, **349**, **431-438**, **443-449**; *New Testament chosen from BITH 323*, **351-365**, **368**, **451-458**; or *Biblical Theology chosen from BITH 326*, **425**) or ARCH (*chosen from ARCH 331*, **333**, **334**, **367**, **369**). Students pursuing the Theological Studies concentration are urged to fulfill the General Education language requirement by taking Greek or Hebrew (**GREK 101**, **102**, and **201** or **HEBR 301**, **302**, and **401**).
- ▶ **Integrated Bible/Theology Concentration** – 2 to 4 hours in Contextual Studies (**BITH 317/318**, **333/334**, **343**, **353**, **367** or **369**); 2 to 4 hours in Study of the Discipline (**BITH 431** and/or **BITH 452**); 6 to 8 hours in Textual Studies: Old Testament courses (**BITH 323**, **331-345**, **349**, **433-438**, **443-449**); New Testament courses (**BITH 323**, **351-365**, **368**, **451-469**); Biblical Studies courses (**BITH 323**, **326**, **425**); 8 hours in Theological Studies: choose at least three courses from: Figures (**BITH 483-488**), Doctrines (**BITH 382**, **385**, **387-389**, **391-393**), Topics (**BITH 373**, **377**, **383**, **384**, **386**, **394-399**); 0 to 2 hours in BITH or ARCH or RELI elective. Students pursuing the integrative Bible/Theology concentration are urged to fulfill the General Education language requirement by taking Greek or Hebrew (**GREK 101**, **102**, and **201** or **HEBR 301**, **302**, and **401**).

A departmental honors program for majors requires four hours of honors course work within the 32-hour major, plus an additional four hours of honors thesis.

Requirements for a minor in Biblical and Theological Studies: 28 hours which includes the following: 12 hours of general education in Biblical and Theological Studies (**BITH 211** or **221**, **213**, **315** or equivalent) and 16 hours from upper division study (eight hours of Biblical Studies at 300- or 400 level,

and eight hours of Theological Studies at 300- or 400-level.). General education requirements met through competency testing cannot count toward the minor. (Thus, if a student passes the competency exam for **BITH 211** or **213**, 2 hours of general education is waived but now must be added to upper division study, making 10 required hours.)

Requirements for a minor in Hebrew Bible are 20 hours including **HEBR 301, 302, 401x**, and **BITH 443 or 635** (taken at undergrad level) a total of 16 hours, plus four hours of electives from **BITH 443, 495, 635** (taken at undergrad level), **532** (taken at undergrad level), **ARCH 417x, 418x**, or **LING 321**. The Hebrew Bible minor promotes serious study of the original language of the Old Testament. Grammar and exegesis stand at the center of the minor, supplemented by readings in the Hebrew Bible, and four elective hours in cognate languages and disciplines. The minor is ideal for students anticipating advanced biblical studies in seminary or graduate school, as well as in Near Eastern studies and archaeology.

Certificate in Early Christian Studies

Coordinator, George Kalantzis

The Certificate in Early Christian studies is an interdisciplinary program designed to introduce students to the systematic study of the broad fields of patristic and early Christian literature and help them investigate historical and theological questions related to the early Church. One of the primary goals of the program is to foster and develop a deeper understanding and appreciation of the history, theology, literature, and worship of the multifaceted world of early Christianity through the close study of textual and material resources in thematic and group study sessions.

The program's academic home is the Department of Biblical and Theological Studies, with a number of courses offered through other academic departments including, but not limited to, History, Christian Formation and Ministry, Foreign Languages, Art, Sociology & Anthropology.

Students from any major are eligible for the 24-hour *Certificate in Early Christian Studies*. Students will complete a ten-hour core of courses that investigate the historical and theological foundations of early Christianity. This core will include a capstone course designed to integrate approaches from several key disciplines. In addition, students will select 14 hours of classes from a variety of offerings from different departments. These classes will be distributed among three main areas: ecclesiastical, contextual, and textual.

Requirements for a Certificate in Early Christian Studies and Courses Offered are 10-12 hours of Core Requirements (**BITH 371, 327, 388, or BITH 385**, and **BITH 489**), and 14 hours of Elective Requirements which should be met by selecting at least one course from each of the following areas: *Ecclesiastical*: **BITH 381, 385, 388, 389, 396, 398, 378x, CE 343, CE 344 / CFM 694**, *Contextual*: **PHIL 311, ART 352, BITH 354, or BITH 357**, and *Textual*: **LATN 333, LATN 495** (with the approval of the instructor and the coordinator of the Certificate program), **GREK 332, GREK 334**: Advanced Koine Readings: Greek Old Testament (2), **GREK 33X**: Advanced Koine Readings: The Apocrypha, **GREK 495** (with the approval of the instructor and the coordinator of the Certificate program), **BITH 327 or 328** (may be repeated with a different topic), **BITH 397, 399, 483, or BITH 489** (may be repeated with a different topic).

Flexible course additions (2–4 hours). On a case-by-case basis, the Certificate in Early Christian Studies can include courses and independent study work in which students participate in a class with related topics and/or pursue work directly related to the issues addressed in the certificate program.

Special Topics Courses that are offered on an occasional basis and address topics related to the early Church (such as readings in patristic literature in primary languages) may be petitioned for acceptance as partial fulfillment of the elective requirements in either the Church, Context, or Text category.

With the permission of the coordinator of the Certificate for Early Christian Studies, students are urged to consider expanding coursework into an undergraduate honors thesis.

Archaeology Courses (ARCH)

ARCH 211. Old Testament Archaeology. A survey of the Old Testament with an emphasis on archaeological research as it relates to the understanding and interpretation of the text. This course fulfills the Old Testament general education requirement.

ARCH 213. New Testament Archaeology. A survey of the New Testament with an emphasis on archaeological research as it relates to the understanding and interpretation of the text. This course fulfills the New Testament general education requirement.

ARCH 317. Studies in Biblical Lands. A study of cultural, historical, geographical, and theological dimensions of the Old Testament, New Testament, and the Church through classroom lecture and travel to Israel, Greece, Turkey, and Rome. In addition, through contact with leaders and communities of non-western churches, Wheaton in the Holy Lands engages students with issues of the theological development of the Church through the centuries. This program can be taken as a partial alternative to the general education requirements in Biblical and Theological studies, or it can fill selected requirements in the Biblical Studies, Theological Studies, or Archaeology major. Su only

ARCH 325, 326. Archaeological Field Work. Field experience involving excavation, interpretation, and studies in related regional archaeology. Other off-campus projects or research may be structured to meet the course requirements. Offered for four hours (325) or two hours (326). Graded pass/fail unless petitioned for a grade. (4, 2)

ARCH 331x. Egypt and the Bible. See **BITH 331**. (2)

ARCH 333x. Historical Geography. See **BITH 333**. (2)

ARCH 334x. Historical Geography. See **BITH 334**. Su only. (2)

ARCH 345. Archaeology of the Classical World. Excavations, monuments, epigraphic materials, and papyri from the Minoan, Mycenaean, Aegean, and Greco-Roman times. Prerequisite: **ARCH 211** or **213**. (2)

ARCH 365. History of the Ancient Near East. A study of the history and culture of the ancient civilizations in and around the land of the Bible from 3500 to 500 B.C. Prerequisite: **ARCH 211** or **213**.

ARCH 366. Archaeology of Ancient Syria-Palestine. A survey of archaeological and historical materials of ancient Canaan/Palestine/Israel from prehistoric times through the Iron Age. Special attention is given to understanding the material culture of each period and the interface of biblical sources with these periods where appropriate. Three hours lecture, two hours laboratory. Prerequisite: **ARCH 211** or **213**.

ARCH 367. Jerusalem, the Holy City. Jerusalem's special place in the biblical tradition is considered through the disciplines of archaeology and history. Special attention is given to the city's theological significance, as well as its place in the religious traditions and history of the Middle East. Prerequisite: **ARCH 211** or **BITH 211** or **212** or **221** (or passing the Old Testament Competency Examination).

ARCH 369. Religions of Israel and the Ancient Near East. The religious traditions of ancient Israel, Egypt, Mesopotamia, and Canaan are examined with an emphasis upon cosmology, the gods, temple, sacred writings, burial customs, and afterlife. A comparative approach is employed which includes related materials from the Old Testament. Prerequisite: **ARCH 211** or **BITH 211** or **212** or **221** (or passing the Old Testament Competency Examination).

ARCH 411, 412. Advanced Archaeological Study. A concentrated analysis of one particular aspect of biblical archaeology or ancient Near Eastern studies. Offered for four hours (411) or two hours (412). (4, 2).

ARCH 415X. Ugaritic Language and Literature. See **ARCH 515**.

ARCH 416X. Classical Hebrew Inscriptions. See **ARCH 516**.

ARCH 417x. Egyptian Hieroglyphics. See **ARCH 517**.

ARCH 418x. Akkadian Cuneiform. See **ARCH 518**. (2 or 4)

ARCH 452x. Jewish Backgrounds of the New Testament. See **BITH 552**. (2)

ARCH 453x. Advanced Archaeology and the Old Testament. See [ARCH 521](#).

ARCH 454x. Historical Geography. See [BITH 333](#). (2)

ARCH 494. Senior Seminar. A capstone seminar devoted to exploring the current issues in Near Eastern archaeology that relate to biblical studies, especially those touching on historiography, historicity, social and cultural backgrounds, methodology, and faith. (2)

ARCH 495. Directed Study. Independent study of selected problems for the advanced student. (1-4)

Biblical and Theological Studies Courses (BITH)

Courses listed are examples of classes which may be offered. Not all courses are offered regularly. Upper division students, especially majors, may also take graduate courses listed at the 500-level for undergraduate credit. See the [Graduate Programs](#) section of this catalog for graduate-level Biblical and Theological Studies courses.

BITH 111. Gospel, Church, and Culture. An introduction to Christian faith and the evangelical Protestant heritage. The course gives special attention to the church's engagement with culture and society and to the exploration of the integration of faith and learning in a liberal arts context. (2)

BITH 211, 212. Old Testament Literature and Interpretation. An overview of the Old Testament, tracing its teaching with respect to historical background and literary character. This course is not to be taken by students who have passed the Old Testament Competency Examination. Offered for four hours (211) or two hours (212). (4, 2)

BITH 213, 214. New Testament Literature and Interpretation. An overview of the New Testament, tracing its teaching with respect to historical background and literary character. This course is not to be taken by students who have passed the New Testament Competency Examination. Offered for four hours (213) or two hours (214). (4, 2)

BITH 221. Old Testament Literature in Three Traditions. An overview of the redemptive narrative of the Hebrew Bible/Old Testament emphasizing its message and themes with respect to the historical background and literary character, and exploring its place in the three monotheistic religions tracing their origins to Abraham—Judaism, Christianity and Islam. This course is not to be taken by students who have passed the Old Testament Competency Examination. Meets General Education requirement in Old Testament. Diversity designation (4)

BITH 315, 316. Christian Thought. An investigation into the basic beliefs of the Christian faith. Prerequisites: [BITH 211](#) or [221](#) or [212](#); and [213](#) or [214](#). Philosophy majors are encouraged to take [BITH 374](#) instead of this course. Offered for four hours (315) or two hours (316). (4, 2)

BITH 317, 318. Studies in Biblical Lands. A study of cultural, historical, geographical, and theological dimensions of the Old Testament, New Testament, and the Church through classroom lecture and travel to Israel, Greece, Turkey, and Rome. In addition, through contact with leaders and communities of non-western churches, Wheaton in the Holy Lands engages students with issues of the theological development of the Church through the centuries. This program can be taken as a partial alternative to the general education requirements in Biblical and Theological studies, or it can fill selected requirements in the Biblical Studies, Theological Studies, or Archaeology major. Su only. Diversity designation.

BITH 319x. Colonialism and Redemption: Native American Culture and Theology from 1492 to Wounded Knee. Diversity designation. See [ANTH 319](#). (2)

BITH 323x. Literature of the Bible. See [ENGL 373](#).

BITH 325. Biblical Interpretation and Hermeneutics. A survey of hermeneutical theory discussing past and current views of how author, text, reader, and context contribute to the communication of textual meaning. These insights will be applied to the Bible, giving the student an interpretive strategy for exegeting the biblical text and appropriating it for the contemporary church, as well as an approach to synthesizing one's interpretive work in formulating biblical-theological themes. Basic approaches for doing biblical theology and theological interpretation will be summarized and illustrated. The course is open to non-majors and is a prerequisite for all 400 level Biblical Studies courses. Prerequisite: [BITH 211](#) or [221](#) or [212](#), or [ARCH 211](#) (or passing the Old Testament Competency Examination); or [BITH 213](#) or [214](#), or [ARCH 213](#) (or passing the New Testament Competency Examination).

BITH 326. Biblical Theology of Worship. An examination of worship in the Bible, both Old and New Testaments with a view to developing a theology of worship that is consistent with the teachings of Scripture. Special attention will be paid to the appropriate application of this theology for the church today. Prerequisite: **BITH 211 or 221 or 212**, or **ARCH 211** (or passing the Old Testament Competency Examination); or **BITH 213 or 214**, or **ARCH 213** (or passing the New Testament Competency Examination). (2)

BITH 327. Reading Scripture with the Church Fathers. A study of the reception, transmission, and interpretation of Scripture within the early church (2nd to 6th centuries). Emphasis will be placed on the historical context of patristic exegesis, the relationship between scripture and tradition, and questions of hermeneutics. Prerequisite: **BITH 211 or 212 or 221**, or **ARCH 211** (or passing the Old Testament Competency Examination); or **BITH 213 or 214**, or **ARCH 213** (or passing the New Testament Competency Examination). (2)

BITH 328. Reading Scripture with the Church Fathers. A study of the reception, transmission, and interpretation of Scripture within the early church (2nd to 6th centuries). Emphasis will be placed on the historical context of patristic exegesis, the relationship between scripture and tradition, and questions of hermeneutics. Prerequisite: **BITH 211 or 212 or 221**, or **ARCH 211** (or passing the Old Testament Competency Examination); or **BITH 213 or 214**, or **ARCH 213** (or passing the New Testament Competency Examination).

BITH 331. Egypt and the Bible. This course will introduce the student to the history and culture of ancient Egypt, and relate these to important biblical events, including the life of Joseph and the Exodus. By the use of primary sources in literature and art, such themes as religion, cosmology, and kingship will be studied in their historical and cultural contexts. Prerequisite: **BITH 211 or 221 or 212**, or **ARCH 211** (or passing the Old Testament Competency Examination). (2)

BITH 332. Ruth and Esther. A detailed study of the books of Ruth and Esther, giving special attention to historical background, literary analysis, theological emphases, ancient and traditional Jewish and Christian interpretations, recent ideological interpretations, and contemporary application. Prerequisite: **BITH 211 or 221 or 212**, or **ARCH 211** (or passing the Old Testament Competency Examination). (2)

BITH 333. Historical Geography. A study of selected biblical episodes which are enriched when understood in the context of Near Eastern history and Palestinian geography. The studies are tailored to students in the Wheaton in the Holy Lands program. Su only (2)

BITH 334. Historical Geography. A study of selected biblical episodes which are enriched when understood in the context of Near Eastern history and Palestinian geography. Prerequisite: **BITH 211 or 221 or 212**, or **ARCH 211** (or passing the Old Testament Competency Examination). (2)

BITH 338. Genesis 1-11. A study of the foundational chapters for the Old and New Testaments. The central themes of creation, God, humanity, the fall, redemption, judgment, and covenant will be investigated in detail. Prerequisite: **BITH 211 or 221 or 212**, or **ARCH 211** (or passing the Old Testament Competency Examination). (2)

BITH 341. Exodus. The exodus event is as central to OT theology as the death and resurrection of Jesus Christ to NT theology. The historical and theological implications of this book will be examined, with special emphasis given to the covenant between God and Israel. Prerequisite: **BITH 211 or 221 or 212**, or **ARCH 211** (or passing the Old Testament Competency Examination). (2)

BITH 343. The Old Testament in its Cultural Environment. An introduction to background and comparative studies in order to understand the impact that the literature and thinking of the ancient world had on the Israelites and on biblical literature. The course will focus on methodology and will consider both similarities and differences that emerge as the cultures and literatures are compared. Prerequisite: **BITH 211 or 221 or 212**, or **ARCH 211** (or passing the Old Testament Competency Examination). (2)

BITH 344. The Psalms: Songs of Israel and the Church. A study of the spiritual and literary legacy of the book of Psalms. The collection will be analyzed according to literary types, and the individual psalms studied according to their type and content. The use of Psalms in the history of the Church as a vehicle of worship will be a daily devotional focus to begin each class. Prerequisite: **BITH 211 or 221 or 212**, or **ARCH 211** (or passing the Old Testament Competency Examination). (2)

BITH 345. Life of David. A study of the life and thought of David as found in the Books of Samuel and Psalms with an emphasis on 'spiritual theology.' Prerequisite: **BITH 211 or 221 or 212**, or **ARCH 211** (or passing the Old Testament Competency Examination). (2)

BITH 348. Between the Testaments. A survey of intertestamental history from 300 to 5 B.C. with special attention given to the literature of the period as a theological bridge between the Old and New Covenants. Areas of study include OT Apocrypha and selections from the OT Pseudepigrapha, the Dead Sea Scrolls, the development of apocalyptic literature and rabbinic Judaism. Prerequisite: **BITH 211 or 221 or 212, or ARCH 211** (or passing the Old Testament Competency Examination); or **BITH 213 or 214, or ARCH 213** (or passing the New Testament Competency Examination). (2)

BITH 349. Old Testament Topics. Study of an Old Testament portion or theme. Course may be repeated for different topics. Prerequisite: **BITH 211 or 221 or 212, or ARCH 211** (or passing the Old Testament Competency Examination). (2 or 4)

BITH 351. Jesus of Nazareth. A thorough study of Jesus' life and teaching. Primary attention will be given to reconstructing the first-century historical and cultural setting of Judaism that shaped Jesus' message. Additional emphasis on developments within current "Jesus research" and assessment of the results of critical scholarship. Prerequisite: **BITH 213 or 214, or ARCH 213** (or passing the New Testament Competency Examination). (2 or 4)

BITH 352. Paul of Tarsus. A study of the life and thought of Paul as found in the book of Acts and in Paul's New Testament letters. The course will synthesize the major categories of Pauline thought and emphasize their value for faith today. Prerequisite: **BITH 213 or 214, or ARCH 213** (or passing the New Testament Competency Examination). (2 or 4)

BITH 353. The New Testament in the Mediterranean World. This course is a study of the political, cultural, social, and religious history of the Greco-Roman world (300 BC-100 AD) gained from literary, epigraphic, and archaeological sources. Attention is directed to this period as (1) the successor to the classical Hebrew and Greek periods, (2) the predecessor to Rabbinic Judaism and Patristic Christianity, and (3) the immediate setting of the New Testament. Focus will be directed at those historical events, theological developments and institutional shifts which affected the early Christians and the writings of the New Testament. Prerequisite: **BITH 213 or 214, or ARCH 213** (or passing the New Testament Competency Examination). (2)

BITH 354. Women in the World of the NT. This course will examine women's lives and the concept of female in the New Testament and the wider Greco-Roman world, including Second Temple Judaism, by studying the biblical text, literary sources and archaeological evidence. This course will explore New Testament women's participation in and contributions to the Christian story in the first century, and discuss women's participation in leadership in the church today. General pictures of women's lives in Judaism and the Greco-Roman world will supplement the portrait of early Christian women. Prerequisite: **BITH 213 or 214, or ARCH 213** (or passing the New Testament Competency Examination). Diversity designation. (2)

BITH 355. Theology of the Promised Land. An integrative course studying the theological motif of the Promised Land in the Bible. This course will explore the theology of the Land as interpreted within Judaism and Christianity over the last two millennia. Prerequisites: Old Testament Literature (**BITH 211 or BITH 221**) and New Testament Literature (**BITH 213**). (2)

BITH 356. 1 Corinthians. A section-by-section survey of 1 Corinthians dealing with the issues of the nature of the Church, Christian behavior and social responsibility, sexuality, marriage and divorce, Christian worship, the spiritual gifts, and the resurrection. Prerequisite: **BITH 213 or 214, or ARCH 213** (or passing the New Testament Competency Examination). (2 or 4)

BITH 357. Women in the Early Church. A historical overview of women's activities in the first five centuries of the early Church, this course will address women's participation in the intellectual, liturgical, ascetic and monastic arenas of the emerging orthodox Church and the various heterodox movements. Attention will be paid to writings about women as well as to theological issues of gender. Prerequisite: **BITH 213 or 214 or ARCH 213** (or passing the New Testament Competency Examination). Diversity designation

BITH 358. Acts of the Apostles. A study of the Book of Acts focused on the geographic and ethnic spread of the gospel, the birth and development of the apostolic church, the gospel's relationship to the Jewish and wider Greco-Roman social worlds, and the theology of Acts. Prerequisite: **BITH 213 or 214 or ARCH 213** (or passing the New Testament Competency Examination). (2 or 4)

BITH 359. New Testament Topics. Study of a New Testament portion or theme. Course may be repeated for different topics. Prerequisite: **BITH 213 or 214, or ARCH 213** (or passing the New Testament Competency Examination). (2 or 4)

BITH 361x. Advanced Koine Reading. See **GREK 334, 335, 336**. (2 or 4)

BITH 362. James. An exposition of the text of the Epistle of James, focusing on the church situations that prompted the teaching of the various themes it contains, and their correlation to corresponding New Testament motifs. Prerequisite: **BITH 213** or **214**, or **ARCH 213** (or passing the New Testament Competency Examination). (2)

BITH 363. The Letter to the Romans. A close analysis of Paul's theological argument in the book of Romans with special attention to themes that integrate broadly with the humanities. Prerequisite: **BITH 213** or **214**, or **ARCH 213** (or passing the New Testament Competency Examination).

BITH 364. Peter and Jude. Exercise in the interpretation of letter genre, by application to portions of 1 Peter, 2 Peter, and Jude. Students use a prescribed method and scholarly resources for productive class discussions. Attention is given to sociological exegesis. Prerequisite: **BITH 213** or **214** or **ARCH 213** (or passing the New Testament Competency Examination). (2)

BITH 365. Prison Epistles. Analysis of Colossians, Ephesians, Philippians, and Philemon, all written while the author was in chains. Attention will focus on the light these letters throw on Paul's life and thought, as well as on the abiding challenge of their message. Prerequisite: **BITH 213** or **214** or **ARCH 213** (or passing the New Testament Competency Examination). (2 or 4)

BITH 367x. Jerusalem, the Holy City. See **ARCH 367**.

BITH 368. The Book of Revelation. A chapter-by-chapter analysis of the Book of Revelation with consideration of the major themes, apocalyptic symbolism, theology, prophetic character of the book, and relevance to Christian faith and discipleship. Prerequisite: **BITH 213** or **214** or **ARCH 213** (or passing the New Testament Competency Examination). (2)

BITH 369x. Religions of Israel and the Ancient Near East. See **ARCH 369**.

BITH 371. Early Christianity: From Rome to Byzantium. A foundational survey of early Christianity from the first to the eleventh century of the Common Era, with special emphasis on the patristic period of the first six centuries. This period is crucial to the development of Christian faith, as basic parameters of many of the key doctrines of the Church were worked out here—parameters that have exerted a normative influence on Christian life and thought. Prerequisite: **BITH 211** or **BITH 221**, and **BITH 213**, (or passing the Old Testament and New Testament Competency Examination).

BITH 372. Historical Theology. Historical survey of people and movements which have shaped the faith of the Christian church from post-biblical times to the present. The course is open to non-majors but is not a substitute for Christian Thought.

BITH 373. Marriage, Sex and Family in the Christian Tradition. Examines marriage, sexuality, and the family in the Christian tradition in light of scripture, doctrine, and church history. The course trains students to think theologically about Christian life. Prerequisite: **BITH 315** or **BITH 316** or **BITH 374**.

BITH 374. Systematic Theology. A critical investigation into the content and contemporary significance of the Christian faith, emphasizing biblical foundations, philosophic presuppositions and comprehensiveness. Prerequisites: **BITH 211** or **221** or **212**; and **213** or **214**, or **ARCH 211** and **213**. The course is open only to Biblical and Theological Studies and Philosophy majors.

BITH 375. Theological Ethics. An investigation into the major Christian ethical traditions, their biblical and theological foundations, the development of Christian character and values, and the task of bringing Christian ethical convictions to bear on personal and societal issues. Prerequisite: **BITH 315** or **316** or **372** or **374**. (2)

BITH 376. Theologies of Transformation. This course examines the intersection between the challenges of the urban context and the gospel's mandate for faithful Christian practice in this world. The theological emphases of evangelical, Catholic, and specifically politically oriented theologies are examined, with the aim of facilitating a theological and cultural exegesis of the urban setting and developing proposals for Christian practices which display fidelity to God's Kingdom. Only offered as a part of Wheaton in Chicago.

BITH 377. Topics in Christian Thought. In-depth treatment of some theological category (doctrine, figure or topic) or the application of Christian thought to contemporary issues. Course may be repeated for different topics. Prerequisite: **BITH 315**, **316**, or **374**. (2 or 4)

BITH 378x. Origins of Christian Worship. See **CE 344**.

BITH 379x. Spiritual Theology: Knowing and Experiencing God. See [CE 341](#).

BITH 381. Spiritual Classics. A small group study which explores the concept of Christian "spirituality" from the classics of the Christian tradition including Augustine, Benedict, Bernard of Clairvaux, Juliana, Teresa of Avila, Luther, Calvin, Catherine of Genoa, Pascal, Wesley, Bunyan, Bonhoeffer, Merton, Nouwen, Sundar Singh, and others. (2)

BITH 382. Doctrine of the Church. A theological examination of the nature, life, and ministry of the Church. Attention is given to various biblical, historical, and dogmatic representations of the Church in order to grasp the Church as the *communio sanctorum* (communion of the saints) created by the Word, gathered, upheld, and sent by the Spirit into the world as a faithful witness. Prerequisite: [BITH 315](#), [316](#), or [374](#). (2)

BITH 383. Gender and Theology. This course offers a theological examination of the representation of women and gender in Christianity. Attention is given to the historical and cultural contexts of the first century and contemporary period. Theological, historical, literary, exegetical, and feminist methods are variously employed. Prerequisite: [BITH 315](#), [316](#), or [374](#). Diversity designation (2)

BITH 384. Political Theology. A study of the political dimension of the proclamation of God's saving power. It undertakes political, historical, and social analysis of a given period or context. Different forms/contexts of political life (i.e., Latin American, European, Middle Eastern, and North American) are variously considered with a view toward examining how the Gospel bears upon questions of power, alienation, resistance, identity, truthfulness, and forgiveness. Prerequisite: [BITH 315](#), [316](#), or [374](#). (2)

BITH 385. Doctrine of the Triune God. An overview of the doctrine of God, including study of divine action and attributes, with particular attention to the doctrine of the Trinity. Biblical teaching and traditional developments are foundational. Contemporary concerns and theological contributions, especially the recent recovery of Trinitarian thinking, will also shape the study. Prerequisite: [BITH 315](#), [316](#), or [374](#).

BITH 386. Theological Method. An interaction with the challenges to, possibilities for, and fundamentals of doing "evangelical" theology in the twenty-first century. Introduces various positions (especially Protestant) on the nature, sources, skills, and structure of theology, as well as theological uses of Scripture. Leads students to formulate their own heuristic approaches for doing theology, amid undertaking a doctrinal case study. Prerequisite: [BITH 315](#), [316](#), or [374](#); [BITH 325](#) strongly recommended.

BITH 387. Eschatology. A focus on the progressive development and ultimate consummation of God's purpose in redemptive history, with special emphasis on the nature and coming of God's kingdom. Studies the various eschatological systems, their competing hermeneutical approaches to the relevant biblical texts and themes, and the relationship between Israel and the Church, with a view to constructing a theologically unified perspective. Prerequisite: [BITH 315](#), [316](#), or [374](#). (2)

BITH 388. Christology. Study of the person and work of Christ. Attention will be given to classic debates and formulations in church history and systematic theology. The biblical material in its historical milieu will also be stressed to discover its abiding significance. Prerequisite: [BITH 315](#), [316](#), or [374](#). (2)

BITH 389. Doctrine of the Holy Spirit. An investigation of the doctrine of the Holy Spirit, with reference to the biblical foundations and significant historical and contemporary developments. Trinitarian and Charismatic issues will be discussed, as well as an emphasis on the Spirit's cosmic work. Additionally, this course aims to encourage a deeper understanding of the Spirit's role in our lives. Prerequisite: [BITH 315](#), [316](#), or [374](#). (2)

BITH 391. Doctrine of Salvation. This course examines God's saving action through Jesus Christ's work of redemption. The doctrine of salvation considers the relationship between divine action and human faithfulness in justification and sanctification, and includes discussion of the church's ministry of reconciliation with a view toward forgiveness, justice, and hope. Prerequisite: [BITH 315](#), [316](#), or [374](#). (2)

BITH 392. Doctrine of Scripture. A survey of biblical, historical, and contemporary views of the origin and nature of Scripture, focusing on the issues of inspiration and inerrancy. Non-evangelical perspectives will be evaluated in the light of biblical and theological considerations. Prerequisite: [BITH 315](#), [316](#) or [374](#). (2)

BITH 393. Theological Anthropology. A theological examination of the nature of persons with special reference to issues raised by modern philosophy and psychology. Prerequisite: [BITH 315](#), [316](#), or [374](#). (2)

BITH 394. Postmodern Theologies. A survey of theologians and theologies styled (usually by themselves) as "Postmodern", with attention to their corollary effects upon traditional Christian doctrines. Some assessment is also

made of the terms “postmodern”, “postmodernism”, and “postmodernity”, along with responses to them among evangelicals. Prerequisite: **BITH 315, 316, or 374.**

BITH 395. Christian Ethics. An examination of the history, methodology, and content of Christian ethics with application to specific contemporary issues, which vary with each offering. Prerequisite: **BITH 315, 316, or 374.** (2)

BITH 396. Roman Catholic Theology. An introduction to the Roman Catholic Church, addressing the basic features of Roman Catholic culture, including: the Catholic Imagination, Catholic Spirituality, and Catholic Devotion. This course also addresses distinctive characteristics of Roman Catholic doctrinal theology and ethics, including: the Church, Revelation, Holy Scripture, Tradition, Gospel, Salvation, Sacraments, the communion of saints, and Mary. Furthermore, students will be given the opportunity to experience and critically reflect upon the distinctive characteristics of Roman Catholic worship and liturgy. Prerequisite: **BITH 315, 316, or 374.** (2)

BITH 397. Readings in Roman Catholic Theology. This course provides an in-depth treatment of a particular author, doctrine or issue from within the Roman Catholic tradition. Since this course deals with primary sources, and the reading and writing load is substantial, it is more suitable for students in their third or fourth year of study. Course may be repeated for different topics. Prerequisites: **BITH 315, 316, or 374 and BITH 396.** (2)

BITH 398. Eastern Orthodox Theology. This course provides an introduction to Eastern Orthodox theology and practice. Topics such as divine revelation, the Trinity, the Bible, tradition, salvation, the sacraments, and the saints will be discussed. Students will also be given the opportunity to experience and critically reflect upon the distinctive characteristics of Eastern Orthodox worship and liturgy. Prerequisite: **BITH 315, 316, or BITH 372.** (2)

BITH 399. Readings in Eastern Orthodox Theology. An in-depth treatment of a particular author, doctrine, or issue from within the Eastern Orthodox theological tradition. Course may be repeated for different topics. Prerequisites: **BITH 315, 316, or BITH 372, and BITH 398.** (2)

BITH 425. Biblical Theology. A study of the major theological themes within the Old and New Testaments, based upon the biblical text and the writings of major biblical theologians. The course will also consider the historical development and interrelationship of these themes throughout the successive periods of biblical history. Prerequisite: **BITH 325.**

BITH 431. Old Testament Criticism. A study of the history, method, and results of modern historical-critical approaches to the Old Testament literature. Attention will also be given to a critical assessment of these developments from an evangelical perspective. Prerequisites: **BITH 211 or 221 or 212, or ARCH 211** (or passing the Old Testament Competency Examination) and **BITH 325.** (2)

BITH 433. Jeremiah. Jeremiah's time was one of crisis and change for Israel. Therefore, his book has much to offer to the church and the Christian today. Historical, literary, and theological approaches will be used in the study of Jeremiah. Prerequisites: **BITH 211 or 221 or 212, or ARCH 211** (or passing the Old Testament Competency Examination) and **BITH 325.** (2 or 4)

BITH 434. Minor Prophets. A chronologically structured analysis of the message of the twelve prophets, giving special attention to historical background and the nature of prophetism in the OT and the Ancient Near East (ANE), theological emphases, contemporary application, and trajectories bridging the corpora and the liberal arts. Prerequisites: **BITH 211 or 221 or 212, or ARCH 211** (or passing the Old Testament Competency Examination) and **BITH 325.** (2)

BITH 438. Wisdom Literature. A selection from the Old Testament wisdom books, Job, Proverbs, and Ecclesiastes. The apocryphal books of Jesus ben Sirach and the Wisdom of Solomon may also be read and studied in relation to canonical wisdom. Prerequisites: **BITH 211 or 221 or 212, or ARCH 211** (or passing the Old Testament Competency Examination) and **BITH 325.** (2)

BITH 443. Hebrew Exegesis. Exegesis of books or selected portions of larger books of the Hebrew Old Testament. Capability of translation is assumed because of the prerequisite. The purpose of the course is not to teach Hebrew grammar but to interpret the Old Testament from the Hebrew text. Course may be repeated for different topics. Prerequisites: **BITH 211 or 221 or 212 or ARCH 211** (or passing the Old Testament Competency Examination) **BITH 325, and HEBR 401x.** (2 or 4)

BITH 449. Old Testament Topics. Study of an Old Testament portion or theme. Course may be repeated for different topics. Prerequisites: **BITH 211 or 221 or 212, or ARCH 211** (or passing the Old Testament Competency Examination) and **BITH 325.** (2 or 4)

BITH 451. Greek Exegesis. Exegesis of books or selected portions of larger books of the Greek New Testament. Capability of translation is assumed because of the prerequisite. The purpose of the course is not to teach Greek grammar but to interpret the New Testament from the Greek text. Course may be repeated for different topics. Prerequisites: **BITH 213** or **214**, or **ARCH 213** (or passing the New Testament Competency Examination) **BITH 325**, and completion of **GREK 201**. (2 or 4)

BITH 452. New Testament Criticism. A study of the history, method, and results of modern historical-critical approaches to the New Testament literature. Attention will also be given to a critical assessment of these developments from an evangelical perspective. Prerequisites: **BITH 213** or **214**, or **ARCH 213** (or passing the New Testament Competency Examination) and **BITH 325**. (2)

BITH 454. Mark. A study of the second gospel focusing on Mark's portrait of Jesus as the catalyst of the Kingdom and as suffering servant. Attention will be given to the relationship between literary forms and religious function in the writing of the gospel. Prerequisites: **BITH 213** or **214**, or **ARCH 213** (or passing the New Testament Competency Examination) and **BITH 325**. (2)

BITH 455. Interpreting the Synoptic Gospels. This course applies technical methods of study to the Synoptic Gospels to determine the form and function of the narrative message. Prerequisites: **BITH 213** or **214**, or **ARCH 213** (or passing the New Testament Competency Examination) and **BITH 325**. (2)

BITH 456. Parables of Jesus. An examination of the parabolic teaching of Jesus then (in its first-century Palestinian cultural setting) and now (its message to twenty-first-century Christians and society). Emphasis on the history of interpretation, especially contemporary literary-aesthetic approaches. Prerequisites: **BITH 213** or **214**, or **ARCH 213** (or passing the New Testament Competency Examination) and **BITH 325**. (2)

BITH 457. John. A comprehensive study of John's gospel. Its insights into personal spirituality, both in the first century and today, will be emphasized in the context of current critical Johannine scholarship. Prerequisites: **BITH 213** or **214**, or **ARCH 213** (or passing the New Testament Competency Examination) and **BITH 325**.

BITH 458. Acts of the Apostles. A study of the Book of Acts focused on the geographic and ethnic spread of the gospel, the birth and development of the apostolic church, the gospel's relationship to the Jewish and wider Greco-Roman social worlds, and the theology of Acts. Prerequisite: **BITH 213** or **214**, or **ARCH 213** (or passing the New Testament Competency Examination) and **BITH 325**. (2 or 4)

BITH 462. Pastoral Epistles. Careful investigation of 1 and 2 Timothy and Titus. Detailed textual analysis will lead to better understanding of the joys and struggles of Christian leadership under Paul's direction. Social roles and cultural issues affecting the Church will receive special attention. Prerequisites: **BITH 213** or **214**, or **ARCH 213** (or passing the New Testament Competency Examination) and **BITH 325**. (2)

BITH 469. New Testament Topics. Study of a New Testament portion or theme. Course may be repeated for different topics. Prerequisites: **BITH 213** or **214**, or **ARCH 213** (or passing the New Testament Competency Examination) and **BITH 325**. (2 or 4)

BITH 483. Theology of Augustine. A critical analysis of Augustine's theology, including the *Confessions* and his anti-Pelagian writings, and selections from his homilies and commentaries. Prerequisite: **BITH 315**, **316**, or **374**.

BITH 484. Theology of Thomas Aquinas. A critical analysis of Thomas Aquinas' theology, primarily from the *Summa Theologiae*, and also including readings from his *Commentaries*. Prerequisite: **BITH 315**, **316**, or **374**.

BITH 485. Theology of Martin Luther. A critical analysis of the theology of Martin Luther, with attention to his essential writings in the areas of the task of theology, the Word of God and Scripture, the Righteousness of God and salvation, the church, the sacraments, the two kingdoms and the Christian life. Prerequisite: **BITH 315**, **316**, or **374**. (2)

BITH 486. Theology of John Calvin. A critical analysis of the theology of John Calvin, with primary attention to the *Institutes of the Christian Religion*, and also including attention to his *Commentaries*. Prerequisite: **BITH 315**, **316**, or **374**.

BITH 488. Theology of Barth. This course represents a significant engagement with the work of the most important Reformed Protestant theologian since Schleiermacher. It offers a critical examination of one of the most significant, constructive dogmatic and moral theologians of the twentieth century. A close reading of a primary text is

undertaken with a view toward understanding Barth's dogmatic work as a theology of reconciliation and freedom. Prerequisite: **BITH 315, 316, or 374.** (2)

BITH 489. Advanced Topics in Christian Thought. In-depth treatment of some theological category (pneumatology, soteriology, Scripture) or the application of Christian thought to contemporary issues such as feminism, racism, and economics. Course may be repeated for different topics. Prerequisite: **BITH 315, 316, or 374.** (2 or 4)

BITH 494. Senior Seminar. A capstone, integrative seminar for Biblical and Theological Studies majors to be taken in the senior year. It will draw upon hermeneutical, exegetical, and theological tools to address current issues critical to Christian faith and practice. Prerequisites: **BITH 325 and BITH 374;** senior standing with BITH major. (2)

BITH 495. Directed Study. Independent study by qualified students in a special category or topic not offered in a regular course. (1-4)

BITH 496. Internship. Graded pass/fail. Prerequisite: junior or senior standing with BITH major. (1-4)

BITH 499. Honors Thesis. By application only. (2 or 4)

Religion Courses (RELI)

RELI 212. World Religions: Asia. A survey of the living religious traditions of South and East Asia, including that of Hindus, Buddhists, Jains, Parsees, Taoists, Confucianists, and Shintoists. Diversity designation. (2)

RELI 214. World Religions: Middle East. A survey of the living religious traditions of the Middle East, emphasizing Judaism and Islam. Diversity designation. (2)

RELI 362. Judaism. An introduction to the historical development of the religion of Judaism, including Messianic Judaism; its origins, literature, Holy Days, rituals, theologies, movements, and future. A visit to a synagogue service is an integral part of the course. (2)

RELI 364. Islam. A study of the origins of Islam in Arabia and its spread throughout the world. Special attention is given to Mohammed, the Qur'an, major tenets of Islam, different sects within Islam, the interface between Christianity and Islam, and the recent rise of Islamic fundamentalism.

RELI 492. Topical Studies. A phenomenological investigation across several religious traditions. Topics such as fundamentalism, cosmology, sacred writings, or mysticism will be covered. (2 or 4)

RELI 495. Directed Study. (1-4)

Biology

Chair, Associate Professor Jennifer Busch
Ruth Kraft Strohschein Professor of Biology Kristen Page
Professor Nadine Rorem
Associate Professors Jovanka Koo, Raymond Lewis, Rodney Scott
Assistant Professor Nathaniel Thom
Instructor Coreen Ogilvie

The Department of Biology introduces students to the concepts and characteristics of nature as part of God's creation. Students who major in Biology are expected to comprehend and integrate biological principles at the molecular, cellular, organismal, population, and ecosystem levels in preparation for teaching, entering the health professions, pursuing graduate work, or entering the biotechnology industry. Both students who take the general education component of the biology curriculum and students who major in Biology are expected to understand the concepts and processes of biology as a scientific discipline and as an integrative science. The Department of Biology aids students in the development of both Christian and biological perspectives for their careers and practices as stewards of God's creation.

Students who complete a Biology major are granted a Bachelor of Science degree unless they request a Bachelor of Arts degree.

Requirements for a major are 36 hours in Biology including **BIOL 241 Organization of Life**, **BIOL 242 Diversity of Life**, **BIOL 243 Processes of Life**, **BIOL 252 Modeling the Systems of Life**, **BIOL 356 Genetics**, **BIOL 494 The Integrated Biologist**, and 14 hours of electives including at least one course from each of three course clusters: Organization of Life, Diversity of Life, and Processes of Life. The same course may not be used to meet the requirements for more than one cluster. A student majoring in biology is also required to develop a sound understanding of chemical processes; this requirement is fulfilled in one of two ways: (1) by completion of **CHEM 236**, **CHEM 237**, **CHEM 341** and **CHEM 342**; or (2) by completion of **CHEM 221**, **CHEM 222**, **CHEM 241**, and an additional course in science.

Students interested in health professions may take the following courses among their 14 hours of electives: **BIOL 317 Biomedical Ethics**, **BIOL 331 Anatomy and Physiology I**, **BIOL 332 Anatomy and Physiology II**, **BIOL 362 Cell and Developmental Biology**, and **BIOL 364 Microbiology and Immunology**. Students interested in medical school must also take one year of physics (**PHYS 221/PHYS 222** or **PHYS 231/232**), and **BIOL/CHEM 461 Biochemistry**. **PSYC 101** and **SOC 115** are highly-recommended social science courses.

Requirements for a major with a biotechnology emphasis are **BIOL 241**, **242**, **243**, **252**, **356**, and **494** and 14 hours of electives that must include **BIOL 358 Recombinant DNA**, **BIOL 362 Cell and Developmental Biology**, **BIOL 364 Microbiology and Immunology**, and **BIOL 374 Bioinformatics**. Chemistry requirements are the same as those for the biology major. Additional recommended courses are **BIOL/PHIL 317 Biomedical Ethics**, **BIOL/CHEM 461 Biochemistry**, and **CSCI 235 Programming I**.

The biology faculty maintain ongoing research projects and encourage students to participate in collaborative research groups. Research experiences are designed to provide students with opportunities to gain and hone skills pertinent to the processes of scientific investigation and to contribute to current scientific knowledge. Active participation in these experiences develops the student's understanding of the processes of science, encourages critical thinking skills, and improves one's ability to better evaluate published scientific reports. Students who are interested in participating in research should contact individual faculty members.

An honors program in this department requires at least six hours of biological research credit or its equivalent, an overall GPA of 3.5, a biology GPA of 3.7, and a combined Biology+supporting courses GPA of 3.5. The research requirement can be met by (1) six credits in **BIOL 495**, (2) a research experience off campus* or in another Wheaton College department* or as a Summer Researcher at Wheaton, or (3) a combination of (1) and (2). In any case, communication of results in a publishable paper (in preparation, in review, or in press) or communication of results at a scientific meeting [National Conferences on Undergraduate Research (NCUR), Council on Undergraduate Research (CUR), Associated Colleges of the

Chicago Area (ACCA), or any professional society meeting)] or an equivalent professional accomplishment as determined by the Department of Biology is also required. An application for honors consideration in biology can be obtained from the departmental office. Application for honors must be made by the second Friday in February of the student's senior year or by the second Friday in October for a December graduation.

*Approval of these research experiences not performed in the Biology Department must be granted by the Biology department prior to the experience in order to receive **BIOL 495** credit or for inclusion of the experience as a consideration for honors.

Requirements for teacher licensure by the State of Illinois in biology are met by completing 26 hours of courses in biology consisting of **BIOL 241, 242, 243, 252**, 8 hours of 300-level lab classes, and **BIOL 494**. Additionally, 24 hours of supporting courses must be completed consisting of **CHEM 221, CHEM 222, CHEM 241; GEOL 201 or GEOL 211 or GEOL 221; PHYS 221; ASTR 301 or ASTR 302; and SCI 321. CHEM 236 and CHEM 237** may be substituted for **CHEM 221 and 222**.

A Master of Arts in Teaching (M.A.T.) program is available with a Biology major. A combined Bachelor's/M.A.T. program may be completed in five years and one summer. This combined Bachelor's and Master's program is only available to currently enrolled students. See the **Education section** of this catalog for further details.

Requirements for a minor in Biology are 20 hours, including **BIOL 241, 242, and 243**. The additional 8 hours must include at least 4 credit hours at the 300-level. Unless accepted for the major, Biology General Education classes do not count toward a minor.

Cross-referenced courses cannot be used for the minor in Biology and cannot be counted toward a Biology major if they are included in the major or minor program of another department.

Students may register for biology elective credit in courses within cooperative programs such as those offered by **Associated Colleges of the Chicago Area (ACCA)**, the **Morton Arboretum** or the Shedd Aquarium.

Biology Course Clusters

Organization of Life (Cellular)

331 Anatomy and Physiology I
358 Techniques in Recombinant DNA
362 Cell and Developmental Biology
364 Microbiology and Immunology
374 Bioinformatics

Diversity of Life (Organisms)

343 Plant Taxonomy
344 Economic Botany
352 Parasitology
364 Microbiology and Immunology
365 Marine Biology
368 Invertebrate Zoology
372 Field Zoology
382 Field Natural History

Processes of Life (Systems)

321 Human Physiology
332 Anatomy and Physiology II
341 Plant Physiology
362 Cell and Developmental Biology
365 Marine Biology

Biology Courses (BIOL)

See the [Financial Information section](#) of this catalog for course fees.

BIOL 201. Principles of Biology. A study of the concepts generally applicable to living systems, including topics of cell structure and function, heredity, evolution, ecology, and a survey of kingdoms of living organisms. Three lectures, three hours laboratory. Not recommended for students interested in the health professions and not open to Biology majors. Offered every Fall.

BIOL 241. Organization of Life: Genetics and Cell Biology. This course is a study of the basic organizational structure of living organisms, beginning with the chemical basis of life and its relationship to the higher levels of cellular organization. This course includes a systematic analysis of the roles of nucleic acids, proteins and lipids in the higher levels of biological organization. The mediation of life processes by gene expression, cell metabolism and signal transduction are considered in the context of prokaryotic populations and more complex multicellular organisms. Three lectures, three hours laboratory. Offered every Fall.

BIOL 242. Diversity of Life: An Introduction to Zoology and Botany. This course introduces the biology and diversity of select groups of prokaryotes, fungi, protists, plants and animals. Topics include taxonomic diversity, structure, and introductory physiology at the organ and tissue level. An introduction to plant biology studies the structure, function, and development of plants as organisms and the diversity of algae, fungi, and plants. Three lectures, three hours laboratory. Offered every Spring (main campus) and every Summer ([Wheaton College Science Station](#) in South Dakota).

BIOL 243. Processes of Life: Ecology and Evolution. This course introduces the conceptual and theoretical foundations of ecology, animal behavior, and evolution. Students will be introduced to population and ecosystem processes as well as longer term processes of change, including evolution. Evaluation of theories of species dynamics will be viewed in a Christian perspective. Three lectures, three hours laboratory. Prerequisite: BIOL 241 or BIOL 242. Offered every Fall (main campus) and every Summer ([Wheaton College Science Station](#) in South Dakota).

BIOL 252. Modeling the Systems of Life. Combines seminar and investigative laboratory approaches to focus on the processes of science. Organisms useful for investigation of specific biological questions will be utilized to illustrate the concept of model systems. The course will include reading and discussing primary literature and reviews, and designing and conducting experiments. Two lectures, six hours laboratory. Prerequisite: [BIOL 241](#) and [242](#). Offered every Fall and every Spring.

BIOL 303. Contemporary Issues in Biology. Contemporary issues in genetics, evolution, and ecology. May be applied toward the general education nature requirement but not toward the Biology major. Prerequisite: 4 hr lab course in the Studies in Nature cluster. Consult current year's course offerings. (2)

BIOL 314. Issues in Environmental Science. An interdisciplinary approach to environmental problems emphasizing humanity's role and responsibility in the stewardship of biological resources. Prerequisite: 4 hr lab course in the Studies in Nature cluster. May be applied toward the general education nature requirement but not toward the Biology major. (2)

BIOL 315. Special Topics in Biology for General Education. Courses and seminars on special topics offered for general education credit at the discretion of the department, including genetics, biotechnology, environmental issues, and bioethics. One two-hour or four-hour course may apply toward the general education nature requirement. Students may register, with instructor's approval, for one additional hour in a two-hour or four-hour general education biology course to meet state teacher licensure requirements. Not open to Biology majors. Prerequisite: one general education science laboratory course. (1-4)

BIOL 317x. Biomedical Ethics. Diversity designation. (2 lin). See [PHIL 317](#).

BIOL 319. Introduction to Environmental Ethics. An interdisciplinary consideration of ethical issues in the environmental sciences. May be applied toward the general education nature requirement and the Biology major. Prerequisites: one general education science laboratory course. (2)

BIOL 321. Human Physiology. An examination of the major systems of the human body (neural, sensory, muscular, cardiovascular, respiratory, renal, gastrointestinal, and reproductive). Interdependence of these systems

will be emphasized. Three lectures, three hours laboratory. Prerequisites: **BIOL 241** and **242**, **CHEM 222** or **237**. Alternate years.

BIOL 331. Anatomy and Physiology I. Examination of human musculoskeletal, nervous, endocrine, and cardiovascular systems with an emphasis on their structure, function, and integration. Three lectures, three hours laboratory. Prerequisites: **BIOL 241** and **242**; **CHEM 222** or **237**. Offered every Fall.

BIOL 332. Anatomy and Physiology II. Continuation of **BIOL 331**, with an examination of the human lymphatic, immune, respiratory, digestive, renal, and reproductive systems. Three lectures, three hours laboratory. Prerequisite: **BIOL 331**. Offered every Spring.

BIOL 336. Neurobiology. Designed to provide an introduction to the concepts and current research literature in neurobiology. Topics include nervous system structure and function at the molecular, cellular, and system levels. Emphasis will be on vertebrate nervous systems with reference to less complex systems to illustrate specific functions and principles. The implications of our understanding of consciousness from both a biological and theological perspective, including the relationship between body, mind, soul, and spirit will be discussed. Class sessions include lectures, discussions, and student presentations of current research papers. Prerequisite: **BIOL 241**. (2).

BIOL 341. Plant Physiology. Basic principles of plant physiology including photosynthesis, mineral nutrition, water economy, respiration, nitrogen and lipid metabolism, development, growth, and plant growth substances. Three lectures, three hours laboratory. Prerequisites: **BIOL 241** and **242** and **CHEM 222** or **237**. Alternate years.

BIOL 343. Plant Taxonomy. Includes systems of classification, distinguishing characteristics of groups, observation, and classification of vascular plants of the Black Hills and environs. Offered during the summer at the **Wheaton College Science Station** in South Dakota. Prerequisite: **BIOL 242**.

BIOL 344. Economic Botany. Principles of plant biology (plant anatomy, biochemistry, physiology, genetics, taxonomy, and ecology) that relate to uses of plants for food, fodder, drugs and other chemicals, lumber, and other uses. Three lectures, three hours laboratory. Prerequisite: **BIOL 241** and **BIOL 242**. Alternate years.

BIOL 352. Parasitology. Includes classification and identification of major groups of endo- and ecto-parasites. Life-cycles and ecology of parasite transmission will be emphasized. Three lectures. Prerequisite: **BIOL 242**. Alternate years. (2)

BIOL 356. Genetics. Molecular, cytogenetic, classical, and population concepts of plant, animal, and human genetics. Three lectures, three hours laboratory. Prerequisites: **BIOL 241**, **242**, and **252**. Offered every Spring.

BIOL 358. Techniques in Recombinant DNA. Studies of the methods and principles involved in the cloning and analysis of DNA and the applications and ethical implications of these techniques in biotechnology. Three lectures, three hours of laboratory. Prerequisites: College biology and chemistry laboratory experience. Alternate years. (2)

BIOL 362. Cell and Developmental Biology. An overview of cell structure and function and the mechanisms of biological development. Topics include cellular membranes, signal transduction, the cell surface and extracellular matrix, organelles, the cytoskeleton, the cell cycle and cancer, and cellular differentiation. Understanding of these concepts will provide the basis of study of the development of form and function during embryogenesis. Consideration of the mechanisms of development will include the basic morphological and biochemical changes which occur, as well as the molecular and cellular interactions leading to these changes. Three lectures, three hours of laboratory. Prerequisites: **BIOL 241**, **242**. Alternate years.

BIOL 364. Microbiology and Immunology. Study of the biology of microorganisms emphasizing aspects unique to prokaryotes. Topics include microbial cell structure, metabolism, physiology, genetics, and ecology. In addition, the course will include a study of bacterial and viral infectious agents and of the humoral and cellular mechanisms by which vertebrates respond to them. Laboratory exercises include techniques for detecting, isolating, cultivating, quantitating, and identifying bacteria. Three lectures, three hours laboratory. Prerequisites: **BIOL 241**, **CHEM 222** or **CHEM 237**; **CHEM 241** or **CHEM 332** are preferred. Offered every Fall.

BIOL 365. Marine Biology. Study of the biology of marine organisms in the context of the geological and physical features of the ocean. Lectures, field trips, and learning snorkeling skills on campus are followed by a field trip to the Caribbean over spring break to apply these concepts to tropical marine environments. Additional lab fee assessed to cover travel and accommodation costs. Prerequisite: **BIOL 242**. Alternate years.

BIOL 368. Invertebrate Zoology. A study of the systematics, functional morphology, ecology and research with non-vertebrate organisms. Students are introduced to the amazing diversity of terrestrial and aquatic invertebrates. Field trips to local habitats in addition to the Field Museum and Shedd Aquarium are included. The purpose of this course is to introduce the student to often overlooked organisms in the animal kingdom with the goal of cultivating a greater appreciation for this wonderful part of God's Creation. Three hours lecture and three hours lab. Prerequisite: **BIOL 242**. Alternate years.

BIOL 372. Field Zoology. A course emphasizing observation and classification of Black Hills animals, with a concentration on insects, reptiles, birds, and mammals. Offered during the summer at the **Wheaton College Science Station** in South Dakota. Prerequisite: **BIOL 242**.

BIOL 374. Bioinformatics. A comparative analysis of organisms at the genetic level using molecular and computer techniques. Methods used for sequencing, analysis, and comparison of genome sequences will be covered in both lecture and laboratory exercises. Implications of comparative genomic data for molecular markers of disease, genetic mechanisms, biosystematics, and biodiversity, and the ethics of biotechnology will be considered. Three lectures and three hours laboratory. Prerequisite: **BIOL 241**. Alternate years. (2)

BIOL 381. Public Health and Nutrition in Developing Areas. An interdisciplinary approach to the problems of health and nutrition, with emphasis on Third World countries. Prerequisite: 4 hr lab course in the Studies in Nature cluster. Not open to freshmen. May be applied toward the general education nature requirement but not toward the Biology major. Diversity course. (2)

BIOL 382. Field Natural History. Introduction to basic field and lab methods used in field natural history. Includes the basic nomenclature of flora and fauna in terrestrial, as well as aquatic systems. Basic geologic processes are discussed, and the major rock formations of the Black Hills are identified in the field. The course also provides an overview of the history and philosophy of natural history. Offered during the summer at the **Wheaton College Science Station** in South Dakota.

BIOL 385. Special Topics in Biology. Seminars or courses in special areas offered at discretion of the department. (2)

BIOL 386. Special Topics in Biology. Seminars or courses in special areas offered at discretion of the department.

BIOL 421x. Basic Applications in Agronomy. See **ENVR 421**.

BIOL 461x. Biochemistry. See **CHEM 461**.

BIOL 494. The Integrated Biologist. A senior capstone experience reinforcing principles and skills for integrating the content and processes of biology, contributions from differing disciplines and traditions, and the worldview of the Christian biologist. Prerequisites: senior standing and departmental approval. Offered every Fall and every Spring. (2 lin)

BIOL 495. Biological Research. Laboratory and/or library research conducted with a Wheaton College Biology faculty member or with a biologist at another institution (if pre-approved by the Biology Department). Through laboratory research, students hone skills in using proper lab technique, keeping a laboratory notebook, critical thinking and problem solving, and presenting their findings in oral and/or written format. In library research, students identify and obtain pertinent articles; read, analyze, and critique the articles; and synthesize information presented in the articles. Students must prepare a short research proposal in collaboration with the participating faculty member as a prerequisite for enrolling in the course. Prerequisites: **BIOL 241** and **BIOL 242**. (2 or 4)

BIOL 496. Biology Internship. Students gain practical experience during a summer or semester in a biologically-related field. Student work is monitored and assessed by an on-site supervisor and a Biology faculty member. Prerequisites: Biology major with at least junior standing and pre-approval by the Biology Department Chair. (2 or 4)

BIOL 497. Biology Research Seminar. A weekly seminar featuring presentations and discussions of current research in biology. Most seminars are presented by biologists from other institutions. In the student journal club sessions, students collaborate with faculty in the presentation of recently published articles. Graded Pass/Fail. May be taken up to twice for credit. Can be counted as credit toward the Biology major and is not included in the calculation of the limit of three non-lab courses that can be counted toward the Biology major. One hour per week. Prerequisites: Sophomore or higher standing, Consult current year's course offerings. (1)

Business and Economics

**Chair, William Volkman Associate Professor of Business and Law, Stephen Bretsen
Carl R. Hendrickson Professor of Business and Economics, Bruce Howard
George F. Bennett Professor of Economics, Jason Long
Norris A. Aldeen Associate Professor of Business, Min-Dong Paul Lee
Professor Seth Norton
Associate Professor Annette Tomal
Assistant Professors Jeremy Cook, Winnie Fung, Enoch Hill, Hannah Stolze**

The Department of Business and Economics offers majors in Economics and in Business/Economics and a minor in Economics. The Department periodically offers a minor in Business, which is explained below. Both programs build on an economic core consistent with a liberal arts foundation and are intentional about integrating the Christian faith and perspective with the study of economic life.

The Economics major is designed to help students develop skills in analysis and decision making by becoming thoroughly grounded in the principles of economic reasoning. At the same time, students also gain an understanding of the economic relationships, forces, and patterns that influence the economic order on both a national and global basis. An effort is made to apply economic analysis to a wide range of social and economic issues. The Economics major provides a broad and versatile base of preparation that is ideal for a lifelong career in business, government, law, public policy, or other professional tracks. It also provides excellent background for further graduate study in economics, business administration, or law.

The Business/Economics major focuses on economic life at the level of the firm. Any organization, whether it be a for-profit or not-for-profit endeavor, must deal with the issues of purpose, product/service creation, distribution channels, human and financial resources, technology, and information. All of these issues must be considered in the context of a dynamic global economy. The Business/Economics major offers a range of courses which enable students to develop their understanding of these foundational issues as they relate to principles of accounting, finance, management, marketing, operations, and information science.

Study Abroad: The department periodically offers an international studies program that focuses on visiting a specific region of the world. Credit hours and courses may vary, depending on the nature of the program. Students are also encouraged to learn about other study abroad programs from the Global and Experiential Learning Office or through the Council for Christian Colleges and Universities (www.cccu.org).

Requirements for the Economics major are 36 hours in the department, including the following: 24 hours of core courses including **ECON 211, 212, 325, 326, and 375**, and **B EC 321 and 494**. In addition, a student must take a selection of 12 elective hours from those courses listed as Economics major electives (ECON) or **B EC 496**. Students must also take **MATH 231**. Additional math courses beyond MATH 231 are recommended. Seniors are required to take a comprehensive examination. A maximum of six hours of combined internship and independent study can be applied to the major.

Requirements for the Economics minor are 20 hours -- **ECON 211, 212**, either **325** or **326**, and any ten hours of upper division Economics courses (ECON). Students must also take **MATH 231**. Additional math courses beyond MATH 231 are recommended.

Requirements for the Business/Economics major are 36 hours -- **ECON 212**, and **B EC 226, 321, 341, 342, 367, 493 and 494**; and 10 hours of department courses designated as either Business/Economics electives (B EC) or courses listed as Economics required or elective courses (ECON). Business/Economics majors must also take eight hours of supporting course work in economics: **ECON 211** and either **ECON 325 or 326**. In addition, students must take **MATH 221 or 231**. Additional math courses beyond MATH 221 or 231 are recommended. Seniors are required to take a comprehensive examination. A maximum of six hours of combined internship and independent study can be applied to the major.

Requirements for the Business minor: The department periodically offers a minor in Business. The minor draws on course work offered both at the Wheaton (6-12 hours) and **HoneyRock** (8-14 hours)

campuses. The minor is designed to complement the studies of students majoring in other disciplines by offering a concentrated course of study in the foundational concepts of business.

The requirements are 20 hours including: **ECON 211, 212** (offered only at the Wheaton campus) and **B EC 224, 241, 242, 267** (offered occasionally as part of HoneyRock's summer program). And 6 hours of electives in business, economics, or leadership other than **B EC 226, 341, 342** or **367** taken at either the Wheaton or HoneyRock campuses.

Honors Program: The Honors Program at Wheaton College offers eligible students advanced independent work, which culminates in a senior thesis and an Honors designation on the transcript. A total of 8 hours are designated as honors credit – 4 hours from a regular upper-division major course with additional requirements and 4 hours of research credit (**B EC 495** or **ECON 495**) which includes the thesis.

Internships: Students may earn between 1 and 4 hours of academic credit for work experience. Students are responsible for obtaining their own internship in either the private or public sector. The internship work responsibilities must be either business or economics related and have educational value. The internship must be approved in advance, may be paid or unpaid, and must be supervised.

Business and Economics Courses (B EC)

B EC 224. Introduction to Accounting Systems and Information. This course is an introduction to basic accounting as an information system and covers the topics of double entry accounting, the accounting cycle, accrual accounting, financial statement preparation and analysis, and cost volume profit analysis. Students learn to operate an automated accounting package with a personal computer. Counts toward Business minor only. (2) Occasional Summers at HoneyRock.

B EC 225. Consumer Finance. Management and stewardship of consumer income and expenditures in the areas of budgeting, credit, housing and mortgages, insurance, savings and investment, and consumerism. Does not count toward a department major. (2)

B EC 226. Principles of Accounting I. An introduction to basic accounting theory, principles, and financial information systems. This first of a two-course sequence covers the double entry accrual system of accounting and addresses financial reporting issues related to accounting for current assets, liabilities, and long-lived assets.

B EC 227. Principles of Accounting II. This second of a two-course sequence covers financial accounting issues related to business organization, accounting for long-term debt and owner's equity, and financial analysis. Students are also introduced to an array of managerial accounting topics including cost-volume-profit analysis, job order, and process costing, budgeting, relevant costs and decision making. Students work with general ledger software that integrates spreadsheet and word processing applications. Prerequisite: **B EC 226**.

B EC 229. Management Information Systems. Provides an overview of current business office software and its application and implementation within a business framework. The use of spreadsheets, databases and presentation graphics are explored as students develop their own business. The creation of a financial business plan, an inventory tracking system, and a business promotional presentation are used to develop the student's understanding of the software as it relates to everyday business practices. (2)

B EC 241. Introduction to Marketing. This course provides an introduction to the nature of the marketing process in organizations. The focus is on the role of product, pricing, promotion, advertising, distribution, and market segmentation decisions. Counts toward Business minor only. (2) Occasional Summers at HoneyRock.

B EC 242. Introduction to Management. This course is an introduction to the effective management of organizations through the application of planning, organizing, controlling, and leading. Specific attention will be given to designing organizations that will endure and make a meaningful contribution to society. Counts toward Business minor only. (2) Occasional Summers at HoneyRock.

B EC 267. Introduction to Finance. This is an introductory course in finance in which the student should attain a basic understanding of the essentials of financial decision making. Topics covered include discounted cash flow analysis, financing the firm, financial markets and institutions, and managing personal finances. Counts toward Business minor only. (2) Occasional Summers at HoneyRock.

B EC 321. Statistics. Foundational statistical principles including descriptive and inferential statistics, probability, hypothesis testing, and regression and correlation analyses. Statistical application with Excel is an integral part of the course.

B EC 328x. Business Ethics. See **PHIL 328** Prerequisites: **ECON 211** and **PHIL 101** or **215**. (2).

B EC 331. International Business. Examines international trade issues, investment flows, and foreign exchange concerns as they relate to the firm. The impact of legal, political, and cultural forces on the multinational enterprise are examined in the context of the strategic management process. Case studies are heavily used.

B EC 334 Entrepreneurship. This course uses a multi-disciplined approach to examine the qualities of a new business venture. Students will gain knowledge of how to identify potential business opportunities, conduct market analysis and feasibility studies, write a business plan, and access their entrepreneurial acumen in the context of social responsibility. Prerequisites: **B EC 226, 341**. Majors only. (2)

B EC 341. Principles of Marketing. Role of marketing within an enterprise. Includes a survey of the impact of product, price, promotion, advertising, distribution channels, consumer behavior, and market segmentation on marketing decisions.

B EC 342. Principles of Management. Introduction to the effective management of organizations, including principles of strategizing, organizing, controlling, and leading. Special emphasis on the human side of management and the social responsibility of enterprise.

B EC 343. Consumer Behavior. This course explores the psychology of consumer thought and rationale, with a focus on theory and research, for the purpose of examining the social, cognitive, and cultural factors that influence individual consumer behavior. Prerequisite: **B EC 341**.

B EC 352. Business Law. An introduction to basic legal concepts and principles that apply to business transactions. The course will focus on the laws related to contracts, commercial transactions, and agency relationships. Ethical and other issues in business law are examined from a Christian perspective. (2)

B EC 355. Managerial Accounting. A study of accounting information for managerial reporting and decision making, including cost analysis, performance measurement, variance analysis, activity based/job order/process costing, allocation issues, information for decision making, and capital budgeting. Prerequisites: **B EC 226, 227**.

B EC 367. Principles of Finance. This course is a study of basic financial concepts underlying valuation of financial assets and managing the firm. Financial management issues covered in the course include financial analysis, capital budgeting, capital structure, long-term financing, financial planning, dividend policy, working capital management, and international finance. Prerequisite: **B EC 226, 321**.

B EC 382. Topics in Business. Selected topics designed to give added breadth and depth to the understanding of business. Prerequisite: Various depending on the topic. (2).

B EC 384. Topics in Business. Selected topics designed to give added breadth and depth to the understanding of business. Prerequisite: Various depending on the topic.

B EC 421. Organizational Behavior. Examination of human behavior in work organizations. Focuses on enhancing individual and organizational performance by understanding motivation, job attitudes, leadership, group dynamics, organizational culture, and organizational development. This highly interactive class is run as a self-managed work team. (2)

B EC 431. Investment Analysis and Capital Markets. This course analyzes the markets for investment of funds with special emphasis on debt and equity instruments, and the determination of asset prices. The theory and practices underlying investment portfolio management also are studied as they relate to these markets. Prerequisites: **ECON 211, 212. B EC 321, 367**.

B EC 433. New Venture Strategy. The course is designed to provide tools that will help students develop and evaluate new business ideas. The course will discuss frameworks for understanding the entrepreneurial process, decision and behavioral sciences as they relate to business strategy, Biblical underpinnings of entrepreneurship, and financing and starting the new venture. Prerequisites: **ECON 211. B EC 226, 341, 367**.

B EC 493. Business Strategy. A capstone course for Business/Economics seniors that serves to highlight key principles and ideas from the business disciplines of accounting, finance, management, marketing, and information science. These will be considered in the context of the competitive business environment. Case analysis and/or

simulations will be used to develop the conceptual material. A major goal of the course is to develop insights into the interrelatedness of business principles as they apply to business strategy and solving business problems. Prerequisite: senior standing; majors only. (2)

B EC 494. Seminar. An integrative capstone course examining the liberal arts, normative aspects of business and economics, the role of Christians at work and in the marketplace. Prerequisite: senior standing; majors only. (2)

B EC 495. Independent Study. Individual study on major issues for the advanced student with approval of the department chair. See Department guidelines. (1-4)

B EC 496. Internship. Credit given for pre-approved faculty-supervised involvement in the private or public sector of the economy. Open only to juniors and seniors who have completed **ECON 211, 212** and any other courses deemed appropriate for the particular internship. Graded pass/fail. (1-4)

Economics Courses (ECON)

ECON 211. Principles of Microeconomics. An introduction to economic ways of thinking. Resource allocation, production, and distribution mechanisms are explored. Counts as one of the Studies in Society general education options.

ECON 212. Principles of Macroeconomics. An examination of national income and product determination. Monetary and fiscal policy are analyzed as tools for dealing with inflation, unemployment, and economic growth. Prerequisite: **ECON 211**. (2)

ECON 325. Intermediate Macroeconomics. A theoretical, institutional, and empirical study of national income distribution, inflation, unemployment, economic stability, and the rate of growth. Explores domestic and international macroeconomic policy issues. Examines the development of macroeconomic theories. Prerequisites: **ECON 211, 212, MATH 231** or **221**.

ECON 326. Intermediate Microeconomics. This course helps students develop a sound understanding of microeconomic analysis. The primary objective of the course is to study consumer and producer behavior and analyze their interactions in the market system from three dimensions: economic intuition, math, and graphs. Two themes of the course are economic decisions and economic institutions. The course will explore how various economic agents make choices, and the implications of these choices for the overall allocation of resources for society. The course then studies various market imperfections and their consequences for welfare. Prerequisites: **ECON 211, 212, MATH 231** or **221**.

ECON 345. Money and Banking. The course examines the nature of banks as financial intermediaries within the context of the financial services industry and the Federal Reserve System. The significance of money as an economic variable, and the relationship between money and banking are explored. The nature of a bank's portfolio of financial assets is studied from both a theoretical and applied perspective. Prerequisite: **ECON 212**. Majors only.

ECON 346. Public Finance. This course examines the public sector and its policy process including voting models, expenditure, priorities, insurance programs, and taxation principles. Special attention is given to Social Security, health care, and welfare issues. Prerequisite: **ECON 211**; recommend **ECON 212**.

ECON 347. Urban Economics. Examines issues relating to urban growth and public policy. Topics include urban housing, poverty, local government, labor market, transportation, education, crime, land-use controls and zoning, and economic development. Recommended: **ECON 211**. (2)

ECON 348. Economics of Competition. Examines the theoretical and empirical foundations of competition in economics. The course includes a review of the neoclassical economics of competition, introduces institutional and informational perspectives on competition. The course entails extensive readings of empirical studies highlighting the various forms of competition and addresses the strengths and weaknesses of alternative approaches to the study of competition. Prerequisites: **ECON 211, B EC 321**. (2)

ECON 361. Evolution of the Global Economy. This class explores the nature and historical origins of economic globalization. When and how did people, technology, goods, and capital begin to flow so extensively across national borders, and what has been the impact of these flows on international economic development? These questions are approached chronologically, beginning with the pre-history of modern globalization before turning to the beginning of true globalization during the long 19th century. The second half of the course is devoted to understanding the chaotic first half of the 20th century, with

an emphasis on the international Great Depression, and the reintegration of the world economy from the postwar period to the present. Throughout, students will learn to think analytically and empirically about key issues in economics and history, largely through reading primary economic research in journal articles and book chapters. Prerequisites: [ECON 211](#), [212](#). [B EC 321](#).

ECON 362. Wealth and Poverty of Nations. This course explores one of the most important, long-running questions in economics: Why are some places so rich while others are so poor? In this course, students examine the causes of economic growth in the very long run. Looking back over the last several hundred, and in some cases several thousand, years, we search for the “deep determinants” of growth – how the fundamentals of geography and environment, along with changes in institutions, technology, and economic integration have allowed some, but not all, societies to prosper and provide their members with remarkably high standards of living. This process has accelerated rapidly among the economically developed countries over the last two hundred years, in what has been termed modern economic growth. Only in a long-run historical context can we adequately address the stark divergence between these countries and those who have remained poor. Throughout, students will learn to think analytically and rigorously about economic growth and development, largely through reading, discussing, and critiquing books and journal articles. Prerequisites: [ECON 211](#), [212](#).

ECON 364. Health Economics. This course uses the tools of economics to gain insight into health and health care issues in both the developed and developing world. Topics covered include: health production and the demand for health; health insurance and insurance markets; the role of government in health care; health interventions and challenges of health improvement in developing countries. At the end of the class, students should be able to apply economic paradigms to global health policy issues, and critically evaluate empirical evidence of what “works” and what doesn’t. Prerequisites: [ECON 326](#).

ECON 365. Economic Development and Growth. A theoretical, institutional, and empirical study of human need and economic development in the two-thirds world. Addresses numerous issues including employment, health, education, agriculture, sustainability, population, civil society, international trade, and globalization. Prerequisite: [ECON 211](#); recommend [ECON 212](#). Diversity designation.

ECON 366. International Economics. Studies the theory of international trade and finance. Examines policy exchange rates issues including the balance of trade, economic integration, and international debt. Prerequisite: [ECON 211](#), [212](#).

ECON 375. Econometrics for Business and Economics. This is a course in applied econometrics. The course explores regression analysis as a research tool and as a basis for business decisions. Topics generally examined include: simple and multiple regression theory and applications, probability distributions, hypothesis testing and significance tests, dummy variables, specification tests, time series and simultaneous equation analysis. Students will be expected to do work on the computer and complete a substantial research project on a subject of their own interest. Prerequisite: [ECON 211](#), [212](#). [B EC 321](#); recommend [ECON 326](#).

ECON 376. Game Theory. This course introduces the basic concepts of game theory. Game theory is the study of strategic decision-making—that is, making decisions when individuals’ actions affect each other. It is a powerful tool, applicable in a broad range of fields, from economics and business, to politics and law, and even biology. Firm competition, auctions, international conflict resolution, and animal mating behavior are all multi-agent decision problems; they are all games. Students learn how to recognize games, how to formally model their key properties, and how to predict outcomes based on concepts of equilibrium. Above all, students learn to think strategically with precision and rigor. Prerequisites: [ECON 211](#), [MATH 231](#) or [221](#).

ECON 378. The Economics of Labor & Poverty. A theoretical and empirical application of microeconomics to the socioeconomic issues related to labor markets. Students will learn to evaluate social policies and programs with the rigor provided by theory and the evidence from empirical research. Topics include labor supply and demand, human capital, wage differentials, mobility, and discrimination, with special emphasis on poverty. Prerequisites: [ECON 326](#).

ECON 392. Topics in Economics. Selected topics designed to give added breadth and depth to the understanding of economics. Prerequisite: [ECON 211](#), [212](#). (2).

ECON 394. Topics in Economics. Selected topics designed to give added breadth and depth to the understanding of economics. Prerequisite: [ECON 211](#), [212](#).

ECON 495. Independent Study. Individual study on major issues for the advanced student with approval of the department chair. See Department guidelines. (1-4)

Chemistry

Chair, Associate Professor Peter K. Walhout
Professors Daniel Burden, Mark Niemczyk, Timothy Wilkinson
Associate Professor Becky Eggimann
Assistant Professor Benjamin Lovaasen
Instructor Lab Manager

Chemistry is an interdisciplinary subject with roots in physics and mathematics. An understanding of the principles of chemistry is essential to the study of many fields of science and technology. The Chemistry Department emphasizes the fundamental principles of chemistry and the development of laboratory skills. We also desire to foster an ethical perspective of the role of science in the world and to develop competent individuals who can provide service to our society.

The chemistry program is approved by the **American Chemical Society** to certify degrees in chemistry and biochemistry. The ACS certified degree requires additional course work beyond the basic major.

The major prepares students for graduate studies in chemistry, biochemistry, and allied fields; for entry into health professions; for work in industry and government; and for teaching at the secondary level. A sound understanding of analytical and problem-solving skills provides the student with a foundation for engaging in a wide range of service, management, and leadership roles.

Students who complete a Chemistry major are granted a Bachelor of Science degree unless they request a Bachelor of Arts degree.

Basic major requirements comprise a core of 34 hours in chemistry including **CHEM 236, 237, 294, 341, 342, 355, 371, 372, 475, 494**, either **436** or **437**, and either **455** or **457**. Two hours of **CHEM 294** are required, preferably taken each semester sophomore year. Two additional hours of chemistry courses at the 400-level are required for a total of 36 hours. **PHYS 231** and **232** are required supporting courses.

Biochemistry concentration requirements include the 34 hour core of the basic major, but substitute **CHEM 461** for any four hours in the core beyond **371** (excluding **494**). **CHEM 462** is required to bring the total hours to 36. **PHYS 231** and **232** are required supporting courses.

American Chemical Society certified major requirements beyond the basic major requirements are **CHEM 455** or **457** (whichever has not yet been taken), **461**, and **485**. Also, **CHEM 436** must be taken as part of the core requirements rather than **CHEM 437**. Total = 42 hours.

American Chemical Society certified major with a concentration in biochemistry requirements beyond the basic major (34 hrs) requirements are **CHEM 461, 462**, and two hours chosen from either **CHEM 495** (Biochemistry research), or **CHEM 485**. Total = 42 hours.

Secondary Education with Chemistry Teacher License. Students who desire Illinois state teacher licensure will complete a double major in Chemistry and Secondary Education. However, the Illinois license in this area is much broader than a single subject. This license will entitle the student to teach the beginning level of **any** science class and advanced levels of Chemistry classes. Students should consult with the Science advisor and the Education Department regarding required classes. A Master of Arts (MAT) program is available with a Chemistry major. A combined Bachelor's/MAT may be completed in five years and one summer. See the **Education Department** section in this catalog.

- ▶ Core (28 hours) consists of: **CHEM 236, 237, 341, 342, 355, 371, 461, 494**.
- ▶ Required supporting courses (20 hours) consist of: **PHYS 221, 222, ASTR 301** or **ASTR 302, SCI 321, BIOL 201, GEOL 211**. Total = 48 hours.

A departmental honors program for majors requires four hours of honors course work and four hours of research credit (495) including a thesis. Plans should be established no later than the fall semester of the junior year.

Requirements for a minor in Chemistry are 20 hours of chemistry courses, which must include CHEM 221 or 236, 222 or 237, 241 or 341, and 355. CHEM 203 cannot be used for the minor.

Safety is an integral part of education in chemistry and is emphasized in all laboratories. Students are expected to know and follow safety precautions at all times.

Chemistry Courses (CHEM)

See the **Financial Information** section of this catalog for course fees.

CHEM 201. Applications of Chemistry. Basic concepts of chemistry applied to topics such as food, food additives, household chemicals, drugs, chemotherapy, polymers, cosmetics, and sports. The laboratory includes the preparation and analysis of common chemical products. For non-science majors. Three hours lecture, three hours laboratory. (Not open to students who have taken CHEM 221.) No prerequisite.

CHEM 203. Drugs and Society. An interdisciplinary course dealing with the nature and use of both legal and illegal drugs. An introduction to the discovery and development of new drugs is given, followed by a brief explanation of the relationship between the chemical structures and functions of drugs used in the human body. Psychoactive drugs consisting of narcotics, stimulants, depressants, hallucinogens, and tranquilizers are surveyed, and a unifying theory of chemical neurotransmitters at the synapse is introduced. The future of drug use is discussed, including new technologies in drug delivery; the societal impact of widespread drug availability and drug abuse; and the development of new treatment approaches to chemical dependence. No prerequisite. (2)

CHEM 221. Introductory Chemistry I. Introductory survey of basic concepts in chemical science including stoichiometry, atomic and molecular structure, gases and condensed phases, solutions, intermolecular forces, acid-base and oxidation-reduction chemistry. Three lectures, three hours laboratory. Prerequisites: high school algebra and chemistry. F 2015

CHEM 222. Introductory Chemistry II. Introduction to principles of thermodynamics, kinetics, and chemical equilibrium (gas phase and solution), electrochemistry, polymers, and an introduction to organic and biochemistry. Three lectures, three hours laboratory. Prerequisite: CHEM 221 or consent of instructor. S 2016

CHEM 236. General Chemistry. Stoichiometry, introduction to reaction types, Lewis structures, gases and condensed phases, solutions, chemical equilibria (gas phase and solution), thermodynamics, and kinetics. Three hours lecture, three hours laboratory. Prerequisites: high school algebra and chemistry. F 2015

CHEM 237. Inorganic Chemistry. Atomic structure (nuclear and electronic), chemical bonding models, solid state, acid-base theory, electrochemistry, coordination compounds, periodic and physical properties of the elements. Three lectures, three hours laboratory. Prerequisites: CHEM 236 or CHEM 221. S 2016

CHEM 241. Principles of Organic Chemistry. A one-semester survey course in organic chemistry. Topics include common classes of organic compounds—especially those of biological interest—nomenclature, structure-reactivity, principles, reactions, and mechanisms. The laboratory stresses investigation of principles discussed in lecture. This course does not meet the requirements for medical, dental, or veterinary schools. Three lectures, three hours laboratory. Prerequisite: CHEM 222 or 237 or consent of the instructor. S 2016

CHEM 294. Chemistry Colloquium. Features a variety of presentations by students, faculty, and outside speakers on topics including current research, current events in chemistry, and history of chemistry. Also includes 'faith and learning' discussions of various books and articles. Intended for sophomore chemistry majors, though majors from other years are also welcome. Taught each semester. (0 or 1)

CHEM 341, 342. Organic Chemistry I, II. A two-semester study of organic chemistry. Topics include nomenclature, principles of reactivity, reaction mechanisms, synthesis, and spectroscopy. The laboratory stresses the synthesis and characterization of organic compounds. (Not open to students who have taken CHEM 241.) Three lectures, three hours laboratory. Prerequisite: CHEM 237. F 2015 S 2016

CHEM 355. Introduction to Analytical Chemistry. Statistical treatment of scientific data sets (regression analysis, confidence intervals, ANOVA, principle component analysis). Solution activities. Introduction to instrumentation theory and methods for ultraviolet, visible, and atomic spectroscopy. Potentiometric and chromatographic theory. One lecture, three hours laboratory. Prerequisite: CHEM 241 or 341, or consent of instructor. (2, lin) F 2015

CHEM 358x. Techniques in Recombinant DNA. See BIOL 358. (2)

CHEM 371. Physical Chemistry I. An introduction to quantum mechanics and kinetics. Includes atomic theory, bonding theory, computational chemistry, kinetics of simple and complex chemical systems, and reaction dynamics. Prerequisite: **PHYS 232**. F 2015

CHEM 372. Physical Chemistry II. A study of the laws of thermodynamics and their application to physicochemical systems, followed by an introduction to statistical mechanics. Prerequisite: **CHEM 371** (2, lin) S 2016

CHEM 436. Physical Inorganic Chemistry. This course focuses on the bonding, electronic structure, and geometry of inorganic compounds. Topics include: molecular orbital theory, molecular symmetry, group theory, vibrational spectroscopy, electronic spectroscopy of transition metal complexes and solid state chemistry. Prerequisite or corequisite: **CHEM 371**. (2) F 2015

CHEM 437. Organometallic Chemistry. A course in the structure, reactivity and applications of organometallic compounds with a focus on transition metal organometallic compounds. Topics will include: electronic structure; reactivity and mechanisms of coordination compounds; ligands, descriptive chemistry, reaction mechanisms, characterization of organometallic compounds; catalysis. Prerequisite or corequisite: **CHEM 371**. (2) F 2015

CHEM 455. Advanced Analytical Chemistry I. Instrumental methods used in analysis and research. Scientific instrumentation electronics, computer interfacing, and signal processing. Cyclic voltammetry and fluorescence techniques. One lecture, three hours laboratory. Prerequisite: **CHEM 371** or consent of instructor. (2, lin) S 2016

CHEM 457. Advanced Analytical Chemistry II. Instrumental methods used in analysis and research. High performance liquid chromatography, capillary electrophoresis, atomic and mass spectrometry. Tools for nanoscale/single-molecule investigations. One lecture, three hours laboratory. Prerequisite: **CHEM 371** or consent of instructor. (2, lin) F 2015

CHEM 461. General Biochemistry. The chemical reaction mechanisms of life processes. The structure and function of biomolecules. Protein purification and characterization. Enzyme kinetics. Bioenergetics and the role of metabolic interconversions in energy production. Membrane transport, regulation, and compartmentation. Use of the biochemical literature. Three lectures, three hours laboratory. Prerequisites: **CHEM 342** or **241**. **CHEM 355** recommended. S 2016

CHEM 462. Advanced Biochemistry. Advanced topics in biochemistry, including biosynthesis and action of phospholipids and nitrogen-containing biomolecules. DNA and RNA metabolism. Protein synthesis. Student presentations from the biochemical literature are given. Prerequisite: **CHEM 461**. (2) F 2015

CHEM 475. Methods in Physical Chemistry. A laboratory-oriented course to give experience in physical chemistry measurements. Experiments on molecular spectroscopy, crystal structure, laser spectroscopy, macromolecules, and kinetics will be included. Each experiment is accompanied by lectures on theoretical aspects of the topic. One lecture, three hours laboratory. Prerequisite: **CHEM 371**. (2, lin) S 2016

CHEM 485. Synthesis and Analysis. Laboratory course involving special techniques in the synthesis of organic and inorganic compounds and the spectroscopic methods of their characterization. Six hours laboratory. Alternate years. (2, lin) S 2016

CHEM 486. Advanced Topics in Chemistry. Special topics of current interest chosen from the areas of inorganic, organic, polymer, industrial, physical, biological, or analytical chemistry. Prerequisite will depend upon the subject. May be taught as a tutorial. (2)

CHEM 494. Capstone Course: Chemistry in Context. A discussion of the science in historical and philosophical perspective. Includes faith/science issues such as origins, ethics. Prerequisite: 24 hours of CHEM (2, lin) F 2015

CHEM 495. Independent Research. A research project carried out under the supervision of a chemistry department faculty member. Includes opportunities for collaborative programs with academic, government, and industrial institutions as approved by the department. Prerequisite: consent of instructor. (2 or 4)

CHEM 496. Internship. Practical experience and training at an academic, government, or industrial laboratory as approved by the department. Graded pass/fail. Prerequisite: junior or senior standing with Chemistry major. (1-4)

CHEM 499. Honors Thesis. An independent project requiring original laboratory research developed in a scholarly paper and culminating in an oral examination. Fulfills partial requirement for an honors chemistry degree. Requirements are available in the Chemistry Office or the department web site www.wheaton.edu/chemistry. (4)

Christian Formation and Ministry

Chair Barrett McRay

Scripture Press Professor of Christian Formation & Ministry James Wilhoit

Price-LeBar Chair of Christian Education David Setran

Associate Professors Laura Barwegen, Scottie May, Tom Schwanda

Director of Wheaton Evangelism Initiative, Billy Graham Center for Evangelism, and

Associate Professor Jerry Root

Director of HoneyRock, Assistant Professor Rob Ribbe

Internship Coordinator Dan Haase

HoneyRock Adventure Ministry Program Manager Rick Masters

Disciple-making is central to the work of the Church in the world. This is the educational ministry of the Church ~ to help people as they are being formed toward the likeness of Christ. It is for this purpose that the Christian Formation and Ministry Department (CFM) of Wheaton College exists. Our mission is to facilitate the development of academically grounded, spiritually maturing, and practically skilled leaders who minister the Gospel and build up God's people in a constantly changing world. We seek to nurture wisdom and compassion in students who are becoming...

Academically grounded in that they:

- ▶ Articulate a biblical, theological, historical, and philosophical perspective of formation and ministry.
- ▶ Identify a theoretical framework for ministry context analysis.
- ▶ Demonstrate an understanding of the educational, spiritual, and ministry practices by which people mature in Christ.

Spiritually maturing in that they:

- ▶ Demonstrate a life of discipleship and spiritual growth as the foundation of effective ministry.
- ▶ Identify one's gifts and calling, responding to areas of strength and challenge in preparation for serving the needs of the church and the world.
- ▶ Respect every person, valuing the diversity of cultures, ethnicities, and traditions within the church.

Practically skilled in that they:

- ▶ Minister and teach effectively, integrating theory and scripture into creative practice with integrity, humility, and grace.
- ▶ Serve collaboratively and compassionately, balancing the needs of others with adequate self-care.
- ▶ Demonstrate the necessary skills of a ministry practitioner/scholar: critical analysis; oral communication; written communication; program evaluation.

Christian Education and Ministry Major and Minor

Undergraduates in the CFM Department earn a major in Christian Education and Ministry. This is a liberal arts program that emphasizes biblical, theological, historical, and social science foundations integrated with traditional and contemporary philosophies and practices of ministry and spiritual formation. Students are encouraged to mature in their personal walk with Christ and to develop patterns of deep personal integrity and reflection upon their experiences to prepare them for ministry. An internship is required. Internship applicants must exhibit the presence of essential ministry skills and dispositions, as well as demonstrate a commitment to growth in Christian virtues.

The Christian Education and Ministry major meets the undergraduate requirements for seminary study suggested by the Association of Theological Schools in the United States and Canada (ATS). Students contemplating graduate studies should consult with the institution in which they are interested to be

informed of any particular undergraduate courses needed. Students interested in an accelerated curriculum leading to the completion of a master's along with their bachelor's degree in only five years should consult with their advisors regarding the prerequisites for the Wheaton graduate program.

Requirements for the major are 36 hours, including a core of 32 hours plus 4 hours of electives. The required core of 32 hours includes:

- CE 111 Foundations of Ministry (2)
- HNGR 112 Third World Issues (2)
- HNGR 113 Transforming Poverty in the Majority World (2)
- CE 219 Christian Formation Forum (0)
- CE 221 Christian Spiritual Practices (2)
- CE 222 Transformational Education (4)
- CE 321 Teaching the Bible (4)
- CE 322 Human Development and Ministry (4)
- CE 341 Spiritual Theology (4)
- CE 421 History and Philosophy of Christian Education (4)
- CE 494 Senior Seminar (2)
- CE 496 Internship (0)
- CE 497 Internship Seminar (2)

Requirements for a Christian Education and Ministry minor are 20 hours, including CE 111 or HNGR 112 or CE 131, CE 221, 222, 341, 421, and CE 321 or CE 322.

Certificate in Christian Spirituality

Students may earn a certificate (available for CE and non-CE majors) in Christian Spirituality. This program is offered in conjunction with the Biblical and Theological Studies Department and is intended to provide training which is both academically challenging and spiritually renewing. Christian spirituality is an academic field that requires an interdisciplinary approach as we examine the lived experience of the Christian faith. Students in this program will become acquainted with biblical and theological foundations, historical foundations and Christian spiritual practices.

Requirements for the Certificate in Christian Spirituality are 24 hours in CE and BITH courses. Students take the required course(s) so designated in each foundational area (14 hours) and then take an additional 10 hours from any of the listed courses.

Biblical and Theological Foundations

- CE 341 Spiritual Theology: Knowing & Experiencing God (**required**)
- BITH 389 Doctrine of the Holy Spirit
- CE 345 Worship & Spirituality
- BITH 461 Romans
- BITH 391 Doctrine of Salvation

Historical Foundations

- CE 342 Classics of Christian Devotion: Hungering for God (**required**)
- CE 343 Ancient Art of Lectio Divina
- CE 344 Origins of Christian Worship
- BITH 372 Historical Theology (**required**)
- BITH 381 Spiritual Classics

Christian Spiritual Practices

- CE 221 Christian Spiritual Practices (**required**)
- CE 232 Spiritual Guidance and Discernment
- CE 321 Bible and Ministry
- CE 471 Prayer

Students who complete the certificate in Christian Spirituality may choose to complete a major in Christian Education and Ministry or any other undergraduate major. Students choosing to add the

Christian Education and Ministry major to this certificate must complete the following 18 hours to fulfill the requirements for the major: [CE 111](#) or [HNGR 112](#), [CE 219](#), [CE 222](#), [322](#), [421](#), [494](#), [496](#), and [497](#).

Certificate in Youth Ministry

The purpose of the Youth Ministry Certificate is to equip and empower college students for leadership in disciple-making youth ministry. This certificate involves 24 hours of course work in the Christian Formation and Ministry Department.

Courses required for completion of this certificate include:

- [COMM 221](#) Interpersonal Communication (4)
- [CE 321](#) Teaching the Bible (4)
- [CE 322](#) Human Development and Ministry (4)
- [CE 335](#) Foundations of Youth Ministry (4)
- [CE 337](#) Compassion and Crisis Ministry: Responding to Trauma and Suffering (2)
- [CE 423x](#) Discipleship (2)
- [CE 461](#) Leadership in Christian Ministry (2)
- [CE 496](#) Internship (0)
- [CE 497](#) Internship Seminar (2)

Students who complete the certificate in youth ministry may choose to complete a major in Christian Education and Ministry or any other undergraduate major. Students choosing to add the Christian Education and Ministry major to this certificate must complete the following 18 hours to fulfill the requirements for the major: [HNGR 112](#), [CE 219](#), [CE 221](#), [222](#), [341](#), [421](#), and [494](#).

Certificate in Adventure Ministry Leadership

The purpose of the Adventure Ministry Leadership Certificate is to equip and empower college students for leadership in adventure challenge ministry. This certificate involves 24 hours of course work in the Christian Formation and Ministry Department, 12 of which are taken during one summer semester at [HoneyRock](#), Wheaton's Northwoods campus.

Equipping and empowering for leadership must involve practice. As a result, students will have direct responsibility and interaction with campers in a variety of adventure challenge programs during the summer at [HoneyRock](#).

Courses required for completion of this certificate include:

Wheaton Campus:

- [CE 111](#) Foundations of Ministry (2)
- [CE 321](#) Teaching the Bible (4)
- [CE 322](#) Human Development and Ministry (4)
- [CE 423x](#) Discipleship (2)

HoneyRock Campus:

- [CE 452](#) Camp Ministry (4)
- [CE 453](#) Leadership Development for Ministry (4)
- [CE 472](#) Adventure Challenge Ministry (4)
- [CE 496](#) Internship (0)

Students who complete the certificate in Adventure Ministry Leadership may choose to complete a major in Christian Education and Ministry or any other undergraduate major. Students choosing to add the Christian Education and Ministry major to this certificate must complete the following 18 hours to fulfill the requirements for the major: [HNGR 112](#), [CE 219](#), [CE 222](#), [341](#), [421](#), [494](#), and [497](#).

Visit [Adventure Ministry Leadership Certificate](#) website at [HoneyRock](#).

Wheaton Passage

Wheaton Passage is designed to introduce incoming freshmen and transfer students to spiritual formation and to ignite the Wheaton College experience for them. Students will experience eight to eighteen days--depending on the chosen track--filled with adventure, challenge, and new friendships. They will also be part of a mentoring relationship with Wheaton College faculty from various academic departments while enjoying the beautiful setting of **HoneyRock**, Wheaton's Northwoods campus.

Students choose either the wilderness track (a 12-day wilderness trip), the urban track (7 days living and doing ministry in downtown Chicago) or the camp track (3 days at HoneyRock utilizing team building and challenge courses.) All tracks culminate with 5 days at HoneyRock during which time a faculty member will join each of the established small groups and lead them through a curriculum based on the themes of foundations of a worldview, community, spiritual formation, and service.

In addition to the program at HoneyRock, students will gather for two sessions over the fall semester with their faculty member. This time is designed to help students transfer their learning into the context of life at Wheaton. Faculty members will help students process through transitional issues that often arise during the first semester. Through this experience, students earn 2 hours of elective academic credit (**CE 131**).

Visit [Wheaton Passage website](#).

Authority, Action, Ethics: Global Learning Program (AAE)

The Authority, Action, Ethics: Global Learning Program (AAE) is a deep analysis of the fundamental stories (authority), practices (action), and systems of evaluation (ethics), implicit in leadership around the world, including 'ministry' leadership and service learning. This program consists of two courses which will provide an introduction to a specific international context which will be the focus of that particular year's study. The courses will explore the underlying themes of the narratives that shape individuals and cultures in that context, the practices found within the outworking of those narratives (be they religious, political, ethnic, economic, cultural, sociological, anthropological, theological, etc.) and supportive challenge in the exploration of how we evaluate global situations and experiences. These themes will then be further developed as students explore major differences between cultural systems while building attitudes and skills necessary for effective intercultural ministry. A program trip to the particular country in focus, in May, will offer contextualized experiences and debriefing for the theory explored in the classroom. Application and acceptance into this program is required, and there will be additional fees required for the second course.

This program will not result in a degree, major, minor, or certificate. It is solely an elective program. Two courses would be required for participation in the program.

CE 351 Intercultural Studies I: Authority, Action, Ethics - Theory (2)

CE 352 Intercultural Studies II: Authority, Action, Ethics - Praxis (2)

Christian Education Courses (CE)

CE 111. Foundations of Ministry. This course provides a foundation for the work of ministry through an introduction to evangelism and discipleship. Through an overview of the ministry of Jesus, students will learn the basic principles involved in the kingdom work of presenting the Gospel and making disciples in an ever changing world. (2)

CE 131. Introduction to Spiritual Formation. Provides for the self-evaluation of personal faith and character and opportunities for expressing a greater commitment to life in Christ. Students choose one of three tracks-- wilderness expedition, urban track, or camp experience--which is combined with reading assignments, Scripture studies, and group discussions. Open to incoming students accepted to the Wheaton Passage wilderness, urban, or camp programs at **HoneyRock** held prior to fall semester. (2)

CE 219. Christian Formation Forum. Each semester, the CFM department will offer a forum on a topic related to the discipline. The focus of these forums will be to expose students to key issues in the field and to foster interdisciplinary discussion. Students majoring in CE will be required to attend 4 of these forums before graduation. Graded pass/fail (0)

CE 221. Christian Spiritual Practices. An introduction to Christian Spiritual Formation as the integration of theological understanding, faith, and spiritual practice. This laboratory course in spiritual formation explores the relational, spiritual and missional practices of the Christian spiritual life—Christian formation in community and service to the world (e.g., corporate worship, spiritual friendship, spiritual direction, small group accountability, hospitality, evangelism, compassion, social justice, creation-care). Students will study, practice, and theologically reflect on these as biblical, historical, and psychological perspectives are brought to bear on the experience of class members individually and in the context of congregational leadership. (2)

CE 222. Transformational Education. Considers historical educational theory and processes as well as current learning theory in light of the biblical genres. Includes various teaching methods and introductory curriculum development.

CE 231. Evangelism. Provides an overview of the Gospel, Great Commission, and Great Commandment. Emphasis is given to surveying the tools needed for the task of world evangelism with emphasis on personal preparation for one-to-one evangelism within a variety of contexts. (2)

CE 232. Spiritual Guidance and Discernment. This course is designed as a practicum experience in Christian spiritual guidance and discernment. Out-of-class attention will be given to a protestant interaction with the spiritual exercises of Ignatius Loyola and the experience of meeting with a spiritual guide or listener. In-class lectures will entail seminar format discussion and debriefing of class readings and practices as they pertain to guidance and discernment. (2)

CE 259. Topics in Christian Education. Examines ministry concerns, problems, and trends in light of a holistic Christian Education theory. (2 or 4)

CE 321. Teaching the Bible. Designed to acquaint students, through both theory and practice, with the principles of effective biblical instruction. Methods of interpretation and literary aspects of the Bible are emphasized. Prerequisite: [CE 222](#)

CE 322. Human Development and Ministry. Explores the application of human development and other social science theory and research to Christian Education. Spiritual development through the lifespan is highlighted, as well as the importance of understanding social context and organizational dynamics for effective ministry.

CE 333. Student Care in College Ministry. An introduction to the basic concepts and skills involved in the student care aspect of residence life ministry at Wheaton, including a brief overview of historic and biblical foundations for caring ministry, categories of student struggle most commonly experienced in college residence life ministry, rudimentary person-to-person helping skills, and small group supervision. This course is limited to residence assistants. (2)

CE 335. Foundations of Youth Ministry. Introduces students to biblical foundations, developmental and socio-cultural theories and research, historical and contemporary practice, and philosophy of youth ministry.

CE 336. Care and Counsel in Youth Ministry. An introduction to theory and practice integrating historic pastoral care and contemporary mental health care for the care and counsel of adolescents in youth ministry contexts. This course is designed to enable those in youth ministry to help adolescents and their parents understand and deal with contemporary issues--e.g., divorce, grief, suicide, conflict, etc. (2)

CE 337. Compassion and Crisis Ministry: Responding to Trauma and Suffering. Introduction to the basic concepts and skills involved in ministry responses to trauma and suffering. Course content will include an overview of the historic ministry of soul care, biblical foundations for crisis ministry, major categories of human suffering and trauma across cultures and contexts, and rudimentary compassion and crisis ministry skills. (2)

CE 341. Spiritual Theology: Knowing & Experiencing God. Spiritual theology is the practical, experiential exploration into the major themes of Christian theology. It is concerned with both how we think about God and how we live our lives with God and others. Therefore, this course seeks to integrate the principles and practices of doctrine and life. Special attention will be placed upon our experience of God and how we can reflect upon those experiences to deepen our knowledge and love of God and our neighbor.

CE 342. Classics of Christian Devotion: Hungering for God. This course traces some of the dominant themes of Christian spirituality. Through biblical, theological, and historical study we will examine how various individuals and movements have experienced and sought to nurture their relationship with the Triune God. Additionally we will explore the importance of who “writes” history and the resulting impact upon the development of our study of it. Particular attention is paid to developing the skills of discernment for reading primary sources.

CE 343. Ancient Art of Lectio Divina. This class will introduce an ancient form of biblical prayer, lectio divina, and will examine its historical roots and the theological presuppositions of this practice. (2)

CE 344 Origins of Christian Worship. This course examines the first six hundred years of Christian worship through an examination of the primary worship texts and significant leaders of both the Eastern and Western church. Special attention will be devoted to the implications of ancient worship for the contemporary church. (2 or 4)

CE 345. Worship and Spirituality. This course introduces students to the dynamic and formative power of worship. The central question “what happens when people worship God?” will be examined from a number of different angles. Further, we will explore how Christian formation through worship shapes our experience of God and how thoughtful and biblically planned worship can increase that experience.

CE 351. Intercultural Studies I: AAE-Theory. Theory is a deep analysis of the fundamental stories (authority), practices (action), and systems of evaluation (ethics), which are always implicit in any case of leadership around the world, including ‘ministry’ leadership and service learning. This course will provide an introduction to a specific international context and the underlying themes of the narratives that shape individuals and cultures, the practices found within the outworking of those narratives (be they religious, political, ethnic, economic, cultural, sociological, anthropological, theological, etc.) and supportive challenge in the exploration of how we evaluate global situations and experiences. Application and acceptance into this program is required. (2)

CE 352. Intercultural Studies II: AAE-Praxis. Praxis builds upon the corequisite work completed in Intercultural Studies I. The fundamental stories (authority), practices (action), and systems of evaluation (ethics) implicit in leadership around the world are further developed as students explore major differences between cultural systems while building attitudes and skills necessary for effective intercultural ministry. A program trip to the context in study, in May, offers contextualized experiences and debriefing for the theory explored in the classroom. Additional fees required. (2)

CE 412. Ministry Practicum. This is an experience-based course designed to provide students an opportunity to implement leadership concepts and theories and develop their own leadership qualities through direct experience and team development. Graded: pass/fail (2)

CE 421. History and Philosophy of Christian Education. Integrates various academic disciplines into a logical philosophy of ministry by studying major foundational concepts and issues of Christian Education.

CE 422. Curriculum and Instruction. Studies curriculum theory, development, and evaluation as they relate to one's philosophy of ministry. Attention is also given to instructional design based upon principles of human learning and development. Prerequisite: [CE 421](#).

CE 423x. Discipleship. See [CFM 532](#). (2)

CE 425x. Ministry with Children. See [CFM 621](#).

CE 451x. Ministry with Families. See [CFM 611](#). (2)

CE 452. Camp Ministry. Provides a study of and involvement in the use of a camping environment for the growth and development of people. Special attention is given to program philosophy and principles for designing, conducting, and evaluating an effective camp ministry for young people. Offered at [HoneyRock](#). (2 or 4)

CE 453. Leadership Development for Ministry. Provides direct leadership experience to promote reflection and evaluation of one's own leadership abilities with the goal of developing those qualities for future application. Biblical principles of leading others in a ministry context will be integrated with thinking and practice. Offered at [HoneyRock](#). (2 or 4)

CE 459. Advanced Study in Christian Education. Provides small group study of special areas of interest in Christian Education. Topics will vary from term to term. Prerequisite: junior/senior standing or permission of instructor. (2 or 4)

CE 461. Leadership in Christian Ministry. Involves a study of organizational structures and administrative procedures which are useful in Christian Education programs. Emphasis will be given to the management of resources such as time, personnel, and information. (2)

CE 462. Ministry Research and Evaluation. Explores methods of research and evaluation in ministry contexts, including needs analysis, purpose statements and research goals, data collection/ongoing assessment, and analysis of results. Attention will be given to reading and writing research reports, as well as application of existing research to ministry contexts. (2)

CE 471x. Prayer. See **CFM 533.** (2)

CE 472. Adventure Challenge Ministry. Explores the theory of experiential education and its ministry applications through the medium of engaging adventure challenge experiences. Includes the role of facilitative leadership, group and individual problem solving, and disciplined reflection in promoting Christian maturity in others. Offered at **HoneyRock.**

CE 494. Senior Seminar. Provides students an exploration of issues which help them to integrate the totality of their college experiences, thus providing a sense of cohesion to their Christian faith and closure to their undergraduate education. Considered a senior capstone course. Senior status required. (2)

CE 495. Independent Study. Focuses on field or library research according to individual interests and competencies in Christian Education. (1-4)

CE 496. Internship. Provides practical experience under supervision in a setting appropriate to the student's major interests. Prerequisites: junior standing and a minimum of 16 hours completed in Christian Education including background courses appropriate to the internship setting. Graded pass/fail. (0)

CE 497. Internship Seminar. Provides student debriefing on their internship experiences from several perspectives while making preparations for post-graduation plans. (**CE 496** is a prerequisite, but with approval from the Internship Coordinator, a concurrent enrollment is allowed.) Graded pass/fail. (2)

Communication

Chair, Associate Professor Kenneth Chase

Professor Lynn Cooper

Associate Professors Emily Langan, Mark Lewis, Joonhee Park, Read Schuchardt, Michael Stauffer

Assistant Professor Theon Hill

Visiting Assistant Professor Rebecca Sietman

Communication is the art of building community through created and shared symbol systems, from the embodied message to digital rhetoric. It is rooted in the creative work of God, establishing communion with his creatures.

The Communication Department equips graduates to build the church and benefit society worldwide by educating whole persons in the history, art, theory, and practice of competent, ethical communication. The Department enables students to understand historical and cultural effects of communication; engage in intentional processes of creating identities and messages; comprehend guiding theories, foundational research, and investigative methods; and demonstrate knowledge, skill and motivation for the ethical creation of messages.

Students focus their studies in one of four areas: Interpersonal Communication, Media Studies, Rhetoric and Culture, or Theater. The department also offers co-curricular activities in debate and theater, and a certificate in journalism. A Bachelor of Arts degree is offered in Communication.

Requirements for the major are 32 hours, including a core of performance (COMM 201), theory (COMM 301 or 302), research (COMM 311 or 312), and senior capstone (COMM 494). These four core courses comprise 14 of the required 32 hours needed for the major and should be completed in sequence. Additionally, students must choose from one of four concentrations: Interpersonal Communication, Media Studies, Rhetoric and Culture, or Theater. Each concentration includes at least 16 hours of course work that progresses from introductory to advanced levels of study. Finally, every major must submit a portfolio and have a senior assessment interview as part of the capstone course.

The **Interpersonal Communication concentration** explores how meaning develops in messages within personal, social, and institutional relationships, as well as how patterns of human communication behavior contribute to Christian community. Required course offerings include COMM 221 and 424; elective choices are 223, 362, 363, 367, 461, 495 and 496. The core courses are COMM 301 and 311.

The **Media Studies concentration** helps students engage and contribute to the media environment—the world of symbols and meanings, texts and contexts, form and content—from a critical and cultural perspective. Coursework is divided between theory and practice, with an emphasis on how theory informs and shapes practice and on how medium shapes message. Required course offerings include COMM 241, 246 and at least one upper-division course; elective choices are 215, 242, 243, 341, 343, 345, 444, 445 and 496. The core courses are COMM 301 and 312. (302 and 311 are acceptable substitutions with department chair approval.)

The **Rhetoric and Culture concentration** prepares students to construct oral messages intended to influence specific audiences and cultures. It also enables students to engage culture critically, charitably, and redemptively. Required course offerings include COMM 253 and 454; elective choices are 252, 353, 363, 393, 444, 495, and 496. The core courses are COMM 302 and 312.

The **Theater concentration** enables students to investigate their own embodied stories and the stories of others, with the aim of devising means to effectively share those stories with a larger community. Required course offerings include COMM 271; elective choices are 272, 273, 373, 374, 376, 473, 474, 476, 495, and 496. The core courses are COMM 302 and 312.

Requirements for a minor are 20 hours in Communication courses including COMM 201, which also meets the general education requirement, and 301 or 302.

Requirements for a theater minor are 20 hours in Communication consisting of **COMM 271, 272, 273, 374**, and an elective upper-division COMM course. **COMM 373** will NOT count towards the minor.

General Education Requirement. The following courses fulfill the oral competency requirement: **COMM 101, 201** (Communication majors and minors only), and **252**. ***This requirement must be completed by the end of the sophomore year.***

The department offers an honors program for outstanding junior and senior majors desiring to carry out independent research. Details of the program are available from the department Chair and on our department website.

Journalism Certificate

The goal of the journalism certificate is to cultivate the next generation of professional Christian journalists. To meet this goal, this certificate enacts three objectives: 1) to provide a strong undergraduate preparation for students interested in career journalism; 2) to encourage students to seriously consider journalism as a desirable Christian vocation, and 3) to develop a global network of internship and career opportunities for student journalists.

Students pursuing the certificate will be approved by the program coordinator and will be expected to meet regularly with the coordinator and other journalism students for program review, networking, and career discussions. Certificate students will be required to attend two co-curricular or extra-curricular journalism events per semester for four semesters. Events may include guest lectures, involvement with *The Record*, WETN, or other on-campus publications, consultation with visiting practitioners, and participation in World Journalism Institute conferences. Students are encouraged to take advantage of courses beyond the required 24 hours.

Required courses:

Core Requirements—12 hours*

COMM 246 Media Production

COMM 215 Journalism or **COMM 415** Advanced Journalism

4 hrs: Media and Society (Select one of the following):

COMM 241 Media Studies

COMM 341 Media, Religious, Culture

COMM 444 Special Topics in Media and Culture

COMM 454 Special Topics in Rhetoric and Culture

Elective Requirements—4 to 6 hours*

COMM 242 Media Performance

COMM 343 Writing for Media

ART 318 Graphic Design I or **ART 319** Documentary Photography

ENGW 444 Feature Writing (2) [has a recommended prerequisite: **ENGW 214** Discursive Writing

(2)]

COMM 415 Special Topics in Journalism,

COMM 416 Special Topics in Journalism (2)

*At least 6 hours of core and elective requirements must be in upper division (300 or 400 level) courses.

Practitioner Requirements—6 – 8 hours**

COMM 296

COMM 498

**At least four hours of practitioner requirements must receive a letter grade.

Transfer credit from the CCCU's Best Semester Washington Journalism Center can be applied towards the certificate; 4 hours of the Washington internship will count as the graded internship (**COMM 498**) requirement, and one additional Washington course of 3 or 4 hours will be the equivalent of **COMM 415: Special Topics in Journalism**. The remaining two hours of Washington internship credit will be counted as elective hours towards graduation. Students pursuing the CCCU Washington Journalism Center option will be required to complete 2 additional hours from Practicum or internship at Wheaton.

Communication Courses (COMM)

COMM 101. Public Speaking. (Gen Ed) A performance-based course to aid students in the invention, organization, delivery, and criticism of informative and persuasive speeches. This course does not meet major requirement. (2)

COMM 171. Introduction to Acting. A beginning acting course focusing on acting for the stage, with emphasis on self-awareness, improvisation, imagination, and technique. The course features exercises, monologues, and scene work. Designed for students in any major. (2)

COMM 201. Fundamentals of Oral Communication. (Gen Ed for majors and minors only) A performance-based course involving the nature of communicative interactions, message construction and criticism, and ethical responsibilities involved in communicating. Required of majors and minors.

COMM 215. Journalism. An overview of basic writing skills utilized in mass media, with a practical emphasis on the gathering and writing of news and sports, and analysis of campus and metropolitan newspapers.

COMM 219. Journalism Co-Curricular. A periodic gathering of journalism students for the purpose of applying and broadening the academic discussion of journalism. Students are required to attend two approved events per semester for four semesters.

COMM 221. Interpersonal Communication. An examination of face-to-face interactions using cognitive learning, skills training, and experiential techniques to better understand and interact with others. Topics include verbal messages, nonverbal communication, listening, self-disclosure, conflict, gender roles, and intercultural communication.

COMM 223. Communication and Diversity. An overview of how perceived difference shapes and influences our interaction with others. Discussion covers the impact of diversity on language, nonverbal communication, mediated messages, relationships, and conflict. Course may be repeated for credit in Gender or Intercultural communication. (2)

COMM 241. Media Studies. An introduction to approaches and practices used to examine and evaluate the media environment. Background readings, examination of current criticism, and beginning practice in media criticism are employed.

COMM 242. Media Performance. A skills-based course for in-studio practice of audio and video technique in news, music, and narrative broadcast programming. Students are coached in voice, diction, and production logistics.

COMM 243. Digital Society. An examination of the new media environment and its influence on social spaces, cultural meanings, and human interactions.

COMM 246. Media Production. An overview of media production skills with an emphasis on recording, editing, and producing using new media technologies and distributing them in varying outlets. Students will be expected to create video blogs, podcasts, and other new media texts.

COMM 252. Argumentation and Debate. (Gen Ed) A performance-based course in which students learn argument design, including use of reason and evidence, and practice in competitive debate.

COMM 253. Messages, Influence, and Culture. An examination of the strategic use of messages in creating social change. The course will also introduce students to methods of cultural analysis. Diversity designation.

COMM 271. Theater Survey. An exploration of the history of theater, the nature of theater as a communication art, and the roles of playwright, director, designer, actor and audience. \$100 fee for Chicago theater trips.

COMM 272. Scenography. An exploration of scenographic theory and production practices necessary to move theater design from page to stage, including scene design, stage lighting and costuming. Prerequisite: [COMM 271](#) or permission of instructor.

COMM 273. Acting I. An investigation of the fundamentals of acting technique through foundational exercise and scene work, including observation, physical awareness, stage discipline, and text analysis. Prerequisite: [COMM 271](#).

COMM 275x. Musical Theater London. See [MUCS 275](#).

COMM 296. Journalism Practicum. A lower level experiential learning internship enabling students beginning their journalism program to gain hands-on experience under professional supervision. The Program Coordinator will supervise this course in conjunction with a site supervisor. Internship form required. (2 – 4).

COMM 301. Communication Theory. An overview and integration of current approaches to understanding interpersonal, small group, organizational, mass, and intercultural communication. Prerequisite: **COMM 201** or permission of instructor.

COMM 302. Rhetorical Theory. An historical and critical analysis of the modes of persuasion. The contributions of Plato, Aristotle, Cicero, Quintilian, Augustine, as well as selected medieval, renaissance, modern, and postmodern theorists will be considered. Prerequisite: Junior standing or permission of instructor.

COMM 311. Human Communication Research. An overview of methods and techniques for systematic observation of communication behavior. Students will learn to design, run, and analyze various qualitative and quantitative methods in areas of their communication interest. Prerequisites: **COMM 201** and **COMM 301**, or permission of instructor.

COMM 312. Communication Criticism. A study of communication performances using a variety of methods, with special attention to textual analysis. Texts selected will be taken from mass media, theater, and public speaking. Prerequisites: **COMM 201**, and **301** or **302**, or permission of instructor.

COMM 341. Media, Religion, and Culture. An examination of the intersection of media and religion from a cultural and theological perspective. Prerequisite: **COMM 241** or permission of instructor.

COMM 343. Writing for Media. An overview of the craft of writing promotion and programming for radio, television, feature film, and multimedia. Prerequisite: **COMM 241** or permission of instructor. Not offered in 2015-16.

COMM 345. Narrative Media. A skills-based course in non-linear editing, advanced techniques of media production, sound design, and directing. Students will make a narrative or documentary visual production, utilizing lighting, sound, and directing. Not offered 2015-16.

COMM 353. Advanced Persuasive Speaking. A skills-based class in which students become proficient in researching and delivering public speeches and oral performance within a variety of contexts. Prerequisite: **COMM 101, 201, 252**, or passed oral competency exam

COMM 362. Group Dynamics. An experiential course which integrates theory and practice in small task groups. Topics include roles and leadership, discussion, decision making and problem-solving, social influence, conflict, power, and interaction in peer groups. (2)

COMM 363. Persuasion. An examination of theories of attitude and behavior change, specific techniques of persuasion, and analysis of contemporary practitioners. Students will gain experience in attitude research and preparing a persuasive strategy.

COMM 367. Reconciliation & Conflict Resolution. This course provides theoretical and practical resources for working through conflict in interpersonal, group, and international contexts. An emphasis will be placed on negotiation tactics and reconciliation processes. (2)

COMM 373. Theater Workout. Prerequisite: Permission of instructor. One hour credit per year. Register for credit in Spring semester. Graded pass/fail (0 or 1)

COMM 374. Directing. An investigation of the stage director's art and craft: play selection, casting, mounting the play, rhythm, characterization, and actor-director relationships. Prerequisites: **COMM 271** and **273**. \$100 fee for Chicago theater.

COMM 375. European Theater Studies. Students will study contemporary European theater in production. Selected playwrights, performance theory and styles will be studied in the class to be used as a basis for the evaluation of live performances in London, Paris, Berlin and Prague. (2)

COMM 376. Church and Theater. An investigation of the theological and aesthetic relationships of the church to the dramatic arts. Lab experiences facilitate practical application of these discoveries. Not offered 2015-16.

COMM 393. Intercollegiate Debate (Practicum). Prerequisite: Permission of instructor. One hour credit per year (4 hours maximum; 2 hours maximum if combined with **COMM 252**). Register for credit in Spring semester. Graded pass/fail (0 or 1).

COMM 415. Special Topics in Journalism. An advanced study of such topics as interviewing, community journalism, ethics and the law, and investigative reporting. Guest instructors will be selected who have established professional success in journalism. Course may be repeated for separate topics. (4). Prerequisite: COMM 215 or permission of instructor. Not offered 2015-16.

COMM 416. Special Topics in Journalism. An advanced study of such topics as interviewing, community journalism, ethics and the law, and investigative reporting. Guest instructors will be selected who have established professional success in journalism. Course may be repeated for separate topics. (2) Prerequisite: COMM 215 or permission of instructor.

COMM 424. Special Topics in Interpersonal Communication. An advanced study of such topics as listening, nonverbal communication, friendship, family relationships, non-profit organizations, and sports communication. Prerequisite: **COMM 221** or permission of instructor. Course may be repeated for separate topics. (2-4)

COMM 444. Special Topics in Media and Culture. An advanced study of such topics as globalization, iconomy, virtual identities, and media and politics. Prerequisite: **COMM 241** or **COMM 253**, or permission of instructor. Course may be repeated for separate topics. (2-4)

COMM 445. Media Constructions. An advanced study of professional-level video production, with structured teaching leading to high quality portfolio presentations in the media industry. Prerequisites: **COMM 246** and **345** or permission of instructor. Not offered 2015-16.

COMM 454. Special Topics in Rhetoric & Culture. An advanced study of such topics as Civic Discourse, Critical Approaches to Rhetoric and Culture, and Public Advocacy. Prerequisite: **COMM 253** or permission of instructor. Course may be repeated for separate topics.

COMM 461. Organizational Communication. An application of communication theory and research in work contexts. Both corporations and non-profits will be examined through case studies, site visits, interviews, applied research, and team work projects.

COMM 473. Acting II. An application of developing acting skills to a series of exercises, monologues and scenes. Prerequisites: **COMM 271, 273**, or permission of instructor. May be repeated as Acting II: Shakespeare.

COMM 474. Special Topics in Theater. An advanced study of such topics as Theories of Contemporary Theater, Advanced Production, and Theater and Culture. Prerequisite: **COMM 271** or permission of instructor. Course may be repeated for separate topics. (2-4)

COMM 476. Theater and Culture. The course will examine the role of the theater as a vehicle of social change throughout history and in contemporary culture. Through selected play readings and laboratory experiences, the student will be challenged to explore the responsibility of the Christian theater artist to his/her local and global community. Prerequisite: **COMM 271** or permission of instructor

COMM 494. Senior Seminar. An overview and integration of ethical perspectives as students consider the role of responsible communication in contemporary society. Development of the portfolio assessment is included. Prerequisite: COMM major with Senior standing. (2)

COMM 495. Independent Study. An investigation of current issues and developments in a specialized area of communication. Prerequisites: two appropriate Communication courses and permission of a professor. (1-4)

COMM 496. Internship. An application of course work that engages the student in a responsible role as a worker in an organization or other practical experiences. Prerequisites: 16 hours in Communication; junior or senior standing with Communication major or minor. Graded pass/fail. (2-4; may be repeated for a maximum of eight credits, but only four hours count toward the major.)

COMM 498. Journalism Internship. An application of course work that engages the student in a responsible role as a worker in the journalism profession. This experience will receive a letter grade based on a portfolio of work, journal entries, summative essay, and site supervisor evaluation.

Dance - Physical Activity Courses

DANC 122. International Folk Dance. Introduction to folk dance as an art form through learning and performing various international dances. (1)

DANC 123. Modern Dance. Introduction to dance as an art form through development of technical proficiency and creative ability. Incorporates whole body development through work on flexibility, strength, endurance, movement memory, and improvisation. (1)

DANC 124. Social Dance. This course will cover both traditional and contemporary social dances. Students will learn and practice basic position, rhythms, and patterns of each dance so as to decipher between the dances and be adequately prepared for social dance opportunities. History and culture will be explained when applicable. (1)

Education

Chair, Associate Professor Paul Egeland

Professor Jillian Lederhouse

Associate Professors Jonathan Eckert, Mark Jonas, Il-Hee Kim, Sally Morrison

Reflecting the College's mission to benefit society worldwide, the goal of the Wheaton College Teacher Education Program is to prepare educators who teach and lead for human flourishing. The concept of educating for human flourishing has ancient roots, including a strong presence in the wisdom literature of the Hebrew Bible. It first appeared in a form directly applicable to the contemporary academy in the works of Plato and Aristotle, where this goal is compatible with Christian theology in recognizing that all individuals are created in the image and likeness of God, and therefore each human being has inherent value and the capacity to learn and grow.

Human flourishing is the ethical and purposeful realization of human attributes, in mind, body, and spirit, which fits a person, as Milton said, "to perform justly, skillfully, and magnanimously all the offices of public and private life." The work of the Christian professional educator is to instill and develop the knowledge, skills, and intellectual and moral virtues which help to actualize this potential. In order to teach for human flourishing, Christian professional educators should have a broad background in the liberal arts, expertise in the subject matter, knowledge of the ways in which children and adolescents develop and learn best, knowledge of the optimal conditions to achieve the education good, and the skills, virtues and dispositions worthy of the profession. For those who are called to serve in our state's, nation's, and world's public and private schools, this mission charges teacher candidates to devote their lives wholly to Christ by faithfully and intelligently teaching each of His children to the best of their abilities.

The Department of Education has chosen teaching and leading for human flourishing on which to base its teacher preparation program for its congruence with transcendent scriptural principles, its relationship to the liberal arts, and its inherently high and holistic expectations for each student. Implicit in this model are three distinct professional and dispositional components: 1) embodying justice, 2) making reasoned and ethical decisions, and 3) acting in a Christ-like manner:

Embodying Justice

Candidates are expected to demonstrate justice in the following areas:

- ▶ See students' competencies and capacities in a holistic manner
- ▶ Create a safe learning environment
- ▶ Hold all learners to high expectations
- ▶ Offer a rich and rigorous curriculum to all students
- ▶ Use evidence-based approaches and methods that reflect the research on diverse learners
- ▶ Build strong relationships with all students, parents and guardians

Making Ethical and Reasoned Decisions

Candidates will make ethical and reasoned decisions which:

- ▶ Empower independent student learning
- ▶ Reflect both the breadth and depth of the curriculum
- ▶ Emanate in part from assessment data
- ▶ Augment their instruction through a rich variety of resources, including appropriate technologies
- ▶ Increase students' literacy skills in and through all areas of the curriculum
- ▶ Consider the local and global contexts

Acting in a Christ-like Manner

Candidates will demonstrate the following dispositions:

- ▶ (Professionalism) Demonstrate professional and ethical conduct with supervisors, students, colleagues and community
- ▶ (Collaboration) Foster collaborative relationships that enhance the teaching and learning experience
- ▶ (Scholarship) Demonstrate commitment to the acquisition of knowledge, skills, intellectual curiosity and moral development
- ▶ (Problem-solving) Adjust successfully to new circumstances, are flexible in nature, accommodate given the unforeseen, and persist through adversity
- ▶ (Initiative) Actively demonstrate the ability to foster extensions in learning and teaching
- ▶ (Leadership) Develop effective communication skills, thinking skills and creative expression

In addition to the above outcomes, the Department of Education, fully supports the standards and principles promulgated by the Illinois State Board of Education (ISBE), and the Council for the Accreditation of Education Preparation (CAEP). The Department of Education at Wheaton College is accredited by the Council for the Accreditation of Education Preparation (CAEP), 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036; phone 202.466.7496. This accreditation covers Wheaton College's initial teacher preparation programs. The Department of Education's teacher preparation program is also approved by the Illinois State Board of Education (ISBE). The most recent approvals by both CAEP and ISBE were granted in 2007. Candidates may obtain licensure in the following areas: Elementary Education, English/Language Arts, French, German, Mathematics, Music, Science (designations in Biology, Chemistry, Earth and Space, and Physics), Social Science (designation in History), and Spanish.

Candidates graduating from the program are eligible for an Initial Teaching License in the State of Illinois following successful completion of the Test of Academic Proficiency, a content-area exam, and the Assessment of Professional Teaching. These exams are administered throughout the year at Pearson testing sites, and there is a fee for each exam. The Initial Teaching License is a fully valid license good for four years of teaching. After four years of teaching, the individual must complete additional requirements in order to earn a Standard License. Candidates planning to apply for licensure in other states should check with the Department of Education for requirements in those states. Persons convicted of committing any sex, narcotics or drug offense, attempted first degree murder, first degree murder, or a Class X felony may be denied an Illinois teaching license. In order to be licensed in Illinois, a candidate must either be a U.S. citizen or legally present and authorized for employment.

Candidates planning to teach in grades K-9 major in Elementary Education and are eligible for an Initial Elementary License. Candidates planning to teach in grades 6-12 must major in a subject area commonly taught in the public schools and Secondary Education to be eligible for an Initial Secondary License. Candidates desiring to teach music or a world language (German, French, or Spanish) major in one of these subjects and take courses and experiences to be eligible for an Initial Special License (K-12).

To be admitted to the Wheaton Teacher Education Program (WheTEP), a candidate must have a minimum grade point average (GPA) of 2.5 in the major, in professional education courses, and cumulatively. The 2.5 GPA must be maintained throughout the program. All candidates seeking licensure must earn a grade of C or better in all major, professional and endorsement subject courses. Candidates must submit a completed WheTEP application. An interview and a passing score on the Illinois Licensure Testing System Test of Academic Proficiency or waiver are required for WheTEP acceptance.

An application to student teach must be submitted by October 1 of the year prior to the college year during which they plan to student teach. **Failure to submit an application to student teach by this date may result in a delay of one semester for student teaching.** Evidence of a TB test is required prior to student teaching. Candidates must secure proof of a criminal background check through the district in which they will complete their student teaching. **Candidates must take responsibility for their own transportation for most practicum experiences.**

The Department of Education screens its candidates for appropriate dispositions to teach through two means: (a) observations and cooperating teacher ratings during clinical experiences and (b) a screening

process (including the WheTEP interview) completed by professors. Formal votes to affirm appropriate dispositions are taken at two points (admission to WheTEP and admission to student teaching) during the candidate's preparation program. Additionally, a candidate's dispositions to teach are carefully monitored during the student teaching experience. A candidate may be denied admission to any phase of the program or be denied licensure if, in the judgment of the faculty members, he/she does not exhibit the appropriate dispositions to teach. For more information on the screening process, please see the department.

Transfer candidates should contact the Department of Education as soon as possible. No candidate will be admitted to WheTEP until he or she has been a full-time Wheaton College student for at least one semester and has completed at least one course in the Wheaton College Department of Education, accompanied by at least one practicum experience. Candidates are expected to complete all WheTEP requirements and take all 300- and 400-level education courses at Wheaton College.

Candidates pursuing elementary, secondary, or K-12 foreign language teacher licensure through Wheaton College complete the liberal arts general education requirements that apply to all students in the Bachelor of Arts and Bachelor of Science degree programs. It is essential that candidates follow these requirements carefully beginning with their freshman year. Candidates are encouraged to receive credit through department exams whenever possible. Due to the number of required hours and the sequencing of some courses, candidates seeking entitlement may need to enroll for nine semesters. Credit through testing and/or enrollment in summer school may reduce the number of necessary semesters. (Note: The State of Illinois continues to review requirements; and, therefore, licensure requirements are subject to change.)

In 2013-2014, the Wheaton Teacher Education Program had 55 candidates admitted to initial teacher licensure programs. Sixty-eight (68) candidates participated in supervised student teaching during the academic year, four full-time faculty in the Department of Education spent at least part of their time supervising student teachers, six full-time faculty at Wheaton College worked part-time for the Department of Education in the supervision of student teachers, four part-time faculty at Wheaton College supervised student teachers, and seven part-time faculty not otherwise employed by Wheaton College supervised student teachers. In total, twenty-one (21) faculty supervised student teachers, a ratio of 3.24 candidates to one supervisor. Candidates participating in student teaching are required to complete 12 weeks of student teaching and complete at least 30 hours per week in the schools (360 hours). Candidates averaged 400 hours in the schools over their experiences. Current Wheaton College and statewide data are posted on our website as they become available.

Initial Elementary License (for elementary education students K-9*)

Requirements for the Elementary Education major are 42 hours in education. Education courses include **EDUC 135, 136, 136L, 225, 225L, 305, 305L, 311, 311L, 312, 315, 317, 321, 494, 496** and **497**. Candidates must also complete **MATH 125**, and **SCI 322**.

A minimum of 100 hours of clinical experiences is required prior to student teaching. This includes four required experiences: **EDUC 136L, 225L, 305L, and 311L**; **EDUC 405L** or other experiences approved by the Department of Education may also count toward the 100 hours.

Each candidate must also complete 16 hours in an approved academic concentration in a specific discipline. Concentrations may be completed in Art, Chinese, Communication, English, French, German, Linguistics (applicable to ESL or Bilingual Endorsement), Mathematics, Music, Science, Social Science, Spanish, and Special Education. Candidates should check with the Department of Education for approved courses in the concentrations. Courses used to meet general education requirements cannot be used to count toward this concentration (with some exceptions in the Humanities area).

Elementary Education majors are strongly encouraged to complete a middle grade (grades 5-8) endorsement by enrolling in **EDUC 405L**. Candidates may earn additional endorsements for teaching in the middle grades (5-8) by completing the following requirements: 1) 18** semester hours in the subject matter area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music, etc.); 2) 3 hours of psychology focusing on the middle grade adolescent (1 hour from **EDUC 225** Learning and Development: The Psychological and Developmental Contexts of Education, 1 hour from **EDUC 305** Learning Differences, and 1 hour from **EDUC 405L** Middle Grade Practicum); 3) 6 hours of curriculum and instruction for the middle grades (1 hour from **EDUC 311** Theories and Methods

of Teaching Elementary and Middle School Students , 2 hours from **EDUC 312** Theories and Methods: Elementary and Middle School Reading, 1 hour from **EDUC 315** Theories and Methods of Teaching Elementary and Middle School Mathematics, 1 hour from **EDUC 317** Theories and Methods of Teaching Elementary and Middle School Language Arts, and 1 hour from **EDUC 321** Theories and Methods of Teaching Elementary and Middle School Social Studies).

Candidates planning to teach in the early elementary grades should take **EDUC 304**, Early Childhood Education, prior to the methods sequence.

In order to complete licensure, candidates must also take and pass the Illinois Test of Academic Proficiency, the Elementary/Middle Grades content area test, and the Assessment of Professional Teaching Exam.

*Elementary candidates seeking licensure after September 1, 2017 will be entitled for grades 1-6 and be responsible for content knowledge in physical, life, and earth and space sciences as well as history, geography, civics and government, and economics in the social sciences. Candidates are advised to enroll in general education courses accordingly.

**Candidates seeking a Middle Grade Endorsement after February 1, 2018 will complete 24 hours in a content field including a content specific methods course focused on the middle grades and pass the Middle Grade Content Area Exam. See the department for specific content requirements.

Initial Secondary License (for secondary education students 6-12***)

The education courses required for Secondary Education candidates (6-12) include **EDUC 135, 136, 136L, 225, 225L, 305, 305L, 306**, a teaching methods course in the major, **EDUC 324L** or **335L, 494, 496**, and **497**.

A minimum of 100 hours of clinical experiences is required prior to student teaching. This includes four required experiences: **EDUC 136L, 225L, 305L, and 324L (335L for Math majors); 405L** or other experiences approved by the Department of Education may also count toward the 100 hours.

Secondary Education candidates must complete a program in an approved major field of specialization. Currently, majors or areas approved for secondary education licensure by the State of Illinois are: English/Language Arts, Mathematics, Science (Biology, Chemistry, Earth and Space, or Physics designation), and Social Science (History designation). For major requirements refer to the appropriate academic department section of this catalog.

Semester hours counted for the purpose of meeting the general education requirements may also be counted for the licensure major field of specialization.

Secondary Education candidates who do not complete **EDUC 225L** at a middle school setting or student teach at the middle school level must complete **EDUC 405L** in order to be eligible for middle school endorsement. Teacher candidates may earn additional endorsements for teaching in the middle grades by completing the following requirements: 1) 18 semester hours in the subject matter area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music) 2) 3 hours of psychology focusing on the early adolescent (1 hour from **EDUC 225** Learning and Development: The Psychological and Developmental Contexts of Education, 1 hour from **EDUC 305** Learning Differences, and 1 hour from **EDUC 225L** Teacher Aiding Practicum completed in a middle school); 3) hours of curriculum and instruction for middle schools (1 hour from the appropriate departmental methods class and 2 hours from **EDUC 306** Classroom Communication & Curriculum Integration).

***Candidates seeking licensure after February 1, 2018 will be entitled for grades 9-12. Those seeking a Middle Grade Endorsement after February 1, 2018 will complete 24 hours in a content field including a content specific methods course focused on the middle grades and pass the Middle Grade Content Area Exam. See the department for specific requirements.

In order to complete licensure, candidates must also take and pass the Illinois Test of Academic Proficiency, the content-area test for their major field of specialization, and the Assessment of

Professional Teaching Exam. No candidate may attempt to pass the same Illinois licensure test more than five times.

Initial Special License (for Foreign Language and Music)

Initial Special License K-12 candidates must complete a program in an approved major field of specialization. Currently the majors approved for K-12 licensure by the State of Illinois are Foreign Language (French, German, or Spanish) and Music. For major requirements refer to the appropriate academic department section of this catalog.

The education courses required for Foreign Language Special License candidates (K-12) include **EDUC 135, 136, 136L, 225, 225L, 324L, 305, 305L, 306, 324L, 494, 496** and **497**. A minimum of 100 hours of clinical experiences is required prior to student teaching. This includes four required experiences: **EDUC 136L, 225L, 305L, and 324L**; **EDUC 405L** or other experiences approved by the Department of Education may also count toward the 100 hours.

The education courses required for the Music Special License candidates (K-12) include **EDUC 135, 136, 225, 225L, 305, 305L, 494, 496, and 497**. Candidates should follow the B.M.E. guidelines for completion of additional clinical experiences.

Semester hours counted for the purpose of meeting the general education requirements may also be counted for the licensure major field of specialization.

In order to complete licensure, candidates must also take and pass the Illinois Test of Academic Proficiency, the content-area test for their major field of specialization, and the Assessment of Professional Teaching for grades K-12.

ESL and Bilingual Endorsements

To earn an ESL or Bilingual Education approval or endorsement from the Illinois State Board of Education, a teacher must (1) hold a valid Illinois teaching license, (2) have ESL or bilingual clinical experience totaling 100 clock hours or three months of teaching experience with ESL students, (3) have earned credits totaling 18 semester hours in five course areas: Linguistics, Theoretical Foundations of Teaching ESL, Assessment of the Bilingual Student, Methods and Materials for Teaching ESL, Cross-Cultural Studies for Teaching LEP Students.

Undergraduate students must take the following classes in order to apply for the ESL or bilingual approval/endorsement: **LING 321, LING 222, LING 323** (required for the bilingual endorsement), **LING 224, LING 325, LING 326** (required for the ESL endorsement), **LING 227, and LING 328**. In addition, **EDUC 311L/324L, EDUC 136L/225L, and/or SPAN/FREN/GERM 371** may be taken to provide additional credit hours for the endorsement. A letter from a professor is required to certify the requirement for 100 clock hours of clinical experience.

Linguistics courses for the ESL and Bilingual education endorsements are offered by **Intercultural Studies**.

Special Education Endorsement

Candidates seeking a special education concentration, leading to an Illinois Learning Behavior Specialist I Endorsement, must take the following classes and pass the Illinois Learning Behavior Specialist I Content Exam: **EDUC 308, EDUC 328, EDUC 328L, EDUC 338, EDUC 338L, and EDUC 348**.

Education Courses (EDUC)

EDUC 135. The School and Society. Introductory course to provide a broad exposure to the foundations of education in the United States through history, many aspects of culture and society, theoretical concepts, current issues, and their educational implications. Explores these topics through the lenses of the Education Department conceptual framework, Teaching and Leading for Human Flourishing, which includes embodying justice, making ethical and reasoned decisions, and acting in a Christ-like manner. (2)

EDUC 136. Teaching Ethnically and Linguistically Diverse Students. The theoretical and pedagogical background necessary to provide culturally and linguistically responsive learning experiences for a diverse student population. The course includes the English Language Development (ELD) Standards and English Language Proficiency (ELP) Standards of the World-Class Instructional Design and Assessment professional organization (WIDA). Co-requisite: **EDUC 136L**. (2) B quad

EDUC 136L. Cross-Cultural Tutoring. A tutoring experience with students from cultural and linguistic settings different from that of the college student's background. Most of the assignments are arranged through the Christian Service Council. Concurrent with **EDUC 136**. Graded pass/fail. (1)

EDUC 225. Learning and Development: The Psychological and Developmental Contexts of Education. Overview of the major theories, concepts, issues, data, and research methodologies used in understanding how children from birth through adolescence learn and grow. Various theories of learning are examined and the impact of typical growth stages on learning is assessed. Not open to freshmen without consent of instructor. Corequisite **EDUC 225L** or **EDUC521L**.

EDUC 225L. Teacher Aiding Practicum. A teacher aiding experience in a local school during the semester. Concurrent with **EDUC 225**. Graded pass/fail. (1)

EDUC 241. Outdoor Education. Principles of instruction in outdoor education as a teacher of elementary and middle school children. Prerequisite: (or concurrent with) **EDUC 225**. Taught at **HoneyRock** in the summer. (2 or 4) Su

EDUC 304. Early Childhood Education. The theoretical and pedagogical background for teaching children in preschool through age 8. Emphasis on the design and execution of appropriate teaching-learning experiences for children ages 3-8. Required for kindergarten and strongly recommended for those intending to teach primary-age children. Prerequisites: **EDUC 135, 136, 136L, 225, 225L**. (2)

EDUC 305. Learning Differences. The theoretical and pedagogical background necessary to meet the requirements of the Individuals with Disabilities Education Act (I.D.E.A.) and its amendments, as well as the Elementary and Secondary Education Act, including Response to Intervention (RTI). It includes instruction in the psychology of children and adolescents with exceptionalities with emphases on students who are gifted, who have learning disabilities, and English language learners. It emphasizes identification of learning needs, individualization of educational programs, differentiation of instruction, and utilization of available services. Prerequisites: **EDUC 135, 136, 225, and 225L**, or Department approval. (2)

EDUC 305L. Learning Differences Practicum. The candidate will observe and work with students with special needs in a school or recreational setting for approximately 30 hours. Graded pass/fail. (1)

EDUC 306. Classroom Communication & Curriculum Integration. Covers the communication processes germane to the teaching profession, which include the development of techniques in speaking, writing, and reading skills. Includes methodologies for teaching reading and writing across the curriculum with particular emphasis in middle school curriculum, as well as theory and practice for interpersonal communications, listening skills, public speaking, and instructional strategies (lecturing, questioning techniques, group processes and dynamics). Concurrent with a methods of teaching course in the major, **EDUC 324L or 335L, 305, and 305L**. Prerequisites: **EDUC 135, 136, 136L, 225, 225L**, and admission to WheTEP.

EDUC 308. Survey of Exceptional Children. The cognitive, emotional, social, physical, and motivational characteristics and educational requirements of exceptional children, focusing on students in K-12 settings. Exceptionalities at both ends of the continuum are examined. Required for Illinois Learning Behavior Specialist I endorsement. Prerequisites: **EDUC 135, 136, 136L, 225, 225L, 305**.

EDUC 311. Theories and Methods of Teaching Elementary and Middle School Students. An introduction to general methods of teaching elementary and middle school students, including units on the nature and curriculum of elementary and middle schools, classroom management, lesson and unit planning, adapting instruction for individual differences, and assessment. Concurrent with **EDUC 312, 311L, 315, 317, 321, 305L, SCI 322**. Prerequisites: **EDUC 135, 136, 136L, 225, 225L, 305, MATH 125**, and admission to WheTEP. \$15 field trip fee. (2)

EDUC 311L. Methods Practicum for Elementary and Middle School. An opportunity to practice some of the concepts and skills acquired in methods courses. The elementary major works with a cooperating teacher over a several week period in the spring. Concurrent with appropriate methods courses. Prerequisites: **EDUC 135, 136, 136L, 225, 225L, 305, MATH 125**, and admission to WheTEP. Graded pass/fail. (1)

EDUC 312. Theories and Methods: Elementary and Middle School Reading. This course is designed to foster teacher candidates' understanding of the theoretical, pedagogical, and research-based applications of effective reading instruction. Enables candidates to develop competencies necessary to design and implement comprehensive reading programs which include evidence-based strategies that meet the developmental reading needs of K-8 students of diverse backgrounds. Concurrent with **EDUC 311, 311L, 315, 317, 321, 305L, SCI 322.** Prerequisites: **EDUC 135, 136, 136L, 225, 225L, 305, MATH 125,** and admission to WheTEP.

EDUC 315. Theories and Methods of Teaching Elementary and Middle School Mathematics. The content, techniques, and strategies in the teaching of mathematics in the elementary and middle grades. Emphasis on philosophy and concepts of mathematics instruction based on the curriculum, professional, and assessment standards of NCTM and the Illinois Professional Teaching Standards, and the Common Core State Standards. Concurrent with **EDUC 312, 311, 311L, 317, 321, 305L, SCI 322.** Prerequisites: **EDUC 135, 136, 136L, 225, 225L, 305, MATH 125,** and admission to WheTEP.

EDUC 317. Theories and Methods of Teaching Elementary and Middle School Language Arts. The theoretical and pedagogical background for teaching language arts in the context of written and oral composition, handwriting, spelling, grammar, listening, poetry, and literature. Concurrent with **EDUC 312, 311, 311L, 315, 321, 305L, SCI 322.** Prerequisites: **EDUC 135, 136, 136L, 225, 225L, 305, MATH 125,** and admission to WheTEP. (2)

EDUC 321. Theories and Methods of Teaching Elementary and Middle School Social Studies. Provides an overview of the knowledge, skills, values, and attitudes involved in social studies education. Includes the major areas of the social sciences: anthropology, economics, history, geography, political science, and sociology. Concurrent with **EDUC 312, 311, 311L, 315, 317, 305L, SCI 322.** Prerequisites: **EDUC 135, 136, 136L, 225, 225L, 305, MATH 125,** and admission to WheTEP. (2)

EDUC 324L. Methods Practicum—Middle and High School. An opportunity to practice some of the concepts and skills acquired in methods courses. The secondary education major works with a cooperating teacher for 30 hours in half-day units during the fall or spring. Completed the semester prior to student teaching. Prerequisites: **EDUC 135, 136, 136L, 225, 225L,** and admission to WheTEP. Graded pass/fail. (1)

EDUC 328. Characteristics of Cross-Categorical Special Education. An overview of the field of cross-categorical special education and the K-12 students who are placed in cross-categorical settings. Required for Illinois Learning Behavior Specialist I endorsement. Prerequisites: **EDUC 135, 136, 136L, 225, 225L, 305, 308.**

EDUC 328L. Learning Behavior Specialist Practicum I. Twenty hours of field-based work, observing, assisting and instructing students in a cross-categorical educational context. Required for Illinois Learning Behavior Specialist I endorsement. Prerequisites: **EDUC 135, 136, 136L, 225, 225L, 305, 308.** Concurrent with **EDUC 328.** (1)

EDUC 335L. Math Methods Practicum—Middle and High School. An opportunity to practice some of the concepts and skills acquired in methods courses. Secondary education candidates work with a cooperating teacher for 30 hours in half-day units during the fall or spring. Completed the semester prior to student teaching. Prerequisites: **EDUC 135, 136, 136L, 225, 225L,** and admission to WheTEP. Graded pass/fail. (1)

EDUC 338. Methods of Teaching Cross-Categorical Special Education. The planning, instruction, and assessment required for students with individual educational plans, consistent with federal and state requirements relating to such practices as inclusion and Response to Intervention. Required for Illinois Learning Behavior Specialist I endorsement. Prerequisites: **EDUC 135, 136, 136L, 225, 225L, 305, 308, 328,** and **328L.**

EDUC 338L. Learning Behavior Specialist Practicum II. Twenty hours of field-based work assisting in the instructions and assessment of students in a cross-categorical educational context. Required for Illinois Learning Behavior Specialist I endorsement. Prerequisites: **EDUC 135, 136, 136L, 225, 225L, 305, 308, 328, 328L.** Concurrent with **EDUC 338.** (1)

EDUC 341. Topics in Education. Specific topics in education not normally included in the curriculum. Prerequisites: **EDUC 135, 136, 136L, 225, 225L,** or consent of instructor. (2 or 4)

EDUC 348. Diagnosis and Assessment of Students with Disabilities. Study of the diagnostic assessments leading to eligibility for special education services as well as effective alternative and differentiated assessment strategies for students with disabilities. Required for Illinois Learning Behavior Specialist I endorsement. Prerequisites: **EDUC 135, 136, 136L, 225, 225L, 305, 308, 328, 328L, 338, 338L.**

EDUC 405L. Middle Grade Practicum. An optional teacher-aiding experience in the middle grades for a full-time, five-day period when the College is not in session, usually completed during the winter or spring break. Pre-approved middle grade projects required. Graded pass/fail. (1)

EDUC 494. Senior Seminar. This course will examine the complexities of the teaching profession within the context of student teaching. Candidates will examine their experiences within the framework of readings which will inform their methods of teaching and effective interaction with students. The course will also demonstrate how research can be done within the classroom as a means to answering some of the questions which arise from their student teaching experience. Taken during the student teaching semester. (2)

EDUC 495. Problems in Education. Individual work with periodic conferences for candidates who have demonstrated ability and have definite interest in problems in a restricted field. (1-4)

EDUC 496. Student Teaching. This is an internship experience where candidates apply teaching principles in local schools and classrooms under supervision. Usually student teaching is done within a 15-mile radius of the campus. Candidates complete their student teaching in their major teaching areas. Concurrent with **EDUC 497, 494.**

Prerequisites for elementary student teaching: **EDUC 135, 136, 136L, 225, 225L, 305, 305L, 311, 311L, 312, 315, 317, 321, MATH 125, SCI 322**, a minimum GPA of 2.5 in the major/professional education courses, and cumulatively, admission to WheTEP, a passing score on the Illinois Licensure Testing System Elementary content-area knowledge test, clearance through completion of a fingerprint and criminal background check (at the candidate's expense), and the recommendation of the department.

- ▶ Prerequisites for secondary and special foreign language student teaching: **EDUC 135, 136, 136L, 225, 225L, 305, 305L**, a teaching methods course in the major, **EDUC 324L** or **335L**, a minimum GPA of 2.5 in the major, in professional education courses, and cumulatively, admission to WheTEP, a passing score on the Illinois Licensure Testing System content-area test, clearance through completion of a fingerprint and criminal background check (at the candidate's expense), and a recommendation from the department of their teaching area.
- ▶ Prerequisites for special music student teaching: **EDUC 135, 136, 225, 225L**, music teaching methods studies, **EDUC 305, 305L**, a minimum GPA of 2.5 in the major, in professional education courses, and cumulatively, admission to WheTEP, a passing score on the Illinois Licensure Testing System content-area test, clearance through completion of a fingerprint and criminal background check (at the candidate's expense), and a recommendation from the Conservatory.
- ▶ Candidates are expected to take all 300- and 400-level education courses at Wheaton. Exceptions may be granted by the Department of Education. A candidate's teaching field is one in which s/he has sufficient hours to meet licensure requirements and for which s/he has obtained the recommendation of the Department. Candidates must have a major in a subject commonly taught in the public schools of Illinois. (9)

EDUC 497. Philosophical Foundations of Education. This course examines the philosophical foundations of American education from 1635 to the present. Emphasis is on a comparison of philosophical ideas in education and on the development of a personal philosophy of education. Prerequisites: **EDUC 135, 136, 225, 225L**, and admission to WheTEP or Department approval. Concurrent with **EDUC 494, 496**. Course fee \$310. (3)

EDUC 498. Literacy Assessment. This course is designed to explore specific problems in the teaching of the language arts beyond those covered in **EDUC 312**. It deals with diagnosis and recommendations for providing supportive contexts for individual differences. Prerequisites: **EDUC 135, 136, 136L, 225, 225L, 312** (or equivalent), and admission to WheTEP or consent of instructor. (2)

English

Chair, Professor Sharon Coolidge

Arthur F. Holmes Professor of Faith and Learning, Roger W. Lundin

Clyde S. Kilby Professor of English, Christina Bieber Lake

Professor of English and Dean of Humanities and Theological Studies, Jill Baumgaertner

Associate Professors Christine Colón, Jeffrey Davis, Tiffany Kriner, Brett Foster, Richard Gibson, Nicole Mazzarella, Miho Nonaka

Assistant Professors James Beitler, Jeffrey Galbraith, Kimberly Sasser

Associate Lecturer Alison Gibson

The Department of English seeks to prepare students to pursue their chosen vocations with competence and versatility. Its goal is that graduates will enjoy good literature and write clear, coherent prose. The department endeavors to instill within each student a knowledge of major English and American authors, together with pertinent continental and non-Western ones, and a comprehension of the various critical approaches essential to a mature understanding and evaluation of literary achievement. We consistently endeavor to discover the relation of literature to biblical truth.

Students are encouraged but not required to meet the general education requirement with either **ENGL 101** or **105**. Prospective English majors should take **ENGL 215** instead of 101 or 105.

Current lists of requirements are available in the department office or on the department website.

The English major with Literature Concentration (40 hours) enables students to build on the common core of foundational courses (**ENGL 215**, Classical and Early British Literature, and **ENGL 225**, a topical seminar that focuses on critical research and writing). Students will also take 4 hours in Pre-1800 British Lit (**ENGL 331, 336, 337, or 338**), 4 hours on Post-1800 British Lit (**ENGL 355, 361, 364, or 365**). Students will also take 6 hours in American Lit (**ENGL 341, 342, 343, and/or 381, 382, 383, 391, 392, 393**) and one figure course (**ENGL 384, 385, 386**). Beyond that students are invited to explore various interests from among a wide range of elective offerings in world literature, theory, genre, figure courses, advanced writing, and special topics (a list of electives available in the English Department.) They complete their study with an integrative senior seminar, **ENGL 494**.

The English major with Teaching Concentration (40 hours) offers students a clearly-articulated curriculum leading to state licensure in teaching English. (Students must also declare a second major in Secondary Education in the Education Department.) The Teaching Concentration has a core of 24 hours that has been adapted to licensure requirements and common secondary education teaching experiences and includes the foundational courses (**ENGL 215**, Classical and Early British Literature, and **ENGL 226**, a topical seminar, which for Teaching Concentration students will focus on a topic related to Shakespeare). Students in this concentration will take 8 hours in two different periods of American lit (**ENGL 341, 342, 343**) and 8 hours in Post-1800 British Lit (**ENGL 355, 361, 364, 365**; Romantic and Victorian are recommended). Beyond the core, students take up a specialized curriculum that includes courses in Topics in Global Literature (**ENGL 285**), Adolescent Literature (**ENGL 327**), History of the English Language (**ENG 271**), Composition Theory (**ENGW 471**), English Methods (**ENG 324**), and Senior Seminar (**ENGL 494**). Each student will be individually mentored by one of the members of the English Department who has previously taught at the secondary level.

The English major with Writing Concentration (40 hours) offers students the opportunity to immerse themselves in the close study of writers across the centuries and is grounded in the same core courses as the other concentrations. This core includes foundational courses (**ENGL 215**, Classical and Early British Literature, and **ENGL 225**, a topical seminar that focuses on critical research and writing). Students will also take 4 hours in Pre-1800 British Lit (**ENGL 331, 336, 337, or 338**), 4 hours on Post-1800 British Lit (**ENGL 355, 361, 364, or 365**). Students will also take 6 hours in American Lit (**ENGL 341, 342, 343, and/or 381, 382, 383**) and one figure course (**ENGL 384, 385, 386**). Beyond the shared core, students take up an intense study of the craft and theory of various forms of writing, including essays, short stories, poetry, and novellas. Students would take 2-6 hours in 200-level course (**ENGW 213 or 214**), 4-8 hours in Upper Level Writing Courses (**ENGW 332, 335, 336, 471**), and 2-4 hours in Special Topics courses (**ENGW 444**). We encourage students to sample widely in various genres. Students in this concentration

take a specialized Senior Seminar (**ENGW 494**), which focuses on the interrelationship between writing and the Christian faith.

All English majors must submit a departmental portfolio as part of the graduation requirements. Full details are available at www.wheaton.edu/Academics/Departments/English/Majors.

The department offers an honors program for outstanding junior and senior majors who want to undertake independent research. Details are available in the department office or on the **department website**.

Requirements for a minor in English are 20 hours, including either **ENGL 101** or **215**, either **105** or **216**, and one American literature course (**ENGL 341, 342, 343**). Other courses are at the student's discretion, except that if a student takes neither **ENGL 215** nor **216**, one of the remaining courses must be a course in British literature.

Literature Courses (ENGL)

ENGL 101. Classics of Western Literature. Selected masterpieces from ancient times through the Renaissance, including Homeric epic, Greek tragedy, Dante's *The Divine Comedy*, Shakespearean tragedy, and Milton's *Paradise Lost*.

ENGL 102. Modern Western Literature. A survey of modern western literature with emphasis on genres prominent in the 19th and 20th centuries. (2)

ENGL 105. Modern Global Literature. An introduction to multiple literary genres, such as novels, short stories, poems, and plays selected from the last three centuries and drawn from multiple diverse cultures in Asia, Africa, the Americas, and/or Europe. Literature will be written in or translated into English. Diversity course. (4)

ENGL 215. Classical and Early British Literature. An overview of Classical and early British literature, introducing students to major eras, authors, and genres through the sixteenth-century.

ENGL 216. British Literature, Seventeenth Century to Twentieth Century. An overview of British literature of the past four centuries, introducing students to major eras, authors, and genres.

ENGL 225. Topical Seminar. A topical seminar that introduces students to terms and techniques of literary analysis, important questions within the discipline, and the research process. Pre-requisite: **ENGL 215**

ENGL 226. Topical Seminar: Shakespeare. A topical seminar that introduces students to terms and techniques of literary analysis, important questions within the discipline, and the research process. This course will focus on William Shakespeare. Required for students seeking teacher licensure. Pre-requisite: **ENGL 215**

ENGL 285. Topics in Global Literature. An introductory survey of a literature outside the Western tradition, e.g. the literature of Africa, Latin America, India, or the Far East (China and/or Japan). Diversity course. (2)

ENGL 326. Children's Literature. A chronological survey by genre of books written for children, preschool through grade six. (Does not count toward general education requirement or English major.) (2)

ENGL 327. Adolescent Literature. Critical analysis and evaluation of contemporary novels for adolescents in grades six through twelve. (Does not count toward general education requirement. Counts toward the 40 hr. minimum only for teaching concentration students.) (2)

ENGL 331. Medieval Literature. Representative major genres of the Middle Ages, including, Arthurian romance, drama, lyric, and frame narrative with a focus on the works of Chaucer.

ENGL 336. The English Renaissance. The chief literary works of the sixteenth century in their English setting, with emphasis on More, Marlowe, Sidney, Spenser, and Kyd.

ENGL 337. Seventeenth-Century English Literature. The metaphysical and Cavalier traditions of poetry, the work of Milton, and a sampling of prose traditions.

ENGL 338. Restoration and Eighteenth-Century Literature. Major English writers, 1660-1789, including Addison, Boswell, Cowper, Dryden, Fielding, Gray, Goldsmith, Johnson, More, and Pope.

ENGL 341. American Literature: Beginnings through Romanticism. Early American literature from the writings of exploration and colonization through Romanticism. Writers may include Edwards, Franklin, Douglass, Emerson, Thoreau, Whitman, Melville, Hawthorne, Dickinson.

ENGL 342. American Literature: Realism to Modernism. Literature from the Civil War to the Great Depression. Writers may include Twain, Wharton, Chopin, Dreiser, Frost, Eliot, Hemingway, Fitzgerald. Diversity course.

ENGL 343. American Literature after 1945. American Literature from 1945 to the present. Writers discussed may include Baldwin, O'Connor, Miller, Kerouac, DeLillo, Carver, Levertov, Morrison, Cisneros, Wilbur, Robinson. Diversity course.

ENGL 355. The Romantic Period. Major English Romantic writers, 1783-1832, together with a study of the meaning of Romanticism. Includes Jane Austen.

ENGL 361. Victorian Literature. The poetry, fiction, prose, and drama of the Victorian era (1832-1901), including major works of Tennyson, Browning, Arnold, Hopkins, the Brontës, Dickens, Eliot, Hardy, Carlyle, Ruskin, and the Pre-Raphaelites.

ENGL 364. British Modernism: 1900-1939. An exploration of some of the key authors and themes of 20th century British Literature, with particular emphasis on High Modernism: Joyce, Yeats, Woolf, and their contemporaries. (4)

ENGL 365. British Literature after 1939. An exploration of some of the major authors and themes in the literature of the British Isles since the end of World War II.

ENGL 371. Modern European Literature. Poetry, fiction, drama, and non-fiction prose from 1850 to the present. Writers may include Flaubert, Dostoevsky, Ibsen, Mann, Kafka, Bonhoeffer, Mandelstam, Levi, Mulisch, Dinesen, and Milosz.

ENGL 373. Literature of the Bible. The literary forms and meaning of biblical literature.

ENGL 375. Women Writers. A study of major women novelists, essayists, poets, and playwrights from the Middle Ages to the present. Diversity course. (2)

ENGL 378. Studies in Literary Genre. Each offering of this course will investigate one of the major literary genres—novel, epic, tragedy, lyric, drama, essay, and so on—investigating its characteristic features and tracing its development over time.

ENGL 379. African American Literature. A survey of the African American literary tradition from Phillis Wheatley and the slave narratives to Toni Morrison. Other writers include Chesnut, Hurston, Hughes, Wright, Baldwin, Baraka, and Clifton. Diversity course.

ENGL 381. American Authors: Beginnings through Romanticism. In-depth study of one author or a small number of authors from American literature beginnings through romanticism. (2 hour parallel to [ENGL 341.](#))

ENGL 382. American Authors: Realism to Modernism. In-depth study of one author or a small number of authors from American literature realism to modernism. (2 hour parallel to [ENGL 342.](#))

ENGL 383. American Authors After 1945. In-depth study of one author or a small number of authors from American literature after 1945. (2 hour parallel to [ENGL 343.](#))

ENGL 384. Shakespeare. The major comedies and tragedies, along with selective study of the history plays and romances.

ENGL 385. Selected Authors. In-depth study of a single author or a small number of authors. (2)

ENGL 386. Selected Authors. In-depth study of a single author or a small number of authors. (4)

ENGL 391. American Authors: Beginnings through Romanticism. In-depth study of one author or a small number of authors from American literature beginnings through romanticism. (4 hour parallel to [ENGL 341.](#))

ENGL 392. American Authors: Realism to Modernism. In-depth study of one author or a small number of authors from American literature realism to modernism. (4 hour parallel to [ENGL 342.](#))

ENGL 393. American Authors After 1945. In-depth study of one author or a small number of authors from American literature after 1945. (4 hour parallel to [ENGL 343](#).)

ENGL 431. Christianity and Fantasy. An exploration of the complex interrelations of Christianity and the fantastic, primarily in twentieth-century literature. Authors studied will likely include George Macdonald, G.K. Chesterton, J.R.R. Tolkien, C.S. Lewis, J.K. Rowling, and Philip Pullman.

ENGL 433. Varied Literary Topics. Selected topics, studied with a view to giving added breadth and depth to the understanding of special areas of literature. Where appropriate, this course may be substituted for listed requirements. (2 or 4)

ENGL 434. Modern Literary Theory. An introduction to the most influential modern theories about what literature is and how we experience it, with particular emphasis on deconstruction, feminism, New Historicism, and post-colonial criticism.

ENGL 435. History of Literary Criticism. Key documents in the history of Western thought about literature, from Plato's banishment of the poets to the advent of Modernism. Other authors studied include Aristotle, Augustine, Dante, Sidney, Kant, Coleridge, Arnold, Nietzsche, and Marx.

ENGL 485. Studies in Wade Center/Special Collections Authors. An in-depth study of a single author or a small number of authors included in the Wade Center and/or in Buswell's Special Collections. Students will be introduced to archival research as they explore authors such as C.S. Lewis, J.R.R. Tolkien, G.K. Chesterton, Dorothy L. Sayers, Charles Williams, George MacDonal, and Owen Barfield. (2) (Open to Majors only, does not count for general education.)

ENGL 486. Studies in Wade Center/Special Collections Authors. An in-depth study of a single author or a small number of authors included in the Wade Center and/or in Buswell's Special Collections. Students will be introduced to archival research as they explore authors such as C.S. Lewis, J.R.R. Tolkien, G.K. Chesterton, Dorothy L. Sayers, Charles Williams, George MacDonal, and Owen Barfield. (4) (Open to Majors only, does not count for general education.)

ENGL 494. Senior Seminar. Selected subjects, such as a group of writers, a literary form, or a theme, studied with a view to critical concerns and the integration of faith and learning in literary study.

ENGL 495. Independent Study. An individually planned program of reading, research, and consultation under the supervision of a member of the department. (1-4)

ENGL 496. Literature Internship. English Department approval. Graded pass/fail. (1-4)

English Courses (ENG)

ENG 271. History of the English Language. A study of the development of the English language with attention given to an understanding of semantics, syntax, morphology, phonology, and diversity in language use. Required of all English majors seeking secondary education licensure. Offered in alternate years. (2)

ENG 324. Methods of Teaching English. Content will address the issues of planning, teacher/student interaction, literacy skills, pedagogy for various genres of literature, technology and instructional aids, assessment and grading procedures. Required of English majors pursuing secondary education licensure, prior to student teaching. Open to all English majors interested in teaching. Prerequisite: Acceptance to the Wheaton Teacher Education Program (WheTEP) or the instructor's approval. (2)

ENG 429x. Literacy Assessment. See [EDUC 498](#). (2)

ENG 499. Honors Thesis. An independent scholarly project requiring original research and culminating in an oral defense. By application only. (4)

Writing

Believing that the ability to write well is one of the marks of educated men and women, the English Department offers to students in all departments of the College opportunities to study and to practice various types of writing. Successful completion of the freshman writing requirement is a prerequisite for enrollment in any upper division writing course.

Writing Competency

Students should fulfill the writing requirement in their first year so that they will be introduced to ideas and skills that will be crucial for their progress through their liberal arts education. **All students must complete the writing requirement by the end of their sophomore year.** Since writing is a life-long skill, students are encouraged to take additional writing courses beyond Composition and Research.

Meeting the Writing Requirement

You may satisfy the writing requirement by taking **ENGW 103 (4 hours)** and earning a grade of C or higher.

You may satisfy the writing requirement by taking **ENGW 104 (2 hours)** and earning a grade of C or higher if:

- ▶ You score a 3 on the LANGUAGE/Composition Advanced Placement.
- ▶ You score a 10, 11, or 12 on the SAT Essay or ACT Writing Test subscore.

Options to Fulfill the Requirement with Academic Credit

- ▶ If you score a 4 or 5 on the LANGUAGE/Composition Advanced Placement exam, you earn 4 semester hours of writing credit and have completed the writing requirement.
- ▶ If you score a 3 on the LANGUAGE/Composition Advanced Placement exam, you earn 2 semester hours of writing credit. You may complete the 4-hour requirement by taking **ENGW 104 (2 hours)** or passing the Writing Competency Exam (\$30 charge for the exam) that is given each semester to freshmen or transfers only during their first year at Wheaton. No academic credit is given for passing the exam.

Option to Fulfill the Requirement without Academic Credit

Freshmen and transfer students in their first year at Wheaton may take the Writing Competency Exam to fulfill part or all of the writing requirement without academic credit. Students must pass the first part of the exam (Library Research Skills) to qualify to take the second part of the exam (Research Essay). Students must pass both parts of the exam to fulfill the writing requirement.

If students do fulfill the requirement, they will be placed in **ENGW103** or **ENGW104** (no credit awarded) based on their score. Students who have not taken the exam during their first year at Wheaton **MUST** take either **ENGW 103** or **ENGW 104**, with placement also based on their score.

Writing Courses (ENGW)

ENGW 103. Composition and Research. Practice in methods of research; in the writing of persuasive, clear expository prose; in critical thinking and reading; and in foundational editing skills.

ENGW 104. Composition and Research. Practice in methods of research; in the writing of persuasive, clear expository prose; in critical thinking and reading; and in foundational editing skills. Credit not given in addition to **ENGW 103**. Prerequisite: placement test scores as stated under **General Education Requirements**. (2)

ENGW 213. Creative Writing. Practice in a variety of literary forms, with emphasis on the development of tone and style. Prerequisite: completion of general education writing requirement.

ENGW 214. Rhetorical Writing. Practice in a variety of essay forms, with emphasis on the development of a polished prose style. Prerequisite: completion of general education writing requirement. (2)

ENGW 332. Creative Nonfiction. Practice combined with a study of the literary essay. Prerequisite: **ENGW 213** or **ENGW 214** or permission of the instructor.

ENGW 335. Poetry Writing and Criticism. Practice combined with a study of modern and contemporary poetry. Prerequisite: **ENGW 213** or permission of the instructor.

ENGW 336. Fiction Writing and Criticism. Practice combined with a study of modern and contemporary fiction. Prerequisite: **ENGW 213**. For English majors or with permission of the instructor.

ENGW 444. Special Topics in Writing. Selected topics or genres, studied with a view to giving added breadth and depth to the understanding of special areas of writing. Open to writing concentration students or with permission of the instructor. Prerequisite: completion of at least one 200-level writing course. (2 or 4)

ENGW 471. Composition Theory, Practice, and Pedagogy. A survey of composition theory, grammar, and approaches to the teaching of writing, along with extensive practice in expository writing. Required for English majors pursuing secondary education licensure, prior to student teaching. Open to English majors interested in teaching writing and elementary education majors with a language arts concentration (with the instructor's approval). Prerequisites: completion of general education writing requirement and junior status.

ENGW 494. Senior Seminar in Writing. Selected subjects or genres in writing, studied with a view to critical and professional concerns and the integration of faith and learning in issues of writing. Open only to writing concentration students.

ENGW 495. Writing Projects. (1-4)

ENGW 496. Writing Internship. English Department approval. Graded pass/fail. (1-4)

Environmental Science

Director, Chris Keil

The Environmental Science Program of Wheaton College represents that part of the Wheaton College community in which students learn the science and service of environmental stewardship, and the understanding and care of God's physical creation. Through acts of scholarship and service, students and faculty protect environmental systems, inform the global church, and influence society and culture to make appropriate responses of stewardship that reflect creation care.

The Environmental Science curriculum consists of a core curriculum of 36 credit hours and concentration area of 10 credit hours. The core curriculum covers four broad areas of environmental science:

- ▶ the interdisciplinary foundation and issues of environmental science,
- ▶ the natural and social sciences needed to address environmental problems,
- ▶ the theology of creation and stewardship, and
- ▶ practical experiences in environmental study, management and research as expressions of service to God, other human beings, and to the non-human creation.

Students select an area of concentration that compliments their individual interests and provides more advanced expressions of theory and practice in lectures, discussions, laboratory, field experience, and environmental research. This curriculum prepares students not only to be an effective servant as an environmental professional, but to become an agent of transformation of the professional culture of environmental science in ways that increase Christian influence and expression in this field.

Field science experience is a key component of preparation for an environmental vocation. The Environmental Science Program is supported by the facilities and courses at the Wheaton College Science Station in the Black Hills of South Dakota. Study in the Black Hills completes two of the Core Requirements for the major as well as satisfying the field-intensive course requirement. Upon completion of a summer of study in the Black Hills Environmental Science students are eligible to apply for research positions at the Science Station. In addition, students may register for elective credit in environmental science by taking courses through the Au Sable Institute (Michigan) or the Woods Hole Marine Biological Laboratory (Massachusetts), both of which Wheaton College participates as a member institution. Credit earned in these programs meet the field-intensive course requirement and is treated as Wheaton College credit.

An internship or research experience is a distinctive requirement for Environmental Science students at Wheaton College. Internships can be completed with private, governmental or non-profit organizations. With appropriate planning and coordination students may complete their internship through the Human Needs and Global Resources (HNGR) program, Urban Studies Program, or other approved experiential learning semester experience. Research experiences can be completed in collaboration with Wheaton faculty on campus or at field locations. While the program will provide assistance and direction, it is the student's responsibility to arrange and obtain approval for their internship or research experience.

Students who complete an Environmental Science major are granted a Bachelor of Science degree unless they request a Bachelor of Arts degree.

Core Curriculum (Required of all students) 36 hours

BIOL 242 Diversity of Life

BIOL 243 Processes of Life

CHEM 236 General Chemistry

ENVR 221 Introduction to Environmental Science

ENVR 241 Quantitative Methods

GEOL 221 Physical Geology for Science Majors

GEOL 371 Introduction to Geographic Information Systems (2)

HNGR 112 Third World Issues (2)

ENVR 495 Environmental Science Research (2-4) or **ENVR 496** Internship (2-4)

ENVR 494 Environmental Science Capstone (2)
One approved field-intensive course ([see list](#))

Elective Concentrations (Choose one)

Environmental Science/Social Science – Choose 10 hours

Select a minimum of 10 hours from the list below

Required

ECON 211 Principles of Microeconomics

Other Approved Electives

ANTH 362 Globalization

ANTH 426 Cultural Ecology (2)

ECON 365 Economic Development and Growth (prerequisite **ECON 211**)

ENVR 391 Environmental Modeling

ENVR 421 Basic Applications in Agronomy

ENVR 431 Introduction to Environmental and Geotechnical Engineering

GEOL 372 GIS Practicum (2)

GEOL 388 Appropriate Technology and the Environment (2)

HNGR 381 Topics in Development (2 or 4)

IR 353 Comparative Public Policy (2)

PSCI 346 Renaissance and Modern Political Thought

PSCI 373 Environmental Politics (2)

PSCI 386 Congress and American Politics

Environmental Science/Geology – Choose 10 Hours

Select a minimum of 10 hours from the list below

Required

GEOL 437 Hydrogeology

Other Approved Electives

BIOL 365 Marine Biology (2)

ENVR 391 Environmental Modeling

ENVR 421 Basic Applications in Agronomy

ENVR 431 Introduction to Environmental and Geotechnical Engineering

GEOL 332 Studies in Regional Geology

GEOL 336 Process Geomorphology

GEOL 342 Fundamentals of Geochemistry (2)

GEOL 343 Fundamentals of Mineral Science (2)

GEOL 344 General Petrology and Petrography

GEOL 355 Introduction to Soil Science

GEOL 365 Physics of the Earth (2)

GEOL 372 GIS Practicum (2)

GEOL 381 Global Warming (2)

GEOL 388 Appropriate Technology, Development, and the Environment (2)

GEOL 412 Field Geology (6)

PHYS 315 Meteorology (2) - taught at the Wheaton College Science Station

Environmental Science/Biology – Choose 10 hours

Select a minimum of 10 hours from the list below

BIOL 241 Organization of Life

BIOL 343 Plant Taxonomy (3)

BIOL 344 Economic Botany

BIOL 352 Parasitology (2)
BIOL 356 Genetics (prerequisite BIOL 241, 242 and 252 or ENVR 241 with dept. approval)
BIOL 365 Marine Biology
BIOL 368 Invertebrate Zoology
BIOL 372 Field Zoology (3)
BIOL 382 Field Natural History
ENVR 391 Environmental Modeling
ENVR 421 Basic Applications in Agronomy
ENVR 431 Introduction to Environmental and Geotechnical Engineering
GEOL 355 Introduction to Soil Science (2)
GEOL 372 GIS Practicum (2)
GEOL 437 Hydrogeology

Approved Field Intensive Courses

Wheaton College Science Station

BIOL 242 Diversity of Life
BIOL 243 Processes of Life: Ecology and Evolution
BIOL 382 Field Natural History

Since BIOL 242 and BIOL 243 are also core requirements, if either is used to meet the field course core requirement, an additional four hours of concentration coursework is needed. This does not increase the total credits needed for the major.

Au Sable Institute of Environmental Studies

Varies by year. Check program website for course listing. Fulfills field-intensive requirement with approval by Director of Environmental Science based on student's curricular goals.

Morton Arboretum

Varies by year. Check program website for current course listing. Fulfills field-intensive requirement with approval by Directory of Environmental Science based on student's curricular goals.

Woods Hole Marine Biological Station

Varies by year. Check program website for course listing. Fulfills field-intensive requirement with approval by Director of Environmental Science based on student's curricular goals.

Requirements for a minor in Environmental Science include 20 hours: ENVR 221, BIOL 242, BIOL 243, GEOL 221, GEOL 371 (2), and two additional hours as advised by the Director of the Environmental Science Program.

Environmental Science Courses (ENVR)

ENVR 221. Introduction to Environmental Science. An introduction to the historical and contemporary problems and dilemmas in environmental science, their scientific bases, sociological implications, ethical dimensions, and avenues for constructive response. Three lectures, three hours laboratory. Field trip (\$15 trip fee)

ENVR 241. Quantitative Methods. Quantitative methods are necessary to adequately describe, analyze, and understand environmental processes. The course includes an introduction to three distinct areas of analysis common in environmental problems—basic statistics, multivariate and spatial statistics, and numerical modeling. Emphasis is on computer use and applications of the methods to study of the environment. Three lectures, three hours laboratory. Prerequisites: ENVR 221 or GEOL 221.

ENVR 319. Environmental Ethics. A survey and analysis of major scientific problems and foundational philosophies underlying contemporary environmental ethics and the application of environmental ethics to the scientific and professional practice of conservation and environmental stewardship in scientific research, personal

decision making, and professional environmental management. Prerequisite: Lab science course; meets upper division General Education requirement.

ENVR 391. Environmental Modeling. Increasingly models are used to understand and solve environmental processes and systems and to aid in environmental management. The course will introduce students to a variety of modeling methods (e.g. physical/mathematical, discrete/continuous, finite difference/finite element, stochastic/deterministic) and give environmental examples from the geological, biological, climatological, and socio-politico-economic fields. Students will analyze a problem and determine which type of model is appropriate and then proceed to construct the model. They will evaluate existing models with respect to boundary conditions, input, resolution, numerical stability, and appropriateness of assumptions. Three lectures, three hours laboratory. Prerequisites: **ENVR 241**. Alternate years.

ENVR 421. Basic Applications in Agronomy. A survey of concepts and methods in crop science. Subject matter is intended to provide background for domestic, as well as international interests. Topics in lecture and lab include agricultural ecology, forestry, food-crop production, and growth optimization in various environments. Three lectures, three hours laboratory. Prerequisites: introductory biology lab course, **ENVR 221**, or permission of the instructor.

ENVR 431. Introduction to Environmental and Geotechnical Engineering. A survey of concepts and problem solving involving the interaction of people and earth systems. Subject matter is intended to provide background for domestic, as well as international interests. Topics in lecture and lab include basic systems analysis, energy, pollution abatement, water systems, construction criteria, and testing/utilization of earth materials. Three lectures, three hours laboratory. Prerequisites: **ENVR 221** and **ENVR 241** or **PHYS 221**, **PHYS 231** or permission of the instructor. Alternate years.

ENVR 494. Environmental Science Capstone. A senior capstone course teaching the motivations, theory, and methods needed to practice the vocations of environmental science as expressions of Christian faith and service equipping students to act as transformative agents in a professional environmental culture through scholarship in environmental study and conservation of environmental systems. Prerequisite: junior or senior standing and approval of the program director of Environmental Science. (2)

ENVR 495. Environmental Science Research. Field, laboratory, or library research involving selection of a research problem, review of appropriate professional literature, completion of data collection and analysis, and preparation of one or more professional papers submitted for presentation or publication in an appropriate professional venue. Requires direct supervision and mentoring by the program director of Environmental Science or faculty approved by the director. (2-4)

ENVR 496. Environmental Science Internship. An extended and concentrated experience in research, management, or education in environmental science under approved professional supervision and college guidelines. Prerequisites: Sophomore standing or higher and approval by the program director of Environmental Science. (2-4)

ENVR 497. Environmental and Conservation Science Research Seminar. A weekly seminar featuring presentations of on-going primary research on problems of environmental and conservation studies in the natural and social sciences. Graded pass/fail. One hour per week. Prerequisites: Sophomore standing or higher. (1)

Foreign Languages

Chair, Associate Professor Grant Henley

Professor Alan Savage

Associate Professors Sheri Abel, Christine Kepner, Jon Laansma, Doug Penney, Nestor Quiroa, Clinton Shaffer

Assistant Professors Timothy Klingler, Tamara Townsend

Visiting Assistant Professor Sylvie Goutas

Associate Lecturer Sharenda Barlar

Assistant Lecturers Rebecca Toly, Rose Wang

The Foreign Languages Department prepares students for a major or minor in both ancient (Greek, Latin and Hebrew) and modern (Chinese, French, German and Spanish) languages. The goals of our programs are threefold:

Develop linguistic proficiency.

For the ancient languages this means the ability to read Greek with relative ease (Hebrew and Latin are optional), and to develop exegetical skills. For the modern languages this means attaining an advanced level of competency in the areas of listening, speaking, reading and writing.

Develop cultural proficiency.

Courses in the ancient language section introduce students to the various cultures and civilizations of the Ancient Near East, from the Neolithic through the Koiné period. Emphasis is given to translation and understanding of texts of the Old and New Testaments, as well as to classical and non-canonical texts.

Courses in Chinese, French, German and Spanish introduce students to the issues and lifestyles of contemporary society in the target cultures. French, German, and Spanish sections also introduce students to the literary, historical, artistic, and religious development of the language regions via study of representative works of various literary and textual genres and related art and cultural forms

Develop a thoroughly Christian worldview.

The Foreign Languages Department exists to prepare graduates to serve the church and society by fostering clear communication and cultural understanding. Study in foreign languages promotes growth, appreciation and understanding of God's work among peoples and cultures by engaging students with persons and texts from cultures different from their own, whether ancient or modern. Study abroad for modern language students provides opportunity for experiential learning. Through this process students enhance their awareness of their own linguistic, cultural, and religious heritage, while learning to relate with respect and consideration to persons from diverse backgrounds as enlightened citizens of the world and as worthy representatives of the kingdom of Jesus Christ.

The essence of a liberal arts education is to interact with all of God's world from a Christian perspective. Foreign Language study equips students to do so especially well by challenging them to master a language, to grasp concepts and to shape their own, to ask significant questions and seek answers, to develop original ideas, and to become intellectually self-motivated, life-long learners and servants of Christ. The major thus offers a solid base for further professional training. Completion of the minor provides functional ability in the second language and preparation for becoming a bilingual professional.

Chinese

Coordinator, Rose Wang

Requirements for a minor in Chinese are 20 credit hours of Chinese beyond the intermediate level. Required courses are **CHIN 331** and **332**. Study abroad is also required. Additional hours should be selected in consultation with a department adviser. Not all of the courses that are available for the minor are offered every year. Early and careful planning is advised.

Chinese Courses (CHIN)

CHIN 101, 102. Elementary Mandarin Chinese. Beginning Chinese with emphasis on understanding, speaking, reading, and writing. Laboratory practice.

CHIN 201. Intermediate Mandarin Chinese. Reading, composition, and conversation with emphasis on the culture of China. Laboratory practice. The general education foreign language competency requirement is met by passing the final exam of this course. Prerequisite: successful completion of **CHIN 102**, a sufficient placement or SAT II test score, or permission of the instructor.

CHIN 301. Chinese Character Acquisition. This course introduces all the basic component parts of Chinese characters and teaches how characters vary as they are combined. Through parsing characters into their component parts, understand their historical meaning, and identifying their pronunciation hints, students are equipped to recognize, write and remember characters more efficiently as well as increase their vocabulary greatly. This course can be taken alongside a Chinese language course at the intermediate level or above. Prerequisite: **CHIN 201**, competency equivalent or permission of instructor. (2)

CHIN 302. Chinese Through Scripture. Introduction to Chinese bible and its translation on selected readings. Basic Christian terminologies and statements in Chinese about God, Jesus, worship, and prayer. Discussions on cultural topics within a Chinese context from a Christian perspective. Students practice on character recognition and oral communication through reading of the Bible. This course can be taken alongside a Chinese language course at the intermediate level or above. Prerequisite: **CHIN 201**, competency equivalent or permission of instructor. (2)

CHIN 331. Chinese Conversation. Intensive practice in oral communication and listening comprehension with emphasis on natural spoken expression based on audio materials, videos, and readings of authentic texts. Students will also develop reading and writing skills through expanding their learning additional Chinese characters. Pre-requisite: **CHIN 201** or completion of competency requirement in Chinese at Wheaton College.

CHIN 332. Chinese Composition. Students learn punctuations, sentence and paragraph structures, and the basics of Chinese literary styles such as narrative, description, exposition, argument, correspondence, etc. This course emphasizes writing practices as well as group discussions, presentations and oral compositions. Pre-requisite: **CHIN 201**, competency requirement or permission of the instructor.

CHIN 334. Intro to Chinese Culture. Students gain their initial understanding of Chinese customs and cultural essence prior to or during their trip to study in China. With a special emphasis on comparing and contrasting, this course examines both the similarities and differences of the East and the West to help students get a deeper understanding of the Chinese culture as well as their own cultural heritage. Daily journaling is required with some suggested reading materials. Offered in China or on campus. Pre-requisite: Acceptance into **Wheaton in China** program or permission of instructor. (2)

CHIN 335. Business Chinese. This course introduces Chinese communication skills (listening, speaking, reading, and writing) used in various business situations. Students build vocabulary and social awareness via business websites and documents and practice communicative skills through simulations and related business tasks. Students will also gain understanding of the social and cultural aspects of the Chinese business context. This course can be taken alongside a Chinese language course at the intermediate level or above. Pre-requisite: **CHIN 201**, competency requirement or permission of the instructor. (2)

CHIN 337. Readings of Chinese Society and Culture. Selected readings of authentic texts on topics of Chinese culture, contemporary Chinese life, and social issues as well as from various literary works. Dual emphasis on language learning and building of cultural awareness. Students will expand their reading vocabulary, increase their reading speed, and improve their reading comprehension through class participation, presentation and discussion. Pre-requisite: **CHIN 201**, competency requirement or permission of instructor.

CHIN 338. Advanced Chinese in China. Development of oral proficiency. Immersion experience and practice on culture and language. Grammar, conversation, and composition taught by native speakers in a Chinese university setting. Course content and level variable. Offered in China only. Pre-requisite: Acceptance into **Wheaton in China** program or permission of instructor.

CHIN 341. Special Topics in Chinese Language and Culture. Further development of oral proficiency. Immersion experience and practice on culture and language. Advanced grammar, conversation, and composition taught by native speakers in a Chinese university setting. Course content and level variable. Offered in China only. Pre-requisite: Acceptance into **Wheaton in China** program or permission of instructor.

French

Coordinator, Alan D. Savage

Requirements for a major in French are 32 hours of courses numbered 300 or above. All students are required to take **LING 321** or **FREN 371**; **FREN 331** and **332**; eight hours of French literature, at least four of which must be selected from **FREN 346** or **347**; and **FREN 494**, and must complete at least one term of study in a department-approved study abroad program in a French-speaking country. Students must complete **FREN 338** and **335** or their equivalents while studying abroad. **Wheaton in France** may be used to fulfill the requirement for a term of study abroad. Students planning to teach on the secondary level are required to take **FREN 371**. Both **FREN 346** and **347** are strongly recommended for students planning to pursue graduate study in French.

French Secondary Education required courses include: **FREN 331, 332, 346** (or **FREN 347**), **371, 494**, and an academic term in France. Students must also achieve at least an 'Intermediate-High' rating on an ACTFL Oral Proficiency Interview (OPI), taken upon returning from their study abroad experience or as recommended by advisor. Please consult the Education Department for a list of Education courses and general education courses required for teaching licensure.

Requirements for a minor in French are 20 hours of French beyond the intermediate level, including **FREN 331** and **346** or **347**. Other courses, which may include **Wheaton in France**, should be selected in consultation with a department advisor.

French Courses (FREN)

FREN 101, 102. Elementary French. Beginning French with emphasis on listening comprehension, speaking, reading, and writing. Laboratory work. Cannot receive credit for both 101-102 and 103.

FREN 103. Accelerated Elementary French. Intensive study of beginning French with emphasis on listening comprehension, speaking, reading, and writing. Laboratory work. Required of students with two years of high school French and of those above level two who place by test score into first semester French.

FREN 201. Intermediate French. Intermediate French with emphasis on reading, writing, and conversation in the context of French-speaking culture. The general education foreign language competency requirement is met by passing the final exam of this course. Prerequisite to any further study in French.

FREN 209. Intermediate French in France. Conversation, composition, and grammar review, with on-site experience of history and culture of France. Offered in France only. The general education foreign language competency requirement is met by passing the final exam of this course. Su 2016 (Subject to department approval.)

FREN 331. French Conversation. Intensive practice in oral and written communication with emphasis on listening comprehension and natural spoken expression based on audio tapes, videos, and readings of authentic materials.

FREN 332. French Composition. Intensive practice in written expression with emphasis upon fluency, accuracy, style, and authenticity of expression.

FREN 334. Culture and Communication. Study of French history, art, architecture, film, geography, social and economic structures; acquisition of skills useful in business. Different emphasis each year; may be repeated for credit. Diversity designation. (2)

FREN 335. French Civilization and Culture. On-site study of French history, architecture, art, politics, and society. Offered in France only. Su 2016

FREN 338. Advanced French in France. Advanced grammar, conversation, and composition, taught by native speakers in a French university setting. Course content and level variable. Offered in France only. Su 2016

FREN 346. Masterpieces of French Literature to 1800. Overview of major writers and movements from *La Chanson de Roland* to pre-Romanticism, with selected readings from various literary works. Offered alternate years.

FREN 347. Masterpieces of French Literature 1800 to Present. Overview of major writers and movements from pre-Romanticism to present, with selected readings from various literary works. Offered alternate years.

FREN 371. Methods of Teaching Foreign Languages. The study of various methodologies, theories, and techniques of foreign language teaching; introduction to linguistics for second-language acquisition. Practice in a variety of micro-teaching situations. Required for secondary education licensure; otherwise, an elective toward major or minor.

FREN 431. Advanced Conversation. High level development of oral communication with emphasis on vocabulary acquisition and expression approaching native speech. Offered alternate years. (2)

FREN 432. Advanced Grammar and Stylistics. General grammar review and advanced study of lesser-taught structures and nuances of meaning in order to improve critical awareness of stylistics and vocabulary and to develop authenticity of expression. Offered alternate years. (2)

FREN 439. Topics in French Language and Literature. Varied subjects including genre and movement studies, culture, and advanced language. May be repeated for credit. Diversity designation. (2 or 4)

FREN 489. Topics in France. Varied subjects including literary and cultural studies. Offered in France only. (2) Su 2015

FREN 494. Senior Seminar. Examination of literary or cultural topics from perspectives of contemporary critical theory. Students produce a major research paper that integrates faith with the subject matter.

FREN 495. Independent Study. Reading and individual study of some aspect of French culture, literature, or language. Department approval required. (1-4)

FREN 496. Internship. Department approval required. Graded pass/fail. Prerequisite: junior or senior standing with French major. (2 or 4)

German

Coordinator, Clinton S. Shaffer

Requirements for a major in German are 32 hours of courses numbered 300 or above. All students are required to take **LING 321** or **GERM 371**; **GERM 341, 342, and 343** (summer “Wheaton in Germany I” program); **GERM 431** or **432**, and **GERM 494-1** or **494-2**. Elective hours may be taken either from one of the course pairings listed, or via one or more offerings of **GERM 351** (“Topics in German Literature and Culture”) or **GERM 492-1** or **492-2**. In addition to the summer “Wheaton in Germany I” program (**GERM 343**), German majors must complete at least one semester of study in a department-approved study abroad program in a German-speaking country. Credits earned may be applied either to a second major (with the approval of that major department), to the German major, or (upon approval) to both. Students planning to teach on the secondary level are required to take **GERM 371**.

German Secondary Education required courses include: **GERM 341, 342, 343, 371, 431, 432, and 494-1** or **494-2**, and four additional hours of electives. While a full semester in a German-speaking country is highly recommended, the study abroad requirement for majors with a secondary education focus will be considered met via the summer **Wheaton in Germany I** program (**GERM 343**). Students must also achieve at least an 'Intermediate-High' rating on an ACTFL Oral Proficiency Interview (OPI), taken upon returning from their study abroad experience or as recommended by advisor. Please consult the Education Department for a list of Education courses and general education courses required for teaching licensure.

Requirements for a minor in German are 20 hours beyond the intermediate level, including **GERM 341, 342** and **343** (summer **Wheaton in Germany** program) and 8 additional hours to be selected in consultation with department advisor, including at least one 400-level course. **GERM 431** and **432** are highly recommended, as is the spring-semester “Wheaton in Germany II” program.

German Courses (GERM)

GERM 101, 102. Elementary German. Beginning German with emphasis on understanding, speaking, reading, and writing. Laboratory practice. Cannot receive credit for both 101-102 and 103.

GERM 103. Accelerated Elementary German. Intensive study of beginning German with emphasis on understanding, speaking, reading, and writing. Laboratory work. Required of students with two years of high school German and of those above level two who place by test score into first semester German.

GERM 201. Intermediate German. Reading, composition, and conversation with emphasis on the culture of Germany. Laboratory practice. The general education foreign language competency requirement is met by passing the final exam of this course. Prerequisite to any further study in German.

GERM 209. Intermediate German in Germany. Conversation, composition, and grammar review, with on-site experience of history and culture of Germany. Offered in Germany only. The general education foreign language competency requirement is met by passing the final exam of this course.

GERM 338. Advanced German in Germany. Development of oral proficiency. Discussion and interpretation of shorter literary texts, and social and political topics. Offered in Germany only.

GERM 341. Contemporary German Culture and Mores. Introduction to institutions of contemporary German culture and society, including geography, gender relationships and the family, the church, the educational system, politics and government, minority populations, labor and economics, popular culture and media. Overview and analysis of behavioral norms and mores in the Federal Republic, coupled with comparative reference to the United States and broader German-speaking Europe. Intensive practice in oral and written communication with emphasis on listening comprehension and natural spoken expression based on audio recordings, video materials, and readings of authentic texts.

GERM 342. Contemporary German Culture: Politics, Economics, and Current Events. An exploration of contemporary German culture as mediated through German newspapers, magazines, and various online sources. Special focus on current events with an emphasis on political and economic issues in Germany, Austria, and Switzerland. Continued review of grammar started in **GERM 341**. Conducted in German.

GERM 343. "What is German?" German Cultural Identity from Charlemagne to the Berlin Republic. A survey of cultural periods and developments in German-speaking Europe from early beginnings in the Holy Roman Empire to the present day Berlin Republic with special focus on the question of German national identity. The course will investigate a variety of cultural artifacts including short prose texts, poetry, dramatic performances, film clips, select artworks, and architectural examples. Emphasis on cultural literacy and communicative expression. Offered in Germany annually during May-June **Wheaton in Germany I** program. Conducted entirely in German.

GERM 351. Topics in German Literature and Culture. Varied subjects, including genre, movement, and author studies, film, cultural history, or advanced language. May be repeated for credit. (4)

GERM 353. Topics in German Literature and Culture. Varied subjects, including genre, movement, and author studies, film, cultural history, or advanced language. May be repeated for credit. (2)

GERM 371. Methods of Teaching Foreign Languages. The study of various methodologies, theories, and techniques of foreign language teaching; introduction to linguistics for second-language acquisition. Practice in a variety of micro-teaching situations. Required for secondary education licensure; otherwise, an elective toward major or minor.

GERM 372. German for Reading. Intensive introduction to German grammar for the special purpose of reading/translating academic prose (scholarly books and journal articles), with a particular focus on readings in theological disciplines and the humanities. Acquisition of a broad recognition vocabulary and development of basic reading comprehension abilities. Recommended for undergraduates anticipating graduate study in humanities and theological studies. Does not count toward general education foreign language competency requirement. Not open to German majors/minors without special permission. Cross-listed with **BITH 505**.

GERM 431. "Other" Germans: Turkish and Minority Experience. Introduction to minority and multicultural identity and cultural hybridity in contemporary Germany, Austria and Switzerland, with focus on marginal societal groups, including evangelical Christians, quasi-religious sects, and Turkish and other immigrant populations. Analysis of immigrant literary and cinematic works and overview of social challenges in immigration and

asylum policy, with particular focus on “guest workers,” integration of Turkish immigrants, and Christian-Islamic relations. Meets Diversity Designation.

GERM 432. The Holocaust and Contemporary Jewish Experience. Written and oral analysis of depictions of the Holocaust in various national literary and cinematic media and of contemporary Jewish authors in the German-speaking countries; exploration of issues facing contemporary Jews in German-speaking Europe. Meets Diversity Designation.

GERM 437. Topics in German Language and Literature. Varied subjects, including genre and movement studies, film, culture, and advanced language. May be repeated for credit. (2 or 4)

GERM 489. Special Topics. Advanced study in language, literature, and civilization in Germany. Offered in Germany only. (2 or 4)

GERM 491. Practicum. Offered in Germany only. Graded pass/fail. (0-2)

GERM 492-1. Agents of Change: Faith and the Social Order in German Literature and Film. Intensive seminar on interactions between society and varieties of belief in Germany, Austria and Switzerland. Literary readings and analysis of cinematic works, supplemented with critical theories and socio-historical sources in German and English. Open to students who have taken **GERM 494-2** or by permission. Offered alternate years. Cross-listed with **GERM 494-1**. (2)

GERM 492-2. From Doubt to Hope: Faith and its Role in German Literature from the Medieval Period to the Fall of the Third Reich. Intensive seminar with emphasis on the intersection of German literature with Christian theological perspectives from the High Middle Ages until the end of World War II. Open to students who have taken **GERM 494-1** or by permission. Offered alternate years. Cross-listed with **GERM 494-2**. (2)

GERM 494-1. Agents of Change: Faith and the Social Order in German Literature and Film. Intensive seminar on interactions between society and varieties of belief in Germany, Austria and Switzerland. Literary readings and analysis of cinematic works, supplemented with critical theories and socio-historical sources in German and English. Students will produce a major research paper that integrates Christian faith with the subject matter. Offered alternate years. Meets Senior Capstone Requirement.

GERM 494-2. From Doubt to Hope: Faith and its Role in German Literature from the Medieval Period to the Fall of the Third Reich. Intensive seminar with emphasis on the intersection of German literature with Christian theological perspectives from the High Middle Ages until the end of World War II. Students will produce a major paper that integrates faith with the subject matter. Offered alternate years. Meets Senior Capstone Requirement.

GERM 495. Independent Study. Reading and individual study of some aspect of German culture, literature, or language. Department approval required. (1-4)

GERM 496. Internship. Department approval required. Graded pass/fail. Prerequisite: junior or senior standing with German major. (2 or 4)

Spanish

Coordinator, [Christine Goring Kepner](#)

Requirements for a major in Spanish are 32 hours of courses numbered 300 or above. All students are required to take **LING 321** or **SPAN 371**; **SPAN 331, 332, 336, 337,** and **494**, and must complete at least one term of study in a department-approved study abroad program in a Spanish-speaking country.

Wheaton in Spain or **Wheaton in Latin America** may be used to fulfill the requirement for a term of study abroad. Students planning to teach on the secondary level are required to take **SPAN 371**.

Spanish Secondary Education required courses include: **SPAN 331, 332, 336, 337, 371, 494**, and an academic term in a Spanish-speaking country. Students must also achieve at least an 'Intermediate-High' rating on an ACTFL Oral Proficiency Interview (OPI), taken upon returning from their study abroad experience or as recommended by advisor. Please consult the Education Department for a list of Education courses and general education courses required for teaching licensure.

Requirements for a minor in Spanish are 20 hours beyond the intermediate level, including 331, 332, and 12 additional hours to be selected in consultation with department advisor. SPAN 336 or 337 are strongly recommended, as are **Wheaton in Spain** or **Wheaton in Latin America**.

Spanish Courses (SPAN)

SPAN 101, 102. Elementary Spanish. Beginning Spanish with emphasis on listening comprehension, speaking, reading, and writing. Introduction to aspects of culture of Spanish-speaking communities. Online drill work. Cannot receive credit for both 101-102 and 103.

SPAN 103. Accelerated Elementary Spanish. Intensive study of elementary Spanish with emphasis on listening comprehension, speaking, reading, and writing. Introduction to aspects of culture of Spanish-speaking communities. Required of students with two years of high school Spanish and of those above level two who place by test score into first semester Spanish. Online drill work.

SPAN 201. Intermediate Spanish. Conversation, composition, and grammar review based on readings and videos; exploration of various aspects of culture of Spanish-speaking communities. Online drill work. The general education foreign language competency requirement is met by passing the final exam of this course. Prerequisite to any further study in Spanish.

SPAN 331. Spanish Conversation. Intensive practice in oral communication with emphasis on listening comprehension and natural spoken expression based on videos and readings of authentic materials. Diversity designation.

SPAN 332. Advanced Grammar and Composition. Intensive grammar review and written practice in various forms to improve accuracy and authenticity of expression. Readings, films, and discussion.

SPAN 334. Spanish Civilization and Culture. On-site study of Spanish history, architecture, art, politics, and society. Offered in Spain only. Su 2015.

SPAN 335. Latin American Culture and Civilization. Readings and discussion of history, geography, political and social structures, and various forms of artistic expression particularly Latin American. Recommended for IR and Education students. Diversity designation.

SPAN 336. Survey of Spanish Literature. A general survey of Spanish literature from the beginnings of the language to the present. Examination and analysis of representative authors and genres.

SPAN 337. Survey of Spanish American Literature. A general survey of the development of Spanish American literature from the pre-Columbian period to the present. Examination and analysis of representative authors and genres. Diversity designation.

SPAN 338. Intensive Advanced Spanish. Advanced grammar, conversation, and composition taught by native speakers in Spain or a Latin American university setting. Course content and level variable. Offered in Spain (Su 2015) or Latin America (Su 2016) only. Diversity designation.

SPAN 371. Methods of Teaching Foreign Languages. The study of various methodologies, theories, and techniques of foreign language teaching; introduction to linguistics for second-language acquisition. Practice in a variety of micro-teaching situations. Required for secondary education licensure; otherwise, an elective toward major or minor.

SPAN 439. Topics in Spanish Language and Hispanic Literatures and Culture. Varied subjects including genre and movement studies, film, culture, and advanced language. May be repeated for credit. (2 or 4) Diversity designation.

SPAN 489. Topics in Hispanic Culture. Varied subjects, including literary and cultural study with emphasis on Christian perspectives of Hispanic culture. Field trips. Offered only in Spain (Su 2015) or Latin America (Su 2016). (2-4)

SPAN 493. Mentoring Seminar. Faculty and student collaboration on a project of mutual interest. Limited enrollment--faculty approval required. (2 or 4)

SPAN 494. Senior Seminar. Examination of literary or cultural topics from perspectives of contemporary critical theory. Students produce a major research paper that integrates faith with the subject matter.

SPAN 495. Independent Study. Reading and individual study of selected aspect of Hispanic culture, literature, or language. Department approval required. (1-4)

SPAN 496. Internship. Department approval required. Graded pass/fail. Prerequisite: junior or senior standing with Spanish major. (2 or 4)

Ancient Languages

Coordinator, Douglas Penney

Requirements for a major are 32 hours: 12 hours beyond the intermediate level of a language concentration in Greek, Latin or Hebrew; **LING 321, GREK 494**; and an additional 14 hours chosen from: **ARCH 345, 417, 418; PHIL 311**; beginning and intermediate level offerings in other ancient languages, any upper level offerings in an ancient language, or other approved advanced courses offered in the Graduate School. Competency in Greek is required. Requirements for a minor in Ancient Languages are 20 hours, including 12 hours beyond the intermediate level in the language of concentration, Greek, Latin or Hebrew, and 8 hours to be chosen from the courses listed above for the major. Competency in Greek is required.

Requirements for a minor in Ancient Languages are 20 hours, including 12 hours in Greek beyond the intermediate level and 8 hours to be chosen from the courses listed above for the major.

Greek Courses (GREK)

GREK 101, 102. Elementary Greek. Intensive study of elementary grammar, syntax, and vocabulary; selected readings from Ancient Greek authors including those of the New Testament. **GREK 101** is a prerequisite for GREK 102.

GREK 201. Intermediate Greek. Review of grammar and syntax accompanied by selections from various Greek authors including those of the New Testament. The general education foreign language competency requirement is met by passing the final exam of this course. Prerequisite to further work in Greek.

GREK 331, 332, 333. Advanced Classical Reading. Selections from Greek poets, philosophers, or dramatists. (2 or 4)

GREK 334, 335, 336. Advanced Koine Reading. New Testament book studies in Greek or selections from the Septuagint or the early church fathers to illustrate the development of thought within Christianity. (2 or 4)

GREK 337. Greek Prose Composition. A systematic review of Greek morphology and syntax by writing sentences in Classical and Koine Greek. (2)

GREK 451x. Greek Exegesis. See **BITH 451**.

GREK 487. Topics in Greek Language and Literature. Varied subjects. Designated studies in specialized genres, literature, culture, comparative studies, or inter-disciplinary studies. (2)

GREK 489. Topics in Greek Language and Literature. Varied subjects. Designated studies in specialized genres, literature, culture, comparative studies, or inter-disciplinary studies.

GREK 494. Senior Capstone. Ancient Language major will take a capstone course in their senior year that connects ancient Greek with other areas of inquiry. The student will do focused research on the Greek of the classical world, including but not limited to the Septuagint and the New Testament. Students will demonstrate how their chosen topic relates to Christian faith.

GREK 495. Independent Study. Department approval required. (1-4)

Hebrew Courses (HEBR)

HEBR 301, 302. Elementary Hebrew. Basic grammar, syntax, and vocabulary with readings from the Old Testament and modern Hebrew authors. HEBR 301 is a prerequisite for 302.

HEBR 401x. Intermediate Hebrew. Review of grammar and syntax with an introduction to the Masoretic text of the Old Testament, intensive reading from selected Old Testament texts and modern writers. The general education foreign language competency requirement is met by passing the final exam of this course. See **BITH 631**.

HEBR 487. Topics in Hebrew Language and Literature. Varied subjects. Designated studies in specialized genres, literature, culture, comparative studies, or inter-disciplinary studies. (2)

HEBR 489. Topics in Hebrew Language and Literature. Varied subjects. Designated studies in specialized genres,

HEBR 495. Independent Study. An independent study in Hebrew which may be either advanced grammar, reading of the literature, culture, comparative studies, or inter-disciplinary studies. Hebrew Old Testament, or an exegesis of a portion of the Hebrew text of the Old Testament. Department approval required. (1-4)

Latin Courses (LATN)

LATN 101, 102. Elementary Latin. Introduction to syntax and vocabulary. Readings from representative ancient authors. LATN 101 is a prerequisite for 102.

LATN 201. Intermediate Latin. Review of grammar. Translation of extensive selections from Vergil's *Aeneid* and other poets. The general education foreign language competency requirement is met by passing the final exam of this course.

LATN 333. Advanced Latin Readings. In-depth readings of selections of Latin literature, focusing on the classical periods of the Roman Republic and Empire. Emphasis will be placed on universal human themes expressed in the literature that shed light on cross-cultural connections between the ancient and modern worlds. (2 or 4)

LATN 487. Topics in Latin Language and Literature. Varied subjects. Designated studies in specialized genres, literature, culture, comparative studies, or inter-disciplinary studies. (2)

LATN 489. Topics in Latin Language and Literature. Varied subjects. Designated studies in specialized genres, literature, culture, comparative studies, or inter-disciplinary studies. (4)

LATN 495. Independent Study. Department approval required. (1-4)

General Studies

General Studies Courses (G ST)

G ST 201. Topics in General Education. (2 or 4)

G ST 229. Topics in General Studies. (These courses are not applicable to General Education requirements.) (2 or 4)

G ST 231. General Practicum. Students who wish to receive academic credit for an internship or practicum experience not offered through the major or minor department may receive such credit through G ST 231. This course requires prior approval of the Practicum Instructor in the Center for Global and Experiential Learning and participation in a seminar alongside the practicum experience. Students must complete 40 hours of work experience for each credit earned and must attend the seminar course which meets 7 times during the semester. The course focuses on Christian understandings of vocation and calling, fosters self-reflection on the work experience, and facilitates assessment of work-related skills. The credit earned will count as elective credit towards graduation; it will not count toward a major, minor, or certificate unless it is approved in advance by the appropriate academic department. No more than 12 practicum or internship credits in total may be counted towards graduation requirements. Students must have completed at least two semesters on-campus or at another college or university to enroll. (2-4)

G ST 329. Advanced Topics in General Studies. (2 or 4)

G ST 495. Independent Study. Independent study or tutorial in a course not normally available in the regular curriculum. Approval by General Studies Coordinator. (1-4)

Geology

Chair, Professor Stephen O. Moshier

Professors James Clark, Jeffrey Greenberg

The department's geology courses offer the student a general knowledge of the earth, its structure, composition, internal and external processes, and past history. Emphasis is placed upon field and laboratory investigation directed towards development of useful skills and a grasp of basic theoretical and working concepts. Building on this framework, the student can pursue any one of several avenues of study leading to majors in geology and earth science teaching; or to a minor in geology.

The Geology major has three options available leading to either a Bachelor of Science degree or a Bachelor of Arts degree. Both degrees require a core of geology courses plus supporting courses in other science disciplines and mathematics.

The Bachelor of Science option requires 36 credits in geology including **GEOL 211** or **221** (or **201**), **321**, **336**, **342** or **365** (or equivalent), **343**, **344**, **443**, a summer field experience (**412** or equivalent), and the **494** capstone seminar, plus four elective hours in geology. Required supporting courses are **CHEM 221** (or **236**), **PHYS 231** (or **221**) and either **CHEM 222** (or **237**) or **PHYS 232** (or **222**), plus **MATH 221** or **231** (**232** and **GEOL 241** also recommended).

The Bachelor of Arts option requires 32 credits including **GEOL 211** or **221** (or **201**), **321**, **336**, **342** (or equivalent), **343**, **344**, **443**, a summer field experience (**412** [six hours] or equivalent), and the **494** capstone seminar. Required supporting courses are **CHEM 221** (or **236** or equivalent) OR **PHYS 221**, AND one quantitative methods course (**ENVR/GEOL 241**, **B EC 321**, or equivalent).

The Secondary Teacher Licensure option leads to a double major in Secondary Education and Geology. Requirements are as follows: Bachelor of Arts in Geology coursework, supporting courses in **CHEM 236**, **PHYS 221**, **ASTR 301** or **302**, **BIOL 201**, **SCI 321** and education courses as required by the Education Department. A Master of Arts in Teaching (MAT) program is available with the Geology major. A combined Bachelor's/MAT program may be completed in five years and one summer. See the **Education section** in this catalog.

Requirements for a minor in Geology are 20 hours in geology, including **201**, **211** or **221**, and **321**. Chemistry or Physics majors who take a Geology minor should include **GEOL 342** or **365**, respectively.

Geology Courses (GEOL)

See the **Financial Information section** of this catalog for course fees.

GEOL 201. Introductory Geology in the Field. Introduction to rocks and minerals, earth processes, and earth history as seen in rock strata, folds, faults, mountains, and fossils. Emphasis on field procedures, topographic and geologic maps, laboratory, and field work. Field trip (\$40 field trip fee). Offered only at the **Science Station**. Su

GEOL *208. General Oceanography. An integrative science course introducing elements of physical, chemical, biological, and geological oceanography. Emphasis is given to modification of the total environment by the oceans and adjacent water. Methods of sampling and data collecting are illustrated. Prerequisite: one four-hour laboratory course in science. Three hours lecture. Field trip (\$30 field trip fee). (2)

GEOL 211. Physical Geology. Introduction to the physical properties and processes of the earth with special emphases on the current practice of geology and its significant contributions to humans and the environment. Topics are presented in the plate tectonic framework to include minerals and rocks, igneous activity, earthquakes, rivers, ground water, glaciers, and energy and mineral resources. Three hours lecture, two hours laboratory. Field trip (\$30 field trip fee).

GEOL 212x. Introduction to Environmental Studies. See **ENVR 221**.

GEOL *215. Environmental Geology in the Field. The observation and analysis of environmental concerns from a geologic perspective. Topics include ethical decision-making, mining and energy issues, flooding and

slope stability as geo-hazards, water resources and waste treatment, and the geology of chemical pollution. Offered primarily at the **Science Station** in South Dakota. (2) Su

GEOL 221. Physical Geology for Science Majors. Lecture is the same as **GEOL 211**, but a separate discussion section is devoted to science majors and their particular academic interests. Certain topics, such as environmental analysis, are presented through interdisciplinary project work instead of simple exercises. Field trip (\$30 field trip fee).

GEOL 241x. Quantitative Methods. See **ENVR 241**.

GEOL *305. Natural Disasters. Introduction to earth systems processes involved in natural disasters, including volcanoes, earthquakes, tsunamis, landslides, severe storms, hurricanes, tornadoes, floods, wild fires, and extraterrestrial impacts. The effects of natural disasters on society, especially in the underdeveloped world, and theological implications are considered. Three hours lecture. (2)

GEOL *306. Earth Resources and Environment. The application of geologic principles and knowledge to the development of natural resources (minerals and rocks, fossil and renewable fuels, air, water, and soil) and to the problems created by human occupancy and exploitation of the physical environment (solid and hazardous waste disposal, air and water pollution, land use management). Three hours lecture. (2)

GEOL *311. Geology of National Parks. Overview of geography, geology, and natural history of selected US National Parks. Examination of featured natural attractions, processes, and history, including stratigraphy, fossils, canyons, caves, glaciers, volcanoes, and mountains. Reflection on Christian environmental stewardship, philosophy and ethics of preserving wilderness areas and the role of National Parks in American culture. Three hours lecture. No prerequisite. (2)

GEOL 321. Earth History and Stratigraphy. Basic principles of interpreting Earth history: geologic time, stratigraphic analysis, reconstructing past environments. Historical development of geology: catastrophism and actualism. Overview of Earth history including origin of earth-moon, tectonics leading to the development of continents, ocean basins, mountain belts, stratigraphic cycles and sequences. Three hours lecture, two hours laboratory. Field trip (\$120 field trip fee). Prerequisite: **GEOL 201, 211, or 221**.

GEOL *322. Geoarchaeology. The application of geology to the solution of archaeological problems. Topics include geomorphology and site formation, soils, sedimentary environments and stratigraphy, dating methods, lithic and ceramic petrography and sourcing, geophysical prospecting, Quaternary paleoclimate and paleogeography. Three hours lecture and demonstration. (2)

GEOL 332. Studies in Regional Geology. Geologic study in the field of a selected region during an excursion over spring vacation or in May following commencement. Learning emphasis is on structural and stratigraphic framework, interpretation of geologic history, and natural resources of the region. Assignments include background readings, participation in discussions in the field, and preparation of field notes. (Field trip fee varies by destination.) Prerequisite: **GEOL 201, 211, or 221** or consent of instructor. (1 or 2, repeatable for a max. of 4)

GEOL 336. Process Geomorphology. The study of earth surface processes and the landforms they produce in the context of engineering and environmental applications. Topics include processes and landforms associated with: weathering, mass wasting, rivers, karst, neotectonics, glaciers, shorelines, and wind. Individual project and laboratory assignments required, including qualitative descriptions and quantitative measurements from topographic and geologic maps, and aerial photographs. Three hours lecture, three hours lab. Field trip (\$35 field trip fee). Prerequisite: **GEOL 201, 211, or 221** or consent of instructor. Alternate years. Offered 2015-16.

GEOL 342. Fundamentals of Geochemistry. Principles and applications of Earth's chemical systems. Topics include low (aqueous) and higher temperature phenomena, crystal chemistry, trace-element distribution, isotopic and applied geochemical methods. Three hours lecture and three hours lab per week. Prerequisites: one introductory geology class (such as **GEOL 201, 211, or 221**) and one semester of a chemistry lab class is recommended. (2)

GEOL 343. Fundamentals of Mineral Science. A brief survey of theory and applications in mineralogy. Emphasis is on chemical classification, modes of occurrence, modern techniques of mineral identification, and utility. Three hours lecture and three hours lab per week. Prerequisites: **GEOL 201, 211, or 221**. Alternate years. Offered 2015-16. (2)

GEOL 344. General Petrology and Petrography. The study of sedimentary, igneous, and metamorphic rocks. Lecture sessions present petrogenesis and classification through topics such as lithification/diagenesis, magmatic phenomena, the role of temperature, pressure, and fluids, and plate tectonic settings. Laboratory projects

include the identification of rock types and their variation, the significance of rock fabrics as observed in hand specimen and thin section, and the study of petrographic suites from classic localities. Three hours lecture, three hours lab. Field trip (\$120 field trip fee). Prerequisite: **GEOL 201, 211, or 221**. Suggested: **GEOL 343**. Alternate years. Offered 2016-17.

GEOL 355. Introduction to Soil Science. Basic survey including the origin and properties of soils, their classification and applications to agriculture, third world development, engineering, environmental issues. Laboratory and field experiences will provide opportunities to observe soil profiles and measure physical properties. Three hours lecture and two hours lab. Field trip (\$15 field trip fee). Alternate years. Offered 2016-17. (2)

GEOL 365. Physics of the Earth. Principles and applications of geophysics related to the study of the Earth's deep interior and geophysical prospecting. Topics include earthquake seismology, Earth's gravity, shape, magnetism, paleomagnetism, heat flow, temperature, and geodynamics. Also applied methods of seismic reflection and refraction, gravimetry, magnetism, electromagnetism, and resistivity. Three hours lecture plus two hours lab. Prerequisite: one four-hour physics laboratory course or permission of instructor. Alternate years. (2)

GEOL 371. Introduction to Geographic Information Systems. The hardware and software technology of GIS programs. Basic concepts of spatial data collection, storage, processing, and interpretation, combined with remote sensing. Uses the popular GIS software ArcGIS. Three hours lecture, two hours lab. (2)

GEOL 372. GIS Practicum. Application of GIS methods to student-designed projects. Hardware and software expertise derived from **GEOL 371** (prerequisite). Two hours directed research, one hour discussion per week. (2)

GEOL 375. Biogeology. Survey of paleontology and the history of life as interpreted from the fossil record. Topics include description and classification of fossil groups, functional morphology, evolution, biostratigraphy, and paleoecology. Field trips to study ancient life in the field and exhibits at the Field Museum, Chicago. Three hours lecture, three hours lab. Field trip (\$35 field trip fee). Prerequisite: **GEOL 201, 211, 221, or 212, or BIOL 201 or 242**.

GEOL *381. Global Warming: Science. Interdisciplinary approach to the science of climate change. Beginning with documentation of past climate change during the ice age and proxy evidence for climate during the past 10,000 years, the course progresses to basic meteorology and measurement of modern climate. It culminates with a discussion of humanity's possible impact upon future climate through greenhouse warming and its projected effects upon civilization. Arguments for and against warming are evaluated against the background of the science of climate change. (2)

GEOL 385. Topics in Earth Science. Selected topics from the following: economic geology, appropriate technologies, tectonics, and regional studies. Lectures or lecture/laboratory. Prerequisite: **GEOL 201, 211, or 221**. (2 or 4)

GEOL 388. Appropriate Technology, Development, and the Environment. Seminar course exploring the relationship of science with sustainable development practices, both domestic and in an international context. Course foundations are theological and philosophical with regard to cost/benefit analyses and project planning. Study/discussion topics are partly student chosen and may include water resources, agriculture, energy systems, mineral-resource extraction, coastal development, housing, waste and sanitation, and sustainable land-use practices. Lecture and discussion. No prerequisite. Does not fulfill a general education requirement. (2)

GEOL 391x. Environmental Modeling. See **ENVR 391**.

GEOL 412. Field Geology. The comprehensive exercise of geological field techniques and interpretation in the context of western South Dakota and the Rockies. Projects involve the preparation of maps and reports from diverse areas and of varying complexity. Offered only at the **Science Station**. (\$25 lab fee) Prerequisite: **GEOL 443** or consent of instructor. Corequisite: must be taken with **GEOL 413**. Alternate years. Offered 2016. (6) Su

GEOL 413. Rocky Mountain Geology. Field geological study in the northern Rocky Mountains of South Dakota, Montana, and Wyoming. Observation of rock, strata, and structures in classic localities, including Black Hills, Devil's Tower, Big Horn and Bear Tooth Mountains, and Yellowstone and Grand Teton National Parks. (\$100 field trip fee) Corequisite: must be taken with **GEOL 412**. Alternate years. Offered 2016. (2) Su

GEOL 437. Hydrogeology. Basic processes and measurement of the hydrologic cycle, including: precipitation, evaporation, surface runoff, stream flow, soil moisture, and groundwater. Emphasis placed on groundwater, including: geology of occurrence, principles of flow, conceptual models of regional flow, chemistry and quality, well hydraulics, aquifer characteristics, resource development, detection of pollutants, and contaminant transport. Three

hours lecture, three hours lab. Field trip (\$35 field trip fee). Prerequisite: **GEOL 201, 211 or 221**, or consent of instructor. Alternate years. Offered 2016-2017.

GEOL 443. Structural Geology. Architecture of the dynamic earth. Earth movement and deformation in the context of plate tectonics. Laboratory simulation of stress and strain, study of deformed rocks, and interpretation of geologic maps; measurements and computations. Three hours lecture, three hours lab. Field trip (\$120 field trip fee). Pre/Corequisite: **GEOL 201, 211 or 221**. Alternate years. Offered 2015-2016.

GEOL 494. Seminar. Integration course for seniors, or for juniors who have completed most geology requirements. Reports and discussion of original monographs, and modern development and philosophy of geological science. Prerequisite: senior studying in major or consent of instructor. (2)

GEOL 495. Problems in Geology. Independent study or research. Prerequisites: consent of instructor and department chairman. (1-4)

GEOL 496. Internship. Supervised off-campus experience with departmental approval. Graded pass/fail. Prerequisite: junior or senior standing with Geology or Environmental Studies major. (credit variable)

*Credit not applicable to requirements for Geology majors.

History

Chair Professor R. Tracy McKenzie

Professor Edith Blumhofer

Associate Professors Melissa Franklin-Harkrider, Kathryn Long, Matthew Lundin

Assistant Professors Karen J. Johnson, Hanmee Kim, Sarah Miglio

The History Department introduces students to the joys and challenges of studying the past in such a way that they may better understand themselves, their own cultures, and the broader world. In line with the purposes of Wheaton College and informed by the truths and values of the Christian faith, the department is committed to the study of history as a foundational liberal arts discipline, worthwhile for its own sake and as a means of preparing students for a wide range of vocational pursuits. Teaching, research, and other scholarly activities in the department focus on the understanding and interpretation of historical eras and persons, not mere facts and details. The department is convinced that proper appreciation of the past in its political, social, and religious contexts significantly contributes to an individual's understanding of contemporary events and his or her own faith.

The History major is useful for a wide variety of careers, including law, business, journalism, Christian ministries, government service, and teaching. It also prepares students for graduate study in history, as well as in museum, library, and archival studies. In addition to regular course offerings, off-campus programs and internships are available. The department works to place interested students in study and travel abroad programs.

Department Honors are granted upon the successful completion of a senior thesis through enrollment in **HIST 498** and **499**.

Requirements for a History major are 36 hours in History, including a core research sequence. That sequence includes three components: (1) **HIST 295 Introduction to Historical Inquiry**; (2) a Junior Research Paper, completed as a part of the regular class assignments of 300- or 400-level history classes; and (3) **HIST 494 Christianity and Historical Study**, which is the department's capstone seminar. Normally, **HIST 295** is completed during the freshman or sophomore year; the Junior Research Paper is submitted for departmental review during the junior year; and **HIST 494** during the senior year. Students must complete **HIST 295** before the semester in which they write their Junior Research Paper. Guidelines for the Junior Research Paper are available in the History Department office or in the Handbook on the department web site www.wheaton.edu/History. Additional requirements are four upper division hours from each of the following categories: American, European, non-west (Asia, Africa, Latin America), and the history of Christianity. No more than eight hours of cross listed courses may apply to the major. Eight hours of history-related courses from other departments may be substituted for four hours in History with the approval of the History Department Chair. History majors are not required to take a history general education course; they satisfy the history general education requirement by completing the upper-division European and non-western courses required for the major.

Requirements for the History/Social Science major (usually a teacher education concentration) are 42 hours, including 28 hours in History; eight hours in Political Science (**PSCI 135** plus 4 hours); four additional hours in the Social Sciences other than Political Science; and two hours Methods of Teaching History/Social Science (**HIST 324**). The 28 hours in History include the core research sequence for the major. That sequence has three components: (1) **HIST 295 Introduction to Historical Inquiry**; (2) a Junior Research Paper completed as a part of the regular class assignments of 300- or 400-level history classes (or **HIST 292** with approval); and (3) **HIST 494 Christianity and Historical Study**, which is the department's capstone seminar. **HIST 295** is normally completed during the freshman or sophomore year; the Junior research paper during the junior year; and **HIST 494** during the senior year. Guidelines for the Junior Research Paper are available in the History Department office or in the Handbook on the department web site www.wheaton.edu/History. The 28 required hours in History also include ten hours in U.S. history (including **HIST 351, 352**); twelve hours in European and World History (including **HIST 111 World History, Ancient to Modern**; plus four hours European history and four hours non-western history from Asia, Africa, or Latin America); and two hours of Geography (**GEOG 211**). History/Social Science majors must complete a noncredit, self-study unit of ancient history and of Illinois History &

Government (pass/fail). History majors are not required to take a history general education course; they satisfy the history general education requirement by completing the upper-division European and non-western courses required for the major. *In addition, History/Social Science majors seeking teacher licensure must meet requirements listed under the [Education Department](#). Students who have declared the major and later choose not to pursue teacher licensure may continue in the major with the approval of the History Department chair. In such cases, students will be expected to take an additional 4 hours in the Social Sciences (200-level or higher, not PSCI).*

For non-History majors, the general education requirement in history (under the "Studies in Society" cluster) is met by [HIST 101](#), [105](#), [111](#) or [115](#). Transfer or AP credit in U.S. history and/or European history do not satisfy the general education requirement.

Requirements for a minor in History are 20 hours, including a History general education course and [HIST 295](#), as well as one upper-division course (300-level or above) in two of the following areas: world; U.S.; or European history. Courses cross-listed in History from other departments cannot be applied to the History minor.

For information on the **Master of Arts in Teaching (M.A.T.)**, please consult the [Education Department](#) portion of this catalog.

Refer to the Graduate Programs section of this catalog for courses in the [History of Christianity](#) which apply to a Master of Arts degree in Biblical and Theological Studies.

History Courses (HIST)

HIST 101. Exploring the Past. An introduction to the discipline of history for non-majors that equips students for life-long learning by helping them to understand why Christians value study of the past and by giving them the tools to investigate it. Through in-depth exploration of a critical period, concept, source, or event in the past—analyzed within an explicitly comparative or cross-cultural framework—the course demonstrates history’s ability to explain human interaction in an increasingly complex world and to promote thoughtful study of cultural and geographical difference. Students will learn to appreciate historical knowledge, engage in historical reasoning, develop historical consciousness, and practice historical reflection.

HIST 105. World History. A survey of world history in Christian perspective from c. 1500 to the present. This course provides the chronological, geographical, and cultural breadth that serves as a contextualizing vehicle for the liberal arts. Attention given to moral issues of history. Meets general education requirement. Diversity designation.

HIST 111. World History, Ancient to Modern. Single semester survey of world history from the ancient period to the present. Examines the political, religious, and social developments that forged the modern world. Meets general education requirements for all majors. Specifically addresses licensure requirements for secondary education. Required for History/Social Science majors. Recommended for elementary education majors. Diversity designation.

HIST 115. World History to 1600. A study of the ancient Middle Eastern, Mediterranean, and European roots of modern Western civilization through the Renaissance/Reformation era. Some attention given to contemporaneous developments in Asia. Emphasis is directed towards the identification of the intellectual foundations of the Western traditions in a comparative perspective. Meets general education requirement.

HIST 131. Topics in World History. Through a biographical approach, investigates selected themes in world history in light of liberal arts and Christian thought and values. Not open to students who have completed HIST 105, 111, or 115. Applies to general education requirement only as recommended by History Chair. See [General Education requirements, Studies in Society](#). Diversity designation. (2)

HIST 292. Latin American History. A survey of the history and cultural development of Central, South, and Caribbean America with emphasis on the era since 1500. Includes analysis of the impact of the European/indigenous encounter, of U.S./Latin American relations, and of the challenges of modernization. Approved option to satisfy world history requirement for majors in History or History/Social Science. Junior Research Paper may be written in this course, with instructor approval. Diversity designation.

HIST 295. Introduction to Historical Inquiry. Introduction to principles and techniques of historical scholarship. Attention given to historical thinking, literacy, research, and communication skills. Useful for non-majors. Required of majors and minors. (2)

HIST 305. Introduction to the History of Christianity. A summary introduction to the history of Christianity designed to provide a rapid, but comprehensive overview to assist students who seek a basic understanding of the history of Christianity as background for other fields of study. Counts toward the history of Christianity requirement for the major. Not open to students who have completed **BITH 577**, or HIST 477x in previous years. (2)

HIST 311x, 312x. History of Philosophy. See **PHIL 311, 312**.

HIST 324. Methods of Teaching History/Social Science. An introduction to methods of teaching middle and high school history/social science students, including units on classroom management, lesson planning, assessment, individual differences, learning resources, educational technology, and teaching strategies appropriate to history/social science classrooms. Prerequisites: **EDUC 125, 125L, 225, 225L** and admission to WheTEP. (2)

HIST 331. Cultures and National Identity in African History. Focuses on the development of select African societies from their early institutional and cultural traditions to the present with emphasis on the themes of the impact of Islam, European colonial influences, national independence movements, and contemporary African society. Diversity designation.

HIST 334. Society and Politics in East Asian History. Cultural development and distinctives of China, Korea, and Japan, from their traditional roots through their classical periods to the modern period. Contemporary East Asian society and affairs are covered and various themes will be emphasized each semester. Diversity designation.

HIST 341. Ancient History: The Rise and Fall of Empires. Examines the political, economic, social, and cultural development of the Near East and Mediterranean from the first civilizations in the third millennium B.C. to the collapse of the Roman Empire in the fifth century A.D. The course covers the First Age of Empires in the Ancient Near East as well as the Greek and Roman worlds.

HIST 342x. History of the Ancient Near East. See **ARCH 365**.

HIST 345. Medieval Europe to 1300. Analyzes the political, social, economic, and religious foundations of Europe from the Early to the High Middle Ages. Topics include: the collapse of the Roman Empire, Barbarian invasions, rise of Islam, Byzantine Empire, kingship and authority, and the development of Christianity.

HIST 346. Renaissance Europe (1300-1600). Examines the political, social, and religious developments that created modern Europe. Topics include the emergence of international power politics, the rise of humanism, Renaissance art, and cross-cultural encounters between Europeans and peoples of Africa, Asia, and the Americas.

HIST 347. Men, Women, and Society in Early Modern Europe. Examines the cultural, political, social, and religious developments that shaped men's and women's lives from 1300 to 1650. Topics include: family life, courtship and marriage, the emergence of the Renaissance state and its intervention in family life, and the impact of religious change on men and women. Particular attention is given to how this period shaped modern theological and cultural assumptions about men, women, and family structure.

HIST 348. Revolutionary Europe (1789-1870). Focuses on enlightened absolutism, the revolutions of 1789 and 1848, the social consequences of industrialization, and mid-nineteenth century foreign relations. Emphasis on France and Germany.

HIST 349. Origins of Contemporary Europe (1870-1950). Analysis of socioeconomic, political, and cultural foundations of twentieth-century Europe, and the causes and impact of both world wars.

HIST 351. American History to 1865. The political, social, and cultural development of the American nation from the colonial period to the Civil War with special emphasis on research and primary documents.

HIST 352. American History from 1865. The political, social, and cultural development of the American nation from the Civil War to the present with special emphasis on research and primary documents.

HIST 355. History of Women in the United States. Analysis of the social, cultural, and political aspects of women's history from the colonial period to the present, with particular emphasis on the nineteenth and twentieth centuries and on women's religious experiences and contributions. Diversity designation.

HIST 361. The Global Cold War. An analysis of the dramatic political and social changes emerging in the Cold War period which have shaped the whole world since 1945. The focus is on such issues as the rise of the nuclear age, postwar human rights, the arms race and détente, space race, Middle East crises, technological impacts,

decolonization and the emergence of the developing world, and the fall of European communism. Also included is the role of prominent Christians and the Church during the post-World War II era. Satisfies the world history requirement for the history major. Diversity designation.

HIST 362. Topics in Traditional Asian History. Course material centers on the cultural development of traditional society in the locations visited each year during the May-in-Asia program. Course will vary each year based on sites visited. Diversity designation. Su (2 or 4)

HIST 363. Topics in Continuity and Change in Modern Asia. An analysis of continuity and change in Asian society in the nineteenth and twentieth centuries specifically related to the locations visited each year during the May-in-Asia program. Course will vary each year based on sites visited. Diversity designation. Su (2 or 4)

HIST 364. East Africa and the Indian Ocean Region. This course analyzes the development and interaction of the many cultures which compose the Indian Ocean region. The fascinating site for our study is the multi-cultural East African island of Zanzibar which has been instrumental over many centuries in the history of the region and where there is a combination of African, Arab, Persian, Indian, Chinese, and European cultures. This course will study such themes as the origins of Swahili civilization, the Indian Ocean trading system, impact of Arab and Islamic civilization, European colonialism, the slave and ivory trade, African independence movements, Christian influences, and political and economic conditions in contemporary Africa by a mixture of course lectures, outside lectures, cultural and historical tours as well as readings from both primary and secondary sources. Offered summers. Diversity designation. (4)

HIST 365. Modern Middle East. Examines modern Middle Eastern history from the final decades of the Ottoman Empire to the formation of modern Iraq, Iran, Turkey, Lebanon, Syria, Egypt, Saudi Arabia, Jordan, Palestine, and Israel with a scholarly historical and theological introduction to the people, religions, cultures, and political events of Modern Middle East. Topics include the cultural impact of imperialism and western intervention in the Middle East, contemporary political and economic problems in the region, the growth of Islamic reform movements and Arab nationalism, the role of religious fundamentalism (Christian, Islamic, and Jewish) in the region's politics, and the history leading up to the Arab Spring." Diversity designation.

HIST 374. Nazi Germany. Analyzes the origins and nature of the Nazi ideology and party, as well as the cultural, social and political patterns of the Third Reich of the 1930s. Particular emphasis is given to the Nazi murders during World War II, interpretive issues, and the visual culture of the whole Nazi era.

HIST 377. British History to 1688. Analyzes the history of England from the Anglo-Saxon Settlement to the Glorious Revolution. Topics include the development of a unified monarchy, the Norman Conquest, the emergence of representative government, the Reformation, and the English Civil War. Alternate years.

HIST 378. History of Britain Since 1832. An analysis of the rise of industrial, urban class society, an examination of higher and popular culture, emphasis on the Victorian era and the early twentieth century. Alternate years.

HIST 382x. U.S. Foreign Policy. See **IR 378**.

HIST 391. Topics in History. Selected areas of historical study as announced. (2 or 4)

HIST 448x. American Economic History. See **B EC 448**.

HIST 451. Topics in American History. Advanced courses in the history of the United States as announced, including ethnic, intellectual, and constitutional history. (2 or 4)

HIST 455. American Urban History. Examines how urbanization has shaped and directed much of America's social, cultural, political, and economic development from colonial times to the present. Lecture, discussion, readings from primary sources.

HIST 461. Origins and Consequences of the Pacific War. Investigates the origins of the Pacific War using both translated primary documents and secondary scholarly literature. Special attention is paid to the changing international environment and especially the role of the United States, alongside Japanese domestic social, economic, political, military, and intellectual developments. Recommended to upper-level students interested in understanding Japan, twentieth-century East Asian relations, international relations, war, ideology and conflict. Satisfies the world history requirement for the major. Diversity designation.

HIST 463. Enlightenment Modernity and Its Discontents. Reviews the social, political, economic, and intellectual aspects of the European Enlightenment, explores the process of diffusion of these influences, and then considers the various responses to this phenomena beginning in Europe but extending to various parts of the world.

Responses covered may include Muslim, Jewish, Christian, conservative, Marxist, Confucian, postcolonial, and postmodern. Diversity designation.

HIST 483. History of Christianity in North America. An overview of events, ideas, people, and groups that have helped to shape Christianity in North America from the colonial era to the present (with primary emphasis on Christianity in the U.S.). Meets the history of Christianity requirement for the major.

HIST 489x. Colloquium in the History of American Christianity. See **BITH 682**. (2 or 4)

HIST 491. Research Seminar. Advanced research in history on varied topics. The course may be taken for credit a second time with a different instructor or topic. Especially designed for students considering graduate school. (2-4)

HIST 494. Christianity and Historical Study. This senior capstone course focuses on the study of Christianity and history, with emphasis on the history of history-writing, the implications of Christianity for the meaning and practice of history, and the relationship of philosophies of history to the Christian faith. For seniors, or for juniors who have completed other major requirements. (2)

HIST 495. Independent Study. Individualized program of reading, research, writing, and oral examination, which allows for extensive study in a specific area of interest. Not to be used as a substitute for courses or seminars already covered in the curriculum. Prerequisites: junior or senior standing and approval of department faculty and chair. Intended for majors only (1-4). See the [online Handbook at the department web page](#) for further information.

HIST 496. Internship. Prerequisites: junior or senior standing, minimum of 16 credits in History major completed, and approval of department chair. Graded pass/fail. See the [online Handbook at the department web page](#) for further information.

HIST 498. Honors Tutorial. Reading and research in selected areas. Prerequisites: Admission to Department Honors program, senior standing. See the [online Handbook at the department web page](#) for further information.

HIST 499. Honors Thesis. Preparation of senior honors thesis. Not applicable to major requirements. Prerequisite: **HIST 498**.

Geography Course (GEOG)

This course is offered primarily to meet the needs of History/Social Science majors but is open to all students desiring to take it.

GEOG 211. General Geography. This course will examine the interrelationships between people and their geographic environments; physical, social, economic, political, demographic, and cultural. Students will be expected to learn basic place names and to understand geographic relationships, concepts, and terms. Required of all students seeking teacher licensure in the social sciences. Does not count as a history course for students pursuing the regular history major. (2)

Human Needs and Global Resources (HNGR)

Director, Laura S Meitzner Yoder

The Majority World (often referred to as the Third World or the Global South), comprising substantial portions of Africa, Asia, Eastern Europe, and Latin America, is a region facing monumental challenges, including ecological vulnerability, poverty, hunger, conflict, injustice, and persistent health concerns. At the same time these regions are endowed with substantial human and natural resources that are their hope and future. HNGR is a certificate program available to students in which they explore the issues of human needs and global resources through a combination of academic study, interactive seminars, and a core study/service internship in the Majority World.

Multi-disciplinary classroom study on campus is augmented by six-month off-campus field internships in the Majority World with church, parachurch, or international organizations involved in holistic transformational development. Past internships have included, but are not limited to, projects in: agriculture, community development, environment, gender, health and nutrition, HIV/AIDS, microfinance, and social justice. Each internship includes supervised study and service related to specific development projects, and enables students to learn about culture and appropriate development responses within specific cultural contexts. HNGR aims to promote student commitments to formulating Christian responses in their lifestyles and vocational choices, to the issues facing the globe and its peoples.

Students from any major may take selected HNGR courses, including *Third World Issues*, without obligation to complete the HNGR Certificate. Students who wish to earn the HNGR Certificate must submit a formal application (usually in the fall semester of their sophomore year), be accepted to do the six-month off-campus internship, and complete the internship and all course work. Details are available in the HNGR office and on the HNGR website at <http://www.wheaton.edu/hngr>.

Certificate candidates are required to complete 16-18 hours of preparatory course work before the internship, including **HNGR 112** and **385**; **ANTH 353**; one or more of the following elective courses: **SOC 385**, **IR 357**, or **ECON 365**; and a supplementary course approved by HNGR. During their internships students earn four to eight hours of credit for the HNGR internship (**HNGR 496**), four hours of credit for the **Global Christian Perspective course (HNGR 484)**, and two to four hours of Independent Study credit in either their major field of study or under the HNGR Program. Upon return to campus, students take the **HNGR Capstone Integration Seminar (HNGR 494)** for two final hours of credit.

HNGR students meet Society Cluster requirements with HNGR courses plus four hours of history. Students who complete the preparatory course work, internship, independent study, and integrative seminar will receive the Human Needs and Global Resources Certificate in recognition of fulfillment of all requirements.

HNGR graduates are especially well prepared to work in the Majority World and domestically with development, government, and international organizations, missions, and other international agencies, as well as to pursue graduate studies in a variety of fields such as business, education, science and health professions, theology, social sciences, and law.

HNGR Courses

HNGR 112. Third World Issues. An introduction to the causes and consequences of global poverty, hunger, and underdevelopment in our increasingly interdependent and resource-scarce world. Examination of the historical roots of global inequities and globalization, and the multiple challenges faced by the Majority World that grow out of these. Topics covered include: food production, population, education, economics, politics and culture, natural resources, conflict, and global health. An interdisciplinary perspective and biblical principles anchor this course that also approaches these issues from the perspective of the Majority World. Open to all students. Diversity designation. (2)

HNGR 113. Transforming Poverty in the Majority World. This course builds on students' understanding of the multiple factors contributing to global poverty acquired through *Third World Issues* (**HNGR 112**). Students will deepen their understanding of the interconnected theoretical and theological dimensions of global

poverty. A case study approach will address specific and key challenges, strategies, and opportunities for transformation. Prerequisite: **HNGR 112**; Diversity designation. (2)

HNGR 381. Topics in Development. Selected topics from the following: technology and the environment, appropriate technology, and community development. Seminar format with guest lecturers and student presentations. Prerequisites depend on topic. (2 or 4)

HNGR 385. Field Research Methods and Intercultural Orientation. A practical preparation of HNGR Program interns for participatory research and cross-cultural living and service. Emphasis in research is on design and implementation of qualitative and quantitative research methods in actual field settings, including roles, rapport, ethics, cultural adaptations, field notes, and write-up. Emphasis in orientation is on cross-cultural adjustment, including approaches, responses, psychological adaptation, relationship-building, communication, health, and Christian witness. Open to outgoing HNGR interns only. Course fee, \$300.

HNGR 484. Global Christian Perspective. Supervised directed reading and reflection, done as part of the HNGR field internship that addresses selected themes in global Christian thought and practice, including poverty and powerlessness, justice and reconciliation, community and community development, and brokenness and healing. Open to HNGR interns only.

HNGR 494. HNGR Capstone Integration Seminar. Evaluation and integration of the student's field experience in the Majority World, applying theories of socioeconomic change, intercultural communication, and Christian worldview, and an analysis of alternative models of holistic development. Open to returned HNGR interns only. Course fee, \$350. (2)

HNGR 495. Independent Study. Directed reading and research or internship projects. (2-4)

HNGR 496. Internship in Development. Supervised field experience through a six-month internship in the Majority World, generally with a Christian organization involved in holistic development. The program of study is designed to meet the particular interests and needs of the student, host organization, and community in which the internship is conducted. (4-8)

Interdisciplinary Studies

Director, Jeffry Davis

Interdisciplinary Studies Major

The Interdisciplinary Studies major promotes the educational goals of Christian liberal arts learning, emphasizing the importance of becoming a whole human being who can integrate knowledge from various disciplines and express it with critical understanding, creative skill, and redemptive purpose. Students who become IDS majors complete their undergraduate education in an unconventional way, designing a unique “program of study” (POS). Each POS (personal or pre-set) integrates selected coursework from various disciplines.

For the personal option, the IDS major must submit a final version of the program of study that specifies upper-divisional course work from any two or three of the College’s existing academic majors, which must be approved by the IDS program director and IDS Faculty Committee. Thereafter, the program of study may not be altered by the student without the expressed written approval of the IDS program director. The program of study should be informed by the student’s “guiding directives,” which serve to clarify the rationale for the IDS major’s integrative work. The guiding directives include, 1) examining a worthwhile problem, 2) asking a central question pertaining to the problem, and 3) exploring a theme related to the problem. The guiding directives establish the basis for the student’s choice of courses listed in the program of study. Courses selected for the program of study must be thematically congruous and reflect the ideal of a coherent, integrated whole. The culmination of the IDS major’s program of study will be the IDS research project, which will require the student to complete qualitative or quantitative research and writing on a topic related to the specified program of study. This final project will be completed in the IDS Senior Seminar, presented to peers, and evaluated by two faculty members knowledgeable about the topic. IDS majors often focus their projects on central issues pertaining to the arts, social sciences (including urban studies), humanities, natural sciences, HNGR, communication, modern culture, social policy, and the health professions, to name a few.

Interested students may apply to the IDS program after attaining 30 credit hours; no student may apply after the fourth week of the fourth semester prior to graduation. All applicants must complete a three-part application comprised of a questionnaire (including student personality profile, short answer questions, and tentative program of study, with courses approved by faculty designates from each of the majors represented), a personal interview with the IDS program director, and three brief essays. The completed application will then be submitted to the IDS administrative assistant by the scheduled deadline (near the end of each quad) and evaluated by the IDS Faculty Committee, represented by the IDS director and various faculty across the disciplines. Students will then be informed of their standing. Candidates should understand that the application process is rigorous, and the IDS program is selective. Students are allowed to apply only twice to the program.

Students who complete an Interdisciplinary Studies major are granted a Bachelor of Arts degree unless they request a Bachelor of Science degree **and** meet the following criteria:

- ▶ If the student chooses the two-discipline option, one of the disciplines must be in a field that offers a B.S. degree.
- ▶ If the student chooses the three-discipline option, two of the disciplines must be in a field that offers a B.S. degree.

Requirements for an Interdisciplinary Studies major are 36 hours beyond all general education requirements, including a minimum of 12 upper-division hours from each of any two academic disciplines OR eight upper-division hours from each of any three academic disciplines, in addition to **IDS 291**: Introduction to Interdisciplinary Studies (2 hours—only offered fall semester), **IDS 494**: Senior Seminar (4 hours—only offered spring semester), and 6 hours of electives. One of the upper-division courses must be approved as an integrative or bridge course, clearly linking the chosen disciplines in the program of study. Internship hours do not apply directly towards the major. .

In addition to the personal program of study option, students may choose from two pre-set programs of study: one in **Asian Studies** and the other in **Biotechnology**. Both are described below. Additional information is available from the IDS director.

IDS Asian Studies Program of Study (POS)

The IDS Asian Studies pre-set POS provides an academic focus on a strategic region that is home to one-third of the world's population. Asia consists of diverse and rich cultural, religious, and intellectual traditions. Asia's dynamic economic and political institutions make it a major force today.

Asian Studies draws upon the expertise and courses relevant to Asia that are available at the College. It provides academic preparation for fields such as diplomatic service, education, missions, religious studies, business, international law, journalism, and history, as well as graduate school. In addition, Asian Studies encourages various summer programs to Asia and also the longer (one or two semesters) China Studies Program of the Council for Christian Colleges and Universities.

Requirements for the Asian Studies POS are 36 hours beyond all general education requirements from the following three categories:

Core Courses: 12 hours including **RELI 212** World Religions: Asia (2), **PHIL 316** Asian Philosophy (2), **HIST 334** East Asian History (4), and other approved courses (4). See the IDS director for a list of approved courses in this category.

- ▶ Electives: 18 hours selected from such courses as **RELI 364**, **HIST 362, 363**; **IR 357**; **B EC 331**, **ECON 366**.
See the IDS director for a complete list of courses approved in this category.
- ▶ **IDS 291** (only offered in fall) and **IDS 494**: Senior Seminar (offered only in spring).

The requirements for a minor in Asian/American Studies are 20 hours, including six hours of **HIST 334, 391**; four or six hours from **ENGL 285** (if on an Asian topic) or **PHIL 226**; four or six hours from **RELI 212**, or **492**; and four or six hours from **B EC 331**, **ECON 366**; **IDS 495**, **HIST 362, 363**.

IDS Biotechnology (POS)

The IDS Biotechnology pre-set POS examines salient issues pertaining to matters of human and scientific significance since the advent of genetic engineering. Biotechnology has far-reaching effects in all areas of fundamental biological research, as well as in agricultural, medical, environmental, and industrial applications.

The demand for individuals with knowledge and skill in the relevant areas in biology and chemistry is rapidly increasing. Pressing moral issues such as stem cell research, cloning, gene enhancement and therapies, ownership of human genetic information, and genetically engineered organisms await thoughtful Christian engagement. To face these challenges, Wheaton students can major in the IDS Biotechnology POS.

Requirements for the IDS Biotechnology POS are 36 hours beyond all general education requirements from the following:

- ▶ Core Courses in Biology: **BIOL 356**: Genetics ; **BIOL 364**: Microbiology and Immunology; **BIOL 374** Bioinformatics
- ▶ Core Courses in Chemistry: **CHEM 341 & 342**: Organic Chemistry I & II; and **CHEM 461**: General Biochemistry.
- ▶ Core Courses in IDS: **IDS 291**: Introduction to Interdisciplinary Studies; **IDS 494**: Senior Seminar (only offered in the spring). NOTE: An integrative project on biotechnology, in which students synthesize a position based on sound ethical and theological reasoning about a controversial issue in biotechnology, is required for this senior capstone course.
- ▶ Suggested Electives: may be chosen from **BIOL 317X**: Biomedical Ethics (strongly recommended as the integrative or bridge course); **BIOL 362**: Cell and Developmental Biology; Independent research

(BIOL 495 or CHEM 495); summer laboratory internship (BIOL 496 or CHEM 496); or a programming course in Computer Science.

- ▶ The following General Education courses are also recommended: BITH 212; BITH 438; BITH 214; BITH 462; BITH 315; PSCI 145; PSYC 317; ECON 211; and HIST 111.

Interdisciplinary Studies Major Courses (IDS)

IDS 291. Introduction to Interdisciplinary Studies. An orientation to the increasingly important work of interdisciplinary thinking, this course is designed to encourage students to become holistic explorers of knowledge and to see the interdependent aspects of all academic disciplines and courses within a liberal arts college. (2)

IDS 494. Senior Seminar. This capstone course provides the Interdisciplinary Studies major the opportunity for integration by means of interaction with other IDS majors. The seminar requires full participation of students through daily reading, writing, speaking, and listening—conducted according to a central theme and common texts, drawing upon the students' varied academic experiences. An integrative research project is mandatory—one that is qualitative, quantitative, or creative, depending upon the major's program of study. Required of all IDS majors, and only offered in the spring semester, it should be taken just prior to graduation. (4)

IDS 495. Independent Study. A regimen of reading scholarly articles and writing abstract reviews is typical; however, this course also provides the IDS major with the opportunity for research to meet the individual's needs and interests, as approved by the Interdisciplinary Studies director. IDS majors are strongly encouraged to take the IDS independent study prior to the IDS Senior Seminar, providing solid preparation for the final IDS project. (2)

IDS 496. Internship. Graded pass/fail. Prerequisite: junior or senior standing within the Interdisciplinary Studies major. (4 or 8)

Mathematics and Computer Science

Chair, Associate Professor Mary Vanderschoot

Professors Robert Brabenec, Paul Isihara

Associate Professors Darcie Delzell, Cary Gray, John Hayward, Stephen Lovett, Thomas VanDrunen

Assistant Professor Danilo Diedrichs

In a society becoming ever more mathematical and computerized, the department seeks to provide courses which introduce all students to the ideas of mathematics and computer science. The department also provides advanced courses for those wishing to specialize in one of these areas. We teach these technical concepts in a manner consistent with the liberal arts aim of the College and in a way that encourages the student to use these abilities to serve others.

Mathematics

The purpose of the mathematics curriculum is to present the basic concepts and methods in modern mathematics, to develop the student's ability to think critically using the axiomatic method, and to apply these ideas to other disciplines. This major provides the mathematical background for students preparing for (1) licensure in secondary education; (2) graduate study in a mathematical discipline; (3) a career in an area using mathematics, such as engineering, economics, statistics, or actuarial science.

Students who complete a Mathematics major are granted a Bachelor of Science degree unless they request a Bachelor of Arts degree.

Requirements for a major in Mathematics are 34 hours beyond **MATH 231** (excluding **MATH 233** and **263**), including **MATH 232** or **234; 245; 331; 341; 351; and 494-1**. All majors must include at least one applied mathematics course selected from **MATH 333**, **MATH 364**, **MATH 385**, **MATH 463** or **CSCI 345**. Supporting course requirements include (i) either **PHYS 231** or **CSCI 243** and (ii) either **CSCI 235**, **CSCI 243**, or **CSCI 245**. (**CSCI 243** cannot count for meeting both supporting courses.)

Students preparing for graduate study in pure mathematics should take **MATH 352**, **441** and **451**.
Students preparing for graduate study in statistics or preparing for actuarial exams should take **MATH 363** and **463**.

Requirements for a double major in Mathematics and Secondary Education are **MATH 232** or **234; 243; 263** or **363; 245, 331, 341, 351, 362, and 494-1**. Supporting course requirements include (i) **PHYS 231** and (ii) either **CSCI 235** or **CSCI 245**. Students must also meet the licensure requirements listed by the Education Department in this catalog.

Requirements for a major in Applied Mathematics are **MATH 232** or **234; 245; 301; 302; 331; 333; 341** or **351; 363; 364** or **385; 463; 494-2**; and one course from **385, 485** or **493**. Additionally, students must complete an Applied Project. Supporting course requirements include (i) **CSCI 235** and (ii) one course chosen from **PHYS 231, CHEM 221, GEOL 221, ENVR 241, BIOL 241** or **ECON 376**.

Requirements for a minor in Mathematics are 20 hours of courses in mathematics beyond **MATH 101**. **CSCI 243** may also be used to satisfy part of the 20-hour course requirement.

Mathematics Courses (MATH)

MATH 101. Quantitative Skills. Topics to develop the student's quantitative competency skills, including estimation, use of calculators and computers, basic algebra, statistics, counting and probability, graphs and tables, problem-solving skills. Prerequisite: Quantitative Skills exam. (2)

MATH 125. Mathematics for Elementary and Middle Grade Education. Numeration systems, set theory, the whole number, integer number, and rational number systems with associated axioms, operations, relations, and counting principles. Topics from geometry, measurement, logic, and probability and statistics. For elementary education majors only. Prerequisite: Quantitative competency.

MATH 221. Applied Calculus. This course covers the ideas of calculus with the applications as the motivation. Covering more topics, the course differs from **MATH 231** with less depth of coverage. Topics include limits, definitions and applications of the derivative and integral, and applications of the calculus to functions of several variables. Prerequisite: Precalculus competence. This course is not normally open to mathematics majors, and only one of **MATH 221** and **MATH 231** may be taken for credit.

MATH 231. Calculus I. The limit concept. Definitions of the derivative and integral of functions of one variable, with basic properties and applications. Transcendental functions, methods of integration, and first order differential equations. Three lectures, two hours drill. Prerequisite: Precalculus competence.

MATH 233. Calculus I B. This is a 2-hour course that covers the B-Quad material of **MATH 231**. It meets concurrently with **MATH 231** in B-Quad. Three lectures, two hours drill. Prerequisite: AP Calculus AB score of 3 or BC score of 2. (2)

MATH 232. Calculus II. Infinite series, polar coordinates. Three-dimensional geometry and vector algebra, functions of two and three variables, partial differentiation, multiple integration, and line integrals. Three lectures, two hours drill. Prerequisite: **MATH 231** with a minimum grade of C-, departmental validation examination, or advanced placement.

MATH 234. Calculus II B. This is a 2-hour course that covers the B-Quad material of **MATH 232**. Prerequisite: AP Calculus BC score of 5. (2)

MATH 243x. Discrete Mathematics and Functional Programming. See **CSCI 243**.

MATH 245. Linear Algebra. Starting with solving systems of linear equations, matrix algebra is used to explore vector spaces and linear transformations. Emphasis is given to bases, dimension, eigenvectors, and orthogonality. Prerequisite: **MATH 231**.

MATH 263. Introduction to Statistics. An introduction to statistics, sampling theory, and statistical decision making from a solid mathematical basis for non-mathematics majors. Topics chosen from discrete and continuous distributions, moments, hypothesis testing, correlation and multiple correlation, regression (linear, multivariate, logistic), ANOVA, contingency tables with tests for independence, sampling theory, and rudimentary non-parametric statistics. Students will use selected software packages for data processing and analysis. Prerequisite: Precalculus competence.

MATH 301. Colloquium. Introduction to projects and research in applied mathematics. Course will include a literature search, data collection, individual research, and oral presentation of material. . Prerequisite: **MATH 231**. (1)

MATH 302. Applied Project I. Submission of Applied Project proposal. Preliminary draft of research project including problem statement, scope of project, background, design and methodology in consultation with faculty project advisor(s). Prerequisite: **MATH 301**. (2)

MATH 314. Problem Solving Seminar. Mathematical problem solving aimed at students who enjoy solving problems in a variety of areas of mathematics, and who would like to strengthen their creative mathematical thinking. Students are required to take the William Lowell Putnam Undergraduate Mathematics Competition. Prerequisite: **MATH 232** and **245**. (2)

MATH 324. Methods of Teaching Mathematics. Theories and methods for teaching mathematics at the middle school or secondary level. Topics include cooperative learning, classroom management, and creative teaching ideas. Consideration of current math technology and curriculum standards. Required of mathematics majors in WheTEP, prior to student teaching. Prerequisite: Acceptance to WheTEP. (2).

MATH 331. Vector Calculus. Vector algebra, properties of transformations, curves and surfaces, line, surface, and volume integrals, Green's, Stokes', and the divergence theorems. Prerequisite: **MATH 232**. (2)

MATH 333. Differential Equations. An introduction into the theory, methods of solution, and selected applications of ordinary differential equations. Topics include first order equations, second order linear equations with constant coefficients, numerical analysis of ordinary differential equations, Laplace Transforms, series solutions, and systems of differential equations. Prerequisite: **MATH 232**.

MATH 341. Modern Algebra. An introduction to the theory of groups, rings, and fields. Topics in group theory include Lagrange's theorem, quotient groups, applications to geometry, public key cryptography, and finitely generated abelian groups. Topics in ring theory include ideals, quotient rings, and polynomial rings. Topics in field

theory include field extensions, Euclidean construction problems, cubic and quartic equations. Prerequisite: **MATH 245** or consent of instructor.

MATH 343. Discrete Mathematics. Basic and advanced topics selected from sets and logic, Boolean algebra, functions, algorithms, relations and recursion, combinatorics, graph theory, nature of proof, number theory and cryptography. Prerequisite: **MATH 231** or consent of instructor. Alternate years. Offered 2015-16.

MATH 351. Analysis I. Derivation of the properties of continuity, differentiability, integrability, and convergence by use of the limit concept and basic axioms of the real number field. Prerequisite: **MATH 232** and **245**, or consent of instructor.

MATH 352. Complex Analysis. An introduction to functions of a complex variable. Topics include the algebra and geometry of complex numbers, mappings of the complex plane, elementary analytic functions, complex functions defined by power series, and differentiation and integration of complex functions. Prerequisite: **MATH 331** (**MATH 351** recommended). Alternate years. Offered 2016-17.

MATH 362. Geometry. Selected topics from finite, affine, projective, Euclidean and non-Euclidean geometry from both the axiomatic and transformation approaches. Prerequisite: **MATH 245**. Alternate years. Offered 2016-17.

MATH 363. Probability and Statistics I. Discrete and continuous probability including conditional probability. Independence and Bayes' Theorem. Expected value, variance, and moments of a random variable. Distributions, methods for identifying distributions, and the Central Limit Theorem. Prerequisite: **MATH 232**.

MATH 364. Mathematical Modeling. A course designed to develop an appreciation for, an understanding of, and a facility in the use of mathematics in the social and life sciences. Particular problems in political science, ecology, psychology, sociology, economics, anthropology, epidemiology, and business management provide the motivation for the development of tools and techniques employed throughout applied mathematics. Prerequisite: **MATH 232** and **245**.

MATH 385. Topics in Applied Mathematics. A topic selected for each semester in which the course is offered that focuses upon a particular applied mathematics discipline in a way that brings important mathematical theory and methods to practice. Possibilities include Numerical Analysis, Dynamical Systems, Applied Linear Algebra, Math Modeling, Cryptography, Number Theory, or Applied Discrete Math. Prerequisite: **MATH 232** and **MATH 245** or consent of instructor.

MATH 394. Seminar. Study of a topic of mathematics not covered in the other courses. May be retaken when different topics are offered. Prerequisite: consent of instructor. Offered on demand. Last offering was topology. (2)

MATH 441. Algebra II. Review of groups, rings, fields, and mappings. Advanced group theory, leading to the Sylow theorems. Field extensions, leading to the Galois theory. Selected topics from ring theory. Prerequisite: **MATH 341**. Alternate years. Offered 2016-17 (2 or 4).

MATH 451. Analysis II. Study of topics from real analysis. Prerequisite: **MATH 351**. Alternate years. Offered 2015-16. (2 or 4)

MATH 463. Probability and Statistics II. Starting from a review of probability distributions and their underlying assumptions and features, this course focuses upon statistical estimation and data analysis. Topics will be chosen from parametric and non-parametric hypothesis testing, ANOVA, partial and multiple correlation methods, regression techniques and Bayesian methodology. Prerequisites: **MATH 245** and **MATH 363**.

MATH 485. Advanced Topics in Mathematics. Selected topics from advanced mathematics, such as number theory. Prerequisite: **MATH 245**. Alternate years. Offered 2015-16. (2 or 4)

MATH 493. Mentoring Seminar. Faculty and student collaboration on a project of mutual interest. Limited enrollment --faculty approval required. (2 or 4)

MATH 494-1. History and Foundations of Mathematics. A study of the historical development of the main ideas in mathematics, with an emphasis on the nineteenth-century developments in axiomatics, logic, number and set theory which led to the twentieth-century developments in the philosophy and foundations of mathematics. Prerequisites: **MATH 341** and **351**.

MATH 494-2. Senior Seminar. Completion and presentation of a major applied project. Integration of applied mathematics and faith-based mission in underserved communities. Survey of important historical and

modern day advances in applied mathematics. Prerequisite: Senior standing in the Applied Mathematics major or consent of instructor. (2)

MATH 495. Problems in Mathematics. Independent study for senior majors. A maximum of two hours can be applied to the major. (1-4)

MATH 496. Internship. Graded pass/fail. Prerequisite: junior or senior standing with Mathematics or Applied Mathematics major. (1-4)

Computer Science

The curriculum in computer science presents the fundamentals of computation—the science underlying the computing technologies that have become so pervasive in contemporary society. This foundation better prepares one to make choices about how those technologies can and should be applied, at the organizational and societal levels, as well as individually. The deeper study required of a computer science major provides experience in the discipline's methods of analysis and problem-solving. Furthermore, experimental work throughout the curriculum allows majors to develop skills in the design, analysis, and development of software systems, and so provides excellent preparation for a computing-related career, as well as for graduate study in computer science or engineering.

Students who complete a Computer Science major are granted a Bachelor of Science degree unless they request a Bachelor of Arts degree.

Requirements for a major in Computer Science are **CSCI 235, 243, 245, 335, 345, 351, 494**, and 12 additional hours of computer science above 300 excluding **CSCI 493** and **496**. Supporting requirements are **MATH 231, MATH 245** and either **PHYS 231** or another 4-hour mathematics course numbered 232 or above; **MATH 232** and **MATH 363** are recommended.

Students preparing for graduate study should take **CSCI 445** and at least one of **CSCI 365** or **CSCI 455**.

Requirements for a minor in Computer Science are 20 hours of computer science selected from courses numbered 200 or above.

Computer Science Courses (CSCI)

CSCI 135. Computer Literacy. An introduction to personal computing emphasizing major applications (word processing, spreadsheets, databases, and/or presentations). Other topics include the history and organization of computers, effective use of the Internet, web page design, electronic library resources, and ethical issues of technology. (2)

CSCI 215. Web Design and Programming. An introduction to the design and preparation of pages and sites for the World Wide Web. Topics include principles of design, markup and formatting of pages, tools for developing web content, and use of embedded scripting on client and/or server. No prior programming experience is required. (2)

CSCI 231. Introduction to Computer Science Concepts. A survey of the fundamental ideas and methods in the science underlying computation. Classroom activities and hands-on laboratory investigations emphasize working with both data and process at different levels of abstraction, from logic and circuits to algorithms and formal machines. History of computing and its relation to other disciplines. Societal and ethical issues raised by computing technologies. (Two hours lecture with two hours lab) (2, lin)

CSCI 233. Introduction to Scientific Computing. Introduction to programming and computer analysis of data for scientific applications. Scripting and treatment of numerical issues are integrated into the content stream.

CSCI 235. Programming I: Problem Solving. A first course in computer programming for beginners. Structured and object-oriented programming in Java or a similar programming language. Types, control structures, methods, and recursion; objects, classes, interfaces, encapsulation and polymorphism; exceptions, library classes, file I/O, linked lists, and graphical user interfaces.

CSCI 243. Discrete Mathematics and Functional Programming. Sets, logic, the nature of proof, induction, algorithms, algorithm correctness, relations, lattices, functions, and graphs. Functional programming and recursion using the ML programming language.

CSCI 245. Programming II: Object-Oriented Design. A gateway to the computer science major, introducing a range of themes in the field of computer science. Object-oriented programming in Java or a similar language: code reuse with composition and inheritance; generic types; design patterns. Software development: development tools, attributes of good design. Algorithm analysis; searching and sorting algorithms. Abstract data types: stacks, queues, trees, hashing; linked vs array-based implementation. Systems programming in C; pointers and dynamic allocation; model of machine memory, organization, and execution. Prerequisites: **CSCI 235** or department approval.

CSCI 301. Computer Science Colloquium. A departmental forum in which current developments and interdisciplinary topics relating to computer science are discussed. Students who have not completed the prerequisites are encouraged to attend as observers but may not register for credit. Students may enroll more than once, for a maximum total of 2 hours credit. Prerequisites: Department approval. (1)

CSCI 335. Software Development. Principles and practices of software development including design patterns, validation and testing, coordination of team projects. Introduction to data bases and user interface design. Professional issues in computing. Prerequisite: **CSCI 243** and **CSCI 245**.

CSCI 345. Data Structures and Algorithms. Stacks, queues, lists, trees, hashes, basic manipulation algorithms, sorting and searching, information hiding, abstract data types, memory management. Prerequisites: **CSCI 243** and **CSCI 245**.

CSCI 351. Introduction to Computer Systems. An introduction to low-level systems issues from the perspective of the programmer. Representation of both data and program as produced by a compiler; hardware support for memory, input/output, and parallelism; fundamental ideas in operating systems and networking. Prerequisite: **CSCI 245**.

CSCI 355. Computer Architecture. Computer architecture, low-level C programming, assembly language, parallel programming. Macro definitions, information encoding, addressing techniques, parameter passing, call frames, optimization, and parallel organization. Prerequisite: **CSCI 351**.

CSCI 357. Networking. Examination of the fundamental problems in computer internetworking, from the link to application levels, with particular attention to the Internet protocols. Issues include naming/addressing, error-handling, routing, and decentralized control. Prerequisite: **CSCI 351**.

CSCI 361. Computer Graphics. Introduction to graphical programming environments, OpenGL libraries. Rendering three-dimensional images, transformations, windowing, clipping, shading, and image enhancements. Prerequisite: **CSCI 345**.

CSCI 365. Programming Language Concepts. Formal definition of programming languages including syntax and semantics; recursive descent parsing, data structures, control constructs, recursion, binding times, expression evaluation, compiler implementation; symbol tables, stacks, dynamic allocation, compiler compilers. Prerequisite: **CSCI 335** and **CSCI 351**.

CSCI 371. Database Management Systems. History and motivation for database systems. Entity-relationship model, relational model, SQL overview, keys. Relational algebra and calculus, SQL nested, aggregate, cursor queries, null values. Storage of data on disk systems, file organization, hash and tree indexing. Schema refinement and normal forms. Web-based access of database systems. Transaction processing. Object-oriented databases. Prerequisite: **CSCI 335** and **CSCI 345**.

CSCI 375. Artificial Intelligence. Definition of intelligence, representation of knowledge, search strategies, heuristics, control of process, natural language processing, vision systems, expert systems, robotics. Integrative issues of AI and Christianity. Prerequisite: **CSCI 345**.

CSCI 384. Computational Linguistics. An exploration of big ideas in computational linguistics, natural language processing, and/or language technologies. Language models, n-grams, information theory and entropy, and semantics. Applications of computational linguistics such as part-of-speech tagging, authorship attribution, automatic translation, and sentiment analysis. Prerequisite: **CSCI 345** (non-majors without the prerequisite may enroll with departmental approval).

CSCI 394. Seminar. Selected topics in Computer Science at each offering, including such subjects as object-oriented design, e-commerce, human computer interface, networking services. May be taken again when a different topic is offered. Prerequisite: Departmental approval. (2 or 4)

CSCI 395. Computer Science Project. This course consists of a special project supervised by a member of the computer science faculty (CSCI 395 serves as the capstone course for computer science minors). Project proposals must be submitted by the student, along with a proposed number of credit hours, and approved by the department prior to enrollment in the course. Prerequisites: **CSCI 335**. (2-4)

CSCI 445. Analysis of Algorithms. An introduction to algorithmic efficiency and to techniques for the design and analysis of efficient algorithms. General topics include review of asymptotics, algorithm design techniques (such as divide-and-conquer, dynamic programming, and greedy algorithms), graph algorithms, languages and automata, and NP-completeness. Prerequisite: **CSCI 345**.

CSCI 455. Operating Systems. Dynamic process activation, system structure, abstract machine, kernels, performance evaluation, memory management, processor management, time management, recovery procedures, file systems, security, scheduling, device management, networks. Prerequisites: **CSCI 335** and **CSCI 351**.

CSCI 493. Mentoring Seminar. Faculty and student collaboration on a project of mutual interest. Limited enrollment - faculty approval required. (2 or 4)

CSCI 494. Social and Ethical Issues in Computing. Study of the ways in which the computer and communications revolution is changing society. Develop an awareness of and sensitivity to the ethical issues that arise in computer science and related professions. Prerequisite: Senior standing in the major. (2)

CSCI 495. Independent Study. An individually adapted study of any aspect of computing science or its relationship to other fields of study. (1-4)

CSCI 496. Internship. Graded pass/fail. Prerequisite: junior or senior standing with Computer Science major. May repeat once for a total of 4 hours. (2 or 4)

Military Science

Chair, Professor LTC James Hoyman, United States Army

Assistant Professors CPT John Butler, MSG James Kelley, SFC Allan Lyson

The purpose of the Army Reserve Officers Training Corps (ROTC) is to enable college students to pursue a course of study which will prepare them professionally and spiritually, upon graduation, for appointment as officers in the United States Army, Army Reserve, or Army National Guard.

The ***Rolling Thunder Battalion*** is a cooperative effort to which the Army and Wheaton College have mutually agreed as a means of providing officer leadership in the interest of national security. The ***Rolling Thunder Battalion*** cadre provide leadership training and practical experience designed to develop the traits essential to achieving a high degree of success in military, as well as civilian pursuits.

The Military Science curriculum consists of two two-year courses. First, the Basic Course consists of eight semester hours (4 courses) taken during freshman and sophomore years. Students who are unable to complete the on-campus Basic Course may attend the Army's Leader Training Course, an intensive 28-day summer camp (in lieu thereof) between their sophomore and junior years with departmental approval. The Professor of Military Science may also waive all or part of the Basic Course requirement based on prior military experience or Junior ROTC experience.

Once students have satisfactorily completed the Basic Course, they may apply for enrollment in the Advanced Course. If selected for enrollment in the Advanced Course, the student signs a contract with the United States Government in which s/he agrees to complete the course of instruction, attend the advanced summer camp, and accept a commission in the reserve or active components of the U.S. Army for a period as specified by the Secretary of the Army. The Advanced Course requires 16 semester hours (four complete semester courses) plus attendance at the Cadet Leader Course (CLC), a 29-day advanced training camp at Fort Knox, Kentucky, during the summer following the junior year. Students must satisfactorily complete an approved military history course prior to commissioning. Students must be U.S. Citizens to enter into the Advanced Course. Wheaton College requires the student who enters the Advanced Course to meet the obligations of his/her contract as a prerequisite to being granted a baccalaureate degree and a certificate in Military Science.

Army ROTC offers 2-, 3-, and 4-year scholarships that pay full tuition and fees. Students can apply at any time from their senior year in high school to the second semester of their sophomore year in college. All scholarship students also earn \$300-\$500 monthly stipend while in school, and an annual allowance of \$1,200 for books and miscellaneous fees.

Graduate students are welcomed to join ROTC at Wheaton College. Graduate students should contact the ROTC office for guidance on requirements for joining the program.

Requirements for the Certificate in Military Science are a minimum of 24 hours including **MSCI 101, 102, 201, 202, 211, 301, 302, 303, 401, and 402**

Military Science I and II, Basic Course (MSCI)

Military Science (MSCI) I and II, Basic Course consists of **MSCI 101, 102, 201, and 202**. With departmental approval, **MSCI 203** may be taken between sophomore and junior years in lieu of the on-campus program. Leadership Lab, **MSCI 123** (0 hours), is a corequisite for all ROTC classes.

MSCI 101. Leadership and Personal Development. This course introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. Cadets will be challenged with the question of, "May a Christian serve?" The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Emphasis on "hands-on" learning also includes blocks of instruction on map reading, orienteering, marksmanship, and rappelling, as well as weekly leadership laboratories, one weekend field trip, and physical training. Upon

completion of this semester, the cadets should be prepared to receive more complex leadership instruction.
Corequisite: **MSCI 123**. (2). Fall only.

MSCI 102. Introduction to Tactical Leadership. This course overviews leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Cadets will compare and contrast Army values and Judeo-Christian ethics. Cadre role models and the building of stronger relationships among the cadets through common experience, and practical interaction are critical aspects of the MSCI 102 experience. Course includes weekly leadership lab, one weekend field trip, and physical training. Corequisite: **MSCI 123**. (2). Spring only.

MSCI 123. Leadership Laboratory. Practical application of military skills taught in MSCI basic and advanced courses. Hands-on training in basic soldier's skills, squad and platoon tactics, weapons, communications, and organizational leadership. Corequisite for **MSCI 101/102, 201/202, 301/302, 401/402**. Graded pass/fail. (0)

MSCI 201. Innovative Team Leadership. This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply for Christian officers in the contemporary operating environment. The course also includes one weekend field trip, weekly leadership laboratories, and physical training. Corequisite: **MSCI 123**. (2). Fall only.

MSCI 202. Foundations of Tactical Leadership. This course examines the challenges of leading tactical teams in the contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations and what impact does this framework have for the Christian officer. **MSCI 202** provides a smooth transition into **MSCI 301**. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. This includes one weekend field trip, weekly leadership laboratories, and physical training. Corequisite: **MSCI 123**. (2). Spring only.

MSCI 203. Cadet Initial Entry Training (CIET). CIET is a 29-day summer training course conducted at Fort Knox, Kentucky, designed to teach the fundamentals of soldiering and leadership and to enhance personal confidence using practical, hands-on exercises including: land navigation, rifle marksmanship, first aid, individual and unit tactics, obstacle courses, and rappelling. CIET is required of all students who have signed an ROTC contract to attend following their freshman year. Military pay approximately \$750. (Special tuition charge \$25.) Summer. Departmental Approval Required.

MSCI 211. American Military History. Introduces cadets to American military history using principles of warfare, threads of continuity, and battle analysis. Additionally, cadets will investigate spiritual implications of historical lessons in American warfare. This course is required for commissioning. (2). Fall only.

Military Science III and IV, Advanced Course (MSCI)

While consisting of four distinct semesters, the Advanced Course is structured as a two-phased program leading to commissioning. The principal lessons of operations and tactics, coupled with leadership are progressive.

Phase one focuses on enhanced tactics at the small unit level during the Junior year in preparation for the national Cadet Leader Course (CLC). By the end of phase one, the cadet is prepared for all aspects of the campus evaluation process and capable to lead small unit tactical operations. The culminating event of phase one is the cadet's successful completion of CLC. .

Phase two focuses on final preparation for commissioning during the Senior year. In addition to military skills, cadets receive a continuation of leadership exercises to synthesize and integrate the principles of leadership previously learned in the Basic Course. By the end of phase two, cadets will have confidence in their abilities to lead, make decisions and motivate subordinates within their organization. The semesters are designed to maximize cadet participation, inspire intellectual curiosity and stimulate self-directed study. Completion of the Advanced Course prepares the cadet for the physical, emotional, and intellectual

challenges of leadership of the evolving Army in the twenty-first century. The Advanced Course consists of all six courses listed below.

Phase I

MSCI 301. Adaptive Team Leadership. MSCI 301 challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operation. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. Additional emphasis will be placed on ethical decision-making as a follower of Christ in the military environment. The focus is developing cadets' tactical leadership abilities to enable them to succeed at the summer - Cadet Leader Course (CLC), **MSCI 303**. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: Basic Course credit; corequisite: **MSCI 123**. Fall only.

MSCI 302. Leadership in Changing Environments. MSCI 302 uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading and motivating team members when "under fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for CLC. Cadets are expected to apply basic principles of biblical ethics, the Law of Land Warfare, Army training, and motivation to troop leading procedures. Emphasis is also placed on conducting military briefings and developing proficiency in garrison operation orders. MSCI 302 cadets are evaluated on what they know and do as leaders. Cadets will learn the importance of the value of being a leader of character and the value of spiritual fitness. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: **MSCI 301**; corequisite: **MSCI 123**. Spring only.

MSCI 303. Cadet Leadership Course (CLC). Approximately 6,500 cadets nationwide will attend CLC at Fort Knox, Kentucky, each year. An Advanced Course requirement, CLC provides an opportunity to live and work with other cadets from around the country for 29 days. CLC is a leadership development environment in which cadets can exercise their leadership skills in a variety of field and garrison activities, and cadre can guide cadets toward individual leadership goals. Cadets are paid a per diem while attending. Prerequisite: **MSCI 302**. (Optional four hours credit. Special tuition charge \$25.) Summer (0_4)

Phase II

MSCI 401. Mission Command and the Army Profession. MSCI 401 develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Cadets will learn how to effectively mentor subordinate leaders professionally as well as spiritually. Cadets learn the art of Mission Command and understand the tenets of the Army as a profession. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. MSCI 401 cadets analyze, evaluate, instruct cadets at lower levels. Both their classroom and battalion leadership experiences are designed to prepare MSCI 401 cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: **MSCI 302**; corequisite: **MSCI 123**. Fall only.

MSCI 402. Mission Command and the Company Grade Officer. This course explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting in other cultures, with intergovernmental agencies and nongovernmental organizations. The course places significant emphasis on preparing cadets for their first unit of assignment as a company grade officer. The course emphasizes case studies, scenarios, and exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: **MSCI 401**; corequisite: **MSCI 123**. Spring only.

MSCI 494. Leadership Principles. Focuses on leadership theory and principles. Cadet will choose texts from a Professional Reading list selected by the Army which will emphasize leadership lessons and principles. (2) Departmental Approval Required.

MSCI 495. Independent Study. Typically offered to students whose course work requires more than 8 semesters to complete. (1-4) Departmental Approval Required.

Philosophy

Chair, Professor Sarah Borden

Professor W. Jay Wood

Associate Professors David Fletcher, Robert O'Connor, Mark Talbot

Assistant Professor Adam Wood, Ryan Kemp

Philosophy is disciplined reflection on some of life's most interesting and important questions--questions that arise across the whole range of human experience, particularly those about the nature of the world, human nature, and the conditions of human flourishing. Does God exist, and if so, what is God like? Are there objective moral principles binding on all persons? How can humans attain true happiness? What do the demands of justice require of me? To what extent, if any, are humans free? When, if ever, is it morally permissible to take a human life?

Philosophy's questions are often life-orienting questions, the answers to which shape our self-understanding, and sometimes direct our life's plans and purposes, making them important questions to address. These questions are pursued in the distinctive sub-fields of philosophy: Metaphysics, Epistemology, Ethics, Philosophy of Religion, Philosophy of Science, Political Philosophy, and Philosophy of Art, among others. These subject areas of philosophy, by their very subject matter, require that students think cross-disciplinarily. If, for example, one studies the philosophy of art, the theory and practice of actual artists must inform one's thinking. To ask about the conditions for knowledge requires that one look at historical, scientific, interpersonal, and other forms of knowledge as they are pursued in various fields of inquiry.

Philosophy is characterized not just by questions and concerns it addresses, but also by the distinctive methodologies it employs to gain insight and understanding about them. Philosophical method often places special emphasis on:

- ▶ **The History of Philosophy:** studying the contributions of historically significant philosophers.
- ▶ **Language:** careful attention to the clear and precise use of language and an interpretive sensitivity to the meanings of texts.
- ▶ **Logic:** facility with the formal structure of arguments and inference patterns, with an eye to frequently encountered lapses in logic.
- ▶ **Argument Analysis and Construction:** the ability to evaluate the merits of arguments and assumptions encountered in texts and everyday discourse, along with the ability to construct arguments that support our preferred judgments about philosophical issues.
- ▶ **Implications:** tracing out the implications and consequences of various philosophical positions for beliefs, actions and social policies. This requires, in our College's context, that students cultivate a comprehensive understanding of how various philosophical positions affect and are affected by one's Christian commitments. This sort of integrative thinking is constitutive of worldview development.

Why Study Philosophy?

Philosophy deepens and refines a questioning and critical cast of mind that helps us to understand and evaluate complex and controversial ideas and perspectives. In particular, philosophical study fosters skills in critical thinking, argument analysis and construction, the ability to think independently, creatively, and to form reasonable judgments about the issues one encounters. It helps us to articulate and defend our considered judgments orally and in writing, as well as to develop an integrative vision that enables us to appreciate the ways in which philosophical concerns touch upon our personal and professional lives, other academic disciplines, and broader social concerns. These abilities are crucial transferable skills that can contribute to success in a variety of career and life contexts. In short, philosophy provides foundations for thinking across the academic disciplines and hones thinking skills that apply to nearly all walks of life.

Two Tracks for a Philosophy Major

Students can earn a philosophy degree by completing 32 designated hours of philosophical coursework. Since philosophical questions are raised across the whole range of human experience, and by our studies in a variety of academic disciplines, the department offers an "integrated 24 -16 major" that allows

students to complete the major by taking 24 hours of required philosophy courses and 16 hours of designated courses in some companion discipline. So our majors may combine 24 hours of philosophy and 16 in art, theology, or English, or some other discipline to earn a philosophy degree. To explore the philosophical questions arising in, say, art, requires familiarity with the world and works of art. The integrated major allows students to pursue both interests simultaneously.

Students complete the studies in Faith and Reason general education requirement in philosophy by taking **PHIL 101**. Superior students may request department permission to substitute six hours from **PHIL 216, 226, 241, 251, 261, 311, 312, 315, 318, 331** or **341** to meet the requirement. Courses numbered 200 to 399 are designed as second courses in philosophy for students in other departments, as well as for Philosophy majors. Courses numbered in the 400s are more specialized.

Requirements for a major in Philosophy are 32 hours including **PHIL 101, 243, 311, 312**; at least four additional hours from 300-level courses; and eight hours from 400-level courses, including at least one four-hour senior capstone course (**494**). An *alternative* program requires 24 hours of philosophy including **PHIL 101, 243, 311, 312**; one four-hour capstone course (**494**), and a bridge course; plus 16 acceptable hours in a supporting field (at least 12 hours upper-division), as approved by the department. For a list of approved courses, see the *Philosophy Majors' Handbook*. All majors are required to include at least one course on *values* (**PHIL 215, 216, 241, 251, 317, 318, 319, 328, 341, 494-3, 494-4** or approved **347, 447, and 455** courses), one on *rationality* (**PHIL 244, 281, 315, 331, 341, 494-1, 494-2, 494-4** or approved **347, 447, and 455** courses), and one on *religious issues* (**PHIL 226, 241, 315, 331, 494-1, 494-2, 494-4** or approved **347, 447, and 455** courses).

A *departmental honors program* requires an honors thesis, **PHIL 499**.

Requirements for a minor in Philosophy are 20 hours, including **PHIL 101** or **PHIL 215; 243, 311, 312**; and six hours of electives. At least 12 hours of the 20 must be upper-division.

Philosophy Courses (PHIL)

PHIL 101. Introduction to Philosophy. Most college age students have heard the names of Plato, Aristotle, Aquinas, Descartes, Kant, and Nietzsche, among many other famous philosophers. This first course in philosophy introduces students to the nature of philosophy, some of its major figures, and some of philosophy's central areas of concern, especially those of metaphysics, epistemology, and ethics. Students learn about philosophical method and argument, and how to articulate and defend their own philosophical judgments. This course satisfies the philosophy general education requirement.

PHIL 215. Contemporary Moral Problems. Explores contemporary moral questions, including: How do we know when a course of action is right or wrong? Is it ever morally permissible to lie, or steal, or kill? What rights do people have? Is it unjust to treat persons differently on the basis of their sex or race? Are there ethical objections to certain sorts of sexual behavior? What answers can be given to questions surrounding capital punishment, AIDS, drugs, euthanasia, abortion, the needy, and the environment? These are a few of the pressing moral questions faced by reflective people considering the nature of human life in society. In this course, we will address such questions from the perspective of moral philosophy, or ethics.

PHIL 216. Philosophy of the Arts. Examines philosophical issues in the arts, such as the nature of creativity, the categories of "art" versus "non-art" and "high" versus "low" art, the responsibility of the artist to the community, the role of art in society, and the relationships between art and religion. (2)

PHIL 226. Asian Philosophy. Philosophical traditions in the East have developed simultaneously with those in the West, albeit until recently with little demonstrable influence on one another. Philosophical systems arising within Hinduism, Buddhism, and Confucianism represent fascinating alternatives to those associated with the Hellenic, Roman, and Christian worlds. In this course we will study philosophies of the East, paying close attention to their roots in the corresponding religious systems of Asia and their ongoing relationship to those traditions. We will view them in the comparative light of both Western philosophical thought and the Hebrew-Christian religious tradition. Diversity designation. (2)

PHIL 241. Suffering. "If God were good, He would wish to make His creatures perfectly happy, and if God were almighty, He would be able to do what He wished. But the creatures are not happy. Therefore God lacks either goodness, or power, or both." That, C.S. Lewis writes, "is the problem of pain, in its simplest form." This course addresses that problem, using Lewis' *Problem of Pain* as our stepping off point and then enriching our theological

and philosophical horizons through readings from, e.g., Rudolph Otto, J. L. Mackie, Alvin Plantinga, Roderick Chisholm, William Rowe, and Marilyn McCord Adams. Prerequisite: **PHIL 101**.

PHIL 243. Introduction to Logic. This course teaches students to identify, analyze, and assess the sorts of arguments one encounters in philosophical texts and in everyday life, such as op-ed pieces, policy papers, and political writing. The course places special emphasis on constructing and refining arguments in order to draw appropriate conclusions in support of one's own beliefs. Classical syllogistic arguments and other formal argument structures receive attention, as do the common fallacies of reasoning. This is an excellent course to enhance your critical thinking and writing abilities. (2)

PHIL 244. Symbolic Logic. This sequel to **PHIL 243** focuses on the form or structure of valid deductive arguments, and the simple and compound sentences that form them. It analyzes the rules of deductive inference, replacement rules, and how to translate ordinary English sentences into their symbolic equivalent. Proving the validity or invalidity of arguments in Sentential Logic, Predicate Logic, and Quantified Predicate Logic comprises a major portion of the course. Like math courses, this class has problems and proofs that students will work through in class and as homework. Prerequisite: **PHIL 243** or permission of instructor. (2)

PHIL 251. Global Justice. People around the world suffer hunger, oppression, from poor health, and many other causes. Is this merely misfortune or is it injustice? We will consider the main issues of global justice, such as whether one can speak of justice in a global context rather than simply within societies, the role of international human rights, the proper response to global economic inequalities, the morality of international conflict, and international environmental justice. Prerequisite: **PHIL 101**. Diversity designation.

PHIL 281. Philosophy & Postmodernity. People often think there is something called "postmodernism." There isn't. Instead, there are various postmodern thinkers, some of whom turn out to be people with a deep Christian faith. In this course, we read some of the (in)famous figures, such as Jacques Derrida and Richard Rorty. But we will also read the Jewish thinker Emmanuel Levinas and Jean-Luc Marion and Jean-Louis Chrétien, who are deeply Christian in their thinking and have radically changed the philosophical landscape. Prerequisite: **PHIL 101**.

PHIL 311. History of Philosophy: Ancient & Medieval. Ancient and medieval philosophers often worked to cultivate a deep sense of gratitude for that which they had inherited and out of which they built, while also being creative thinkers in their own rights. This course looks at a few of the major thinkers and texts from the nearly 2000 year period stretching from the beginnings of Western philosophy in 585 BC to the opening years of the European Renaissance. It traces common problems and themes that receive ongoing attention throughout this period, such as: the problems of the one and the many, the nature of the cosmos, the existence of God, the relationship between faith and reason, the problem of universals, the nature of the soul, and others. Prerequisite: **PHIL 101** or permission of instructor.

PHIL 312. History of Philosophy: Modern & Contemporary. This course, like **PHIL 311**, is dedicated to an overview of Western philosophy. In this semester, we look at modern and contemporary philosophy, beginning with the Renaissance rejection of scholasticism, moving through 17th and 18th century rationalists and empiricist, the Kantian synthesis, 19th century responses to Kant, and several major 20th century schools, including phenomenology, logical positivism, analytic philosophy, and pragmatism. Prerequisite: **PHIL 101** or permission of instructor.

PHIL 315. Philosophy of Religion. Is there a God, and if so, what is he like? Can God's existence be established by philosophical argument? These are among Western philosophy's oldest questions. The philosophy of religion course explores philosophical concerns arising out of theism in general and Christian theism in particular. Topics include: the reasonableness of belief in God, God's nature, the problem of suffering, the problem of divine foreknowledge and human freedom, religious experience, religious pluralism, and more. Course readings touch mainly on contemporary authors, though students also read many historically important figures.

PHIL 317. Biomedical Ethics. An interdisciplinary consideration of ethical issues in the biological and health sciences with an emphasis on those related to medicine, including issues in biotechnology, such as genetic engineering, end of life issues, abortion, human experimentation, and the role of race and gender in medical treatment and research. Prerequisites: **PHIL 101** or **215**, and 4 hr lab course in the **Studies in Nature** cluster. Diversity designation. (2 lin)

PHIL 318. Philosophy of Law. What is law? What separates law from mere orders backed by threats? Ought judges to "make" law, or only to interpret it? Is punishment justified, and if so, for what purpose? When should people be held responsible for their actions? What rights should defendants have? What goals of justice should the law serve? Are ordinary moral obligations suspended for the lawyer in performance of his or her duties? These are a few of the questions arising out of the attempt to understand the nature and role of law and legal systems in society.

PHIL 319. Political Philosophy. Examines some of the major issues and concepts in political philosophy, including political authority, freedom and coercion, civil disobedience, and justice, as construed in the liberal, Marxist, communitarian, and feminist traditions. (2)

PHIL 328. Business Ethics. Corporations and the economy in the US and elsewhere are reeling from the effects of an unprecedented series of moral scandals. What ethical guidelines must be put in place to reestablish confidence in the integrity of business? Some of the questions are: is it ethical to pay bribes in foreign countries, or to go along with their treatment of people when those ways are seen as unjust in our society? What are the ethical obligations of truth telling in the context of business negotiations or advertising? What rights do employees have, and how can businesses best respect these rights? What is the proper place of capitalistic institutions in a just society? What is 'fair treatment' for women and minorities in business? In this course, we will have a brief survey of basic ethical concepts and general moral theory, and then discuss a variety of ethical issues that arise in the areas of business and work. The general orientation will be towards an integration of the theoretical with the practical. Taught jointly with the Business Economics Department. (2)

PHIL 331. Science and Christian Belief. This course looks at the nature of scientific reasoning, and how philosophers of science answer questions of knowledge and reality, with specific interest in the post-positivist, post-modern critiques of scientific presumption to knowledge. Special attention is devoted to the sometimes-troubled relationship between science and Christian belief, as these arise from contemporary accounts of the origins of the cosmos and evolutionary theory. This is an excellent course for science majors and philosophy double majors, though it does not presume any specific knowledge or even competency in the sciences. Prerequisite: **PHIL 101**.

PHIL 341. Nature of Persons. Starting with P.F. Strawson's seminal work on the reactive attitudes, this course explores what it means to be a created person by working through various interpretations and crucial questions concerning our reactive attitudes (e.g., Is distinctively human life possible without these attitudes? Should we quench our retributive attitudes?), which prompts us to follow Harry Frankfurt in posing questions about the structure of created personhood, and then leads us to conclude the course with questions from Charles Taylor and Richard Rorty about the world of persons. Additional readings from, e.g., Gary Watson, Nietzsche, Rawls, Dennett, and Camus.

PHIL 345X. Classical and Medieval Political Thought. See **PSCI 345**.

PHIL 346X. Renaissance and Modern Political Thought. See **PSCI 346**.

PHIL 347. Topics in Philosophy. A study of a contemporary philosopher or philosophical development of cross disciplinary importance. Suitable for non-majors who have already taken **PHIL 101**. Topics include: Philosophical Theology, Language and Thought, Feminist Philosophy. (2 or 4)

PHIL 349X. Christian Political Thought. See **PSCI 349**.

PHIL 447. Advanced Topics in Philosophy. A study of a contemporary philosopher or philosophical development of cross-disciplinary importance. Suitable for philosophy majors or those having taken at least one semester of the history of philosophy (**PHIL 311, 312**). Topics include: Philosophical Hermeneutics, Virtue Ethics, Philosophy of Mind, Phenomenology, Aesthetic Theory. (2 or 4)

PHIL 455. Historical Seminar. Explores the writings of key historical figures from the following four periods in the history of philosophy: ancient, medieval, modern, and 19th century or contemporary philosophy. Each semester offers a different historical seminar, with all four periods being offered in a four-semester rotation.

PHIL 494-1. Epistemology. Surely, among the most distinctive features of humans are their cognitive powers and the knowledge they make possible: historical, empirical, apriori, interpersonal, moral, and religious knowledge, among others. Epistemology, or the theory of knowledge, explores knowledge and related intellectual goods such as understanding, rationality, and experiential acquaintance. It investigates human intellectual powers, the extent of their reach, and whether these powers must follow a particular method or be trained to certain intellectual habits to be used to greatest effect. Typical questions asked by epistemologists include: What are the nature and limits of human knowledge? What conditions must we satisfy in order to know or to have justified belief? What intellectual virtues characterize excellent intellectual agents? Do the arguments of skeptics show that we don't have knowledge or justified belief? While this course focuses on more contemporary discussions, we will also discuss the epistemologies of many historically significant philosophers. Prerequisites: **PHIL 311** and **312**.

PHIL 494-2. Contemporary Metaphysics. This course takes a careful look at a number of pressing (and enduring) philosophical issues. We begin with the methodological question of realism and truth: can we in fact discern the hidden nature of reality? If so, how? We then look at various proposals as to the nature of persons, including questions of mind and body, free will and determinism, and personal identity. In addition to a fairly comprehensive survey of such topics as these, we will spend some weeks near the end of the semester looking at book-

length treatment by a contemporary philosopher focusing in one or the other of these areas. Prerequisites: PHIL 311 and 312.

PHIL 494-3. Ethical Theory. The nature of ethical theory is a vigorously contested issue in philosophy today, and one that has very significant practical implications for society. What is the status of the moral principles of the Hebrew-Christian moral tradition? Can they be defended and argued on the basis of reason and common human experience, or are they only “house rules” for those particular communities that have religious allegiances? Can we still talk today of a “common morality”, accessible in principle to all people in society, that can be the basis of law and policy? Should ethical reflection be conducted in terms of action guiding *precepts* or ideals of moral *character*? Are questions of right and wrong capable of being decided on rational grounds? How, if at all, can rival moral judgments be established as true over competitors? How are moral principles to be applied in concrete situations? Such questions are but a few of those that arise in moral philosophy, questions that have occupied a great part of the energies of the West’s leading philosophers since Socrates. This course is an advanced undergraduate seminar course in ethical theory.

PHIL 494-4. Christianity and Postmodernity. An assessment of the postmodern critique of traditional Western metaphysical, epistemological, and religious claims in the light of the Christian faith. Includes thinkers such as Chrétien, Derrida, Heidegger, Henry, Husserl, Levinas, and Marion.

PHIL 495. Independent Study. Guided reading and research for the advanced student. (1-4)

PHIL 496. Internship. Independent study on philosophical issues related to internship or employment experience. Requires department approval of student’s proposal. Graded pass/fail. Prerequisite: junior or senior standing with Philosophy major. (2 or 4)

PHIL 499. Honors Thesis. An independent philosophical project requiring original research and/or argumentation, developed in a scholarly paper and culminating in an oral examination. By application only.

Physics and Engineering

Chair, Associate Professor Darren Craig
Associate Professors Robert Bishop, Stewart DeSoto
Assistant Professors Arend Poelarends, Heather Whitney
Engineering Program Director William Medcalf

Our department serves physics and engineering majors and the general Wheaton student population by providing robust student-centered learning experiences that draw on the unique ways of knowing common to our discipline from a genuinely Christian liberal arts perspective. The study of matter, energy, and their interactions provides fertile ground for enhanced worship of the Creator and for collaborative theoretical, experimental, and computational learning and research among faculty and students in a strong and supportive community. Students grow in their love and worship of God by engaging with His good creation and preparing for lives of service to the church and society.

The department offers several tracks of study leading to a Bachelor of Science or Bachelor of Arts in Physics. A Dual Degree Engineering Program is also available leading to two degrees: a Bachelor of Arts or Science in Liberal Arts Engineering from Wheaton combined with a full Bachelors degree from any other school that offers a fully ABET accredited program in the engineering discipline of interest. Detailed requirements and course offerings for both physics and engineering are summarized below.

Physics

The physics curriculum is organized to prepare a student for graduate work in physics or a related discipline as well as a range of other vocations that make use of the analytical and problem solving skills of a physicist. The Bachelor of Science in Physics track incorporates all of the necessary coursework to prepare a student for graduate work in physics. The Bachelor of Arts in Physics overlaps nearly completely with the Bachelor of Science track but allows the student more freedom to select from a set of upper level core courses. The BA degree is not appropriate for those going on to graduate work in physics but provides more flexibility for those who plan to go on to professional schools such as engineering, law, and medicine, or for those students who plan to go straight into the workplace after graduation. The Bachelor of Science with Secondary Education track prepares students for high school physics teaching. Bachelors of Science degrees in Chemical Physics and Geophysics offer students the opportunity to substitute advanced coursework in chemistry or geology for some of the advanced coursework in physics in order to develop proficiency in areas where physics overlaps substantially with those disciplines. The Chemical Physics curriculum offers a broad education in physical chemistry and physics. The Geophysics curriculum is a good option for a student interested in resource exploration, international development work, or preparing for a career in civil engineering.

All physics majors are strongly encouraged to take **PHYS 294** in their freshmen year.

Bachelor of Science in Physics requirements are 42 hours in physics, including **PHYS 231** or **233**, **232** or **234**, **321**, **322**, **333**, **334**, **335**, **341**, **342**, **344**, **351**, **353**, and **494**; and two additional hours chosen from **PHYS 311**, **343**, **352**, **354**, **359**, **361**, **362**, **366**, and **367**. Supporting course requirements are **MATH 231**, **232**, and **CHEM 236**. **MATH 245** (4 hours) and **MATH 331** may be taken in place of **PHYS 321**, and **MATH 333** (4 hours) may be taken in place of **PHYS 322**.

Bachelor of Arts in Physics requirements are 38 hours in physics, including **PHYS 231** or **233**, **232** or **234**, **321**, **322**, **333**, **334**, **335**, **351**, **353**, **494**, and any two courses selected from **PHYS 341**, **342**, **344**, or **359**. The two required elective hours may be chosen from **PHYS 311**, **343**, **352**, **354**, **361**, **362**, **366**, and **367**. Supporting course requirements are **MATH 231**, **232**, and **CHEM 236**. **MATH 245** (4 hours) and **MATH 331** may be taken in place of **PHYS 321**, and **MATH 333** (4 hours) may be taken in place of **PHYS 322**. Students wishing to pursue graduate studies in physics should not pursue this degree but should instead complete the requirements for the Bachelor of Science in Physics.

Bachelor of Science in Physics with Secondary Education requirements are **PHYS 231**, **232**, **321**, **322**, **333**, **334**, **351**, **353**, **494** and four additional hours to be taken from **PHYS 341**, **342**, **344**, or **359**; **MATH 231**, **232**; **CHEM 236**; **ASTR 301** or **302**; **GEOL 211**; **BIOL 201** or **BIOL 241**, and **SCI 321**;

Education courses as required by the Education Department. Students opting for this program should spend at least one year as a teaching assistant in the Physics Department. Completion of these requirements will lead to teacher licensure. A Master of Arts in Teaching (MAT) program is also available with a Physics major. A combined Bachelor's/MAT program may be completed in five years and one summer. See the [Education section](#) in this catalog.

Bachelor of Science in Physics: Chemical Physics requirements are 20 hours of Physics, including [PHYS 231](#) or [233](#), [232](#) or [234](#), [333](#), [334](#), [361](#), [494](#), and four additional hours; 16 hours of Chemistry, including [CHEM 236](#), [237](#), [355](#), [371](#), and [372](#); and 10 hours of Mathematics, including [MATH 231](#), [232](#), and 2 hours of [MATH 333](#).

Bachelor of Science in Physics: Geophysics requirements are 20 in Physics, including [PHYS 231](#) or [233](#), [232](#) or [234](#), [333](#), [334](#), [494](#) and six additional hours; 16 hours in Geology, including [GEOL 201](#) or [211](#) or [221](#), [321](#) or [437](#), [365](#), [443](#), and 2 hours of [GEOL 495](#); and 10 hours of Mathematics, including [MATH 231](#), [232](#), and 2 hours of [MATH 333](#).

Requirements for a minor in Physics are 20 hours in physics, including [PHYS 231](#), [232](#), [333](#), [334](#), and eight additional hours chosen from other courses applicable to the department major. [PHYS 321](#) and [322](#) do not count toward the 20 hours for a minor.

The **Departmental Honors Program** is available to all physics majors who maintain a 3.70 GPA in the major, and an overall GPA of 3.50. Eight credit hours of designated honors coursework are required, four of which may consist of a modified major course, and four of which must be [PHYS 499](#), resulting in the completion of a research thesis. Successful completion of the program will result in a Departmental Honors designation on the student's transcript. Students must submit an application to the department at least one year prior to graduation to participate in the honors program. See the department for details.

Physics Courses (PHYS)

See the [Financial Information section](#) of this catalog for course fees.

PHYS *205. Physics of Music. Basic concepts of sound and acoustics; vibrations, waves, fundamentals and overtones, musical scales, harmony, noise, physical and physiological production, and detection of sound waves; acoustical properties of materials and enclosures. (2)

PHYS *221. General Physics I. Newtonian mechanics, energy, waves and heat. Non-calculus based. Three hours lecture, three hours laboratory. Prerequisite: Pre-calculus (algebra and trigonometry) competence. Not open to students with prior credit for [PHYS 231](#) or [233](#).

PHYS *222. General Physics II. Electromagnetism, optics, and modern physics. Non-calculus based. Three hours lecture, three hours laboratory. Prerequisite: [PHYS 221](#). Not open to students with prior credit for [PHYS 232](#) or [234](#).

PHYS 228. University Physics I. Newtonian mechanics, energy, waves and heat. Calculus based. Three hours lecture, three hours laboratory. Pre or Corequisite: [MATH 231](#) or equivalent. Not open to students with prior credit for [PHYS 231](#) or [233](#). Summer only.

PHYS 229. University Physics II. Electromagnetism, optics, and modern physics. Calculus based. Three hours lecture, three hours laboratory. Prerequisite: [PHYS 228](#) and [MATH 232](#) or equivalent. Not open to students with prior credit for [PHYS 232](#) or [234](#). Summer only.

PHYS 231. Introductory Physics I. Energy and momentum, conservation laws, Newtonian mechanics, Einstein's special relativity. Three hours lecture, three hours laboratory. Pre or Corequisite: [MATH 231](#).

PHYS 232. Introductory Physics II. Electricity, magnetism, quantum mechanics, atomic and nuclear physics. Three hours lecture, three hours laboratory. Prerequisite: 4 hours of [PHYS 231](#) or [PHYS 233](#). Pre or Corequisite: [MATH 232](#).

PHYS 233. Introduction to Special Relativity. Reference frames, nature of spacetime, conservation of four-momentum. Prerequisites: score of 4 or 5 on AP Physics C- Mechanics or equivalent. Pre or Corequisite: [MATH 231](#). (1)

PHYS 234. Introduction to Quantum Mechanics. Quantum mechanics, atomic and nuclear physics. Three hours lecture, three hours laboratory. Prerequisites: **PHYS 231** or **PHYS 233** and score of 4 or 5 on AP Physics C- Electricity/Magnetism or equivalent. Pre or Corequisite: **MATH 232** or equivalent. (2)

PHYS 294. Physics and Engineering Seminar. Exploration of professional issues related to the physics and engineering disciplines including career choices, current research and trends, the relationship of physics/engineering to church and society, and the relationship of physics/engineering to the liberal arts. Open to freshmen and sophomores only. (1)

PHYS *301. Origins of Modern Science. The historical development of science from its Babylonian and Egyptian origins, through Greek science to the scientific revolution, including basic concepts in astronomy and mechanics, and their cultural interactions. Prerequisite: 4 hour lab course in the Studies in Nature cluster. (2)

PHYS *302. Ideas of Modern Science. The historical development of the ideas of science from the Newtonian synthesis to the present, including concepts in optics, electromagnetism, relativity, and quantum theory and their cultural interactions. Prerequisite: 4 hour lab course in the Studies in Nature cluster. (2)

PHYS 311. Introduction to Medical Physics. A survey of radiation therapy, nuclear medicine, diagnostic imaging, and health physics with discussion on ethical and stewardship concerns of these technologies. Prerequisites: **PHYS 222** or **232**. (2)

PHYS *315. Topics in Physical Science. Selected topics from the following: atmospheric physics, cosmology, or nonlinear dynamics and chaos. (2)

PHYS 321. Math Methods for Physics and Engineering I. Vector Calculus, Matrices and Determinants, Linear Vector Spaces, Probability and Statistics. Applications in classical and quantum mechanics, electricity and magnetism appropriate for science and engineering. Prerequisite: **PHYS 232** and **MATH 232**.

PHYS 322. Math Methods for Physics and Engineering II. Infinite Series, Fourier Analysis, Ordinary and Partial Differential Equations, Special Functions, Calculus of Variations. Applications in classical and quantum mechanics, electricity and magnetism appropriate for science and engineering. Prerequisite: **PHYS 232** and **MATH 232**.

PHYS 333. Thermal Physics and Fluids. An introduction to the thermodynamic principles of microstates, entropy, and heat engines as well as basic fluid mechanical concepts of buoyancy and fluid flow. Prerequisite: **PHYS 232**. (2)

PHYS 334. Computer Modeling of Physical Systems. An introduction to computer methods for the analysis, modeling and simulation of physical systems and analysis of experimental data. Applications taken from mechanics, fluids, electricity and magnetism. Prerequisite: **PHYS 232**. (2)

PHYS 335. Modern Science Skills Laboratory. Development of skills in experimental technique, error analysis, writing lab reports, oral presentations, use of spreadsheets and Matlab, and the study of ethical issues in industry. Prerequisites: **PHYS 321** (or consent of instructor) and **PHYS 334**. (2)

PHYS 341. Analytical Mechanics. Particle and rigid body dynamics, central forces and gravitation, rotating systems and bodies, Lagrange and Hamilton formulations, generalized coordinates, and normal modes. Prerequisites: **PHYS 334**, **PHYS 321** (or **MATH 331** and **MATH 245**), and **PHYS 322** (or **MATH 333**). Alternate years.

PHYS 342. Electromagnetic Theory. Electrostatics, steady currents, electromagnetic induction, Maxwell's equations, electromagnetic waves, and radiation. Pre or Corequisite: **PHYS 322** or **MATH 333**. Prerequisites: **PHYS 334** and **PHYS 321** (or **MATH 331**). Alternate years.

PHYS 343. Experimental Physics. Basic experimental methods and laboratory experiments in electrical measurements and modern physics given as an independent research project. Six hours laboratory. Prerequisites: **PHYS 335** and Junior or higher standing. (2, lin)

PHYS 344. Quantum Mechanics. Elements of quantum physics, solutions of Schroedinger's equation applied to atomic and molecular structure, applications, interpretations. Prerequisites: **PHYS 334**, **PHYS 321** (or **MATH 331** and **MATH 245**), and **PHYS 322** (or **MATH 333**). Alternate years.

PHYS 351. Analog Electronics. Basic principles of electronic circuits and devices. AC and DC circuit fundamentals, filters, diodes, transistors, amplifiers, and operational amplifiers. Three hours lecture, three hours laboratory. Prerequisite: **PHYS 334**. Alternate years. (2)

PHYS 352. Computer Data Acquisition. Digital electronics, analog to digital conversion, computer interfacing, and data acquisition with LabView software. Three hours lecture, three hours laboratory. Prerequisite: **PHYS 351**. Alternate years. (2)

PHYS 353. Introductory Optics. Electromagnetic and quantum mechanical theory of light, geometrical and physical optics, interference, diffraction, and optical instruments. Three hours lecture, three hours laboratory. Prerequisite: **PHYS 334** and **PHYS 335** (or consent of instructor). Alternate years. (2)

PHYS 354. Advanced Optics. Light propagation in matter, polarization, Fourier optics, aberrations, holography, lasers, and modern optical materials and components. Three hours lecture, three hours laboratory. Prerequisite: **PHYS 353**. Pre or Corequisite: **PHYS 322**. Alternate years. (2)

PHYS 359. Thermodynamics. Theory of heat and gases, introduction to kinetic theory and statistical mechanics. Alternate years. Prerequisite: **PHYS 333** and **PHYS 334**.

PHYS 361. Solid State Physics and Nanotechnology. Bonding and structure of crystals, electronic properties of insulators, semiconductors, metals, and superconductors, limits of smallness, molecular assembly, and nanoscale physics. Prerequisite: **PHYS 344** or **CHEM 371**. Alternate years. (2)

PHYS 362. Plasma Physics. Introduction to plasma physics including definition of a plasma, single particle and guiding center motions, fluid descriptions, waves, instabilities, and applications of plasma physics in space and astrophysics, controlled thermonuclear fusion, and industry. Pre or Corequisite: **PHYS 342**. Alternate years. (2)

PHYS 366. Particle Physics and Cosmology. Elementary particles, fundamental interactions, conservation laws and symmetries, big bang cosmology, dark matter and dark energy. Prerequisite: **PHYS 334**. Alternate years. (2)

PHYS 367. Introduction to Stellar and Galactic Astrophysics. Introduction to stellar and galactic astrophysics with an emphasis on the underlying physical principles. Course has an integrated lab component (2 hours lecture, 1 hour lab per week) Topics: Structure and evolution of stars, stellar atmospheres and spectra, binary stars and stellar remnants. Galactic dynamics, morphology, and evolution; large-scale structure of the universe. Prerequisite: **PHYS 322** (or **Math 333**) and **PHYS 334**. Alternate years. (4)

PHYS 494. Seminar. Study of the wider cultural significance of physics including its historical development; its relationship to other disciplines; its philosophical interpretations; its place in a Christian worldview; and one's stewardship toward society. Independent study and classroom presentation. Prerequisite: senior standing in the major. (2, lin)

PHYS 495. Independent Study. Independent research. (1-4)

PHYS 496. Internship. Supervised off-campus experience with departmental approval. Graded pass/fail. Prerequisite: junior or senior standing with Physics major. (2-4)

PHYS 499. Honors Thesis. An independent project providing original laboratory research developed in a scholarly paper and culminating in an oral examination. Fulfills partial requirement for an honors degree in physics. Additional requirements are available in the Physics Office. (2-4 hours).

*Not applicable to physics major or minor.

Astronomy Courses (ASTR)

ASTR 301. Planetary Astronomy. Observation of the sky and its cycles. Study of historical ideas about the planets, origin and development of the solar system, and modern discoveries in planetary astronomy. Prerequisite: 4 hour lab course in the Studies in Nature cluster. (2)

ASTR 302. Stellar Astronomy. Observation of the sky and its cycles. Study of Big Bang Cosmology and the life history of stars in the light of Christian theology. Prerequisite: 4 hour lab course in the Studies in Nature cluster. (2)

ASTR 303. History of Cosmology. Study of the historical development of cosmology in ancient Egypt, Mesopotamia, India, Greece, Asia, and the Americas through contemporary developments. Cultural and religious interactions with developments in cosmology are emphasized. Prerequisite: 4 hour lab course in the Studies in Nature cluster. Nature cluster non-lab general education course. Diversity designation (2)

Engineering Dual Degree Program

A five-year program is offered leading to two degrees, a Bachelor of Arts or Bachelor of Science from Wheaton and an engineering degree from an ABET accredited engineering program at another institution. This arrangement allows students to complete degrees in a wide array of engineering disciplines. The student must meet the requirements of the school to which admission is sought. Transfer agreements are in place with Illinois Institute of Technology (IIT), University of Illinois - Chicago (UIC), and the University of Minnesota - Twin Cities but students may transfer to any ABET accredited engineering program at other institutions as well.

Several commonly required lower division engineering courses are offered by engineering faculty at Wheaton to prepare students for successful completion of engineering requirements at the engineering school in the final two years of the dual degree program. (See course information below.) Transfer of the Wheaton College engineering courses to meet requirements at engineering schools is likely but not guaranteed. Each student should verify that any courses taken at Wheaton will transfer successfully for the specific program and institution of interest.

A joint program arrangement with IIT allows students to take other engineering courses not offered at Wheaton during the first three years of the five year program. Students must register at both Wheaton College and IIT for the courses taught at IIT in the first three years. Courses will usually be taken at the IIT main campus in Chicago but some courses may be made available on internet upon request. Approved course tracks for the full five years with IIT as the transfer school are available from the Engineering Program Director. IIT programs are available in aerospace, architectural, biomedical, chemical, civil, computer, electrical, and mechanical engineering. Refer to IIT catalog for course descriptions.

Students completing their engineering coursework at a school in the vicinity of Wheaton College (e.g. IIT or UIC) during the last two years of the five year program, by virtue of their continuing in the Wheaton College dual degree program, may remain in Wheaton College housing and may continue to participate fully in extra-curricular activities at the College, including athletics.

Requirements for the Wheaton degree include: **CHEM 236; MATH 231 and 232; PHYS 231, 232, 321 (or MATH 331), 322 (or MATH 333), 333, 334, and 335.** Students planning a degree in chemical engineering are exempt from **MATH 331, PHYS 333 and PHYS 335** provided that they take **CHEM 341 and 342.** Students planning a degree in biomedical engineering are exempt from **PHYS 333 and PHYS 335** provided that they take **CHEM 341 and 342.** Students in the engineering program do not need to take a biology or geology course to meet the Nature cluster general education requirement. The Bible general education requirement for students in the LA/Engineering program is **BITH 111, 211 or 212, 213 or 214, and 315 or 316** for a total of ten hours which can be reduced by competency testing. Some engineering schools will require additional coursework beyond the Wheaton requirements prior to transfer. Up to eight hours of non-engineering coursework at the engineering school may be transferred back to Wheaton to meet Wheaton requirements.

In all cases a transcript from the engineering school indicating that all engineering requirements have been met must be received by the Wheaton registrar before the Wheaton Liberal Arts Engineering degree will be conferred. Students who complete all Wheaton College *course* requirements by the end of their fourth year may participate in the commencement ceremonies of that year.

Engineering Courses (ENGR)

ENGR 101. Introduction to the Engineering Profession. Introduces students to the engineering profession. The engineering disciplines, problem solving approaches, design processes, professional practices, licensure, engineering ethics, and teamwork will be explored through discussion, reading, research, and guest visits by practicing engineers. The importance of the liberal arts and the impact of faith on the practice of engineering will be explored. Freshmen and sophomores only. (1)

ENGR 105. Fundamentals of Engineering Graphics. Introduces students to engineering graphics, the means by which engineers communicate design and fabrication information. Topics cover: utilization of engineering graphics; information on graphics; use of the basic graphic tools; orthographic views in both third and first angle projections; auxiliary, section, isometric, and perspective views. This course acquaints students with the processes that are automated within Computer Aided Drafting and Design (CADD) software and expectations for CADD work product. Freshmen and sophomores only. (2, linear)

ENGR 125. Introduction to AutoCAD. Introduction to AutoCAD with emphasis on the fundamentals of Computer-Aided Drafting and Design (CADD). Introduces concepts, techniques and procedures necessary to facilitate a basic functional understanding of AutoCAD and the process of using AutoCAD tools to create, dimension, and annotate basic engineering drawings. Freshmen and sophomores only. (2, linear)

ENGR 201. Engineering Mechanics 1 - Statics. Systems of units; gravitation; Newton's laws of motion; equilibrium and free-body diagrams; particles, forces and moments; structures in equilibrium; centroids and center of mass; moments of inertia; friction; beam loadings; cables; fluids; virtual work and potential energy; particle kinematics; and, rotating bodies. Prerequisites: **MATH 231** and **PHYS 231** or **233**.

ENGR 202. Engineering Mechanics 11. – Dynamics. Topics include: kinematics and kinetics of particles; Newton's laws of motion; energy, momentum, systems of particles; rigid bodies; free-body diagrams; mass, acceleration, and force; plane motion of rigid bodies; and, conservation of energy and momentum. Prerequisite: **ENGR 201**. Pre or Corequisite: **PHYS 322** or **MATH 333**.

ENGR 204. Innovative Design in Engineering. Provides the student engineer with firsthand experience in moving from a stated need to a developed and proof-tested product. Topics include project logbooks and plans, evaluating concepts and selecting a design, preparing design documents, fabrication, development and testing of prototypes, stewardship of the environment, preparation of engineering reports, and principles of contract, engineering, and patent law. Prerequisites: **ENGR 125** and **201**.

ENGR 223. Strength of Materials. Provides a broad range of knowledge of the behavior of materials under load. Topics include: mechanical properties; plane stress and strain; stress and strain relations; axially loaded members; Mohr's circle; stress transformation; torsion of shafts; bending and normal and shear stresses in beams; beam deflection; and combined loading. Prerequisite: **ENGR 201**.

ENGR 225. Materials Science. Presents the scientific principles underlying the structural analysis of ceramic, composite, metallic (including semiconductors), and polymeric materials. Topics include atomic bonding and structure, electronic structure, micro- and macrostructure. Principles of structural effects on the chemical, mechanical, and physical properties of material are also addressed. Prerequisite: **CHEM 236**.

Politics and International Relations

Chair, Associate Professor Leah Anderson

Professors Mark Amstutz, Amy Black

Associate Professors Larycia Hawkins, Bryan McGraw

Assistant Professor Michael McKoy

The Department of Politics and International Relations aims to foster a deeper appreciation for domestic and international politics through the study of political behavior, governmental institutions, and the international system. In fulfillment of this aim, the department offers courses that: 1) expose students to the major areas of the discipline, including American politics, international politics, comparative politics, public policy, law, and political philosophy; 2) emphasize concepts, theories, and tools that are essential in political analysis; 3) address key issues involved in the building of just and peaceful political communities; and 4) examine the relationship of Christianity and politics. The department offers majors in Political Science and International Relations that are firmly rooted in the traditional liberal arts curriculum of Wheaton College. Due to the large overlap between the two majors, department policy does not allow a double major in Political Science and International Relations.

Political Science

The major in political science serves as preparation for: a) graduate study in politics, government, and related fields, including area studies, public policy, and public administration; b) law school; c) careers in government and public affairs; and d) work in the private and non-profit sectors that require knowledge of government and politics.

Requirements for the Political Science major are 34 hours of political science and international relations and 4 hours of statistics. Core requirements are **PSCI 135** American Politics and Government, **PSCI 145** Political Philosophy and either **IR 155** Comparative Politics or **IR 175** International Politics, **PSCI 215** Political Research, **MATH 263** or a department-approved equivalent, **PSCI 494** Senior Seminar and **PSCI 496** Internship plus 14 hours of departmental electives from courses offered in **PSCI**, or from **IR 351-415**.

Students may substitute the following courses for **IR 155**: 4 hours of **IR 351-362** or **412-415** or for **IR 175**: 4 hours from **IR 371-415**. Note prerequisites for IR courses. A maximum of four hours each of **495** and **496** may be counted toward the major. Once a student is admitted into the major, all core requirements must be taken from Wheaton.

Requirements for a Political Science minor are 20 hours, **PSCI 135**; **PSCI 145**; either **IR 155** or **IR 175**; and an additional 8 hours of upper division electives in either Political Science or International Relations. Note prerequisites for IR courses.

Political Science Courses (PSCI)

PSCI 135. American Politics and Government. An introduction to the foundations and institutions of the United States' political system. Explores the political behavior of individuals and groups and engages contemporary political debate.

PSCI 145. Political Philosophy. An exploration of some of the major themes in the tradition of western political thought, to include the nature of politics, freedom, equality, justice, and virtue. The course will center around some of the tradition's most significant texts, including works by Plato, Augustine, Hobbes, Mill and more contemporary authors.

PSCI 215. Political Research. An introduction to the discipline of political science and the various methods of qualitative research used by political scientists. Special attention is given to research design and ethics. (2)

PSCI 231x. Chicago. An introduction, see **URBN 231**. (2)

PSCI 232. Campaigns in Context. An examination of federal, state, and local campaigns with an emphasis on the politics and context of the November election. Wheaton-in-Washington Program. (2)

PSCI 233. Washington Workshop. Reflections on the meetings, briefings, and excursions in Washington, D.C. Wheaton-in-Washington Program. (2)

PSCI 234. Interest Groups and American Politics. An examination of the role of interest groups in the American political process. Wheaton-in-Washington Program. (2)

PSCI 235. Iowa Caucus. A hands-on exploration of the presidential nomination process including campaign work and observation of Iowa precinct caucuses. (2) Presidential election years.

PSCI 236. Intercollegiate Trial Advocacy. A hands-on exploration of the theory and practice of trial advocacy through competition in intercollegiate mock trial tournaments. Graded pass/fail. One credit hour per year based on full participation in the fall and spring semesters. Register for credit in the spring semester. Prerequisite: Instructor permission. (0 or 1)

PSCI 262. Politics and Public Policy. Far from mundane, public policymaking is rife with conflict. This course will explore and analyze public policy – the true substance of politics, as well as the actors and institutions relevant to public policy making.

PSCI 271. Introduction to Law. A study of the nature and function of law in society. Various disciplinary perspectives employed. (2)

PSCI 292. Abortion and the Law. An examination of human reproduction issues and abortion, focusing on the constitution and legal issues surrounding the topic. (2)

PSCI 334. Politics and Policy. A detailed exploration of the policy process including a simulation of legislative work on Capitol Hill. Wheaton-in-Washington Program.

PSCI 335. Politics and Pop Culture. An exploration and evaluation of portrayals of political themes and concepts in various forms of popular culture including films, television, and plays. (2) Prerequisite: **PSCI 135** or instructor's permission.

PSCI 336. Campaigns and Elections. Explores the structures and institutions of American electoral politics, including the nomination process and general elections. Gives special attention to the elements of the modern campaign, including campaign finance, research, polling, advertising, and media use. Alternate years.

PSCI 337. Women and Politics. An exploration of the role of American women *and* politics in the late nineteenth century and its transformation into the role of American women *in* politics by the late twentieth century. (2) Prerequisite: **PSCI 135** or instructor's permission. Diversity designation.

PSCI 341. Topics in Political Theory. A topical course in political theory that includes such subjects as Shakespeare & Politics, Technology & Politics, and the Power of the Powerless (Gandhi, King, and Havel). Periodic. (2)

PSCI 343. Political Ethics. This course brings philosophical ethics and normative political theory into dialogue with the distinctive practical problems associated with contemporary American politics and policy. Topics to be considered include abortion, euthanasia, affirmative action, war, distributive justice, deception and manipulation, and the ethics of roles.

PSCI 345. Between Athens and Jerusalem: Classical and Medieval Political Thought. The western political tradition rests on the interplay between the claims emerging out of classical Greece and Rome on the one hand and out of Christianity on the other. This course explores that interplay by engaging both classical (Homer, Sophocles, Plato, Aristotle) and Christian political thinkers (Augustine, Aquinas).

PSCI 346. Renaissance and Modern Political Thought. This course chronicles the replacement of the Christian order and the development of its theoretical alternative, modernity. Thinkers considered include: Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, Nietzsche, and Freud.

PSCI 348. American Political Thought. An analysis of central ideas in the history of American political thought, from the founding to the present.

PSCI 349. Christian Political Thought. An engagement with the varieties of Christian thinking about politics, including both its historical development and the contemporary alternatives. Thinkers explored will include Augustine, Aquinas, Luther, Calvin, Locke, Niebuhr, Hauerwas, and a number of others.

PSCI 351. Topics in American Politics. Selected topics, designed to give added breadth and depth to the understanding of American politics and/or political behavior. (4)

PSCI 353. Topics in American Politics. Selected topics, designed to give added breadth and depth to the understanding of American politics and/or political behavior. (2)

PSCI 352. Interest Groups and Political Advocacy. This course explores the nature of interest groups including the formation and maintenance of interest groups, various types of interest groups, the tactics employed by interest groups and the impact and influence of interest groups in the political system broadly and public policy specifically.

PSCI 355. Race and the Politics of Welfare. This course examines the evolution of welfare politics with particular attention to the social, historical, and philosophical dynamics that rendered welfare a racially-charged issue. (2) Diversity designation.

PSCI 362. Global Cities: Cities and the World. This course examines the effects of globalization on major urban centers in the world system, comparing and contrasting cities in North America, Europe, Africa, and Asia. Students will study the economic, political and social impact, as well as responses of government and civil society.

PSCI 373. Environmental Politics. The discourses, institutions, and practices that govern our relations with 'nature' and environmentally-mediated social relations are considered. Examining local, national, and global levels of environmental governance, the course focuses on four issues: cities and the environment, energy, biodiversity, and climate change. In so doing the course engages such themes as sustainable development and environmental justice and explores various perspectives on nature-society relations. (2)

PSCI 381. Constitutional Law. An examination of the American constitutional system, with special emphasis given to the role of judicial institutions and the impact of Supreme Court decisions.

PSCI 382. Media & Public Opinion. This course explores the interrelationship between the mass media (including print, broadcast, and new media), public opinion, and American politics. Prerequisite: **PSCI 135** or equivalent.

PSCI 383. Religion and American Politics. An assessment of the role of religion in American politics, focusing especially on the contemporary era. Particular attention is given to the role of evangelicals. Periodic.

PSCI 384. The Presidency. Examines the role of the presidency in the U.S. political system, focusing on such themes as leadership, decision-making, and Congressional-Executive relations. Alternate years.

PSCI 385. Urban Politics. An analysis of the politics of urban areas, including relationships with state and national governments, decision-making, and urban public policy. Diversity designation. (2)

PSCI 386. Congress and the Policy Process. An examination of the role of Congress in the American political process, including historical development, structure and functions, and decision-making. Recommended for those seeking Washington internships. Alternate years.

PSCI 387. Law and Religion. This course is designed to introduce students to the moral, legal, and constitutional questions surrounding religion and its place in democratic public life. Students will have an opportunity to gain a familiarity with the development of American constitutional law as it relates to religion, explore the alternatives to those developments, understand the contending side of contemporary controversies, and articulate their own considered views on each via both presentations and writing exercises.

PSCI 494x. Senior Seminar. An analysis of the interrelationship of politics and the Christian faith, focusing on conceptual, legal, and domestic public policy issues. Senior majors only. See **IR 494**. (2)

PSCI 495. Independent Study. A guided individual reading and research problem. Junior and senior majors, or discretion of professor. (2-4)

PSCI 496. Internship. A series of programs designed for practical experience in professions frequently chosen by Political Science majors, such as law, government, and public service. Prerequisite: Political Science major with junior or senior standing and a minimum of 16 credits in the department.

PSCI 499. Honors Thesis. An independent research project requiring original research, developed into a scholarly paper and culminating in an oral examination. By application only. The honors thesis may not be counted toward the total hours to complete the major. Prerequisite: **PSCI 342** Research Methodology.

International Relations

Trends toward interdependence and globalization through greater integration and expansion of world markets have provided opportunities for international cooperation and conflict. The increased importance of international relationships between governments, corporations, and nongovernmental organizations has created a considerable demand for individuals trained to understand this complex environment. The major in International Relations stresses integrated knowledge in the areas of politics, economics, history, and languages. The International Relations major provides focused training for students who plan to work in a wide variety of international career fields, including international affairs, international business, area studies, development work, international law, and graduate study in foreign affairs, international relations, and comparative politics.

Requirements for the International Relations major are 30 hours plus 16 hours of supporting courses for a total of 46 hours. Core requirements of 14 hours are **IR 155** Comparative Politics, **IR 175** International Politics, **IR 494** Senior Seminar, **IR 496** Internship and a zero credit overseas experience (of at least 5 weeks) approved by the department; Major electives include 4 hours of International Politics (**IR 371-385**), 4 hours Comparative Politics (**IR 351-362** or **412-415**), 4 hours of Economics (**ECON 212, B EC 331, ECON 347, 365, or 366**), and 4 hours of History (**HIST 292, 331, 334, 349 or 361**). Six hours of Research Methods (**PSCI 215** and **MATH 263** or a department-approved equivalent) may replace 4 hours of either Economics or History. **IR 379** International Political Economy may be either an economics or an international politics elective.

Required supporting courses are **PSCI 135** American Politics and Government, **BEC 211** Principles of Microeconomics and eight hours or its equivalent of a modern foreign language beyond the 201 level as determined/approved by the Foreign Language Department. For IR majors meeting the requirement via off-campus coursework, all eight hours must consist of target language instruction, and at least four hours must be at the third-year (fifth semester) level or above. Transfer courses must have the prior approval of the department chair. Once a student is admitted to the major, all core requirements must be taken at Wheaton.

Requirements for an International Relations minor are 20 hours including **IR 155, 175**, and 12 hours of courses from the approved list of electives. A maximum of 4 hours history and 4 hours economics may count toward IR minor.

International Relations Courses (IR)

IR 155. Comparative Politics. An introduction to the comparative analysis of the political systems of nations around the world. Attention will focus on political processes and political institutions. Examples will be drawn from nation-states in Africa, Asia, Europe, Latin America, the former Soviet Union, and the Islamic world. Diversity designation.

IR 175. International Politics. An introduction to the politics among nations. Themes emphasized include: international security, diplomacy, conflict resolution and war, human rights, international law and organization, and global political economy.

IR 331. International Experience. A department-approved five week or longer continuous, cross-cultural experience residing outside the United States. (0)

IR 351. Topics in Comparative Politics. Selected topics, designed to give added breadth and depth to the understanding of comparative politics. (4)

IR 352. Topics in Comparative Politics. Selected topics, designed to give added breadth and depth to the understanding of comparative politics. (2)

IR 353. Comparative Public Policy. An examination of key public policies, such as health, education, environment, and family in advanced industrial democracies. (2)

IR 354. African Politics. Investigates the political history and current regimes of African states. Special emphasis is given to the dual processes of democratization and development. Diversity designation.

IR 355. Latin American Politics. A survey of the political values, practices, and institutions in major Latin American states, with special emphasis on opportunities and impediments to political development.

IR 356. European Politics. A comparative assessment of the politics and government of selected European nations.

IR 357. Third World Politics and Development. A comparative examination of the nature and processes of political change and development in Third World countries. Emphasis is given to the political economy of national development.

IR 359. Forgiveness and Political Reconciliation. This class explores the potential role of forgiveness in confronting and overcoming systemic regime crimes. The course emphasizes theory and case studies and focuses on processes that foster political reconciliation. (2)

IR 361. Post-communist Politics. A comparison of the post-communist political development of a select number of Central and East European states. Examination is given to both the common "Leninist legacies" of communism and the great diversity of political practice now found across the region. Special emphasis is given to political institutions, European Union integration, and select contemporary political issues.

IR 362x. Global Cities: Cities and the World. See [PSCI 362](#).

IR 371. Topics in International Politics. Selected topics, designed to give added breadth and depth to the understanding of international politics. (4)

IR 374. Topics in International Politics. Selected topics, designed to give added breadth and depth to the understanding of international politics. (2)

IR 372. International Law. Analyzes the nature and role of law in the international community through leading case studies. (2)

IR 376. Ethics and Foreign Policy. An examination of the role of moral values in foreign policy, with special emphasis on war, human rights, and foreign intervention. Prerequisite: [IR 175](#). (2)

IR 378. U.S. Foreign Policy. An analysis of the processes and institutions involved in making U.S. foreign policy. Emphasis given to understanding the development of contemporary issues.

IR 379. International Political Economy. An analysis of the interaction of economics and politics at the international level. Topics covered will include the origins and nature of the World Bank, IMF and WTO, regionalization, trade policy, and the world monetary system. Prerequisite: [ECON 211](#).

IR 382. Global Warming Politics. This course examines the problems, politics, and policies of climate change in light of its impacts upon marginalized and vulnerable populations in developed countries. Some of the assigned authors write from these perspectives. (2)

IR 385. Politics of Humanitarian Intervention. Humanitarian interventions of various sorts have become commonplace in this era of globalization. This course will examine the goals and consequences of humanitarian interventions around the world with specific emphasis on their political intentions and impact. Prerequisite: [IR 175](#). (2)

IR 412. Islam and Politics. This seminar course focuses on central Islamic concepts relating to politics and the role of Islam in political movements and individual political action. Pre-requisite: [IR 155](#). Diversity designation.

IR 415. Nationalism & Ethnic Conflict. A comparative examination of ethnic identity as a motivation for political behavior in the modern world. Prerequisite: [IR 155](#).

IR 494. Senior Seminar. An analysis of the interrelationship of politics and the Christian faith, focusing on international and comparative issues. Senior majors only. (2)

IR 495. Independent Study. A guided individual reading and research problem. Junior and senior majors, or discretion of professor. (2-4)

IR 496. Internship. A series of programs designed for practical experience in professions frequently chosen by International Relations majors, such as law, government, and public service. Prerequisite: International Relations major with junior or senior standing and a minimum of 16 credits in the department.

IR 499. Honors Thesis. An independent research project requiring original research, developed in a scholarly paper and culminating in an oral examination. By application only. The honors thesis may not be counted toward the total hours to complete the major.

Peace and Conflict Studies Certificate Program

Coordinator, Larycia Hawkins

The certificate in Peace and Conflict Studies is an interdisciplinary program that examines the causes of violent conflict; mechanisms and models for dealing with violent conflict; and norms, practices, and institutions for building a just and sustainable peace. The Peace and Conflict Certificate prepares students to think critically in the midst of geopolitical complexities like war, genocide, terrorism, and human rights violations. The program combines theoretical rigor with theological, moral, and ethical reflection on topics related to war and peace.

Requirements for a Certificate in Peace and Conflict Studies are 24 hours of coursework according to the following distribution. Students from all majors are eligible to receive a certificate in Peace and Conflict Studies.

Core (14 hours) Required core courses include Introduction to Peace and Conflict Studies, one course in Theology or Political Philosophy, one course on the topic of Reconciliation, the Senior Capstone, and an approved internship or practicum.

Introduction

PACS 101 Introduction to Peace and Conflict Studies

Theology or Political Philosophy (1 course) *

BITH 375 Theological Ethics (2)

BITH 384 Political Theology (2)

PSCI 343 Political Ethics

PHIL/PSCI 349 Christian Political Thought

Reconciliation (1 course)

COMM 367 Reconciliation and Conflict Resolution (2)

IR 359 Forgiveness and Political Reconciliation (2)

Senior Capstone

PACS 494 Senior Seminar in Peace and Conflict Studies: Peace, Reconciliation and Justice. (2)

Experiential **

PACS 496 Approved Internship

* Depending on whether students elect to take 2 or 4 hours of Theology or Political Philosophy, their core may exceed 14 credit hours.

** Internships must be substantively related to themes of Peace and Conflict Studies and pre-approved by the director. Internships for other majors may count for Peace and Conflict Studies.

Electives (10 hours) Electives for the Peace and Conflict Studies Certificate cover two major topical areas: Community Transformation and Global Justice. These foci are consonant with two major levels of conflict and peacebuilding and will help prepare students to pursue fields and post-graduate studies in areas such as community development, international development, and conflict mediation.

The Community Transformation (CT) courses focus primarily upon factors and conditions that spur violence within communities, resources for conflict management and resolution at the local level, and movements, ideas, and methods for building peace locally and domestically. While the global context is consequential for local and domestic violence and peace efforts, the unit of analysis in the majority of these courses is the local and/or domestic level. The Global Justice (GJ) courses focus primarily upon factors and conditions that spur violence within and between state and non-state actors, resources for conflict management and transformation at the national and international levels, and methods and strategies for building peace among and within nations. While the local context remains consequential, the unit of analysis is the national and/or international level.

ANTH 354	Culture in the Contemporary World (GJ)
ANTH 362	Globalization (2) (GJ)
ART 329	Community Art (3) (CT/GJ)
ART 429	Community Art II (3) (CT/GJ)
COMM 223	Communication and Diversity (2) (CT)
COMM 367	Reconciliation & Conflict Resolution (2) (CT/GJ)
ECON 347	Urban Economics (2) (CT)
ECON 362	Wealth and Poverty of Nations (GJ)
ECON 365	Economic Development and Growth (GJ)
ECON 378	The Economics of Labor & Poverty (CT)
ENVR 221	Introduction to Environmental Science (CT/GJ)
ENVR 319	Environmental Ethics (CT/GJ)
GEOG 305	Natural Disasters (2) (CT/GJ)
GEOG 381	Global Warming: Science (2) (CT/GJ)
HIST 349	Origins of Contemporary Europe (1870-1950) (GJ)
HIST 361	The Global Cold War (GJ)
HIST 374	Nazi Germany (GJ)
IR 357	Third World Politics and Development (GJ)
IR 359	Forgiveness and Political Reconciliation (2) (CT/GJ)
IR 378	U.S. Foreign Policy (GJ)
MSCI 211	American Military History (2) (CT/GJ)
PHIL 241	Suffering (CT/GJ)
PHIL 251	Global Justice (GJ)
PSCI 262	Politics and Public Policy (CT)
PSCI 355	Race and the Politics of Welfare (2) (CT)
PSCI 362 (IR/URBN 362X)	Global Cities: Cities and the World (CT/GJ)
PSCI 385 (URBN 385X)	Urban Politics (2) (CT)
PSYC 235	Cross-Cultural Psychology (2) (GJ)
PSYC 241	Social Psychology (CT)
SOC 337	Racial and Ethnic Relations (CT)
SOC 341	Social and Political Movements (CT)
SOC 347	Gender and Society (CT)
SOC 355	Social Class and Inequality (CT)

Peace and Conflict Studies Courses (PACS)

PACS 101. Introduction to Peace and Conflict Studies. This course will explore the fact of violence and the biblical imperative for peace. This survey course will identify causes and conditions that contribute to violence; mechanisms for dealing with violence; and strategies for building peace. Since violent conflict occurs at all levels of society, the course will examine peace and conflict via all units of analysis. Multiple disciplinary lenses and methodological approaches will be examined in these endeavors. (i) The causes and conditions that generate and sustain violent conflict. (ii) The mechanisms and models for dealing with violent conflict. (iii) The norms, practices and institutions for building peace. The course will also consider explicitly the role of religion and religionists in generating and sustaining violence and the role of religion and religionists in building peace.

PACS 494. Senior Seminar in Peace and Conflict Studies: Peace, Reconciliation, and

Justice. This two-hour course will explore the prospects for peace and reconciliation given the fact of violence. The course will consider various ideals of justice, various methods of peacebuilding, and limitations associated with methods and movements for peace, reconciliation, and justice. The extent and efficacy of religion and religionists in peace, reconciliation and justice efforts will be considered, as well secular humanist approaches to peace, reconciliation and justice. Since students from the Community Transformation concentration and from the Global Justice concentration will coalesce in this course, students will debate the strengths and weaknesses of various units of analysis and of various disciplinary and methodological approaches to conflict resolution and peace building. (2)

PACS 496. Internship. Allow students with opportunities to apply theoretical and theological knowledge by engaging in strategic peacebuilding, conflict resolution and conflict management in a variety of contexts to organizations. In addition, internships provide valuable insight into careers related to peace building and conflict management. Exploration of faith and vocation is a crucial component.

Prelaw Studies Certificate Program

Prelaw Advisor, Stephen N. Bretsen

Wheaton College offers a certificate program in Prewlaw Studies. This is an interdisciplinary program designed to provide students with a concentration of course work that supports the future study and practice of law. The requirements of the certificate are 24 hours from three groupings: (Group 1—Core Requirements) The required core courses are **PSCI 271** Introduction to Law (2) and a four-hour internship. The internship will be approved for academic credit and administered through the student's major department but must be related to the field of law and approved by the Prewlaw Advisor. If the student's major department is unwilling to approve and administer the internship, the Prewlaw Advisor may do so for academic credit outside the student's major department. (Group 2—Law-Related Courses) A total of ten elective hours must be taken from an approved group of law-related courses. Course work must be elected from at least two departments. (Group 3—Supporting Elective Courses) A total of eight elective hours must be taken from an approved list of supporting courses. Course work must be elected from at least two departments, one of which is not elected under Group 2, Law-Related Courses. The required and approved elective courses are as follows, with relevant "topics in..." courses considered on a case-by-case basis:

Core Courses Required (Six hours total)

PSCI 271 Introduction to Law (2)
Major Department 496 Internship (4) or **LAW 496** Prewlaw Internship (4)

Law-Related Elective Courses (From at least two departments, ten hours total):

B EC 352 Business Law (2)
IR 372 International Law (2)
PHIL 318 Philosophy of Law (2)
PSCI 341 Church & State (2)
PSCI 348 American Political Thought (4)
PSCI 381 Constitutional Law (4)
PSCI 387 Law and Religion (4)
SOC 367 Crime and Delinquency (4)

Supporting Elective Courses (From at least two departments, one of which is not elected under Law-Related Courses, eight hours total):

COMM 252 Argumentation and Debate (4)
COMM 353 Advanced Speech Performance (4)
COMM 362 Group Dynamics (2)
COMM 363 Persuasion (4)
B EC 226 or **227** Principles of Accounting I or II (4)
B EC 328x Business Ethics (2)
ENGW 214 Discursive Writing (2)
HIST 351 or **352** American History (4)
HIST 377 British History to 1688 (4)
HIST 455 American Urban History (4)
HIST 483 History of Christianity in North America (4)
PHIL 243 Introduction to Logic (2)
PHIL 494-3 Ethical Theory (4)
PSCI 135 American Politics and Government (4)
PSCI 346 Between Athens and Jerusalem: Classical and Medieval Political Thought (4)
PSCI 347 Renaissance and Modern Political Philosophy (4)
SOC 337 Racial and Ethnic Relations (4)
SOC 356 The Family (4)
SOC 376 Sociological Theory (4)

LAW 496. PreLaw Internship. General elective credit for an internship with a practicing legal professional. Prerequisites: (i) junior or senior standing; (ii) a minimum of 16 hours of courses in the student's department major and 8 hours of required or elective courses toward the Prelaw Studies Certificate; (iii) the internship is for the Prelaw Studies Certificate, and the student is unable to secure approval for a Major Department 496 Internship; and (iv) approval of the Pre-Law Advisor. Graded pass/fail. (4)

Psychology

Associate Dean of Psychology, Associate Professor Terri Watson
Chair of Undergraduate Psychology, Associate Professor Raymond Phinney
Arthur P. Rech and Mrs. Jean May Rech Associate Professor of Psychology Jamie Aten
Professors Richard Butman, Sally Schwer Canning, Stanton Jones, Michael Mangis, Cynthia Neal Kimball, Tammy Shultz, William M. Struthers
Associate Professors Kelly Flanagan, Sarah Hall, Ezer Kang, Jana Pressley, David Van Dyke, John Vessey, Natalia Yangarber-Hicks
Assistant Professors Pamela Davis, Ward Davis, Elisha Eveleigh, Darlene Hannah, Jacob Johnson, Benjamin Pyykkonen, Sandra Yu Rueger, Hana Yoo
Co-Directors of Humanitarian Disaster Institute, Associate Professors Jamie Aten, David Boan

The purpose of the undergraduate program is to apprehend, glorify, and respond to God through fostering the study and understanding of human and animal behavior and information processing, as well as the relevant physiological correlates. Students in the program are prepared to meet academic standards required for graduate work in any number of areas (psychology, neuroscience, medicine, law, theology, etc.). They also are exposed to principles of human behavior that promote success in any area of life, such as parenting, the job market, etc.

Course offerings provide insight into 1) methods for studying human and animal behavior; 2) current research findings and major psychological theories, including their historical and theoretical underpinnings; 3) integration of Christian faith with the field of psychology; and 4) hands-on experience with the application of psychology in various venues (research in the laboratory, practical internships at off-campus locations).

In addition to the Bachelor of Arts degree in Psychology, the department offers a Master of Arts degree in Clinical Mental Health Counseling, a Master of Arts degree in Marriage and Family Therapy, a Master of Arts in Counseling Ministries and a **Doctor of Psychology degree**.

The program provides a foundation of knowledge in the subfields of psychology, which include the areas of cognition, development, perception, neuroscience, statistics, research methods, experimental, social, and clinical psychology. This training lays the groundwork for success in graduate programs in psychology, as well as in other related fields, and in a number of other job sectors such as non-profit and government social services. Thus, the Psychology Department prepares students for opportunities in a variety of post-graduation career options. The major introduces students to the accumulated literature in psychology and develops their abilities for understanding, evaluating, and applying psychological knowledge. Students are also trained in the research methodologies utilized in psychology and provided with opportunities for practical experience in pre-professional activities related to basic and applied psychology. An important goal in all our courses is to help students in their ability to appropriately interrelate their study of psychology and the Christian faith.

Requirements for a major are 36 hours in psychology, including **PSYC 101** Introduction to Psychology, **PSYC 268** Statistics, **PSYC 269** Experimental Psychology, and **PSYC 494** Personality. Additionally, two foundational processes courses must be taken from among the following: **PSYC 343** Sensation and Perception, **PSYC 345** Learning, **PSYC 351** Cognition, **PSYC 355** Advanced Statistics and Psychological Testing, or **PSYC 361** Behavioral Neuroscience. Two hours of **PSYC 481** Advanced Seminar in Psychology are also required. Finally, 10 elective credits of psychology coursework are required to round out the 36 credits. Additional information concerning requirements and electives for the major can be found in the Undergraduate Psychology Student Handbook.

Internship. Students are encouraged to take an internship (**PSYC 496**) to augment their classroom experience. Internships for four credit hours are regarded as the norm. Eight credit hour internships are also permitted; however, only four hours of internship credit may be counted toward the major credit hours requirement. Additional credits taken in internship will satisfy the College requirement for general upper-division electives.

Research. The Department of Psychology also encourages undergraduate students to pursue collaborative research (**PSYC 497**) in preparation for their graduate studies in the field of psychology.

Honors. The department offers an honors program for those students who meet the academic qualifications and are approved by department faculty.

Requirements for a minor in Psychology are 20 hours. Any undergraduate psychology course offered by the department can be used to meet this requirement except **PSYC 496** or **PSYC 499**.

Psychology Courses (PSYC)

Note: Undergraduate courses are designated 101-499.

PSYC 101. Introduction to Psychology. Provides an introduction to psychology as a social and behavioral science, focusing on its major topics, methods, theories, applications, and the integration of psychology and Christianity.

PSYC 101L. Introduction to Psychology Lab. Supplementing PSYC 101 lectures, weekly laboratories provide direct, small-group experience with key psychological concepts through demonstrations, experiments, and discussions. Required with **PSYC 101**. (0)

PSYC 235. Cross-Cultural Psychology. An examination of the impact of culture on various psychological processes and systems. This course is designed for both majors and non-majors. (2)

PSYC 241. Social Psychology. A study of human thought, emotion, and behavior in an interpersonal context.

PSYC 268. Statistics. A study of basic statistical procedures for psychological research, including correlation, bivariate regression, t-tests, analysis of variance (one-way and factorial), and several nonparametric procedures. Prerequisite: **PSYC 101**.

PSYC 269. Experimental Psychology. An examination of the research methods of psychology and the philosophy behind their use and an opportunity to apply these skills in research. Prerequisite: **PSYC 268**.

PSYC 317. Developmental Psychology. An overview of the major theories, concepts, issues, data, and research methodologies of developmental psychology across the life span.

PSYC 343. Sensation and Perception. A survey of the current scientific models, concepts, and integrative theories that encompass the field of human sensory and perceptual studies, with a special emphasis on the neurological and cognitive features of vision. Prerequisite: **PSYC 269**.

PSYC 345. Learning. Examines learning through the Pavlovian and Skinnerian traditions from the early twentieth century up to the present day. Students will apply their course learning outside the classroom by engaging in behavioral training with an animal. Prerequisite: **PSYC 269**

PSYC 348. Abnormal Psychology. An overview of the major theories, concepts, issues, data, and research methodologies of abnormal psychology. Emphasis on assessment, treatment, and prevention. Prerequisite: **PSYC 101**.

PSYC 351. Cognition. A survey of the current scientific models, concepts, and integrative theories that encompass the field of human thought such as information processing, language, attention, and problem solving, as well as human perceptual experience and consciousness. Prerequisite: **PSYC 269**.

PSYC 352. Contemporary Clinical Psychology. An overview of the major contemporary approaches to psychotherapy used in mental health settings. Includes an emphasis on the counselor as a person and as a professional, ethical issues in counseling practice, and essential counseling skills. Prerequisite: **PSYC 348**.

PSYC 355. Advanced Statistics & Psychological Testing. An introduction to computer-based statistical analysis and psychological testing of child and adult intelligence, personality, and psychopathology. Topics include exploratory data analysis, multiple regression, factor analysis, scale construction. Students will also learn to administer and evaluate specific psychological tests. Prerequisite: **PSYC 269** or consent of instructor.

PSYC 361. Behavioral Neuroscience. An overview of the neuroanatomical, neurophysiological, and neurochemical underpinnings of sensory systems and the expression of behavior. Prerequisite: **PSYC 269** or consent of instructor.

PSYC 371. Introduction to Psychopharmacology. This course examines the psychological effects and neurobiological mechanisms of action of psychoactive drugs, drugs that are used in the treatment of psychopathological disorders, and recreational drugs of abuse. This course is designed to provide undergraduate students interested in clinical psychology or psychopharmacology with an overview of the effects and mechanisms of substances which act on both the body and the brain. Prerequisite: **PSYC 361** (2)

PSYC 431. Psychology of Human Sexuality. An examination of human sexuality from the physiological, psychological, and social context. Topics include theories of psychosexual development, the nature of contemporary gender roles, ethnic identity, theological views of authentic sexuality, and cultural factors that impact sexual views and behaviors.

PSYC 481. Advanced Seminar in Psychology:

PSYC 481-1. Theories and Methods of Integration. Introduces students to approaches to integrating Biblical and theological perspectives with psychological science and practice, including issues regarding the relationship between science and religion, contemporary models of integration and their critics, and the prescriptive nature of psychology as social science. Requires Junior or Senior status. (2)

PSYC 481-2. Advanced Topics in Abnormal Psychology. Provides students with an in-depth understanding of controversial issues within the field of abnormal psychology, including ethical, legal, political, and social issues. Topics pertaining to the integration of abnormal psychology with Christian faith are discussed. Prerequisite: **PSYC 348**. Requires Junior or Senior status. (2)

PSYC 481-3. Psychology of Religion. Draws upon foundational studies in psychology to explore religious experience from a social scientific perspective, including the exploration of the complex relationships between personality dynamics and faith. Requires Junior or Senior status. (2)

PSYC 481-4. Psychology of the Family. An overview of developmental and systemic theories of family functioning, with an emphasis on the impact of family on individual development. Requires Junior or Senior status. (2)

PSYC 481-5. History of Psychology. An examination of the historical development of the field of psychology with specific emphases on its relationship with science, its engagement with Christian religious belief and practice, and its role as an intellectual force in Western culture. Requires Junior or Senior status. (2)

PSYC 481-7. Men and Addictions. This course introduces students to the distinct ways in which men suffer from addictions. It explores the underlying genetic, neurophysiological, behavioral, cognitive, spiritual, and social factors that predispose men towards various addictions and their treatments. Requires Junior or Senior status (2)

PSYC 481-8. Current Issues in School Psychology. A survey of current psychological issues in schools including the exploration of individual, family, and societal factors contributing to students' functioning. Emphasis is placed on interventions provided in the school setting. Topics such as school violence, learning disabilities, gender issues, counseling in schools, and academic intervention will be covered. Requires Junior or Senior status. (2)

PSYC 494. Personality Psychology. This senior capstone course examines major contemporary theories of personality in Christian, scientific, historical, and interdisciplinary perspectives. Prerequisite: Senior status or permission of instructor.

PSYC 495. Independent Study. Individual library or experimental research carried on under the supervision of a staff member. Prerequisite: consent of the instructor. (1-4)

PSYC 496. Internship. Credit given for participation in the department's internship program. Prerequisites: five courses in psychology; junior or senior standing with Psychology major. (4 or 8)

PSYC 497. Collaborative Research Groups. Credit given for participation in faculty sponsored ongoing research program. The course may be repeated for a maximum of 8 credits, 4 of which may count as major elective. Prerequisite: **PSYC 269** (2 or 4)

PSYC 499. Honors Thesis. An independent project requiring original research developed in a scholarly paper and culminating in an oral examination. By application only. (4 or 8)

Science Area Programs

Natural science departments aim to provide the background and experience necessary for professional work in the natural sciences, for continuation of the study of natural science in graduate school, and to stimulate and interrelate scientific thinking with other disciplines. A belief in the God of the Bible as the Creator and Sustainer of the universe is a basic presupposition.

Courses of study are offered in applied health science, biology, chemistry, computer science, environmental studies, geology, mathematics, and physics, with cooperative programs in engineering and nursing. Assistance is provided for all students to help them make appropriate educational plans and career choices. This aid is given by the student's faculty advisor, by department chairs, and by the Director of Health Professions, who maintains files of resource materials for student use.

Preparation for Health Professions

Visit Program Website

The Health Professions Program provides a comprehensive program of profession-driven training and support services that prepare students for diverse fields in the health professions and for service in helping build the church and benefit society worldwide. The Health Professions Program will work to promote the development of whole and effective Christians through excellence in acquainting students with the wide array of health professions careers, guiding their pre-professional formation and development, providing strategies and perspective to shape their pathway to the health profession of choice, and guiding them in thinking Christianly about how they may serve in the chosen health professions field.

Students planning on a career in medicine or one of the related health fields may major in any subject area but must meet the specific admission requirements of the professional schools to which they expect to apply. The Director of the Health Professions works closely with students who are interested in any of the health fields. Career information and counseling are provided to help students in selecting courses, preparing for required admissions tests, and applying for admission to professional schools in their chosen fields. These activities are coordinated through the Health Professions Office.

Medicine and Dentistry

Training in medicine and dentistry is given in professional schools and is based on a broad and strong preparation in the liberal arts. This is true for podiatry and veterinary medicine as well. Critical analysis and reasoning skills, clear speaking, and writing are necessary skills in these professions. Experiences such as clinical exposure, patient contact, volunteer service, and research are important. Both interpersonal and intrapersonal attributes are valued. Personal attributes such as integrity, concern for the well-being of others, unselfishness, professionalism, compassion, personal maturity, and a deep commitment to a life of service are highly sought by leaders in the health professions.

The new competency-based MCAT 2015 was first administered in April 2015. Some changes occurred in the DAT in 2015 as well. School-specific changes in medical school admissions requirements may align with courses required to sit MCAT 2015. In addition to course pre-requisites, school-specific admissions requirements may include competencies (both academic and personal, interpersonal and intrapersonal) and foundational concepts in science and social and behavioral science. The four sections of MCAT 2015 are (1) Chemical and Physical Foundations of Biological Systems, (2) Critical Analysis and Reasoning Skills, (3) Biological and Biochemical Foundations of Living Systems, and (4) Psychological, Social, and Biological Foundations of Behavior. Therefore to prepare for MCAT 2015 students should take Introductory Biology (**BIOL 241, 242**), General Chemistry (**CHEM 236, 237**), Organic Chemistry (**CHEM 341,342**), Biochemistry (**CHEM 461**), Introductory Physics (**PHYS 221-222**), Introductory Psychology (**PSYC 101**) Introductory Sociology (**SOC 115**), and Statistics (**MATH 263, PSYCH 268**). Regardless of the major selected at Wheaton, students planning on these careers must take courses to prepare for the

national admissions exams and the pre-professional courses which meet the minimal entrance requirements for most medical and dental schools. Beyond the courses listed as preparation for MCAT 2015, school-specific admissions may require other courses such as Math 231, 232, BIOL 362. Additional courses, such as ANTH 116, 353, 361; BIOL 317, 331, 332, 336, 356, 358, 362, 364, 374, 381; CHEM 355; COMM 221, 362; CSCI 135, 231; AHS 351, 368, 369, 378, 381, 452; PHYS 311; PSYC 268, 317, 348, and SOC 228, 238, 364, 383 may be helpful toward the student's preparation for professional training. SCI 229 (Internship/Seminar in the Health Professions) is *highly recommended* and provides an opportunity for an approved internship in a health profession, to study the issues affecting the quality and form of health care in America, and to make an informed choice of a vocation in the health professions.

Because competition for entry into medical schools is significant, strong performance in academic course work and national admissions tests (MCAT) is essential. In 2014 there were 49,480 applicants nationwide. Of these applicants, 20,740, or 44.2% were offered acceptance to at least one medical school and 20,343 accepted applicants matriculated. Applicants who were accepted in 2014 nationally had an average GPA of 3.55. For competency-based admissions, a holistic review of applicants includes evaluation of their experiences, attributes, and academic metrics. Good planning and careful preparation by Wheaton students and a comprehensive advising and counseling program provided by the Health Professions Office combine to enhance the possibilities of acceptance into medical school.

Allied Health Professions

Students can receive basic preparation for many allied health careers such as optometry, nutrition and dietetics, health systems management, pharmacy, audiology, speech-language pathology, physical therapy, occupational therapy, health information management, physician assistant, and public health. Students generally pursue a major, receive a B.S. degree, and continue their studies in clinical or graduate programs, although some choose to transfer prior to completing requirements for a degree from Wheaton College. The Health Professions Office maintains catalogs and information concerning health careers, and is available for advice and counsel concerning course selection, types of programs, and the application process.

Liberal Arts/Nursing

Students completing the 3/2 Liberal Arts/Nursing program will receive two degrees—a Bachelor of Arts or Sciences from Wheaton and the appropriate professional nursing degree from the nursing school (B.S.N., M.S.N.). Three years are spent at Wheaton in the pursuit of general education and basic science courses. The Liberal Arts Nursing major then may continue in one of two tracks. The first option is to transfer to a CCNE or NLNAC-accredited baccalaureate nursing program and complete the B.S.N. in an additional two years. Wheaton is affiliated with Emory University (BSN Transfer Option) for students who wish to follow this option. The second possibility is to transfer to an entry-level graduate program. Wheaton currently has a formalized arrangement with Vanderbilt University that permits students to enroll in an entry-level master's program. Vanderbilt University requires two years but includes clinician/specialist/practitioner certification. At the end of this program, the student receives an M.S.N. in addition to the Wheaton degree. More highly educated nurses are desirable in the nursing profession. Wheaton's nursing program must remain dynamic and reflect changes at the nursing schools and in the nursing profession. Thus, students may also complete a major of their choice while completing admissions requirements for nursing school. Rush University offers the Generalist Entry Master of Science in Nursing (GEM) which has a B.S. or B.A. degree for an admission requirement. Johns Hopkins University also requires a baccalaureate degree for admission to the Master's Entry into Nursing program. All graduate programs require the G.R.E. aptitude test or M.A.T. as part of the application process. In collaboration with Case Western Reserve University students may pursue programs leading towards the Doctor of Nursing Practice degree (MN/MSN/DNP). Emory, Vanderbilt, Rush, and Johns Hopkins also offer the DNP.

Since prerequisites vary somewhat with nursing schools, students are *strongly encouraged* to contact the Director of the Health Professions early in their freshman year. This permits assistance and planning in course selection and with fulfilling other admissions requirements.

In addition to general education courses, **basic natural and social science courses required by Wheaton** (and by most professional nursing programs) include the following: CHEM 221, 222, 241; AHS 351 and AHS 361 or BIOL 321; BIOL 241, and at least four semester hours of upper division natural

science courses (**BIOL 364** strongly recommended); **PSYC 101, 268** (or other statistics course), and **PSYCH 317; SOC 115, and SCI 229 or BIOL 317**. Additional affiliate-specific courses may be required by the nursing schools (**BIOL 381, AHS 368**). The Bible general education requirement for students in the 3/2 nursing program is **BITH 111, 211, 213, and 316** for a total of 12 hours. A required number of hours at the nursing school are necessary to fulfill and complete the requirements for the LA/N major. A student applying to the LA/N major should have at least three years of high school mathematics, one year of high school chemistry and biology, and at least two years of foreign language.

Summer Courses at Science Stations

The Science Division offers students the opportunity to take courses at affiliated science stations during the summer. Information on Wheaton's own **Black Hills Science Station in South Dakota** and information about the **Au Sable Institute** in Michigan can be found in the **Special Programs** section of this catalog.

Science Area Courses (SCI)

SCI 211. Natural Systems of the Northwoods. An integrative science course centering on natural history and systems with an exploration of abiotic and biotic factors. Offered exclusively during the summer for education students only (preservice teachers) at **HoneyRock**. Su only. (2)

SCI 229. Internship/Seminar in the Health Professions. Economic, political, sociological, psychological, and ethical problems facing health professionals and some biblical responses to these problems. Designed for students with a definite interest in one of the health professions, this course provides opportunity to observe the field first hand through a required shadowing internship, and to study the scope of health care in the U.S. Prerequisites: sophomore standing, registration with the Health Professions Program, one year of college biology or chemistry, consent of instructor. Does not apply toward the general education science requirement. (2, lin)

SCI 301. Natural Science: Foundations, Methods, Challenges. A historical introduction to methodological and foundational issues in the natural sciences focusing principally on physics, astronomy, biology, and challenges the natural sciences present to culture. Prerequisite: a lab course in the Studies in Nature cluster. Nature cluster non-lab general education course.

SCI 311. Theories of Origins. An examination of scientific theories of origins and developments, such as Big Bang cosmology, Earth's formation and early history, origin of life, origin of species, history of life, and human origins. Relationships between biblical and scientific explanations are explored for each topic. Team taught. Field Museum visit. Prerequisite: a lab course in the Studies in Nature cluster. Nature cluster non-lab general education course. \$30 course fee. Offered every Spring

SCI 321. Science for Middle and High School Teachers. Required for science majors who plan to teach high school. Survey of science curricula, computer applications in science teaching, laboratory theory and evaluation processes, management of laboratories, and field trips. Prerequisites: ten hours of education courses and ten hours of courses in teaching area major. (2)

SCI 322. Elementary and Middle Grade Education Science Curriculum. Required for elementary education majors. Survey of elementary science curricula and resources; consideration of perspective, process, content, and application of science in teaching. Concurrent with **EDUC 305L, 311, 311L, 312, 315, 317, 321** or consent of instructor. Prerequisites: ten hours of education courses and at least one science laboratory course. (2)

SCI 393. Interdisciplinary Studies in Science. Seminar. Interdisciplinary study of topics in the natural sciences. Prerequisite: a lab course in the Studies in Nature cluster. Does not satisfy the Nature cluster non-lab general education credit. (2-4)

Sociology and Anthropology

Chair, Professor Henry Allen

Professor Brian Howell

Associate Professor Henry Kim, Brian Miller

Assistant Professors Amy Reynolds, Christa Tooley

The Department of Sociology and Anthropology wants students to understand themselves as embedded within and products of social and cultural contexts. Our students are trained to have the relational and analytic tools to operate effectively within the social complexity of our dynamic world and engage people cross-culturally, both in America and abroad. Students will become critical thinkers, addressing social problems and cultural analysis through theory, data, and practical solutions.

The general goal of the department is to develop a biblical foundation for understanding social interaction both within and across cultures. The Sociology faculty recognizes the need to communicate the gospel of Jesus Christ at several levels of social interaction. The micro level involves face-to-face communication, for example, in marriage and the family; the middle-range level reflects activities in organizations or social movements; and the macro level presents issues of culture and societal structures. At each level, social processes such as socialization, stratification, urbanization, and social disorganization are examined. The Anthropology faculty emphasizes both the particularities of varying cultural systems, as well as the universal characteristics of humans made in the image of God. Recognizing culture as a set of only partial solutions to human problems, Wheaton's Anthropology faculty also examine the ways the Gospel and culture can operate jointly to explain human adaptations in different societies. Similarly, anthropology's exploration of human universals is based on a distinctively Christian perspective, combining a biblical orientation with empirical precision.

Sociology

The Sociology major introduces the student to classic and contemporary literature in the study of social interaction and provides a basis for a wide range of career options. Quantitative and qualitative research methods are used for analysis and provide foundation for graduate and professional training in sociology, social work, organizational management, and allied fields. Opportunities are given to practice critical thinking, oral and written communication skills, and applied experiences. Internships in the metropolitan Chicago area are strongly encouraged. An additional focus of the department is the development of biblical advocacy in the promotion of social justice and equity.

Requirements for a major in Sociology are at least 36 hours including:

The Sociology Foundation (20 hours required):

SOC 115	Introduction to Sociology
SOC 376	Sociological Theory
SOC 383	Statistics
SOC 482	Social Research
SOC 494	Senior Capstone in Sociology

(A) Required Core Electives (at least 8 total hours , take at least 2 out of 3 courses)

SOC 337	Racial and Ethnic Relations
SOC 347	Gender and Society
SOC 355	Social Class and Inequality

(B) Electives (At least 8 total hours- must include at least 1 course in Anthropology)

	Anthropology Elective (Must have 1 class) (2 or 4)
SOC 228	Sociology of Sexuality (2)
SOC 238	Contemporary Social Concerns (2)

SOC 241	Social Psychology
SOC 251	Culture, Media, & Society
SOC 321	Sociology of Economic Life
SOC 341	Social and Political Movements
SOC 356	The Family
SOC 359	American Suburbanization
SOC 364	Urban Sociology
SOC 366	Sociology of Religion
SOC 367	Crime and Delinquency
SOC 371	Asians in America
SOC 373	Sociology of Education
SOC 385	Social Change
SOC 399	Social Network Analysis
SOC 496	Internship in Sociology (4, 8 [1/2 counts toward major])

(C) Social Work Emphasis (4 hours required courses, 4-8 hrs internship, don't need to take required core electives)

SWEL 331	Intro to Social Welfare (2)
SWEL 332	Human Services Practice (2)
SWEL 496	Internship in Social Work (4,8)

Sociology offers four minors for persons with other majors:

Requirements for a minor in Sociology are 20 hours of sociology course credit including **SOC 115** and at least one course from among **SOC 376, SOC 383, SOC 482** and at least one course from **SOC 337, SOC 347, or SOC 355**.

Requirements for a minor in Social Work are 20 hours, including **SWEL 331, 332, and 496**; plus 12 hours from **SOC 228, 238, 337, 347, 356, 367, PSYC 317**. This minor is designed for persons interested in a career in social welfare.

Requirements for a minor in Family Studies are 20 hours with at least 12 hours of sociology credit, including **SOC 347 and 356**; plus 12 elective hours from **SOC 228, 238, 337, 355, COMM 221, ENGL 326, ENGL 327 or PSYC 317**. This minor is designed for persons interested in family life in the community and church.

Requirements for a minor in Social Action are 20 hours with at least 12 hours of sociology credit, including 8-12 required hours from **SOC 341, 355, and 482** (482 required if the student does not have a methods course in their major); plus 8-12 elective hours from **SOC 238, 337, 364, 366, 367; PHIL 215; PSCI 385; and COMM 363**.

Anthropology

The Anthropology major introduces students to insights into human behavior from a comparative, cross-cultural perspective. As an intrinsically cross-cultural form of inquiry, anthropology offers its own, inherent benefits that students acquire as they encounter ways of thinking and behaving that may be unfamiliar to them. Opportunities for cross-cultural ministry, for careers in business and as consultants, and for Christian citizenship in the world of the twenty-first century can be enhanced greatly for students completing an anthropology major.

Requirements for a major in Anthropology are at least 36 hours including:

The Anthropology Core (20 hours)

ANTH 116	Introduction to Anthropology
ANTH 376	Culture Theory
ANTH 482	Ethnographic Theory & Method
ANTH 494	Senior Capstone
SOC 383	Statistics

Anthropology Electives

In addition to the 20 credits required in the core, anthropology majors will choose another 16 credits in Anthropology, at least 4 of which must be at the 400 level. Students may take up to four (4) credits of SOC, at the 300 level or higher towards their Anthropology elective total. In addition to the courses listed below, the Anthropology department frequently offers experimental courses, which are listed in the course schedule.

ANTH 261	Stimulants and Culture (2)
ANTH 262	Latin American Borders and Frontiers (2)
ANTH 282	Culture, Travel & Tourism (2)
ANTH 319	Colonialism & Redemption (2) (BITH 319)
ANTH 324	Anthropology of Global Christianity (2)
ANTH 341	Consumption & Material Culture (2)
ANTH 353	Biculturalism
ANTH 354	Culture in the Contemporary World
ANTH 361	Medical Anthropology (2)
ANTH 362	Globalization (2)
ANTH 363	Anthropology of Energy
ANTH381	Politics of Veiling in the Modern Middle East (2)
ANTH 383x	Cities in the Global South (2) (URBN 383)
ANTH 385x	Field Research Methods (HNGR 385)
ANTH 393x	Placemaking in Urban Context (2) (URBN 393)
ANTH 421	Images of the Middle East & the Muslim World (2)
ANTH 435	Power and Gender in Southeast Asia
ANTH 478	Anthropology Through Film (2)
ANTH 495	Independent Study (2,4)
ANTH 496	Internship in Anthropology (2,4)

In addition to the 36 credits in the department, students completing an anthropology major must include:

- | | |
|--|--|
| Archaeology (4 credits) | ▶ As one of the traditional four subfields of anthropology, majors should have some exposure to archaeological theory or method. To meet this requirement students may take 4 credits from the following ARCH courses at Wheaton College. ARCH 211, 213, 317, 325, 326, 345, 366, 411, 412 . This requirement may also be satisfied by transfer credit upon departmental approval. |
| Human Origins/Evolutionary Theory (2 or 4 credits) | ▶ Human origins is a significant area of physical anthropology and a topic with which a Wheaton anthropology major should have some exposure/familiarity. Toward that end anthropology majors need to take one course covering some aspect of origins and/or evolutionary theory to complete the major. The preferred course is SCI 311 . Students seeking to satisfy this requirement through other courses or transfer credit should seek departmental approval. |
| Study Abroad/Cultural Immersion Experience | ▶ As part of the anthropology major requirements, students will be required to satisfy a field experience requirement involving immersion in an unfamiliar cultural context and/or significant use of anthropological methods and knowledge in a new social/cultural context. Students may use Wheaton (e.g., HNGR, Wheaton-in-Chicago) or non-Wheaton programs to satisfy the requirement, but all programs must be pre-approved by the department to be considered as meeting the requirement. <i>A maximum of 8 credits earned through such an experience may be applied towards the major elective requirements. Core requirements (with the exception of ANTH 116) may not be satisfied through the study abroad credit.</i> Summer study travel programs typically will not satisfy this requirement for cultural immersion. |

- Foreign Language (4 credits) ▶ The foreign language requirement in anthropology may be satisfied through one of the following:
- ▶ 4 credits of a modern language offered at Wheaton beyond 201.
 - ▶ 4 credits (or its equivalent) of a modern language not offered at Wheaton, *taken as a part of a study-abroad program.*
- ▶ NOTE: This requirement will be considered satisfied for those students with demonstrated advanced proficiency in a modern language other than English acquired through previous study or life experience, or those for whom English is a second language. *Competency is not sufficient to meet this requirement for anthropology.*

A minor in Anthropology is granted to students completing 20 credits in ANTH, including **ANTH 116** and *either ANTH 376 (Culture Theory) or ANTH 482 (Ethnographic Theory and Methods)* and at least 4 elective credits at the 400 level. No more than four hours may be applied from **495** or **496**. The minor gives students an opportunity to learn about the field, integrate anthropology with Christian concerns, and provide a basis for further graduate study.

In the event that required major courses are unavailable due to faculty or curricular changes, the anthropology department will work with students on a case-by-case basis to find substitutionary courses.

Gender Studies Certificate Program

Coordinator, Amy Reynolds

The certificate in gender studies is an interdisciplinary program designed to help students investigate national and international questions related to gender. One of the primary goals of the program is to strengthen critical thinking skills through the study of global sociopolitical gender concerns, biblical and historical approaches to femininity and masculinity, relationships between men and women, and the complex cultural processes involved in gender construction. The interdisciplinary focus of the program prepares students to become proactive participants in the world by exposing them to economic, political, and cultural realities at home and around the world. Responsible Christian inquiry coupled with increasing cultural sensitivity can help create effective ambassadors for Christ in our rapidly changing world.

The program's academic home is the Department of Sociology and Anthropology, providing a foundational understanding of sociocultural factors related to gender. The program assumes that solid Christian inquiry is foundational to productive scholarship and problem solving regarding issues that face our world today. As such, we strive to provide students with resources from our Christian heritage that will equip them for local and global leadership in all areas that pertain to human diversity.

Students from any major are eligible for the 24-hour gender studies certificate. Students will complete a ten-hour core of courses that investigate sociological and theological approaches to gender issues, and end their study with a capstone course designed to integrate approaches from several key disciplines. In addition, students will select 14 hours of classes from a variety of offerings from different departments. These classes will be distributed among three main areas: theology and theory; social and historical context; and cultural considerations of everyday life.

Requirements for a Gender Studies Certificate and Courses Offered

Core (10 hours)

BITH 383	Gender & Theology (2)
GEND 494	Advanced Gender Studies Seminar
SOC 347	Gender and Society

Content Units (14 hours) Students select courses from each of the following areas. At least three different disciplines need to be represented in courses selected.

Theology and Theory (4-6 hours)

BITH 332	Ruth and Esther (2)
BITH 354	Women in the World of the NT (2)
BITH 357	Women in the Early Church (2)
ENGL 434	Modern Literary Theory
PHIL 347	Feminist Philosophy (2)
PSYC 431	Psychology of Human Sexuality

Social, Historical, & Global Context (4-6 hours)

ANTH 362	Globalization (2)
ANTH 435	Power and Gender in Southeast Asia
HIST 346	Renaissance and Reformation Europe
HIST 355	History of Women in the U.S.
PSCI 337	Women and Politics (2)
PSCI 355	Race and Welfare Politics (2)
SOC 228	Sociology of Sexuality (2)
SOC 356	The Family

Gender in Life and Culture (4-6 hours)

ART 319	Documentary Photography (3)
ART 329	Community Art (2)
COMM 221	Interpersonal Communication
ENGL 105	Modern Global Literature
ENGL 379	African American Literature
ENGL 375	Woman Writers (2)

Flexible Course Additions (2-4 hours). On a case-by-case basis, the Gender Studies Certificate can include courses and independent study work in which students participate in a class with gender-related topics and/or pursue work directly related to the issues addressed in the Gender Studies program. This can occur in one of two ways.

Special Topics Courses that are offered on an occasional basis and address gender-related topics may be petitioned for acceptance as partial fulfillment of the Course Content Units in either the Social, Historical, and Global Context or Gender in Life and Culture. Examples include, but are not limited to, **ENGL 348 (Special Topics in Literature)** or **COMM 424 (Special Topics in Communication)** or **PSYC 481 (Advanced Seminar in Psychology)**.

With permission of the professor and Gender Studies program, students could take a course in which they pursue gender issues as a significant part of the course. An example is **BITH 393 (Theological Anthropology)** in which a student would focus on gender as an aspect of personhood.

Sociology Courses (SOC)

SOC 115. Introduction to Sociology. An overview of the theory, methodology, and conceptualizations of the discipline of sociology. Offers opportunity to develop an understanding of American society. Diversity designation. Meets general education requirement.

SOC 228. Sociology of Sexuality. This class will explore issues of identity as sexual individuals, the role of sexuality in our broader society, and the linkages between sexuality and violence. As sexuality affects both individuals and the larger society, this class aims to equip and challenge students in building a positive and God-honoring conception of sexuality in their own lives and their engagement in the world. Prerequisite (or requisite): Open to sophomores, juniors, and seniors. (2)

SOC 238. Contemporary Social Concerns. An in-depth seminar focusing on major concerns of society, such as: problems of youth, the elderly, AIDS, homelessness, human rights, prison reform, and toxic waste. (2)

SOC 241x. Social Psychology. See **PSYC 241**.

SOC 251. Culture, Media, & Society. Our lives are both overtly and subtly influenced by culture and the media. In this course, we will analyze different types of media (television, advertising, movies, the Internet and Facebook, and more) as well as cultural values, norms, and practices. Students will learn and apply three analytic approaches from the sociology of culture (repertoires, production, and narratives) as well as consider how everyday interactions with culture and media impact Evangelical life. Diversity Designation. Meets general education requirement.

SOC 321. Sociology of Economic Life: In an era of growing economic inequality, this course employs a sociological approach to ask questions about social construction of markets and the moral meanings within them. The goal of the course is to empower students in their roles as economic agents, as well as help them understand the broader structures in which they are engaged.

SOC 337. Racial and Ethnic Relations. Sociohistorical and cultural aspects of race and ethnicity in America. Through class discussion, films, and research about minority cultures, students explore and examine such sociological concepts as assimilation, conflict, and pluralism. Prerequisite: **SOC 115** and sophomore standing or above or consent of the instructor. Diversity designation.

SOC 341. Social and Political Movements. Social movements challenge political, economic, and social systems through collective action. We will discuss why social movements occur, how actors become involved, their relationship with the state, and the resources needed to sustain and grow such movements. Using a case study approach, students examine particular social actors and differing views of justice, while being encouraged to further develop their own conception of biblical justice in society. Diversity Designation.

SOC 347. Gender and Society. What does it mean to be male or female? Why do we have these categories? How does gender matter in society? In this class, we focus on unpacking the concept of gender, and investigate the role of social institutions in constructing gender roles and contributing to gender inequalities. There is also an emphasis understanding how issues of gender intersect with those of class, race, and culture.

SOC 355. Social Class and Inequality. An examination of the theories and explanations of the origins and perpetuation of social inequality, class, and stratification. Consideration of both classical and modern perspectives, as well as explanations of the relationship among stratification, status, occupation, and mobility; descriptions of various class characteristics and an examination of selected relationships between class and other areas of social participation. Diversity designation.

SOC 356. The Family. A sociological approach to the practices that exist within families, the relationships between family members, and the social influences that shape the decisions of families. This course will challenge students to think about how religious institutions and politics can strengthen families and individuals within them. Diversity designation. Meets general education requirement.

SOC 359. American Suburbanization. This course examines how and why American suburbs became the home of a majority of Americans and important centers for economic and cultural life. Emphasis will be placed on understanding and researching nearby suburbs (Wheaton and surrounding communities) and how Christians might respond to suburbia. Diversity designation.

SOC 364. Urban Sociology. Growth and patterning of city life; social relations and social institutions in the city; examination of urban problems and proposed solutions. Prerequisite: **SOC 115** or consent of the instructor.

SOC 366. Sociology of Religion. Religion as a social phenomenon and its functions for the individual and society. Focus upon religious socialization, measurement of religious behavior, and variety of religious roles; includes organizational forms and relationships to other social institutions. Prerequisite: **SOC 115** or consent of the instructor.

SOC 367. Crime and Delinquency. The incidence, nature, and development of crime and delinquency in America; methods of control, treatment, and prevention, including current research and innovations in approaching juvenile and adult offenders. Prerequisite: **SOC 115** or consent of the instructor.

SOC 371. Asians in America. This course is designed to help students understand the diversity and histories of "Asian" Americans with a focus on the post-1965 waves. In addition to understanding Asian Americans from sociological and historical categories, we will also examine religion in the Asian American experiences. Diversity designation.

SOC 373. Sociology of Education. Examines the social role of education in postindustrial societies. Different types of schools and their effects on academic achievement are examined, and students are encouraged to participate in the growth and development of schools where possible. Christian perspectives on education, learning, and schools are emphasized. Prerequisite: **SOC 115** or consent of the instructor.

SOC 376. Sociological Theory. A survey of social thought of classical theorists, such as Weber, Durkheim, and Marx, as well as an overview of contemporary social theory. Addresses the various theoretical perspectives, as well as the current lack of consensus in social theory. Diversity designation.

SOC 383. Statistics. An introduction to statistics common in social research. Topics include descriptive and inferential statistics, hypothesis testing, significance, correlation, analysis of variance, and multiple regression. Emphasis is on application and effectively using a common statistical program (PASW/SPSS). Prerequisite: **SOC 115**, **ANTH 116**, or consent of the instructor.

SOC 385. Social Change. This course aims to equip students to engage in positive change in their social world, with an analysis on the institutional forces that are connected with change. Particular attention is paid to the role of economic markets, political forces, cultural flows, technological innovations, and social movements. Case-study approach. Meets general education requirement for HNGR students only.

SOC 399. Social Network Analysis: Theory and Methods. Social Network analysis is at the core of sociology in the 21st century, with international implications in education, law enforcement, and many other fields. A vast arena of research possibilities currently exists for using social networks to study churches, denominations, parachurch ministries, academic institutions and communities of all kinds. This course examines the history, components, and applications of social network analysis. Using Mathematica, students will complete supervised research projects using methods in social network analysis.

SOC 482. Social Research. Introduces students to techniques and methods for scientific research in the social sciences including surveys, experiments, field research, coding, and more. A cumulative project follows the steps of producing social science research including developing a research question, writing a literature review, and explaining the use of data and methods. Prerequisite: **SOC 115**, **376**, **383**, or consent of the instructor.

SOC 494. Senior Capstone. A capstone seminar focusing on the integration of sociology and Christianity. Examination of the philosophies, literature, and research of selected problem areas in the discipline. Recommended for seniors. Prerequisite: **SOC 115**, **376** or consent of the instructor.

SOC 495. Independent Study. Guided reading and research for the advanced major or research internship in ongoing institutional or faculty research. Formal student proposal required. (1-4)

SOC 496. Internship in Sociology. Credit given in connection with internship assignment in social research, criminal justice, law, urban ministries, urban planning, or social policy. Offered as a block placement for an entire semester on or off campus (in the Chicago area). Sociology majors may apply eight hours of internship credit toward one sociology elective course. See department for details, including course prerequisites. (4, 8)

Anthropology Courses (ANTH)

ANTH 116. Introduction to Anthropology. A general overview of the field of anthropology, including an examination of the principal assumptions, methods, and results of cultural anthropology which give an understanding of other cultures. Human origins, along with other aspects of modern anthropology, are also addressed from a Christian perspective. Diversity designation. Meets general education requirement.

ANTH 261. Stimulants and Culture. This course looks at legal stimulants and other "drug foods" (e.g., coffee, tea, chocolate, sugar, tobacco, yerba mate) in a time-frame bounded by the European colonial project in the Americas to the present in order to explore both personal affect, consumption, and identity construction as well as the development of systems of production and economic markets. (2)

ANTH 262. Latin American Borders and Frontiers. Margin making has been fundamental to the project[ion] of the nation state, although the lines that divide national boundaries are a recent construction. This is a class about what borders and frontiers mean and do. This course considers a range of themes - gender, race, nation-making, economics, aesthetics, geographic imaginary- as we move through a series of Latin American frontiers including Chicago itself. Diversity Designation. (2)

ANTH 282. Culture, Travel and Tourism. Tourism and other forms of international travel have become important sites of anthropological inquiry as increasing numbers of people have their most significant cross-cultural

experiences through the travel industry, either as participants or providers. This course will explore the anthropological literature around these phenomena, with a focus on the consequences of such travel for the construction of culture and cultural differences. (2)

ANTH 319. Colonialism and Redemption: Native American Culture and Theology from 1492 to Wounded Knee. An interdisciplinary course designed to explore the Native American experience through the lens of historical anthropology and theology. The course explores the experience and perspectives of the Native inhabitants of "Turtle Island" from the beginning of the colonial era up to the present day. The course also examines the role of Scripture, theology, and the Church during the time of European expansion across North America and the current relationship between First Nations peoples and Christianity, including developments in Native Christian theology. Meetings with Native Americans are part of the course. The themes of "colonialism" and "redemption" will bind together this theological, anthropological, and personal exploration. Diversity designation. Meets general education requirement. (2)

ANTH 324. Anthropology of Global Christianity. This course explores the diverse manifestations of Christianity around the globe. Using anthropological theory and method, particular attention will be paid to the non-Western church, exploring the relationship between the Gospel and culture around the world. Diversity designation. (2)

ANTH 331. Cultural Immersion Experience. A department approved cultural immersion experience. (0)

ANTH 341. Consumption and Material Culture. This class integrates the relationships between people and the things they consume. In particular, it is interested in the ways in which identities and relationships are generated through the processes and events of consumption. Case studies will be drawn from multiple national and international contexts and will highlight the embeddedness of these processes within the larger social and cultural systems. (2)

ANTH 353. Biculturalism. Principles of anthropology that highlight understanding of, and adapting to, other cultures, with focus on the problems of cross-cultural adaptation and ministry for the Christian. Relevant for HNGR interns, missions, C.E., and Biblical Studies majors, and all who are interested in cross-cultural work. Diversity designation. Meets general education requirement.

ANTH 354. Culture in the Contemporary World. Exploring how "culture" relates to identity, interpretation of Scripture, and the practice of the Christian life, this course provides students with an understanding of basic anthropological approaches to culture and how those approaches relate to contemporary issues such as racialization, language ideology, conceptions of gender, neocolonialism, and missions. Requires sophomore standing and above or consent of instructor. Diversity designation. Meets general education requirement.

ANTH 361. Medical Anthropology. Cultural differences in conceptions of illness and health care, and the processes of change in medical systems throughout the contemporary world. Relevant for health care professions, missions, HNGR. Diversity designation. (2)

ANTH 362. Globalization. The rapid increase in information and transportation technology has made Americans more aware than ever of the flow of culture around the world; Thai students can dine on Mexican food while listening to U.S. hip-hop. But what does it really mean? Is globalization a new stage of global culture or an old process in new garb? This class will explore the definition, phenomenon, and impact of globalization as it relates to the concept of culture. Diversity Designation. (2)

ANTH 363. Anthropology of Energy. In this class, we will look at the ways the production of energy has shaped the development of societies throughout the 19th, 20th, and 21st centuries. We incorporate geography and anthropology to explore how energy ties together hopes of prosperity, politics, and financial flows. Throughout the entire course, we return to the themes of "creation care" and "stewardship," loving our neighbor, and seeking to live the kingdom of God.

ANTH 376. Culture Theory. The culture concept has gone through numerous transformations since it was first introduced into anthropology in the nineteenth century, and this course briefly surveys historical theories in anthropology, but highlights structuralist, poststructuralist, postmodernist, Marxist, feminist, postcolonial, and transaction theories.

ANTH 381. Politics of Veiling in the Modern Middle East. This course approaches the diversity of life in the modern Middle East through the practices of veiling. Rather than a singular model or symbol, the veil emerges as a material object invested with various meanings through the complex intertwining of political, religious, and social life in societies from North Africa to Central Asia, and increasingly, the rest of the world. Diversity designation. (2).

ANTH 383X. Cities in the Global South. See [URBN 383](#). (2)

ANTH 385x. Field Research Methods. See [HNGR 385](#).

ANTH 393X. Placemaking in Urban Contexts. See [URBN 393](#). (2)

ANTH 421. Images of the Middle East in the Muslim World. The Arab Spring, 9/11, Islam, The Holy Land, Wars in Iraq, Afghanistan. There are very few places that are more controversial and more misunderstood than the Middle East. Ironically, the news reports we see on a daily basis only serve to make this part of the world more confusing. We will read canonical texts that help us engage and analyze how the Middle East and the Muslim world have been understood and misunderstood in Europe and the Americas. (2)

ANTH 435. Power and Gender in Southeast Asia. This course will focus on power and gender as key topics in anthropology of Southeast Asia. We will explore how these ideas intersect with other anthropological themes such as race, colonialism, nationalism, urbanization, and economic development. Diversity designation.

ANTH 478. Anthropology Through Film. The medium of film can provide a window into the heart of a society, giving the viewer a chance to see inside the culture and minds of a people. This course will use commercial ("Hollywood") films as opportunities to explore themes and theories in anthropology, in order to gain insight into anthropological concepts and the society(ies) or subcultures from which the films originate. Diversity designation. (2)

ANTH 482. Ethnographic Theory and Method. This course analyzes anthropological research and writing on fieldwork, while cultivating students' skills in the practice of ethnography. The production of knowledge, problems of evidence, experience and ethics, as well as issues of power and representation are discussed. Students frame and address theoretical problems through the development of an ethnographic research project, and through the processes of peer review, they refine this project throughout the semester, culminating in an original piece of anthropological research. Diversity designation.

ANTH 494. Senior Capstone. A capstone seminar which evaluates contemporary issues within anthropology to address the relationship between Christianity and anthropological epistemologies, theories, and methods. Prerequisite: [ANTH 116](#).

ANTH 495. Independent Study. Guided reading and research for the advanced students, or research internship in ongoing institutional or faculty research. Prerequisite: Permission of department chair. (1-4)

ANTH 496. Internship in Anthropology. Credit given in connection with an internship assignment in medical anthropology, missions, HNCR, cross-cultural settings which involve education, development, business, or family life with participation of a faculty anthropologist. Majors may apply eight hours of internship credit toward one anthropology elective course. See department for details, including course prerequisites. (4, 8)

Social Welfare Courses (SWEL)

SWEL 331. Introduction to Social Welfare. Examination and critique of the social welfare institution in America; its history, value orientation, issues past and present, and the agencies through which social welfare is administered. Christian perspective, agency visits, and field trip. (2)

SWEL 332. Human Services Practice. Development of self-awareness for the human services professional. Introduction to methods used in social work practice, interviewing, assessment, and treatment planning. Professional social workers as guest speakers. (2)

SWEL 496. Social Work Internship. A field experience providing opportunities for observation and participation in selected welfare agencies. Knowledge of community resources; skill and technique development; theory-in-practice experience. Offered as a block placement for an entire semester. Placements are made in the Chicago area. Sociology majors may apply eight hours of internship credit toward one sociology elective course. Prerequisites: [SWEL 331, 332](#). See department for details. (4, 8)

Gender Courses (GEND)

GEND 494. Advanced Gender Studies Seminar. This Capstone is an interdisciplinary course taught together by a faculty member in the social sciences and one in humanities. This course pulls together students' exploration of gender through the perspectives of theology, theory, sociology, history, and cultural studies. As partial fulfillment of requirements students will create a final project that explores a chosen topic in depth. Prerequisites: [SOC 347](#) or [BITH 383](#) or consent of certificate coordinator. Non-certificate students who have taken the prerequisites may take this course with permission of instructors. Diversity designation.

Urban Studies

Director, Associate Professor Noah Toly
Assistant Professor Christa Tooley

Through interdisciplinary study and experiential learning, the Urban Studies program fosters understanding of the causes and consequences of the urban condition, the origins and implications of urban issues, and the presence and influence of the city in the world. The program offers courses that 1) introduce cities and urban life; 2) present approaches to and methods of urban studies; 3) emphasize interdisciplinarity; 4) address key issues of urban experience; and 5) examine the relationship between the Christian faith and contemporary urban challenges.

Wheaton in Chicago, a semester-long, residential, experiential program, while available to all Wheaton College students, is required of all Urban Studies majors and minors. During the Wheaton in Chicago program, students will work with organizations in Chicago and select from among several available courses in Urban Studies and Biblical & Theological Studies. Students will have opportunities to earn general education and major credit. The Wheaton in Chicago program also emphasizes leadership, mentoring, and vocational discernment and includes student life and spiritual formation programming. The Wheaton in Chicago program is offered every fall semester.

The program provides a foundation for graduate study in social science and professional fields while preparing students for possible employment in fields such as advocacy, community and economic development, cultural affairs, ministry, policy, planning, and design, public health, research, social enterprise, and social work, among others.

Requirements for the Urban Studies major are 40 credit hours.

22-28 credit hours of core requirements include **URBN 112** The Social Life of Cities; **URBN 231** Chicago; **SOC 364** Urban Sociology; **BITH 376** Theologies of Transformation: Public & Political Theologies in Urban Context; **URBN 399** Pre-Field Preparation; **URBN 496** Internship (or approved internship in another department) or **URBN 296** Practicum; and **URBN 494** Advanced Urban Studies Seminar. Students must also take 6 credit hours from the following courses: **ECON 347** Urban Economics; **URBN 362** Global Cities; **URBN/PSCI 385** Urban Politics.

6-8 credit hours of research design and methods:

2-4 hours of research design, either **PSCI 215** Political Research or **SOC 482** Social Research.

4 hours of research methods, either **ANTH 482** Ethnographic Theory and Method; **AHS 391** Community-Based Research in Urban Public Health; **ECON 375** Econometrics for Business and Economics; **MATH 263** Introduction to Statistics; **GEOL 371** Introduction to Geographic Information Systems (GIS); **GEOL 372** GIS Practicum; **SOC 383** Statistics.

4-12 credit hours of electives must be chosen from among the following courses:

AHS 378	Community Health and the Urban Environment (4)
ART 329	Community Art (3)
ART 351	History of Art and Architecture II (4)
ECON 347	Urban Economics (2)
HIST 455	American Urban History (4)
PSCI 355	Race and the Politics of Welfare (2)
SOC 337	Racial and Ethnic Relations (4)
SOC 355	Social Class and Inequality (4)
SOC 359	American Suburbanization (4)
SOC 364	Urban Sociology (4)
URBN 352	Topics in Urban Studies (2)
URBN 354	Topics in Urban Studies (4)

URBN/PSCI 362	Global Cities
URBN 371	Race, Poverty, and Reconciliation
URBN 373	The City in Popular Culture (2)
URBN 383	Cities in the Global South (2)
URBN/PSCI 385	Urban Politics (2)
URBN 393	Placemaking in Urban Contexts (2)
URBN 495	Independent Study (2 or 4)

Requirements for the Urban Studies minor are 20 credit hours. These include **URBN 112** The Social Life of Cities; **URBN 231** Chicago; **URBN 399** Pre-Field Preparation; **BITH 376** Theologies of Transformation: Public and Political Theologies in Urban Context; **URBN 496** Internship (or approved internship in another department) or **URBN 296** Practicum; and **URBN 494** Advanced Urban Studies Seminar; and two to six credit hours of additional course work chosen from the list of approved core and elective courses for the major.

Students completing the pre-field, field, and post-field experiences of Wheaton in Chicago can complete the minor without additional coursework.

Urban Studies Courses (URBN)

URBN 112. The Social Life of Cities. Introduces the study of cities and their associated social phenomena, while crafting a biblically informed perspective upon various urban issues. Students engage a broad range of research upon cities in a variety of domestic and international contexts through class readings, lectures and multimedia presentations. Key concepts which have been used to characterize the distinctiveness of urban life are introduced and discussed, with attention to the comparative experiences of contemporary cities. (2)

URBN 231. Chicago: An Introduction. Survey of the city's ethnic, economic, and institutional diversity will be presented through lectures, slides, and field trips. Special emphasis on the problems and promises of urban life. Diversity designation. (2)

URBN 296. Practicum. Supervised field placements and mentorship in urban contexts. Students must have sophomore standing to be eligible. Provides opportunities for vocational discernment and requires students to think through the ways in which their field experience will inform the coursework they will complete as juniors and seniors. (4)

URBN 321. Urban Issues and Active Faith. An interdisciplinary course designed to help students integrate their internship, classroom, and daily life experiences while living in the city under the **Wheaton in Chicago** program.

URBN 352. Topics in Urban Studies. Selected topics, designed to give added breadth and depth to the understanding of cities and Urban Studies. May include such subjects as "The Chicago School" of Urban Studies, Urban Planning & Contemporary Environments, and The City in Film. Occasional. (2)

URBN 354. Topics in Urban Studies. Selected topics, designed to give added breadth and depth to the understanding of cities and Urban Studies. May include such subjects as "The Chicago School" of Urban Studies, Urban Planning & Sustainable Environments, and The City in Film. Occasional.

URBN 362x. Global Cities. See **PSCI 362**.

URBN 371. Race, Poverty, and Reconciliation. This course examines the social, economic and spiritual factors involved in racial reconciliation and overcoming poverty and how people of faith are developing strategies to build bridges across racial and economic barriers.

URBN 373. The City in Popular Culture. Explores common representations of the city as they emerge within the media of popular culture. These characterizations of the city are critically considered within frameworks of anthropological analysis and therefore highlight issues of meaning, practice, history and human agency. (2)

URBN 383. Cities in the Global South. Cities in the global south today face a variety of challenges, requiring careful negotiation through policy and everyday practice. This course introduces students to the particular issues which colonial histories and peripheral participation in global markets have produced in some key cities of the global

south. Strategies and innovations for future development are presented as possibilities for local agency and transformation. (2)

URBN 385x. Urban Politics. Diversity designation. See [PSCI 385](#).

URBN 391x. Community Based Research and Public Health. See [AHS 391](#).

URBN 393. Placemaking in Urban Contexts. Explores the processes by which particular configurations of history, identity and landscape are transformed into identifiable and meaningful places in the construction and development of cities. Case studies will be drawn from multiple cities around the world, including Scotland, China, and Africa and will examine the use of local and global narratives, images, and logics, highlighting the socially contested and constructed nature of this process. (2)

URBN 399. Pre-Field Preparation. Prepares students for undertaking a field experience in Chicago with the Wheaton In Chicago program. Through correspondence with a faculty member in Urban Studies, students are introduced to relevant practical issues and challenges, particularly related to cross-cultural competencies, as well as many resources which will be available to them through the duration of their experiential education program. This course equips students to maximize the impact of their urban field experience, develop practical intercultural skills, and positively and holistically contribute to life in a community. (0)

URBN 455x. American Urban History. See [HIST 455](#).

URBN 494. Advanced Urban Studies Seminar This capstone course requires integrative, interdisciplinary reflection upon emerging urban forms, urban field experiences, and vocation. Undergraduate students must have completed an urban field experience (e.g., Wheaton in Chicago) or internship prior to enrolling in the course, unless they secure the consent of the Urban Studies Program Director. (2)

URBN 495. Independent Study. Directed reading and research during the student's urban field experience. (2-4)

URBN 496. Internship. Supervised field experience in an urban setting, usually Chicago. The internship is designed to meet the particular interests of the student, as well as the needs of the host organization and neighborhood. Graded pass/fail. (8)

The Conservatory of Music

Faculty

Michael Wilder, Ph.D.	Dean, Conservatory, Arts & Communication, Professor of Music
Mary Hopper, D.M.A.	Director, Performance Studies, Professor of Music (Choral Music & Conducting)
Tony Payne, D.M.	Director, Special Programs, Associate Professor of Music
Timothy Yontz, Ph.D.	Director, Music Education, Professor of Music (Music Education)
Edward Zimmerman, D.M.A.	Director, Academic Studies, Professor of Music (Organ, Harpsichord)
Karin Edwards, D.M.	Professor of Music (Piano)
Daniel Horn, D.M.A.	Professor of Music (Piano)
Kathleen Kastner, D.M.A.	Professor of Music (Percussion)
Jonathan Saylor, Ph.D.	Professor of Music (Music History & Bassoon)
Daniel Sommerville, D.M.	Professor of Music (Orchestral Music & Conducting)
Howard Whitaker, Ph.D.	Professor of Music Emeritus (Composition & Music Theory)
Johann Buis, D.A.	Associate Professor of Music (Music History)
Carolyn Hart, D.M.A.	Associate Professor of Music (Voice)
Sarah Holman, D.M.A.	Professor of Music (Voice)
Lee Joiner, D.M.A.	Associate Professor of Music (Violin)
Shawn Okpebholo, D.M.A.	Associate Professor of Music (Composition & Music Theory)
Terry Schwartz, D.M.A.	Associate Professor of Music Emeritus (Trumpet)
David Gordon, Ph.D.	Assistant Professor of Music (Composition & Music Theory)
Gina Yi, Ph.D.	Assistant Professor of Music (Music Education)
John Trotter, D.M.A.	Associate Professor of Music (Choral Music & Conducting)
Andrew Anderson, M.M.	Guest Lecturer in String Bass
Don Baddorf, B.A.	Guest Lecturer in Digital Music Technology
Beth Bauer, D.M.E.	Guest Lecturer in Pedagogy and Internships
Michael Bazan, B.M.	Guest Lecturer in Saxophone
Jennie Brown, D.M.A.	Guest Lecturer in Flute
Melanie Cottle, Mus. B.	Guest Lecturer in French Horn
Christopher Davis, M.M.	Guest Lecturer in Trombone
James Davis, M.M.	Guest Lecturer in Jazz Trumpet
Katie Ernst, M.M.	Guest Lecturer in Jazz
Michael Folker, M.A.	Guest Lecturer in Percussion
Denise Gamez, M.M.	Guest Lecturer in Voice
Matthew Gemmill, M.M.	Guest Lecturer in Music
Lucas Gillan, B.M.	Guest Lecturer in Jazz Percussion
Rose Griffin, M.M.	Guest Lecturer in Viola
Kevin Harrison, M.M.	Guest Lecturer in Tuba
Deborah Hollinger, M.M.	Guest Lecturer in Piano
Misook Kim, D.M.A.	Guest Lecturer in Music Theory
Kari Lee, M.M.	Guest Lecturer in Trumpet
Cheryl Lim, M.M.	Guest Lecturer in Piano
Christopher Lorimer, M.M.	Guest Lecturer in Voice
Sung Hoon Mo, D.M.A.	Guest Lecturer in Piano
Ann Montzka-Smelser, M.M.	Guest Lecturer in Suzuki
Trevor O'Riordan	Guest Lecturer in Clarinet
Sharon Polifrone, M.M.	Guest Lecturer in Violin
Stephen Ramsdell, M.M.	Guest Lecturer in Guitar
Faye Seeman, M.M.	Guest Lecturer in Harp
Jocelyn Shoulders	Guest Lecturer in Violoncello
Steven Sjobring, B.M.	Guest Lecturer in Music Education

Linc Smelser, M.M.
Aaron Stampfl, D.M.
Robin Sterling, M.M.
Deborah Stevenson, M.M.
Anne Sullivan, M.M.
Julie Tehan, M.M.
Brian Torosian, D.M.A.
Maria Walford, Ph.D.
Greg Wheatley, M.M.
Bradley Williams
Paul Zafer, M.M.

Guest Lecturer in Violoncello
Guest Lecturer in Piano
Guest Lecturer in Voice
Guest Lecturer in Oboe
Guest Lecturer in Music
Guest Lecturer in Music Education
Guest Lecturer in Classical Guitar
Guest Lecturer in Italian
Guest Lecturer in Music Theory
Guest Lecturer in Jazz Piano
Guest Lecturer in Violin

Program Objectives

The Conservatory of Music exists to provide a program of comprehensive music training in a Christ-centered environment that fosters musical excellence, achievement, and creativity. In service to church and society, the Conservatory provides music experiences intended to inspire joy and passion among all students of Wheaton College, while serving as a cultural resource for the college, community and the world.

Six music degree programs are offered through the Conservatory of Music: Bachelor of Music in Performance, Bachelor of Music in Composition, Bachelor of Music in History and Literature, Bachelor of Music Education, Bachelor of Music in Pedagogy, and Bachelor of Music with Elective Studies in Outside Fields. Additionally, the Bachelor of Arts in Music is offered through Arts and Sciences.

All music degree programs can be completed in eight semesters; however, nine semesters may be necessary for the **Bachelor of Music Education** degree. The Bachelor of Music Education degree is the approved teacher education program for students planning to teach elementary and/or secondary music and is the only means to Illinois state certification.

Admission

Those wishing to pursue any Bachelor of Music degree (including the Bachelor of Music Education degree) should use the Conservatory of Music application **available online**.

Those wishing to pursue a **Bachelor of Arts degree in music** should complete the **on-line application** to the Liberal Arts College. The deadline for applications is January 10 for the following academic year.

In addition to the requirements for college admission, the following are required for all Conservatory of Music applicants: an audition (see entrance requirements for Conservatory of Music majors below), one Music Teacher Recommendation, and a Music Information Profile (in which the applicant details training and experience). Those interested in pursuing a Bachelor of Arts degree with a major in music are admitted on the same basis as other Liberal Arts applicants, without the Music Information Profile, Music Teacher Recommendation, or the audition.

Current Liberal Arts students desiring to enroll in a B.M./B.M.E. degree program must complete the Music Information Profile, submit one Music Teacher Recommendation, and schedule an audition. Any student currently taking private lessons may, by prior arrangement, use the private lesson jury as an audition.

Entrance Requirements for Conservatory of Music Majors (Bachelor of Music & Bachelor of Music Education degrees)

Auditions are required of all applicants to the Conservatory of Music. On campus auditions are strongly recommended, and are required for applicants living within 350 miles of campus. Applicants living more than 350 miles from campus may submit a recorded audition, if necessary.

Instructions for Recorded Auditions

Acceptable formats, in order of preference, are: DVD and CD, with DVD preferred. The recording should be of the best possible sound quality and should represent the student's very best efforts. Label the recording with your name, instrument or voice part, and audition repertoire. The recording may not be edited or spliced, except to add tracks or chapters.

Repertoire requirements for recorded auditions are identical to those conducted on campus. Note: Instrumentalists should play two scales and two arpeggios (four total). Recorded auditions must be postmarked by November 15 for Early Action and February 15 for Regular Action.

Mail to: Admissions Office - Wheaton College,
501 College Avenue, Wheaton, IL 60187

Audition Requirements

The requirements that follow are for Bachelor of Music in Performance majors (performance levels are adjusted for other music degrees). Repertoire equivalent in difficulty is acceptable. Memorization is required for piano and voice auditions and recommended for all others. See additional requirements for Composition, and History/Literature degrees.

Bassoon—Major and harmonic minor scales through four sharps and four flats; an etude that provides a good representation of technical development, such as one of the Weissenborn *Advanced Studies*. A solo work demonstrating maturity as a musician: inclusion of both a fast and slow movement preferred.

Cello—Three octave major and harmonic minor scales through four sharps and four flats; an etude of the applicant's choice; a first movement of a concerto, such as Haydn C Major or Boccherini B-flat Major; a movement of a J.S. Bach suite.

Clarinet—Major and harmonic minor scales through four sharps and four flats (two octaves, tongued) E, F, and G scales should be three octaves. Two etudes of contrasting style: one demonstrating technical development, the other a slow etude from the Rose *32 Etudes*. One solo piece from the following works: Weber *Concertino*, Weber *Concerto No. 1* (first movement), or Mozart *Concerto* (first movement).

Doublebass—Three two-octave scales and one three-octave scale. An etude of the applicant's choice, representing the highest level of technical achievement; two compositions of the applicant's choice, at least of the difficulty level of the Eccles *Sonata*, or a concerto first movement; an orchestral excerpt, Mozart or Beethoven are recommended.

Euphonium—Major scales A-flat, D-flat, G-flat, B, and chromatic scale through two octaves. An etude from Rochuet/Bordogni *Melodious Etudes* or equivalent. A technical etude from Tyrell, Kopprasch, or Arbans. A solo, such as *Andante and Allegro* by Barat, or *Sonatina* by Hutchinson.

Flute—Prepare either: Exercise EJ#4, in its entirety, from Taffanel-Gaubert – *17 Grands Exercices Journaliers de Mécanisme* – or a complete exercise from Reichert – *Seven Daily Exercises*, op.5. Prepare an Etude or Caprice by Anderson, Berbiguier or Karg Elert. Prepare a work of your choice and one complete work by Bach, Mozart, or Handel.

Guitar—Etudes by Brouwer, Sor, Cacassi, Carulli, Giuliani, or Aguado. Two contrasting pieces—one piece, slower in tempo, should demonstrate an ability to shape phrases and control rubatos, tenutos, and dynamics. The second piece should be faster in tempo, demonstrating a technical command of scales, arpeggios, slurs, shifts, etc. Any dances from the Lute works or Cello works of J.S. Bach will be especially valuable at the audition, although not required. Jazz Guitar: Solo guitar arrangement of a jazz standard and an ensemble (or play-along) rendition of an up-tempo bebop (blues, rhythm changes, etc.) composition with a chorus of improvisation.

Harp—Scales and Tonic Glissandos in all Keys. Etudes such as Salzedo: *Conditioning Exercises for Harp* or Salzedo/Lawrence: *Method for the Harp*. Two contrasting pieces such as: *Sonata in C minor* by Peschetti, *Sonatina I, II* by Dusek, *The Harmonious Blacksmith* by Handel/Salzedo, *Impromptu Caprice* by Pierne, *A Ceremony of Carols* by Britten, *Concerto in B Flat* by Handel, or any of the following pieces by Salzedo: *Suite of Eight Dances*, *Song in the Night*, *Tango*, or *Rhumba*.

Horn—Three pieces of contrasting styles by different composers and periods which demonstrate range, technique, lyrical style, and dynamic contrast. Those auditioning for performance should prepare several varied orchestral excerpts.

Oboe—Major and harmonic minor scales through four sharps and four flats. An etude that demonstrates the fullest extent of the student's technical development. Three important orchestral excerpts, contrasting in nature, such as Brahms *Violin Concerto*, 2nd mvt., Beethoven *Symphony No. 3, Overture to Italian in Algiers* by Rossini.

Organ— (a) Two organ works of contrasting periods and styles, one fast and articulate, and the other slow and lyrical, demonstrating the student's best efforts and abilities; (b) one prepared hymn; (c) sight reading. Students with no previous organ study may elect to audition on piano with pieces such as 1) two J.S. Bach Two- or Three-part Inventions, 2) a fast movement from a Classical sonata (Haydn, Mozart, Beethoven, et al.), 3), and a Romantic or 20th-century work.

Percussion—Performance on snare drum, keyboard percussion, and timpani. Any solo, etude, or excerpt that best reflects the student's experience and ability as a percussionist in these areas will be accepted.

Piano (Bachelor of Music in Performance)—Three compositions: 1) a Bach three-part *Sinfonia* or a *Prelude and Fugue* from the Well-Tempered Clavier; 2) an Allegro movement from a sonata by Haydn, Mozart, or Beethoven (achievement level of at least Haydn D Major, Hob.XVI:37, Mozart K. 282, or Beethoven Op. 79); 3) either a nineteenth- or twentieth-century work (achievement level of at least Schubert *Impromptu*, Op. 142 No. 2, Bartok *Sonatina*, or Debussy *Arabesque*). Prepare four major and four harmonic minor scales: two should begin on a black note and two on a white note., each performed over a four-octave span, hands together, minimum quarter note = 84, 4 notes per beat. Major and minor triad arpeggios in the same sharp keys and flat keys, four-octave span, hands together, minimum quarter note = 72, 4 notes per beat. Applicants also must submit a repertoire list of significant works performed over the last four years.

Piano (All other music degrees)—Three compositions: 1) a Bach two-part Invention; 2) an Allegro movement from an easier sonata by Haydn, Mozart, or Beethoven (achievement level of at least Beethoven Op. 49 No. 1 or Mozart K. 545); 3) either a nineteenth- or twentieth-century work (achievement level of at least Chopin *Prelude* Op. 28 No. 6, Schumann *Scenes of Childhood*, Roy Harris *Little Suite*, Kabalevsky *Sonatina* Op. 13 No. 1). Prepare four major and four harmonic minor scales: two should begin on a black note and two on a white note, each performed over a four-octave span, hands together, minimum quarter note = 72, 4 notes per beat. Major and minor triad arpeggios in the same sharp keys and flat keys, four-octave span, hands together, minimum quarter note = 60, 4 notes per beat. Applicants also must submit a repertoire list of significant works performed over the last four years.

Saxophone—Major and harmonic minor scales through four sharps and four flats; these scales should be played the full range of the instrument. Chromatic scale throughout the full range of the instrument. Two etudes of contrasting style: one demonstrating technical development, the other a slow etude. (i.e. the Ferling Studies.) These studies should demonstrate the fullest extent of the student's musical development. A major work such as the Glazounov *Concerto* or the Creston *Sonata*.

Trombone— Major scales A-flat, D-flat, G-flat, B, and chromatic scale through two octaves. An etude from Rochuet/Bordogni *Melodious Etudes* or equivalent. A technical etude from Tyrell, Kopprasch, or Arbans. An etude from Blazhevich *Studies in Clefs* (Alto and Tenor Clef). A solo such as Guilmant: *Morceau Symphonique*, David, Larsson. Bass trombone: Solo such as Lebedev, McCarty, *Three Easy Pieces* by Hindemith, or *Concertino* by Lieb.

Trumpet—Three contrasting trumpet solos that demonstrate an understanding of style, interpretation, and phrasing, as well as tone quality, dynamics, range, and technique. Select solos from three different historic/stylistic periods. For example: Handel, *Concerto in D Minor*, Hummel, *Concerto in E-flat Major*, and the *Concerto* by Arutunian. Please play only representative passages from the solos. Also include three orchestral excerpts.

Tuba—Major scales A-flat, D-flat, G-flat, B, and chromatic scale through two octaves. A legato etude from Concone, Fink, or Bordegni/Rochnet. A technical etude from Tyrell, Kopprasch, or Arbans. A solo such as

Suite for Tuba by Hadad, *Concertino* by Frackenpuhl, *Air and Bourée* by Bach, *Adagio and Allegro* by Telemann.

Viola— Scales and Arpeggios: D major and D minor (harmonic or melodic) 3-octave scales and arpeggios to be played slurring three notes at a time. One etude from Kreutzer, Mazas, Campagnoli, or Fuchs. Two contrasting movements from Bach – Cello Suites, Violin Sonatas and Partitas. One movement from a substantial work such as: Hoffmeister- *Concerto in D Major* (mvt I), Stamitz- *Concerto in D Major* (mvt 1 or 3), Bloch- *Suite Hebraïque* (mvt 1), J.C Bach- *Concerto* (mvt 1 or 3), Hindemith- *Der Schwanendreher* (mvt 1 or 2), Schumann- *Fairy Tales* (any mvt), Schubert- *Arpeggione Sonata* (any mvt), Walton- *Concerto for Viola* (mvt I), Bartok- *Concerto for Viola* (mvt 1), Brahms- *Sonatas Op. 120 No. 1 or 2* (any mvt), Bruch- *Romance*.

Violin—Three octave major and melodic minor scales and arpeggios through four sharps and four flats; a movement of a solo Bach sonata or partita; an etude, such as Kreutzer, Dont, or Rode; a first movement of a standard concerto, such as Mozart, Mendelssohn, Bruch, Lalo, or Barber. Applicants are welcome to demonstrate any work they may have done in improvisation or composition.

Voice—Three songs of contrasting nature: 1) An Italian, German, or French art song; 2) An American or British art song; 3) Own choice. Tonal quality, pitch perception, and poetic sense will be evaluated along with sight singing and rhythm. An accompanist is provided for all voice auditions. Please notify the Conservatory Admissions Counselor if you will not need the staff accompanist.

Additional Requirements for the Bachelor of Music in Composition Degree

Bachelor of Music (Composition). In addition to the primary instrument audition, applicants should submit a portfolio of three to four original compositions (no arrangements), preferably with recordings. Compositions will be evaluated based on the following criteria: originality, musical interest, quality of instrumental/vocal writing, and accuracy of notation. An interview with the composition faculty is also required.

Performance Opportunities

The Conservatory of Music maintains six large scale performing ensembles: Concert Choir, Jazz Ensemble, Men's Glee Club, Symphonic Band, Symphony Orchestra, and Women's Chorale. Performance opportunities are numerous and varied, including on-campus concerts and off-campus presentations in churches, schools, and concert halls.

Student recitals and studio classes are held regularly; junior and senior recitals are presented throughout the school year. Additional performance opportunities are available through the percussion ensemble, jazz combos, and string, woodwind, and brass chamber music ensembles. Opera Music Theater stages a full production every year and scenes at the end of spring semester.

The Conservatory's annual Concerto Competition features divisional competitions for keyboard, winds/percussion, strings, and voice. Divisional winners perform with the Wheaton College Symphony Orchestra on the Concert Competition Honors Concert. A Finalist is chosen from among the divisional winners and becomes the recipient of the Ben Heppner Prize. The winning piece of the annual Composition Competition is also performed on the Concerto Competition Honors Concert. A Chamber Music Competition is also held annually. Winners of the Concerto and Chamber Music Competitions are featured on the Festival of Faith.

Other Music Opportunities

The Artist Series at Wheaton College brings to campus such internationally renowned artists and ensembles as Sylvia McNair, Canadian Brass, Royal Philharmonic Orchestra, and conductor Lorin Maazel. The Faculty Recital Series features a variety of faculty soloists and ensembles, emphasizing the integration of teaching and performing.

Off-campus summer programs include **Arts in London** and **Music and Ministry in the Great Cities of Europe**. Contact Conservatory of Music for further information.

Membership in the **Music Educator's National Conference** (MENC) is open to all students and faculty. Local collegiate MENC chapter meetings are held, field trips are taken, and participation in state and national conferences and clinics is encouraged. Membership in the student chapter of the **American Guild of Organists** (AGO) is open to organists as well as others seeking extracurricular experience in church music and professional organ playing. Participation in the **National Association of Teachers of Singing** (NATS) is open to voice students and offers competitive experiences, as well as special events for young singers. Membership in the international **Percussive Arts Society** (PAS) is open to percussion students. Benefits include access to publications, online research tools and the annual convention (PASIC), which features concerts, clinics, master classes and presentations, showcasing all areas of percussion. Students interested in choral conducting are encouraged to join the American Choral Directors Association (ACDA) and attend state, divisional and national conferences.

Music Resources

The music holdings of the Buswell Memorial Library include 7,000 music books, 12,000 scores, 60 music journal subscriptions, 5,000 audio compact discs and a total of 11,000 recordings, and the Naxos Music Library streaming service. There are seven listening stations, as well as a group listening room and a seminar room. In addition, the library holds the complete works of 60 composers.

The Music Technology Lab includes 16 workstations each with Kawai 88-note weighted action digital pianos. 6 workstations are equipped with an Apple Mac Mini with MIDI connections to the pianos. Installed software includes Finale 2011 and Sibelius 6.

Trackside Studio houses a complete 5.1 surround sound system utilizing sound modules from Korg, Kurzweil and Roland. Installed software includes Logic Studio 9, Pro Tools 9, Finale 2011, and Sibelius 6 along with many 3rd party virtual instruments and plugins.

Shea Studio, located in the Billy Graham Center, is a state-of-the-art, 5.1 surround sound Pro Tools/HD based digital recording studio.

Conservatory keyboard instruments include a four-manual, 50-stop, 70-rank Casavant mechanical action organ, Op. 3796 (2001), with dual mechanical action and digital consoles, the largest of its type in the area. A two-manual and pedal mechanical action organ of 14-stops and 17 ranks by Charles Hendrickson was installed in Pierce Chapel in 2011. In addition, the Conservatory has available a number of other organs for practice and performance, including a two-manual Schlicker, two two-manual Roderer mechanical-action instruments, an additional two-manual tracker by Charles Ruggles, and a continuous-transportable organ built by Thomas Donahue after Gerhard Brunzema. Harpsichords include instruments by Kingston and Sabathil; four concert grand pianos, including a handmade Shigeru Kawai EX 9' concert grand, and approximately 90 teaching and practice pianos. More than 300 orchestral instruments are available for training, practice and performance.

Degree Requirements

Six music degree programs are offered through the Conservatory of Music. Five of these programs - **Bachelor of Music in Performance**, **Bachelor of Music in Composition**, **Bachelor of Music in History and Literature**, **Bachelor of Music in Pedagogy**, and **Bachelor of Music with Elective Studies in an Outside Field** - award the **Bachelor of Music (BM)** degree. One of these degree programs - Bachelor of Music Education awards the BME degree. Additionally, the **Bachelor of Arts in Music** is offered through the College of Arts and Sciences.

Students in any of the BM programs can choose to complete more than one major only if the additional major is within a BM program. Students in the BME program cannot pursue more than one major. Both BM and BME students may pursue dual degrees (refer to **Academic Requirements** in the catalog).

Bachelor of Music (Performance)

The Bachelor of Music degree in Performance provides comprehensive music training that encourages the formation of performing artists capable of meaningful contributions to society and the church. The four-year curriculum with a major in piano, organ, voice, or orchestral instrument is designed for those who are contemplating a variety of graduate programs or careers in music.

General Education

Biblical and Theological Studies
Writing

Literature

Art
History
Philosophy
Diversity

Electives

Applied Health Science

32 hours

8 hours (BITH 111, 212, 214, 316)

4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)

2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)

2 hours (ART 101, 102, 211, 221, 231, or 302)

4 hours (HIST 101, 105, 111, or 115)

4 hours (PHIL 101)

2 courses (See Liberal Arts General Education for courses)

6 hours (non-music general education courses, see Liberal Arts general education courses)

2 hours (AHS 101)

Individual Performance (MUIP)

Primary Instrument

24 hours

24 hours (MUIP 201-422)

Music Theory & Composition (MUTC)

Music Theory 1-4
Aural Skills 1-5

16 hours

11 hours (MUTC 151, 171, 241, 261)

5 hours (MUTC 152, 172, 252, 272, 352)

Context Studies (MUCS)

Music Before 1600
Baroque and Classical Music
Nineteenth-Century Music
World Music
Twentieth-Century Music
Senior Capstone
Literature of the Instrument

18 hours

2 hours (MUCS 261)

4 hours (MUCS 262)

2 hours (MUCS 263)

2 hours (MUCS 264)

4 hours (MUCS 361)

2 hours (MUCS 494)

2 hours (MUCS 323-329)

Methods Studies (MUMS)

Introduction to Music Studies
Basic Conducting & Lab
Pedagogy I
Pedagogy II (not required of Organ Majors)

9 hours

2 hours (MUMS 115)

3 hours (MUMS 248/346)

2 hours (MUMS 255)

2 hours (MUMS 321:1-8)

Ensemble Performance (MUEP)

Large Ensemble (8 semesters)
Chamber Music

8 hours

4 hours (MUEP 213-218)

4 hours (MUEP 356, 357, 358, 371:1-7)

Electives from MUTC, MUCS, MUMS

Voice Majors only
English & Italian Diction
French & German Diction
Italian Grammar for Singers

8 hours

2 hours (MUMS 141)

2 hours (MUMS 245)

2 hours (MUMS 243)

Recital and Concert Attendance (MUEP)

Eight semesters

0 hours (MUEP 219)

Free Electives (may include music courses) 10 hours

Voice Majors only (from Free or General Education Electives):	
French	4 hours
German	4 hours
Organ Majors only (from Free Electives):	
Organ Service Playing & Teaching	3 hours (MUMS 349)
Portfolio	0 hours (MUMS 494)
Piano Proficiency (Consult Conservatory Handbook)	
Junior Recital	0 hours (MUIP 394)
Senior Full Recital	0 hours (MUIP 494)
Total hours required for degree	125 hours

Bachelor of Music (Composition)

The Bachelor of Music degree in Composition provides comprehensive training aimed at the development of skills and imagination necessary to create compelling music in a variety of professional contexts, as well as in the church and community. The program encourages an openness to diverse styles and genres, and emphasizes growth in craft and purposeful creativity. Resources include a state-of-the-art Digital Music Studio. Concerts of student works are presented at the end of each semester, and a full composition recital is required in the senior year.

General Education	32 hours
Biblical and Theological Studies	8 hours (BITH 111, 212, 214, 316)
Writing	4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)
Literature	2 hours (Any except ENGL 225, 226, 326, 327, 485, or 486)
Art	2 hours (ART 101, 102, 211, 221, 231, or 302)
History	4 hours (HIST 101, 105, 111, or 115)
Philosophy	6 hours (PHIL 101 and PHIL 216)
Diversity	2 courses (See Liberal Arts General Education for courses)
Electives	4 hours (non-music general education courses. See Liberal Arts general education courses)
Applied Health Science	2 hours (AHS 101)
Music Theory & Composition (MUTC)	48 hours
Music Theory 1-4	11 hours (MUTC 151, 171, 241, 261)
Aural Skills 1-5	5 hours (MUTC 152, 172, 252, 272, 352)
MUTC Elective	2 hours (MUTC 343, 364, 389)
Music Notation	2 hours (MUTC 111)
Composition	16 hours (MUTC 122, 231, 232, 331 (4 hrs), 451 (6 hrs))
Counterpoint	2 hours (MUTC 353 or 354)
Orchestration	2 hours (MUTC 355)
Arranging	2 hours (MUTC 356)
Digital Music Technology I	2 hours (MUTC 233)
Digital Music Technology II	2 hours (MUTC 333)
Context Studies (MUCS)	16 hours
Music Before 1600	2 hours (MUCS 261)
Baroque and Classical Music	4 hours (MUCS 262)
Nineteenth-Century Music	2 hours (MUCS 263)

World Music	2 hours (MUCS 264)
Twentieth-Century Music	4 hours (MUCS 361)
Senior Capstone	2 hours (MUCS 494)
Methods Studies (MUMS)	7 hours
Introduction to Music Studies	2 hours (MUMS 115)
Basic Conducting & Lab	3 hours (MUMS 248/346)
Vocal Techniques for Composers	2 hours (MUMS 343)
Percussion Techniques for Composers	2 hours (MUMS 344)
Individual Performance (MUIP)	10 hours
Primary Instrument	10 hours (MUIP 201-422)
Ensemble Performance (MUEP)	4 hours (MUEP 213-218)
Large Ensemble (8 semesters)	
Recital and Concert Attendance (MUEP)	0 hours (MUEP 219)
Eight semesters	
Music Electives	2 hours
Any combination MUCS or MUMS 341:1-6	
Free Electives (may include music courses)	8 hours
Composition Portfolio	0 hours (MUMS 494)
Senior Recital	0 hours (MUIP 494)
Piano Proficiency (Consult Conservatory Handbook)	
Total hours required for degree	127 hours

Bachelor of Music Education

The Bachelor of Music Education degree provides comprehensive music and professional training aimed toward teaching K-12 music in public or private schools. Music education study encourages the formation of school music teachers who will be agents of change, employing effective instructional strategies while imparting a broad scope of musical practice and cultural distinctiveness. This degree program meets the requirements for an Initial Special (K-12) license in the State of Illinois. Minor program changes may occur due to state requirements. Reciprocal licensure is possible in many states.

General Education

Biblical and Theological Studies
Oral Communication
Written Communication

Mathematics
Biological and Physical Sciences

History
English Literature

Humanities
Social Science
Applied Health Science
Diversity

36 hours

8 hours (BITH 111, 212, 214, 316)

2 hours (COMM 101 or 252)

4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)

2 hours (See Quantitative Skills Competency)

6 hours (One laboratory course and 2 hrs. approved Gen Ed Science course)

4 hours (HIST 101, 105, 111 or 115)

2 hours (Any except, ENGL 225, 226, 326, 327 485 or 486)

2 hours (ART 101 or PHIL 216)

4 hours (Choose from Gen. Ed. Social Science courses)

2 hours (AHS 101)

2 courses (See Liberal Arts Gen. Educ. for courses)

Music Theory & Composition (MUTC)

Music Theory 1-3
Aural Skills 1-5

13 hours

8 hours (MUTC 151, 171, 241)

5 hours (MUTC 152, 172, 252, 272, 352)

Context Studies (MUCS)

Baroque and Classical Music
Nineteenth-Century Music
World Music
Twentieth-Century Music
MUCS Elective

14 hours

4 hours (MUCS 262)

2 hours (MUCS 263)

2 hours (MUCS 264)

4 hours (MUCS 361)

2 hours (MUCS 261, 355, 356, 494)

Methods Studies (MUMS)

Introduction to Music Studies
Basic Conducting & Lab
Choose one (3 hours):
 Choral Conducting & Lab
 Instrumental Conducting & Lab
Techniques (7 hours):
 Instrumental & Keyboard Primary Instruments
 Vocal Primary Instrument
Elementary School Music/Practicum
Choose one (3 hours):
 Choral Methods/Practicum
 Instrumental Methods/Practicum

21 hours

2 hours (MUMS 115)

3 hours (MUMS 248/346)

3 hours (MUMS 311/346)

3 hours (MUMS 312/346)

6 hours (MUMS 342 required, plus any MUMS 141, MUMS 245, MUMS 341:1-6)

1 hour (any MUMS 141, MUMS 245, MUMS 341:1-6)

3 hours (MUMS 473, 473L)

3 hours (MUMS 471, 471L)

3 hours (MUMS 472, 472L)

Music Electives (MUCS, MUMS, MUTC)

3 hours

Professional Education (EDUC)

School and Society
Teaching Ethnically and Linguistically Diverse Students
Psych & Dev Contexts/Practicum

26 hours

2 hours (EDUC 135)

2 hours (EDUC 136)

5 hours (EDUC 225, EDUC 225L)

Philosophical Foundations of Education	3 hours (EDUC 497)
Learning Differences/Practicum	3 hours (EDUC 305, 305L)
Senior Education Seminar	2 hours (EDUC 494)
Student Teaching	9 hours (EDUC 496)
Individual Performance (MUIP)	14 hours
Primary Instrument	14 hours (MUIP 201-422) (2 hours may be met by piano or voice lessons to meet proficiency)
Ensemble Performance (MUEP)	3 hours (MUEP 213-218)
Large Ensemble	
Every semester, except student teaching semester, up to eight semesters	
Recital and Concert Attendance (MUEP)	0 hours (MUEP 219)
Every semester, except student teaching semester, up to eight semesters	
Portfolio	0 hours (MUMS 494)
Additional Requirements	
Half Senior Recital (MUIP 492)	
Proficiency in piano and voice (credit may be earned in MUIP)	
Admission to WheTEP (Wheaton Teacher Education Program)	
Illinois Test of Academic Proficiency (TAP)	
Illinois Content Area Exam	
Illinois Assessment of Professional Teaching Exam	
Total hours required for degree	130 hours

Bachelor of Music (History and Literature)

The Bachelor of Music degree in Music History-Literature provides comprehensive music training aimed toward further study in musicology or related fields and encourages the formation of a diverse approach to music scholarship. The Music History-Literature degree prepares students for entrance into graduate programs and careers in musicology and college teaching, in addition to music criticism, broadcasting, publishing, and library/archival science.

General Education

Biblical and Theological Studies
Writing

Literature

Art
History
Philosophy
Social Science
Diversity

Physics of Music
Foreign Language

Applied Health Science

42 hours

8 hours (BITH 111, 212, 214, 316)

4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)

2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)

2 hours (ART 101, 102, 211, 221, 231, or 302)

4 hours (HIST 101, 105, 111, or 115)

6 hours (PHIL 101 and 216)

4 hours

2 Courses (See Liberal Arts General Education for courses)

2 hours (PHYS 205)

8 hours (German or French; if proficient in one language elect the opposite)

2 hours (AHS 101)

Context Studies (MUCS)

Music Before 1600
Baroque and Classical Music
Nineteenth-Century Music
World Music
Twentieth-Century Music
Style Analysis
Senior Capstone
Intro to Music Research and Bibliography
MUCS Electives
Senior Document

28 hours

2 hours (MUCS 261)

4 hours (MUCS 262)

2 hours (MUCS 263)

2 hours (MUCS 264)

4 hours (MUCS 361)

2 hours (MUCS 433)

2 hours (MUCS 494)

2 hours (MUCS 363)

6 hours

2 hours (MUCS 495)

Music Theory & Composition (MUTC)

Music Theory 1-4
Aural Skills 1-5
Counterpoint
Orchestration

20 hours

11 hours (MUTC 151, 171, 241, 261)

5 hours (MUTC 152, 172, 252, 272, 352)

2 hours (MUTC 353 or 354)

2 hours (MUTC 355)

Methods Studies (MUMS)

Introduction to Music Studies
Basic Conducting & Lab

5 hours

2 hours (MUMS 115)

3 hours (MUMS 248/346)

Individual Performance Studies (MUIP)

Primary Instrument
Secondary Instrument

14 hours

10 hours (MUIP 201-422)

4 hours (MUIP 101-122)

Ensemble Performance (MUEP)

Large Ensemble (eight semesters)

4 hours (MUEP 213-218)

Music Electives (from MUCS, MUTC, MUMS, MUEP, MUIP)

4 hours

Recital and Concert Attendance (MUEP) Eight Semesters	0 hours (MUEP 219)
Free Electives (may include music courses)	8 hours
Portfolio	0 hours (MUMS 494)
Piano Proficiency (Consult Conservatory Handbook)	
Total hours required for degree	125 hours

Bachelor of Music with Elective Studies in an Outside Field

The Bachelor of Music degree with Elective Studies in an Outside Field provides comprehensive music training with focused study in a separate discipline. This degree assists the student in integrating interests beyond music and encourages the development of breadth and diversity in the arts and in the complementary discipline. The following elective fields are available: Arts Ministries, Biblical and Theological Studies, Business, Christian Education and Ministry, English, Mathematics and Computer Science, Media, Modern Languages, Psychology, Sociocultural Studies, Theater, Third World Studies, or an Alternate Field.

For General Education Requirements, see the appropriate Elective Study Field below.

Music requirements for Elective Studies Majors

Music Theory & Composition (MUTC)	16 hours
Music Theory 1-4	11 hours (MUTC 151, 171, 241, 261)
Aural Skills 1-5	5 hours (MUTC 152, 172, 252, 272, 352)
Context Studies (MUCS)	14-18 hours
Music Before 1600	2 hours (MUCS 261)
Baroque and Classical Music	4 hours (MUCS 262)
Nineteenth-Century Music	2 hours (MUCS 263)
World Music	2 hours (MUCS 264)
Twentieth-Century Music	4 hours (MUCS 361)
Senior Capstone	2 hours (MUCS 494) [not required for Third World Studies]
Church Music Practices	2 hours (MUCS 321) [Arts Ministries Field only]
Methods Studies (MUMS)	5-7 hours
Introduction to Music Studies	2 hours (MUMS 115)
Basic Conducting & Lab	3 hours (MUMS 248/346)
Elementary School Music	2 hours (MUMS 473) [Christian Education Field only]
Individual Performance (MUIP)	20 hours
Primary Instrument	16 hours (MUIP 201-422)
Electives	4 hours (MUIP 101-122, 201-422)
Ensemble Performance (MUEP)	6 hours
Large Ensemble (8 semesters; seven semesters for Third World Studies; six semesters/three hours for Theater Concentration, only if accepted into Workout)	4 hours (MUEP 213-218)
Chamber Music	2 hours (MUEP 356, 357, 358, 371:1-7)
Music Electives (from MUCS, MUTC, MUMS)	6-8 hours
Recital and Concert Attendance (MUEP)	0 hours (MUEP 219)
Eight Semesters (Seven semesters for Third World Studies)	
Portfolio	0 hours (MUMS 494)
Senior Half Recital	0 hours (MUIP 492)
Piano Proficiency (Consult Conservatory Handbook)	

Free Electives (may include music) **2-4 hours**, depending on outside field chosen

Elective Field (shown below) **24 hours**

Total minimum hours required for degree **125-131 hours**

Elective Fields

ARTS MINISTRIES

General Education

Biblical and Theological Studies	12 hours (BITH 111, 212, 214, 316, 344, 382)
Writing	4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)
Literature	2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)
Art	2 hours (ART 101, 102, 211, 221, 231, or 302)
Philosophy	4 hours (PHIL 101)
Diversity	2 courses (See Liberal Arts General Education for courses)
History	4 hours (HIST 101, 105, 111, or 115)
Applied Health Science	2 hours (AHS 101)

30 hours

Elective Field Courses for Arts Ministries 24 hours

Core (13 hours):

Philosophy of the Arts	2 hours (PHIL 216)
Creative Design	3 hours (ART 233)
Theater Survey	4 hours (COMM 271)
Church & Theater	4 hours (COMM 376)

Electives (11 hours):

Art (Choose one course):	3 hours (ART 213, 232, 312, 316, 318)
Art (Choose 4 hours):	4 hours (ART 351[4], 352[4], 353[4], 471[4])
Theater & Dance (4 hours)	4 hours (COMM 272, 273, 374, 474 (2-4), DANC 122 (2), 123 (1))

BIBLICAL AND THEOLOGICAL STUDIES

General Education

Biblical and Theological Studies	14 hours (BITH 111, BITH 211 or ARCH 211, BITH 213 or ARCH 213, BITH 374)
Writing	4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)
Literature	2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)
Art	2 hours (ART 101, 102, 211, 221, 231, or 302)
Philosophy	4 hours (PHIL 101)
Diversity	2 courses (See Liberal Arts General Education for courses)
History	4 hours (HIST 101, 105, 111, or 115)
Applied Health Science	2 hours (AHS 101)

32 hours

Elective Field Courses for Biblical and Theological Studies 18 hours*

Core (8 hours*):

Biblical Interpretation and Hermeneutics	4 hours (BITH 325)
Biblical Theology of Worship	2 hours (BITH 326)

Theological Ethics 2 hours (BITH 375)
**Reflects automatic credit for additional 6 hours beyond the usual Biblical and Theological Studies General Education requirements in the other Elective fields.*

Electives (10 hours): [Choose Option 1 or 2]

Option 1 (Biblical Studies):
 Psalms or Life of David 2 hours (BITH 344 or 345)
 Other OT and NT courses 8 hours (BITH 300-400 level courses)

Option 2 (Theological Studies):
 Historical Theology 4 hours (BITH 372))
 Other Theological Studies courses 6 hours (BITH 300-400 level courses)

BUSINESS

General Education

Biblical and Theological Studies 8 hours (BITH 111, 212, 214, 316)
 Writing 4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)
 Literature 2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)
 Art 2 hours (ART 101, 102, 211, 221, 231, or 302)
 Philosophy 4 hours (PHIL 101)
 Diversity 2 courses (See Liberal Arts General Education for courses)
 History 4 hours (HIST 101, 105, 111, or 115)
 Applied Health Science 2 hours (AHS 101)
 Electives 4 hours (non-music Liberal Arts General Education courses)

30 hours

Elective Field Courses for Business

Core (20 hours):
 Principles of Microeconomics 4 hours (ECON 211)
 Principles of Accounting I 4 hours (B EC 226)
 Management Information Systems 2 hours (B EC 229)
 Business Ethics 2 hours (B EC 328x)
 Principles of Marketing 4 hours (B EC 341)
 Principles of Management 4 hours (B EC 342)
Electives (4 hours):
 4 hours (B EC 227, 352 (2), 421 (2), ECON 345, 365)

24 hours

CHRISTIAN EDUCATION AND MINISTRY

General Education

Biblical and Theological Studies 8 hours (BITH 111, 212, 214, 316)
 Writing 4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)
 Literature 2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)
 Art 2 hours (ART 101, 102, 211, 221, 231, or 302)
 Philosophy 4 hours (PHIL 101)
 Diversity 2 courses (See Liberal Arts General Education for courses)
 History 4 hours (HIST 101, 105, 111, or 115)
 Applied Health Science 2 hours (AHS 101)
 Electives 4 hours (non-music Liberal Arts General Education courses)

30 hours

Elective Field Courses for Christian Education and Ministry

Core (18 hours):

Foundations of Ministry
Transformational Education
Teaching the Bible
Human Development and Ministry
History and Philosophy of Christian Education

Electives (6 hours):

24 hours

2 hours (CE 111)
4 hours (CE 222)
4 hours (CE 321)
4 hours (CE 322)
4 hours (CE 421)

6 hours (CE)

ENGLISH

General Education

Biblical and Theological Studies
Writing

Literature

Art
Philosophy
Diversity

History
Applied Health Science
Electives

30 hours

8 hours (BITH 111, 212, 214, 316)
4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)
2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)
2 hours (ART 101, 102, 211, 221, 231, or 302)
4 hours (PHIL 101)
2 courses (See Liberal Arts General Education for courses)
4 hours (HIST 101, 105, 111, or 115)
2 hours (AHS 101)
4 hours (non-music Liberal Arts General Education courses)

Elective Field Courses for English

Core (16 hours):

Classics of Western Literature or Classical and Early British Literature
Modern Global Literature or British Literature, 17th- 20th Century
Creative Writing or Literature of the Bible
Choose any course from American Literature

Electives (8 hours):

24 hours

4 hours (ENGL 101 or 215)
4 hours (ENGL 105 or 216)
4 hours (ENGW 213 or ENGL 373)
4 hours (ENGL)
8 hours (ENGW/ENGL; excluding ENGW 103/104)

MATHEMATICS/COMPUTER SCIENCE

General Education

Biblical and Theological Studies
Writing

Literature

Art
Philosophy
Diversity

History
Applied Health Science
Math/Computer Science

30 hours

8 hours (BITH 111, 212, 214, 316)
4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)
2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)
2 hours (ART 101, 102, 211, 221, 231, or 302)
4 hours (PHIL 101)
2 courses (See Liberal Arts General Education for courses)
4 hours (HIST 101, 105, 111, or 115)
2 hours (AHS 101)
4 hours (SOC 383)

**Elective Field Courses
for Mathematics/Computer Science**

Core (12 hours):

Calculus I/Lab
Discrete Mathematics
Programming I: Problem Solving

Electives (8 hours):

Calculus II/Lab
Linear Algebra
Computer Science

Other Electives (4 hours):

Math or Computer Science

24 hours

4 hours (MATH 231/231L)

4 hours (MATH 343)

4 hours (CSCI 235)

4 hours (MATH 232/232L)

2 or 4 hours (MATH 245)

4 hours (CSCI 243 or 245)

4 hours (Any MATH/CSCI 300-400 level courses)

MEDIA

General Education

Biblical and Theological Studies
Writing

Literature

Art
Philosophy
Diversity

History
Applied Health Science
Electives

30 hours

8 hours (BITH 111, 212, 214, 316)

4 hours (ENGW 103) (See Liberal Arts General
Education Requirements for writing competency.)

2 hours (Any except ENGL 225, 226, 326, 327, 485 or
486)

2 hours (ART 101, 102, 211, 221, 231, or 302)

4 hours (PHIL 101)

2 courses (See Liberal Arts General Education for
courses)

4 hours (HIST 101, 105, 111, or 115)

2 hours (AHS 101)

4 hours (non-music Liberal Arts General Education
courses)

Elective Field Courses for Media

Core (8 hours):

Media Studies
Media, Religion and Culture

Electives (16 hours)

24 hours

4 hours (COMM 241)

4 hours (COMM 341)

16 hours (COMM 246, 242, 243, 345, 343, 445, 444 (2-
4))

MODERN LANGUAGES

General Education

Biblical and Theological Studies
Writing

Literature

Art
Philosophy
Diversity

History
Applied Health Science
Modern Languages

30 hours

8 hours (BITH 111, 212, 214, 316)

4 hours (ENGW 103) (See Liberal Arts General
Education Requirements for writing competency.)

2 hours (Any except ENGL 225, 226, 326, 327, 485 or
486)

2 hours (ART 101, 102, 211, 221, 231, or 302)

4 hours (PHIL 101)

2 courses (See Liberal Arts General Education for
courses)

4 hours (HIST 101, 105, 111, or 115)

2 hours (AHS 101)

4 hours (FREN, GERM, or SPAN 201 or equivalent)

**Elective Field Courses for Modern
Languages (French, German,
Spanish)**

24 hours

French

Core (8 hours):

French Conversation
French Composition

Electives (16 hours):

In France only:

4 hours (FREN 331)

4 hours (FREN 332)

16 hours (FREN 334 (2), 346, 347, 371, 431 (2), 432 (2), 439 (2); LING 321 (2) or FREN 335, 338, 489 (2))

German**Core (8 hours):**

Contemporary German Culture and Mores

Contemporary German Culture: Politics, Economics, and Current Events

Electives (16 hours):

In Germany only:

4 hours (GERM 341)

4 hours (GERM 342)

16 hours (may include GERM 351 or 353 (2), 371, 437 (2); LING 321 (2) and other German department approved courses)
GERM 343

Spanish**Core (8 hours):**

Spanish Conversation
Advanced Grammar/Composition

Electives (16 hours):

In Spain or Latin America only:

4 hours (SPAN 331)

4 hours (SPAN 332)

SPAN 335, 336, 337, 371, 439 (2 or 4); LING 321 (2) or SPAN 334 or 335, 338, 489 (2 or 4)

PRE-LAW STUDIES**General Education**

Biblical and Theological Studies
Writing

Literature

Art
Philosophy
Diversity

History
Applied Health Science
Electives

30 hours

8 hours (BITH 111, 212, 214, 316)

4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)

2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)

2 hours (ART 101, 102, 211, 221, 231, or 302)

4 hours (PHIL 101)

2 courses (See Liberal Arts General Education for courses)

4 hours (HIST 101, 105, 111, or 115)

2 hours (AHS 101)

4 hours (non-music Liberal Arts General Education courses)

Elective Field Courses for Pre-Law Studies**Core (6 hours):**

Introduction to Law
An internship with a practicing legal professional

Law-Related Elective Courses (10 hours from at least two departments):**Supporting Elective Courses (8 hours from at least two departments, one of which is not elected under the Law-Related Elective Courses):****24 hours**

2 hours (PSCI 271)

4 hours (PSCI 496)

10 hours (IR 372 (2), PHIL 318, PSCI 348, PSCI 381, SOC 367)

8 hours (B EC 226 or 227, B EC 328x (2), COMM 252, COMM 353, COMM 362 (2), COMM 363, ENGW 214 (2), HIST 351 or 352, HIST 377, HIST 455, HIST 483, PHIL 243 (2), PHIL 494-3, PSCI 135, PSCI 345, PSCI 346, SOC 337, SOC 356, SOC 376)

PSYCHOLOGY

General Education

Biblical and Theological Studies
Writing

Literature

Art
Philosophy
Diversity

History
Applied Health Science
Psychology

30 hours

8 hours (BITH 111, 212, 214, 316)

4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)

2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)

2 hours (ART 101, 102, 211, 221, 231, or 302)

4 hours (PHIL 101)

2 courses (See Liberal Arts General Education for courses)

4 hours (HIST 101, 105, 111, or 115)

2 hours (AHS 101)

4 hours (PSYCH 101)

Elective Field Courses for Psychology

Core (20 hours):

Statistics
Experimental Psychology
Developmental Psychology
Abnormal Psychology
Contemporary Clinical Psychology

Electives (4 hours):

24 hours

4 hours (PSYC 268)

4 hours (PSYC 269)

4 hours (PSYC 317)

4 hours (PSYC 348)

4 hours (PSYC 352)

4 hours (PSYC 235 (2), 241, 351, 361, 431)

SOCIOCULTURAL STUDIES

General Education

Biblical and Theological Studies
Writing

Literature

Art
Philosophy
Diversity

History
Applied Health Science
Sociocultural Studies

30 hours

8 hours (BITH 111, 212, 214, 316)

4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)

2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)

2 hours (ART 101, 102, 211, 221, 231, or 302)

4 hours (PHIL 101)

2 courses (See Liberal Arts General Education for courses)

4 hours (HIST 101, 105, 111, or 115)

2 hours (AHS 101)

4 hours (SOC 115)

Elective Field Courses for Sociocultural Studies

Core (16 hours):

Biculturalism
Racial and Ethnic Relations
Social Change
Social Research

Electives (8 hours):

24 hours

4 hours (ANTH 353)

4 hours (SOC 337)

4 hours (SOC 385)

4 hours (SOC 482)

8 hours (ANTH 362 (2), ANTH 376; PSYC 235 (2); SOC 366; URBN 231 (2))

THEATER

General Education

Biblical and Theological Studies

30 hours

8 hours (BITH 111, 212, 214, 316)

Writing	4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)
Literature	2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)
Art	2 hours (ART 101, 102, 211, 221, 231, or 302)
Philosophy	4 hours (PHIL 101)
Diversity	2 courses (See Liberal Arts General Education for courses)
History	4 hours (HIST 101, 105, 111, or 115)
Applied Health Science	2 hours (AHS 101)
Electives	4 hours (non-music Liberal Arts General Education courses)

Elective Field Courses for Theater

Core (16 hours):

Theater Survey

Stage Design

Acting I

Directing

Electives (8 hours):

24 hours

4 hours (COMM 271)

4 hours (COMM 272)

4 hours (COMM 273)

4 hours (COMM 374)

8 hours (COMM 376, 473, 474)

THIRD WORLD STUDIES

General Education

Biblical and Theological Studies

Writing

Literature

Art

Philosophy

Diversity

History

Applied Health Science

Third World Studies

30 hours

8 hours (BITH 111, 212, 214, 316)

4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)

2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)

2 hours (ART 101, 102, 211, 221, 231, or 302)

4 hours (PHIL 101)

2 courses (See Liberal Arts General Education for courses)

4 hours (HIST 101, 105, 111, or 115)

2 hours (AHS 101)

4 hours (ANTH 353)

Elective Field Courses for Third World Studies

Core (16-22 hours):

Third World Issues

Field Research Methods and

Intercultural

Orientation

Global Christian Perspective

Independent Study

HNGR Internship

Electives (8 hours):

Economic Development and Growth

Social Change

Third World Politics

Other HNGR approved elective

24-30 hours

2 hours (HNGR 112)

4 hours (HNGR 385)

4 hours (HNGR 484)

2-4 hours (HNGR 495)

4-8 hours (HNGR 496)

4 hours (ECON 365)

4 hours (SOC 385)

4 hours (IR 357)

4 hours (HNGR)

ALTERNATE FIELD

General Education

Biblical and Theological Studies

30 hours

8 hours (BITH 111, 212, 214, 316)

Writing	4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)
Literature	2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)
Art	2 hours (ART 101, 102, 211, 221, 231, or 302)
Philosophy	4 hours (PHIL 101)
Diversity	2 courses (See Liberal Arts General Education for courses)
History	4 hours (HIST 101, 105, 111, or 115)
Applied Health Science	2 hours (AHS 101)
Electives	4 hours (non-music Liberal Arts General Education courses)

Elective Field: Alternative Field

24 hours

With the guidance of an academic sponsor, usually the student's advisor, an Alternate Field can be devised to satisfy specific degree objectives. The design of this degree depends on student initiative and thorough consultation with the advisor and faculty representative(s) from the department(s) representing the Alternate Field. The courses selected must be thematically congruous and reflect the ideal of a coherent, integrated whole. Applications for the Alternate Field degree are available in the Conservatory Advising Center, McAlister 135. The student's advisor, the Conservatory Director of Academic Studies, and the Department Chair of the appropriate departments approve each Alternate Field degree application.

Bachelor of Music in Pedagogy

The Bachelor of Music in Pedagogy degree is designed for students contemplating a career as a private studio music teacher. This curriculum also will give the student musical breadth and is excellent preparation for graduate school studies in a variety of music-related fields.

General Education

Bible
Writing

Literature

Art
Philosophy
History
Psychology
Diversity

Electives

Applied Health Science

32 hours

8 hours (BITH 111, 212, 214, 316)

4 hours (ENGW 103) (See Liberal Arts General Education Requirements for writing competency.)

2 hours (Any except ENGL 225, 226, 326, 327, 485 or 486)

2 hours (ART 101, 102, 211, 221, 231, or 302)

4 hours (PHIL 101)

4 hours (HIST 101, 105, 111 or 115)

4 hours (PSYC 101)

2 courses (See Liberal Arts General Education for courses)

2 hours (See Liberal Arts General Education courses)

2 hours (AHS 101)

Music Theory & Composition (MUTC)

Music Theory 1-4
Aural Skills 1-5

16 hours

11 hours (MUTC 151, 171, 241, 261)

5 hours (MUTC 152, 172, 252, 272, 352)

Context Studies (MUCS)

Music Before 1600
Baroque and Classical Music
Nineteenth-Century Music
World Music
Twentieth-Century Music
Senior Capstone
Literature of the Instrument

18 hours

2 hours (MUCS 261)

4 hours (MUCS 262)

2 hours (MUCS 263)

2 hours (MUCS 264)

4 hours (MUCS 361)

2 hours (MUCS 494)

2 hours (MUCS 323-329)

Methods Studies (MUMS)

Introduction to Music Studies
Basic Conducting & Lab
Pedagogy I
Pedagogy II or Suzuki Pedagogy
Group Pedagogy
Music Studio Administration
Applied Pedagogy I
Applied Pedagogy II
Electives

26 hours

2 hours (MUMS 115)

3 hours (MUMS 248/346)

2 hours (MUMS 255)

2 hours (MUMS 321:1-8 or 372)

3 hours (MUMS 355)

2 hours (MUMS 356)

2 hours (MUMS 385)

2 hours (MUMS 455)

8 hours (any MUMS courses)

Individual Performance (MUIP)

Principal Instrument
Electives (may include principal instrument)

22 hours

18 hours (MUIP 201-422)

4 hours (MUIP 201-422)

Ensemble Performance (MUEP)

Large Ensemble (8 semesters)
Chamber Music

6 hours

4 hours (MUEP 213-218)

2 hours (MUEP 356, 357, 358, 371)

Music Electives (from MUCS, MUTC, MUMS)

4 hours

Recital and Concert Attendance (MUEP)

8 Semesters

0 hours (MUEP 219)

Portfolio	0 hours (MUMS 494)
Senior Half Recital	0 hours (MUIP 492)
Piano Proficiency (Consult Conservatory Handbook)	
Free Electives (may include music)	4 hours
Total hours required for degree	128 hours

Bachelor of Arts in Music

The Bachelor of Arts in Music is one of over thirty majors offered through the College of Arts and Sciences. The degree is intended to enable students to pursue music study and performance in the context of the liberal arts, fully embracing the music resources of the Conservatory of Music, while also taking advantage of the many strengths of the broader college. All music coursework is taught through the Conservatory of Music along with a core of General Education, upper-division, and elective courses from the Arts and Sciences.

General Education: Please refer to the [Liberal Arts general education](#) section of this catalog. For the Bachelor of Arts in Music degree, the following courses will substitute for general education music courses: [MUCS 101](#), [102](#) or [103](#) (2 hr): [MUCS 261](#), [262](#), [263](#), [264](#), [265](#), [345](#), [355](#) or [361](#) (2 or 4 hr).

NOTE: A maximum of 52 hours in music courses (MUCS, MUEP, MUIP, MUMS, MUTC) may be applied toward the 124 needed for graduation.

Music Theory & Composition (MUTC)

Music Theory

Aural Skills

11 hours

8 hours ([MUTC 151](#), [171](#), [241](#)) ([MUTC 261](#) may be substituted for [MUTC 241](#))

3 hours ([MUTC 152](#), [172](#), [252](#))

Context Studies (MUCS)

Music Before 1600

Baroque and Classical Music

Nineteenth-Century Music

Twentieth-Century Music

World Music

Senior Capstone

16 hours

2 hours ([MUCS 261](#))

4 hours ([MUCS 262](#))

2 hours ([MUCS 263](#))

4 hours ([MUCS 361](#))

2 hours ([MUCS 264](#))

2 hours ([MUCS 494](#))

Methods Studies (MUMS)

Introduction to Music Studies

2 hours

2 hours ([MUMS 115](#))

Individual Performance (MUIP)

Primary Instrument

(No more than 16 hours of MUIP count toward degree)

8 hours

8 hours ([MUIP 201-422](#))

Music Electives (MUCS, MUTC, MUMS, MUIP, MUEP)

3 hours

Ensemble Performance (MUEP) 4 semesters

2 hours ([MUEP 213-218](#))

Piano Proficiency (Consult [Conservatory Handbook](#))

Recital and Concert Attendance (MUEP)

Every semester after declaration of major

0 hours ([MUEP 219](#))

Total hours required for major

(No more than 52 hours may be in music.)

42 hours

Total hours required for degree

124 hours

Music Minor

Music Theory & Composition (MUTC) Music Theory Aural Skills	7 hours 6 hours (MUTC 151, 171) 1 hour (MUTC 152)
Context Studies (MUCS) (Only one of MUCS 101, 102, or 103 may count toward this requirement.)	4 hours
Individual Performance (MUIP) Primary Instrument	4 hours 4 hours (MUIP 101-122)
Music Electives (MUCS, MUMS, MUIP, MUEP, MUTC)	5 hours
Recital and Concert Attendance (MUEP) Two semesters	0 hours (MUEP 219)
Piano Proficiency (Consult Conservatory Handbook)	
Total hours required for minor	20 hours

Course Descriptions

See the **Financial Information** section of this catalog for music fees. All courses are four semester hours unless otherwise designated. Courses marked as linear (“lin”) meet for the full semester. Other two-hour courses are quad courses and meet for half the semester.

Context Studies (MUCS)

Courses in Context Studies attempt to foster an understanding of music history through the systematic exploration of music performance, music theory, cultural trends and developments in society at large. For music majors, individual degree programs specify requirements and options.

Introduction to Music (MUCS 101, 102, 103). Study of music genres, media, performance practices, styles, and terminology; survey of significant bodies of music from varying perspectives. For non-music majors. Course Fee required (see **Financial Information**)

MUCS 101. Historical Survey. A chronological, historical approach to Western music as practiced from the Middle Ages to the present day focusing on style traits and cultural contexts. (2)

MUCS 102. Interdisciplinary Emphasis. An historical survey of Western music emphasizing its relationship to art, history, philosophical and theological thought, and social context. (2)

MUCS 103. Twentieth-Century and World Music. Survey of music literature, primarily focusing on the music of the twentieth century and music from around the world. Diversity designation. (2)

MUCS 261. Music before 1600. Focus on repertoires, development of polyphony, notational systems, values, and performance-practice issues. Emphasis on philosophical mindsets, iconography, major composers, sources, printing, bibliographic aids. Ties to modern compositional process. Offered spring semester only. (2, lin)

MUCS 262. Baroque and Classical Music Eras. Major trends, issues, and concepts of taste, aesthetics, and expression in seventeenth- and eighteenth-century music. The rise of new dramatic and instrumental media and forms; issues of performance-practice, improvisation, and ornamentation. Focus on media, composers, with attention to matters of musical structure and style. The issue of stylistic overlap and transition in music. Offered fall semester only.

MUCS 263. Nineteenth-Century Music. Impact of literature, nature, and nationalism on music; programmatic elements. Emphasis on social history, composers, works, genres, style, and performance-practice. The rise of scholarship; post-romanticism. Offered spring semester only. (2)

MUCS 264. World Music. A survey of world music; cultural contexts and approaches to the study of indigenous music. Diversity designation. Offered fall semester only. (2)

MUCS 275. Musical Theater London. Offered as part of the Arts in London program. Students will explore Musical Theater as a communication art form. Emphasis will be placed on understanding historical development, establishing criteria for evaluating live performance, and developing basic presentation skills. Cross listed with **COMM 275**. Alternate years; offered summer in even years. (2)

MUCS 321. Church Music Practices. A course focusing on the integration of music performance and literature with the Christian faith. Emphasis upon the biblical and theological foundations of church music and related arts, worship practices, and issues from Old Testament and New Testament times through the present day. Hymnology and church music literature across a variety of performance media and periods. Materials and methods for the church musician. Alternate Years; offered spring in odd years. (2)

MUCS 322. English Cathedral Music. Offered as part of Arts in London program, the course will explore English cathedral music repertoire in an intensive on-site experience. Emphasis will be placed on the music literature in its actual historical context. Alternate years; offered summer in even years. (2)

MUCS 323. Piano Literature. Historical overview of materials of the harpsichord, clavichord, and piano to the present day. Brief attention to the function of the piano in the church. The literatures in survey; focus on typologies. Alternate years; offered fall in even years. (2)

MUCS 324. Art Song Literature. Definition and development of the lied, melodie, lirica da camera, and British and American art song to the present time; discussions of the form as it relates to Spanish, Scandinavian, and Slavic contributions. Alternate years; offered fall in odd years. (2)

MUCS 326. Solo String Literature. Survey of the major concerto, sonata, and concert repertoire for violin, viola, and cello. Alternate years; offered fall in odd years. (2, lin)

MUCS 327-1. Woodwind Literature: Flute. Historical overview of the flute. Survey of the major repertoire. Offered fall semester only. (2, lin)

MUCS 327-2. Woodwind Literature: Single Reeds. Historical overview of the single reed instruments. Survey of the major repertoire. Offered fall semester only. (2, lin)

MUCS 327-3. Woodwind Literature: Double Reeds. Historical overview of the double reed instruments. Survey of the major repertoire. Offered fall semester only. (2, lin)

MUCS 328-1. Brass Literature: Trumpet. Historical overview of the trumpet. Survey of the major repertoire. Offered fall semester only. (2, lin)

MUCS 328-2. Brass Literature: Horn. Historical overview of the horn. Survey of the major repertoire. Offered fall semester only. (2, lin)

MUCS 328-3. Brass Literature: Low Brass. Historical overview of the low brass instruments. Survey of the major repertoire. Offered fall semester only. (2, lin)

MUCS 329. Percussion Literature. Tutorial under the supervision of the primary teacher. Offered fall semester only. (1-2)

MUCS 331. Organ Literature and Performance Practice. Survey of organ music and historical organ performance practices of all major periods. Alternate years; offered fall in odd years. (3)

MUCS 335. Music of the African Diaspora. A general overview of major African-derived musical practices scattered throughout the world. Emphasis on the diasporal unities that are common features in style traits, representative genres, and social trends present in music of the Americas, Caribbean, and Africa. Alternate years; offered fall in even years. Diversity designation. (2)

MUCS 336. Music of Oceania and Indonesia. An overview of musical practice, values and perspectives found throughout Oceania and Indonesia. Alternate years; offered spring in odd years. Diversity designation. (2)

MUCS 355. American Music. An historical overview of the major musical genres, styles, and performers of music of the United States; focuses on concert music, folk music, popular music, jazz, and other forms of social music in the United States. Alternate years; offered spring in odd years. (2)

MUCS 356. Jazz History. Provides a general overview of the major jazz styles prominent in the United States during the 20th century. Particular attention is given the role of instrumental performance trends, the emergence of representative genres, key performers, and social trends that influenced jazz. Alternate years; offered spring in even years. Diversity designation. (2)

MUCS 361. Twentieth-Century Music. Consideration of prominent streams of musical practice, important contributors, along with related issues and controversies of the twentieth century. Emphasis on significant works and emerging stylistic elements. Offered spring semester only.

MUCS 363. Introduction to Music Research and Bibliography. Techniques in musical research with attention to data control, writing style, and format procedures. Major categories of musical bibliography, including comprehensive exposure to reference sources. Selected problems in music history requiring bibliographic solution. Manuscript work, major institutional collection; issues and sources in the history of music theory and criticism. Alternate years; offered fall in even years. (2)

MUCS 421. Chamber Literature. Major contributions in the genre to the present day. Alternate years; offered spring in odd years. (2)

MUCS 422. Choral Literature. Major contributions in the genre to the present day. Emphasis on repertoire control and stylistic analysis of representative works. Alternate years; offered spring in even years. (2)

MUCS 424. Opera Literature. Survey of the genre from its inception circa 1600 to the present. Coverage of major works with in-depth examination of representative examples. Video presentations regularly included. Alternate years; offered fall in even years. (2)

MUCS 425. Symphonic Literature. Survey of the field, focusing on major contributions from the eighteenth century to the present. Emphasis on repertoire control and stylistic analysis of representative works. Corollary ties to the development of the symphony orchestra. Alternate years; offered fall in odd years. (2)

MUCS 433. Style Analysis. Major structural processes in music, and relations to surrounding theoretical and aesthetic principles. Criteria for critical analysis, hearing, and assimilation. Selected works representing crucial stylistic principles. Includes a focus on integrative issues, such as ties between rhetoric and music, artifice and expression, and humor as a form determinant. Alternate years; offered spring in even years. (2)

MUCS 434. Seminar in Context Studies. Topics will change on a rotational basis. Examples include: Studies in Bach; Studies in Mozart; Studies in Stravinsky; the Renaissance Mass and Motet; Concerto literature; Studies in American music; Studies in jazz; in-depth analysis of specific issues, including research on cutting-edge scholarship; applications to performance practice, and interdisciplinary studies. Alternate years; offered spring in odd years. (2, lin)

MUCS 494. Senior Capstone. A summative approach, focusing on aesthetic, cultural, stylistic, and philosophical issues within musical diversity. Open to senior music majors only. Offered fall semester only. (2)

MUCS 495. Directed Study. Independent, directed research in selected field of music history and literature. (1-4)

Ensemble Performance Studies (MUEP)

Music Ensemble requirement is met by participation in one of six large performing ensembles: Concert Choir, Jazz Ensemble, Men's Glee Club, Symphonic Band, Symphony Orchestra, and Women's Chorale. Jazz Ensemble will fulfill up to two hours (four semesters) of the music ensemble requirement. Special circumstances may require adjustments in the music ensemble requirement. These may occur on the recommendation of the appropriate Area Chair, the Music Ensemble Faculty, and the approval of the Director of Performance Studies.

Degree Program	Music Ensemble Requirement
Bachelor of Music-Instrumental Performance	Eight semesters on principal instrument
Bachelor of Music-Keyboard Performance	Eight semesters (Up to two semesters of the ensemble requirement may be met by Opera Music Theater (MUEP 356, 357) as accompanist or Recital Accompaniment (MUEP 321, 322).
Bachelor of Music-Vocal Performance	Eight semesters in choral ensemble (Adjustments in the requirement may occur on the recommendation of the Voice Area Chair, the Choral Faculty, and the Performance Coordinator.)
Bachelor of Music in Composition, Music History and Literature, Elective Studies in an Outside Field, Emphasis in a Music-Related Field	Eight semesters on principal instrument
Bachelor of Music with Elective Studies in Theater	Each case will be examined individually to allow participation in Theater Workout.
Bachelor of Music Education	Eight semesters (BME students must participate on principal instrument for two years but are allowed to transfer from one music ensemble to another after two years. The Music Education degree allows for exemption from the music ensemble during the student teacher semester if scheduling constraints and workload mandate it.)
Bachelor of Arts	Four semesters (two academic school years)

MUEP 213. Women's Chorale. Open to all female students by audition. A performance ensemble engaging in and exploring choral literature for women's voices; performance experiences in diverse venues on and off campus. Graded pass/fail. (1 credit per year. Students register for 0 credits for fall semester and 1 credit for spring semester.)

MUEP 214. Men's Glee Club. Open to all male students by audition. A performance ensemble engaging in and exploring choral literature for men's voices; performance experiences in diverse venues on and off campus. Graded pass/fail. (1 credit per year. Students register for 0 credits for fall semester and 1 credit for spring semester.)

MUEP 215. Concert Choir. Open to all students by audition. A performance ensemble serving the undergraduate music curriculum with performance of choral literature of all musical styles and traditions; performance experiences in diverse venues on and off campus. Graded pass/fail. (1 credit per year. Students register for 0 credits for fall semester and 1 credit for spring semester.)

MUEP 216. Symphonic Band. Open to all students by audition. A performance ensemble engaging in and exploring band music; performance experiences in diverse venues on and off campus. Graded pass/fail. (1 credit per year. Students register for 0 credits for fall semester and 1 credit for spring semester.)

MUEP 217. Symphony Orchestra. Open to all students by audition. A performance ensemble engaging in and exploring orchestral music from the 18th century to the present; performance experiences in diverse venues on and off campus. Graded pass/fail. (1 credit per year. Students register for 0 credits for fall semester and 1 credit for spring semester.)

MUEP 218. Jazz Ensemble. Open to all students by audition. For music majors, may only fulfill up to two hours (four semesters) of large ensemble requirement. Graded pass/fail. (1 credit per year. Students register for 0 credits for fall semester and 1 credit for spring semester. Exceptions will be handled administratively.)

MUEP 219. Recital and Concert Attendance. Required of all music majors and minors. Repeated according to the requirements set forth in the [Conservatory Handbook](#). Graded pass/fail. F, S (0)

MUEP 261. Opera Orchestra. Instrumentalists accompany the Opera Music Theater II production at the beginning of Spring semester. Corequisite: [MUEP 213 to 218](#) (0)

MUEP 311-312. Studio Accompaniment. Practical experience playing for lessons, related solo classes, general recitals, and juries with a variety of students and applied faculty. Prerequisite [MUMS 313](#). 2-hour maximum for MUEP 311-312, 321-322 per academic year. May be repeated. (1-2, lin)

MUEP 321-322. Recital Accompaniment. Practical experience preparing and performing recitals with various instruments/voices. Prerequisite [MUMS 313](#), [MUEP 311-312](#), or permission of instructor. 2-hour maximum for MUEP 311-312, 321-322 per academic year. May be repeated. (1-2, lin)

MUEP 356. Opera Music Theater I. Acting and improvisation for the singing actor. Includes basic stage movement and scene study. Offered each spring. Repetition encouraged. (2, lin)

MUEP 357. Opera Music Theater II Workshop. A fully staged opera music theater production. Offered each fall. Includes short tours and run out performances where appropriate. Auditioned in the previous spring. Prerequisite [MUEP 356](#) (or consent of instructor). Repetition encouraged. (2, lin)

MUEP 358. Jazz Combo. Trios, quartets, quintets, vocal or instrumental; emphasis on improvisation. May be repeated. Prerequisite: Consent of the instructor. (1, lin)

MUEP 371. Chamber Music. Performance opportunities in a variety of traditional and non-traditional instrumental combinations and media. Attention is given to the preparation of selected works, with an emphasis on public performance. Any course may be repeated. (0-1, lin)

371-1. Chamber Music: Strings 371-5. Percussion Ensemble

371-3. Chamber Music: Winds 371-6. Piano Ensemble

371-4. Chamber Music: Brass 371-7. Mixed Ensemble

371 -2. Chamber Music: Piano

MUEP 456. Advanced Scene Study. Advanced acting and improvisation for the singing actor. This course will guide students in the development and performance of advanced operatic repertoire. Meets requirement for one credit of chamber music. Prerequisites: [MUEP 356](#) and [357](#) (1, lin)

Individual Performance Studies (MUIP)

Performance Studies combine the development of performance skills and techniques with a growing mastery of the complete repertory of each particular medium. In addition, work in analysis, improvisation, historical, and stylistic issues is integrated into lessons, rehearsals, and performances.

In private instruction, 2-4 hours may be earned in 13 lessons per semester. Where applicable, attendance at Studio Class is required for all music majors (B.A., B.M., B.M.E.). All lessons and rehearsals are spread over the entire span of the semester. Earning of credit is dependent upon completion of the requisite number of lessons, consistent practice, and artistic accomplishment of the repertory as outlined for each year's level.

Students from departments other than music may begin at any technical and repertory level and may take lessons for elective credit not to exceed a total of 16 hours toward a degree. Private lessons may be taken on a pass/fail basis according to college policy. (The **Financial Information section** of this catalog furnishes information on lesson fees.) Students who are carrying 18 hours and add private lessons must pay the over-18-hours tuition fees, in addition to the Individual Performance fee.

Each instrument is indicated by section number as follows:

MUIP 100-level (2 cr): Private Lessons for liberal arts students who are not music majors, or for music majors studying a secondary instrument in keyboard, voice, strings, or winds-percussion.

MUIP 200-level (2-4 cr): Private Lessons for music majors only, in the first four semesters of study in keyboard, voice, strings, or winds-percussion. Others may register only by permission of the appropriate instrumental area chair (keyboard, voice, strings, or winds-percussion).

MUIP 400-level (2-4 cr): Private lessons for upper division music majors only, in the final four semesters of study in keyboard, voice, strings, or winds-percussion.

Liberal Arts Majors and Secondary Instrument		Music Majors (B.A., B.M., B.M.E.)			
MUIP 101	Piano	201	Piano	401	Piano
MUIP 102	Organ	202	Organ	402	Organ
MUIP 103	Harpsichord	203	Harpsichord	403	Harpsichord
MUIP 104	Voice	204	Voice	404	Voice
MUIP 105	Violin	205	Violin	405	Violin
MUIP 106	Viola	206	Viola	406	Viola
MUIP 107	Cello	207	Cello	407	Cello
MUIP 108	String Bass	208	String Bass	408	String Bass
MUIP 109	Trumpet	209	Trumpet	409	Trumpet
MUIP 110	Horn	210	Horn	410	Horn
MUIP 111	Trombone	211	Trombone	411	Trombone
MUIP 112	Euphonium	212	Euphonium	412	Euphonium
MUIP 113	Tuba	213	Tuba	413	Tuba
MUIP 114	Flute	214	Flute	414	Flute
MUIP 115	Clarinet	215	Clarinet	415	Clarinet
MUIP 116	Oboe	216	Oboe	416	Oboe
MUIP 117	Bassoon	217	Bassoon	417	Bassoon
MUIP 118	Saxophone	218	Saxophone	418	Saxophone
MUIP 119	Harp	219	Harp	419	Harp
MUIP 120	Percussion	220	Percussion	420	Percussion
MUIP 121	Classical Guitar	221	Classical Guitar	421	Classical Guitar
MUIP 122	Guitar	222	Guitar	422	Guitar

Students study with members of the Conservatory of Music faculty. In cases where a resident teacher is not available, a qualified off-campus teacher will be procured. Advanced notice is required if a lesson is to be missed. Lessons can be made up in cases of illness, other emergencies, or faculty schedule conflict. If practice requirements are not met, the grade will be lowered.

Minimum practice requirements for MUIP courses:

	Credit	Lesson Length	Practice per week
Liberal Arts Majors or Music Majors for secondary instrument:	2 hours	30 minutes	6 hours
B.A. Music Majors:	2 hours	60 minutes	6 hours
B.M. or B.M.E. Majors:	2 hours	60 minutes	6-9 hours (in consultation with teacher)
	3 hours	60 minutes	12 hours
	4 hours	60 minutes	18 hours
B.M. or B.M.E. Majors: Secondary Instrument	2 hours	30 minutes	6 hours

Practice rooms and instrument rentals are included in the Conservatory fee. No refunds are made when private lessons are dropped. See the [Financial Information section](#) for more information.

Performance Attainment Levels

Primary Instrument Performance Levels. Attainment levels for keyboard, voice, and orchestral instruments vary for each degree program. These are set by the respective area faculties and are available to each student upon entry into the program. Attainment levels for vocal and keyboard studies are listed in the [Conservatory Handbook](#).

Basic Piano Performance Level. A piano proficiency level is outlined for all Conservatory students and varies by degree program. Attainment levels for “Non-Piano Majors” are listed in the [Conservatory Handbook](#).

MUIP 131. Small Group Piano Lessons. An introductory course for students without extensive formal piano study and those returning to piano study after an extended absence. Reading of music notation, terms, and symbols; basic keyboard theory, exploration of diverse repertory. Does not satisfy requirements of any music major. Consent of instructor required to insure proper placement. May be repeated for credit. (1, lin)

MUIP 141. Small Group Voice Lessons. An introductory course for students without extensive vocal training. Reading of music notation, basics of tone production, song preparation and stage presence. Singers practice vocal exercises (warm ups), and learn assigned songs. May be repeated for credit. (1, lin)

MUIP 223. Class Piano I. Limited to music majors with minimal or no keyboard background needing to meet basic piano proficiency requirements. (2, lin)

MUIP 224. Class Piano II. Continuation of above. Prerequisite: [MUIP 223](#) or proficiency. (2, lin)

MUIP 225. Class Piano III. Continuation of above. Prerequisite: [MUIP 224](#) or proficiency. (2, lin)

MUIP 226. Class Piano IV. Continuation of above. Prerequisite: [MUIP 225](#) or proficiency. (2, lin)

MUIP 227. Class Piano V. Designed for music majors with previous background in piano who need assistance to meet basic piano requirements. Particular emphasis on technical development through study of scales, arpeggios, and chords; study of harmonization, reading, and performance also included. Prerequisite: [MUIP 226](#) or proficiency. (2, lin)

MUIP 232. Collaborative Vocal Coaching. Established teams of singers and pianists receive in-depth training in practice, rehearsal and performance techniques, with emphasis on style, interpretation and collaboration. May be repeated. (2, lin)

MUIP 328. Organ Improvisation. Private organ lessons focusing on the art of classical improvisation. May be repeated. (2, lin)

MUIP 394. Junior recital. Presentation of a **required degree** recital as set forth in the Conservatory handbook. Required for the junior performance major. Graded pass/fail. Offered Fall and Spring with permission of instructor. (0)

MUIP 492. Half Senior recital. Presentation of a **required degree** recital as set forth in the Conservatory handbook. Required for senior Music Education majors and Elective Studies majors. Graded pass/fail. Offered Fall and Spring with permission of instructor. (0)

MUIP 494. Full Senior recital. Presentation of a **required degree** recital as set forth in the Conservatory handbook. Required for senior performance majors and composition majors. Graded pass/fail. Offered Fall and Spring with permission of instructor. (0)

Methods Studies (MUMS)

The systematic study of techniques, methodology, and pedagogy is a fundamental part of overall musicianship. Depending upon the nature of the degree program chosen, an appropriate methods core is required. Additional course work may be elected by those for whom teaching and learning techniques are especially important. Certain courses may be offered as tutorials based on enrollment demands.

MUMS 114. Piano Sight Reading. Proficiency-based instruction and study to improve eye/hand coordination of those students with rudimentary keyboard skills, with the goal of more efficient learning, maximization of practice time, and preparation for ensemble work. (1)

MUMS 115. Introduction to Music Studies. An introduction to the study of music at the collegiate level, including foundational philosophical issues, the role of general education within professional music studies and fundamental approaches to the sub-disciplines within music. Offered Fall Semester only. (2, lin)

MUMS 141. English & Italian Diction. The physiology of diction; introduction to the International Phonetic Alphabet; study of Italian and English symbols and rules, interrelating diction and vocal technique; relationship of diction to dramatic and poetic elements of song texts. (2, lin)

MUMS 243. Italian Grammar for Singers. Emphasis on basic Italian grammar and vocabulary required to read libretti and other song texts. May not be used to fulfill general education foreign language requirement. Prerequisite: **MUMS 141**. (2, lin)

MUMS 245. French & German Diction. French and German diction using the International Phonetic Alphabet; continuing emphasis on accurate vowel production, articulation, and diction to develop uniformity, and artistic shaping of words and phrases; relationship of these to appropriate vocal literature. (2, lin)

MUMS 248. Basic Conducting. The development of basic conducting skills and competencies necessary for conducting. Concurrent enrollment in **MUMS 346** required. Prerequisite: **MUTC 171** or consent of instructor. (3, lin)

MUMS 255. Principles of Pedagogy I. Introduction to the philosophical and psychological foundation of teaching music; practical considerations in teaching private and group lessons. Offered fall semester only. (2)

MUMS 261. Feldenkrais for Musicians. An introduction to the Feldenkrais Method®, using Awareness Through Movement® lessons developed by Moshe Feldenkrais to encourage freedom of movement and efficient body alignment, and address non-productive movement patterns that interfere with the healthy execution of musical skills. (1)

MUMS 311. Choral Conducting. Development of advanced conducting skills with particular focus on conducting choral ensembles. Emphasis on development of rehearsal techniques and score study methods. Concurrent enrollment in **MUMS 346** required. Prerequisite: **MUMS 248**. (3, lin)

MUMS 312. Instrumental Conducting. Development of advanced conducting skills with particular focus on conducting instrumental ensembles: orchestra and band. Emphasis on development of rehearsal techniques and score study methods. Concurrent enrollment in **MUMS 346** required. Prerequisite: **MUMS 248**. (3, lin)

MUMS 313. Piano Accompaniment. Analysis and practice in the art of keyboard accompaniment, with attention to basic vocal and instrumental literature; sight reading, transposition, clefs, and score reading; matters of style and performance practices. By permission of instructor. Alternate years; offered fall in odd years. (2, lin)

MUMS 321-1. Principles of Pedagogy II: Piano. Learning basic principles of teaching piano through the study of selected beginning and intermediate teaching materials and developing a working knowledge of those materials. Prerequisite: Achievement of freshman piano major level. Exceptions by permission of the instructor. Offered spring semester only. (2, lin)

MUMS 321-2. Principles of Pedagogy II: Voice. Teaching methods from scientific, artistic, and psychological viewpoints; a study of vocal technique. Offered spring semester only. (2, lin)

MUMS 321-3. Principles of Pedagogy II: Strings. Survey and critique of teaching materials for the violin, viola, and cello, from Leopold Mozart to the present day. Prerequisite: completion of one year of private study, or permission of instructor. Alternate years; offered spring in even years. (2, lin)

MUMS 321-4. Principles of Pedagogy II: Brass. Survey and critique of teaching materials for brass instruments in the form of a tutorial. Unique sections will be offered for trumpet, horn, and low brass. Offered spring semester only. (2, lin)

MUMS 321-5. Principles of Pedagogy II: Percussion. Survey and critique of teaching materials for percussion instruments. Offered spring semester only. (1-2, lin)

MUMS 321-6. Principles of Pedagogy II: Woodwinds. Survey and critique of teaching materials for woodwinds in the form of a tutorial. Unique sections will be offered for flute, single reeds, and double reeds. Offered spring semester only. (2, lin)

MUMS 321-7. Principles of Pedagogy II: Guitar. Survey and critique of teaching materials for the guitar in the form of a tutorial. Offered spring semester only. (1-2, lin)

MUMS 332. African Music Education Seminar. Focuses on aspects of specific African musical cultures and their integration with history, geography, and general culture of the African peoples. Cross-cultural issues are highlighted. Provides appropriate background studies for music students intending to travel to Africa. Concurrent enrollment in **MUMS 332L** required. (2)

MUMS 332L. African Music Education Practicum. Provides opportunity for music students to experience African music and culture first hand. Students will be primarily involved in cross-cultural exchanges in school contexts: public schools, slum schools, private schools, Christian schools, missionary schools, rural and urban contexts. By permission of the instructor. Graded pass/fail. Concurrent enrollment in **MUMS 332** required. (1)

MUMS 333. Music Outreach Practicum. Practical experience in music servant-leadership through teaching, directing, performing, or composing music to serve a specific constituency outside the Conservatory of Music. (0-2, lin)

MUMS 341. Instrumental Techniques. Instruction in the instruments of the band and orchestra in preparation for teaching elementary and secondary instrumental music. Methods of tone production. Development of technical facility and understanding of pedagogical principles involved. (1 or 2, lin)

341-1 High String Techniques. (1, A) **341-4 Brass Techniques.** (2, lin)

341-2 Low Strings Techniques. (1, B) **341-5 Percussion Techniques.** (2, lin)

341-3 Woodwind Techniques. (2, lin) **341-6 Guitar Techniques** (1, lin)

MUMS 342. Vocal Techniques. Techniques of vocal production, the function of the voice, and application of these concepts to choral singing; special emphasis on the training of young and maturing voices. Offered fall semester only. (1, lin)

MUMS 343. Piano & Vocal Techniques for Composers. A detailed study of piano and vocal writing, with special emphasis on practical applications through compositional projects. Primary focuses include performance techniques, poetry and text setting, notation, and development of the student's singing voice. Prerequisite: **MUTC 122** or consent of instructor. Alternate years; offered fall in even years. (2, lin)

MUMS 344. Percussion Techniques for Composers. A survey of percussion instruments and basic performance techniques, notation issues, and percussion literature, with special emphasis on practical applications through compositional projects. Prerequisite: **MUTC 122** or consent of instructor. Alternate years; offered fall in odd years. (2, lin)

MUMS 346. Conducting Lab. Provides students a music ensemble with which to practice their conducting skills with comments from the instructors. Required of students enrolled in Basic Conducting (**MUMS 248**), Choral Conducting, (**MUMS 311**) or Instrumental Conducting (**MUMS 312**). Graded pass/fail. (0, lin)

MUMS 349. Organ Service Playing Techniques and Teaching. Musicianship for the church organist. Hymn-playing, accompanying, improvisation, conducting from the console, playing various liturgical and non-liturgical services, teaching organ. Required of Bachelor of Music organ majors; open to others by permission of instructor. Alternate years; offered fall in even years. (3, lin)

MUMS 355. Group Pedagogy. Adaptation of music methods and materials for age-specific and instrument-specific group classes of music students. Group dynamics and management techniques are explored. Prerequisites: **MUMS 255** or by approval. Alternate years; offered spring in odd years (3, lin)

MUMS 356. Studio Administration. Organization, facilities and business procedures for setting up a private music studio; strategies for promotion, recruitment, and retention of students, portfolio development, personal ethics and professional growth. Prerequisite: **MUMS 255** or by approval. Alternate years; offered spring in even years (2)

MUMS 372. Principles of Pedagogy: Suzuki I. A study and application of the philosophies of teaching and playing the violin/viola using the Suzuki Method in its foundational level (this satisfies Suzuki Association of America's level 1A). Suzuki Literature Book One will be memorized, performed, and analyzed for teaching points. Alternate years; offered fall in even years. (2, lin)

MUMS 373. Principles of Pedagogy: Suzuki II. A study of violin and viola pedagogy and related topics building on the foundation of Pedagogy I (**MUMS 372**), a prerequisite. Suzuki Literature Book Two will be memorized, performed, and analyzed for teaching points. Alternate years; offered spring in odd years (2, lin)

MUMS 385. Applied Pedagogy I. The culmination of the pedagogy track in which students will be mentored by an experienced teacher in an internship relationship. Students will be responsible for teaching other non-college-age students, observing their mentor-teacher, and consulting weekly. Prerequisites: **MUMS 255** and **MUMS 321** or **372**. Offered fall semester only. (2, lin)

MUMS 411. Music in Special Education. Addresses the instructional needs and characteristics of students with disabilities that are in today's classrooms; an overview of the legal basis for special education students in the classroom; aspects of writing special education lesson plans and Individualized Educational Plans (IEP); and the multidisciplinary approach to teaching in special education. Alternate years; offered spring in even years. (2)

MUMS 421. Honors Conducting. For students who demonstrate a superior skill in conducting; by permission of choral or instrumental large ensemble director. Study, rehearse, and conduct music under supervision of large ensemble director. By permission of the instructor. Prerequisites: **MUMS 311** or **312**. (0-1 cr)

MUMS 455. Applied Pedagogy II. A continuation and extension of Applied Pedagogy I. Prerequisites: **MUMS 255, 321, 385**. Offered spring semester only. (2, lin)

MUMS 471. Choral Methods. Organization of instruction in choral music for the junior and senior high school. Methods of tone production and development; classification and placement of singers; style, interpretation, balance, blend, rehearsal procedures, and ensemble management. (2, lin) Concurrent enrollment in **MUMS 471L** required.

MUMS 471L. Choral Methods Practicum. A teacher-aiding experience in a local school during the semester. Concurrent with **MUMS 471**. Graded pass/fail. (1, lin)

MUMS 472. Instrumental Methods. Organization of instruction in school instrumental music. Recruitment and teaching techniques, administrative responsibilities, and instructional materials for orchestra, concert and marching bands, and jazz band. (2, lin) Concurrent enrollment in **MUMS 472L** required.

MUMS 472L. Instrumental Methods Practicum. A teacher-aiding experience in a local school during the semester. Concurrent with **MUMS 472**. Graded pass/fail. (1, lin)

MUMS 473. Elementary School Music. Methods and materials for teaching general music from kindergarten through middle school. Integration of Orff, Kodaly, and Dalcroze concepts and techniques. Skills in recorder playing and Orff instruments. Study of curriculum, lesson planning, and evaluation. Concurrent enrollment in **MUMS 473L** required. Prerequisites: **MUTC 171, MUCS 101** or equivalent. (2, lin)

MUMS 473L. Elementary School Music Practicum. A teaching experience in a local school during the semester. Concurrent with **MUMS 473**. Graded pass/fail. (1, lin)

MUMS 485. Opera Music Theater Honors Directing. Assistant directing and/or production management for Opera Music Theater II (**MUEP 357**) or scene directing for Opera Music Theater I (**MUEP 356**). Offered each semester, by consent of instructor. Meets one semester of large ensemble credit. Repetition encouraged. (2, lin)

MUMS 494. Portfolio. Required in all Bachelor of Music degrees, according to the requirements set forth in the **Conservatory Handbook**. Graded Pass/Fail. (Fall, 0 cr)

MUMS 495. Directed Study. (1-4, lin)

MUMS 496. Internship. Prerequisites: Junior classification and permission of the Conservatory Director of Music Education. Elective Studies majors must have completed 18 hours of their elective concentration. Graded pass/fail. (2-4, lin)

Music Theory & Composition (MUTC)

MUTC courses focus on the development of musical literacy, general musicianship skills, critical listening abilities, analytical understanding, and compositional craftsmanship. The core music theory sequence is designed to enhance students' understanding of the structural principles, techniques, and terminology of Western concert music, while the aural skills sequence cultivates practical musicianship skills and analytical listening. The composition curriculum emphasizes creative writing in contemporary classical styles, as well as fluency in music notation and the use of digital audio software.

MUTC 101. Introduction to Music: Reading and Analysis. Introduction to music reading, analysis, and critical listening. Participants study fundamental concepts such as notation, rhythm, meter, timbre, pitch, scales, keys, intervals, and chords, as well as basic listening strategies, methods of musical criticism, the nature and significance of personal creativity, and the various roles that music can play in the life of the individual Christian and the church. Counts as General Education credit for Liberal Arts students. Offered spring semester only. (2). Course Fee required (see [Financial Information](#))

MUTC 111. Music Notation. Introduction to the principles of traditional music notation. Participants are taught to notate music accurately and neatly both by hand and using Finale notation software. Prerequisite: The ability to read music. Offered fall semester only. (2, lin).

MUTC 122. Introduction to Composition. Examination of fundamental practical, spiritual, and philosophical issues relating to music composition. Participants study the basic elements of compositional craftsmanship, including pitch and rhythmic organization, melodic construction, harmonic progression, texture, developmental techniques, formal organization, instrumentation, and notation. Additional topics include the nature and significance of personal creativity, the functions of music in society and the church, measures of artistic quality, musical meaning, musical style, the creative process, and composition as a career. Participants will complete a number of short composition exercises, followed by a complete composition of moderate length. Prerequisite: **MUTC 111** or consent of instructor. Offered spring semester only. (2, lin)

MUTC 151. Music Theory I. Diatonic harmony in repertoire from the Common Practice Period. Topics include intervals, species counterpoint, diatonic triads, diatonic seventh chords, harmonic analysis, voice leading, and non-chord tones. Prerequisite: Passing grade on music fundamentals exam, grade of C or higher in **MUTC 101**, or consent of instructor. Offered fall semester only. (3, lin)

MUTC 152. Aural Skills I. Development of analytical listening abilities and practical musicianship skills. Emphases include treble- and bass-clef sight-singing, rhythm recitation, basic conducting, meter identification, scale identification, instrument identification, rhythmic dictation, and melodic dictation using diatonic excerpts in conventional meters. Prerequisite: Passing grade on music fundamentals exam, grade of C or higher in **MUTC 101**, or consent of instructor. Offered fall semester only. (1, lin)

MUTC 171. Music Theory II. Chromatic harmony in repertoire from the Common Practice Period. Topics include secondary-function chords, tonicizations, modulations, modal mixture, Neapolitan chords, augmented sixth chords, and enharmonicism. Prerequisite: Minimum grade of C in **MUTC 151** or consent of instructor. Offered spring semester only. (3, lin)

MUTC 172. Aural Skills II. Continued development of analytical listening abilities and practical musicianship skills. Emphases include treble-, bass-, and alto-clef sight-singing, rhythm recitation, rhythmic dictation, and melodic dictation using diatonic excerpts in conventional meters. Prerequisite: Minimum grade of C in **MUTC 152**. (1, lin)

MUTC 231. Composition I. Continued emphasis on the basic elements of compositional craftsmanship, including pitch and rhythmic organization, melodic construction, harmonic progression, texture, developmental techniques, formal organization, instrumentation, and notation. Participants will complete a number of short composition exercises, followed by a complete composition of moderate length. Prerequisite: **MUTC 122** or consent of instructor. Offered fall semester only. (2, lin)

MUTC 232. Composition II. Continued emphasis on the basic elements of compositional craftsmanship, including pitch and rhythmic organization, melodic construction, harmonic progression, texture, developmental techniques, formal organization, instrumentation, and notation. Assignments are related to the interests and needs of the individual student. Prerequisite: **MUTC 231** or consent of instructor. Offered spring semester only. (2, lin)

MUTC 233. Digital Music Technology I. Exploration of the Digital Audio Workstation, including MIDI sequencing, audio recording, sampling, and sound design. Emphasis is placed on using technology in a musical way. Offered fall semester only. (2, lin)

MUTC 241. Music Theory III. Large-scale form in repertoire from the Common Practice Period. Topics include phrase structure, binary forms, ternary forms, variation forms, rondo forms, sonata forms, vocal forms, and fugues. Prerequisite: Minimum grade of C in **MUTC 171** or consent of instructor. Offered fall semester only. (2, lin)

MUTC 251. Music Theory III. (for catalogs before 2011) Provides a detailed examination of musical vocabularies of the late 19th century to the present. Extensions of tonality, new developments in rhythm, atonality and serialism, set theory, notational innovations, assumptions and practices of the avant-garde. (3, lin)

MUTC 252. Aural Skills III. Continued development of analytical listening abilities and practical musicianship skills. Emphases include treble-, bass-, alto-, and tenor-clef sight-singing, rhythm recitation, rhythmic dictation, melodic dictation, harmonic dictation, and formal analysis using lightly chromatic excerpts in conventional meters. Prerequisite: Minimum grade of C in **MUTC 172** or consent of instructor. Offered fall semester only. (1, lin)

MUTC 261. Music Theory IV. Analysis of twentieth-century and contemporary music. Topics include impressionism, atonality, pitch-class set theory, serialism, and indeterminacy, as well as various developments in rhythm, melody, harmony, timbre, texture, form, and notation. Prerequisite: Minimum grade of C in **MUTC 171** or consent of instructor. Offered spring semester only. (3, lin)

MUTC 272. Aural Skills IV. Continued development of analytical listening abilities and practical musicianship skills. Emphases include treble-, bass-, alto-, and tenor-clef sight-singing, rhythm recitation, rhythmic dictation, melodic dictation, harmonic dictation, and formal analysis using highly chromatic and modulating excerpts in conventional meters. Prerequisite: Minimum grade of C in **MUTC 252** or consent of instructor. Offered spring semester only. (1, lin)

MUTC 331. Intermediate Composition. Private 60-minute composition lessons. Assignments are related to the interests and needs of the individual student, and students are expected to spend a minimum of 6 hours per week on composition. Prerequisite: **MUTC 232** or consent of instructor. (2, lin) May be repeated for credit.

MUTC 333. Digital Music Technology II. Continued exploration of the Digital Audio Workstation with a focus on ways of creatively using technology for original electro-acoustic composition. Prerequisite: **MUTC 233** or consent of instructor. Offered spring semester only. (2, lin)

MUTC 343. Jazz Theory. Practical studies of extended chords, voicings, progressions, melodic and rhythmic development, and formal structures, with application to composition and improvisation in jazz styles. Prerequisite: **MUTC 171** or consent of instructor. Offered spring semester only. (2)

MUTC 352. Aural Skills V. Continued development of analytical listening abilities and practical musicianship skills. Emphases include treble-, bass-, alto-, and tenor-clef sight-singing, rhythm recitation, meter identification, scale identification, and melodic dictation using highly chromatic, modal, and atonal excerpts in both conventional and irregular meters. Prerequisite: Minimum grade of C in **MUTC 272** or consent of instructor. Offered fall semester only. (1, lin)

MUTC 353. Modal Counterpoint. Analysis and composition in the sixteenth-century contrapuntal style. Prerequisite: Minimum grade of C in **MUTC 241** or consent of instructor. Alternate years; offered spring in odd years. (2, lin)

MUTC 354. Tonal Counterpoint. Analysis and composition in the eighteenth-century contrapuntal style. Prerequisite: Minimum grade of C in **MUTC 241** or consent of instructor. Alternate years; offered spring in even years. (2, lin)

MUTC 355. Orchestration. A study of instrumentation, orchestration, and score analysis, including scoring and transcribing for various large and small ensembles. Prerequisite: **MUTC 171** or consent of instructor. Offered fall semester only. (2, lin)

MUTC 356. Arranging. Melodic and textural variation, harmonic substitution, and modulatory techniques, with exercises in a variety of styles and genres. Alternate years; offered spring in odd years. Prerequisite: **MUTC 171** or consent of instructor. (2, lin)

MUTC 364. The Improvising Musician. A practical introduction to improvisational techniques in a variety of styles and genres, including an exploration of the theological, psychological, and musical foundations of improvisation. Prerequisite: **MUTC 171** or consent of instructor. Offered spring semester only. (2, lin)

MUTC 389. Special Topics in Music Theory. Exploration of an advanced music theory or analysis topic. Subjects change on a yearly basis. Prerequisite: **MUTC 261** or consent of instructor. Offered spring semester only. (2)

MUTC 451. Advanced Composition. Private 60-minute composition lessons. Assignments are related to the interests and needs of the individual student, and students are expected to spend a minimum of 9 hours per week on composition. Prerequisite: Two semesters of **MUTC 331** or consent of instructor. (3, lin) May be repeated for credit.

MUTC 495. Directed Study. Independent study in music theory, aural skills, composition, or a related field. (1-4, lin)

Graduate Academic Policies & Information

Graduate Education

The graduate programs of Wheaton College focus on areas of strategic importance to church and society where our historic strengths enable us to make distinctive contributions to the world of Christian higher education. These strengths include clear commitments to the supreme and final authority of the Scriptures, a tradition of excellence in academic pursuits rooted in the liberal arts, and a commitment to bringing Christian faith and learning together in the context of a dynamic community of faith.

These carefully planned graduate programs seek to bring Christian belief and perspectives to bear on the needs of contemporary society. Students have the opportunity to work closely with accomplished teacher-scholar-practitioners and where possible, with accomplished scholar-practitioners outside of Wheaton. We provide academic and professional preparation that will enable the committed Christian student to articulate a biblical and global worldview and to apply it to service for Christ and His Kingdom.

The graduate programs are designed to enable our graduate students to:

- ▶ develop an appropriate graduate-level mastery of an academic discipline and of its methods of scholarly inquiry and professional application;
- ▶ develop a biblical framework for understanding their discipline in order to integrate faith, learning, and practice effectively;
- ▶ develop interdisciplinary breadth and inquiry through our required component of biblical and theological study and through exposure to the broader liberal arts emphases of our academic community;
- ▶ pursue their own holistic development in the context of this dynamic community of faith in order to prepare to serve Christ and His Kingdom throughout the world;
- ▶ effectively serve to improve society and building the church—locally, nationally, and globally—in their chosen vocations by using critical thinking skills in the disciplines.

Since the integrating core of all of our graduate programs is our institutional commitment to grounding academic study in Christian truth (i.e., “integrating faith and learning”), foundational knowledge of the Scriptures is a prerequisite to successful study here. Many students bring rich experience from domestic and global Christian ministry to their graduate studies at Wheaton College, and many Wheaton College graduate alumni have in turn made distinctive contributions to church and society around the world.

Graduate studies at the master’s degree level are available in Biblical Archaeology, Biblical Exegesis, Biblical Studies, History of Christianity, Theology, Clinical Psychology, Counseling Ministries, Marriage and Family Therapy, Christian Formation and Ministry, Education (Elementary and Secondary), Intercultural Studies, TESOL and Intercultural Studies, Evangelism & Leadership, and Missional Church Movements. A Doctor of Philosophy (Ph.D.) in Biblical and Theological Studies and a Doctor of Psychology (Psy.D.) degree in Clinical Psychology are also offered.

One non-degree graduate level certificate program is also available: Certificate in Teaching English to Speakers of Other Languages (TESOL) for students interested in teaching EDL/EFL in a variety of settings in the U.S. and overseas.

Faculty

Biblical and Theological Studies

Dr. Jeffrey Barbeau	Associate Professor of Theology
Dr. Daniel I. Block	Gunther H. Knoedler Professor of Old Testament
Dr. D. Jeffrey Bingham	Professor of Theology and Associate Dean
*Dr. Lynn Cohick	Professor of New Testament
Dr. Marc Cortez	Associate Professor of Theology
*Dr. Gene L. Green	Professor of New Testament
*Dr. Michael Graves	Armerding Associate Chair of Biblical Studies
*Dr. Andrew E. Hill	Professor of Old Testament
*Dr. Keith Johnson	Associate Professor of Theology
*Dr. Beth Felker Jones	Associate Professor of Theology
*Dr. George Kalantzis	Associate Professor of Theology
Dr. Jon Laansma	Associate Professor of Ancient Languages and New Testament
Dr. Timothy T. Larsen	Carolyn and Fred McManis Professor of Christian Thought
*Dr. Gregory W. Lee	Assistant Professor of Theology
*Dr. Daniel M. Master	Professor of Archaeology
Dr. Jennifer Powell McNutt	Associate Professor of Theology and History of Christianity
*Dr. Adam Miglio	Assistant Professor of Archaeology and Old Testament
Dr. Douglas J. Moo	Wessner Professor of Biblical Studies New Testament
*Dr. Amy Peeler	Assistant Professor of New Testament
Dr. Nicholas Perrin	Franklin S. Dyrness Professor of Biblical Studies
*Dr. Sandra Richter	Professor of Old Testament
Dr. Richard L. Schultz	Blanchard Professor of Biblical Studies
Dr. Daniel J. Treier	Professor of Theology
Dr. John H. Walton	Professor of Old Testament

Clinical Psychology

Dr. Jamie Aten	Arthur P. Rech and Mrs. Jean May Rech Associate Professor of Psychology
Dr. Richard E. Butman	Professor of Psychology
Dr. Sally Schwer Canning	Professor of Psychology
Dr. Pamela Davis	Assistant Professor of Psychology
Dr. Ward Davis	Assistant Professor of Psychology
Dr. Kelly S. Flanagan	Assistant Professor of Psychology
Dr. Jake Johnson	Assistant Professor of Marriage and Family Therapy
Dr. Stanton L. Jones	Professor of Psychology and Provost
Dr. Ezer Kang	Associate Professor of Psychology
Dr. Michael W. Mangis	Professor of Psychology
*Dr. Cynthia Neal Kimball	Professor of Psychology
*Dr. Raymond Phinney	Associate Professor of Psychology
Dr. Benjamin Pyykkonen	Assistant Professor of Psychology
Dr. Sandra Yu Rueger	Assistant Professor of Psychology
*Dr. William Struthers	Professor of Psychology
Dr. David Van Dyke	Associate Professor and Director of Marriage and Family Therapy
Dr. Terri S. Watson	Associate Professor of Psychology and M.A. Coordinator
Dr. Natalia Yangarber-Hicks	Associate Professor of Psychology
Dr. Hana Yoo	Assistant Professor of Marriage and Family Therapy

Education

*Dr. Jon Eckert	Associate Professor of Education
*Dr. Paul C. Egeland	Associate Professor of Education
*Dr. Jill N. Lederhouse	Chair, Professor of Education
*Dr. Sally E. Morrison	Associate Professor of Education

Christian Formation and Ministry

Dr. Laura A. Barwegen	Associate Professor of Christian Formation and Ministry
Dr. Mary (Scottie) May	Associate Professor of Educational Ministries
*Dr. Barrett McRay	Chair, Associate Professor of Christian Formation and Ministry
Dr. Tom Schwanda	Associate Professor of Christian Formation and Ministry
Dr. David Setran	Associate Professor of Christian Formation and Ministry
*Dr. James C. Wilhoit	Scripture Press Ministries Professor of Christian Education

Intercultural Studies

Dr. Robert L. Gallagher	Associate Professor of Intercultural Studies
Dr. Susan Greener	Associate Professor of Intercultural Studies
Dr. A. Scott Moreau	Professor of Intercultural Studies
Dr. Cheri L. Pierson	Associate Professor of Intercultural Studies and TESOL
Dr. Richard C. Richardson	Associate Professor of Evangelism
*Dr. Gerald R. Root	Assistant Professor of Evangelism
Dr. Alan Seaman	Associate Professor of Intercultural Studies and TESOL

*denotes undergraduate faculty who regularly teach graduate level courses

Graduate Admissions

Building from its historic liberal arts base, Wheaton College offers graduate programs which aim at the professional education of its students. Regardless of their professional or academic focus, the graduate programs at Wheaton College endorse the importance of a broadly based liberal arts education as the optimal preparation for graduate study at the College.

Students who are selected for admission to Wheaton College Graduate School should evidence a vital Christian experience, personal integrity, social concern, and academic ability. The College seeks students who desire a commitment to the educational outcomes valued by the graduate departments. These values include:

- ▶ Commitment to the centrality of the Word of God;
- ▶ Preparation in one of the distinct departmental disciplines;
- ▶ Commitment to liberal arts study within the Christian evangelical framework;
- ▶ Integration of the content (as well as the skills and attitudes) of the chosen discipline with theological foundations;
- ▶ Sensitivity to the special needs of the evangelical community.

Admission Requirements

Master of Arts applicants must have a bachelor's degree from a regionally accredited college or university at a level indicative of quality scholarship (minimum 2.75 grade point average on a 4.00 scale).

Doctoral applicants must have a bachelor's degree from a regionally accredited college or university at a level indicative of quality scholarship (minimum 3.0 grade point average on a 4.00 scale). Ph.D. applicants should have a minimum 3.5 GPA from master's-level work.

All applicants from approved international colleges and universities are required to have the equivalent of a U.S. bachelor-level degree. Applicants from non-regionally accredited schools may be admitted on a provisional basis, pending completion of possible deficiencies, and will be considered for full admission to a degree program on an individual basis. Each applicant's case will be considered on its own merits. All entering students must have facility in the reading, writing, speaking, and comprehension of English to adequately complete graduate work. Admission exceptions, though rare, may be made on a case by case basis.

Optimal preparation for graduate study at Wheaton will be achieved by the student who has done undergraduate course work in the humanities, social sciences, natural sciences and mathematics, and foreign languages. This type of course work forms the core of a liberal arts education. These liberal arts studies are recommended for all entering graduate students. The theological studies courses required of all students presuppose some basic exposure to the humanities and sciences.

Each of the academic departments of Wheaton College Graduate School maintains its own requirements for admission beyond the completion of a U.S. bachelor's equivalent (see requirements for academic departments). In most cases, these must be met by formal educational experiences.

Admission Procedure

Online Instructions

Applicants are able to submit their application directly online at <http://www.wheaton.edu/Admissions-and-Aid/Graduate/Apply-Now>

If you prefer to submit a paper application, it is also possible to download the application in a PDF form. To request a paper copy of the application please contact Graduate Admissions, toll-free at 800-888-0141 or by e-mail at gradadm@wheaton.edu.

Items you submit online

- ▶ General Application Form
- ▶ Application Fee (by credit card) \$30.00 for M.A.; \$50.00 for Doctoral
- ▶ Recommendations- please remember to sign the *Agreement Respecting Confidentiality*.
- ▶ Personal Statements
- ▶ Résumé (overview of volunteer or work experiences)
- ▶ Research Paper (doctoral applicants **and** M.A. Biblical Archaeology applicants)

Items you request to be submitted to our office

In order for your application to be evaluated in a prompt and efficient manner, please request that the following items be submitted to:

Graduate Admissions Office
Wheaton College
501 College Ave.
Wheaton, IL 60187

- ▶ Transcript(s) - Transcripts must be sealed in an official university envelope issued by the institution.
- ▶ Test scores - Test scores are sent to us directly from the testing institution. However, you may include a photocopy or self-report of your scores with your application for evaluation purposes. The official report is required before enrollment (Wheaton College code is 1905).

Paper Instructions

If you plan to submit a paper application, the Graduate Admission office requires that all applications be returned complete by the posted deadline. Please send all the items listed below in one envelope to:

Graduate Admissions Office
Wheaton College
501 College Ave.
Wheaton, IL 60187

- ▶ General Application form
- ▶ Application Fee: \$30.00 for M.A.; \$50.00 for Doctoral
- ▶ Recommendations - please remember to sign the Agreement Respecting Confidentiality
- ▶ Each recommendation should arrive in an envelope sealed by the recommender and signed by the same over the sealed flap
- ▶ Personal Statements
- ▶ Résumé – an overview of volunteer or paid work experiences
- ▶ Research Paper (all doctoral applicants **and** M.A. Biblical Archaeology applicants)

Items you request to be submitted to our office

- ▶ Transcript(s) - Transcripts must be sealed in an official university envelope issued by the institution.
- ▶ Test scores - Test scores are sent to us directly from the testing institution. However, you may include a photocopy or self-report of your scores with your application for evaluation purposes. The official report is required before enrollment (Wheaton College code is 1905).

The following materials are required for **Master of Arts** applicants:

- ▶ Official transcripts of *all* academic credit since high school graduation.
- ▶ Recommendations from an academic advisor or college professor, a pastor or church leader, an employer or professional acquaintance. Clinical Psychology applicants must also submit a mental health professional reference.
- ▶ A résumé that provides an overview of volunteer or paid work experiences.
- ▶ Psychology applicants must submit scores from the Graduate Record Examination (GRE) general test. All other M.A. applicants can submit scores from the Graduate Record Examination (GRE) general

test or the Miller Analogies Test (MAT). Please note some M.A. programs may waive test scores based on professional or ministry experience. Information concerning the GRE examination may be obtained by requesting the GRE Bulletin from the Educational Testing Service, Box 955, Princeton, NJ 08540. Website: www.ets.org or toll-free 1.800.GRE.CALL. Information concerning the MAT can be found at www.milleranalogies.com.

- ▶ Biblical Archaeology applicants must submit a research paper.
- ▶ Signed Statement of Faith and Community Covenant.
- ▶ \$30.00 application fee.
- ▶ Applicants who are granted admission must confirm their acceptance by submitting a \$100 advance deposit (see section on [Advance Deposit](#)).

The following materials are required for **Doctoral** applicants:

- ▶ Official transcripts of *all* academic credit since high school graduation.
- ▶ Ph.D. applicants must submit three academic and one church leader recommendation. Psy.D. applicants must submit recommendations from an academic advisor or college professor, a pastor or church leader, an employer or professional acquaintance, and a mental health professional.
- ▶ Applicants must submit a sample of their academic writing, e.g., a copy of a class research paper. (Ph.D. minimum 30 pages; Psy.D. minimum 20 pages).
- ▶ An employment résumé or educational vitae.
- ▶ Scores from the Graduate Record Examination (GRE) general test. Information concerning this examination may be obtained by requesting the GRE Bulletin from the Educational Testing Service, Box 955, Princeton, NJ 08540. Website: www.ets.org or toll-free 1.800.GRE.CALL. Signed Statement of Faith and Community Covenant.
- ▶ Personal Statements (Ph.D. must include mentor choice and dissertation topic).
- ▶ \$50.00 application fee.
- ▶ Personal interviews for all doctoral application finalists.
- ▶ Applicants who are granted admission must confirm their acceptance by submitting an advance deposit (see section on [Advance Deposit](#)).

Application Deadlines

	Program, Classification, or Course	Fall	Spring	Summer
International Students	All M.A. programs	Jan 1		
Doctoral Programs	Ph.D. in Biblical & Theological Studies	Dec 1		
	Psy.D. in Clinical Psychology	Dec 15		
Master's Programs	Biblical Archaeology	Jan 15		
	Biblical Exegesis	Feb 1		
	Biblical Studies part-time cohort	Jun 1		

	Christian Formation & Ministry (CFM)	Mar 15		
	Clinical Mental Health Counseling (CMHC)	Mar 1		
	Marriage & Family Therapy (MFT)	Mar 1		
	Counseling Ministries	Mar 1		
	Evangelism & Leadership (E&L)	Mar 15	Nov 1	Mar 15
	History of Christianity	Mar 1		
	Theology	Mar 1		
	Intercultural Studies	Mar 15	Nov 1	Mar 15
	Intercultural Studies & TESOL	Mar 15	Nov 1	Mar 15
	Teaching (MAT)	Apr 1		
Certificate Programs	TESOL	Mar 15	Nov 1	Mar 15
Special Students	Special Student	Aug 15	Dec 1	May 1
	Special Student for Modular Courses	http://www.wheaton.edu/Graduate-School/Admissions/How-to-Apply/Application-Deadlines		
	Special Student for E&L courses	http://www.wheaton.edu/Graduate-School/Admissions/How-to-Apply/Application-Deadlines		
Audit	Any course	First day of class each term		

Advance Deposit

A nonrefundable advance deposit of \$100 must be submitted with the M.A. applicant's reply accepting admission to the Graduate School. **The advance deposits for doctoral programs are \$200 for Psy.D. applicants, and \$500 for Ph.D. applicants.** This will be credited toward tuition when the student enrolls.

Classification of Students

Regular students include all applicants who are admitted to the Graduate School in a degree or certificate program.

Special students are applicants who are not planning to work toward a degree or who have missed the degree-student **application** deadline. *Special students may apply only 12 credit hours toward a degree* if they apply later as degree-**seeking** students. The Graduate School is not obligated in any way to accept a special student for degree status.

Modular Students are students enrolled in a degree or certificate program the curriculum of which is comprised entirely of intensive courses. Intensive courses consist of compressed “in-seat” class time (typically one or two weeks) with significant pre- and post class academic work.

Auditors are students attending graduate classes for personal enrichment and not for academic credit. Auditors must file the appropriate application form with the Registrar's Office, register as an auditor, and pay the audit fee. Audited courses may be included on a student's academic transcript if attendance and instructor's expectations are met (see transcript audit application).

International Students

International students of high scholastic standing are invited to apply for admission to the Graduate School. Applications (except for Canadians) will be **accepted for the fall semester only (other desired entry terms will be evaluated on a case by case basis)**. **The deadline for the formal application is January 1.**

The following requirements apply to all international students and to permanent residents of the U.S. whose native language is not English.

Applicants may choose to take one of the following language proficiency tests: the Test of English as a Foreign Language (TOEFL) paper based test, the TOEFL internet based test, or the International English Language Testing System (IELTS) The tests and our minimum requirements are outlined below. **Scores must be no more than two years old.**

Language Proficiency Test	All Other Master of Arts Applicants	M.A. TESOL, Teaching, CMHC, MFT, Counseling Ministries and Doctoral Applicants
TOEFL – Paper Based Test	550	600
TOEFL – Internet Based Test	Minimum score of 18 points for each of 4 sections Total cumulative minimum of 80	Minimum score of 20 points for each of 4 sections Total cumulative minimum of 90
IELTS	Minimum score of 6.5	Minimum score of 7.5

Exceptions to the required test scores may be made in the following instances:

- ▶ The student is a citizen of Great Britain, Australia, Canada, New Zealand, or the British West Indies, and is a native speaker of English (GRE or MAT scores may be required).
- ▶ The student has studied in one of the countries mentioned above, or in the U.S., within the past two years and has a good academic record at the school attended (GRE or MAT scores may be required).
- ▶ The student has a recent TOEFL score (less than two years old). In this case the student will not be required to retake the TOEFL. Special arrangements may be made to take a written exam.

For information on the TOEFL, write to: Test of English as a Foreign Language, CN 6151, Princeton, NJ 08541-6151, USA. For information on the TSE, write to: Test of Spoken English, CN 6157, Princeton, NJ 08541-6157, USA. (Website: www.ets.org).

In order for the applicant to receive the Certificate of Eligibility (Immigration form I-20) required of all international students entering the United States, **the following conditions must be met:**

- ▶ The applicant must be formally admitted to a graduate degree program.
- ▶ Applicants which attended international schools need to submit a transcript evaluation completed from one of the following international credential evaluation agencies: WED (www.wes.org) or ECE (www.ece.org). **Official transcripts from all post-secondary level schools attended, outside the U.S., from which academic credit was received.** The report must include **general equivalency, course by course evaluation, and grade point average (GPA).**
- ▶ The applicant must submit a Certification of Finance form and payment for tuition, room, board, and health insurance for their *first semester, by June 1 *prior to enrollment* in order for a Certificate of Eligibility (Form I-20) to be issued. If the student can verify s/he will not use college housing, and/or meal plan, that amount does not need to be sent.
 - ▶ On the Certification of Finance form applicants must be able to demonstrate sufficient financial support to cover the total projected costs of education for the entire time of enrollment, for both billed and personal costs, and for family, if applicable. The student must also provide signed certification from the bank or sponsor(s) verifying the accessibility of funds. Strict government regulations require that Wheaton College verify the financial resources of international applicants.
 - ▶ An international student will not be allowed to enroll for the next semester and continue graduate study if the student's tuition (also, housing and/or meals if applicable) is not paid at least one week before the first day of classes. Failure to make payment will result in immediate withdrawal from Graduate School.

*Billy Graham Center scholarship recipients must deposit the **entire amount** budgeted for their Master's degree program by June 1 prior to their enrollment. Under no circumstances should an applicant make preparations to arrive in the United States before being granted admission and arranging tuition payment.

Accelerated M.A. Program

Wheaton College offers an Accelerated M.A. in the following programs: Biblical Archaeology, Biblical Exegesis, Biblical Studies, History of Christianity, Theology, Christian Formation and Ministry, Education (Elementary and Secondary Certification), Evangelism and Leadership, Intercultural Studies/Missions, and Teaching English to Speakers of Other Languages. Wheaton College undergraduate students can earn a B.A. and M.A. in five years by taking graduate credit courses during their senior year. An application should be submitted to the Graduate Admissions Office prior to earning 90 undergraduate credit hours. After acceptance, students will be able to register for graduate-level courses after completing 90 undergraduate credit hours. Up to eight hours of graduate credit may be taken each semester (16-hour maximum taken as an undergraduate). The student will be given a graduate advisor, but will retain the undergraduate advisor and be classified as an undergraduate until the bachelor's degree is earned. Earning a graduate degree by this method can have a financial advantage. Courses taken toward this accelerated master's degree program **cannot** be counted toward the student's bachelor's degree requirements.

Readmission

Regular students who have not registered for one semester and modular students who have not registered for two semesters and a summer, consecutively, must file a "**Re-enrollment Application**" with the Graduate Admissions Office. An additional \$100 advance deposit (\$200 if Psy.D. student) will be required. Students seeking re-enrollment will need to submit transcripts for work undertaken elsewhere in the interim, update medical and contact information, and may be required to submit an Action Plan. The Graduate Admissions Director and/or graduate program faculty will decide whether to approve, defer or deny re-enrollment. A student readmitted after the program limit (M.A.—five years; Ph.D.—six years; Psy.D.—seven years) must fulfill graduation requirements for the catalog of the year of readmission. Credits earned more than eight years prior to readmission may not be allowed to fulfill degree requirements except with department approval.

Doctoral students with an approved Leave of Absence need only complete a "**Re-Activation Application**" with the Graduate Admissions Office in order to initiate the process to resume their active status. The primary purpose of this form is to update information needed by support departments.

Academic Requirements

Upon satisfactory completion of the requirements for graduation, Wheaton College confers upon the student the degree of Master of Arts, Master of Arts in Teaching, Doctor of Philosophy, or Doctor of Psychology.

A certificate of post-baccalaureate study in Teaching English to Speakers of Other Languages will be awarded to those students who complete program requirements. Certificate students are subject to the same academic standards as M.A. students, and a 2.80 cumulative GPA is required.

A student is subject to the requirements listed in the catalog for the year in which the first enrollment occurred or to the requirements of a subsequent catalog under which the student is enrolled for credit as a degree-seeking student. All requirements must be met, however, under the same catalog.

A student who completes degree or certificate requirements in December, May, or August may participate in the annual May Commencement unless the academic department prescribes restrictions on participation, and will receive the diploma or certificate when all requirements are finished.

In a graduate school setting, research is of critical importance. The student is expected not only to reach a certain level of expertise in a chosen field of interest, but also to contribute to the ever-expanding fund of knowledge that this field encompasses. The research involved in that contribution is to be of the highest order in terms of theory, as well as technique, with excellence at every stage as its proximate and ultimate goals. It is only as such standards are applied and such results attained that the term *graduate* can be used properly to describe an educational experience. For this reason research projects, theses, and internships are an integral part of the graduate program.

Graduation Requirements for Master of Arts

(Note: Graduate students should consult the appropriate handbook for additional information on graduation, candidacy status, research project requirements, as well as various procedures and protocols in the Graduate School.

The following requirements must be met for graduation:

- ▶ A minimum of six semester hours must be taken in Bible and Theology courses. The courses are to be taken *in residence* at Wheaton College, and are to be selected *only* from the approved list noted later in this section of the catalog.
- ▶ A cumulative grade point average of 2.80 must be maintained for all courses taken which apply toward the degree.
- ▶ The requirements for courses for one specific graduate program must be satisfactorily completed. Courses must be selected from course numbers 500-699. Unless otherwise limited by the academic program, and with advisor and course instructor approval, up to eight credits of 300- and 400-level courses can be applied toward a master's degree.
- ▶ Normally, courses taken at Wheaton College will be selected from regularly scheduled courses. However, a maximum of eight credits (four credits in the Biblical and Theological Studies programs, and Christian Formation and Ministry program) may be taken as independent study courses (listed as 695) and/or tutorial courses. A course is considered a tutorial when it is listed in the catalog but taken in a semester when it is not being offered. Permission to take an independent study course is normally granted only when the student can demonstrate why the particular 695 course is needed to fulfill a requirement in the student's program. These courses must meet strict guidelines and be approved by both the course instructor and the department chair.
- ▶ At least 75% of the total hours required for a degree program must be taken from Wheaton College. With department approval, up to 25% of the program can be graduate-level transfer or distributed learning credit, including Wheaton College distributed learning courses. Courses in which the grade was lower than B- cannot be transferred. Grades from transferred courses are not used when determining a student's cumulative grade point average at Wheaton. Credits from a conferred master's degree cannot be transferred. Courses taken more than eight years prior to enrollment at Wheaton may not be transferable. Students must complete their last semester of study at Wheaton.

- ▶ Some programs require that a comprehensive examination must be taken and successfully passed.
- ▶ An Application for Degree must be submitted to the Registrar's Office according to announced deadline dates.
- ▶ All requirements for the Master of Arts degree must be completed within five years from the date of entrance if done in regular academic sessions. Master's degree students are expected to complete all program requirements within the allotted time limits of their degree; however, they are not necessarily expected to maintain continuous enrollment throughout their course of study at Wheaton College.

Candidacy

Students must submit an approved masters' degree program plan to achieve candidacy status by the time they have completed 12 semester hours at Wheaton. Students who are not accepted into candidacy by departmental vote at that point in their program cannot register for additional degree courses without special permission.

To receive candidacy status, students must submit a degree program plan (also known as a candidacy plan), pass the academic department vote, complete all program deficiency and prerequisite courses, and have at least a 2.80 grade point average.

Biblical and Theological Studies Requirement

All students are required to take at least six semester hours in Biblical and Theological Studies courses as part of their master's degree program at Wheaton. Building on foundational biblical and theological knowledge, this Biblical and Theological Studies (TSR) requirement, supported by the integrative focus of all of the graduate programs, prepares students to:

- ▶ Employ appropriate hermeneutical methodology in the accurate interpretation and application of biblical texts;
- ▶ Evaluate and construct theological statements and systems for congruence with Scripture and historical Christian orthodoxy;
- ▶ Evaluate presuppositions, positions, and systems in their disciplines for congruence with Scripture and historic Christian orthodoxy.

All non-Bible and Theology master's-level students must select one course from the Category I list:

Category I

BITH 565 Christian Theology
 BITH 566 Foundations for Biblical Interpretation
 BITH 576 History of Christianity to 1900

Students entering the graduate program with an M.Div. (or comparable M.A.) degree, or in some cases students who have had previous documented graduate-level courses with significant content overlap, may be granted permission to substitute one of the following for the Category I TSR course:

BITH 577 Modern World Christianity
 BITH 638 Old Testament Theology
 BITH 648 New Testament Theology
 BITH 675 Advanced Systematic Theology

as well as one course from the academic discipline-specific Category II list:

Category II

BITH 521 Theology of Education (required for the Master of Arts in Teaching program)
 BITH 561 Theological Anthropology (required for the Clinical Psychology and Counseling Ministries programs)

CFM 512 Bible in Ministry (required for the Christian Formation and Ministry program)
EVAN 526 Evangelism and the Gospel: Historical and Theological Perspectives
(required for the Evangelism & Leadership program)
INTR 531 Theological Foundations (required for the Intercultural Studies program)

Official Communication

Wheaton College uses Banner Self Service, a component of the College's administrative database system, and College-administered student email accounts for official communication between students and administrative offices.

Banner Self Service

Banner Self Service provides online registration for classes and communication of class schedules, grades, student account balances, and financial aid information. Data encryption and user authentication protect students' personal information.

Electronic Mail

Students are given College email accounts upon enrollment. Official notifications will be sent to these accounts. **Students are responsible for reading their College email, and must use their College email accounts in official correspondence to ensure proper identification.**

Academic Information

Graduate Programs

Graduate programs are offered leading to the **Doctor of Philosophy in Biblical and Theological Studies**, **Doctor of Psychology in Clinical Psychology**, the Master of Arts in Teaching (**Elementary Education and Secondary Education**), and the Master of Arts in the following disciplines:

- Biblical Archeology
- Biblical Exegesis
- Biblical Studies
- History of Christianity
- Theology
- Christian Formation and Ministry
- Clinical Mental Health Counseling
- Counseling Ministries
- Evangelism and Leadership
- Intercultural Studies
- Marriage and Family Therapy
- Missional Church Movements
- TESOL and Intercultural Studies

The graduate programs are arranged to allow maximum flexibility for each student to individualize a program to best meet the student's interests and goals. A student can develop a program in a variety of concentrations within these broad areas of study.

In addition to the degree programs, non-degree, graduate-level certificate programs are available in Teaching English to Speakers of Other Languages (TESOL) and Urban Missions.

Registration

Students must be officially registered for all courses they attend. Newly admitted and readmitted students for Fall and Spring register via Banner Self Service or on registration day during Orientation. After the official registration day, a late registration fee is charged to the student. For quad courses and other deadlines, see **Registrar's Calendar** in this catalog.

Students who expect to enroll in subsequent semesters must complete advance registration during the scheduled time. Financial accounts must be paid and all *holds* remedied before students may advance register. Information regarding registration is sent to campus post office boxes two weeks prior to Advance Registration. Before going online to register via Banner Self Service, students must obtain an *additional* "semester PIN" from their advisors.

Schedule Changes

Schedule changes should be made during the two weeks of the semester in the Registrar's Office or via Banner Self Service. (For quad courses and other deadlines, see **Registrar's Calendar** in this catalog.) Full semester and quad courses may be dropped without a grade during the first two weeks of the semester. After that time a student withdraws with a "W" grade. Full semester courses may be dropped through the twelfth week of the semester; quad courses, through the fifth week.

To drop a course after the second week of the semester, each student must submit the appropriate drop form to the Registrar's Office. The student's transcript will indicate a grade of "W" (withdrawal) for such withdrawals after the second week of classes. Students who do not officially drop classes will automatically be assigned a grade of "F" (failure) by the instructor. Refunds will be given according to the schedule listed in the **Financial Information** section of this catalog.

M.A., Ph.D., and Psy.D. Thesis/Applied Thesis/Action Research/Dissertation

All M.A. candidates must submit a thesis/applied thesis proposal to the Master's Academic Affairs Committee and receive approval before beginning their projects. A candidate writing an action research paper must submit a proposal to the major department for approval before beginning the project. M.A. candidates writing a thesis/applied thesis/action research paper must apply for permission and register for it in their last semester in residence and pay the appropriate tuition. Registration and billing for thesis/applied thesis/action research paper/dissertation continuation will be processed in the Registrar's Office if the thesis/applied thesis/action research paper/dissertation remains incomplete after the completion of course work. *It is the responsibility of the student to maintain continuous enrollment in the College by registering for continuation of thesis/applied thesis/action research paper/dissertation each term*, and is required for the student to retain status with the College, including the use of the College's learning resources facilities and other student benefits. A \$50.00 fee will be charged for each semester (fall, spring, and summer) of thesis/applied thesis/action research paper/dissertation continuation. If a student fails to register for each semester of continuation or fails to complete the thesis/applied thesis/action research paper within five years of the beginning of their course work they will be dropped from the degree program. A Ph.D. student will be granted six years, and a Psy.D. student will be granted seven years from the beginning of a degree program to complete a dissertation. Students working under the thesis/applied thesis/action research paper/dissertation requirements will not receive a degree until their work has been accepted by Buswell Library.

An M.A. program change from thesis/applied thesis/action research (after initial registration) can be made by written request to the major department and the Registrar's Office to substitute additional course work and comprehensive exams. The major department and Registrar will determine whether or not it is appropriate to grant the request. In the event that the request is granted, and if the additional course work requested is an independent study based on the original registration for thesis/applied thesis/action research, a processing fee of 20% of the current fall/spring tuition will be charged. If additional courses are taken, current tuition is charged.

M.A.T. candidates should register for the action research paper for the semester following the completion of all course requirements. The student will obtain approvals and guidance from the Education Department.

Students are hereby notified that copies of a student's thesis or applied thesis will be made available to the public through the College's library.

Requirements for the Ph.D. dissertation in Biblical and Theological Studies are specified in the [Ph.D. Student Handbook](#) and the [Ph.D. Dissertation Manual](#).

Requirements for the Psy.D. *Clinical Dissertation* are specified in the [Psy.D. Student Handbook](#) and the [Clinical Dissertation Manual](#).

Audits

Any student carrying a full-time academic schedule (12 or more semester hours) may audit one course without charge by filing an approved audit application at the Registrar's Office. In addition, part-time graduate students who will complete *all* graduation requirements by the end of the current semester are entitled to a free audit. No credit is given for audited courses and the courses are not automatically recorded on the student's academic record. A *transcript audit* will be recorded on a student's transcript when the audit is completed in accordance with the guidelines for a transcript audit. Part-time graduate students auditing courses are charged the student audit rate.

Spouse Audits

The audit privilege for a full-time graduate student may be used by the student's spouse if the student is not auditing a course. Application for a spouse audit is made through the Graduate Records and Registration Office.

Course Load

To be classified as a full-time student, a master's-level student must be enrolled for a minimum of 12 hours and a Ph.D. or Psy.D. student, for a minimum of 10 hours per semester. A full-time load for a four-week summer session is considered to be a minimum of four hours; for Psy.D. students, a minimum of six hours for the entire summer session. Students desiring to enroll in more than 16 hours per semester must have the approval of the department chair. Since many graduate students work part-time or full-time, they should carefully consider their academic course load in relationship to the number of hours they must work. Students should consult with their advisors concerning the number of credit hours to register for each semester. Psy.D. students enrolled in the fifth-year Clinical Internship will be considered full-time students if working on the internship full-time. Ph.D. students working full-time on their dissertations (and confirmed by their dissertation advisors) are considered full-time students.

Advisors

The chair of the department, or a member of the faculty designated by the chair, will advise students concerning their program. Only those courses approved by the student's advisor may be used toward the graduate degree.

Grading System

Eight grades are given for passing work, with significance as follows: A, outstanding; A-, superior; B+, very good; B, satisfactory; B-, C+, C, acceptable but below average; P, satisfactory. B is the acceptable norm for graduate school study.

Grade points are granted on the following basis:

A	...	4 grade points per hour
A-	...	3.7 grade points per hour
B+	...	3.3 grade points per hour
B	...	3 grade points per hour
B-	...	2.7 grade points per hour
C+	...	2.3 grade points per hour
C	...	2 grade points per hour
F	...	0 grade points per hour
P	...	Pass (B- or better); not computed in grade point average

(Students in Ph.D. courses are awarded grades of "High Pass," "Pass," or "Fail".)

Courses officially dropped during the first two weeks of the term are not recorded. After that time the student will receive a W (withdrawal) grade for all courses which are dropped by the drop deadline. The W grade does not affect the student's grade point average.

A student should resolve any questions about grades as soon as possible after grades have been received. A student has four months from the day grades are issued to question the grade earned. After that date grades will be considered final. Within the four-month period, a grievance by the student should be resolved with the instructor of the course. (See grievance procedure in the [Student Handbook](#).)

Incomplete Grades

An **incomplete grade (INC)** may be assigned only for deficiencies as the result of illness or situations beyond the control of the student and not because of neglect on the part of the student. An incomplete grade must be made up by the end of the sixth week from the end of the semester or summer session in which it was received. *If the course is not completed within the six-week time limit, a grade of F will be assigned.* The six-week time limit can be extended only by special permission of the Registrar in consultation with the instructor. The Incomplete Grade Request is available in the Registrar's Office or on the Web at www.wheaton.edu/Academics/Services/Registrar/Forms/Graduate-Forms. The Incomplete Grade application must be filed by the last day of final exams (or A Quad class) in the Registrar's Office. Once the drop deadline has passed, a class cannot be dropped after an incomplete has been entered.

An **In-Progress (IP)** grade will be given when work cannot be completed by the end of a semester for non-classroom independent course work, such as an Independent Study, Internship, Thesis, Applied Thesis or Dissertation, or Tutorial. The completion deadline for finishing the work in order to receive a grade will lie with the professor. In-Progress grades will not affect the student's grade point average.

Pass/Fail

This privilege may be granted for *general* undergraduate deficiency courses or elective courses not used for the M.A. degree. In each case the student will need the approval of an advisor and the instructor of the course before the pass/fail option is granted. Students entering with an undergraduate deficiency in *Bible* must take the courses for a letter grade. Under the pass/fail option a student must receive a regular grade of B- or better in order to receive a pass "P" grade in a graduate course. Therefore, the possible grades for a pass/fail course are P (pass), C (calculated in GPA) and F (failure). The form for requesting the pass/fail option can be found at www.wheaton.edu/Academics/Services/Registrar/Forms/Graduate-Forms. See Registrar's Calendar for deadlines for submission to the Registrar's Office.

Integrity of Scholarship

By affirmation of the Wheaton College Community Covenant, all students, faculty, and staff are expected to understand and subscribe to the ideal of academic integrity and to take personal responsibility and accountability for their work. Academic dishonesty is a serious offense against an academic community and against the standards of excellence, integrity, and behavior expected of its members. Academic dishonesty degrades the educational and research mission of the College. Truth and honesty are to be followed in all academic endeavors, including the taking of examinations and in the preparation of class reports and papers. Areas of concern related to academic integrity include plagiarism, cheating, fabrication of information or data, unauthorized collaboration, lying, defrauding, misrepresentation, or deception related to assigned or voluntary academic work. The definition of academic dishonesty, the method for reporting violations, and the procedures of the disciplinary process are stated in the "Policy on Academic Honesty" in the [Student Handbook](#) on the internet or on the [intranet](#) (authentication required).

Gender Inclusive Language

For academic discourse, spoken and written, the faculty expects students to use gender inclusive language for human beings.

The policy is both theological and missional.

Evangelical Christians continue to have differences about how to interpret scripture in reference to many questions about what it means to be male and female, but we are united in the affirmation that both men and women are fully human, created in the image of God (Genesis 1:27).

The college seeks to equip students for service in the world for Christ. Students need to be ready to communicate in that world. We want our students to succeed in graduate school, in the corporate world, and in public communication, all settings in which gender inclusive language for human beings is expected and where the inability to use such language may well be harmful to the Christian witness.

Evangelical Christians are not separatists. Missionally, we have long been committed to being in the world and in the broader culture, following the example of Christ our Lord who does not "belong to the world" but who was sent into the world by the Father and so sends us (John 17:14, 18). We are commanded to be in the world for the sake of the gospel. Paul counsels Christians in Corinth to attend to the consciences of others giving "no offense to Jews or Greeks" (1 Cor. 10:32). Paul also draws on the doctrine of the goodness of creation (1 Cor. 10:26), reminding the church in Corinth that it will not be polluted by engagement in the world because the world is God's.

Language remains fluid, and professors should discuss specific guidelines for practice with students.

Helpful resources for practice include:

National Council of Teachers of English
guidelines, <http://www.ncte.org/positions/statements/genderfairuseoflang>.
Publication Manual of the American Psychological Association (6th Edition) 61-76.
MLA Handbook for Writers of Research Papers (7th Edition) 49-50; 259-260.
The Chicago Manual of Style (16th Edition) 301-304.

The policy does not apply to language used for God nor does it require any rephrasing of quotations. The policy does not imply answers to contested questions about the best standards for biblical translation.

Awards

Each year several graduate students are selected by various departments to receive special recognition for unusually meritorious achievement. The awards take into consideration academic excellence, professional competence, and moral and spiritual character. The awards are:

The Mary LeBar Award in Christian Formation and Ministry
The Lois LeBar Award in Christian Formation and Ministry
Norton Award in Missions and Intercultural Studies
The Lonna Dickerson Award in Teaching English to Speakers of Other Languages
The John A. Gration Gospel and Culture Award
The Dolores Gallagher Memorial Award
Rech Award in Psychological Studies
Schultz Award in Old Testament Studies
Tenney Award in New Testament Studies
Kantzer Award in Christian History and Theology
Waterman Award in Old and New Testament Studies
T. W. Wilson Award in Evangelism
William Hiram Bentley Award for Ministry to the African-American Community
The Richardson Award for Excellence in Biblical and Theological Studies
The Frances J. White Award for Psychology and Ministry
Hilligoss Award in Biblical Studies

Leave of Absence

The purpose of a voluntary Leave of Absence (LOA) is to provide students time away from Wheaton College for treatment of a physical or mental health condition that impairs a student's ability to function successfully or safely as a member of the Wheaton College community. Students on LOA remain accountable to the Community Covenant as they retain their status as a Wheaton College student. Wheaton College has designed this policy to ensure that students are given the individualized consideration and support necessary to address their particular circumstances. All students are required to consult with the Director of Graduate Student Care before applying for an LOA.

Doctoral Degree Students. Continuous enrollment in the graduate programs is an expectation for doctoral students until all degree requirements are satisfied. However for extraordinary reasons a student may be granted a program leave. Students granted program leave will have their degree completion time-limit extended by the length of their approved absence, effectively stopping their degree completion "clock". Students who have a lapse in enrollment without an approved program leave must withdraw from their program and will be subject to the normal entailments of such withdrawal. Please consult the corresponding Ph.D. Student Handbook or Psy.D. Student Handbook for further details.

In some situations, students taking a program leave may also qualify for the above mentioned institutional Leave of Absence policy which qualifies a student to continue their health insurance (with limitations) and can be found in the Student Handbook with the full policy available in the Graduate Student Care office (BGC 228) and the Student Development Office (SSB Suite 218).

If the circumstances for the program leave request are of a sensitive nature which the student prefers to not discuss in detail with the faculty, the student can first go to the Graduate Student Care Office who will work with the student on initiating the program leave process and provide information and insight on the student rights to the PhD committee in the decision making process.

It is the responsibility of the student to understand the program leave and the ramifications of the leave on their loan repayment schedules, future financial aid/scholarship eligibility, health insurance coverage, re-activation of enrollment, etc.; and, to plan accordingly.

Withdrawal from Graduate School

A student who leaves the Graduate School during an academic term must officially withdraw from all classes, as well as secure approval from appropriate campus offices. Only those students who follow these procedures and return all appropriate documents to the Registrar will be classified as withdrawn in good standing. Withdrawal forms are obtained from the Registrar's Office. For refund information see the Financial Information section of this catalog.

A student who leaves the College during the semester without obtaining permission to withdraw will be administratively withdrawn and may forfeit all fees or deposits paid to the College and "F" grades assigned.

If a student is asked to withdraw or is dismissed for disciplinary reasons, grades of "W" will be recorded on the transcript for courses in which the student is enrolled. The regular refund policy applies for a student who is dismissed for disciplinary reasons.

Academic Probation/Dismissal

Students are expected to pass enough hours and maintain a grade point average sufficient to be considered as making satisfactory academic progress. A student's academic status will be checked at the end of each semester and at the end of summer school.

When a student's cumulative grade point average falls below 2.80 (3.00 for Psy.D.), the student will be placed on academic probation for the following semester of enrollment. Any student who fails to pass three-fourths of the credits in which s/he was enrolled may also be placed on probation.

During the probationary semester, the student must receive a semester grade point average of 2.80 (3.00 for Psy.D.) or higher in order to be continued on probation. When the student's cumulative grade point average reaches 2.80 (3.00 for Psy.D.), the probationary status will be removed.

If the student's semester grade point average for the probationary semester is below 2.80 (3.00 for Psy.D.), the student is subject to academic dismissal. Students dismissed may apply for readmission after one year has elapsed. A student who wishes to appeal dismissal status must make a written appeal within three days from the time the dismissal notification is received.

Students must maintain satisfactory progress to receive financial aid. When a student qualifies for academic dismissal, financial aid cannot be awarded. If, therefore, a student appeals a dismissal status and the appeal is granted, the student will be allowed to enroll on a probation status but will not receive financial aid. If a student who has been dismissed applies at a later date for readmission and the application is granted, the student will enroll on probation status but will not be eligible for financial aid until the dismissal conditions have been remedied.

Graduate students who still have athletic eligibility for an undergraduate athletic team cannot participate in intercollegiate athletics if they are on academic probation.

Involuntary Leave Policy

It is the policy of Wheaton College to foster a campus environment that is conducive to learning, promotes the College's educational purposes, maintains reasonable order, and protects the rights and safety of all members of the College community. In extraordinary circumstances, the College may place a student on an involuntary leave of absence or take other appropriate action for reasons of personal or community safety. Examples of such situations might include, but are not limited to: suicidal threats or ideation; self-starvation, severe purging, or dangerously low body weight; and serious threats of harm to others. The procedure will be initiated (i) only after reasonable attempts to secure a student's voluntary cooperation for a medical or psychological evaluation or leave of absence have been exhausted; or (ii) if a student

refuses to agree to, or does not adhere to reasonable conditions established for, the student's return or readmission to the College, continued presence on campus, or continued presence in College housing. The Involuntary Leave Policy applies to both undergraduate and graduate students of the College and to all College locations, programs, and activities. A full description of the policy is available from the Graduate Student Care office.

Academic Transcripts

All requests for academic transcripts must be made in writing to the Office of the Registrar. Transcripts will not be released to currently enrolled students and former students who have not paid their college bills in full or who are delinquent in loan repayments. The form for requesting a transcript is available at <http://www.wheaton.edu/Academics/Services/Registrar/Transcript-Request>.

Distributed Learning

A limited number of Distributed Learning courses are offered entirely on-line without a traditional classroom component. Such courses may include synchronous discussion with the teacher and peers. Students taking graduate courses complete assignments and examinations that are evaluated and graded by Wheaton College faculty.

The following courses may be available as Distributed Learning Courses:

BITH 546 Romans (from the English text)
BITH 548 Life and Teachings of Paul
BITH 638 Old Testament Theology
BITH 648 New Testament Theology
INTR 536 Theology of Development in World Perspective
INTR 565 Folk Religions
INTR 567 Spiritual Conflict

Distributed Learning Courses may be used in the following ways:

Students in modular and ELIC programs offered in **Intercultural Studies** and **Evangelism and Leadership** may apply up to 16 hours of Distributed Learning courses toward their degree requirements.

Students in non-approved degree programs may apply 8-10 semester hours of Distributed Learning course work to a degree program, provided they receive prior approval from the Graduate Academic Affairs Committee (GAAC) and the course(s) meet degree requirements. With the exception of the approved programs above, students enrolled in a Distributed Learning course after they have begun taking classes on campus will be billed on-campus, Graduate School tuition rates. Distributed Learning courses cannot be used to meet the Biblical and Theological Studies requirement for all degree programs.

Non-Wheaton students may enroll as Special students for their own enrichment or to transfer credit for these courses to degree programs of other institutions. Enrollment in a Distributed Learning course does not imply admission to Wheaton College Graduate School or any of its programs.

Distributed Learning courses will be billed at the time of registration and payable within 30 days of billing. Tuition refunds will be according to the following schedule if no work has been attempted:

100% refund — within 30 days of registration
50% refund — within 60 days of registration
0% refund — after 60 days

Graduate Student Life

Graduate Student Care

<http://www.wheaton.edu/Academics/Graduate-School/Graduate-Student-Care>

The Graduate Student Care office seeks to nurture a supportive atmosphere for students as they learn how to relate the eternal truths of God to a complex and changing world. Students at Wheaton know that education is more than books and tests. We are involved in a learning process encompassing all of life and ministry. It is in the context of a vibrant, loving community that studying becomes learning.

Graduate students with questions about student life are encouraged to correspond with the Director of Graduate Student Care. This office also provides particular care for international students such as opportunities for regular interaction with international and American students and resources for cultural adjustment.

New Student Orientation

To help new students adjust to life as a graduate student, the Graduate Student Care Office provides an orientation session before the start of each semester. These activities are designed to welcome new students to the Wheaton College Graduate School community and familiarize the student with the campus, faculty, and peers.

International student orientation is required for any international student holding an F-1 student visa and highly recommended for anyone who comes from anywhere other than the North American continent. A varied program of cultural, social, spiritual, and academic activities is planned to give students maximum assistance in adjusting to life in the United States.

Student Handbook

The student handbook provides important information on institutional policies, people, campus activities, tradition and organizations. Every effort is made to provide current and accurate information in this publication; however, the administration reserves the right to alter, amend, or abolish its rules, regulations, or policies at any time. The student handbook is published on the college [website](#) and on the [intranet](#) (authentication required).

Graduate Student Ministries

Spiritual life is an important feature of the Graduate School. Our desire is for each student to grow closer to the Lord while studying in Wheaton. A variety of activities are planned to encourage spiritual growth. Weekly chapel services unite the entire Graduate School community in worship. In addition, prayer meetings and small group fellowships help students develop in their Christian walk. Graduate students frequently join the undergraduate student body for special services with well-known Christian leaders.

Student Organizations

The Theological Society is an organization of graduate students primarily in the Theological Studies program. The Society seeks to promote theological learning and to provide a framework for fellowship. In addition to other services, an important part of the Society's activities is the presentation of outstanding scholars to the Wheaton College community.

The Graduate Psychology Student Association is an organization of the graduate students in the M.A. and Psy.D. programs. Its purpose is to provide opportunities for involvement in the implementation of the policies and procedures governing the graduate psychology programs. It provides encouragement and fellowship for the students, as well as providing opportunities to develop skills and direction in professional development. Officers and Standing Committee members are elected by the student body each year to represent the classes in each program.

The Student Wives Fellowship is open to all wives of graduate students. Monthly meetings and small groups provide opportunities for sharing, fellowship, and prayer with other student and faculty wives. Special social activities for husbands and wives are frequently sponsored by S.W.F.

Student Activities

The intramural sports programs offer over 20 activities to the college community including individual, dual, and team sports, as well as recreational programs, including group fitness classes and club sports. Athletic facilities include: Leedy Field (softball), McCully Stadium (football/track), East McCully Stadium (soccer), and Legion Field (baseball).

The Sport and Recreation Complex houses King Arena (basketball, volleyball and wrestling), Chrouser Aquatics Center (swimming), and Eckert Recreation Center (an 8,000 square foot fitness area, a walking/jogging track, a one-court wooden floor practice gym, and a two-court synthetic rubber recreational gym with a climbing wall), as well as open leisure space where students can relax.

The College provides a full and diverse activities calendar. Concerts, Chicago special events, selected films, theater productions, and campus "specials" are just a few of the offerings. The College's student newspaper, the *Record*, is published weekly. Many activities occur in the Todd M. Beamer Student Center which houses the College Post Office, The Stupe, the TV room, and meeting rooms.

Student Services

Housing

<http://www.wheaton.edu/student-life/living-at-wheaton>

The College rents a limited number of apartments to graduate students on a first-come, first-served basis. Single graduate students are housed in one-bedroom apartments, two students per apartment. A limited number of one-bedroom apartments are available for married international students and Colson Scholars. Family houses are available on a limited basis for both married international students with children and married Colson Scholars with children. All units are furnished.

College-owned graduate housing is administered through the Housing Services Office; applications may be requested by emailing housingservices@wheaton.edu. Graduate students who opt to live off-campus are responsible for making their own housing arrangements. The Housing Services Office assists by providing a list of off-campus options, including apartments and rooms for rent.

Food Service

<http://www.wheaton.edu/Student-Life/Living-at-Wheaton/Campus-Dining>

Anderson Commons provides café service and seating for 700. Well-balanced meals from our food-service partner, Bon Appétit, offer menu variety for individual tastes. Several meal plan options are available through the Housing Services Office for those choosing to use this service. Meal plan start dates coincide with the beginning of each semester. Meal Plan additions or changes must be completed online at www.wheaton.edu/Student-Life/Living-at-Wheaton/Online-Forms by the end of the first week of classes each semester.

"Thunder Bucks" are flex dollars that are a part of the 10, 14 and 18 meal plans, as well as the 160 and 210 block plans. Each plan includes 50 Thunder Bucks per semester, which roll-over from Fall to Spring and expire at the end of the school year. They may be used in Anderson Commons, Sam's, and The Stupe, all located in the Beamer Student Center

"Thunder Bucks Plus" are flex dollars that are purchased at any Bon Appétit register, and placed directly on the student's meal card. Thunder Bucks Plus can be used in all three food venues, Anderson Commons, Sam's, and The Stupe, as well as at the CStore and for concessions and catering. To obtain additional information about Thunder Bucks Plus, visit the Bon Appétit office located on the main level of the Beamer Student Center, or browse to www.wheatonbooks.com and select "Gift Ideas."

Graduate students who purchase a 65-block meal plan in the fall semester may roll their unused meals to the spring semester.

Student Health Services (SHS)

www.wheaton.edu/healthsvcs/

The Student Health Services (SHS) provides comprehensive primary health care to all enrolled students and their spouses. These services include: lab tests, medications, wellness exams, routine immunizations, free STD testing, and care for acute and chronic illness. Within SHS there is an International Travel Clinic which provides travel consults for students traveling overseas with a Wheaton College sponsored trip or personal trips. Destination appropriate immunizations, medications and products are available.

While college is in session, Registered Nurses are on duty Monday through Friday 7:30 am—5:00 pm, Saturday 10 am—12 pm. Medical providers (MD/NP) may be seen by appointment after a nurse assessment. During the summer term, services are available on a modified basis.

In most circumstances, each student enrolling for 6 or more credits in a semester is required to have the following: health history, physical examination including documentation of specific laboratory exams, if requested by your physician, immunizations and a tuberculosis (TB) skin test which are required by Illinois State Law and Wheaton College for all students. **Students taking less than 6 credit hours in a semester are required to complete the health history form, tuberculosis screening test, and further requirements as necessary.** A registration hold and a non-refundable late fee will be assessed if these items are not completed prior to the designated deadline. SHS will notify students of their medical requirements via their “my.wheaton.edu” e-mail account. Students may consult the website for more information and forms at www.wheaton.edu/healthsvcs.

Privacy Statement: All health information is treated confidentially. Nothing is released without written consent unless a life is in danger or a community risk exists. Each student will sign a confidentiality statement upon his/her first visit to Student Health Services.

Student Health Insurance

<http://www.wheaton.edu/Student-Life/Student-Care/Student-Health-Insurance>.

All undergraduate and graduate students are strongly recommended to have medical insurance coverage. Students should be covered for routine and emergency care as they study at different locations, programs or abroad.

Academic and Disability Services

www.wheaton.edu/Student-Life/Student-Care/Academic-and-Disability-Services

The Academic and Disability Services Office exists to enrich and support student learning, promote equal access and cultivate an attitude of welcome and inclusiveness for students with disabilities. The ADS Office provides accommodations for students with specific learning, physical, and mental health conditions and is a campuswide resource for students wishing to develop their academic skill sets. Through academic counseling and workshops, students are offered the opportunity to improve existing skills, develop new strategies, and access resources that will help enhance their learning experience. Individual meetings with the Director of Academic and Disability Services are available by appointment.

For students with learning, physical and/or mental health conditions, that meet the criteria of disability as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, Wheaton College takes an individual, holistic approach to providing accommodation. A student must formally notify the College of his/her disability, either at the time of admission or before the accommodation is requested. Requirements may include a formal medical or educational evaluation by a physician, psychologist, psychiatrist or licensed learning specialist, a description of what specific accommodations have been offered in the past, and a list of needs and services that will be requested from Wheaton College. The Director of Academic and Disability Services is available to assist students with any concerns/questions

they may have with regard to their individual condition(s). Contact the Office of Academic and Disability Services for further information (630.752.5674).

Counseling

www.wheaton.edu/Counseling/

The Counseling Center at Wheaton College functions within a broad model that includes preventive and supportive interventions. For full-time, registered, degree seeking graduate students, we provide short-term individual, group, pre-marital, and marital therapy. We also provide off-campus psychotherapy, medical, psychiatric, and psychological testing referrals for various needs. These services are confidential. Additionally, we provide outreach and consultation services to the greater campus community.

On-campus counseling services are free of charge for graduate students. Testing services may have a nominal fee. For more information and details, please visit our website.

Career Planning

www.wheaton.edu/cvc

The Center for Vocation and Career aids graduate students in understanding their unique educational experience, skills, and interests and how those can be utilized in the Kingdom of God. We assist students in locating employment opportunities and preparing the necessary materials to present themselves to prospective employers, including résumé and curriculum vitae assistance. Graduate students may utilize all of the services offered by the [Center for Vocation and Career](#).

Other Services

For the convenience of students, the College operates a post office, a bookstore, and a copy center.

Family Rights and Privacy Act

Wheaton College is in compliance with the Family Educational Rights and Privacy Act which is designed to protect the privacy of educational records, to establish the right of students to inspect and review their records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by Wheaton College to comply with provisions of the Act. Such complaints should be sent to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5920.

Wheaton College has adopted a policy which explains in detail the procedures used for compliance with provisions of the Act. Copies of the policy are available in the Registrar's Office.

International Students

Graduate international students are an important part of the Wheaton College community. The Graduate Student Care Office, located on the second floor of the Billy Graham Center (BGC 228), attempts to meet the needs and concerns of the graduate international students on campus. *International orientation is required* for all international students holding an F-1 student visa and is highly recommended for anyone who comes from anywhere other than the North American continent. A varied program of cultural, social, spiritual, and academic activities is planned to give students maximum assistance in adjusting to life in the United States. Opportunities are provided for students to interact regularly with other internationals, as well as American students. For those holding an F-1 student visa, all U.S. Federal Immigration issues and maintenance are managed through this office, starting with the issuing of I-20s to advising on post graduation options.

Alumni Association

Graduates become part of the Wheaton Alumni Association. A listing of the regional and international Wheaton Alumni clubs is available by contacting the [Alumni Office](#).

Standards of Conduct

Membership in an academic community, particularly a Christian one, carries with it a unique and privileged responsibility. As a Christian institution, Wheaton seeks to relate biblical Christianity to academics, to cocurricular activities, to one's personal life, and to society in general. The goals of Wheaton College Graduate School stated earlier in the catalog, therefore, assume that a member is both committed to Christ and desirous of a meaningful educational experience in an evangelical context. The student, by virtue of enrollment, agrees to accept the [Community Covenant](#) as a member of the campus community.

Graduate Programs

Course Information

Numbering

Courses numbered 300 and above are considered to be upper division courses. Graduate courses are numbered from 500-899. A limited number of suitably enriched undergraduate courses (300-499), with approval of the graduate student's advisor and the instructor of the course, can be applied toward a master's degree.

Credit and Term

All courses are four semester hours unless otherwise designated. Half-courses (Quads) usually meet for only half of the semester and carry two hours credit. Some half-courses are offered for the full semester and are designated as linear (lin), with no quad designation in the course schedule.

The letter "x" indicates that a course is also offered in another department and carries credit in either department. Courses offered only in a particular semester are designated F (fall), S (spring), or Su (summer). Courses offered in alternate years are also so indicated.

Biblical Archaeology

Associate Dean, D. Jeffrey Bingham

The discipline of Biblical Archaeology seeks to integrate both ancient material culture and epigraphic finds with study of the Bible in order to assist the student to better understand the Scriptures. It has long been recognized that archaeology is an indispensable tool for interpreting the Bible because it provides cultural, historical, social, religious, and linguistic information that sheds light on the context of biblical passages. The program emphasizes four areas: Archaeology, Biblical Geography, Biblical Languages, and Biblical Studies with a focus on Old Testament Archaeology and Near Eastern Studies. There is a required semester of study in Israel at **Jerusalem University College** (JUC) and six weeks of summer excavation for credit.

This program provides students with a solid basis for doctoral studies in Archaeology, Ancient History and Biblical Studies. Students are not required to write a thesis but may do so if granted permission by an advisor and the department. All students are required to pass a comprehensive exam unless the thesis option has been granted. Those who consider this program as a terminal degree will be well trained for teaching courses in Old Testament, Bible backgrounds, ancient history, and archaeology in church and school settings.

Admission is contingent upon current U.S. State Department travel advisories for the Middle East.

Admission to the program does not require a specific undergraduate major. Students must, however, demonstrate:

- ▶ A basic knowledge of Bible content and historical periods of the Old Testament; and
- ▶ Prerequisite competency in Hebrew. Competency is defined as passing a competency exam or taking **HEBR 301**, (or BL 610 at JUC), **302**, and **401**. These language prerequisites do not count toward the completion of degree but students may take the languages concurrently with the program.

Departmental Requirements:

The program begins with participation in a six-week excavation in Israel, **ARCH 525**, during the summer prior to the first semester. The first fall semester is taken in Israel at **Jerusalem University College**. The remaining work is completed at Wheaton.

The remaining 48 hours that are required for the program include: a) 10 hours at **Jerusalem University College**, including Physical Settings (GEO 511), HIST 535 (Old Testament track), and ARCH 500 (Old Testament Track); b) 8 hours of Old Testament and Theological Studies, including **BITH 562**, **BITH 541** and **BITH 565**; c) 16 hours of Archaeology and Ancient Near Eastern Studies, including **BITH 539**, **ARCH 526**, **ARCH 554**, **ARCH 521** and either **ARCH 569** or **ARCH 565**; d) 8 hours of Semitic Languages including **BITH 635** and either **ARCH 515**, **ARCH 516** or **ARCH 518**; e) 6 hours of elective credit, including HIST 535 (at **Jerusalem University College**), **ARCH 345**, **GEOL 371**, **GEOL 322** or any approved BITH or ARCH course at the 500-level or higher.

Archaeology Courses (ARCH)

ARCH 515. Ugaritic Language and Literature. This course introduces students to the language, literature, and culture from the ancient city-state of Ugarit. It is designed to teach students essential morphology and syntax of the Ugaritic prose and poetic texts, to orientate students to the discipline of Ugaritology, and to facilitate a better understanding of the Old Testament through the study of its linguistic and cultural context. Prerequisite: **HEBR 301** or permission of instructor.

ARCH 516. Classical Hebrew Inscriptions. This course introduces students to writing in the land of Canaan during the Old Testament period (13th through 6th centuries). In addition to reading and interpreting the primary sources composed during this period, they will be exposed to questions about the mechanics of writing, the

social contexts for writing, and the debates about the nature and prevalence of literacy during this period. Prerequisites: [HEBR 301](#) and [302](#), or permission of instructor.

ARCH 517. Egyptian Hieroglyphics. An introduction to Middle Egyptian which involves learning how to read and translate texts.

ARCH 518. Akkadian Cuneiform. An introduction to cuneiform which leads students through the techniques for transcription, transliteration, and translation of Assyrian or Babylonian literature. (2 or 4)

ARCH 521. Advanced Archaeology and the Old Testament. A study of ancient Near Eastern archaeological methods and materials and their relationship to the historical, social, and religious settings of the Old Testament, with special emphasis on Israel's early history and the monarchic periods.

ARCH 525. Archaeological Field Work. Field experience involving excavation, interpretation, and studies in Israel or the Mediterranean world. (6)

ARCH 526. Method and Theory. A basic examination of the field of archaeology and how the history of the field affects current practice. Graded pass/fail unless petitioned for a grade. (2)

ARCH 534x. Historical Geography. See [BITH 334](#). (2)

ARCH 545. Archaeology of the Classical World. Excavations, monuments, epigraphic materials, and papyri from the Minoan, Mycenaean, Aegean, and Greco-Roman times. (2)

ARCH 552x. Jewish Backgrounds of the New Testament. See [BITH 552](#).

ARCH 554. Topics in Archaeology. Separate courses devoted to specialized topics in archaeology. (2 or 4)

ARCH 565. History of the Ancient Near East. See [ARCH 365](#).

ARCH 569. Religion of Israel and the Ancient Near East. See [ARCH 369](#).

ARCH 594. Seminar: Current Issues. A seminar devoted to exploring the current issues in Near Eastern archaeology that relate to biblical studies, especially those touching on historiography, historicity, social and cultural backgrounds, methodology, and faith. (2)

ARCH 695. Independent Study. (2-4)

ARCH 698. Thesis.

ARCH 699. Thesis Continuation. See [M.A. Thesis/Applied Thesis/Action Research](#). (0)

Biblical and Theological Studies

Associate Dean, D. Jeffrey Bingham

Master of Arts

The Wheaton Biblical and Theological Studies graduate program provide both a theological base and methodological skills for doctoral work and for use in a variety of ministries. Among these are teaching, campus ministries, missions, evangelism, writing and research, administration, church and parachurch groups, lay persons in various fields, and personal enrichment. The concentrations in the Biblical and Theological Studies graduate program stress the concepts, principles, history, and methods of the theological disciplines.

The program provides a scholarly, helpful, and understanding atmosphere in which students confront both traditional and contemporary interpretations and issues. It is committed to helping students formulate and articulate a biblical and global understanding of life and ministry in a setting committed to traditional biblical Christianity.

Admission to the program does not require a specific undergraduate major or prescribed set of courses. However, students are required to demonstrate sufficient knowledge in several areas. If such knowledge and proficiency cannot be demonstrated, additional undergraduate course work will be required. The areas of proficiency include:

- ▶ A basic knowledge of the Bible and theology.
- ▶ A general understanding of the major events, developments, and intellectual features of western civilization.
- ▶ Good skills in written and spoken English.

Other areas of proficiency will be required depending on which concentration is selected within Biblical and Theological Studies.

Degree Requirements

Students must select one of four concentrations available: Biblical Exegesis, Biblical Studies, History of Christianity, or Theology. Students are required to take a comprehensive exam. Students should register for **BITH 692 Graduate Comprehensive Exam** in the semester in which they intend to take the exam. Comprehensive exams can be failed only once. A student failing a particular exam (in part or as a whole) may retake the exam at the announced time in the following semester. All students desiring to write a thesis must apply in writing for the privilege. Students planning to complete a thesis during the summer must be sure their supervisor will be available. All students writing a thesis must register for **BITH 698** and **BITH 699** in all subsequent semesters. Students approved to write a thesis must also pass the comprehensive exam.

For M.A. programs in History of Christianity, Theology or Biblical Studies, with their advisor's approval and instructor's permission, students may take up to 8 credit hours of ancient or modern language study as electives in their program. These courses must be taken at Wheaton College at the 500 level, and must be done while enrolled as a graduate student. Foreign language credits may not be applied to a second M.A. degree.

The requirements for the program leading to a Master of Arts degree in the Biblical Exegesis concentration are 42 semester hours.

The requirements for the program leading to a Master of Arts degree in the Biblical Studies concentration are 40 semester hours.

The requirements for the program leading to a Master of Arts degree in the History of Christianity are 42 semester hours.

The requirements for the program leading to a Master of Arts degree in Theology are 48 semester hours.

The requirements to complete a second Master of Arts degree in Graduate Biblical and Theological Studies for students who have already completed one of the M.A. programs offered in the department will be reduced by up to 12 hours from the number of hours required for the second M.A. Students would be allowed to use up to 12 hours of the common core courses (Old Testament Theology, New Testament Theology, and Christian Theology) toward the second M.A. degree from the same department.

Most courses will be taken at the 500- and 600-level in the Biblical and Theological Studies area. Four hours of elective courses may be taken in other graduate departments, except in the Biblical Exegesis concentration and for Doctor of Psychology students pursuing an MA degree in Biblical and Theological Studies. Unless otherwise noted, a maximum of eight hours (only four hours in the Biblical Exegesis and Biblical Studies concentrations) from 300- and 400-level courses suitably enriched to carry graduate credit may be taken with approval of the student's advisor and the instructor. Each student works with an advisor to determine the appropriate concentration and to individualize the degree program based on the student's previous studies, interests, and goals.

Biblical Exegesis

Coordinator, John Walton

The Biblical Exegesis concentration is a biblical language-based program which emphasizes study in both the Old and New Testaments. The program is designed to explore the biblical text within both its historic contexts and its use in modern worldwide contexts. The program requires 22 hours in core courses, 12 hours of language-based exegetical studies combining OT Hebrew and NT Greek exegesis, and 8 hours of electives to be taken within the BITH department, at least two hours of which must be in a non-text based course. Students are required to pass a written comprehensive exam.

Prerequisite competencies in Christian Theology, and in biblical Hebrew and New Testament Greek are required of all students. Competency in Christian Theology is shown by transcript from previous credit for a comparable course to **BITH 565** or through completion of **BITH 565**. Hebrew competency is defined as taking **HEBR 301, 302, and 401x** (12 hours total) or their equivalent, or passing the Hebrew competency exam. Greek competency is defined as taking **GREK 101, 102, and 201** (12 hours total) or their equivalent, or passing the Greek competency exam. Students may take language prerequisites concurrently with the program, but are encouraged to complete as much of this language work as possible before starting the program. The Christian Theology competency does not count toward the completion of the degree requirement of 42 hours. Likewise, these language prerequisites do not count toward the completion of the degree requirement of 42 hours, and must be passed before taking the language-based exegetical courses.

The core requirements for this concentration include courses on the interpretive process (**BITH 524, 562 and 528**), biblical criticism (**BITH 541 and 543**), background studies (**BITH 539** and either **551 or 552**), and theology (**BITH 638 and 648**). In addition, students must complete 12 hours of course work in ancient-language-based exegetical studies, including at least one four-hour Hebrew Exegesis course (**BITH 635**) and at least one four-hour Greek Exegesis course (**BITH 646**). There are eight hours of electives from BITH offerings which allow students to focus on particular areas of interest or specialization.

Ancient Language Tuition Rebate Program

The M.A. in Biblical Exegesis requires a 24-credit-hour pre-requisite/competency in Hebrew and Greek. This will be determined by transcript evaluation or by passing language competency exams at Wheaton. If you need to take one or more of the following: **Greek 101, 102, 201**, and/or **Hebrew 301, 302, 401** at Wheaton College, please be aware that they do not count toward the completion of the 42-credit-hour Biblical Exegesis degree.

Wheaton College provides an Ancient Language Tuition Rebate for students who take Hebrew and/or Greek pre-requisite language courses at Wheaton. This rebate, covering up to 24 credit hours,

significantly reduces the overall cost for anyone who has not previously studied the biblical languages. This rebate does not cover the cost for competency exams or the cost for ancient language courses taken at another college or university.

How does this work?

A student pays the tuition cost for a language pre-requisite course the semester they register to take the class. After successfully completing the ancient language course for that semester, the rebate is applied to the net tuition charges for the next semester the student enrolls. For example, if a student takes **Hebrew 301**, which is a 4 credit hour course, during the fall semester, the following semester a tuition rebate will be awarded for the amount paid for **Hebrew 301** minus a proportion of **any need-based grant** (Wheaton Grant) **OR any merit award** (endowed scholarships)

It is best to take the ancient language pre-requisite courses early in your studies. The tuition rebate is not available after completing the 42 credit hours required to earn the degree. It is also not available if a student leaves the program without completing their degree. No cash will be disbursed to students who may take an ancient language course and then decide to leave the program.

Biblical Studies

Coordinator, Gene Green

The MA in Biblical Studies degree is offered in a cohort model where students stay together as a group throughout three years of study, taking weekly evening classes and one-week intensive courses. The program offers a general program in biblical studies based on the English text with special emphasis upon the literature, interpretation, and themes of the whole Bible. As with the Biblical Exegesis concentration, the program helps the student to explore the biblical text within both its historic contexts and its use in modern worldwide contexts. It is designed primarily as a terminal degree for students who seek in-depth knowledge of Scripture in order to strengthen their Christian service as ordained and non-ordained leaders in local congregations, parachurch organizations or missionary agencies. The program also is appropriate for Christians in various marketplace vocations who seek a solid biblical foundation for the work in which they are engaged. It is not intended for those who plan to pursue formal academic studies on the doctoral level. Knowledge of the biblical languages is not required.

The Biblical Studies concentration requires the completion of 42 hours. The degree requires comprehensive courses on the Old Testament (**BITH 537, BITH 538**) and New Testament (**BITH 544, BITH 545**) that study the Scriptures with attention to contextual and background studies, issues in biblical criticism and major theological themes. The program also requires an advanced book study in each testament (**BITH 536, BITH 546**). Additional core courses aim to develop competency in biblical interpretation (**BITH 568**), to enable an astute theological reading of Scripture (**BITH 565**), to understand and appreciate the diversity of ecclesial traditions (**BITH 569**), to develop a biblical-theological account of Christian ethics and contemporary moral challenges (**BITH 673**), and to engage the biblical interpretation and theological reflection as practiced throughout global Christianity (**BITH 625**). In the final spring semester in the program, students will take a 2 credit ministry integration course, which will be chosen by the BITH department. The course will be chosen from the DFM, EVAN or INTR department.

The program concludes with a comprehensive exam.

History of Christianity

Coordinator, Jennifer Powell McNutt

The History of Christianity MA program (42 hrs) provides an opportunity for students to explore the contours of Christian history across two millennia in a liberal arts context. Over the course of two years, students will undertake rigorous and critical study of the history of the Christian church as it interacted with theological, social, political, intellectual, economic, gender, and cultural factors. Core courses will provide a comprehensive knowledge of Christian history and equip students with skills necessary for advanced historical work. Students will then have the foundation to progress in their understanding of the field through more in-depth seminar courses. Students may choose to tailor the program or to focus the

program by selecting from three concentrations: Early Christianity, Reformation Christianity, or Modern Christianity. In addition to the pursuit of academic excellence, skills for service in the church and society worldwide will be fostered. Those who excel in the program will be prepared to undertake doctoral work in the history of Christianity, historical theology, and history.

- ▶ 24 hours in Historical Studies
 - ▶ All students must complete:
 - BITH 576** History of Christianity to 1900 (4)
 - BITH 577** World Christianity (4)
 - BITH 581** The Reformation (4)
 - BITH 585** History of Christianity in North America (4)
 - BITH 677** Topics in the History of Christianity (8)
 - ▶ Early Christianity concentration students choose either **BITH 577** or **BITH 585** and will complete 4 additional elective hours from **BITH 677** or **BITH 679**.
 - ▶ Reformation concentration students are required to take one seminar (**BITH 677**) that corresponds with the Reformation concentration; one seminar must be taken from the Early or Modern concentrations.
 - ▶ Modern concentration students are required to take one seminar (**BITH 677**) that corresponds with the Modern period; one seminar must be taken from the Early or Reformation periods.
 - ▶ Students without a concentration must take seminars from two different periods, chosen from Early, Reformation, or Modern.

- ▶ 4 hours in Historical Theology
 - ▶ All students must choose from the following:
 - BITH 653**—Historical Theology: Patristic (2)
 - BITH 654**—Historical Theology: Medieval (2)
 - BITH 655**—Historical Theology: Reformation (2)
 - BITH 656**—Historical Theology: Modern (2)
 - ▶ Concentration students are required to take one Historical Theology course that corresponds with their concentration.

- ▶ 4 hours in Biblical and Systematic Theology
 - ▶ All students must choose from the following:
 - BITH 525**—Biblical Theology (4)
 - BITH 565**—Christian Theology (4)
 - ▶ Students with qualified coursework in this requirement and with permission from their advisor may choose instead from the following options:
 - BITH 674**—Theology and the Liberal Arts (4)
 - BITH 625**—World Christian Perspectives (2) and **BITH 653, 654, 655, or 656** Historical Theology (2)
 - BITH 675**—Advanced Systematic Theology (4)

- ▶ 6 hours in Historical Skills & Methodology
 - ▶ All students must complete:
 - BITH 505**—Language Reading Course (German, French or Latin) (4)
 - Students *not* planning to pursue doctoral work may receive permission from their advisor to use these hours towards their electives.
 - BITH 683**—Historiography of the History of Christianity (2)
 - ▶ Students planning to pursue doctoral work are strongly recommended to take:

BITH 684—Methods in Scholarship (0)

- ▶ 4 or 8 hours in **Electives** (8 if students opt out of **BITH 505** with permission)
 - ▶ All concentration students are required to choose from the following:
BITH 695—Independent Study (4) in their concentrated subject, *or*
BITH 698—Thesis (4)
- ▶ All students are required to complete:
BITH 692—Graduate Comprehensive Exam (0)
Students should not take exam before they have completed 32 hours of the program.

Theology

Coordinator, Jeffrey W. Barbeau

The M.A. in Theology (2 years/48 credit hours) provides students with a course of graduate theological study in an interdisciplinary, liberal arts context. The M.A. in Theology trains students to engage theological ideas in the world today through a strong biblical, evangelical foundation, mastery of our diverse theological heritage, and familiarity with contemporary, global developments in theology. The concentration seeks to equip students to become responsible interpreters of Scripture and faithful stewards of Christian thought through critical graduate study leading to church service and teaching or an advanced Ph.D. program. Students choosing this degree concentration must select one of two available degree emphases: Systematic or Historical Theology.

Degree Requirements

- ▶ 8 hours in Biblical Theology
 - ▶ All students must complete:
BITH 638—Old Testament Theology (4)
BITH 648—New Testament Theology (4)
- ▶ 8 hours in Historical Theology
 - ▶ All students must complete:
BITH 653—Historical Theology: Patristic (2)
BITH 654—Historical Theology: Medieval (2)
BITH 655—Historical Theology: Reformation (2)
BITH 656—Historical Theology: Modern (2)
- ▶ 8 hours in Systematic Theology
 - ▶ All students must complete or fulfill *in the first year of study*:
BITH 565—Christian Theology (prerequisite to degree)
 - ▶ All students must complete (**BITH 573** must be completed *in the first year of study*):
BITH 573—Scripture and Theology (4)
BITH 675—Advanced Systematic Theology (4)
- ▶ 8 hours in Interdisciplinary and Global Christian Thought
 - ▶ All students must complete (**BITH 674** must be completed *in the first year of study*):
BITH 674—Theology and the Liberal Arts (4)
BITH 577—World Christianity (4)
- ▶ Students enrolled with an emphasis in **Systematic Theology**
 - ▶ 16 hours of electives in the field of systematic or related studies
Including minimum of 4 credits in **BITH 676** (Seminar in Systematic Theology)

- ▶ Students enrolled with an emphasis in **Historical Theology**
 - ▶ 16 hours of electives in the field of historical or related studies
Including minimum of 4 credits in **BITH 679** (Seminar in Historical Theology)

All students in the M.A. in Theology are required to take **BITH 692**—Comprehensive Exam (0).

Students are permitted to apply to enroll in **BITH 698**—Thesis (4) (with advisor approval only; oral defense required). Students electing to write a thesis must also pass the comprehensive exam.

- ▶ All students interested in pursuing a Ph.D. in Theology or a related field are *strongly encouraged* to take the following for elective credit:
 - ▶ **BITH 684**—Methods in Scholarship (0)
 - ▶ **BITH 505**—Language Study (4) (French or German)

M.A. in Theology requirements for Psy.D. Degree Candidates

Candidates for the Psy.D. degree may complete the MA Theology degree in the Systematic Theology emphasis by completing the following requirements:

- ▶ 8 hours in Biblical Theology
 - ▶ **BITH 638**—Old Testament Theology (4)
 - ▶ **BITH 648**—New Testament Theology (4)
- ▶ 8 hours in Historical Theology
 - ▶ **BITH 653**—Historical Theology: Patristic (2)
 - ▶ **BITH 654**—Historical Theology: Medieval (2)
 - ▶ **BITH 655**—Historical Theology: Reformation (2)
 - ▶ **BITH 656**—Historical Theology: Modern (2)
- ▶ 8 hours in Systematic Theology
 - ▶ **BITH 565**—Christian Theology (4)
 - ▶ **BITH 573**—Scripture and Theology (4)
- ▶ 8 hours in Interdisciplinary and Global Christian Thought
 - ▶ **BITH 674**—Theology and the Liberal Arts (4)
 - ▶ **BITH 577**—World Christianity (4)
- ▶ 16 hours in Systematic Theology emphasis courses
 - ▶ **BITH 675**—Advanced Systematic Theology (4)
 - ▶ **BITH 622**—Theological & Religious Issues in Psychotherapy (2)
 - ▶ **BITH 623**—History of Pastoral Care (2)
 - ▶ **CFM 538**—Spirituality (2)
 - ▶ **PSYC 861**—Spiritual Direction & Care of the Soul (3)
 - ▶ **PSYC 862**—Advanced Integration Course (3)

All students in the M.A. in Theology are required to take **BITH 692**—Comprehensive Exam (0).

Students are permitted to apply to enroll in **BITH 698**—Thesis (4) (with advisor approval only; oral defense required). Students electing to write a thesis must also pass the comprehensive exam.

Doctor of Philosophy

PhD Committee Chair, Marc A. Cortez

The Doctor of Philosophy in Biblical and Theological Studies is designed to train scholars who can serve the church worldwide as teachers, researchers, pastors, and leaders. The program aims at fostering faithfulness to the teaching of Scripture in combination with creative and critical reflection on its significance for the church and contemporary culture. Students may focus on either Biblical Theology or Systematic/Historical Theology. The nature of Scripture and of the theological task demands that theology be rooted in Scripture and that Scripture be interpreted theologically. The Wheaton Ph.D. program, therefore requires that its students take a holistic approach to biblical-theological studies. Students will write dissertations that focus on one of the traditional areas of academic competence—Old Testament, New Testament, Systematic Theology, or Historical Theology—the student's "concentration." But the entire program, requires integration between the fields of biblical studies and theology. In order to facilitate this integration, students in the Wheaton Ph.D. program will write dissertations that are distinctly theological in nature.

Requirements for admission to the Ph.D. program. In addition to the [admission requirements](#) for the Graduate School in general, students applying for the Ph.D. are required to have the following:

- ▶ An M.A. (in an area of Biblical or Theological Studies) or M.Div. degree or the equivalent.
- ▶ Normally, a minimum GPA of 3.5 in their master's-level work.
- ▶ An acceptable score on the GRE.
- ▶ For international students: scores on the TOEFL of 600, on the TWE of 5.0, and on the TSE of 50.
- ▶ Evidence of potential for doctoral-level research in the form of a substantial research paper.
- ▶ Competency in biblical Hebrew and Greek.
- ▶ Recommendations from three of the applicant's professors and his or her pastor.
- ▶ Approval from the mentor with whom the student seeks to study (normally secured through a personal interview).

Requirements for the Doctor of Philosophy in Biblical and Theological Studies. The program incorporates the best elements from North American, British, and German doctoral models. Emphasis will be placed on guided research and independent study, though some formal courses are required. Informal learning in a community setting is integral to the program. Students will work closely with a faculty mentor, who will have primary responsibility for establishing the specific shape of the program that the student will undertake. Students are expected to engage in dissertation research and writing from the beginning of the program. The length and specific components of the program will therefore vary from student to student. All students will be required to take a minimum of 40 hours of doctoral-level courses and may be asked to take as many as 60.

The requirements are:

- | | |
|--|-----------------|
| ▶ Five doctoral seminars | 17 hours |
| ▶ One first-year seminar (BITH 881) | 3 hours |
| ▶ Two major field seminars (either Biblical Theology [BITH 882] or Systematic or Historical Theology [BITH 883]) | 8 hours |
| ▶ One minor field seminar | 4 hours |
| ▶ One second-year capstone seminar (BITH 884) | 2 hours |
| ▶ At least one Guided Research course (BITH 795) | 4 or more hours |
| ▶ One approved course at another institution | 3-4 hours |
| ▶ Directed Study courses in conjunction with a master's-level BTS class or liberal arts class (BITH 793 or 794) | 0 or more hours |
| ▶ Supervised Pedagogical Experience (BITH 798) | 2 hours |
| ▶ Introduction to Doctoral Research (BITH 751) | 1 hour |
| ▶ Dissertation (BITH 898) | 0 hours |

Additional information on these requirements is available in the Ph.D. Handbook

In addition to the specific courses listed above, Ph.D. students must also demonstrate competence in biblical Greek and Hebrew (though some students in Historical Theology may substitute Latin for Hebrew) and in two research languages (German and one other language appropriate to the student's field of study), demonstrate comprehensive knowledge of the field, and write and successfully defend a dissertation. Students may apply for candidacy in the program after their first year of study. Candidacy will be awarded to students who have successfully completed all degree requirements, excepting the dissertation. Degree requirements must be completed within six years of the first date of enrollment.

M.A. in Biblical & Theological Studies

Coordinator, Marc A. Cortez

The M.A. in Biblical and Theological Studies degree may be awarded to students who have completed at least 40 credit hours of doctoral coursework in biblical and theological studies, and the foreign language requirements of the Ph.D. program. In addition, students are required to satisfactorily complete their cumulative academic portfolios. The M.A. in Biblical and Theological Studies is understood as a terminal degree since the doctoral dissertation is not completed. The degree is awarded only to students who have studied in the doctoral program. Students who complete the dissertation and receive the Ph.D. degree will not be awarded the M.A. in Biblical and Theological Studies.

Bible and Theology Courses (BITH)

Graduate students, with the approval of their advisors, may take certain 300- and 400-level courses, when suitably enriched, for graduate credit (eight hours maximum); 700- and 800-level courses are open only to Ph.D. students, unless otherwise specified or with approval of the program director and course instructor. All courses listed below carry four (4) hours of credit unless otherwise noted.

BITH 502x. Hebrew. See **HEBR 302**.

BITH 503. Language Study. Graduate-level study of an ancient or modern language in conjunction with a one semester or advanced language course taught at Wheaton College. Requires advisor's approval and permission of instructor. (2 or 4)

BITH 504. Language Study. Graduate-level study of an ancient or modern language in conjunction with a second semester language course taught at Wheaton College. Requires advisor's approval and permission of instructor. (2 or 4)

BITH 505. Language Study. Graduate-level study of an ancient or modern language in conjunction with a one semester or advanced language course taught at Wheaton College. Requires advisor's approval and permission of instructor. (2 or 4)

BITH 517, 518. Studies in Biblical Lands. A study of cultural, historical, geographical, and theological dimensions of the Old Testament, New Testament, and the Church through classroom lecture and travel to Israel, Greece, Turkey, and Rome. In addition, through contact with leaders and communities of non-western churches, Wheaton in the Holy Lands engages students with issues of the theological development of the Church down through the centuries. Summer only.

BITH 521. Theology of Education. An examination of fundamental theological issues underlying education, including the relationship of revelation to other disciplines, the Christian conception of persons and knowing, and the relationship of the Church to culture. Required for the Master of Arts in Teaching degree. (2)

BITH 524. Introduction to Hermeneutics. A theoretical complement to the methodology courses of **BITH 562** and **BITH 528**. This course situates grammatical-historical biblical exegesis in a Christian hermeneutic, with a view to understanding the supporting rationale, life habits, and the aims of our exegetical practices within our life as God's people. Topics include: the history of hermeneutics; historical and theological approaches to interpretation; World Christian Perspectives; the importance and relations of authors, texts, readers, and divine agency; translation in word and life. This course is a prerequisite for all **BITH 532**, **BITH 635**, and **BITH 646** courses. (2)

BITH 525. Biblical Theology. A study of the major theological themes within the Old and New Testaments, based upon the biblical text and the writings of major biblical theologians. The course will also consider the historical development and interrelationship of these themes throughout the successive periods of biblical history.

BITH 526x. Biblical Theology of Worship. See **BITH 326**.

BITH 528. Introduction to New Testament Exegesis. A practical hermeneutics course, orienting students to the principles and praxis of New Testament grammatical-historical exegesis. Focusing on selected Greek texts chosen from various genres, attention will be given to the literary and rhetorical strategies employed by biblical authors to achieve their intended goals. Particular issues to be addressed include textual criticism, lexical and grammatical analysis, compositional style and genre and the broader canonical and historical contexts. This course is a prerequisite for **BITH 646** and **BITH 532**. Prerequisite: Greek language competency. (2)

BITH 532. Greek Exegesis in the Septuagint. Introduces the Greek Old Testament and modern Septuagintal studies. Exegesis of selected passages of the Greek Old Testament with special reference to the corresponding passage in the Hebrew text and, when relevant, its use in the New Testament. Prerequisite: **BITH 524** and **BITH 528**, completion of Greek competency and one year of Hebrew or instructor's approval. Counts toward Greek exegesis requirement in Biblical Exegesis program. (2 or 4)

BITH 534. Pentateuch. Primeval and patriarchal history. God's sovereign rule as Creator and the choice and development of Israel as his special people. A study of the relationship between law and covenant and of Israel as a worshipping community.

BITH 535. Prophets and Prophecy. A study of the phenomenon of prophecy in ancient Israel, in its theological and cultural settings. In addition to the critical issues, the major prophets will be examined and their message and theology studied as part of the mainstream of the prophetic movement. (2)

BITH 536. Old Testament Book Studies from the English Text. Studies of the content, message, and contemporary relevance of selected portions of the Old Testament against the background and the setting of the original writer and recipients. (2 or 4)

BITH 537. Old Testament I: Pentateuch & Historical Books. A comprehensive study of the first half of the Old Testament, from Genesis through Esther, with special attention given to the place of biblical criticism, cultural backgrounds and biblical theology in scriptural interpretation. This course is only open to students in the MA Biblical Studies program.

BITH 538. Old Testament II: Prophets & Wisdom Books. A comprehensive study of the second half of the Old Testament, from Psalms through Malachi, with special attention given to the place of biblical criticism, cultural backgrounds and biblical theology in scriptural interpretation. This course is only open to students in the MA Biblical Studies program.

BITH 539. Ancient Near East Backgrounds of the Old Testament. An introduction to background and comparative studies that will focus on methodology and the conceptual world of the ancient Near East. As the cultures and literatures are compared both similarities and differences will emerge and be evaluated for their impact and role in the exegesis of the biblical text. (2)

BITH 541. Old Testament Criticism. A study of the history, method, and results of modern historical approaches to the Old Testament literature. Attention will be given to a critical assessment of these developments from an evangelical perspective. (2)

BITH 543. New Testament Criticism. A study of the history, method, and results of modern historical-critical approaches to the New Testament literature. Attention will also be given to a critical assessment of these developments from an evangelical perspective. (2)

BITH 544. New Testament I: Jesus & the Gospels. The course introduces the student to the life and teachings of Jesus and to the development of the early church, focusing on the four gospels with special attention given to the place of biblical criticism, cultural backgrounds and biblical theology in scriptural interpretation. This course is only open to students in the MA Biblical Studies program.

BITH 545. New Testament II: Acts to Revelation. The course examines the book of Acts, Pauline letters, Catholic epistles and book of Revelation, with special attention given to the place of biblical criticism, cultural backgrounds and biblical theology in scriptural interpretation. This course is only open to students in the MA Biblical Studies program.

BITH 546. New Testament Book Studies from the English Text. The content, message, and contemporary relevance of selected portions of the New Testament against the background of the setting of the original writer and recipients. Logical units of the NT literature. (2 or 4)

BITH 547. Life and Teachings of Jesus. The events and teachings of Jesus in their contemporary context together with an analysis of current relevant research.

BITH 548. Life and Teachings of Paul. The major aspects of the teachings of Paul in the context of his life and times as reflected in selected parts of his letters and Acts.

BITH 551. Greco Roman Backgrounds of the New Testament. An introductory study of the Greco-Roman world, including its history, society, culture, religion, and literature, in relation to the expansion of early Christianity and the New Testament documents. (2)

BITH 552. Jewish Backgrounds of the New Testament. A study of the history, literature, and thought within Judaism in the Persian and Hellenistic periods. In providing an important backdrop to the understanding and interpretation of the New Testament, emphasis will fall on the political and economic forces at work in Palestine, as well as the religious ideas and practices. (2)

BITH 553. New Testament and Early Christian History. An investigation of the history, literature, and theology of the New Testament and Christianity prior to A.D. 325.

BITH 554x. Topics in Archaeology. See [ARCH 554](#). (2 or 4)

BITH 558. Topics in Advanced Biblical and Theological Studies. Separate courses devoted to the study of topics of general interest. (2 or 4)

BITH 561. Theological Anthropology. A theological examination of the nature of persons with special reference to issues raised by modern philosophy and psychology. (2)

BITH 562. Introduction to Old Testament Exegesis. A practical hermeneutics course, orienting students to the principles and praxis of Old Testament exegesis. Focusing on selected Hebrew texts, chosen from various genres, attention will be given to the literary and rhetorical strategies employed by biblical authors to achieve their intended goals. Particular issues to be addressed include textual criticism, lexical and grammatical analysis, compositional style and genre and the broader canonical and historical contexts. Prerequisites: [HEBR 301](#), [302](#), [401](#). (2).

BITH 563. Apologetics. Survey of the theological resources for meeting contemporary challenges to Christianity, including the problems of secularism, pluralism, evil, and the historicity of Jesus. (2)

BITH 565. Christian Theology. An introduction to the methods of systematic theology and the major topics within the biblical revelation. Special attention is given to the rationale for these Christian doctrines, their systematic interconnections as well as their development within the history of Christian thought, and their contemporary challenges.

BITH 566. Foundations for Biblical Interpretation. A survey of the principles, methods, and issues of biblical and theological interpretation in the past and present. Intended for students in non-theological disciplines, as well as for those in Biblical and Theological studies who have limited theological preparation.

BITH 567x. Theology of the Church. See [BITH 382](#). (2)

BITH 568. Foundations for Biblical Interpretation. A survey of the principles, methods, and issues of biblical and theological interpretation in the past and present. Intended for students in non-theological disciplines, as well as for those in Biblical and Theological studies who have limited theological preparation. (2)

BITH 569. Christian Traditions. A survey of the major Christian traditions with an emphasis on their theological presuppositions and systematic thought, including the common tradition of the early church, as well as the Orthodox, Catholic, Reformed, and modern Protestant traditions.

BITH 571. Introduction to the History of Christianity. A summary introduction to the history of Christianity designed to provide a rapid but comprehensive overview to assist students who seek basic understanding of the history of Christianity as a background for other fields of study. The emphasis is upon succinct summary, and the course will focus on key turning points in Church history from the early church to the twentieth century. Graduate

students will attend the same lectures as undergraduates in **HIST 305** but receive different syllabi with different levels of required work. (2)

BITH 572x. Doctrine of Scripture. See **BITH 392**. (2 or 4)

BITH 573. Scripture and Theology. An in-depth examination of the ways in which theologians use Scripture in formulating theological proposals, both with regard to Christian doctrine (theology) and Christian practice (ethics). The course explores the nature of Scripture, the authority of Scripture, and ways in which the work of theology moves "beyond" Scripture in order to respond to the contemporary situation of the church.

BITH 576. History of Christianity to 1900. An introduction to the history of Christianity from the age of the apostles through the nineteenth century. The course treats the development of institutions, doctrines, and interactions with culture. It is divided into approximately equal sections on the early church, the church in the middle ages, the era of the reformation, and the period 1600-1900. The course is meant to be a complement of **BITH 577**, which focuses on the worldwide expansion of Christianity in the last two centuries.

BITH 577. World Christianity. A survey of the history of world Christianity since the middle of the nineteenth century. This course includes some background on the earlier missionary expansion of the Church, but its emphasis is on the transition of Christianity from a western to a world religion in the last two centuries.

BITH 581. The Reformation. The doctrines and practices of the Reformers (1450-1650) in their political, social, economic, and intellectual contexts. Special attention to Luther, the Reformed (Zwingli and Calvin), Anabaptists, the English Reformation, and the Catholic Reformation.

BITH 585x. History of Christianity in North America. See **HIST 483**.

BITH 622. Theological and Religious Issues in Psychotherapy. A study of the religious issues that are confronted in psychotherapy, with an emphasis on the practical clinical applications and implications of Christian theology. The role of the psychologist as a healer and minister of grace will be considered, as well as topics such as sin and evil, confession, redemption, forgiveness, and the use of prayer and Scripture. (For Psy.D. students or with permission of instructor and department chair.) (2)

BITH 623. The History of Pastoral Care. A survey of the principles and techniques of Christian nurture (the care of souls) from the time of Gregory the Great to the modern church in America. Both primary and secondary sources are read in an effort to understand how the church has ministered to persons with various needs and in varied circumstances. (For Psy.D. students or with permission of instructor and department chair.) (2)

BITH 624. Theological Ethics for Counseling. A course designed to explore the biblical and theological foundations for a Christian ethic together with a consideration of the main Christian traditions in ethics. Case study applications will be made to issues in counseling. (For Psy.D. students or with permission of instructor and department chair.) (2)

BITH 625. Majority World Theologies. Readings and discussions on the task of biblical interpretation and theological reflection in the context of world Christianity. (2)

BITH 631. Intermediate Hebrew. A comprehensive study of the basic principles and methods of interpreting the Hebrew Old Testament. Emphasis on reading as a tool to build vocabulary and understanding of Hebrew grammar and syntax. Prerequisite: working knowledge of Hebrew.

BITH 634. Poetic Books. The form and content of Hebrew poetry with its background in ancient Near Eastern literature. An examination of key passages in books such as Psalms, Proverbs, and Job. (2 or 4)

BITH 635. Hebrew Exegesis. Exegesis of books or selected portions of larger books of the Hebrew Old Testament. Capability of translation is assumed because of the prerequisite. The purpose of the course is not to teach Hebrew grammar, but to interpret the Old Testament from the Hebrew text. Prerequisite: **BITH 524** and **BITH 562**. (2 or 4)

BITH 638. Old Testament Theology. The major teachings of the various parts and the whole of the Old Testament with concentration upon some of the most important themes in an attempt to discover the intention of the biblical writers.

BITH 639. Advanced Old Testament Topics. Separate courses devoted to the study of specialized topics, issues, or areas within the Old Testament field. (2 or 4)

BITH 641. Current Issues in Old Testament Studies. An examination of recent trends in Old Testament scholarship with special attention paid to significant problem areas. Prerequisite: **BITH 541**. (2)

BITH 645. Canonical Biblical Interpretation. An integrative course that is the capstone of the M.A. in Biblical Exegesis program. The course enables students to solidify their ability to exegete scripture with canonical sensitivity. It also guides the student in integrating a canonical perspective into the exegetical and hermeneutical enterprise, including relating parts of the testaments to one another and to their particular relevant historical backgrounds within a biblical-theological framework. Various texts and themes throughout the OT and NT will form the basis for the semester's work. Four hours to be taken in the student's last spring semester of the program.

BITH 646. Greek Exegesis. Exegesis of books or selected portions of larger books of the Greek New Testament. Capability of translation is assumed because of the prerequisite. The purpose of the course is not to teach Greek grammar but to interpret the New Testament from the Greek text. Prerequisite: **BITH 524** and **BITH 562** or equivalent. (2 or 4)

BITH 648. New Testament Theology. An investigation of the dominant themes in the New Testament in the light of the cultures in which they were produced and the methods of representative contemporary New Testament theologians.

BITH 649. Advanced New Testament Topics. Separate courses devoted to the study of specialized topics, issues, or areas within the New Testament field. (2 or 4)

BITH 651. Current Issues in New Testament Studies. An examination of recent trends in New Testament scholarship with special attention given to significant problem areas. Prerequisite: **BITH 543**. (2)

BITH 653. Historical Theology: Patristic. An examination of the theological developments from the second through the fifth centuries. Special attention is given to the formation of the ecumenical creeds, developments in the doctrines of the canon, God, Christology, soteriology, ecclesiology, and the sacraments, as well as the nuances differentiating the Orthodox and Roman Catholic traditions. (2)

BITH 654. Historical Theology: Medieval Christianity. An examination of the theological developments from the fifth through the fourteenth centuries. Special attention is given to the relationship between reason and revelation, soteriology, ecclesiology, the sacraments, and popular piety. (2)

BITH 655. Historical Theology: Reformation. An examination of the key theological writings during the Reformation period, including selections by Lutheran, Calvinist, Anabaptist, and Catholic figures. (2)

BITH 656. Historical Theology: Modern. An examination of the theological developments from the Enlightenment to the present, focusing on key figures representing nineteenth-century German liberalism, neo-orthodoxy, post-Vatican II Catholicism, liberation, and postmodern theology. (2)

BITH 669. Topics in Theology. Selected topics in theology to provide for in-depth study of a selected topic of current interest. (2 or 4)

BITH 673. Christian Ethics. An investigation of the biblical and theological foundations of Christian ethics, with attention to a range of contemporary moral issues.

BITH 674. Theology and the Liberal Arts. An in-depth examination of the interactions that have taken and are taking place between theology and the arts, as well as the natural and human sciences. Students will explore the ways that theology can assist the disciplines to be "for Christ and his kingdom" (and how the disciplines might return the favor to theology).

BITH 675. Advanced Systematic Theology. An in-depth examination of theological method and the major theological topics within the traditional loci, employing classical and contemporary theological texts.

BITH 676. Seminar in Systematic Theology.

676-1. Focused seminars providing for in-depth research of particular persons, movements, events, eras, topics, and themes in Systematic Theology. (2 or 4)

676-2. Focused seminars providing for in-depth research of particular persons, movements, events, eras, topics, and themes in Systematic Theology (assumes an ancient language or modern language research component in primary and/or secondary resource materials).

BITH 677. Topics in the History of Christianity. Separate courses devoted to the study of the Christian church in specific eras or countries, or specific themes in church history. (2 or 4)

BITH 679. Seminar in Historical Theology.

679-1. Focused seminars providing for in-depth research of particular persons, movements, events, eras, topics, and themes in Historical Theology. (2 or 4)

679-2. Focused seminars providing for in-depth research of particular persons, movements, events, eras, topics, and themes in Historical Theology (assumes an ancient language or modern language research component in primary and/or secondary resource materials).

BITH 682. Colloquium in the History of American Christianity. Special courses in specific aspects or themes of the history of the church in North America. Taught in conjunction with visiting scholars sponsored by the Institute for the Study of American Evangelicals. (2 or 4)

BITH 683. Historiography of the History of Christianity. Christianity and history, with emphasis on the history of Church History, the implications for the meaning and practice of history, and the relationship of philosophies of history to the Christian faith. (2)

BITH 684. Methods in Scholarship. This course is strongly recommended for students planning to pursue doctoral work in the History of Christianity or Theology. Seminar sessions explore Christian vocation in scholarship and provide training in subjects including writing a journal article or book review, archival research, presenting at conferences, applying to Ph.D. programs, paleography, and job interviewing. A forum for the presentation of student theses is also included. (0)

BITH 687. Seminar in American Christianity and Historical Theology.

687-1. Focused seminars providing for in-depth research of particular persons, movements, events, eras, topics, and themes in Church History. (2 or 4)

687-2. Focused seminars providing for in-depth research of particular persons, movements, events, eras, topics, and themes in Church History (assumes an ancient language or modern language research component in primary and/or secondary resource materials).

BITH 692. Graduate Comprehensive Exam. Prerequisites: The student should be in the final semester of coursework, have completed all core courses, or have completed all coursework. Fee \$25. May be repeated once. Graded pass/fail. (0)

BITH 695. Independent Study. Intensive research on a precisely defined topic related to some phase of Biblical and Theological Studies. Initiative for selecting the topic and proposing the methodology rests with the student. A faculty member must approve, recommend amendments (if necessary), supervise, and evaluate the project. Limit four hours in any one degree program except by special permission. (1 to 4)

BITH 696. Internship. (2 or 4)

BITH 698. Thesis.

BITH 699. Thesis Continuation. See [M.A. Thesis/Applied Thesis/Action Research](#). (0)

BITH 751. Introduction to Doctoral Research. Orientation to doctoral research in theology and to Wheaton's Ph.D. program in Biblical and Theological Studies. (1)

BITH 793. Directed Study. Supervised independent study in conjunction with the auditing of a regular graduate BTS course. (2-4)

BITH 794. Directed Study in the Liberal Arts. Supervised independent study in conjunction with a regular undergraduate course in the liberal arts. (2-4)

BITH 795. Guided Research. Supervised independent study. (1-4)

BITH 798. Supervised Pedagogical Experience. Students participate with a faculty member in teaching a course. (2)

BITH 881. Biblical Interpretation & Theology. First year PhD students' orientation to theological interpretation and contemporary practice in biblical theology, with special attention to hermeneutical issues. (3)

BITH 882. Seminar: Topics in Biblical Theology. Intense study of a particular topic in biblical theology, normally including work in both Old and New Testaments.

BITH 883. Seminar: Topics in Systematic or Historical Theology. Intense study of a particular topic in systematic or historical theology.

BITH 884. Biblical/Theological Integration. Second year PhD students' capstone regarding theological interpretation of Scripture and contemporary practice in biblical theology, with special attention to developing integrative student case study papers in relation to their dissertation subjects. (2)

BITH 898. Dissertation. (0)

BITH 899. Dissertation Continuation (Full-time). (0)

BITH 999. Dissertation Continuation (Part-time). (0)

Christian Formation and Ministry

Chair Barrett McRay

Graduate Program Coordinator, Price-LeBar Professor of Christian Formation & Ministry

David Setran

Scripture Press Professor of Christian Formation & Ministry James Wilhoit

Associate Professors Laura Barwegen, Scottie May, Tom Schwanda

Director of HoneyRock, Assistant Professor Rob Ribbe

HoneyRock Graduate Program and Global Initiatives Manager, Adjunct Instructor Muhia Karianjahi

Internship Coordinator Daniel Haase

The Christian Formation and Ministry Department offers the M.A. degree in Christian Formation and Ministry. The purpose of the degree is to develop academically grounded, spiritually maturing, and practically skilled leaders who minister the Gospel and build up God's people in a constantly changing world. We seek to nurture wisdom and compassion in students who are becoming...

Academically grounded in that they...

- ▶ Articulate a biblical, theological, historical, and philosophical perspective of formation and ministry.
- ▶ Identify a theoretical framework for ministry context analysis.
- ▶ Demonstrate an understanding of the educational, spiritual, and ministry practices by which people mature in Christ.

Spiritually maturing in that they...

- ▶ Demonstrate a life of discipleship and spiritual growth as the foundation of effective ministry.
- ▶ Identify one's gifts and calling, responding to areas of strength and challenge in preparation for serving the needs of the church and the world.
- ▶ Respect every person, valuing the diversity of cultures, ethnicities, and traditions within the church.

Practically skilled in that they...

- ▶ Minister and teach effectively, integrating theory and scripture into creative practice with integrity, humility, and grace.
- ▶ Serve collaboratively and compassionately, balancing the needs of others with adequate self-care.
- ▶ Demonstrate the necessary skills of a ministry practitioner/scholar: critical analysis; oral communication; written communication; program evaluation.

M.A. in Christian Formation and Ministry

The Master's program in Christian Formation and Ministry prepares students to foster the development, growth, nurture, and wholeness of Christians in a wide array of ministry settings. Our department is convinced that the individual well prepared for ministry will possess a strong liberal arts foundation in ministry-relevant disciplines, a growing capacity to effectively link theory and practice in concrete ministry settings, and a purposeful participation in an ongoing process of personal spiritual formation. Through these various avenues, students work to develop an integrated philosophy of formation and ministry that is biblically and theologically grounded, academically informed, and relevant to the needs of a changing world.

The program is designed for the "reflective practitioner" because it promotes a continual dialogue between foundational principles and pressing ministry concerns. As such, it is useful for anyone interested in facilitating spiritual formation in others, particularly those working in church and parachurch contexts, student development settings, schools, camps, and the mission field. Because of the value placed upon collaboration and the richness and diversity of faculty and students, there is a

significant emphasis on the development of a vibrant learning community. In addition, students participate in spiritual formation courses that facilitate personal and corporate spiritual and character development and the discernment of ministry calling in the context of this community.

While all of the courses are designed to reflect broad ministry concerns, students are encouraged to pursue their particular ministry interests throughout the program. Beyond the core requirements, students are required to select an area of ministry concentration. Students may choose a ministry concentration in Student Development; Church and Parachurch Ministry; Bible, Theology, and Ministry; or Outdoor and Adventure Leadership. Regardless of the chosen focus area, students will benefit from the combination of core ministry themes and more specialized courses in areas of personal interest.

Admission

Admission to the Christian Formation and Ministry graduate program is open both to those who are currently involved in ministry and to those who are preparing for future ministry. Admission does not require a specific undergraduate major or a prescribed set of courses, but students are expected to possess a basic knowledge of the Bible and proficiency in written and spoken English. Since this program is aimed at preparing students for Christian ministry, continued enrollment in the degree program requires successful candidacy approval, which occurs after admission and before 12 hours of coursework have been completed. During the candidacy approval process, CFM professors will evaluate the presence of essential ministry skills and dispositions, as well as the student's demonstration of a commitment to growth in Christian virtues. At the time of acceptance into the program, the department will notify the student if there are course deficiencies which need to be met.

Requirements for the M.A. Degree

Requirements for the Christian Formation and Ministry program leading to a Master of Arts degree consist of the successful completion of 42 semester hours. Students are required to complete 24 hours of core courses plus an additional 18 hours in a specified area of concentration.

Core Courses:

- CFM 512 Bible in Ministry (2)
- CFM 513 History and Philosophy of Ministry (4)
- CFM 514 Ministry in Culture (2)
- CFM 516 Teaching for Transformation (4)
- CFM 517 Developmental Theory and Spiritual Formation (2)
- CFM 518 Research Methods for Ministry (2)
- CFM 521 Personal Spiritual Formation (2)
- CFM 522 History and Traditions of Spiritual Formation (2)
- Category I Bible TSR requirement (4)
- CFM 683 Integrative Seminar (0)
- CFM 691 Concentration Mentoring Group (0), registered each semester
- CFM 693 Ministry Practicum (0)
- CFM 692 Creative Project (2) OR CFM 698 Thesis/Applied Thesis (2)

As part of this 42-credit program, all graduate students are required to complete a theological studies requirement of 6 semester hours. For CFM students, this consists of CFM 512 plus a 4-hour course from the Category I listing in the Graduate School section of this catalog. Students are also required to complete a zero-credit Integrative Seminar (CFM 683), a zero-credit Mentoring Group in their area of concentration registered each semester (CFM 691), a zero-credit Ministry Practicum (CFM 693) and a two-credit capstone research project (CFM 692 or 698)

Up to eight hours of electives within a concentration may be taken through independent study courses. With the exception of zero-credit offerings, courses taken on a pass/fail basis may not be applied to the degree requirements. For courses offered only on a pass/fail basis, two hours of pass/fail credit may be applied to the degree with approval of the department chair.

Ministry Concentrations:

Church and Parachurch Concentration:

The Church and Parachurch concentration is designed for those who are involved or interested in church and parachurch ministries in any setting. The core courses of this program are relevant to all ministry contexts, providing a solid foundation in biblical and theological reflection, ministry philosophy, practical skills, and personal spiritual formation. Beyond the core courses, students can tailor much of the program to their unique needs and interests, selecting a combination of courses that will best equip them for fruitful ministry.

- CFM 523 Ministry Leadership and Organization (4)
- CFM 534 Care and Counsel in Ministry (2)
- General Ministry Final Project (CFM 692 or 698) (2)
- Electives – 10 hours in ministry-related courses (up to 8 hours can be taken from other graduate departments or other concentrations)

Bible, Theology, and Ministry Concentration:

The Bible, Theology, and Ministry concentration is designed for those who desire a more advanced grounding in biblical and theological studies while also developing a strong ministry foundation. Students in this concentration will develop an integrated understanding of the biblical narrative, biblical interpretation, Christian theology, and church history while also developing a ministry philosophy, learning critical ministry skills, and deepening their engagement with personal spiritual formation.

Biblical Studies:

- BITH 566 Foundations for Biblical Interpretation (counts as TSR requirement) (4)

Theological Studies: (choose 4 hours)

- BITH 638 Old Testament Theology (4)
- BITH 648 New Testament Theology (4)
- BITH 565 Christian Theology (4)
- BITH 567 Theology of the Church (2)
- BITH 561 Theological Anthropology (2)
- BITH 558 Theology of Luther, Barth, Augustine, Aquinas, etc. (2 or 4)

Christian History: (choose 4 hours)

- BITH 576 History of Christianity to 1900 (4)
- BITH 581 The Reformation (4)
- BITH 687 The Puritans (4)
- BITH 653 Historical Theology: Ancient (2)
- BITH 654 Historical Theology: Medieval (2)
- BITH 571 Introduction to the History of Christianity (2)

BITH Elective (4)

Open Elective (4)

- Bible, Theology, and Ministry Final Project (CFM 692 or 698) (2)

Student Development Concentration:

The Student Development concentration is designed for those seeking to influence the lives of college students. This concentration will connect you to current research that will challenge you to think critically about collegiate learning, form collaborative partnerships across the institution, and develop a personal philosophy of student development within the higher education context.

- CFM 641 College and Young Adult Ministry (4)
- CFM 534 Care and Counsel in Ministry (2)
- CFM 532 Discipleship (2)
- CFM 545 Student Development Leadership and Organization (4)

CFM 546 Facilitating Collegiate Learning (4)
Student Development Final Project (**CFM 692** or **698**) (2)

Outdoor and Adventure Leadership Concentration:

The Outdoor and Adventure Leadership concentration is designed for current camp, adventure, and outdoor ministry professionals, as well as those looking for excellent training to launch them into the field. Students in this concentration will live and study at HoneyRock, the Outdoor Center of Leadership Development of Wheaton College, taking modular intensive courses with faculty at HoneyRock combined with tele-conferenced courses with faculty from the Wheaton Graduate School campus.

CFM 563 The Church and Outdoor Ministry (4)
CFM 564 Adventure Challenge Education (4) or **CFM 664** Wilderness Programming and Leadership (4)
CFM 662 Theology and Practice of Outdoor Adventure Leadership (4)
CFM 663 Leadership Development in Outdoor Adventure Leadership (4)
Outdoor and Adventure Leadership Final Project (**CFM 692** or **698**) (2)

Christian Formation and Ministry Courses (CFM)

CFM 512. Bible in Ministry. This course acquaints students with the formative nature and power of Scripture. It explores the principles and practices of using Scripture in ministry through reading, study, devotion, and meditation in personal, small groups and teaching, and related ministries of the church. (2)

CFM 513. History and Philosophy of Ministry. Helps students become more informed and effective ministers through the analysis of ministry and educational philosophies that have guided the church throughout its history. Provides a framework within which to formulate a biblically and historically informed philosophy of ministry.

CFM 514. Ministry in Culture. Explores foundational cultural issues from a Christian, socio-cultural perspective. Provides opportunities for students to cultivate theory and practice of ministry in the multicultural American society, as well as the Church around the world. (2)

CFM 516. Teaching for Transformation. Promotes Christian growth through educational planning and evaluation. Methods of teaching, curriculum design, and character of the teacher are considered.

CFM 517. Developmental Theory and Spiritual Formation. An introduction to biblical, historical, and theological understandings of the nature of persons and the integration of relevant psychological and sociological understandings of human development. In addition, students will be encouraged to consider the application of these foundations to the contemporary work of Christian formation and ministry. (2)

CFM 518. Research Methods for Ministry. An introduction to the theory and practice of research methodologies as they relate to Christian formation and ministry. (2)

CFM 521. Personal Spiritual Formation. An introduction to personal spiritual formation, including spiritual health and the practice of spiritual disciplines. Includes an off-site weekend retreat. Fee: \$30 (2)

CFM 522. History and Traditions of Spiritual Formation. This course traces some of the dominant themes of Christian spirituality. Through biblical, theological, and historical study, we will examine how various individuals and movements have experienced and sought to nurture their relationship with the Triune God. Particular attention is paid to developing the skills of discernment for reading these primary sources. (2)

CFM 523. Ministry Leadership and Organization. Introduction to issues of ministry leadership, including organizational theory, ethics, conflict management, and personal concerns for integrity and spiritual health.

CFM 531. Curriculum Development for Ministry with Children. Focuses on advanced curriculum design and development for ministry purposes, and the roles of learning environments and experiences in facilitating spiritual growth for children. Includes practical components integral to these issues. Prerequisites: **CFM 516**. (2)

CFM 532. Discipleship. This course examines the biblical and historical models and principles for the life-long process of making disciples in a changing culture. Built on the foundation of spiritual formation and mentoring, students will be challenged to grow as disciples so that they might also equip and encourage others to grow in following Jesus. (2)

CFM 533. Prayer. Provides a theory-based examination of prayer, especially within the historic evangelical faith. (2)

CFM 534. Care and Counsel in Ministry. An introduction to the basic concepts and skills involved in care and counsel within ministry contexts including an overview of the historic ministry of soul care, biblical foundations for care in ministry, major categories of human suffering, and rudimentary person-to-person helping skills. This course is designed to enable those in ministry to help individuals and families understand and deal with contemporary issues—e.g., divorce, grief, suicide, conflict, etc. (2)

CFM 536x. Worship and Spirituality. See [CE 345](#). (4)

CFM 538. Spirituality. An examination of Christian spirituality with particular attention given to its implications for psychological and pastoral care. This course is part of the Psy.D. program requirements. (2)

CFM 541. Urban Ministry with Children and Families. Explores the unique demographic, contextual, economic, and ecological factors of the urban setting that impact urban churches and parachurch organizations as they minister to children and families. Attention is given to the current issues and challenges of urban ministry in order to understand ways to equip and support parents in differing family contexts. This course seeks to discern ways in which the Gospel is a long-term transforming source for urban families. Prerequisite: [CFM 513](#), [CFM 514](#). Fee \$30 (2)

CFM 542x. Ministry Research and Evaluation. (See [CE 462](#)). (2)

CFM 545. Student Development Leadership and Organization. An introduction and overview of the administration and organization of College Student Affairs with an emphasis on its historical and philosophical foundations, its basic documents and leadership strategies and issues. Staff selection, training, supervision, policy development, and program implementation and evaluation are addressed.

CFM 546. Facilitating Collegiate Learning. The college student experience must be built upon learning opportunities throughout the entire systems (i.e., academic and social) and within all facets of higher education. No department or entity is exempt from the opportunities to impact student learning and development. This course is designed to explore and equip students for these opportunities via understanding the student learning paradigm and its application to higher education practice.

CFM 551. Child Development and Spirituality. The cognitive, social, emotional, and physical characteristics of children, birth to age twelve, are considered in detail. Related theories and research are examined, as they inform the understanding of spiritual formation and experience of youngsters. Students examine one or more specific aspects of children's spirituality through library research, exploratory observation, and interviewing of children, teachers, and/or parents in church, parachurch, and/or home contexts.

CFM 563. The Church and Outdoor Ministry. Studying the mission and nature of the Church and how the temporary system can be utilized to impact renewal and development in the Church. Overview of the historical and theological expressions of the church. Special emphasis is placed on the church/parachurch dynamic. Study of the biblical principles of renewal, hospitality, and service. Offered at [HoneyRock](#).

CFM 564. Adventure Challenge Education. An introduction to the principles and practices of experiential education. This course applies theories and principles of leadership, spiritual development and experiential education to adventure challenge programs utilizing ropes courses, team initiatives, climbing, and other outdoor adventure activities. Students will apply learning by developing, leading and evaluating short term (1/2-day to 3-day) adventure education experiences for a variety of groups. Coursework is to be integrated with practical experience and will conclude with a creative project. Course offered in a modular format each May at [HoneyRock](#).

CFM 611. Ministry with Families. An examination of the nature of marital and family relationships in preparation for students in ministry to understand these dynamics in their own families, in the families of those to whom they minister, and the impact of these on their ability to be effective ministers. The course concludes with a consideration of church as the family of God. (2)

CFM 621. Ministry with Children. . Examines the nature and spirituality of children in light of biblical, theological, and developmental perspectives. Analyzes current ministry practices in light of cultural trends. Also focuses on the faith experiences of children.

CFM 631x. Youth Ministry. (See [CE 335](#)).

CFM 641. College and Young Adult Ministry. Explores the theories and practices of ministry directed toward college students and young adults. Emphasizes the developmental and cultural dynamics of the young adult years and the practical implications of a biblical philosophy of discipleship for identity development, character education, worldview construction, and spiritual formation. The course is relevant for anyone ministering to college students and/or young adults in the local church or in a college/university context.

CFM 651. Adult Ministries. Examines the principles and methods of adult ministry in the church with particular attention given to non-formal education. Explores the nature of defining, developing, and evaluating educational experiences in non-formal settings with an eye for their unique ministry contributions. (2)

CFM 662. Theology and Practice of Outdoor Adventure Leadership. This course is the foundational overview of the Outdoor Adventure Leadership Concentration of the Wheaton Graduate School. It is designed to equip students personally, spiritually and communally for a life of leadership and ministry in outdoor related ministries by helping students to develop personal vision, ministry skills, interpersonal competence, and a ministry philosophy. This course is offered in a modular format at [HoneyRock](#).

CFM 663. Leadership Development in Outdoor Adventure Leadership. The outdoor and adventure ministry context is an excellent laboratory for equipping leaders for the church and society worldwide. This course is designed to help students develop principles and competencies to enhance their own leadership practice and to cultivate an approach to ministry that facilitates leadership development in those who serve and are served in the adventure ministry setting. The course will explore the integration of personal leadership, vision, and understanding as well as facilitating change in organizations and groups. Offered in a modular format at [HoneyRock](#).

CFM 664. Wilderness Programming and Leadership. This course emphasizes the uniqueness of the wilderness classroom and teaches students to utilize extensive wilderness expeditions to draw others to Christ and develop them into whole and effective people. The course covers program models and planning processes, various outdoor and leadership skills needed for wilderness ministry, and how God uses silence, creation, and group problem-solving to develop disciples. It is offered almost entirely in the wilderness classroom and as an extended expedition during multiple times and at multiple sites each year. This course is offered through [HoneyRock](#).

CFM 683. Integrative Seminar. Integrates the various courses of the CFM program into a unified whole. The Integrative Seminar fosters reflection on the academic, spiritual, and practical aspects of the degree while also assisting in plans for future growth and development in these areas. Includes a summative case study evaluation. Prerequisite: All CFM core courses must be completed or in process. Fee: \$140. (0)

CFM 691. Concentration Mentoring Group. Within each concentration of the CFM masters program, students will meet in a small mentoring group to discuss their academic progress, spiritual formation, and development of practical ministry skills. Taken every semester, repeatable.(0)

CFM 692. Creative Project. Prerequisite: Dept. approval of student's Final Project Proposal. (2)

CFM 693. Ministry Practicum. Provides students the opportunity to participate in a ministry context, integrating the theories learned in the classroom with the practices of ministry. Includes a summative assignment in which students consider the links between ministry principles, personal formation, and practical skills. (0)

CFM 694. Current Issues in Christian Formation and Ministry. Provides opportunity for advanced students to study collectively some topic or concept in greater depth, or to explore a specialized topic and its relationship to an understanding and practice of Christian Formation and Ministry. Topics will vary and will be determined by department faculty members. (2 or 4)

CFM 695. Independent Study. Focuses on field or library research according to individual interests and competencies in Christian Formation and Ministry. (1-4)

CFM 698. Applied Thesis/Thesis. Prerequisite: Dept. approval of student's Final Project Proposal. (2)

CFM 699. Final Project Continuation. (0)

Psychology

Associate Dean of Psychology, Associate Professor Terri Watson
Arthur P. Rech and Mrs. Jean May Rech Professor of Psychology, Associate Professor Jamie Aten

Professors of Psychology Richard Butman, Sally Schwer Canning, Stanton Jones, William Struthers, Cynthia Neal Kimball

Professor of Counseling Michael Mangis, Tammy Schultz

Associate Professors of Psychology David Boan, Kelly Flanagan, Sarah Hall, Ezer Kang, Raymond Phinney, Jana Pressley, John Vessey, Natalia Yangarber-Hicks

Associate Professor of Marriage and Family Therapy David Van Dyke

Assistant Professors of Psychology Ward Davis, Elisha Eveleigh, Darlene Hannah, Benjamin Pyykkonen, Sandra Yu Rueger

Assistant Professor of Counseling Pamela Davis

Assistant Professors of Marriage and Family Therapy Jacob Johnson, Hana Yoo

Co-Directors of Humanitarian Disaster Institute Jamie Aten, David Boan

Master of Arts

Clinical Mental Health Counseling

www.wheaton.edu/Graduate-School/Degrees/Psychology/Programs/CMHC

Director, Pamela Davis

The Master of Arts degree program in Clinical Mental Health Counseling (CMHC) offers training in professional counseling. Our students are prepared for employment as professional counselors in a wide variety of settings such as hospitals, mental health agencies, human service agencies, churches, international ministries, and private counseling practice. This degree fulfills the educational requirements in most states for licensure as a Clinical Professional Counselor and certification as a National Certified Counselor (NCC). Many of our graduates become licensed as Clinical Professional Counselors (LPC/LCPC) or Mental Health Counselors (LMHC) depending on the licenses available in the state where they practice. Some enter other related mental health ministries and careers. Other graduates of our program have gone on for doctoral work in counselor education or clinical psychology programs. The coursework in this program was designed to meet or exceed the educational standards for professional counselors set forth by the state of Illinois and the National Board for Certified Counselors (NBCC).

Requirements for admission to the Master's Program in Clinical Mental Health Counseling

includes completion of the bachelor's degree, incorporating at least 12 semester hours in counseling, psychology, or a related field. Introductory or General Psychology, Abnormal Psychology, and Research/Statistics are required courses (though they may be taught under other course titles), plus at least one of the following courses:

- ▶ Human Development or Lifespan Development.
- ▶ Theories of Counseling or Theories of Personality.

Requirements for the Master of Arts in Clinical Mental Health Counseling are 51 semester hours of course work plus a three hour graduate practicum and a six hour graduate internship for a total of 60 hours. Required courses include **CMHC 611, 612, 613, 614, 614L, 618, 621, 621L, 622, 623, 624, 631, 632, 636, 641, 642, 649, 651, 653, 691, 692, 696, BITH 561**, and a four hour biblical and theological studies course from the approved **Category I** listing in the Graduate School section of this catalog. CMHC students must successfully pass a written comprehensive examination (**CMHC 691**) covering eight common core areas of counseling: human growth and development; social and cultural foundations; helping relationships; group work; career and lifestyle development; appraisal; research and program evaluation; and professional orientation and ethics.

Clinical Mental Health Counseling Courses (CMHC)

CMHC 611. Foundations of Integration I. A seminar in which an understanding of social, cultural, and spiritual context is developed to facilitate an integrated view of the person and of mental health practice. Emphasis is on historical, philosophical, and theological perspectives. (1)

CMHC 612. Foundations of Integration II. A continuation of seminar I which facilitates an integrated view of the person and of mental health practice. Emphasis is on application of faith practice integration to the treatment of marginalized populations and service to the church worldwide. (1)

CMHC 613. Foundations of Integration III. A seminar that focuses on entry into clinical mental health practice, including application for licensure, models of supervision, and building a career and/or ministry in the mental health field. (1)

CMHC 614. Group Counseling. The study of group counseling, theory, and models of practice, including the role of group leadership; tools for forming a group and orienting members; and catalysts for interaction, skills for conducting and evaluating counseling/therapy groups. Emphasis will be given to ethical issues. Must be taken concurrently with **CMHC 614L**. Fee \$180 (2)

CMHC 614L. Group Counseling Lab. Provides an experiential small group designed to promote personal and professional growth. Graded pass/fail. Concurrent registration with **CMHC 614**. (1)

CMHC 618. Research Design and Program Evaluation. Overviews the research and program evaluation methodologies available to mental health professionals. Emphasis will be given to the design, implementation, and critique of clinically relevant research. (3)

CMHC 621. Counseling Skills and Techniques. Focuses on the development of counseling skills and techniques essential to clinical mental health practice, from a humanistic/experiential and existential perspective. Must be taken concurrently with **CMHC 621L**. This course is available only to CMHC and Counseling Ministries students. (2)

CMHC 621L. Basic Counseling Skills Lab. A basic skills lab involving practice, video-taped sessions, and supervision of counseling skills necessary to establishing and maintaining a professional helping relationship. Concurrent registration with **CMHC 621**. This course is available only to CMHC and Counseling Ministries students. Graded pass/fail. (1)

CMHC 622. Clinical Counseling Theories and Practice I. The study of theories and models of personality and psychopathology, as well as methods of counseling, from a psychodynamic perspective. Emphasis will be given to the development of appropriate counseling treatment plans. This course is available only to CMHC and Counseling Ministries students. (3)

CMHC 623. Clinical Counseling Theories and Practice II. The study of theories and models of personality and psychopathology, as well as methods of counseling, from a behavioral and cognitive –behavioral perspective. Emphasis will be given to the development of appropriate counseling treatment plans. This course is available only to CMHC and Counseling Ministries students. (3)

CMHC 624. Issues and Ethics in Professional Practice. Introduces concepts regarding the professional functioning of counselors, including history, roles, professional organizations, ethics, legalities, standards, and credentialing. Current issues in the practice of counseling in a professional setting are explored. This course is available only to CMHC and Counseling Ministries students. Fee \$480. (3)

CMHC 631. Lifespan Development. Addresses the major theories of human development across the life span. Stages and developmental tasks related to normal development, prevention of mental health crises, and counseling are explored. Concerns of individuals at different life stages are addressed, with an emphasis on the physical, emotional, intellectual, and spiritual growth of the individual. (3)

CMHC 632. Crises and Community Counseling. An introduction to community and crisis counseling and models of community resiliency. Emphasis on providing evidence-based clinical interventions in disaster and crisis situations, including emergencies requiring advocacy, intervention, and support. Topics addressed include vicarious trauma, psychological first aid, suicide prevention models, and community based prevention and intervention strategies. Counselors' roles and responsibilities during crises and counselor self-care strategies will be explored. Prerequisites: **CMHC 621, 622, 623**. (3)

CMHC 633. Couples Counseling. An introduction to the practice of couples counseling, including an overview of the major models and techniques from both the professional and Christian literature with special attention to ethnicity and gender issues in couple assessment and treatment. Discussion of contemporary issues including divorce, remarriage, domestic violence, infidelity, cross-cultural marriage, same sex couples, couples in ministry, and gender issues will be emphasized. (3)

CMHC 636. Family Systems Theory and Counseling. An examination of the major models of family systems theory and counseling applied to the understanding of normal and abnormal family functioning. This course is available only to CMHC and Counseling Ministries students. (3)

CMHC 641. Assessment in Counseling. A clinical skills course focusing on the principles of measurement and assessment and counseling use of various assessment instruments: achievement, aptitude, intelligence, interest, and personality. Covers supervision in administering, scoring, and interpreting assessment tools. (3)

CMHC 642. Psychopathology: Biological and Sociocultural Foundations. The study of the major mental disorders as defined by the DSM including an introduction to the etiology, diagnosis, treatment, appropriate psychopharmacological interventions, biological bases of behavior, and spiritual dimensions of these disorders. Explores the impact of culture and emerging technologies on the treatment of individuals and groups. (3)

CMHC 644. Child and Adolescent Development and Treatment. An examination of the models of understanding child and adolescent development and psychopathology and an introduction to the treatment modalities for children and adolescents. (3)

CMHC 647. Foundations of Play Therapy. Provides an overview of the essential elements and principles of play therapy, including history, theories, modalities, techniques, applications, and skills. Emphasizes an experiential component focused on basic play therapy skill development within the context of ethical and diversity sensitive practice. Prerequisites: **CMHC 621, 622, and 631** or permission of instructor. (3)

CMHC 649. Multicultural Issues and Social Advocacy in Counseling. Examines theories of multicultural counseling, identity development, pluralistic trends, and the application of culturally appropriate intervention strategies to individuals, couples, families, groups, and communities. Major ethnic groups are studied, along with the counseling, social justice, and advocacy approaches to each. Counselor cultural self-awareness and the role of counseling in eliminating bias, prejudice, oppression, and discrimination are emphasized. (3)

CMHC 651. Substance Abuse and Addictions. A survey of basic issues surrounding the conceptualization, etiology, progression, assessment, and treatment of chemical abuse, dependence, and addiction, including the study of the family of the chemically dependent individual. (3)

CMHC 653. Lifestyle and Career Development. An overview of theories of occupational choice and career development and their application to assessing, treating, and preventing career problems across the life cycle. (3)

CMHC 661. Spiritual Direction and Care of the Soul. An introduction to the contemporary and classical literature and traditions of Christian spirituality and spiritual direction and their relevance to the helping professions. Psychology's neglect of the spiritual life and of the church's tradition of soul care addressed. (3)

CMHC 691. Comprehensive Exit Exam. Objective written comprehensive exam that may be taken at any point in the program once the student has completed 36 hours of coursework. The exam covers the eight CACREP common core areas: Human Growth, Social and Cultural Foundations, Helping Relationships, Groupwork, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics. Graded Pass/Fail. (0)

CMHC 692. Graduate Counseling Practicum. Introductory supervised field experience that provides students with the opportunity to observe clinical mental health professionals as they function and to develop primary level mental health service provision skills. Participation in a regularly scheduled professional development seminar with faculty is required. Graded pass/fail. (3)

CMHC 695. Independent Study. Guided research on an elected problem in counseling or the related fields of prevention or psychoeducation. (1-4)

CMHC 696. Graduate Internship. Supervised clinical experience in an approved setting that provides students with the opportunity to develop entry level counseling skills necessary for professional mental health practice. Participation in a regularly scheduled professional development seminar with faculty is required. Prerequisite: **CMHC 692**. Graded pass/fail. (3,6)

CMHC 698. Advanced Graduate Internship. Supervised clinical experience in an approved setting that provides students with the opportunity to develop advanced counseling skills. Participation in a regularly scheduled professional development seminar with faculty is required. Prerequisite: **CMHC 696** or permission of CMHC program director. Graded pass/fail. (1,2, or 3)

Counseling Ministries

www.wheaton.edu/Graduate-School/Degrees/Psychology/Programs/Counseling-Ministries

Director, Michael Mangis

The Master of Arts degree program in Counseling Ministries offers training in the application of psychological theory and practice to ministry settings. Students in this program are prepared for work in churches, mission agencies, and other settings where lay counseling, support groups, and other healing ministries are provided. The program is especially designed for lay people and clergy who are involved in spiritual formation, pastoral care, and healing ministries and desire more extensive training in the application of psychological studies to those ministries. Because the program can be completed in one year, international applicants and furloughed missionaries may find it especially suited to their needs. While this program exists to facilitate the application of psychological studies to ministry settings, it is not intended to prepare graduates for licensure as counselors, psychologists, or marriage and family therapists or to provide psychological services which are restricted to licensed practitioners.

Requirements for admission to the Master's Program in Counseling Ministries include completion of the bachelor's degree, incorporating at least nine semester hours in psychology, including Introductory or General Psychology, Abnormal Psychology, and Personality (though they may be taught under other course titles).

Requirements for the Master of Arts in Counseling Ministries are 32 semester hours of course work plus a four-hour internship for a total of 36 hours. Required courses include **PSYC 512, 512L, 551, 596, 597,** and **CMHC 611, 612, 614, 614L, 624, BITH 561,** and a four-hour biblical and theological studies course from the approved **Category I** listing in the Graduate School section of this catalog. In addition, six hours must be selected from four core clinical mental health counseling courses **CMHC 621, (CMHC 621L** must also be taken if **CMHC 621** is selected), **622, 623** or **636.** Electives may be selected from 400-level (maximum of eight hours), 500-, and 600-level, and specified 800-level psychology courses, 600 level clinical counseling (CMHC) courses, and from 500- and 600-level courses in another Wheaton College graduate program (maximum of four hours) in consultation with an advisor.

For application to either M.A. program, course work in Developmental Psychology, Theories of Counseling and Psychotherapy, and an Introduction to Clinical Psychology is beneficial although not required. Further, students should have completed at least 16 semester hours in humanities (e.g. art, English, history, literature, music, philosophy). Within the humanities, an emphasis on philosophy courses is encouraged. Course work in Bible/Theology is viewed favorably but is not required. In some cases, exceptions to the above admissions requirements may be allowed.

In addition to the standard materials required for consideration for admission (GRE General Test with the qualitative reasoning, transcripts, recommendations, and résumé), applicants should have submitted as a part of their application a Supplemental Reference Form, completed by a mental health professional, which is included in the application package. Applicants to the Counseling Ministries program must also be available for an application interview either in person or via telephone.

Marriage and Family Therapy

www.wheaton.edu/Graduate-School/Degrees/Psychology/Programs/MFT

Director, David Van Dyke

The Master of Arts degree program in Marriage and Family Therapy offers training in the professional practice of couple and family therapy from a distinctly Christian perspective. Our students are prepared for employment and licensure as master's-level marriage and family therapists. Regulations and requirements on the practice of master's-level therapists vary from state to state, and applicants should

become familiar with the requirements in the state in which they wish to practice. Students who wish to practice in the state of Illinois at the master's level must obtain a license as a Marriage and Family Therapist.

Requirements for admission to the Master's MFT Program include completion of the bachelor's degree, incorporating at least 12 semester hours in the following areas:

- ▶ Research methods, research design or statistics (3 semester hours)
- ▶ Family studies, psychology or allied field (2 courses; 6 semester hours)
- ▶ Human Development (3 semester hours)

Requirements for the Master of Arts in Marriage and Family Therapy are 48 semester hours of course work which include six-hours of clinical practicum. Required courses include **MAFT 618, 624, 631, 633, 634, 635, 637, 642, 645, 655, 656, 661, 662, 663, 664, 696, 697, 698, PSYC 512, BITH 561**, and a four-hour biblical and theological studies course from the approved Category I listing in the Graduate School section of this catalog. In addition to the 48 required credits, electives may be selected from PSYC 400-level (maximum of eight hours), 600-level, and specified 800-level psychology courses in consultation with an advisor.

For application to the MFT M.A. program, students should have completed at least 16 semester hours in humanities (e.g. art, English, history, literature, music, philosophy). Within the humanities, an emphasis on philosophy courses is encouraged. Course work in Bible/Theology is viewed favorably but is not required. In some cases, exceptions to the above admissions requirements may be allowed.

In addition to the standard materials required for consideration for admission (GRE General Test with the qualitative reasoning, transcripts, recommendations, and résumé), applicants should have submitted as a part of their application a Supplemental Reference Form, completed by a mental health professional, which is included in the application package.

Marriage and Family Therapy Courses (MAFT)

MAFT 618. Family Therapy Research & Implications for Evidence-Based Practice. An overview of research methodology, data analysis, and the evaluation of research in couple and family therapy and how research informs MFT common factors and evidence-based practice. (3)

MAFT 624. MFT Ethics & Professional Practice. An overview of ethical issues related to the profession and practice of MFT including the AAMFT Code of Ethics, professional identity, professional organizations, and licensure. (3)

MAFT 631. Individual & Family Life Cycle Development. The study of individual and family development across the lifespan, exploring continuity and change within the developing individual and family. (3)

MAFT 633. Couple Therapy: Systemic Assessment and Intervention. An overview of theoretical models and skills necessary for effective treatment of couple relationship and sexual functioning. (3)

MAFT 634. Marriage & Family Therapy I: Theoretical Foundations. An introduction to historical development, theoretical and empirical foundations of systems theory including a survey of the major models of marriage, couple, and family therapy and an overview of contemporary conceptual directions. (3)

MAFT 635. Marriage & Family Therapy II: Systemic Assessment & Intervention. An application of relational/systems theory to a variety of presenting clinical problems including but not limited to physical health and illness, major mental health issues, traditional psychodiagnostic categories, and relational problems. (3)

MAFT 637. Families in Context: Culture, class, ethnicity, gender, sexual identity & religion. An overview of the impact of diversity, power, and privilege as they related to culture, class, ethnicity, gender, sexual orientation, and religion in families and their influence on couple and family treatment. (3)

MAFT 642. Psychopathology and the Family. The study of the etiology and maintenance of the major mental disorders and the role of the family and community in assessment and intervention. The DSM-IV-TR classification system and the biological bases of behavior are given special attention. (3)

MAFT 645. Systemic Interventions with Children and Adolescents. An examination of systemic models of conceptualizing child and adolescent problems and an introduction to systemic treatment modalities for working with children, adolescents and their families. (3)

MAFT 655. Systemic Interventions with Special Populations: Abusive families, families with addictions, domestic violence, and under-resourced families. An advanced skills course providing theory and techniques for treatment of special populations in marriage and family therapy. (3)

MAFT 656. Integration seminar: MFT and Christian faith/practice. An advanced seminar examining historical and contemporary issues in the integration of Christian faith, systemic epistemology, and the practice of Marriage and Family Therapy (3)

MAFT 661, 662, 663, 664. Personal and Professional Development Group (PPDG). A small group class focusing on development of MFT identity, person of the therapist issues, group dynamics, and spiritual formation. (0)

MAFT 691. Advanced Clinical Practicum. This course is an advanced marriage and family therapy practicum. It is designed to provide supervision and counseling experience for the development of clinical skills in working with couples and families. Prerequisites: **MAFT 696, 697, 698** and **699**. Graded pass/fail. Repeatable. (1)

MAFT 696, 697. Clinical Pre-Practicum I, II. First year clinical practicum focusing on observation of clinical work and development of beginning MFT skills. Graded pass/fail (1)

MAFT 698, 699. Clinical Practicum I, II. Second year clinical practicum in which students secure outside placements and provide couple and family therapy under supervision by professionals on site. In addition, students received another hour supervision per week on campus by faculty AAMFT Approved Supervisors. Graded pass/fail (2 each semester)

Doctor of Psychology

www.wheaton.edu/Graduate-School/Degrees/Psychology/Programs/PsyD

Director, Benjamin Pyykkonen

Director Clinical Training, Jana Pressley

The Psy.D. is designed to prepare students for careers in applied areas of clinical psychology. While requiring a strong program of core courses in the basic areas of psychology, the primary focus of developing professional skills necessary for clinical practice is taught through the applied course work. These courses include a sequence of assessment courses, core paradigm or theory courses, therapeutic interviewing skills, and ethics and professional issues. Practicum/Clerkship training at professional sites begins in the second and continues through the fourth year. The Psy.D. program is accredited by the Committee on Accreditation of the American Psychological Association.

Requirements for admission to the Psy.D. program include completion of the bachelor's degree from a regionally accredited college or university with a minimum 3.0 GPA on a 4.0 scale. In addition, at least 18 semester hours in psychology are required, including at least one course in each of the following groups of courses:

- ▶ General psychology
- ▶ Abnormal psychology or psychopathology
- ▶ Quantitative methods, statistics, research methods, or experimental design
- ▶ Personality psychology or theories of psychotherapy
- ▶ Physiological psychology
- ▶ One course from the traditional scientific subdisciplines (i.e., learning, cognition, social or developmental psychology, or sensation/perception).

Applicants must take the GRE general test. Personal interviews are required for all finalists in the application process.

Requirements for the Doctor of Psychology in Clinical Psychology are 120 semester hours of course work. Required courses are all of the 700-level courses and **PSYC 894, 896, 898, 991, 992, 993; CFM 538**; plus **BITH 561, BITH 622, BITH 623**, and four credits in each of the areas of biblical theology, systematic theology, and church history. In addition, 14 hours of Psy.D. electives are required. Psy.D. students must successfully pass a written comprehensive examination (**PSYC 991**) covering the areas of basic and applied psychology and a professional qualifying examination (**PSYC 992**) based on a clinical case presentation. Students must successfully complete and orally defend a clinical dissertation (**PSYC 993 & PSYC 898**) and complete an approved clinical internship (**PSYC 896**) to graduate. Degree requirements must be completed within seven years of the first date of enrollment.

The Master of Arts degree in Clinical Psychology will be granted to students in the Psy.D. program upon completion of 48 credits, including a minimum of 40 hours of 700-level courses in psychology. The required psychology courses that must be completed are **PSYC 714, 715, 716, 717, 721, 736, 737, 738, 743, 744, 746, 747, 753**, and four credits of **796**. A maximum of 12 credits applied to the M.A. degree may be transfer credit. To be awarded the degree, students must also have completed a minimum of six hours in biblical and theological studies, including **BITH 561** and at least one four-hour course selected from the Theological Studies requirement list in the required subject areas of biblical theology, interpretation, systematic theology, or church history. Students should file for candidacy for the master's degree after 28 credit hours are completed. To receive approval of candidacy, students will need to document that all prerequisites for admission have been satisfactorily completed. Further, adequacy of progress in academic and professional skill areas and suitability for professional practice in psychology will be reviewed. Students who have a master's degree in clinical psychology from Wheaton upon matriculation into the Psy.D. program may not obtain a second M.A. in this field.

As previously noted, the Psy.D. program requires a substantial number of theological studies courses. Students desiring to complete a **Master of Arts degree in Theology** may do so by submitting a Second-degree Application to the Graduate Admissions office before completing additional courses in theology. In addition to the 48 hours of course work, students need to pass a written comprehensive exam or write a thesis. Hours counted for the M.A. cannot be applied to another master's degree from Wheaton (hours cannot count for both Clinical Psychology M.A. and this M.A. program). A maximum of 25% of the credits applied to the M.A. degree in Theological Studies may be transfer credit. Up to eight hours of doctoral-level psychology courses may count as electives towards the M.A. degree in Theology.

Psychology Courses (PSYC)

Note: Graduate courses are designated 512-899. Students in the master's program may be allowed to take suitably enriched 400-level courses for graduate credit (limit of eight hours). 600-level courses are open only to M.A. students. 700- and 800-level courses are open only to Psy.D. students unless otherwise specified or with faculty and department chair approvals.

PSYC 512. Theories and Principles of Counseling. Designed for counseling ministries and marriage and family therapy students, this course provides an examination of several of the major theories of counseling with an emphasis on techniques and principles common to each theory. This course does not count towards the M.A. in Clinical Psychology. (3)

PSYC 512L. Theories and Principles of Counseling Lab. A counseling skills lab involving practice of therapeutic skills, video-taped sessions, and supervision of skills acquisition. Counseling Ministries students are required to take **PSYC 512L** concurrently with **PSYC 512**. Graded pass/fail. (1)

PSYC 551. Counseling Challenges in Ministry. A psychoeducative approach is used to enable Christian leaders to help individuals and families understand and deal with contemporary issues—e.g., step-families, single parenting, divorce, abortion. Other topics covered include: coping with depression, strong emotions, i.e., anger and anxiety, conflict. This course does not count toward the M.A. in Clinical Psychology. (2)

PSYC 596. Graduate Internship. Supervised practicum experience in an approved setting for counseling ministry. Concurrent registration with **PSYC 597** is required. Graded pass/fail. (1, 2, 3, 4)

PSYC 597. Internship Seminar. Professional development seminar required with **PSYC 596**. Graded pass/fail. (0)

PSYC 698. Master's Thesis.

PSYC 699. Master's Thesis Continuation. See M.A. Thesis/Applied Thesis/Action Research. (0)

PSYC 714. Professional Development and Ethics I. An introduction to the practice of professional psychology, and to the ethical, legal, and professional issues confronting psychologists. Emphasis will be on fostering students' knowledge of the profession's ethics code and guidelines and on developing professional goals and behaviors. Special attention will be paid to the integration of Christian faith in accordance with the program's mission statement. (3)

PSYC 715. Professional Development and Ethics II. This course will focus on continued professional identity development, particularly in light of the program's emphasis on serving the church and serving underserved and marginalized persons. Students will continue to explore complex professional ethics issues, identify and address special challenges in psychology from a Christian faith perspective, and will articulate their own professional development plan. Prerequisite: **PSYC 714.** (2)

PSYC 716. Basic Clinical Interviewing Skills. A basic skill course in clinical interviewing strategies and challenges. (3)

PSYC 717. Class, Gender, Race, Religion & Sexual Identity. An introduction to the diverse populations psychologists serve and the clinical competencies necessary for effective psychologists. (3)

PSYC 721. History and Systems of Psychology. A study of the history of psychology, with particular emphasis upon understanding contemporary thought in the philosophy of science, and its implications for our understanding of the history and current status of the discipline. (3)

PSYC 736. Cognitive-Behavioral Theory and Practice. A core theory and clinical skill course in the cognitive-behavioral tradition. Covers the range of topics from traditional behavior modification to social-cognitive and cognitive views to third-wave therapies. (3)

PSYC 737. Psychoanalytic and Contemporary Psychodynamic Theory and Practice. A core theory and clinical skill course in the psychodynamic tradition. Covers the range of topics from classical psychoanalysis through contemporary object-relations, self psychological, and relational psychoanalytic views. (3)

PSYC 738. Family Systems Theory and Therapy. A core theory and clinical skill course in the family systems tradition. An overview of the major approaches to family therapy with an emphasis on developmental and systemic models, and development of family assessment, conceptualization, and intervention skills. Prerequisites: **PSYC 716, PSYCH 736, PSYC 737.** (3)

PSYC 739. Community and Preventive Psychology. An examination of community and interpersonal factors causing and maintaining psychological dysfunction and well-being. Studies the preventive modes of mental health intervention. (3)

PSYC 743. Psychological Assessment I: Cognitive Foundations. An examination of the history of testing, and basic measurement theory and psychometrics. Includes exposure to the theory of intellectual and educational assessment with children and adults, and development of skills in administration, scoring, and interpretation of intellectual tests. (3)

PSYC 744. Psychological Assessment II: Personality Foundations. An examination of the theory and practice of personality assessment with children and adults. Covers objective and projective assessment methods, and development of skills in administration, scoring, and interpretation of these instruments. Prerequisite: **PSYC 743.** (3)

PSYC 745. Psychological Assessment III: Integrative Assessment. A clinical skill course focusing on the development of competency in integrative report writing, including the synthesis of testing data and information. Includes coverage of cultural issues in testing, interviewing and screening approaches, and the formulation of diagnosis and recommendations for intervention. Prerequisites: **PSYC 743** and **PSYC 744.** (3)

PSYC 746. Research and Statistics I. An introduction to statistical methodology, with an emphasis on cultivating students' basic conceptual understanding of statistics and research methods, as well as foundational skills in conducting analyses and in participating in a research team. (3)

PSYC 747. Research and Statistics II. An introduction to research design which includes quantitative statistical research designs, with an emphasis on establishing a strong conceptual framework for understanding the range of research designs and how to select or match a design to research question/problem. Program evaluation methodology is also included. (3)

PSYC 748. Research and Statistics III: Data Interpretation & Qualitative Analysis. An introduction to basic approaches of qualitative analysis and a focus on interpretation and reporting of quantitative data. Prerequisites: **PSYC 746** and **PSYC 747**. (3)

PSYC 753. Psychopathology. Doctoral-level examination of the categorization, diagnosis, etiology, and maintenance of abnormal behavior. (3)

PSYC 754. Biological Bases of Behavior. Covers the core knowledge in the biological bases of behavior for the practicing psychologist. (3)

PSYC 755. Cognition and Emotion. Examines contemporary perspectives on thought, memory, emotion, and other higher mental processes. Prerequisite: **PSYC 754**. (3)

PSYC 756. Psychopharmacology. A core course introducing the student to psychopharmacological treatments of various psychological disorders. Prerequisite: **PSYC 754**. (3)

PSYC 773. Lifespan Development. Development throughout the lifespan from infancy through old age; focus on prominent developmental theories; protective and risk factors in atypical development. (3)

PSYC 774. Advanced Social Psychology. Advanced topics of relevance to understanding human behavior in its social context. (3)

PSYC 781. Advanced Ethics and Professional Issues. Advanced training in special topics among ethical, legal, and professional issues confronting the psychologist in practice. Prerequisites: **PSYC 714** and **PSYC 715**. (3)

PSYC 782. Clinical Supervision and Consultation. Introduction to practice of effective supervision and training of mental health professionals and the skills needed to provide consultations with other professionals and organizations. Prerequisites: **PSYC 796 – Practica I & II** (3)

PSYC 796. Practica I, II, III, IV. A doctoral-level practicum covering assessment, treatment planning, case management, and psychotherapeutic intervention. (each 2)

PSYC 797. Practica-Seminar I, II, III, IV. A seminar group designed to facilitate the personal, professional, and spiritual formation of doctoral students who are concurrently in practica placements. Required attendance at both individual and group meetings. Required with **PSYC 796**. Graded pass/fail. (0)

PSYC 798. Practicum V/VI. An advanced doctoral-level practicum covering assessment, treatment planning, case management, and psychotherapeutic intervention. Prerequisite: eight credit hours of **PSYC 796**. Graded pass/fail. (0)

PSYC 833. Couple Therapy. A core theory and clinical skill course in the field of couple therapy. Covers a range of views including the behavioral, family systems, and psychodynamic. Prerequisite: **PSYC 738**. (3)

PSYC 837. Developmental Psychopathology. A foundational course providing an overview of developmental clinical child psychology. Emphasis will be given to an understanding of theory and developmental theories and research in relation to child psychopathology and clinical practice. (3)

PSYC 838. Advanced Couple and Family Therapy. An advanced seminar focusing on integrative models of couple and family therapy with a special emphasis on issues of ethnicity and gender. Students will develop the skills important in working with multiproblem couples and families. Students will also be introduced to models of couple and family supervision. Open to both M.A. and Psy.D. Clinical Psychology students. Prerequisites: Psy.D. **PSYC 738, PSYC 833**; M.A. **PSYC 633, 636**. (3)

PSYC 843. Neuropsychological Assessment. Introduction to theory and practice of assessing brain function and its behavioral correlates. (3)

PSYC 844. Child Psychological Assessment. A clinical skill course focusing on the administration, scoring, and interpretation of child psychological assessment strategies. Specific developmental considerations in assessment of this population will be examined. (3)

PSYC 845. Child & Adolescent Interventions. A clinical skills course introducing students to evidence-based intervention strategies targeting commonly seen diagnoses in children and adolescents. Developmental, cultural, and familial considerations in treatment are emphasized. Prerequisites: **PSYC 716, 736, 737**. (3)

PSYC 846. Geropsychology. Assessment and treatment of older adults and associated issues, including neuropsychological assessment and different diagnosis. Open to both M.A. and Psy.D. Clinical Psychology students. (3)

PSYC 849. Sexuality and Sex Therapy. An advanced elective introducing the student to the assessment and treatment of sexual dysfunction using a biopsychosocial model. Open to both M.A. and Psy.D. Clinical Psychology students. (3)

PSYC 851. Substance Abuse. A survey of basic issues surrounding the conceptualization, etiology, progression assessment, and treatment of chemical abuse, dependence, and addiction, including the study of the family of the chemically dependent individual. (3)

PSYC 853. Behavioral Medicine and Health Psychology. Contemporary theory and practice course exploring the relationship of psychological and behavioral change in relation to medical and other health-related matters. Prerequisite: **PSYC 754**. (3)

PSYC 861. Spiritual Direction and Care of the Soul. An introduction to the contemporary and classical literature and traditions of Christian spirituality and spiritual direction and their relevance to the helping professions. Psychology's neglect of the spiritual life and of the church's tradition of soul care is addressed. (3)

PSYC 862. Advanced Integration of Psychology & Christian Theology. This course will focus on the integration of the Christian faith and clinical psychology. Students will be provided in-depth exposure to the literature regarding Christianity-psychology integration. Specific topics in emerging trends in the field will be selected and analyzed by the class in light of their theological coursework in the doctoral program. Prerequisite: **PSYC 714 & PSYC 715**. (3)

PSYC 891. Advanced Clerkship. Supervised advanced clinical experience in an approved setting. Prerequisites: eight credit hours of **PSYC 796** and 2 semesters of **PSYC 894**. Attendance at Grand Rounds is required. Graded pass/fail. (0)

PSYC 892. Advanced Clerkship II. Supervised advanced clinical experience in an approved setting. Prerequisites: eight credit hours of **PSYC 796** and 2 semesters of **PSYC 894** and 2 semesters of **PSYC 891**. Attendance at Grand Rounds required. Graded pass/fail. (0)

PSYC 893. Seminar: Advanced Topics in Clinical Psychology. Advanced topics in clinical psychology presented and discussed in a two-full-day seminar. Readings required prior to attendance. Graded pass/fail. Open to both M.A. and Psy.D. Clinical Psychology students. Program limit: M.A. 4 hours; Psy.D. 12 hours including **PSYC 895** hours. (1)

PSYC 894. Clerkship. Supervised clinical experience in an approved setting. Prerequisites: eight credit hours of **PSYC 796**. Attendance at Grand Rounds is required. Graded pass/fail. (0)

PSYC 895. Independent Study. (1-4)

PSYC 896. Clinical Internship. Degree requires registration in this course for two semesters and one summer. Graded pass/fail. (0)

PSYC 898. Clinical Dissertation. Degree requires a total of ten credits for the clinical dissertation. (1, 2, 3, 4)

PSYC 899. Clinical Dissertation Continuation. (Full-time). (0)

PSYC 991. Comprehensive Exam. Objective written comprehensive exam – the 1st qualifying exam. Pass/fail. Prerequisites: **PSYC 714, 715, 716, 717, 721, 736, 737, 738, 739, 743, 744, 745, 746, 747, 748, 753, 754, 755, 773, 774, CFM 538, BITH 561** (0)

PSYC 992. Professional Qualifying Exam (PQE). Professional clinical qualifying exam – the 2nd qualifying exam. Pass/fail. Prerequisites: **PSYC 991** unless petitioned to Psy.D. Program Clinical Training Committee. (0)

PSYC 993. Clinical Dissertation Proposal. Clinical Dissertation Proposal defense. Pass/fail. Prerequisites: **PSYC 991**. (0)

PSYC 999. Clinical Dissertation Continuation. (Part-time). (0)

Education

Chair, Professor Paul Egeland
Coordinator, Associate Professor Il-Hee Kim

The Master of Arts in Teaching (M.A.T.) program at Wheaton College has a bifold focus: (1) to prepare excellent educators for the contexts to which they are called to serve Christ and His Kingdom; and (2) to develop teacher-scholars who are able to use the rigorous knowledge in research for the purpose of educating and leading for human flourishing. The Department of Education offers programs for those pursuing Elementary (K-9) licensure, secondary (6-12) licensure, and special (K-12) licensure. There are two options by which candidates are admitted into the program. The first option is the Accelerated M.A.T. program, and is available to those students who are completing their undergraduate degree at Wheaton College and who apply for admission to the Graduate School by 1 March of their junior year. The Accelerated M.A.T. incorporates the undergraduate professional course work into students' undergraduate years here at Wheaton. The second option is the General MAT program and is available for students who have received their undergraduate degree from another accredited institution. Candidates are encouraged to complete their application to the General M.A.T. program by 1 April, prior to the fall term.

The Department of Education is committed to providing an experience-oriented program set within the framework of a liberal arts education that provides a broad background of knowledge, dispositions, and skills important for a person entering the teaching profession. The purpose of the program is to prepare candidates to teach and lead for human flourishing. It is an ideal program for candidates considering teaching in public, private, or religious schools, as well as international Christian teaching ministry. Our intent is to prepare candidates to integrate Christian values and implement ethical practices in the educational setting; develop a knowledge base within the field of education; understand the nature and development of the learner; develop competency in decision making and problem solving regarding educational matters; respect cultural diversity in the school and global community; become knowledgeable and responsive to the specific needs of at-risk learners; and become liberally educated with specialization in a discipline.

To this end, the Department of Education offers teacher licensure at the Secondary (6-12), Special (K-12), and Elementary (K-9) levels. The Master of Arts in Teaching (M.A.T.)/Secondary or Special Licensure graduate degree is available for candidates who desire to combine an undergraduate discipline-specific bachelor's degree with secondary (grades 6-12) or special (grades K-12) teacher licensure. The Secondary/Special M.A.T. licensure program is available for the following disciplines: English/Language Arts, Foreign Language (French, German, or Spanish), Mathematics, Science (designation in Biology, Chemistry, Earth/Space Science, or Physics), and Social Science (designation in History). The Master of Arts in Teaching (M.A.T.)/Elementary Licensure graduate degree is available for candidates who desire to combine an undergraduate discipline-specific bachelor's degree with elementary teacher licensure (K-9). The programs are approved by the Illinois State Board of Education and accredited by the Council for the Accreditation of Educator Preparation (CAEP). This accreditation covers Wheaton College's initial teacher preparation programs at both the undergraduate and graduate academic levels.

General Requirements for the Master of Arts in Teaching

Candidates who complete a bachelor's degree plus licensure requirements are eligible for an Initial Teaching License in the State of Illinois following successful completion of the Illinois Test of Academic Proficiency (TAP), a content-area exam, and the Assessment of Professional Teaching (APT). These exams are given by appointment at Pearson computer-based testing sites. There is a fee for each exam. Candidates planning to apply for licensure in other states should check with the Department of Education for requirements in those states. Persons convicted of committing any sex, narcotics or drug offense, attempted first degree murder, first degree murder, or a Class X felony may be denied an Illinois teaching license. In order to be licensed in Illinois, a candidate must either be a U.S. citizen or legally present and authorized for employment.

To be admitted to WheTEP and the Graduate School, a candidate must have a minimum cumulative GPA of 3.0 in the major, in professional education courses, and cumulatively. The 3.0 minimum GPA must also be maintained after acceptance into the program. According to Illinois law, only major, professional, and concentration courses in which a grade of C or better is earned can be applied toward teacher licensure. All MAT candidates must take and pass the Illinois Test of Academic Proficiency as administered by the Illinois Licensure Testing System prior to beginning graduate course work. Additionally, secondary (6-12) and Special (K-12) MAT candidates must pass the ILTS content area exam prior to beginning graduate course work or submit an ACT/SAT waiver.

The Department of Education screens its candidates for appropriate dispositions to teach through two means: (a) observations and cooperating teacher ratings during clinical experiences and (b) a screening process (including the WheTEP interview) completed by professors. Formal votes to affirm appropriate dispositions are taken at two points (admission to WheTEP and admission to student teaching) during the candidate's preparation program. Additionally, a candidate's dispositions to teach are carefully monitored during the student teaching experience. A candidate may be denied admission to any phase of the program or be denied licensure if, in the judgment of the faculty members, he/she does not exhibit the appropriate dispositions to teach. For more information on the screening process, please see the department.

Accelerated Master of Arts in Teaching

Wheaton College undergraduate students desiring to pursue an M.A.T. need to decide no later than their junior year whether to follow the bachelor's licensure program or the M.A.T. licensure program. For those following the M.A.T. program, formal applications to the Graduate School and the Wheaton Teacher Education Program (WheTEP) must be submitted by March 1 of the junior year. An Application to Student Teach must be filed by October 1 of the senior year. By the time an M.A.T. candidate completes the bachelor's degree requirements, 100 hours of clinical experiences are required. This includes the courses **EDUC 515L, 521L, 505L, and 527L or 525L or 511L**. The **507L** course or other experiences may also count toward the 100 hours with Education Department approval.

Requirements for the Accelerated Master of Arts in Teaching: Secondary/Special Licensure degree are 34 hours including the appropriate teaching methods course from the candidate's major department, **EDUC 525L or 527L, 531, 541, 542, 506, 587, 594, 596, and 598; INTR 618; BITH 521**; an additional four-hour Bible/Theology course from the approved graduate program's **Category I** listing; and an Action Research Paper or thesis to be completed within five years of the first term as a full M.A.T. student.

The outline of the program is as follows:

- ▶ Candidates complete requirements for a bachelor's degree in the first four enrollment years in any area in which the candidate is seeking licensure and for which Wheaton College has an approved licensure program. Candidates take 22 credits of professional education courses—**EDUC 135, 136, 136L, 225, 225L, 305, 505L**, their major department's methods course, **EDUC 525L or 527L, 506, 541 and 542**.
- ▶ During the fall semester, candidates will be enrolled full-time for their student teaching experience (**EDUC 596, 587, 594**) and spring semester for graduate courses (**EDUC 531, 598, INTR 618, BITH 521**, and a **Category I BITH** course). With the satisfactory completion of student teaching and the State of Illinois examinations, candidates can apply for State of Illinois teacher licensure.
- ▶ In consultation with the M.A.T. coordinator, M.A.T. students who are not involved in an educational setting after completion of coursework may petition to substitute **EDUC 698** Thesis and pay tuition for the additional two hours.
- ▶ Each subsequent semester until the ARP or thesis is completed, candidates must enroll in **EDUC 599/699** and pay the continuation fee.
- ▶ The Master of Arts in Teaching degree will be awarded once all degree requirements are complete and the action research paper or thesis is satisfactorily completed and accepted by Buswell Library.

Requirements for the Accelerated Master of Arts in Teaching: Elementary Licensure degree are 34 hours including **EDUC 511, 511L, 529, 531, 541, 542, 587, 594, 596, and 598; INTR 618; BITH 521**;

an additional four-hour Bible/Theology course from the approved graduate program's **Category I** listing; and an action research paper or thesis.

The outline of the program is as follows:

- ▶ Candidates complete requirements for a bachelor's degree in the first four enrollment years. During this enrollment period, candidates also complete the following courses: **EDUC 135, 136, 136L, 225, 225L, 312, 315, 317, 321, 305, 505L, 511, 511L, 541, and 542, MATH 125, and SCI 322.**
- ▶ During the fall semester, candidates will be enrolled full-time for their student teaching experience and spring semester for graduate courses (**EDUC 529, 531, 598, INTR 618, BITH 521** and a **Category I BITH** course). With the satisfactory completion of student teaching and the State of Illinois examinations, candidates can apply for State of Illinois teacher licensure.
- ▶ In consultation with the M. A. T. coordinator, M.A.T. students who are not involved in an educational setting after completion of coursework may petition to substitute **EDUC 698** Thesis and pay tuition for the additional two hours.
- ▶ Each subsequent semester until the ARP or thesis is completed; candidates must enroll in **EDUC 599/699** and pay the continuation fee.
- ▶ The Master of Arts in Teaching degree will be awarded once all degree requirements are complete and the action research paper or thesis is satisfactorily completed and accepted by Buswell Library.

General Master of Arts in Teaching

While the M.A.T. was designed as a joint B.A./M.A.T. program, persons who have already earned a bachelor's degree from an accredited college can enroll in the program as well. Because some of the professional education course work may not have been completed during the undergraduate program, the General MAT program includes undergraduate course work in addition to graduate course work. As part of admission, applicants must provide evidence of passing scores on both the Illinois Licensure Testing System Test of Academic Proficiency (TAP) and the content-area test (for secondary and special K-12 applicants).

Requirements for the General Master of Arts in Teaching: Secondary/Special Licensure degree are 16 hours of possible undergraduate and 34 graduate hours including **EDUC 525L or 527L, 531, 541, 542, 506, 587, 594, 596, and 598; INTR 618; BITH 521;** an additional four-hour Bible/Theology course from the approved graduate program's **Category I** listing; and an Action Research Paper or thesis to be completed within five years of the first term as a full M.A.T. student.

Candidates must also complete non-credit field experiences, **EDUC 505L, 515L, and 521L,** as well as additional coursework to meet any licensure deficiencies in their content area.

The outline of the program is as follows:

- ▶ Candidates have completed upon admission to the Graduate School: (1) a bachelor's degree in an approved content area from an accredited institution; (2) a passing score on the Illinois Test of Academic Proficiency (TAP) or completed an ACT/SAT waiver, and (3) a passing score on an Illinois content area examination.
- ▶ During the first academic year, candidates will take a total of 34 semester hours of course work: 18 credits of professional education courses—**EDUC 515L, 225, 521L, 305, 505L,** their major department's methods course, **EDUC 525L or 527L, 506, 531, 541, and 542;** and any coursework to meet licensure deficiencies in their content area.
- ▶ During the second year of enrollment, candidates will enroll full-time fall semester for their student teaching experience (**EDUC 596, 587, 594**). With the satisfactory completion of student teaching and the State of Illinois examinations, candidates can apply for State of Illinois teacher licensure.
- ▶ During the following spring semester, candidates should register for **EDUC 531, 598, INTR 618, BITH 521,** an additional four-hour Bible/Theology course from the approved graduate program's **Category I** listing. In consultation with the M.A.T. coordinator, M.A.T. students who are not involved in an educational setting after completion of coursework may petition to substitute **EDUC 698** Thesis and

pay tuition for the additional two hours.

- ▶ Each subsequent semester until the thesis is completed candidates must enroll in **EDUC 599/699** and pay the continuation fee.
- ▶ The Master of Arts in Teaching degree will be awarded once all degree requirements are complete and the action research paper or thesis is satisfactorily completed and accepted by Buswell Library.

Requirements for the General Master of Arts in Teaching: Elementary Licensure degree are 24 hours of possible undergraduate and 34 graduate hours including **EDUC 511, 511L, 529, 531, 541, 542, 587, 594, 596, and 598; INTR 618; BITH 521**; an additional four-hour Bible/Theology course from the approved graduate program's **Category I** listing; and an Action Research Paper or thesis to be completed within five years of the first term as a full M.A.T. student.

The outline of the program is as follows:

- ▶ Candidates have completed upon admission to the Graduate School: (1) a bachelor's degree in an approved content area from an accredited institution and passing scores on the Illinois Test of Academic Proficiency (TAP) or completed an ACT/SAT waiver..
- ▶ During the first academic year, candidates take a total of 30 semester hours of course work: 26 credits of professional education courses -- **EDUC 515L, 225, 521L, 312, 315, 317, 321, 305, 505L, 511, 511L, 541, 542, MATH 125, and SCI 322.**
- ▶ During the second year, candidates will be enrolled full-time fall semester for their student teaching experience (**EDUC 587, 594, 596**) and spring semester for graduate courses (**EDUC 529, 531, 598, INTR 618, BITH 521**) and an additional course from the approved graduate programs's **Category I** listing. With the satisfactory completion of student teaching and the State of Illinois examinations, candidates can apply for State of Illinois teacher licensure.
- ▶ In consultation with the M.A.T. coordinator, M.A.T. students who are not involved in an educational setting after completion of coursework may petition to substitute **EDUC 698** Thesis and pay tuition for the additional two hours.
- ▶ Each subsequent semester until the thesis is completed candidates must enroll in **EDUC 599/699** and pay the continuation fee.
- ▶ The Master of Arts in Teaching degree will be awarded once all degree requirements are complete and the action research paper or thesis is satisfactorily completed and accepted by Buswell Library.

Education Courses (EDUC)

EDUC 505L. Learning Differences Practicum. The candidate will observe and work with students with special needs in a school or recreational setting for approximately 30 hours. Concurrent with **EDUC 511L** or **527L** or **525L**. Graded pass/fail. (0)

EDUC 506. Classroom Communication and Curriculum Integration. Covers the communication processes germane to the teaching profession, which include the development of techniques in speaking, writing, and reading skills. Includes methodologies for teaching reading and writing across the curriculum with particular emphasis in middle school curriculum, as well as theory and practice for interpersonal communications, listening skills, public speaking, and instructional strategies (lecturing, questioning techniques, group processes and dynamics).. Prerequisites: **515L, 225, 521L**, and admission to WheTEP and M.A.T. program.

EDUC 507L. Middle Grade Practicum. An optional teacher-aiding experience in the middle grades for a full-time, five-day period when the College is not in session, usually completed during the winter or spring break. Pre-approved middle grade projects required. Graded pass/fail. (0)

EDUC 511. Theories and Methods of Teaching Elementary and Middle School Students. An introduction to general methods of teaching elementary and middle school students, including units on the nature and curriculum of elementary and middle schools, classroom management, lesson and unit planning, adapting instruction for individual differences, and assessment. Additional study for graduate students includes professional and political roles of teaching. Concurrent with **EDUC 312, 315, 317, 321, 505L, 511L, SCI 322.** Prerequisites: **EDUC 136L/515L, 225, 225L/521L, 305, MATH 125**, admission to the M.A.T. program, and admission to WheTEP \$15 field trip fee. (2)

EDUC 511L. Methods Practicum for Elementary and Middle School. This field experience will provide an opportunity to integrate theory and practice through observation and use of the concepts and strategies developed in the professional block of methods courses and to understand the culture of elementary and middle schools through observation in various school settings and an additional extended full-time experience within a particular school setting. The elementary M.A.T. major works with a cooperating teacher over a four-week period in the spring. Concurrent with **EDUC 312, 315, 317, 321, 505L, 511, SCI 322**. Prerequisites: **EDUC 136L/515L, 225, 225L/521L, 305, MATH 125**, admission to the M.A.T. program, and admission to WheTEP. Graded pass/fail. (0)

EDUC 515L. Multicultural Tutoring Practicum. A tutoring experience with students from cultural settings different from that of the graduate student's background. Graded pass/fail. (0)

EDUC 521L. Teacher Aiding Practicum. A teacher aiding experience in a local school during the semester. Concurrent with **EDUC 225**. Graded pass/fail. (0)

EDUC 525L. Mathematics Methods Practicum—Middle and High School Students. A practice of the concepts and skills acquired in the mathematics teaching methods course. Candidate works in local schools for 30 hours in mathematics. Concurrent with **EDUC 305**, and **505L**. Prerequisite: Admission to M.A.T. program. Graded pass/fail. (0)

EDUC 527L. Secondary and Middle Education Practicum. A practice of the concepts and skills acquired in the departmental methods course. Concurrent with departmental methods class, **EDUC 305, 305L**. Prerequisite: Admission to WheTEP and the M.A.T. program. Graded pass/fail. (0)

EDUC 529. Literacy Assessment. This course is designed to explore specific problems in the teaching of the language arts beyond those covered in **EDUC 312**. It deals with diagnosis and recommendations for providing supportive contexts for individual differences. Prerequisites: **EDUC 587, 594, 596**. (2)

EDUC 531. Ethical Perspectives on Teaching. An examination of ethical issues related to education, such as value conflicts between cultural groups, the nature of democracy in schools, allocation of limited resources, and implications of curricular decisions applicable to the candidate's area of teaching. . Prerequisite: Admission to M.A.T. program. (2)

EDUC 541. Statistics in Education. A study of the techniques needed for understanding, analyzing, and interpreting data with an emphasis on descriptive and inferential statistics including correlational, t-test, and analysis of variance. . Prerequisite: Admission to M.A.T. program. (2)

EDUC 542. Research Methodologies in Education. The study and application of skills used in preparing, executing, reporting, and utilizing educational research in order to become critical consumers and producers of research. Candidate designs a curricular project that can be used during the induction year of teaching.. Prerequisites: Admission to M.A.T. program. (2)

EDUC 587. Philosophical Foundations of Education. An examination of the philosophical foundations of education from 1635 to the present. Emphasis is on a comparison of philosophical ideas in education and on the development of a personal philosophy of education. Candidate studies literature of a chosen educational theorist. Concurrent with **EDUC 594** and **596**. Prerequisites: **515L, 225, 521L**, and admission to M.A.T. program. Course fee: \$310. (3)

EDUC 594. The Craft of Teaching. An exploration of the complexities of the teaching profession within the context of student teaching. Candidates will examine their experiences within the framework of readings which will inform their methods of teaching and effective interaction with students. The course will also demonstrate how research can be done within the classroom as a means to answering some of the questions which arise from the student teaching experience. Focus is on implementing classroom research. Concurrent with **EDUC 587** and **596**. Prerequisite: Admission to M.A.T. program. (2)

EDUC 595. Independent Study. (1-4)

EDUC 596. Student Teaching. A twelve-week teaching internship focusing on the candidate's major area of scholarship and beginning classroom research. Usually student teaching is done within a 15-mile radius of the campus. Candidates complete their student teaching in their major teaching areas. Concurrent with **EDUC 587, 594**. (9)

- ▶ Prerequisites for M.A.T./Elementary Licensure student teaching: **EDUC 515L, 225, 521L, 312, 511, 511L, 315, 317, 321, 305, 505L, 541, 542, MATH 125**, and **SCI 322**, a minimum graduate GPA of 3.0, admission to

WheTEP, admission to the M.A.T. program, a passing score on the Illinois Licensure Testing System Elementary content-area test (test 110), clearance through completion of a fingerprint and criminal background check (at the candidate's expense), and the recommendation of the department.

- ▶ Prerequisites for M.A.T./Secondary/Special Licensure student teaching: 515L, 225, 521L, the appropriate teaching methods course from the candidate's major department, EDUC 305, 505L, 527L or 525L, 506, 541, and 542, a minimum graduate GPA of 3.0, a recommendation from the department of the teaching field, admission to WheTEP, admission to the M.A.T. program, a passing score on the Illinois Licensure Testing System content-area test, and clearance through completion of a fingerprint and criminal background check (at the candidate's expense).
- ▶ All 300-, 400-, and 500-level courses must be taken at Wheaton College. Exceptions may be granted by the Department of Education. To student teach in a specific teaching field, the candidate must obtain the recommendation of the department and fulfill the minimum hours required for licensure. M.A.T./Secondary/Special Licensure candidates must have a major in a subject commonly taught in the public schools of Illinois; M.A.T./Elementary Licensure candidates must have a major in a liberal arts and sciences area.

EDUC 598. Action Research Paper. A research paper focusing on an area of scholarship based on on-site experience. The candidate defines, designs, and implements an original classroom research project. Prerequisites: Admission to M.A.T. program, EDUC 541, 542, 594, 596. (2)

EDUC 599. Action Research Continuation. See *M.A. Thesis/Applied Thesis/Action Research*. (0)

EDUC 698. Thesis.

EDUC 699. Thesis Continuation. See *M.A. Thesis/Applied Thesis/Action Research*. (0)

Evangelism and Leadership

Director, Rick Richardson

Program Manager, Tracy Commons

M.A. in Evangelism and Leadership

Our mission for this degree track is to develop people for effective work in evangelism that is informed by critical engagement with the nature of the gospel, Christian life and thought, and the cultures of the contemporary world. The Great Commission is a call for all followers of Christ to be engaged in the process of leading people to a relationship with Christ and nurturing them in discipleship and Christian growth. This can only be done through the power of the Holy Spirit and sensitive engagement with contemporary cultural, philosophical, historical, contextual, and lifestyle realities.

The program leading to a Master of Arts degree requires 40 hours of course work. The graduate six-hour Biblical and Theological Studies requirement is met by taking **EVAN 526** and an approved 4-hour BITH course from the approved **Category I** list. Additional required courses include **EVAN 534, 542, 545, 558, 559, 573, INTR 561** (4-hour version), **INTR 691** and **692** for a total of 32 hours. Fitting the professional nature of the degree, learning in many of the courses will be done through directed field work and other experiential methodologies.

Outdoor and Adventure Leadership Concentration

Coordinator, Tracy Commons

The Outdoor and Adventure Leadership (OAL) concentration is designed for current camp ministry professionals. In addition to normal M.A. degree program entry requirements, one year of appropriate experience in OAL work as certified by the Director of the Evangelism and Leadership Degree program is required prior to taking the initial CFM core course at Honey Rock. The courses required for the concentration are **CFM 563, CFM 662, CFM 663, and CFM 664**. The entry course for this concentration is **CFM 563**; the remaining concentration courses may be taken over a one- or two-year span. Non-OAL students can register for Honey Rock courses only by permission from the Evangelism and Leadership Director.

In order to receive the Masters in Evangelism and Leadership degree, students will also take 24 semester hours of Evangelism and Leadership courses, including **EVAN 526, 534** (or substitute approved by the Program Coordinator), **EVAN 542, 545, 559, 573, INTR 691** (0-credit forum for residential full-time students only), **INTR 692**, and one Biblical and Theological Studies Requirement Category I course.

Arrow Leadership Partner Program

Coordinator, Tracy Commons

Students who have graduated from the Arrow Leadership Program prior to admission may choose to enter the Arrow Leadership Partner Program. Through an arrangement between Wheaton College and the Arrow Leadership Program, upon 1) successful completion of **EVAN 542: Church: Movements and Models** and 2) recommendation of the Program Coordinator based on a paper summarizing the relevance of their Arrow work to evangelism and leadership, qualified students are granted a total of 14 semester hours of credit (10 for their Arrow Partnership work and 4 for **EVAN 542**) towards the completion of the M.A. in Evangelism and Leadership degree.

In order to receive the Masters in Evangelism and Leadership, students take 26 semester hours of additional courses, including:

- ▶ **EVAN 526** Gospel: Theological Perspectives on Evangelism and Renewal (4)
- ▶ **EVAN 545** Culture: Emerging and Global (4)
- ▶ **EVAN 559** Organizational and Change Leadership (4)

- ▶ **EVAN 573** Evangelism Research Methods (2)
- ▶ **INTR 561** Foundations of Intercultural Communication (4)
- ▶ **INTR 692** Comprehensive Exam (0)
- ▶ One of the listed Theological Studies Requirement **Category I** courses (4)
- ▶ Electives (4)

Students meet the graduate six-hour Biblical and Theological Studies requirement by taking an approved 4-hour BITH course from the approved **Category I** list and **EVAN 526**.

Arrow Executive Stream Partner Program

Coordinator, Tracy Commons

Students who have graduated from the Arrow Executive Stream Program prior to admission may choose to enter the Arrow Executive Stream Partner Program. Through an arrangement between Wheaton College and the Arrow, upon 1) successful completion of **EVAN 542: Church: Movements and Models** and 2) the report of the Arrow President confirming successful completion of the Arrow Executive Stream work, qualified students are granted a total of 12 semester hours of credit (8 for their Arrow Executive Stream work and 4 for **EVAN 542**) towards the completion of the M.A. in Evangelism and Leadership degree. The 8 semester hours awarded for their Arrow Executive Stream work will be **EVAN 558** (4), **EVAN 691** (2) and **EVAN 694** (2).

In order to receive the Masters in Evangelism and Leadership, students take 28 semester hours of additional courses, including:

- ▶ **EVAN 526** Gospel: Theological Perspectives on Evangelism and Renewal (4)
- ▶ **EVAN 534** Global Apologetics (2)
- ▶ **EVAN 545** Culture: Emerging and Global (4)
- ▶ **EVAN 559** Organizational and Change Leadership (4)
- ▶ **EVAN 573** Evangelism Research Methods (2)
- ▶ **INTR 561** Foundations of Intercultural Communication (4)
- ▶ **INTR 692** Comprehensive Exam (0)
- ▶ One of the listed Theological Studies Requirement **Category I** courses (4)
- ▶ Electives (4)

Students meet the graduate six-hour Biblical and Theological Studies requirement by taking an approved 4-hour BITH course from the approved **Category I** list and **EVAN 526**.

3DM Partner Program

Coordinator, Tracy Commons

Students who are accepted into the 3DM Internship Program may choose to enter the 3DM Partner Program at Wheaton Graduate School. Through an arrangement between Wheaton College and 3DM, upon 1) successful completion of the 3DM internship and learning community experience, 2) successful completion of **EVAN 542: Church: Movements and Models** and 3) recommendation of the Program Coordinator based on a final paper for **EVAN 542** which includes integrative reflection on their 3DM experience, qualified students are granted a total of 12 semester hours of credit (8 for their 3DM work and 4 for **EVAN 542**) towards the completion of the M.A. in Evangelism and Leadership degree. The 8 semester hours awarded for their 3DM work will be **MISS 564** (2), **MISS 565** (2), and 4 credits of electives.

In order to receive the Masters in Evangelism and Leadership, students take 28 semester hours of additional courses, including:

- ▶ **EVAN 526** Gospel: Theological Perspectives on Evangelism and Renewal (4)
- ▶ **EVAN 534** Apologetics in Global Context (2)
- ▶ **EVAN 545** Culture: Emerging and Global (4)
- ▶ **EVAN 558** Personal Development and Leadership (4)
- ▶ **EVAN 559** Organizational and Change Leadership (4)
- ▶ **EVAN 573** Evangelism Research Methods (2)
- ▶ **INTR 561** Foundations of Intercultural Communication (4)
- ▶ **INTR 692** Comprehensive Exam (0)
- ▶ One of the listed Theological Studies Requirement **Category I** courses (4)

Students meet the graduate six-hour Biblical and Theological Studies requirement by taking an approved 4-hour BITH course from the approved **Category I** list and **EVAN 526**.

If students are part of a cohort of 10 3DM partner program students or more, they may be able to take some of their approved courses at a 3DM training site with Wheaton College approved faculty.

NewThing Partner Program

Coordinator, Tracy Commons

Students who are completed the NewThing Residency program may choose to enter the NewThing Partner Program at Wheaton Graduate School. Through an arrangement between Wheaton College and NewThing, upon 1) successful completion of the NewThing Residency, as documented by report from the NewThing Director, and 2) successful completion of **EVAN 542: Church: Movements and Models**, qualified students are granted a total of 12 semester hours of credit (8 for their NewThing work and 4 for **EVAN 542**) towards the completion of the M.A. in Evangelism and Leadership degree. The 8 semester hours awarded for their NewThing work will be **MISS 564** (2), **MISS 565** (2), and 4 credits of electives.

In order to receive the Masters in Evangelism and Leadership, students take 28 semester hours of additional courses, including:

- ▶ **EVAN 526** Gospel: Theological Perspectives on Evangelism and Renewal (4)
- ▶ **EVAN 534** Apologetics in Global Context (2)
- ▶ **EVAN 545** Culture: Emerging and Global (4)
- ▶ **EVAN 558** Personal Development and Leadership (4)
- ▶ **EVAN 559** Organizational and Change Leadership (4)
- ▶ **EVAN 573** Evangelism Research Methods (2)
- ▶ **INTR 561** Foundations of Intercultural Communication (4)
- ▶ **INTR 692** Comprehensive Exam (0)
- ▶ One of the listed Theological Studies Requirement **Category I** courses (4)

Students meet the graduate six-hour Biblical and Theological Studies requirement by taking an approved 4-hour BITH course from the approved **Category I** list and **EVAN 526**.

If students are part of a cohort of 10 NewThing partner program students or more, they may be able to take some of their approved courses at a NewThing training site with Wheaton College approved faculty.

Evangelism and Leadership Courses (EVAN)

EVAN 516x. Spiritual Formation and Witness. See **INTR 514** (2)

EVAN 526. Gospel: Theological Perspectives on Evangelism and Renewal. Examines the gospel as the good news of God's inaugurated kingdom, with a focus on the centrality of Jesus' death and resurrection as

interpretive center. Investigates the dynamic of the spread of this good news throughout Scripture and history. Explores more recent movements of renewal and revival in relation to issues of evangelism and social transformation.

EVAN 534. Apologetics in Global Context. Examines apologetics as the study and practice of establishing the plausibility of the Christian faith within particular cultures and contexts. Explores various philosophical and cultural frameworks for apologetics and then applies them to modernist, postmodern, multi-ethnic and global contexts and questions. (2)

EVAN 542. Church: Movements and Models. Explores different paradigms and models of church, paying special attention to the most recent emerging missional movements and their characteristics, impact and trajectory. Includes field trip visits and guest lecturers representing various existing models of churches and ministries. Assesses ministries using a number of different evaluative tools that are widely used. Fee \$30.

EVAN 545. Culture: Emerging and Global. Explores the shape of ministry and evangelism in postmodern, post-Christendom and globalizing cultures. Examines popular culture in the U.S. as a key context for ministry and a critical influence around the world. Reframes evangelism, apologetics, preaching, healing, and discipleship in relation to the significant cultural shifts that are occurring.

EVAN 546. Discipleship and Small Groups. Studies the biblical principles of disciple-making. Special attention will be given to analyzing and evaluating existing programs of discipleship and follow-up. (2)

EVAN 547. Evangelistic Communication. Exposes students to the dynamics of communication and communication theory, with application to the task of communicating the gospel in contemporary contexts. The theological, conceptual, and practical role of media, drama, the arts, metaphor, and symbol will also be explored. (2)

EVAN 548. Evangelism and the Local Church. Explores the theology, strategies, practice, and leadership styles associated with implementing evangelism through a variety of ecclesiological traditions and local church settings.

EVAN 556. Leadership and Evangelism. Examines the literature on personal leadership development, biblically and in contemporary contexts, with application to the task of leading the church or Christian agencies into evangelistic effectiveness. Special attention is given to devise or revise the mission and vision of a Christian organization seeking to be missional. (2)

EVAN 558. Personal Development and Leadership. Examines the theological, theoretical, and practical foundations for leadership in relation to personal development, stages of development over the life cycle, spiritual disciplines, personal witness, and the leader's relational skills and practices.

EVAN 559. Organizational and Change Leadership. Explores the processes, stages, and leadership capacities and skills for leading change in organizations. Examines biblical and theological perspectives on leadership, organizations and change. Introduces principles of social entrepreneurship. Equips students for leading churches and organizations toward becoming missional and evangelistic.

EVAN 573. Evangelism Research Methods. Equips students with the rationale and methodology of qualitative research in cultural contexts, with an emphasis on the application of qualitative methods to a specific context through research projects. (2)

EVAN 691. Ministry Practicum. Provides practical, guided ministry experience in which students serve under supervision with regular interaction and instruction in the area of ministry. Graded pass/fail. (2)

EVAN 694. Seminar in Evangelism. In-depth study of selected topics growing out of special concerns of professors and students. (2 or 4)

EVAN 695. Independent Study. (1 to 4)

EVAN 696. Internship. Graded pass/fail. (2 or 4)

EVAN 698. Applied Thesis/Thesis. (2 or 4)

EVAN 699. Applied Thesis/Thesis Continuation. See M.A. Thesis/Applied Thesis/Action Research. (0)

M.A. in Missional Church Movements

Our mission for this degree track is to develop people for effective work in planting and building reproducing missional churches, ministries, and movements that reflect a critical engagement with the nature of the gospel, Christian life and thought, and the cultures of the contemporary world. The Great Commission is a call for all followers of Christ to be engaged in the process of leading people to a relationship with Christ, nurturing them in discipleship and Christian growth, and involving them in expressions of God's people on God's mission. This can only be done through the power of the Holy Spirit and sensitive engagement with contemporary cultural, philosophical, historical, contextual, and lifestyle realities.

The program leading to a Master of Arts degree requires 40 hours of course work. The graduate six-hour Biblical and Theological Studies requirement is met by taking **EVAN 526** and an approved 4-hour BITH course from the approved **Category I** list. Additional required courses include **MISS 562, 564, 565, 568, and 575** or **576, EVAN 542, 545, 559, INTR 561, 691, and 692** for a total of 36 hours. Fitting the professional nature of the degree, learning in many of the courses will be done through directed field work, field trips, and other experiential methodologies. The degree must be completed within five years.

3DM Partner Program

Coordinator, Tracy Commons

Students who are accepted into the 3DM Internship Program may choose to enter the 3DM Partner Program at Wheaton Graduate School. Through an arrangement between Wheaton College and 3DM, upon 1) successful completion of the 3DM internship and learning community experience, 2) successful completion of **EVAN 542: Church: Movements and Models** and 3) recommendation of the Program Director based on a final paper for **EVAN 542** which includes integrative reflection on their 3DM experience, qualified students are granted a total of 12 semester hours of credit (8 for their 3DM work and 4 for **EVAN 542**) towards the completion of the M.A. in Missional Church Movements degree. The 8 semester hours awarded for their 3DM work will be **MISS 564** (2), **MISS 565** (2), and 4 credits of electives.

In order to receive the Masters in Missional Church Movements, students take 28 semester hours of additional courses, including:

- ▶ **EVAN 526** Gospel: Theological Perspectives on Evangelism and Renewal (4)
- ▶ **EVAN 545** Culture: Emerging and Global (4)
- ▶ **EVAN 559** Organizational and Change Leadership (4)
- ▶ **MISS 562** Launching Apostolic Movements (4)
- ▶ **MISS 568** Organic and Simple Church (2)
- ▶ **MISS 575** Urban Missional Movements (2) OR **MISS 576** Missional Movements and Evangelism (2)
- ▶ **INTR 561** Foundations of Intercultural Communication (4)
- ▶ **INTR 692** Comprehensive Exam (0)
- ▶ One of the listed Theological Studies Requirement **Category I** courses (4)

Students meet the graduate six-hour Biblical and Theological Studies requirement by taking an approved 4-hour BITH course from the approved **Category I** list and **EVAN 526**.

If students are part of a cohort of 10 3DM partner program students or more, they may be able to take some of their approved courses at a 3DM training site with Wheaton College approved faculty.

NewThing Partner Program

Coordinator, Tracy Commons

Students who are completed the NewThing Residency program may choose to enter the NewThing Partner Program at Wheaton Graduate School. Through an arrangement between Wheaton College and

NewThing, upon 1) successful completion of the NewThing Residency, as documented by report from the NewThing Director, and 2) successful completion of **EVAN 542: Church: Movements and Models**, qualified students are granted a total of 12 semester hours of credit (8 for their NewThing work and 4 for **EVAN 542**) towards the completion of the M.A. in Missional Movements degree. The 8 semester hours awarded for their NewThing work will be **MISS 564** (2), **MISS 565** (2), and 4 credits of electives.

In order to receive the Masters in Missional Church Movements, students take 28 semester hours of additional courses, including:

- ▶ **EVAN 526** Gospel: Theological Perspectives on Evangelism and Renewal (4)
- ▶ **EVAN 545** Culture: Emerging and Global (4)
- ▶ **EVAN 559** Organizational and Change Leadership (4)
- ▶ **MISS 562** Launching Apostolic Movements (4)
- ▶ **MISS 568** Organic and Simple Church (2)
- ▶ **MISS 575** Urban Missional Movements (2) OR **MISS 576** Missional Movements and Evangelism (2)
- ▶ **INTR 561** Foundations of Intercultural Communication (4)
- ▶ **INTR 692** Comprehensive Exam (0)
- ▶ One of the listed Theological Studies Requirement **Category I** courses (4)

Students meet the graduate six-hour Biblical and Theological Studies requirement by taking an approved 4-hour BITH course from the approved **Category I** list and **EVAN 526**.

If students are part of a cohort of 10 NewThing partner program students or more, they may be able to take some of their approved courses at a NewThing training site with Wheaton College approved faculty.

Missional Church Movement Courses (MISS)

MISS 562. Launching Apostolic Movements. Focuses on developing an overview of what constitutes a missional movement by gaining a working understanding and analysis of the key elements that have often coalesced in order to catalyze missional movements in Western and majority world contexts, both historically and in more contemporary times.

MISS 564. Planting and Growing Reproducing Churches. Investigates models, principles, strategies, and methodologies for planting new churches in North America that have an apostolic ethos of continual reproduction. Surveys Biblical materials on church planting, examines the recent literature and resources, and explores networks of church planting organizations and churches. (2)

MISS 565. Incarnational Ministry for Missional Churches. Explicates the basic components of missional communities, including communion, community and mission, that emphasize entering into communities and cultures and sectors of society, rather than drawing people out of their communities, contexts, and roles into siloed religious communities. (2)

MISS 568. Organic and Simple Church. Explores the dynamics of cell, simple, organic, and house church movements both here in North America and in other parts of the world. Special attention will be paid to multiplication factors, contextual influences, resourcing issues, organizational centralization and decentralization forces, and leadership patterns. (2)

MISS 575. Urban Missional Movements. Examines creative urban missional reproducing movements, paying special attention to the unique opportunities, challenges, and contexts of larger urban communities. Students will gain a knowledge of urban contexts, and explore ways the church can interact with those contexts in missional engagement. (2)

MISS 576. Missional Movements and Evangelism. Explores a research based understanding of various missional expressions and movements, learning to assess strengths and weaknesses of the various movements and expressions, and examining effective and ineffective evangelism dynamics. (2)

Intercultural Studies

Chair, Director of Intercultural Studies, Associate Professor Robert Gallagher
Director of Teaching English to Speakers of Other Languages (TESOL), Professor Alan Seaman
Professor Scott Moreau
Associate Professors Susan Greener, Cheri Pierson
Assistant Professor Pam Barger

Intercultural Studies is a multifaceted discipline demanding the highest form of professional competence and expertise in a number of specialized areas. As a department our educational mission is to develop Christian professionals who are skilled in theory and practice for culturally relevant service in a constantly changing world.

The Intercultural Studies Department offers two distinct Master of Arts degree programs. Each provides preparation for culturally relevant service from a theological foundation combined with a multidisciplinary approach. The graduate will be equipped with both a conceptual framework and appropriate professional skills for successful service. Access to the course offerings of undergraduate and other graduate programs at Wheaton enables the integration of intercultural studies with areas of specialization.

Students in this department typically plan to begin or continue service in a variety of areas such as English language teaching, leadership development, community health and development, theological education, and pastoral or parachurch leadership in evangelism, church planting, and church growth.

The Billy Graham Center offers special scholarships to international students, furloughing missionaries, missionary candidates who are committed to overseas service under an established mission agency, and those called to evangelistic ministries who are committed to service in urban settings. The Billy Graham Center provides extensive research facilities for missions and evangelism studies. Close proximity to mission agencies, local ministries, and ESL programs in the metropolitan Chicago area enables students to relate classroom experiences to relevant ministries.

Degree Requirements

The department offers two specialized degree programs for an M.A.: 1) Intercultural Studies and 2) Teaching English to Speakers of Other Languages and Intercultural Studies. A comprehensive examination for all degree programs in the department is required unless the student chooses to write a thesis.

Our programs are professional ones aimed at preparing students for intercultural Christian service. Thus, continued enrollment in the degree program requires that students exhibit the presence of essential professional skills and dispositions, as well as demonstrate a commitment to growth in Christian virtues and cultural sensitivity. When a student submits an application for candidacy, the department faculty considers not only academic criteria, but also the student's commitment to personal growth and fitness for ministry.

M.A. in Intercultural Studies

Director, Robert Gallagher

Our mission for these degree tracks in the Intercultural Studies department is to develop effective cross-cultural professionals who are competent communicators of Christ, sensitive to other cultures, and effective servants. The program leading to a Master of Arts degree is offered in modular format only, and requires 40 hours of course work. The graduate six-hour Biblical and Theological Studies requirement is met by taking an approved 4-hour BITH course from the approved Category I list and **INTR 531**. Additional required courses include **INTR 514, 521, 532, 561, 566, 572, and 621** for a total of 32 hours. The student will work with an advisor to determine the 8 hours of electives that best meet the student's background, interests, and goals.

Students interested in earning the M.A. in Intercultural Studies with an Intercultural Studies focus are encouraged to start the full-time modular program in the Fall or Summer. Students interested in earning the M.A. in Intercultural Studies with a Development Focus are encouraged to start the program during Spring.

The full-time modular track can be completed in a year-and-a-half (three semesters and one summer).

Students who wish to complete a part-time modular program can do so in 3, 4, or 5 years.

M.A. in Teaching English to Speakers of Other Languages (TESOL) and Intercultural Studies

Director, Alan Seaman

Our mission for this degree program in the Intercultural Studies department is to develop specialists in Teaching English to Speakers of Other Languages who demonstrate a high level of professionalism as the foundation for cross-cultural work. The requirement for this Master of Arts degree is 40 hours of course work. The graduate six-hour Biblical and Theological Studies requirement is met by taking an approved 4-hour BITH course from the approved [Category I](#) list and [INTR 531](#). Additional required courses include [INTR 561](#), [573](#), [611](#), [612](#), [613](#), [614](#), [615](#), [616](#), [617](#), and [619](#) for a total of 32 hours. The student will work with an advisor to determine the eight hours of electives that best meet the student's background, interests, and goals.

This professional credential is designed to prepare English language teachers for positions in a wide variety of settings in the US and other countries. The stateside opportunities include teaching ESL in colleges and universities, language institutes, company-sponsored programs, and centers for new immigrants and refugees. Opportunities abroad include teaching English as a Foreign Language (EFL) in colleges and universities, national secondary and elementary schools, language institutes, and international schools.

The M.A. in TESOL and Intercultural Studies provides a solid foundation in ESL/EFL teaching, including courses in all of the major areas of the field. The required courses meet the standards for professional preparation established by TESOL, Inc., the international agency for English language teachers. Supervised teaching experiences focus on a broad range of instructional skills useful for a variety of classroom situations.

Certificate in Teaching English to Speakers of Other Languages

In order to receive the Certificate in TESOL, students must complete 24 credit hours of specialized courses. Required courses are [INTR 563](#), [611](#), [612](#), [613](#), [615](#), [616](#), [617](#), [618](#), [619](#), and either [614](#) or [642](#) or another approved TESOL elective. Each student's program is worked out individually in consultation with an advisor.

For students who have already earned an elementary, middle, or secondary teaching certificate, the Certificate in TESOL meets all of the requirements for an ESL, bilingual, and ENL endorsements in the state of Illinois and most other states. The TESOL Certificate may also be earned along with one of the other M.A. degrees offered at Wheaton College (such as the [M.A.T.](#)) to provide a solid foundation for using English teaching.

HEOA Disclosures: During the last 5 years, the TESOL Certificate has had a 75% completion rate with no graduating students having reportable debt upon graduation. Graduates typically work as TESOL instructors and aides in public education, relief agencies, and/or private enterprise (SOC job code 25-3090). Several graduates work overseas for missions organizations.

Intercultural Studies and TESOL Courses (INTR)

INTR 503. Academic Composition and Communication. Group and individual instruction in expository writing and oral communication skills for students from non-English backgrounds. Students receive

intensive preparation in English for academic purposes such as research papers and class presentations. Graded pass/fail. (0)

INTR 504. Perspectives in Global Outreach. An integrated introductory survey of the crucial issues in missions from the perspectives of theology, history, communication, cultural anthropology, and intercultural studies. Students have an opportunity to explore their relevant mission concerns within life and mission contexts. (2)

INTR 512x. Theories and Principles of Counseling. See [PSYC 512](#).

INTR 514. Spiritual and Professional Formation. Introduction to personal and corporate formation through various dimensions such as the intellectual, physical, spiritual, social, and emotional with an emphasis on the integration of biblical perspectives. Transformational practice is encouraged through literature survey and contemporary case studies.

INTR 516. Issues and Trends in Mission. Current missiological issues and trends, including church-mission relationships, changes in mission strategies and structures, challenges to the church, and their significance to the worldwide mission of the church. Opportunity for individual student research in a particular area of interest is provided. (2 or 4)

INTR 521. Historical Foundations. Explores key persons and movements in the expansion of the Christian church from early monasticism and the Celtic Church to Moravianism and Methodism. The missiological reinterpretation of church history focuses on the dynamics of the expansion and the implications for contemporary strategies of mission. Attention is given to the means of Holy Spirit renewal, structure of mission, the role of leadership, and the relationship among the three. (2)

INTR 526x. Global Cities: Cities and the World. See [IR 362](#).

INTR 528x. Urban Economics. See [ECON 347](#).

INTR 531. Theological Foundations. Using the principles of biblical exegesis and hermeneutics, the course explores God's mission from the Philistines of Abraham's and David's time, to the marginalized in New Testament society. Through this process, an appreciation is developed for theological reflection in Christian community that will impact the student's missionary vocation. (2)

INTR 532. Contextualization in Global Settings. Analysis of the encounter of the gospel with culture within the framework of the behavioral sciences. Organized around six dimensions of religious experience and contextualization within those dimensions, with special focus on the theological dimension.

INTR 534. Mission in Acts. The course models a historical critical interpretation of Acts. Through an analysis of the discourse structure of Luke/Acts, the course seeks to deepen an understanding of the person and work of the Spirit of Jesus who empowers God's mission as it takes place through the apostles and the early church.

INTR 535. Holy Spirit and Mission. The course explores the dynamics of the work of the Holy Spirit and mission in relation to the following dimensions: personal, biblical, historical, cultural, contextual, and functional. Students are encouraged to explore their mission philosophy regarding the role of the Spirit of God for their mission context. (2 or 4)

INTR 546. Evangelism and Church Planting. Strategies for evangelism and church development are examined and applied through case studies, field trips, contacts with resource persons, and student-led projects. (2 or 4)

INTR 548x. Discipleship. See [EVAN 546](#). (2)

INTR 551x. Counseling Challenges in Ministry. See [PSYC 551](#). (2)

INTR 552. Cross-Cultural Perspectives on Gender and Leadership. An exploration of the role of women in missions, including their impact on mission strategies, their unique contributions, and a discussion of critical issues they have faced since the time of the modern missionary movement. (2)

INTR 561. Intercultural Communication. Foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory integrated with selected areas of personal encounter in cross-cultural settings.

INTR 562. Foundations of Intercultural Communication. Foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory. (2)

INTR 563. Cross-Cultural Teaching and Learning. Contributions of nonformal educators, cognitive psychologists, and educational anthropologists to cross-cultural teaching and learning; attuning instruction to thinking styles, pedagogical expectations, and cultural values. (2)

INTR 565. Folk Religions. Strategies for understanding folk religion and relating to folk religion adherents are examined and applied through discussion, case studies, media, and student-led projects. (2 or 4)

INTR 566. Religious Life in Global Settings. Introduction to religious life through the lenses of phenomenology, folk religious studies, and the social sciences with an emphasis on how average adherents live out their lives integrated with biblical perspectives.

INTR 567. Spiritual Conflict. An examination of the principles and dynamics of spiritual conflict. Issues include theoretical considerations in the areas of theological reflection and cultural analysis, pragmatic considerations such as spiritual discipline and counseling approaches, and the missiological implications for missionary strategies. (2 or 4)

INTR 572. Cross-Cultural Research. The rationale and methodology of qualitative research in cross-cultural contexts. Special focus on the application of qualitative methods to a specific context through research projects. (2 or 4)

INTR 573. Qualitative Research for Second Language Educators. A survey of qualitative research techniques for use in cross-cultural contexts, with a special focus on second language education. (2)

INTR 581x. Spanish American Culture and Civilization. See [SPAN 335](#).

INTR 587x. East Asian History. See [HIST 334](#).

INTR 588. Asian Culture and Communication. An introduction to Asian history and culture with particular emphasis on the themes/issues of the 20th century. Includes an introduction to a relevant Asian language and language-learning strategies. Principles for effective cross-cultural communication and adjustment are also considered. Taught in Asia. (2)

INTR 591x. Public Health and Nutrition. See [BIOL 381](#). (2)

INTR 601. Introduction to TEFL Methodology. An introduction to the key concepts and skills involved in teaching English as a foreign language (EFL) in Asian classrooms. The course provides a model-based introduction to methods for teaching English as a foreign language with a specific focus on oral communication. Taught in Asia. (2)

INTR 608. Second Language Acquisition. Principles and skills for the successful learning of foreign languages, including practical instruction in phonetics and language-learning strategies.

INTR 609x. Linguistic Science. See [LING 321](#). (2)

INTR 611. Theoretical Foundations of TESOL Methodology. Survey of theory and research relevant to the teaching and learning of English as a second/foreign language. Emphasis on practical applications from linguistics, psycholinguistics, and sociolinguistics.

INTR 612. Descriptive English Grammar for TESOL. A survey of English grammar and discourse analysis, including practical issues and procedures involved in teaching grammar and discourse to ESL/EFL learners.

INTR 613. TESOL Classroom Dynamics Practicum. A survey of current research and methodology related to classroom instruction. Includes an analysis of the student's teaching skills in a supervised field placement. Appropriate for both inexperienced and experienced teachers, as well as TESOL administrators. (2)

INTR 614. Curriculum and Materials Development for TESOL. Principles and practices in the development of curricula for ESL/EFL courses, textbook evaluation, and the management of English language teaching programs. (2)

INTR 615. Teaching Reading and Composition to ESL/EFL Learners. Theoretical and practical issues involved in teaching reading and composition, including procedures for planning and implementing classroom instruction. (2)

INTR 616. English Phonology for ESL/EFL Teachers. The sound system of English, including procedures for planning and implementing pronunciation instruction for ESL/EFL learners. (2)

INTR 617x. Principles of ESL/EFL Assessment. See [LING 325](#) (2)

INTR 618x. English Language Learning Content Methods and Materials. See [LING 326](#). (2)

INTR 619. Teaching Speaking and Listening to ESL/EFL Learners. Specialized training in ESL teaching methods related to oral communication. Includes techniques for the analysis of oral discourse and current methodology related to language-learning strategies and the use of media. (2)

INTR 621. Transformational Development. The purpose of the course is to explore the biblical, theological, and theoretical foundations for transformational community development and the Christian's involvement in development on the personal and systemic levels. Foundational thinking for practice is developed through a survey of the literature and engagement with current issues and case studies.

INTR 622. Cross-cultural Human Development. The course will explore Western assumptions about human development and how people grow and change in similar and different ways across cultural contexts and across the lifespan. Topics may include: culture and socialization, physical development, language and cognition, concepts of self and personality, gender, social behavior, family, and health. (2)

INTR 623. Families in International Settings. The course will explore cultural assumptions about human socialization and family contexts across the globe. Non-Western, Western, indigenous, immigrant, third-culture, and global nomad contexts are examined using interdisciplinary theories and frameworks. Opportunity for individual student research on a topic of interest is provided. (2)

INTR 624. Mission to Children and Youth at Risk. This course will explore theological, biblical and theoretical principles and frameworks for understanding, analyzing, and responding to difficult situations for children, particularly those in developing nations. The student will apply contextual factors impacting human development (e.g., family, peers, community, educational opportunity, church/religion, cultural belief systems) to understand children's risk and resilience as related to social issues (e.g., poverty, abuse, child labor, human rights, HIV/AIDS, prostitution/sex trafficking, refugees, the girl-child, etc.). Public policies, the Convention on the Rights of the Child, and current interventions of Christian NGOs and other child-focused organizations will be explored. (2)

INTR 631. Principles of TESOL Teacher Mentoring. This course promotes a deeper understanding of how to engage teachers in conversations and activities that encourage professional growth. Teacher mentors will learn how to observe and give feedback to novice teachers and how to make use of a variety of professional development strategies. Taught in Asia. (2)

INTR 632. Seminar in TESOL Teacher Mentoring. This course helps teacher mentors identify and solve problems within their teaching context. Mentors will develop an understanding of the broad context of education and language education in the country and region where they work and will apply this knowledge as they guide teachers. The mentors will also become skilled at helping teachers conduct research as a means of understanding and solving problems in their classrooms. Taught in Asia. (2)

INTR 633. Practicum in Teacher Mentoring. Practical experience in teacher mentoring, including observing and giving feedback to teachers, advising them in lesson planning and classroom dynamics, and counseling them about their future teaching situation. Taught in Asia. (2)

INTR 634. Adult ESL Literacy. Problems and issues in adult literacy, with a specific focus on methodology for teaching immigrants, refugees, and other English language learners, both in the US and abroad. (2)

INTR 635. Principles of Materials Development for TESOL. Students will gain an understanding of the fundamental terminology, concepts and processes involved in the development of textbooks and other published materials, including web-based and audiovisual materials for English language teaching. (2)

INTR 636. Practicum in Materials Development. Students will develop materials for an existing project through a step-by-step process which is modeled during a series of class sessions. This will lead to a more extensive individual materials development project for an organization or publisher, under the guidance of the professor or a mentor. (2)

INTR 637. Problems and Issues in TESOL Materials Development. Students will present materials they have developed for a publisher or organization and will critique the materials developed by others. Discussion of current problems and issues in materials development, both theoretical and practical, will be stimulated by these presentations and the course readings. (2)

INTR 642x. Bilingual Methods and Materials. See [LING 323](#). (2)

INTR 692. Comprehensive Exam. Prerequisite: submission of Candidacy form. Fee \$75. Graded pass/fail. (0)

INTR 694. Seminar in Missions. In-depth study of selected topics growing out of special concerns of professors and students. (2 or 4)

INTR 695. Independent Study. (1-4)

INTR 696. Internship. Graded pass/fail. (2 or 4)

INTR 698. Applied Thesis/Thesis.

INTR 699. Applied Thesis/Thesis Continuation. See M.A. Thesis/Applied Thesis/Action Research. (0)

Undergraduate Courses for the ESL and Bilingual Education Endorsements

The Intercultural Studies Department provides a state-approved series of courses leading to the ESL and bilingual education endorsements in Illinois. These endorsements may be added to an elementary, middle, or secondary teaching license (offered through the Education Department). Undergraduate students who earn these endorsements can work as ESL or bilingual education teachers in Illinois and most other states.

Requirements for the ESL endorsement include the following: (1) a teaching license at the elementary, middle, or secondary level; (2) 100 clock hours of contact with ESL classrooms; and (3) a minimum of 18 credit hours of course work in the categories of Theoretical Foundations of TESOL and Bilingual Education, Linguistics, ESL Classroom Methods, Cross-Cultural Issues for ELLs, and Assessment of ELLs. The course requirements can be met by taking [LING 222](#), [224](#), [227](#), [321](#), [325](#), [326](#), [328](#), and [328L](#) along with [EDUC 136L](#) and [225L](#).

Requirements for the Bilingual Endorsement include the following: (1) a teaching license at the elementary, middle, or secondary level; (2) 100 clock hours of contact with bilingual education classrooms; (3) a passing score on the language proficiency examination for Spanish (or another language) administered through the Illinois State Board of Education; and (4) a minimum of 18 credit hours of course work in the categories of Theoretical Foundations of TESOL and Bilingual Education, ESL Classroom Methods, Bilingual Classroom Methods, Cross-Cultural Issues for ELLs, and Assessment of ELLs. The course requirements can be met by taking [LING 222](#), [224](#), [227](#), [321](#), [323](#), [325](#), [326](#), and [323L](#), along with [EDUC 136L](#) and [225L](#). [SPAN/FREN/GERM 371](#) can also count toward this endorsement.

Linguistic Courses (LING) for the ESL and Bilingual Education Endorsements

LING 222. English Grammar for Teachers. A survey of major areas of English grammar with a discussion of the history of the English language and a focus on practical issues for teachers of both English speakers and English language learners. (2)

LING 224. Theoretical Foundations of ELL and Bilingual Methodology. Survey of theory and research relevant to the teaching and learning of English as a second/foreign language and bilingual education. Emphasis on practical applications from linguistics, psycholinguistics, and sociolinguistics.

LING 227. Cross-Cultural Teaching and Learning. Contributions of nonformal educators, cognitive psychologists, and educational anthropologists to cross-cultural teaching and learning; attuning the instruction of ELLs to thinking styles, pedagogical expectations, and cultural values. (2)

LING 321. Introduction to Linguistics. Introductory study of the concepts and methodology of modern linguistics. Survey of the various branches of linguistic science and of their relationships to other disciplines. (Cross-listed with [INTR 609](#)) (2)

LING 323. Bilingual Methods and Materials. Current methodology and instructional resources for teachers of children in bilingual classrooms, programs, and schools. (Cross-listed with [INTR 642](#)) (2)

LING 323L. Bilingual Practicum. An analysis of teaching skills in a supervised field placement. (1)

LING 325. Principles of Assessment for TESOL. Theoretical and practical aspects of ESL/EFL testing, including 1) survey of test types, and 2) procedures for test planning, construction, administration, and interpretation of results. (Cross-listed with **INTR 617**) (2)

LING 326. English Language Learning Content Methods and Materials. Contemporary issues and practices in teaching children from non-English-speaking backgrounds in mainstream classrooms, both in the U.S. and abroad. This course is intended for all teachers as well as specialists earning the ESL and bilingual endorsements. (Cross-listed with **INTR 618**) (2)

LING 328. English Language Learning Methods for Specialists. A survey of current methodology related to the classroom instruction of English language learners in specialized contexts such as pull-out and sheltered classes. (2)

LING 328L. ELL Practicum. An analysis of teaching skills in a supervised field placement. (1)

Financial information

Expenses

The expenses at Wheaton are moderate and are kept so by the generous gifts and grants from individuals and foundations and by the income from its endowment. Students pay for about seventy percent of the cost of their education; substantial sums are raised annually by the College to cover the difference between what the student pays and the cost of operation.

The tuition rate includes most miscellaneous items for which separate charges are usually made, such as library, student center, health services, and various student activities. Some limitations apply to part-time students.

Substantial student aid funds are available for many students from College, government, and self-help sources. No student should fail to apply to Wheaton for financial reasons.

All costs listed here are as accurate as possible at the time of publication but could be subject to change.

Undergraduate Costs

Undergraduate Tuition:	
12 to 18 hours, per semester	\$16,475
Hours over 18, per hour	915
Less than 12 hours, per hour	1,373
Special Students (1-8 hours only), per hour	886
Undergraduate Audit, Wheaton student, per course	50
Undergraduate Audit, non-Wheaton student, per course	100
Board, per semester (subject to change):	
18 AYCE* meal plan + \$50 in "Thunder Bucks"**	1,895
14 AYCE meal plan + \$50 in "Thunder Bucks"	1,725
10 AYCE meal plan + \$50 in "Thunder Bucks"	1,590
210 AYCE Block + \$50 in "Thunder Bucks"	1,895
160 AYCE Block + \$50 in "Thunder Bucks"	1,725
65 AYCE Block	660
*AYCE means "All You Can Eat"	
**"Thunder Bucks" is flexible money for use only in Sam's and Stupe Grill which are located in the Beamer Student Center	
Room, per semester; double occupancy (subject to change)	2,705
Service Charges:	
Application Fee	35
Admission Deposit	300
New student orientation fee	100
Late Registration	75
Late Payment Fee	75
Vehicle Parking Permit , per year	210
(College apartments, commuters, dormitory students)	
Conservatory of Music Fees:	
MUCS, MUEP, MUIP, MUMS, MUTC per credit hour unless otherwise noted below:	44
Music Context Studies (MUCS):	
Intro to Music: Historical Survey (MUCS 101)	0
Intro to Music: Interdisciplinary Emphasis (MUCS 102)	0
Intro to Music: 20th Century & World Music (MUCS 103)	0

Music Ensemble Performance (MUEP):	
Large Ensemble Fee (MUEP 213-218)	162
Opera Music Theater (MUEP 356, 357)	330
Jazz Combo (MUEP 358)	162
Chamber Music (MUEP 371)	162
Music Individual Performance (MUIP):	
Private Lessons (MUIP 101-122) 2 credits	463
Private Lessons (MUIP 201-222, 401-422) 2-4 credits	695
Small Group Lessons (MUIP 131, 141)	222
Class Piano (MUIP 223-227)	330
Coaching (MUIP 232)	463
Music Method Studies (MUMS):	
Music Outreach Practicum (MUMS 333)	162
Conducting Lab (MUMS 346)	43
Suzuki Pedagogy (MUMS 372, 373)	330
Internship (MUMS 496)	162
Theory & Composition (MUTC):	
Intro to Music: Reading & Analysis (MUTC 101)	0
Composition II-IV (MUTC 331, 332)	463
Composition V-VI (MUTC 451, 452)	695
Course Fees:	
AHS 108	10
113	20
134, 136, 142, 144, 148	TBD
141	230
351	150
361	75
362	10
452	75
ANTH 385	300
Biology Labs (not including excessive loss or breakage, which is billed)	85
BIOL 365 (Approximate cost of travel, etc.)	2,200
Chemistry Labs (not including excessive loss or breakage, which is billed)	95
CE 131 Introduction to Spiritual Formation	Varies
COMM 271, 374	100
DANC 122, 123, 124	100
EDUC 311	15
497	310
ENVR 431	50
Foreign Language Competency Exams	25-300
General Education Competency Exams	5-30
Geology Labs	25
Geology Field Trips 208, 211, 221, 355	35
331, 336, 375, 437	40
321, 443	120
344, 413	120
332, 446	Varies
HNGR 385	300
494	350
SCI 311 Field Trip	30
Physics Labs	65
335	65

Service charges are nonrefundable. Course fees for officially dropped courses are refunded as follows: 100% the first week of the semester; 90% the second week; and none thereafter unless approved by the department.

Approximate Fixed Costs per Semester

Tuition	\$16,475
Board, per semester:	
18 AYCE* meal plan + \$50 in "Thunder Bucks"***	1,895
14 AYCE meal plan + \$50 in "Thunder Bucks"	1,725
10 AYCE meal plan + \$50 in "Thunder Bucks"	1,590
65 AYCE Any Meal Plan	660
*AYCE means "All You Can Eat"	
***"Thunder Bucks" is flexible money for use only in the Sam's and Stupe Grill which are located in the Beamer Student Center.	
Room, per semester:	
Double/Triple/Quad occupancy	2,705
Single occupancy	2,915
House/Apartment/Single Students	2,915
1-Bedroom Apartment/Married Students	5,180
2-Bedroom Apartment/Married Students	6,145
House/ Married Students	6,855
North Housing Townhouses	3,170
North Housing Houses	3,170
Books, supplies, travel, personal miscellaneous (estimated indirect costs)	1,510
Vehicle parking permit	210

Graduate Costs

M.A. Graduate Tuition, per hour	\$780
Ph.D. Graduate Tuition, per hour (including summer courses)	940
Psy.D. Graduate Tuition, per hour (including summer courses)	985
Graduate Audit, Wheaton student, per course	50
Graduate Audit, non-Wheaton student, per course	100
†Distributed Learning Tuition, per hour	450
Board, per semester; 18-meal plan+ \$50 in "Thunder Bucks"	1,895
Application Fee, M.A.	30
Application Fee, Psy.D. and Ph.D.	50
Admission Deposit, M.A.	100
Admission Deposit, Psy.D.	200
Admission Deposit, Ph.D.	500
Vehicle Parking Permit	210
Late Registration	75
Late Payment Fee	75
BITH 692 Graduate Comprehensive Exam Fee	25
CFM 521 Spiritual Formation Retreat	30
CFM 683 Integrative Seminar	140
CMHC 614 Group Counseling	180
CMHC 624 Issues and Ethics in Professional Practice Course Fee	480
EDUC 511 Field trip	15
EDUC 587 Course Fee	310
INTR 692 Comprehensive Exam Fee	75
Thesis/Applied Thesis Continuation Fee	50
Thesis/Project Re-entry Fee	75
Apartment Rentals:	
Single students, per semester	2,915
Couples-one bedroom, per semester	5,180
Families-two bedroom, per semester	6,145

House Rentals-Families, per semester 6,855
†Distributed Learning courses approved for matriculated, on-campus students are charged at the normal M.A. graduate tuition rate.

Graduate students taking undergraduate courses must pay course fees as listed in the undergraduate costs section.

Payment Information & Policies (Settlement of Accounts)

All bills are to be paid at the beginning of each semester and received by the established due date shown on each invoice and in the college calendar.

If no invoice has been received two weeks prior to the start of the semester, one should be requested from the Student Accounts Office. An unpaid account may result in the cancellation of the student's enrollment and will be assessed a \$75 late penalty plus a 1½% charge per month on the unpaid balance. Semester bills are sent to the student's permanent mailing address (Future) account statements default to the student's CPO box, unless an alternative address has been requested by the student.

It is recommended that payments be mailed at least five days before the due date shown on the invoice. All payments should be made in U.S. funds. Late payments and replacement of returned checks may be required to be made in certified funds.

The admissions deposit will be applied to the student's account upon enrollment.

Wheaton College offers payment plans for students who wish to finance the cost of education throughout the school year. Visit the Student Accounts website at: www.wheaton.edu/studentaccounts or contact the Student Accounts Office for more information.

Students with unpaid accounts are not permitted to re-enroll or receive diplomas and transcripts. These accounts will be subject to credit bureau reporting 60 days after enrollment ceases. Past due balances may be turned over to a collection agency. Accounts that are assigned will be responsible for principal, interest, late charges, and collection costs. Legal action may also be taken to collect these balances.

Due Dates for the 2015-16 Academic Year

Payment will be due on the *first Wednesday of each term*. Based on the approved calendar these dates are:

Fall Semester — Wednesday, August 26, 2015

Spring Semester — Wednesday, January 13, 2016

Summer Semester — Wednesday, May 18, 2016

Payment in full is required at least two weeks prior to leaving for overseas programs.

Refunds on Tuition

Effective Dates for Refund. Refunds are computed on the date the course drop application is filed in the Registrar's Office, or on the date of the application for withdrawal given by the Student Development Office. The weeks listed below begin on the first day of the semester *regardless* of the day a student begins attending classes. No tuition refund will be given after week nine for full semester courses.

Reduction of Load. To decrease a student's load, a drop form with the required signatures must be filed with the Registrar. Full refund is allowed for any resulting difference in tuition charge filed during the first two weeks of the course; and none thereafter.

Withdrawal from College. To withdraw from college during a semester, a student must initiate the withdrawal process (at the Student Development Office for undergraduate students, and the Office of the

Director of Graduate Student Care for graduate students) and deliver the completed withdrawal card with the required approvals to the Registrar's Office. See above for the effective date of refund.

Refunds are allowed as follows:

100% before the end of the second week of the semester
80% the third week
70% the fourth week
60% the fifth and sixth weeks
50% the seventh week
40% the eighth and ninth weeks
none thereafter
(For specific dates, see [Registrar's calendar](#) in this catalog.)

Part-time students who enroll only in courses scheduled for eight weeks are allowed the following refund: 100% during the first week of the half session; 80% during the second week; 60% during the third and fourth weeks; 40% during the fifth week; and none thereafter.

For the student who has received financial aid, a refund schedule is used which is consistent with the current government regulations. This schedule is published and available to students in the Financial Aid Office.

Other Refunds

Room. After the semester has begun, refunds will be made on a per day charge.

Board. Refunds will be made on a per day charge from the date the ID meal ticket is returned.

Service charges are not refundable.

Course Fee Refunds.

100% if dropped by the end of the second week of the course;
None thereafter unless approved by the department.
Some course fees have nonrefundable amounts—see course description of [Course Fees](#).

Financial Aid

Undergraduate Financial Aid

Most Wheaton College financial aid is allocated on the basis of need as demonstrated by the Free Application for Federal Student Aid (FAFSA). This analysis of family information is required and approved by federal law and is used to determine the Expected Family Contribution (EFC) by the Federal Methodology. Students must be enrolled full-time to receive maximum aid; however, degree students enrolled less than full-time but at least half-time may receive reduced aid awards.

All students seeking financial assistance are required to submit the FAFSA annually. This serves as the financial aid application for federal and Illinois state funds (if applicable). Since awards are made on a first-come, first-served basis, and funds are limited, the FAFSA should be completed as early as possible after January 1. We prefer that it be submitted following completion of 1040 tax forms, but if tax returns will not be done until later, the FAFSA can be submitted using estimates.

The Wheaton College Financial Aid** application should be completed annually at the same time as the FAFSA. The application is available on our website at www.wheaton.edu/finaid. This form, together with the FAFSA information, is used to determine the Expected Family Contribution (EFC) by our institutional methodology. The form collects additional information such as home equity along with other items to give a broader analysis of a family's financial strength. This information is used to compute Wheaton's EFC calculation which is used to award institutional funds.

Merit grants are available to students meeting certain criteria. A separate application for these awards is not necessary. Federal PLUS loans, which are not based on need, are available to parents to help cover their expected contribution. For more details about Federal PLUS loans, please visit www.wheaton.edu/finaid or contact the Financial Aid Office.

The following states allow students to receive state grant funds even if they attend college in another state: Alaska, Delaware, and Vermont. Students must apply for these funds and must complete the forms provided by their state. The application for Illinois residents is combined with the FAFSA.

For financial aid purposes, full-time enrollment for undergraduate students in the summer term is 12 hours and half-time is 6 hours.

Questions pertaining to financial aid should be directed to one of our financial aid counselors or see the website at www.wheaton.edu/finaid.

**FAFSAs may be completed online at www.fafsa.gov. Students can obtain a paper FAFSA by calling the Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3243) or they can download a PDF version from the FAFSA website at www.fafsa.gov.*

***Wheaton College Financial Aid applications can be completed online through a link on our website, www.wheaton.edu/finaid.*

Refunds and the "Return of Title IV Funds" Policy

If a student withdraws or is expelled from Wheaton, the school or the student may be required to return some of the federal funds awarded to the student. The student may also be eligible for a refund of a portion of the tuition, fees, room, and board paid to Wheaton for the semester according to the College [refund policy](#). If the student received financial assistance from outside of the family, a portion of the refund will be returned to the grant, scholarship, or loan source from which the assistance was received.

The federal "Return of Title IV Funds" formula dictates the amount of Federal Title IV aid that must be returned to the federal government by the school and the student. The federal formula is applicable to a student receiving federal financial assistance in the form of a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins loan, Federal Direct Stafford loan, or Federal PLUS loan, and who withdrew before completing 60% of the semester. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days

in the semester. Scheduled breaks of more than four consecutive days are excluded. If any funds are to be returned after the return of Title IV aid, they will be used to repay Wheaton funds, state funds, other private sources, and the student in proportion to the amount received from each nonfederal source as long as there is no unpaid balance at the time of withdrawal. If there was an unpaid balance, then all aid sources will be repaid before any funds are returned to the student.

NOTE: If funds are released to a student because of a credit balance on the student's account, the student may be required to repay some of the federal grants if the student withdraws.

Worksheets used to determine the amount of refund or return of Title IV aid are available upon request. The following example illustrates how the policy would apply:

EXAMPLE: Suppose a student withdraws on the 53rd day of classes of a 107 calendar day semester. Also, suppose that the student budget for the semester was \$17,950. Financial aid was paid as follows: a \$2,723 Federal Direct Stafford Loan, a \$2,340 Pell Grant, and an \$800 Federal FSEOG. Under the Federal "Return of Title IV Aid" policy, \$2,723 would be paid back on the Federal Direct Stafford Loan, and \$238 would be returned to the Federal Pell Grant.

The same percentage used to calculate the institutional aid refund will also be used to calculate the MAP (Illinois Monetary Assistance Program) refund.

Special Scholarships

Jonathan Blanchard President's Award—Wheaton College awards this merit-based scholarship to incoming freshmen who have a minimum SAT score of 1400 or a minimum ACT score of 32 plus a minimum 3.7 unweighted GPA on a 4.0 scale. The award is \$5,000 and renewable up to four years with a 3.0 GPA at Wheaton College.

Arthur Holmes Award - Wheaton College awards this merit-based scholarship to incoming freshmen who have a minimum SAT score of 1330 or a minimum ACT score of 30 plus a minimum 3.6 unweighted GPA on a 4.0 scale. The scholarship is \$2,500 and renewable up to four years with a 3.0 GPA at Wheaton College.

National Merit Scholarship—Wheaton is a sponsor in the National Merit Scholarship Program and offers this scholarship to National Merit Finalists indicating Wheaton as their first college choice. The awards for incoming freshmen for the fall of 2014 are \$5,000, renewable up to four years. The award may be sponsored by either Wheaton College, the National Merit Scholarship Corporation, or a third-party organization.

Presidential Honor and Special Achievement Award in Music —Awards of \$1,000-\$5,000 each, most renewable, are granted to 16-20 students accepted into a Conservatory of Music Program on the basis of outstanding musical and academic ability as demonstrated by the application, audition, and interview. Certain restrictions apply to both awards.

Army ROTC Scholarships—Four-year, full-tuition scholarships are offered by the U.S. Army to outstanding students enrolling in the ROTC program. Detailed scholarship information and links to applications are available from ROTC units and high school counselors across the country, on Wheaton College's website (www.wheaton.edu/Academics/Departments/ROTC/Scholarships), or the U.S. Army ROTC Homepage (www.armyrotc.com). Four-year scholarships are offered out of high school, on-campus two- and three-year scholarships, and two-year scholarships available for graduate students. Interested students should contact the Department of Military Science for more information at 630.752.5121 or 5367, Jenks Hall. FAX 630.752.5031. Send email to: www.wheaton.edu/rotc. Army ROTC full-tuition scholarship recipients are not eligible for need-based Wheaton Grant funds.

Certain scholarships are available to students from underrepresented minority groups. They include the **Don and Ann Church Scholarship** and the **James E. Burr Scholarship**. In addition, freshmen named as finalists in the National Hispanic Scholar Recognition Program may be eligible for the **President's Achievement Award**. More information is available from the Multicultural Admissions Counselor in the Admissions Office.

For more information about scholarships and aid available, please check the Financial Aid website at www.wheaton.edu/Admissions-and-Aid/Financial-Aid/Undergraduate-Students/Scholarships-and-Aid .

Graduate Financial Aid

New students will be considered for the Graduate Student Scholarship based on merit criteria as demonstrated on the Graduate Admissions Application. Graduate Admissions will notify the student of any merit eligibility. Students seeking additional assistance may apply for loans by submitting the Free Application for Federal Student Aid (FAFSA)*. Each applicant must remember to indicate Wheaton College (school code 001781) as the school to receive the information. Federal loan eligibility will not be awarded until this information is received.

Students must be enrolled full-time to receive the Graduate Student Scholarship, and at least half-time to receive a Stafford Loan. However, students who have been enrolled full-time throughout their program up to their final semester may request consideration for a pro-rated Graduate Student Scholarship amount for the final semester if they are enrolled at least half-time (in the final semester) and taking credits which will complete their degree requirements. Requests will be considered on an individual basis.

* *FAFSAs may be completed online at www.fafsa.ed.gov. Students can obtain a paper FAFSA by calling the Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3243) or they can download a PDF version from the FAFSA website at www.fafsa.gov.*

Refunds and the "Return of Title IV Funds" Policy

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The federal "Return of Title IV Funds" formula dictates the amount of Federal Title IV aid that must be returned to the federal government by the school and the student. The federal formula is applicable to a student receiving federal financial assistance in the form of a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins loan, Federal Direct Stafford loan, or Federal PLUS loan, and who withdrew before completing 60% of the semester. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded. If any funds are to be returned after the return of Title IV aid, they will be used to repay Wheaton funds, state funds, other private sources, and the student in proportion to the amount received from each nonfederal source as long as there is no unpaid balance at the time of withdrawal. If there was an unpaid balance, then all aid sources will be repaid before any funds are returned to the student.

NOTE: If funds are released to a student because of a credit balance on the student's account, the student may be required to repay some of the federal grants if the student withdraws.

Worksheets used to determine the amount of refund or return of Title IV aid are available upon request. The following example illustrates how the policy would apply:

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The same percentage used to calculate the institutional aid refund will also be used to calculate the MAP (Illinois Monetary Assistance Program) refund.

Federal Direct Stafford Loans

The most readily available resource to degree-seeking graduate students comes from the Federal Direct Stafford Loan Program. This loan is based on enrollment status and hours carried per term. The unsubsidized Federal Direct Stafford Loan has a fixed interest rate which accrues during enrollment and during the grace period. The interest rate is set based upon the 10-year Treasury Note each year in June for loans first disbursed between July 1st through June 30th of the following year.

Graduate students may borrow up to \$20,500 per year, or the total budget cost minus other financial aid received, whichever is less. The maximum aggregate total for the Stafford loan program, including any undergraduate loans, is \$138,500.

Students may apply for a Federal Direct Stafford Loan by completing a FAFSA which serves as the loan application. If they have been accepted for enrollment in a degree program or the TESOL Certificate program at Wheaton College Graduate School, and have a current FAFSA on file in the Financial Aid Office, the loan will be processed.

For additional information about Federal Direct Stafford loans for graduate students, please check www.wheaton.edu/Admissions-and-Aid/Financial-Aid/Graduate-Students/Loans/Stafford .

Billy Graham Center Scholarships

The Billy Graham Center Scholarship Program offers financial assistance to carefully selected students in any M.A. degree program at the Wheaton Graduate School—internationals, furloughing missionaries (both North American and non-North American), health care workers, and North American pre-field missionary candidates--who are preparing for Christian service outside North America. Also, the program financially assists workers (with preference to those of ethnic minority backgrounds) serving the inner cities of North America. Awards for international students, North American missionaries, missionary candidates, and workers in urban missions are loan/scholarships (25% is forgiven for each year of mission service completed outside North America or within North American inner cities following completion of the Wheaton M.A. degree). If overseas or urban mission service is not performed, the loan principal must be repaid with interest.

Internationals must have completed at least two years of full-time Christian service in their national contexts or cross-culturally and be affiliated with a Christian organization, national denomination, or mission agency which will indicate future plans for applicant.

Furloughing Missionaries must have completed at least two years of overseas service with a recognized mission organization and intend to return to such ministry.

Health Care Workers, nationals or missionaries, must be professionally active and meet respective requirements for international or missionary applicants.

Workers in Urban Ministries, with priority given to those of ethnic minority backgrounds, must have completed at least two years of urban ministry in North America with a recognized mission agency, Christian organization, or denomination and intend to return to urban ministry in North America.

North American Pre-field Missionary Candidates must be preparing for careers as missionaries outside North America.

Internationals, missionaries, health care workers, workers in urban missions, and North American pre-field missionary candidates should direct their inquiries to the Coordinator at the Billy Graham Center Scholarship Program, Wheaton College, Wheaton, Illinois 60187-5593. All such applications must be submitted by November 1 of the year prior to which student is seeking admission, with the exception of pre-field missionary candidates and urban ministry workers. Applications for these are due March 1 for fall enrollment and September 15 for spring enrollment.

Financial Aid for Ph.D. Students

Full tuition remission will be granted to Ph.D. students. In addition, each student will be awarded a research fellowship, carrying an annual stipend. The tuition remission will apply to the duration of the student's program, while the fellowship will be granted for three years of the program, with possible extension to a fourth year. As a condition of the research fellowship, the student will be asked to serve the Biblical and Theological Studies Department or the institution for 8-10 hours per week. The service will include, but not be limited to, research and classroom assistance to specific professors, tutoring of undergraduate and graduate students, clerical support of the program and the department, and supervised pedagogical experiences.

Graduate Assistantships in Residence Life

Graduate Assistantships are available to part-time graduate students who are interested in working with students in the residence halls, apartments, or houses of Wheaton College. Graduate Resident Advisor (GRA) positions are available for all MA degree programs except Clinical Counseling, Marriage and Family Therapy, and Intercultural Studies. The appointment is for a ten-month period providing a stipend, 9 meals a week in Anderson Commons throughout the school year, partial tuition remission, a one or two-bedroom furnished apartment, and other employee benefits. A two-year commitment is required. If you would like to receive more information and application materials, please contact Human Resources, 630.752.5060. For questions about the position, please contact the Associate Dean of Residence Life, 630.752.5427.

Assistantships

A limited number of assistantships are available to graduate students who desire to work in the graduate division of the College. The duties include clerical work, test grading, and classroom or research assistance. Pay is on an hourly basis up to ten hours per week. Second-year students are given preference.

Canadian Student Loans

It is recommended that Canadian students check with cooperating banks in their home province for further information on government loans. Limited grant funds are available to students with need.

Denominational Sources

Some churches, organizations, and mission boards have scholarships and/or loan programs for member students who are preparing for full-time Christian ministries. For further information contact the appropriate organizational office.

Veterans Benefits

The Montgomery GI Bill, Post 9/11 GI Bill and other programs provide payments to veterans and their families. Contact the **Registrar** for information on eligibility for V.A. benefits. Further information can be secured from your local U.S. Department of Veterans Affairs office or the Web site at <http://www.gibill.va.gov/>.

Students eligible to receive veterans' benefits should submit the necessary forms to the Registrar's Office to certify enrollment to the Department of Veterans Affairs. Those expecting government checks are reminded that this aid may not be available for two to three months. All bills are to be paid in full no later than the first day of classes each semester.

All students receiving benefits through the Department of Veterans Affairs are required to demonstrate satisfactory progress in their academic programs. In order to receive full-time benefits, an undergraduate must carry a minimum of 12 credit hours during both quads, e.g., three four-hour courses (12 hours) or two four-hour courses (8 hours) plus two two-hour courses (4 hours) A Quad and two two-hour courses (4 hours) B Quad (16 hours total). All courses in which a student is enrolled must meet program requirements in order for the hours to be certified. For example, if an undergraduate student enrolls for

12 hours, and two hours are not required, then only ten hours will be certified, and the student will receive less than full-time benefits.

Please note: Eligibility for Post 9/11 GI Bill benefits by a dependent undergraduate student may impact need-based Wheaton Grant eligibility. Undergraduate students receiving 100% benefit rate Post 9/11 GI Bill benefits may be eligible for a match from the Yellow Ribbon program to cover remaining tuition costs. The Yellow Ribbon Award will supersede any other Wheaton College institutional scholarships or grants.

Students attending Wheaton College are not eligible to receive the Illinois Veterans Grant, which is available only for students enrolled in Illinois public colleges and universities.

International Students

Advance Payment Requirements

Included in the **undergraduate** international student application is information about payment requirements, and a Certification of Finance form to be completed requiring confirmation of funding available to pay for personal, and family costs if applicable, for the entire time of enrollment. After the student is accepted, the Financial Aid Office will send a budget sheet that outlines estimated costs for the following year.

For **graduate** international students the Certification of Finance form and estimated budget sheet will be sent from the Financial Aid Office after the student has been accepted.

For both undergraduate and graduate students, before an I-20 can be issued, the Financial Aid Office must receive by June 1 prior to enrollment the first semester tuition, room, board, insurance payment, and SEVIS fee. If students can verify they will not be in college housing or use the college meal plan, the room and meal cost can be eliminated.

The student shall pay the remainder of any billed costs by the regular due date prior to the start of the term. The student will be personally responsible for all books, personal, and miscellaneous expenses that will be incurred. The tuition money received from new students by June 1 will be held by the Student Accounts Office and applied to the student's bill at the appropriate time. Funds needed for the student's books, food and housing (if not provided by the College), and personal/miscellaneous expenses will be the responsibility of the student to provide. If the family will accompany the student, or plans to come at a later time, the Certification of Finance form must be completed certifying their financial support and accompanied by signed documentation. Payment for any billed costs will need to be sent in advance of issuing the I-20.

For international students who are Billy Graham Center scholarship recipients, the remaining balance due for their entire study programs will be required to be on deposit by June 1 prior to fall enrollment. After the total amount of the budget is met, the Certificate of Eligibility (Form I-20) will be issued. Families who come later will need to have all costs sent in advance before an I-20 can be issued for them.

The student will not be allowed to enroll in subsequent terms until the billed costs for the next term are paid by July 28 for fall term and December 15 for spring term. Failure to do so will result in the cancellation of the student's enrollment at Wheaton.

If the student has a financial guarantor, at no time will the College directly approach the guarantor for funds. It is the student's responsibility to ensure his guarantors have solid commitments and are capable of fulfilling them.

Student Employment

The **Center for Vocation and Career** utilizes **ThunderLink** to capture all full and part-time jobs, including many close to the Wheaton Campus. Part-time work opportunities are available in the areas of childcare, ministry, clerical, food services, housekeeping, human services, retail, teaching, and yard work. Full-time work opportunities are available in all vocational areas. Most on-campus job opportunities are made available during the annual Part-Time Job Fair traditionally held the first Thursday after classes start.

Undergraduate and graduate students with demonstrated financial need as determined by the FAFSA may be eligible for the Federal Work-Study program. Students who are eligible are expected to find a federal work-study position and submit paperwork by a certain date. All information can be found [on-line](#).

Endowed Scholarship Funds

The Wheaton College Endowed Scholarship Fund is an important commitment to our students made entirely possible by the willingness of friends of the College to consistently make generous and substantial gifts to Christian education at Wheaton. We express our appreciation to each of these dedicated supporters and list the name of each scholarship below.

Wheaton College gratefully accepts contributions from donors who desire to create or add to a perpetual fund which financially assists worthy students in attaining a Christian education. These funds, known as Endowed Scholarship Funds, distribute each year a stated percentage of the principal value of the fund for student scholarships and may be funded with contributions from a number of donors, an individual donor, or a family of donors.

Endowed Scholarships are of two general types: General Endowed Scholarship Funds which distribute scholarships with no restrictions except for the general requirement of student financial need; Specific Endowed Scholarship Funds which distribute scholarships to students who have financial need but who also meet a particular requirement (for example, a particular major, professional goal, or grade average) designated by the donor.

An endowed scholarship can be established at any amount, or be included in a will and funded by a bequest. Until contributions to the Fund total, in the aggregate, \$25,000 or more, the Fund will be retained by Wheaton College as general scholarship endowment and will distribute unrestricted awards. After contributions to the Fund total, in the aggregate, \$25,000 the Fund will begin to distribute awards according to specific terms, conditions, and preferences as outlined in the Fund's agreement.

The General Endowed Scholarships and the majority of the Specific Endowed Scholarships represent a portion of the total financial aid budget each year, and therefore, specific applications for these funds are not necessary.

Unrestricted Endowed Scholarships

John F. Albrecht Memorial
Margaret K. Aldeen Scholarship
Margaret S. Algar Scholarship
Allison Family Scholarship
Annette Hoyt Ames Scholarship Fund
Anonymous Scholarships
Arison-Hermanson Memorial Scholarship
Lois Arlene Ausherman Memorial Scholarship Fund
Nathan O. Barkdoll Endowed Scholarship
Virginia Shirley Barker Endowed Scholarship
Sidney R. Beamer Memorial Scholarship
Stephen R. and Ida E. Beamer Scholarship Fund
Eva M. Beining Endowed Scholarship
Tyler Andrew Berntsen Memorial Scholarship
Harry and Marjorie Betker Endowed Scholarship
Harriet G. Blaine Scholarship
William H. Blair Memorial Scholarship Fund
Blakemore-Woodard Memorial Scholarship
Charles A. Blanchard Scholarship Fund
Julia E. Blanchard Scholarship
Mildred Hoops Blasius Scholarship Fund
Mr. Leslie R. Blasius Endowed Scholarship

C. Harry and Jessie T. Bolinder Scholarship Fund
 Bowerman Fund
 Sandra and Daniel Branda Scholarship
 John H. Breyer Fund
 Dorothy Brobeck Scholarship Fund
 Dennis Ray Brooke Memorial Endowed Scholarship
 Eldred E. Brown Endowed Scholarship
 Craig Emmons Buschmann Memorial Fund
 Benjamin Ogden Chapman Memorial
 Miss F. Naomi Chapman J.O.Y. Scholarship
 Catherman Memorial Scholarship
 Dittmar P. & Leva R. Cherry Scholarship Fund
 Bessie Christian Memorial Scholarship
 Clapp Fund
 Mary H. Clark Endowed Scholarship Fund
 Class of 1954 Louis Rasera Scholarship
 Class of 1955 Endowed Scholarship Fund
 Class of 1960, Wheaton College: John L. and Ruth B. Leedy
 W. J. and Rosa Clendenin
 Millard C. and Alice W. Cleveland Endowed Scholarship Fund
 Florence M. Collins Scholarship
 Anna M. Conaway Scholarship
 Harold and Elizabeth Cope Memorial Scholarship
 Charles E. and Grace W. Cote Endowed Scholarship Fund
 Gerard J. Cozette Endowed Scholarship Fund
 John M. Crobarger Scholarship
 Marie Frances Cruezigler Scholarship Fund
 Julia M. Crull Scholarship
 Daniel-Martindale Scholarship
 Boskey and Muriel Davis Memorial Scholarship
 Day Scholarship Fund
 Deal Bible
 Jean Vanderwarf Dean Scholarship Fund
 Mr. and Mrs. George Degentesh Endowed Scholarship Fund
 Theodore W. Detenbeck Scholarship
 Vera Mae Krause Dombaugh Memorial Scholarship
 Elsie Storrs Dow Scholarship Fund
 Henri E. and Mary R. Eckhardt Memorial Scholarship
 Victor and Alma Edman Scholarship Fund
 William D. Ellis Endowed Scholarship Fund
 Matthias Elsen Memorial Scholarship Fund
 Shirley J. Emerson Endowed Scholarship
 Marian H. Emery Memorial Endowed Scholarship Fund
 Lester and Eleanore Erickson Memorial Scholarship Fund
 Burton and Patricia Ericson Scholarship Fund
 Zachary Evans Memorial Scholarship Fund
 Sarah E. Farmer Scholarship Fund
 Russell H. Fehnel Scholarship Fund
 Estella May Ferguson Endowed Scholarship
 Morris S. and Barbara Ludwig Ferguson Scholarship Fund
 Norman M. and Carolyn H. Finke Memorial Scholarship
 James A. and Marian Larson Floyd, Jr. Endowed Scholarship
 Evelyn and Dwight Forsberg Endowed Scholarship Fund
 Janice Gosnell Franzen Endowed Scholarship
 John N. and Elizabeth Van Arsdale Fuller Scholarship
 Belle L. Funk Scholarship
 Jane V. Gantzer Scholarship
 Clare and Nellie Gardner Endowed Scholarship
 E. H. and Helen C. Gartrell Scholarship

Dr. Kenneth Gieser Scholarship
Harold R. and Gladys D. Gillette Memorial Scholarship
Mae I. Givans Scholarship
E. D. Given Scholarship
Catherine C Gordon Scholarship
Reynold J. Gottlieb Endowed Scholarship Fund
Tommy Gould
David and Elizabeth Gowdy
Granzow-Radant Scholarship Fund
Ruth A. and Marion E. Gray Endowed Scholarship
Alfred Green Scholarship
Gremmels Family Memorial Trust
Pearl Jean (Wilson) Hagel Memorial Scholarship Fund
Vernon Lee Hall Scholarship
Lida Hanson Scholarship
Flora G. and Robert G. Harris Scholarship Fund
George R. and D. Gladys Harris Scholarship Fund
Roberta Harris Rost Memorial Scholarship Fund
Herbert S. Harris Scholarship Fund
Hein and Olson Families Scholarship
Hensel Family Scholarship Fund
Cadmus and Elizabeth Hicks Scholarship Fund
Lafayette and Ethel Hill Memorial Scholarship
Gertrude B. Holford Scholarship Fund
Richard Holt Endowed Scholarship Fund
Lorraine E. Hood Endowed Scholarship Fund
Hoofnagle Endowed Scholarship
Hull Family Scholarship Fund
David and Darlene Humphreys Family Scholarship
Jacks Endowed Scholarship Fund
Ida H. Jackson Scholarship Fund
Beth Jaderquist Memorial Scholarship Fund
Jeremiah 29:11 Endowed Scholarship
Carl and Eleanor Johnson Scholarship Fund
Captain and Mrs. John M. Johnson Endowed Memorial Scholarship
Myrtle E. Johnson Scholarship Fund
Willard G. Johnson and Alice M. Johnson Scholarship
Rilla M. Jones Scholarship
Thurman R. Jones Memorial Scholarship
John E. Kanarr Scholarship
Frank Kapple Fund
Dicran Y. Kassouny Memorial Scholarship Fund
Franklin W. Keagy Scholarship Fund
Jean Kennedy Memorial Fund
Jeff Keul Memorial Scholarship
Frank Kilborn Scholarship Fund
Charles F Kimball Endowed Scholarship
Leroy and Lois King Scholarship Fund
Marie N. Knater Scholarship Fund
Oscar N. and Lorraine Fencil Knipel Scholarship Fund
Gerard P. and Ellan A. Kok Memorial Scholarship
Mary E. Krieger Endowed Scholarship Fund
Kathryn P. Kuhlman Scholarship Fund
Dell J. and Olive T. Lanan Scholarship Fund
Rachel Parrish Landau Memorial Scholarship Fund
James M. and Arlyne N. Lane Scholarship Fund
John P. and Miriam C. Lee Endowed Scholarship Fund
Anna M. Lesniewski Memorial Scholarship
Carl J. and Irene L. Lessing Scholarship Fund

Dr. James H. Lewis Scholarship Fund
 C. R. Lindberg Memorial Scholarship Fund
 Walter J. and Grace E. Lindemann Scholarship Fund
 Lisa Family Scholarship Fund
 Oscar Raymond Lowry Scholarship Fund
 Paul J. Ludwig Scholarship Fund
 Mr. and Mrs. Robert W. Mahnke Memorial Scholarship Fund
 Jane Agnew Marston Endowed Scholarship Fund
 J. Mid Mason and Charlotte W. Mason Endowed Scholarship Fund
 J. Maxwell Scholarship Fund
 Rana B. McDonald Memorial Fund
 William A. and Lucy O. McDonald Memorial Scholarship Fund
 Ruby B. Means Memorial Scholarship
 David and Julie Melilli Endowed Scholarship Fund
 Harold Mistele Scholarship
 Herbert Moule Scholarship
 Ogle W. and Lillian E. Mourer Endowed Scholarship Fund
 Edith M. Munn Scholarship Fund
 Muntz-Wilson Scholarship
 Fay Hartman Newland Scholarship Fund
 Harold and Karen Nielsen Endowed Scholarship Fund
 Donald L. Northway Endowed Scholarship Fund
 Nussbaum Family Endowed Scholarship Fund
 Ronald A. and Nancy A. Nyberg Scholarship
 George Olson Memorial Scholarship
 Edgar S. O'Rourke and Dorothy O'Rourke Scholarship Fund
 Ethel Bray Patterson Scholarship Fund
 Jean Peace Endowed Scholarship
 W. Roy and S. Alice Pearson Scholarship
 Julius A. Peehl Endowment
 Arthur C. Pelton Memorial Scholarship
 Donald H. Petersen Family Scholarship Fund
 William Irving and Mary Bissell Phillips Memorial Award
 Orlanda Childs Pierce Fund
 Albert B. Pilat and Dorothea R. Pilat Scholarship
 Rosalba V. Preston Scholarship
 Margaret P. Rathje Scholarship Fund
 Reader's Digest Endowed Scholarship Fund
 Samuel M. and Jane Reed Endowed Scholarship Fund
 Franklin and Mary Rejmer Scholarship
 Jean Eckert Reynolds Memorial Scholarship Fund
 Emilie White Richardson Endowed Scholarship Fund
 Mary C. Rieth Scholarship Fund
 Mary L. and James L. Rodgers Scholarship
 Pauline Carole Ross Memorial Scholarship Fund
 Margaret and Emma Rowe Scholarship
 Laverne Judson and Richard Durland Ruddock Scholarship
 Russo Family Scholarship in Loving Memory of Tyler Berntsen
 Saint-Van Der Puy Scholarship
 Albert H. Salter Scholarship Fund
 Donna Schauer Memorial Scholarship Fund
 Carrie A. Schmitt Memorial Scholarship Fund
 Dr. J. D. and Elizabeth Stielow Schweinfurth Scholarship Fund
 Sandra Suzanne Seaford Memorial Scholarship Fund
 Dr. Richard H. Seume Scholarship Fund
 J. Stratton and Marjory Shufelt Memorial Scholarship
 Nellie Miles Shuster Scholarship Fund
 F. Louis Siebert Scholarship Fund
 Nellie Hepburn Sloan Memorial Scholarship

Smith Family Scholarship
Dr. Graeme C. Smith Endowed Scholarship Fund
Joyce H. Snyder Scholarship Fund
Raymond C. Snyder Memorial Scholarship Fund
Willard Soderstrom Memorial Scholarship Fund
Gordon and Lucille Sparks Scholarship Fund
Spidell Scholarship Fund
Nancy A. Springer Memorial Scholarship Fund
Stearns-Daer Scholarship Fund
R. Jack Stewart Scholarship Fund
William G. Stone Scholarship Fund
Darien Austin Straw Scholarship Fund
Britton H. and Bessie C. Tabor Memorial Scholarship
Henry C. and Anne Thiessen Scholarship
Three Loons Endowed Scholarship
Katherine B. Tiffany Scholarship Fund
Mary Louise Tinkler Scholarship
Edith Clare Torrey Scholarship Fund
Edna B. Towers Scholarship
Charles H., Sr. and Lena Troutman Endowed Scholarship Fund
Mary L. and James L. Turner Scholarship
Uarda Wisdom Utigard Endowed Scholarship
Warner M. Van Norden Scholarship
Linda Ruth Vellenga, Diane Vellenga Van Ostenberg and Susan Vellenga Logan Memorial Fund
Ralph Victor Memorial Scholarship Fund
William Ross Voellmig, Helen E. Voellmig Bell, Mr. and Mrs. William (Ida) Voellmig Scholarship Fund
Russell R. Watkins Scholarship Fund
Rev. John A. and Mary Watson Scholarship Fund
Joseph I. and Carol Anderson Weeks Scholarship Fund
Robert and Carolyn Weeldreyer Family Scholarship Fund
Edward F. Werhane Scholarship Fund
V. Wessman Scholarship Fund
Wheaton Veterans' Scholarship Fund
Homer E. and Maida M. Wichern Scholarship Fund
George S. Wiffen Endowed Scholarship Fund
Richard C. Whitecotton/Walter Hamer, Jr. Memorial Scholarship Fund
Edward Wick Memorial Scholarship Fund
Jessie Wight Memorial Scholarship Fund
Ralph E. and Vivien P. Wight Scholarship Fund
Mrs. Bernice K. Wilder Scholarship Fund
Janet Adele Wilson Endowed Scholarship
Anna B. Wise Endowed Scholarship Fund
Clinton W. Wittel Scholarship Fund
Hoover and Madeline Young Wong Endowed Scholarship Fund
Forest W. and Dorothy Work Memorial Scholarship Fund

Restricted Endowed Scholarships

Dr. Harry Agabedis Endowed Scholarship
Kathy S. Albain Scholarship Fund
George I. Aldeen Endowed Scholarship
Alexander Construction Company
Wilbur John Allen Memorial Scholarship Fund
Anderson Family Scholarship Fund
Mr. and Mrs. John Androne Scholarship Fund
Carol Koelsch Appleton Endowed Scholarship in Studio Art
Hudson T. and Miriam B. Armerding Scholarship
Armleder Endowed Scholarship
Dr. Benjamin L. Armstrong Scholarship Fund

Muriel Arney Memorial Scholarship
 Arts4Ministry
 S.H. Ator, Jr. Medical Missionary Scholarship
 Evangeline Gilbert Avery Scholarship Fund
 Florence A. Avery Scholarship Fund
 Louise Avery Scholarship Fund
 Alice Baker-John Carter Scholarship Fund
 Lieutenant Colonel Donald C. Baker (USMC) Endowed Scholarship Fund
 Bank of Wheaton Scholarship Fund
 Steven Barabas Scholarship Fund
 Constance Kay Barth Memorial Psychology Fund for Women
 Iner Basinger Memorial Music Award
 Mary A. Baske Scholarship Fund
 Willard and Dorothy Johnston Bass Memorial Scholarship
 Carol Henry Bates Scholarship
 William H. Bates Scholarship in Organ Performance
 Beatrice Batson Merit Scholarship in Humanities
 Joe Bean Soccer Sports Ministry Fund
 Nils and Sandra Marie Becker Memorial Scholarship
 Doug Beers Scholarship in Political Science
 George and Helen Bennett Fund for Missionary Service
 William Hiram Bentley African-American Research and Ministry Award
 Homer G. and Blanche C. Benton Family Endowed Scholarship
 Berg Family Scholarship
 Violet Bergquist Scholarship Fund
 Curt N. Bergwall Scholarship Fund
 Linda Larson Bergwall Memorial Scholarship
 Berkey Ministry Scholarship Fund
 Harold Best Achievement Award
 Harold and Juel Best Scholarship Fund
 Juel Best Achievement Award in Music
 Sophia Birdsall—Nellie M. Smith Scholarship
 LaVern Bjorklund Wellness Award
 Blakemore-Woodard Scholarship Fund
 Jonathan Blanchard Family Scholarship
 Nellie Gordon Blasius Memorial Scholarship in Music
 Daniel and Ellen Block Fund for Old Testament Studies
 Dr. and Mrs. Lawrence F. Blomberg Scholarship Fund
 Dr. Donald C. Boardman Black Hills Award
 William J. and Nora J. Bolthouse Scholarship Fund
 Dr. Nancy M. Borton Endowed Scholarship in Social Sciences
 Timothy R. Botts Honorary Art Scholarship
 Bourne Family Fellowship Endowment for the Doctoral Program in Biblical and Theological Studies
 Bourne Family Ministry Scholarship
 Bonnie Brabenec Memorial Scholarship
 Robert L. Brabenec Mind and Body Award Fund
 Neal O. Brace Scholarship in Chemistry
 B.R.I.D.G.E. Student Scholarship Fund
 C.L. Bristol Memorial Scholarship
 David S. Bruce Memorial Student Research Fund
 Doris Bruns Honorary Scholarship
 Mabel Ruth Bryant Scholarship
 Allen E. Bryson Scholarship Fund
 Ruth E. Buck, M.D. Pre-Med Scholarship Fund
 Burda/Eckelmann Memorial Camp Scholarship Fund
 Robert H. Buker, Sr., MD, Major General (Ret.) US Army and Ethel Buker Endowed Scholarship Fund
 Diane Burgess Memorial Fund
 Dr. Thomas O. Burgess Endowed Scholarship Fund
 James E. Burr Minority Scholarship Fund

Thor W. Burtness Fellowship Endowment for the Doctoral Program in Biblical and Theological Studies
 Business and Economics Outstanding Student Award
 Business Forum
 Kathleen Buswell Memorial Conservatory Scholarship
 Burton B. and Eleanor J. Butman Missionary Children Scholarship Fund
 Burton B. and Eleanor J. Butman Psychology Scholarship Fund
 L. John and Marjorie Look Buyse Student Fellowship Endowment for the Doctoral Program in Biblical
 and Theological Studies
 Pansy Ethel Campbell Memorial Scholarship
 Lola C. Carey International Student Scholarship Fund
 Mary Louise Paris Carlson Scholarship Fund
 Walter Carrell Scholarship Fund
 Ethel Groce Chan Scholarship
 J. Richard and Mary C. Chase Scholarship Fund
 J. Richard Chase Distinguished Award of Merit
 Dittmar P. and Leva R. Cherry Scholarship
 Judith R. Chignell Memorial Scholarship
 Wilberta Lei Chinn Memorial Scholarship
 Mrs. Bettie W. Chrisman Memorial Scholarship
 Chrouser Scholarship Fund for HoneyRock
 John and Lori Chung Urban Ministry Scholarship Fund
 Don and Ann Church Scholarship Fund
 Don and Ann Church Room and Board Scholarship Endowment
 Class of 1942 Scholarship Fund
 Class of 1946/1996 Scholarship Fund
 Class of 1947 Scholarship Fund
 Class of 1949 Grad School Scholarship
 Class of 1956 Endowed Scholarship Fund
 Class of 1959 Gerald F. and Jane E. Hawthorne Endowed Scholarship Fund in Greek Studies
 Class of 1959 Scholarship Fund
 Class of 1963: The J. Edward Hakes Endowed Scholarship Fund
 Class of 1964 Study Abroad Scholarship for Global Engagement
 Class of 1975 HNGR Scholarship Fund
 Class of 1980 Innovators in Ministry
 Class of 1980 Cheryl Smith Alemán and Brenda Burnham Unruh Memorial Scholarship Fund
 Class of 1981 Missionaries Children Endowed Scholarship
 Class of 1987 Endowed Scholarship Fund
 Class of 1988 International/Minority Endowed Scholarship
 Class of 1991 Urban Studies Endowed Scholarship Fund
 Great Wide Opens—Class of 2000 Scholarship Fund
 Class of 2001 Wheaton College Student Ministry Fund
 Class of 2011 Josiah Bubna Memorial Scholarship Fund
 Class of 2013 Ramie Harris B.R.I.D.G.E. Scholarship Fund
 Classes of 2014 and 1984 Teleo Endowed Scholarship
 Robert Henry Cleveland Memorial Scholarship
 Arden Clute Conservatory Scholarship
 Beryl E. Cocks Scholarship
 Levi and Catherine Coffin B.R.I.D.G.E. Scholarship
 Robert E. Coleman Award in Evangelism and Leadership
 Lynn and Joan Colip Scholarship
 Barry S. and Julie A. Colmery Intramural and Intercollegiate Athletics Endowed Fund
 Dale and Shirley Kindberg Coln Endowed Scholarship
 Charles W. Colson Scholarship Fund
 Marie P. Comstock Scholarship in Music
 Roy and Marie Comstock Scholarship in Bible
 Conservatory Faculty Endowed Scholarship
 Jonathan B. Cook Oratorical Prizes
 Norman H. Cook HoneyRock Camp Student Counselor Scholarship Fund
 Robert Locke Cooke Memorial Scholarship in Education

Edward A. Coray Leadership Award Fund
 Edward A. Coray Scholarship Fund
 Edward A. Cording Scholarship Fund
 Cordogan Award for Young Musicians
 Robert B. Corey Memorial Scholarship Fund
 Alton M. Cronk Award in Music
 Crowley Family Endowed Scholarship Fund
 Crusader Basketball Camp Scholarship Fund
 D/D Instrumental Music Award
 John A. Dailey Memorial Scholarship Fund
 D.A.R.E. Theological Scholarship Fund
 Robert A. and Gladys E. M. Davidson Endowment
 Edwin F. Deicke Scholarship Fund
 Lois Deicke Fund for Ethics Education
 Lois Deicke Student Fellow Endowment Fund
 Robert O. de Vette and Helen S. de Vette Scholarship Fund
 Lonna Dickerson Award in Teaching English to Speakers of Other Languages (TESOL)
 John Dickey Graduate School Fund
 Heather Joy Izod Didzerekis Memorial Scholarship Fund
 William A. and Mary Diedrich Scholarship
 Dawn Lynn Diekelman Scholarship Fund
 Dorothy B. Dixon Scholarship in Education
 James G. Dixon, Jr. Scholarship
 Mary J. Dogger Endowed Scholarship
 Donia-Suzuki Memorial Fund
 Erika Annette Dorsett Scholarship Fund
 David A. Downin, Sr. Scholarship Fund
 Mary E. Dumper Scholarship Fund
 Dr. Bruce W. Dunn Scholarship Fund
 Grace E. Dyrness Memorial Scholarship
 V. Raymond Edman Memorial Scholarship
 Educational Ministries Alumni Scholarship Fund
 Genola M. and Harold (Hap) M. Edwards HoneyRock Scholarship Fund
 Richard A. Eklund Memorial Scholarship Fund
 Lindsey and Lois Ellis Endowed Lectureship
 Elsie and Allan C. Emery Scholarship Fund
 Albin Enstrom Scholarship
 James E. Erickson Memorial Endowed Scholarship
 John C. Ericksen Memorial Scholarship Fund
 Erickson, Morrison and Koppin Scholarship
 Evalin Endowed Scholarship
 Howell G. Evans Memorial Scholarship Fund
 Margarita Evans Vocal Award
 Helen McLendon Ewert Memorial Scholarship in Education
 Dr. Norman J. Ewert Business/Economics Travel Fund
 Dr. Donald S. Ewing Scholarship
 Fadenrecht Memorial Fund
 Gerald R. and Berit M. Fahs Scholarship Fund
 Ivan J. Fahs Student Paper Prize for Outstanding Writing in Sociology and Anthropology
 Beth Falkenberg Fogg Music Scholarship
 Virginia Ann Fey Memorial Scholarship Fund
 Professor Herman A. and Julia Blanchard Fischer Memorial Scholarship Fund
 Frank and Harriet Fisher Family Endowed Scholarship Fund
 John and Ruth Deitsch Fisher Music Fund
 Lawrence Foster Memorial String Scholarship Fund
 Walter F. Jr. and Sara Fox Endowed Scholarship
 Marie Frisch and Anna Souto Scholarship
 Dolores Gallagher Memorial Award
 Paul Gast Memorial Scholarship

GEL International Student Scholarship Fund
 Buddy George Scholarship and College Aid Fund
 Patience A. Siemens Gütter Memorial Scholarship
 Goetz Scholarship in Mathematics
 Gonzalez Family Endowed Scholarship Fund
 David Gordon Memorial Scholarship Fund
 Paul Gordon Family Endowed Scholarship
 Thomas E. Graham Endowed Scholarship Fund for Children of Pastors
 William F. and Ruth Bell Graham Awards
 John Gration Family Scholarship for Missions Students
 John A. Gration Gospel and Culture Award
 Great Physician Scholarship
 Albert E. Green Student Prize
 Lester Wheeler Groom Organ Recital Endowment
 Sheila Marie Witmer Grubbs Memorial Music Scholarship
 Ardith Gulbransen Endowed Conservatory Fund
 Dr. Ernest W. Gutzmer and Edna Gutzmer Endowed Scholarship Fund
 Rev. William E. Hakes and Marie V. Ballbach Hakes Memorial Missionary Scholarship
 Halcomb Family Student Endowment
 Clayton Halvorsen Scholarship
 Josephine Halvorsen Memorial Composition Prize
 F. Gordon Ham and Marjorie C. Ham Scholarship Fund
 Paul and Katherine Han Scholarship Fund
 Dr. Paul Wei Han Memorial Scholarship
 James E. Hanchett Chemistry Prize
 Pauline Mae Hansel Memorial Scholarship
 Hansen Fellowship Endowment for the Doctoral Program in Biblical and Theological Studies
 George E. and Phyllis J. Harper Endowed Scholarship
 Janice Harrison Endowed Scholarship
 Bill and Jody Harter Scholarship in the Bible
 Harter Family Endowed Scholarship
 Ann Haskins Endowed Scholarship
 Gerald F. and Jane E. Hawthorne Scholarship Fund
 Alexander Heidengren Memorial Endowed Scholarship Fund
 George and Henrietta Hein Memorial Scholarship
 Richard and Katherine "Pat" Henderson Endowed Scholarship
 Virginia Hendrickson Endowed Scholarship
 Carl F. H. Henry Fellowship Endowment for the Doctoral Program in Biblical and Theological Studies
 Ben Heppner Prize
 Hernando-Achanzar-McRae Endowed Scholarship Fund
 Elizabeth H. Hewitt Scholarship Fund
 Robert H. and Mary Gamble Hewitt Fellowship Endowment for the Doctoral Program in Biblical and Theological Studies
 Louise Richardson Hilker Memorial Scholarship
 Hillard Family Scholarship
 Hilligoss Conservatory of Music Endowment
 Hilligoss New Testament Biblical Students Endowment
 Ruth E. Hislop Scholarship Fund
 HNGR Award
 Lois Lawler Hobbs Endowed Fund
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Noah J. Toly, Ph.D., Associate Professor of Politics, Director of Urban Studies
 B.A. Wheaton; M.A., Ph.D. Delaware. 2006

Rebecca C. Toly, M.A., Assistant Lecturer in Spanish
 B.A. Wheaton; M.A. Villanova. 2006

Annette H. Tomal, Ph.D., Associate Professor of Business
 B.S., M.A. Ball State; M.B.A. Bowling Green State; Ph.D. Illinois-Chicago. 1995

Christa B. Tooley, Ph.D., Assistant Professor of Anthropology and Urban Studies
 B.A. Texas A&M; M.S. Edinburgh; M.A. Trinity Evangelical Divinity. 2012; Ph.D. Edinburgh

Dana K. Townsend, Ph.D., Associate Professor of Applied Health Science
 B.A., M.S., Ph.D. Kansas State. 2012

Tamara L. Townsend, Ph.D., Assistant Professor of Spanish
 B.A. Wheaton; M.A., Ph.D. Ohio State. 2009

Daniel Treier, Ph.D., Professor of Theology
B.A. Cedarville; M.Div., Th.M. Grand Rapids Theological Seminary; Ph.D. Trinity Evangelical
Divinity. 2001

John W. Trotter, D.M.A., Associate Professor of Music
B.M. British Columbia; M.M., D.M.A. Michigan. 2012

David J. Van Dyke, Ph.D., Associate Professor of Marriage and Family Therapy
B.A. Wheaton; M.S. Fuller; Ph.D. Georgia. 2012

Mary Vanderschoot, Ph.D., Associate Professor of Mathematics, Department Chair
B.S. Westmont; Ph.D. Maryland. 2005

John Timothy Vessey, Ph.D., Associate Professor of Psychology
B.A. Wheaton; M.S., Ph.D. Northwestern. 2001

Peter K. Walhout, Ph.D., Associate Professor of Chemistry, Department Chair
B.S. Wheaton; Ph.D. Minnesota. 1999

Peter H. Walters, Ph.D., Professor of Applied Health Science
B.S. Western Kentucky; M.S., Ph.D. Texas A & M. 1996

John Harvey Walton, Ph.D., Professor of Old Testament
A.B. Muhlenberg; M.A. Wheaton; Ph.D. Hebrew Union. 2001

Shuguang Wang, M.A., Instructor of Mandarin
B.A. Calvin; M.A. Wheaton

Terri S. Watson, Psy.D., Associate Dean of Psychology and Associate Professor of Clinical Psychology
B.A. Indiana; M.A. Wheaton; Psy.D. Illinois School of Prof. Psychology. 1996

Heather M. Whitney, Ph.D. Assistant Professor of Physics
B.S. King; M.S., Ph.D. Vanderbilt. 2010

Michael D. Wilder, Ph.D., Professor of Music, Dean of the Conservatory, Arts and Communication
B.Mus. Iowa State; M. Mus., Ph.D. Michigan. 2008

James C. Wilhoit, Ph.D., Scripture Press Ministries Professor of Christian Education
B.A. Washington; M.R.E. Covenant (St. Louis); M.Div. Trinity Evangelical Divinity School; Ph.D.
Northwestern. 1981

Timothy J. Wilkinson, Ph.D., Professor of Chemistry
B.M., M.S. Western Illinois; Ph.D. Texas A & M. 1980

Adam N. Wood, Ph.D., Assistant Professor of Philosophy
B.A. Wheaton; M.A., PhD. Fordham. 2012

W. Jay Wood, Ph.D., Professor of Philosophy
B.A. Westmont; M.A., Ph.D. Notre Dame. 1982

Natalia Yangerber-Hicks, Ph.D., Associate Professor of Psychology
B.A. Anderson; M.A., Ph.D. Cincinnati. 2002

Gina Yi, Ph.D., Assistant Professor of Music Education
B.M. Julliard; M.M. EWHA (Korea); Ph.D. Michigan State. 2015

Laura S. M. Yoder, Ph.D., Professor of Environmental Studies, Director of Human Needs and Global
Resources (HNGR)
B.A. Messiah; M.P.S. Cornell, Ph.D. Yale. 2013

Timothy Yontz, Ph.D., Professor of Music Education
B.M.E. Indiana; M.M. Butler; Ph.D. Nebraska-Lincoln. 2007

Hana Yoo, Ph.D., Assistant Professor of Marriage and Family Therapy
B.A. Chongshin; M.A. Southwestern Baptist Theological Seminary; Ph.D. Ohio. 2013

R. Edward Zimmerman, D.M.A., Professor of Music
B.A. Hampden-Sydney; M.A. Virginia; M.M. James Madison; D.M.A. Eastman School of Music.
1990

Endowed Chairs

Norris A. Aldeen Associate Professor of Business, Min-Dong Paul Lee, Ph.D.
B.A. Toronto; M.Div. Regent College; M.A. Toronto; Ph.D. Cornell. 2012

Carl Armerding and Hudson T. Armerding Professor of Biblical Studies, Michael W. Graves, Ph.D.
B.A. Wheaton; M.A. Trinity International; Ph.D. Hebrew Union. 2007

George F. Bennett Professor of Business and Economics, Jason M. Long, Ph.D.
B.A. Wheaton; Ph.D. Northwestern. 2011

Franklin S. Dyrness Professor of Biblical Studies, Nicholas Perrin, Ph.D.
B.A. Johns Hopkins; M.Div. Covenant Theological Seminary; Ph.D. Marquette. 2005

Ann Haskins Assistant Professor of Special Education, Thomas Boehm, M.A.
B.A. Vanderbilt; M.Div. Trinity Evangelical Divinity School; M.A. Northwestern

Gerald F. Hawthorne Professor of New Testament Greek and Exegesis, Vacant

Carl R. Hendrickson Professor of Business and Economics, Bruce Howard, Ph.D.
B.A. Wheaton; M.S., Ph.D. Northern Illinois. 1980

Arthur F. Holmes Professor of Faith and Learning, Roger W. Lundin, Ph.D.
B.A. Wheaton; M.T.S. Gordon-Conwell; M.A., Ph.D. Connecticut. 1978

Clyde S. Kilby Professor of English, Christina Bieber Lake, Ph.D.
B.A. Princeton; M.A., Ph.D. Emory. 1999

Gunther H. Knoedler Professor of Old Testament, Daniel I. Block, D.Phil.
B.Ed., B.A. Saskatchewan; M.A. Trinity Evangelical Divinity School; D.Phil. Liverpool (England).
2005

Jean and E. Floyd Kvamme Associate Professor of Politics and Law, David C. Iglesias, J.D.
B.A. Wheaton; J.D. New Mexico. 2014

John and Madeleine McIntyre Associate Professor of Philosophy and History of Science, Robert C. Bishop,
Ph.D.
B.S., M.A., Ph.D. Texas – Austin. 2007

Carolyn and Fred McManis Professor of Christian Thought, Timothy T. Larsen, Ph.D.
B.A., M.A. Wheaton; Ph.D. Stirling. 2002

Price-LeBar Professor of Christian Education, David Setran, Ph.D.
B.S., M.A. Wheaton; Ph.D. Indiana. 1999

Arthur P. Rech and Mrs. Jean May Rech Associate Professor of Psychology, Jamie D. Aten, Ph.D.
B.S., M.S., Ph.D. Indiana State. 2010

Scripture Press Ministries Professor of Christian Education, James C. Wilhoit, Ph.D.
B.A. Washington; M.R.E. Covenant (St. Louis); M.Div. Trinity Evangelical Divinity School; Ph.D. Northwestern. 1981

Ruth Kraft Strohschein Professor of Biology, L. Kristen Page, Ph.D.
B.S. Furman; M.S. Auburn; Ph.D. Purdue. 2000

William Volkman Professor of Business and Law, Stephen N. Bretsen, J.D.
B.A. William and Mary; J.D. Colorado. 2003

Marion E. Wade Professor of Christian Thought, vacant

Kenneth T. Wessner Professor of Biblical Studies, Douglas M. Moo, Ph.D.
B.A. DePauw; M.Div. Trinity Evangelical Divinity School; Ph.D. St. Andrews (Scotland). 2000

Library Faculty

Keith David Eiten, M.S., Assistant Professor of Library Science
B.A. Dordt, M.A. Iowa; M.S. Illinois at Urbana-Champaign. 2000

Nancy K. Falciani-White, Ed.D., Associate Professor of Library Science
B.A. Wheaton; M.S. Illinois at Urbana-Champaign; Ed.D. Northern Illinois. 2009

Terry L. Huttenlock, Ed.D. Associate Professor of Library Science
B.S. Moravian; M.L.S. Rutgers; Ed.D. Northern Illinois. 1999

David Brian Malone, M.S., Associate Professor of Library Science
B.A. Moody Bible Institute; M.A. Wheaton; M.S.Ed. Northern Illinois; M.S. Illinois. 2000

Gregory Allen Morrison, M.S., Assistant Professor of Library Science
B.A. Wheaton; M.T.S. Duke; M.S. Illinois-Urbana. 1992

Steven J. Oberg, M.S.L.I.S., Assistant Professor of Library Science
A.B.; M.S.L.I.S. Illinois at Urbana-Champaign. 2012

Lisa Richmond, M.L.I.S., Associate Professor of Library Science, Director of Library and Archives
B.A. Regina; M.A. Regent College; M.L.I.S. British Columbia. 2003

Christa M. Strickler, M.L.I.S., Assistant Professor of Library Science
B.A. Northwest; M.L.I.S. Washington. 2014

Laura S. Tomcik, M.L.I.S., Assistant Professor of Library Science
B.S. Taylor; M.L.I.S. Wisconsin-Madison. 2012

Visiting, Adjunct and Guest Faculty (2014-15)

Grace Ahn, M.A., Guest Instructor in Psychology,
B.A. Illinois; M.A. Wheaton

Lon Allison, D.Min., Professor in Evangelism and Leadership
B.S. California State; M.A. Fuller; M.Div. North Park; D.Min. Gordon-Conwell

Andrew L. W. Anderson, M.M., Guest Lecturer in Music, String Bass
B.M. Michigan; M.M. Indiana

Ronald L. Anderson, Ph.D., Guest Instructor in Chemistry
B.S., Ph.D. Wisconsin

June Arnold, M.S., Health Professions Coordinator
B.S. Wheaton; M.S. Illinois at Urbana-Champaign

Kathryn Bacasmot, M.M., Guest Lecturer in Music
B.M. Wheaton, M.M. New England Conservatory

Elizabeth Backfish, Ph.D., Guest Assistant Professor in Biblical and Theological Studies
B.A. Montreat; M.A. Covenant Theological Seminary; Ph.D. Trinity Evangelical Divinity School

Donald G. Baddorf, B.M. Guest Lecturer in Music
B.M. Wheaton

Jonathan Bates, M.A., Guest Instructor in Biblical and Theological Studies
B.A., M.A. Biola

Elizabeth A. Bauer, D.M.E., Guest Lecturer in Music
B.A. Wheaton; M.M. Northern Illinois; D. M. E. Indiana

Michael J. Bazan, B.M., Guest Lecturer in Saxophone and Jazz
B.M. Northern Illinois

W. Thomas Beckner, Ph.D., Guest Instructor in School for Correctional Ministries
B.A. Milligan; M.A. Kent State; M.S. Georgia State; Ph.D. Tennessee

Matthew Befus, M.Ed., Guest Instructor in Biology
B.S. Wheaton, M.Ed. National Louis

Kailey B. Bell, M.A., Guest Instructor in Communication
B.A. Wheaton; M.A. Northwestern

Arthur O. Black, M.M., Guest Lecturer in Music
B.S. Messiah; M.M. Indiana

Steven M. Bob, D.D., Guest Instructor in Biblical and Theological Studies
B.A. Minnesota; M.A., D.D. Hebrew Union

Jennie Brown, D.M.A., Guest Lecturer in Flute
B.Mus. Northwestern; M.Mus., D.M.A. Eastman School of Music

Lisa M. Burden, Ph.D., Adjunct Assistant Professor in Biology
B.S. Michigan Tech; Ph.D. Indiana

Esther D. Carlson, M.A., Guest Instructor in Communication
B.A. Wheaton, M.A. Northern Illinois

Robert R. Carrington, M.S., Guest Instructor in Physics
B.S.M.E, M.S. Illinois Institute of Technology

Tyler D. Carrington, Ph.D., Guest Instructor in Foreign Language
B.A. Wheaton; M.A. Middlebury; M.A. Loyola; Ph.D. Illinois

Mary E. Cerruti, M.S., Guest Instructor in Intercultural Studies - ICCT
B.S. Pennsylvania State; M.S. Villanova; M.A. Wheaton

Ester J. Cha, M.A., Guest Instructor in Intercultural Studies - ICCT
B.S., M.A., Illinois

Ryan Clevenger, M.A., Guest Instructor in Biblical and Theological Studies
B.A. Spring Arbor; M.A. Grand Rapids Theological Seminary

Cornelius Cole, M.Div., Guest Instructor in Intercultural Studies
B.A. California State; M.Div. Grace Theological Seminary

Douglas J. Cole, M.A., Guest Instructor in Intercultural Studies
B.A. Northern Iowa; M.A. Wheaton; M.A. Iowa

Paul K. Condrell, J.D., Visiting Instructor of Chinese
B.A. Lawrence; J.D. Columbia

David P. Cook, M.S., Guest Instructor in Psychology
B.A. Michigan; M.Div. Northern Baptist Theological Seminary; M.S. Northern Illinois

Melanie J. Cottle, B.M., Guest Lecturer in French Horn
B.M. Northwestern

Robert C. Crouse, M.Div., Guest Instructor in Biblical and Theological Studies
B.A. Hillsdale; M.Div. Samford

Benjamin M. Dally, M.Div., Guest Instructor in Biblical and Theological Studies
B.A. Governors State; M.A. Wheaton; M.Div. Western Reformed Seminary

Melody David, B.S., Guest Instructor in Chemistry
B.S. Wheaton

Christopher Davis, M.M., Guest Lecturer in Trombone
B.M. Illinois Wesleyan; M.M. Northwestern

James Davis, M.M., Guest Lecturer in Jazz Trumpet
B.M. Texas; M.M. North Texas

Michael W. Davis, M.M., Guest Lecturer in Strings
B.M., M.M. Indiana

Andrew D. DeCort, M.A., Guest Instructor in Philosophy
B.A. Wheaton; M.A. Chicago

Lonna Dickerson, Ph.D., Guest Instructor in Intercultural Studies & TESOL
B.A. Wheaton; M.A., Ph.D. Illinois

Eva Dittmann, M.A., Guest Instructor in Biblical and Theological Studies
B.Th., M.A., Gloucestershire

Dianne Dow, M.A., Adjunct Instructor of Intercultural Studies - ICCT
B.S., M.A. Illinois

Susan M. Dunn-Hensley, Ph.D., Visiting Assistant Professor of English
B.A. Central Arkansas; M.A., Ph.D. Kansas

Seth M. Ehorn, M.A., Visiting Assistant Professor of Greek and New Testament
B.A. Bethel (St. Paul); M.A. Wheaton

Kathryn A. Ernst, B.M., Guest Lecturer in Music
B.M. Eastman

Larry K. Eskridge, M.A., Guest Instructor in History
B.A. Trinity College; M.A. Maryland

John G. Finley, M.B.A., Guest Instructor in Business and Economics
B.S. Illinois-Urbana; M.B.A. Northwestern

Michael D. Folker, M.A., Guest Lecturer in Percussion
B.A. Millikin; M.A. DePaul

Denise Gamez, M.M., Guest Lecturer in Voice
B.M.E. Wheaton; M.M. Indiana

Donald W. Gates, M.B.A., Guest Instructor in Business and Economics
B.S. Pennsylvania; M.B.A. Northwestern

Matthew D. Gemmill, M.M., Guest Lecturer in Music
B.M. Wheaton; M.M. Michigan

John B. George, M.M., Guest Lecturer in Organ
B.M. Wheaton; M.M. Indiana

Thomas E. Gill, M.A., Guest Instructor in Psychology
B.A. York University; M.A. Wheaton

James R. Gordon, M.A. Guest Instructor in Philosophy
B.A. Michigan; M.A. Trinity International

Sylvie C. Goutas, Ph.D., Visiting Assistant Professor of French
B.A. Reims-Champagne-Ardennes (France); M.A. Rouen, Mont Saint-Aignan (France); Ph.D.
Chicago

Christopher J. Grant, M.S., Guest Instructor in Business and Economics
B.A. Wheaton; M.S. Northwestern

Steven C. Green, M.M., Guest Lecturer in Music
B.A. Western Illinois; M.M. Northwestern

Rose A. Griffin, M.M., Guest Lecturer in Viola
B.M. Julliard; A.D. Curtis; M.M. Indiana

Daniel T. Haase, M.A., Guest Instructor in Christian Formation and Ministry
B.A., M.A. Wheaton

Ronald Haydon, Ph.D., Guest Assistant Professor in Biblical and Theological Studies
B.A. Shasta Bible College; M.A. Wheaton; Ph.D. Trinity Evangelical Divinity School

Lisa Heidlauf, M.S., Guest Instructor in Geology
A.B. Smith; M.S. Illinois at Urbana-Champaign

Justin Heth, M.A., Guest Instructor in Christian Formation and Ministry
B.A. Taylor; M.A. Wheaton

Jonathan Hoglund, M.A., Guest Instructor in Biblical and Theological Studies
B.A. Master's College; M.A. Wheaton

Deborah R. Hollinger, M.Mus., Guest Lecturer in Piano
B.A. Wheaton; M.Mus. Northwestern

Ryan Hovis, M.A. Guest Instructor in Psychology
B.A. Bethel; M.A. Wheaton

James G. Huff Jr., Ph.D., Visiting Assistant Professor of Anthropology and of Human Needs and Global Resources

B.A. Southern California; Ph.D. American

Stephen B. Ivester, Ph.D., Guest Instructor in Christian Formation and Ministry

B.M. M.A. Wheaton; Ph.D. Talbot

Donald J. Jankowski, Ph.D., Guest Instructor in Business and Economics

B.S., M.A. Marquette; M.S., Ph.D. Purdue

Jenai Jenkins, Ph.D., Guest Instructor in Music Education

B.A., B.M.E. Wheaton; M.M. DePaul; Ph.D. Northwestern

Christine R. Jeske, M.B.A., Visiting Assistant Professor of Anthropology

B.A. Wisconsin; M.B.A. Eastern University

Janine R. Johnson, M.A., Guest Instructor in Spanish

B.A., M.A. Wheaton

Rebekah E. Johnson, M.A., Guest Instructor in Foreign Languages

B.A. Wheaton; M.A. Dallas Theological Seminary

Stephen D. Johnson, Ph.D., Guest Instructor in Business and Economics

B.A. Wheaton; Ms.Ed. National Louis; Ph.D. Nova Southeastern

Michael Jurgensen, M.B.A., Guest Instructor in Business and Economics

B.S. Illinois; M.B.A. Michigan

Muhia M. Karianjahi, Ph.D., Guest Instructor in Christian Formation and Ministry

B.S. Nairobi (Kenya); M.A. Wheaton; Ph.D. Talbot

Mandy Kellums, M.A., Guest Instructor in Psychology

B.S. Southwest Baptist; M.A. Wheaton

Michael Kibbe, Ph.D., Visiting Assistant Professor of New Testament

B.A. Cedarville; M.A. Fuller; Ph.D. Wheaton

Misook Kim, D.M.A., Guest Lecturer in Music

B.A. Seoul National; M.M., D.M.A. Texas at Austin

Mitchell M. Kim, Ph.D., Guest Instructor in Biblical and Theological Studies

B.A., M.A., Ph.D. Wheaton; M.Div. Trinity Evangelical Theological Seminary

Paul J. Kirbas, Ph.D., Guest Assistant Professor in Biblical and Theological Studies

B.A. Mercer; M.Div., D. Min. Columbia Theological Seminary; Ph.D. Oxford

Leslie Hawthorne Klingler, M.A. Guest Instructor in Guest Instructor in Foreign Languages

B.A. Wheaton; M.A. Fuller

Michelle Knight, M.Div. Guest Instructor in Biblical and Theological Studies

B.A. Lincoln; M.Div. Trinity Evangelical Divinity School

Sarah J. Kornfield, Ph.D., Visiting Assistant Professor of Communication

B.A. Wheaton; M.A. Texas A & M; Ph.D. Pennsylvania State

Erik Korzen, D.C., Guest Instructor in Biology

B.S. Bradley, D.C. National University of Health Sciences

Lori B. Lane, Ph.D., Guest Instructor in Chemistry
B.S. Grove City; Ph.D. Purdue

Magdalene (Mimi) Larson, M.A., Guest Assistant Professor of Christian Formation and Ministry
B.A. Wheaton; M.A. Wheaton; M.A. Covenant Theological Seminary

Kari Lee, M.M., Guest Lecturer in Trumpet
B.M. Baylor; M.M. Northwestern

Elizabeth A. Leong, M.S., Visiting Instructor in Education
B.S. Wheaton; M.S. Wisconsin-Madison

Grayson Lewis, M.A., Guest Instructor in Psychology
B.S. West Virginia; M.A. Wheaton

Cheryl C. Lim, M.M., Guest Lecturer in Piano
B.M. Seoul National (Korea); M.M. Northwestern

Scott V. Lingenfelter, Ph.D., Visiting Assistant Professor of History
B.A. Oklahoma State; M.A. Wheaton; M.A., Ph.D. Illinois-Chicago

Rich Little, Ph.D., Guest Instructor in Christian Formation and Ministry
B.A., M.S. Harding; Ph.D. Trinity International

Marc LiVecche, M.A., Guest Instructor in Philosophy
B.A. St. Olaf; M.A. Wheaton

Christopher M. Lorimer, M.M., Guest Lecturer in Music, Voice
B.M., M.M. Northwestern

Carla Lovett, M.A., Visiting Assistant Professor of History
B.A. Yale; M.A. Boston

R. Steve Lowe, M.A., Guest Instructor in Christian Formation and Ministry
B.S., M.A. Cal State; M.A. Pepperdine; M.A. Biola

David S. Lowry, Ph.D., Guest Instructor in Sociology and Anthropology
B.S. Massachusetts Institute of Technology; M.A., Ph.D. North Carolina

Cherith Lundin, M.F.A., Guest Instructor in Art
B.A. Wheaton; M.F.A. Minneapolis College of Art and Design

Andrew P. Mangin, M.F.A., Guest Instructor in Communication
B.A. Wheaton; M.F.A. Southern Methodist

Plamena Marmon, M.B.A., Guest Instructor in Business and Economics,
B.A. Calvin; M.B.A. Seattle Pacific

Richard D. Masters, M.A., Guest Instructor in Christian Formation and Ministry
B.A. Grace University; M.A. Wheaton

Kathryn E. McFarland-Wilson, M.A., Guest Instructor in English
B.A. North Central; M.S. Eastern Illinois; M.A. Northern Illinois

Angela McKoy, Ph.D., Visiting Assistant Professor of Chemistry
B.S., Jackson State; M.A., Ph.D. Princeton

David W. McNutt, Ph.D. Guest Assistant Professor of Theology
B.A. Pepperdine; M.Div. Princeton Theological Seminary; M.L.T.T. St. Andrews; Ph.D. Cambridge

Ryan R. Miller, M.M., Guest Lecturer in Conservatory of Music
B.A. Northern Illinois; M.M. Roosevelt

Sung Hoon Mo, D.M.A., Guest Lecturer in Music
B.M. Eastman; M.M. Indiana; D.M.A. Peabody Conservatory of Music

Paul E. Moore, M.A., Guest Instructor in Psychology
B.A., M.A. Wheaton

Timothy C. Morgan, M.S., Guest Instructor in Communication
B.A. Gordon; M.S. Boston

David J. Norton, Ph.D., Guest Associate Professor in Psychology
B.A. Houghton; M.A. Trinity Evangelical Divinity; Ph.D. Wisconsin

Coreen B. Ogilvie, M.A.T., Guest Instructor in Biology
B.A. Taylor; M.A.T. National-Louis

Trevor O'Riordan, M.M., Guest Lecturer in Clarinet
B.M., M.M. Eastman

Jeremy Otten, M.Div., Guest Instructor in Biblical and Theological Studies
B.A. Taylor; M.Div. Trinity Evangelical Divinity School

Matthew H. Patton, M.Div., Guest Assistant Professor of Old Testament
B.S. Lafayette; M.Div. Westminster

Wendy S. Payne, M.S.W., Guest Instructor in Sociology and Anthropology
B.S.W. Bethel College; M.S.W. Jane Addams

Lance J. Peeler, Ph.D., Guest Assistant Professor in Biblical and Theological Studies
B.M. Oklahoma Baptist; M.M. Westminster Choir College; M.Phil., Ph.D. Drew

Mary R. Perley, M.A., Guest Instructor in Foreign Languages
B.A. Florida; M.A. Wheaton

Jesse Peterson, M.A., Guest Instructor in Psychology
B.A. Lawrence; M.A. Wheaton

Paul Petricca, M.B.A., Guest Instructor in Business and Economics
B.S. Illinois State; M.B.A. Loyola

Sharon Polifrone, M.M., Guest Lecturer in Violin
B.M., M.M. Juilliard

John Rakes, M.M., Guest Lecturer in Music
B.M.E. Wheaton; M.M. Northern Illinois

Mark L. Ramirez, M.A., Guest Instructor in Psychology
B.S. Grand Canyon; M.A. Wheaton

Stephen Derek Ramsdell, M.M., Guest Lecturer in Jazz Guitar
B.M., M.M. Northwestern

Kelley Robbins, B.A., Guest Instructor in Communication
B.A. Wheaton

Nathan Roberts, Ph.D., Guest Instructor in Math and Computer Science
B.A. Wheaton; M.A. Baylor; Ph.D. Texas-Austin

Gregory Robinson, Ph.D., Guest Instructor in Christian Formation and Ministry
B.A., M.S. John Brown; Ph.D. Union Institute

Daniel Roche, B.A., Guest Lecturer in Acting
B.F.A. Syracuse; B.A. Wheaton

Claudia A. Root, M.A., Guest Instructor in Intercultural Studies
B.A. Whittier; M.A. Wheaton

Lina Sánchez-Herrera, M.A., Visiting Instructor in Spanish
B., M.S. National University (Columbis); M.A. Northern Baptist Theological Seminary

Mark Sanders, M.A., Guest Instructor in Psychology
B.A. Calvin, M.A. Wheaton

D. Brent Sandy, Ph.D., Guest Professor in New Testament
B.A. Grace; M.Div. Grace Theological Seminary; Ph.D. Duke

Roberto Santizo, M.D., Guest Instructor in Biology
M.D. University of San Carlos (Guatemala)

Alison Schewe, M.Ed., Guest Instructor in Biology
B.S. Michigan State; M.Ed. Georgia State

Karen Halvorsen Schreck, Ph.D., Guest Instructor in English
B.A. Wheaton; M.A. SUNY-Binghamton; Ph.D. Illinois-Chicago

Eliezer Schwartz, Ph.D., Guest Instructor in Psychology
B.A. Hebrew University (Israel); M.S., Ph.D. Illinois Institute of Technology

John H. Scott, M.S., Guest Instructor in History
B.A. Wheaton; M.S. Northern Illinois

Faye Seeman, M.M., Guest Lecturer in Music
M.M. Boston

Scott A. Selby, D.C., Guest Instructor in Applied Health Science
B.S., D.C. Western States Chiropractic College

Elizabeth Seversen, M.Div., Guest Instructor in Christian Formation & Ministry
B.A. Taylor; M.Div. Trinity Evangelical Divinity School

Jocelyn Shoulders, M.M., Guest Lecturer in Cello
B.M., M.M. Indiana

Rebecca M. B. Sietman, Ph.D., Visiting Assistant Professor of Communication and Director of Forensics
B.A. Cedarville; M.A., Ph.D. Ohio State

David L. Sikkenga, Ph.D., Guest Professor in Chemistry
B.S. Calvin; Ph.D. Illinois

Steven C. Sjobring, B.M., Guest Lecturer in Music
B.M. Wheaton

Mari H. Skura, M.A., Guest Instructor in Psychology
B.A., M.A. Wheaton

Jeffrey L. Smelser, M.M., Guest Lecturer in Violoncello
B.M. Arizona; M.M. Northern Illinois

Chris Smith, M.Div., Guest Instructor in Biblical and Theological Studies
B.S. Clemson; M.Div. Southern Baptist Theological Seminary

Sharen N. Sommerville, M.S., Guest Instructor in Education
B.M.E. Wheaton; M.S. National-Louis

James T. Spear, M.B.A. Guest Instructor in Business and Economics
B.S. Miami; M.B.A. Indiana

Robin C. Sterling, M.M., Guest Lecturer in Voice
B.M. Wheaton; M.M. Northwestern

Karin Stetina, Ph.D., Guest Instructor in Theology
B.A. Westmont; M.A. Wheaton; Ph.D. Marquette

Deborah A. Stevenson, M.M., Guest Lecturer in Music
B.M. Northern Illinois; M.M. Northwestern

Jane Stoller-Schoff, M.A., Guest Instructor in Psychology
B.S. Fort Wayne Bible College; M.A. Wheaton

Daniel Strand, M.Div., Guest Instructor in Philosophy
B.A. Minnesota-St. Paul; M.Div. Gordon-Conwell

Russell M. Streff, Guest Instructor in Applied Health Science

Arloa Sutter, D. Min., Adjunct Instructor in Urban Studies
B.A. Western Illinois; D.Min. Bakke

David E. Sveen, Ph.D., Assistant Professor in Christian Formation and Ministry
B.S. Northern Illinois; M.B.A. DePaul; M.A. Wheaton; Ph.D. Trinity Evangelical Divinity School

Anne Sullivan, M.M., Guest Lecturer in Music
B.M. Wheaton; B.S. Aquinas; M.M. DePaul

Ann Swindell, M.F.A., Visiting Instructor of English
B.A. Wheaton; M.A. DePaul; M.F.A. Seattle Pacific

Sarah Tan, Ph.D., Guest Instructor in Biology
B.S., M.S. Korea Advanced Institute of Science and Technology; Ph.D. Texas-Austin

Marie Tang, M.A., Guest Instructor in Intercultural Studies
B.A., M.A. Illinois

Jonathan D. Taylor, M.A., Guest Instructor in Biblical and Theological Studies
B.A. Illinois; M.A. Wheaton

David Tecson, J.D., Guest Instructor in Business and Economics
B.A. Macalister; J.D. Illinois at Chicago

Julieanne Tehan, M.M. Guest Lecturer in Music
B.A. Wheaton; M.M. DePaul

Thomas M. Tehan, Ph.D., Guest Instructor in Intercultural Studies
B.A. Wright State; M.A., Ph.D. Kansas

Kimberly Todd, M.A., Guest Instructor in Intercultural Studies
B.A. Colorado Christian; M.A. Wheaton

Risa Toha, Ph.D., Visiting Assistant Professor of Political Science and International Relations
A.B. Princeton; M.A., Ph.D. California - Los Angeles

W. Andrew Tooley, M.Div., Guest Assistant Professor in History
B.A. Nebraska-Lincoln; M.Div. Trinity Evangelical Divinity School

Brian Torosian, D.M., Guest Lecturer in Classical Guitar
B.M., D.M. Northwestern

Jill B. Tsekouras, M.M., Guest Lecturer in Music
B.M.E. Wheaton; M.M. Illinois

Steven Tsoukalas, Ph.D., Guest Assistant Professor in Biblical and Theological Studies
B.S. Lowell; M.Div. Gordon-Conwell; Th.M. Harvard; Ph.D. Birmingham

Ramona C. Tucker, B.A., Guest Instructor in English
B.A. Wheaton

Judith Vandermeulen, M.A., Guest Instructor in Education
B.S. Taylor; M.A. National Louis

Matthew Vanderpoel, M.A., Guest Instructor in Art
B.A. Wheaton; M.A. Chicago

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B.S., M.P.H. Washington; Ph.D. Cornell

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B.M. Peabody Institute; M.A. Northwestern; M.A. Aurora

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Sara J. Vroom, M.A., Visiting Instructor in Education
B.A. Northwestern-Roseville; M.A. Wheaton

Erin Waite, M.A., Guest Instructor in Psychology
B.A. California State at Fullerton; M.A. Wheaton

Maria D. Walford, Ph.D., Guest Lecturer in Italian
Ph.D. Chicago

Kaitlyn Wallett, B.S., Guest Instructor in Geology
B.S. Wheaton

Deborah C. Walsh, M.P.A., Guest Instructor in School for Correctional Ministries
B.A. Oral Roberts; M.P.A. High Point

Jeremy Ward, M.M., Guest Lecturer in Music
B.M. Oberlin; M.M. Northwestern

Henry Wells, M.A., Guest Instructor in Institute of Prison Ministries
B.A. William Tyndale; M.A. Ashland Theological Seminary

Gregory Allen Wheatley, M.M., Guest Lecturer in Music
B.A. Spring Arbor; M.M. Michigan State

Joshua F. Whitney, B.S., Visiting Assistant Professor of Physics
B.S. King; Ph.D. Tennessee

Sarah Wiggan, M.A., Guest Instructor in Psychology
B.S. Stetson; M.A. Wheaton

Shelly M. Wildman, M.A., Visiting Instructor in English
B.A. Wheaton; M.A. Illinois at Chicago

Juliana Wilhelm, M.A., Guest Instructor in Christian Formation and Ministry
B.S. Wisconsin; M.A. Wheaton

Bradley R. Williams, Guest Lecturer in Jazz Piano

Clifford E. Williams, Ph.D., Visiting Professor of Philosophy
B.A. Wheaton; Ph.D. Indiana

Joel R. Willitts, Ph.D., Guest Assistant Professor in Biblical and Theological Studies
B.S. Liberty; M.A. Dallas; M.Div. Trinity Evangelical Divinity School; M.Phil., Ph.D. Cambridge

Paul Zafer, M.M., Guest Lecturer in Violin
B.Mus. Toronto; M.M. Northern Illinois

College Calendar

2015

August

18-19	Tues.-Wed.	New faculty orientation
20-21	Thurs.-Fri.	International student orientation
21	Friday	New undergraduate students arrive
21-25	Fri.-Tues.	New undergraduate student orientation
21	Friday	Faculty Workshop
23	Sunday	Residence halls open for continuing students 2 pm
24	Monday	Faculty Banquet
24	Monday	New graduate student orientation & registration
		New transfer student advising and registration
25	Tuesday	Registration of new freshmen students
26	Wednesday	Classes begin

September

7	Monday	Labor Day—offices closed, no classes
2-4	Wed.-Fri.	Fall Special Services

October

9-10	Fri.-Sat.	Homecoming Weekend
16	Friday	End of first half of semester (A Quad)
17-20	Sat.-Tues.	Mid-semester break—no classes
21	Wednesday	Beginning of second half of semester (B Quad)
30-31	Fri.-Sat.	Family Weekend

November

2	Mon.	Advising for spring semester begins
4-6	Wed.-Fri.	Staley Lectures
9-20	Mon.-Fri.	Advance registration—course scheduling for spring semester
25-29	Wed.-Sun	Thanksgiving vacation, offices closed Thurs. & Fri.
30	Monday	Incomplete deadline for A quad courses

December

11	Friday	Last day of fall classes
		Graduate School Graduation Recognition
14	Monday	Reading day (Exams for Monday late afternoon and evening classes)
14-17	Mon.-Thurs.	Final examinations
18	Friday	Christmas vacation begins
		Campus housing closes at 5 pm

2016

January

8	Friday	Orientation/Registration for new students
9	Saturday	Residence halls open for continuing students
11	Monday	Classes begin
18	Monday	Martin Luther King Day —no classes, offices closed
20-22	Wed.-Fri.	Spring Special services
28	Thursday	Incomplete deadline for Fall semester/B quad courses

February

2	Tuesday	Faculty Development Day—no classes before 3 pm, classes which meet only on Tues. after 3:00 will meet; Offices open
8-10	Mon.-Wed.	Missions in Focus
15	Monday	Presidents' Day—no classes before 3 pm, classes which meet only on Mon. after 3:00 will meet; offices open

March

4	Friday	End of first half of semester (A Quad)
5-13	Sat.-Sun.	Spring vacation Campus housing closed
14	Monday	Beginning of second half of semester (B Quad)
25	Friday	Good Friday - no classes, offices closed
23	Wednesday	Advising for fall semester begins
24	Thursday	Advance registration for summer school begins

April

March 31-April 15	Thur.-Fri.	Advance registration – course scheduling for fall semester
15	Friday	Incomplete deadline for A quad courses
29	Friday	Last day of spring classes

May

2	Monday	Reading day (Exams for Monday late afternoon and evening classes)
2-5	Mon.-Thurs.	Final examinations
6	Friday	Campus housing closes for students not participating in commencement
6-8	Fri.-Sun.	Commencement Weekend
6-7	Fri.-Sat.	Alumni Weekend
9	Monday	Campus housing closes for graduating students
16	Monday	First summer session begins
30	Monday	Memorial Day holiday, no classes, offices closed (Monday classes meet on Wednesday)

June

10	Friday	First summer session ends
13	Monday	Second summer session begins
16	Thursday	Incomplete deadline for full semester/B quad courses

July

4	Monday	Holiday, no classes, offices closed
8	Friday	Second summer session ends

Telephone Numbers

Please address inquiries to the appropriate office, Wheaton College, 501 College Avenue, Wheaton, Illinois 60187-5501. Telephone calls may be dialed direct to campus offices, faculty or dormitory students. The area code is 630.

Central Switchboard	752-5000
Academic and Disability Services	752-5674
Accounting Office	752-5126
Admissions—Graduate	752-5195
Toll-free for out of state	1-800-888-0141
Admissions—Undergraduate	752-5005
Toll-free for out of state	1-800-222-2419
Advancement, Vocation, and Alumni Engagement	752-5016
Alumni and Parent Engagement	752-5047
Athletics	752-5079
Billy Graham Center	752-5157
Center for Vocation and Career	752-5048
Chaplain	752-5087
Course Information, Registration	752-5045
Conservatory of Music	752-5099
Counseling Center	752-5321
Facilities Management	752-5113
Financial Aid	752-5021
Toll-free for out of state	1-800-362-2674
Freshman Advising Office	752-7373
Health Services—Health Center	752-5072
Housing Services	752-5202
Information and Ticket Office	752-5010
IT Service Desk	752-4357
Library	752-5102
Office of Academic Records and Services	752-5044
Office of Christian Outreach	752-5076
Office of the President	752-5002
Office of the Provost	752-5004
Registrar's Office	752-5045
FAX	752-5245
Residence Life	752-5427
ROTC—Military Science	752-5121
Student Accounts Office	752-5801
Student Development Office	752-5022
Student Employment	752-5030
Transcript Requests—Registrar's Office	752-5046
FAX	752-5245
Veterans' Benefits—Academic Services	752-5044

Registrar's Calendar

The following summarizes the deadlines to be observed by all graduate and undergraduate students and faculty.

		Fall 2015	Spring 2016
Last day to add course	Full	Sept. 8	Jan. 22
	Half A*	Sept. 1	Jan. 15
	Half B+	Oct. 27	Mar. 18
Last day before drops are recorded on student's permanent record	Full	Sept. 8	Jan. 22
	Half A	Sept. 8	Jan. 22
	Half B	Nov. 3	Mar. 25
Last day to drop course with a W grade, or to elect pass/fail	Full	Nov. 24	Apr. 15
	Half A	Sept. 29	Feb. 19
	Half B	Nov. 24	Apr. 15
Last day for refund on reduced load (if applicable)	100%	Sept. 8	Jan. 22
Last day for tuition refund on withdrawal from the College	100%	Sept. 8	Jan. 22
	80%	Sept. 15	Jan. 29
	70%	Sept. 22	Feb. 5
	60%	Oct. 6	Feb. 19
	50%	Oct. 13	Feb. 26
	40%	Oct. 27	Mar. 18
	0 thereafter		
Last day to remove incompletes From B Quad/Full semester courses A Quad Courses		Jan. 28	June 16
		Nov. 30	Apr. 15
Mid-term at Risk Grades Due		Oct. 28	Mar. 21
Final Grades due at noon	Full	Jan. 4	May 12
	Half A	Oct. 26	Mar. 15
	Half B	Jan. 4	May 12

*"A" courses meet the first half of the semester; "B" meet the second half.

+B Quad added course should be an exchange for one dropped so that load and billing remain the same for the semester.

A

Academic and Disability Services	18, 273
Academic and Institutional Technology.....	14, 25
Academic Awards, Graduate	268
Academic Information	
Graduate	264
Academic Majors	46
Academic Minors	47
Academic Petition.....	49
Academic Probation/Dismissal	54, 269
Academic Requirements	
Graduate	261
Undergraduate	34
Academic Transcripts.....	56, 270
Accelerated M.A. Program.....	260
Accreditation	8
Adding and Dropping Courses	
Graduate	264
Undergraduate	48
Admissions	
Graduate	255
Undergraduate	27
Advance Deposit	258
Advance Registration.....	48
Advanced Placement/Credit.....	43
Adventure Ministry Certificate	110
Advisors	47, 266
Allied Health Professions	197
Alumni Association	275
Ancient Languages Major	146
Anthropology	200
Application Deadlines	
Graduate	257
Application Procedures	
International Students.....	31
Transfer Students	30
Undergraduate	29
Applied Health Science	68
Art.....	74
Asian Studies Program.....	161
Assistantships	337
Astronomy Courses.....	180
Athletics	15
Audits.....	49, 265

B

Bachelor of Music	217
Bachelor of Music Education	220
Bachelor of Music with Elective Studies	224
Bible and the Liberal Arts.....	80
Biblical and Theological Studies	
Graduate	279
PhD	284
Undergraduate	80
Biblical and Theological Studies Requirement, Graduate	
.....	262

Biblical Archaeology	
Graduate.....	277
Undergraduate.....	81
Biblical Exegesis.....	280
Biblical Studies	
Graduate.....	281
Billy Graham Center	10
Billy Graham Center Scholarship Program	352
Billy Graham Center Scholarships	336
Biology.....	93
Biotechnology Program.....	161
Business and Economics.....	98
Buswell Memorial Library.....	11

C

Calendar	385, 388
Candidacy, Graduate	262
Career Development	23
Center for Applied Christian Ethics	11
Center for Vocation and Career	23, 274
Certificates	47
Chaplain	22, 23
Chemistry	104
Chinese.....	139
Christian Formation and Ministry	
Graduate.....	293
Undergraduate.....	108
Christian Spirituality Certificate.....	109
Class Attendance.....	50
Classification of Students	50
Clinical Mental Health Counseling, Degree	299
College Post Office	24
College Union	22
Communication	115
Community Covenant.....	4
Competency Requirements.....	35
Computer Science	166
Conservatory Degree Requirements	216
Counseling Center	19, 274
Counseling Ministries Degree.....	302
Course Load	
Graduate.....	266
Undergraduate.....	48
Course Numbering	67
Credit, Course.....	67

D

Deferred Enrollment	50
Departmental Honors Programs	53
Directory	354
Distributed Learning	
Graduate.....	270
Diversity Courses – Studies in Diversity.....	41
Doctor of Psychology.....	304

E

Economics.....	98
Education	
Graduate (MAT).....	309
Undergraduate.....	121
Educational Objectives.....	1
Engineering.....	181
English.....	129
Ensemble Performance Studies.....	240
Entrance Requirements.....	27
Entrance Tests.....	28
Environmental Science.....	135
Evangelism and Leadership.....	315

F

Facilities, College.....	9
Family Rights and Privacy Act.....	26, 274
Federal Stafford Loans.....	336
Final Examinations.....	50
Financial Aid	
Graduate.....	335
International Students.....	338
PhD Students.....	337
Undergraduate.....	333
Financial Information.....	328
Food Service.....	25, 272
Foreign Languages.....	139
French.....	141
Freshman Registration.....	48

G

Gender Inclusive Language.....	267
Gender Studies Certificate.....	202
General Education Learning Cluster Requirements.....	39
General Education Requirements	
Undergraduate.....	35
General Education Statement of Purpose.....	35
General Studies.....	148
Geology.....	149
German.....	142
Global Experiential Learning.....	60
Grading System.....	51, 266
Graduate Assistantships in Residence Life.....	337
Graduate Education.....	252
Graduate Programs.....	264
Graduate Student Activities.....	272
Graduate Student Care.....	271
Graduate Student Ministries.....	271
Graduate Student Organizations.....	271
Graduation Rate Information.....	33
Graduation Requirements	
Master of Arts.....	261
Undergraduate.....	34
Greek Courses.....	146

H

Health Professions.....	196
Health Services.....	19, 273
Hebrew Courses.....	146
Heritage, College.....	7
History.....	153
History of Christianity MA.....	281
HNGR Program.....	158
Honor Societies.....	53
Housing.....	18, 272
Human Needs and Global Resources (HNGR).....	158

I

Incomplete Grades.....	51, 266
Individual Performance Studies.....	242
Information Technology.....	14
Integrity of Scholarship.....	51, 267
Intercultural Studies.....	321
Interdisciplinary Studies.....	160
International Relations.....	186
International Student Programs (ISP).....	20
International Students.....	31, 259, 274
Involuntary Leave Policy.....	55, 269

J

Journalism Certificate.....	116
-----------------------------	-----

L

Laboratories.....	12
Latin Courses.....	147
Leave of Absence.....	268
Liberal Arts/Nursing.....	197
Literature Courses.....	130
Loan Funds.....	353

M

Marion E. Wade Center.....	12
Marriage and Family Therapy Degree.....	302
Mathematics.....	163
Military Science.....	169
Mission Statement.....	1
Missional Church Movements.....	319
Multicultural Student Development.....	21
Music Theory & Composition.....	249

O

Office of Christian Outreach (OCO).....	20
Official Communication.....	45, 263
Orientation.....	47

P

Pass/Fail 49, 267
Passage 111
Peace and Conflict Studies Certificate 188
Philosophy 172
Physics 177
Physics Courses 178
Political Science 183
Prelaw Studies Certificate 191
Pre-Med Program 196
Psychology
 Graduate 299
 Undergraduate 193
Public Safety 25

R

Readmission 31
 Graduate 260
Registration
 Graduate 264
 Undergraduate 48
Religion Courses 92
Repeating Courses 49
Residence Life 17
Return of Title IV Funds 333, 335
ROTC 169

S

Schedule Changes
 Graduate 264
 Undergraduate 48
Scholarship Funds 339
Scholarships 334
Scholastic Honors 52
Science Area Programs 196
Social Welfare Courses 207
Sociology 199

Spanish 144
Sport and Recreation Complex (SRC) 16
Spouse Audits 265
Standards of Conduct 275
Statement of Faith 3
Student Activities Office (SAO) 22
Student Development 15
Student Employment 23, 338
Student Government 22

T

Telephone Numbers 387
TESOL 322
Theater concentration 115
Theology MA 283
Thesis Proposals 265
Transcripts 56, 270
Transfer Credit 44

U

Urban Studies 208

V

Veterans Benefits 337

W

WETN 24
Wheaton Passage 111
Withdrawal 49
Withdrawal from Graduate School 269
Writing, English 132

Y

Youth Ministry Certificate 110